



Education and Culture DG

Lifelong Learning Programme

COMENIUS
ASSISTANTSHIPS

**LIFELONG LEARNING PROGRAMME
COMENIUS
Final Report Form 2008 for
COMENIUS ASSISTANTSHIPS
(Host Schools)**

Please send this report, duly completed and signed, to your National Agency within 30 calendar days after the end of the assistantship.

1. GENERAL INFORMATION

1.1. Host School Data

Name of the host institution: Aalborg Technical College

Address: Øster Uttrupvej 5

Telephone number: +4572505800

E-mail: atg@aatg.dk

Contact person: Gitte Rye Larsen

Type of host institution (please tick as appropriate):

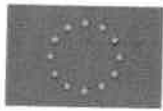
Pre-primary school

Primary school

General secondary school

Vocational/technical school

Establishment for/with learners with special educational needs



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- Adult or in-service education provider
- Other (please specify)

If the assistant worked in more than one host institution, please indicate the names and types of the other institutions. Explain please how the assistant's work was co-ordinated and organised.

1.2. Assistant data

Assistant's name: Aline Boedry

First name: Aline

Origin country: Belgium

E-mail: alineboedry@hotmail.com

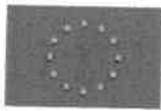
1.3. Dates of the assistantship:

From (01/09/08) to (30/06/09):

Did the duration of the assistantship correspond to your expectations? If not, explain why please.

1.4. Summary of the activities:

Subject/s taught	Teaching language	Number of hours(lessons) per week	Extra-curricular activities	Number of hours per week	
Physics	Eng/da	2	Zoo project		
Biology	Eng/da	4	Strategy seminar		
Technology	Eng/da	2	Teacher meetings		
Mathematics	Eng/da	2	Exams		
				47 hours in all	
					Number of lessons



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					per week (in total)
					9-12

Number of pupils taught (total)	158
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2. ASSISTANTSHIP CONTENT:

2.1. Preparation for the assistantship:

How did your institution prepare for the assistantship?

Aalborg Technical College are involved in an international Comenius School Partnership at the moment and we wish to emphasize the international issue and therefore we wished for an assistant who first and foremost should be involved in science curriculum, e.g. physics, mathematics, chemistry, communication and technology. The teachers involved in the Comenius project were involved in the decision to apply for an assistant. We decided to apply for a French- or English speaking assistant to support the native teachers with knowledge of foreign school systems and a new approach. We did involve all participants before applying for ensure a motivated team to support the assistant and took up measures to provide a apartment for the assistant on the school premises.

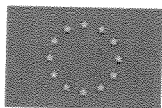
When the assistant were assigned, we contacted her in advance and made arrangements beforehand, e.g introduction to the Danish education system.

2.2. During the assistantship:

2.2.1. Reception

What concrete measures were undertaken upon assistant's arrival?

We made a two weeks introduction course for the assistant before she was starting teaching. We introduced the assistant to the teachers team she was going to be a part off. We had appointed a supervisor among the teachers, who teach the same subjects as the assistant. Afterwards we introduced Aline Boedry for the rest of the staff at a staff meeting. Our International coordinator helped Aline with the practical thing, like joining language courses, applying for visa, getting a doctor and so on. Our ICT coordinator provided Aline with a laptop and introduced her to the schools network and ICT methods and pedagogical approach. We found an apartment near the school with wireless and direct access to the schools network. We also helped her with furniture, kitchen aids and so on.



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Did the assistant leave earlier than planned? If yes, why? No, she stayed the planned term.

2.2.2. Work planning and work progress

What tasks (curricular and extracurricular) did the assistant undertake?

The assistant started observing biology and physics classes with her supervisor as the teacher. She had the time to be familiar with the books they were using and learned the structure of a school day and school week. She also discussed with the main teacher how he/she could introduce the next theme or what kind of experiments in the lab could be made (both by students as by the teacher). She helped prepare experiments and tested them before class to get the best results.

After two months when the assistant felt more secure with the classes and had improved her Danish language skills she started teaching herself and taking responsibility of the didactics and pedagogical plan for the lessons. She prepared powerpoint presentations, exercises and taught the students herself, while the teacher was sitting in the back supervising

At the end of October, Aline also started as a helping teacher in a mathematics class. Even though her main subject isn't mathematic she was really good at helping the students and explaining it in a more simple way than the mathematics teacher did.

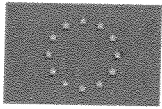
In April we introduced Aline to technology, a subject which is special for our education. Here she also observed and helped. This was a good way to get even deeper into the Danish Technical Gymnasium education. Technology is a special subject for this education, were the focus is on project work and problembased teaching, which was new to Aline.

Beside the subjects were Aline Boedry was an assistant teacher, she also observed several others subjects to learn more about the Danish gymnasium. (Upper secondary)

The extracurricular activities were first a project by the students where they learned how to work for an audience outside the school environment. Because this project was going on at the time Aline arrived, she mainly observed and tried to connect to the students in a playful way.

At the beginning of October, Aline participated in a two days strategy seminar, organised by the school. All teachers would go on a 2-day trip to a small "holiday" village where we had lectures in evolution in society (mainly on teens), and workshops to discuss and improve the school environment and possibilities. Even though her Danish was still very poor, she told us that she learned really enjoyed it and learning to know the staff.

