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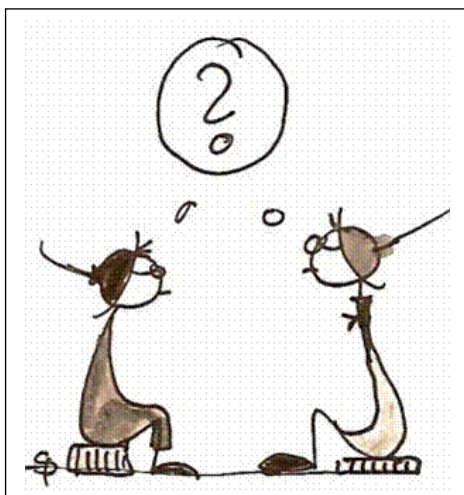
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**PROGRAMMA ERASMUS+ -  
SECOND LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP**

**“EUROPE FOR INCLUSION”**

COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE  
INSTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY  
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA  
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA  
ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL  
SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA  
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



## **Trainee's Journal**

*Name*

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by  
**the Polish Scientific Committee**

*Beata Mrosek School Principal*

*Karolina Krzysztozek, Karolina Chatupka Responsible for the evaluation*

*Lucyna Donke Responsible for the documentation*

*Beata Mrosek Responsible for the training*

*Monika Grześkowiak, Leszek Mrosek Responsible for the Inclusion Group*

*Tomasz Józwiak Responsible for the procedure*



## INTRODUCTION

Born from the collaboration among the members of the Polish Scientific Committee, the *Trainee's Journal* wants to be a tool to answer the trainees' needs who are going to face the training section on **"Shaping Memory, Attention and Concentration"** and cannot help needing to develop a strong motivation to the formative training plan defined.

Divided into 6 sections, the *Journal* has been thought in order to:

- ❑ Guarantee a support to the teachers with orienting and facilitation actions.
- ❑ Promote the comparison and a close examination on the topics which interest each trainee.
- ❑ Help the trainee reflect on his/her learning plan by visualizing the difference between the competences at the beginning and the competences at the end of the training section.
- ❑ Organize the formative assessment transparently and precisely .

It deals with a tool made up of a set of grids and questionnaires which offers a guideline, easily to be used from whom is willing to develop their own professionalism. It is a training support answering to the criteria of coherence, congruence, clearness, articulation, verifiability and applicability.

The *Journal* belongs to the trainee who can and must use it whenever he/she thinks it is the right time and all the training course long.

### ***The Polish Scientific Committee***

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*Tomasz Józwiak Responsible for the procedure*

*Leszno, 25th May 2015*



## FIRST PART: MY BIOGRAPHIC PROFILE

### 1.1: biodata grid

School where the course is attended: \_\_\_\_\_

Title of the training course: \_\_\_\_\_

Course Responsible : \_\_\_\_\_

Course Coordinator: \_\_\_\_\_

Tutor: \_\_\_\_\_

Trainers: \_\_\_\_\_

#### Trainee's biodata

Surname \_\_\_\_\_

Name \