Aline also participated in the monthly teacher meetings where school problems, or plans for making the school a better place, were discussed. In between the teacher meetings, there were also some extra meetings where only teachers from a certain subject gathered together to discuss how a certain topic could be handled and what experiments were possible in this



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topic.

At the end of the year, when the school knew if Aline classes would go to which exams, Aline helped her supervisor preparing the biology exam by making questions and discussing them with the biology teacher.

Were the tasks planned on the basis of the objectives and activities proposed in your own and your assistant's application forms and/or in the agreement between yourself and your assistant?

Yes No

If not, please explain why:

Did the assistant help you develop or prepare a European cooperation project?

Yes No

If yes, please specify the Programme and Action:

- Comenius Partnership*
- eTwinning*
- Leonardo da Vinci Mobility Project*
- Leonardo da Vinci Transfer of Innovation Project*
- Grundtvig Partnership*
- Youth in Action*
- Other, please specify:*

If possible, give a brief description of the project (type, title) and precise your role in its preparation: The classes Aline taught in Physics were participating in a Comenius project "Energy and Media". In the autumn the class visited France in the theme of Nuclear energy were Aline had participated, she helped the class preparing for the visit at the French Gymnasium and a Nuclear Plant.

Did the assistant work with pupils/learners who needed special learning support?

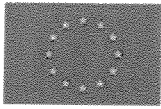
Yes No

If yes, please specify the type of learning needs:

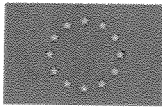
2.2.3. Assistantship evaluation

Did you evaluate, together with the assistant the progress of the assistantship? How?

Did the evaluation lead to changes in tasks and activities?



Yes, we evaluated frequently and changed her working plan if necessary.
2.2.4. Assistantship impact
In your opinion, what did the assistant learn in terms of:
a) methods and teaching/learning practices
Aalborg Tekniske Gymnasium (AATG) is known for its use in modern technology such as laptops and their internet platform Fronter. We have a strategy of using ICT in new pedagogical settings and developing new teaching methods and didactics. Aline was introduced to this and learned very fast how to use ICT in the classroom. She was also introduced to project work and problem based learning, which was new to her. She discussed the methods with her supervisor and certainly got familiar with this type of pedagogical method. At the same time one of the things she also mentioned in her evaluation was the way the teachers practised differential learning and using the <i>The Theory of Multiple Intelligences</i> by Howard Gardner.
b) the language of your country/region
Despite the fact that Danish is a difficult language she improved quite fast and is now able to communicate in Danish to the students and the other teachers.
c) other foreign languages
She improved her English hence she the first months mostly spoke English to everyone.
d) the culture of your country
She got Danish friends and participated in social activities. She integrated very well.
e) the subject/s taught
The evaluation from the supervisors shows that she improved her skills on the subjects and began to see them from different angles.
In your opinion, what did pupils/learners and your institution learn from the assistantship in terms of:
a) assistant's mother tongue
Not much, but all participants improved their English. Aline taught the teachers and students some few Flemish words.
b) the culture of the assistant's origin country
Some, we tried to introduce the students to Aline's culture and country. We also had a topic of EU in social science. The teachers involved in the project got a clearer view on



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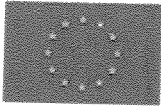
other European education systems.
c) the subject/s the assistant taught
The teachers involved got a new approach from Aline, because she was used to teaching the subjects in a different way and they got very good pedagogical discussions. Aline also tried to teach in a more “Belgian” way without using ICT so much and the students and her got a good discussion of the differences between different learning angles.
d) language competencies in general
All participants, teachers, students, and staff in general improved their English.
In your opinion, what did the local community learn from the assistantship?
The students certainly told a lot about it at home and the parents have reacted in a very positive way. We also had some articles about our project.

2.3. After the assistantship:

To what extent did the assistantship fulfil your objectives?
<i>(Tick as appropriate below. Please note that 1= to a very small extent; 2= to a small extent; 3= to a high extent; 4= to a very high extent; 5= totally accomplished)</i>
1 2 3 4x 5
Explain your choice please:
How did/will you inform others about your experience with the Comenius assistantship? We will use it in our marketing and also write articles and pedagogical evaluations to use in our teachers network.

2.4. Difficulties encountered (if applicable):

Describe any difficulty encountered before, during and after the assistantship:
There were no difficulties that we couldn't handle. It is important that the assistant start a language course at once at arrival and Aline also did that. It helped her a lot taking a course with other foreigners in Denmark.



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3. COMMENTS AND SUGGESTIONS:

Please provide any further comments and suggestions for the improvement of Comenius assistantships::

Maybe the agencies should help the assistants more with the practical things, like accommodation, visas, insurance and so on.

4. DECLARATION

The declaration has to be signed by the mentor and the person legally representing the host institution/organisation:

"We, the undersigned, certify that the information contained in this Final Report is correct to the best of our knowledge"

Date:

Date: 22-6-2009

Place:

Place: Aalborg

Name and position in capital letters:

Name and position of the Head of institution/organisation: Viceprincipal

Signature of the mentor:

Signature of the Head of institution/organisation:

Stamp of the institution/organisation

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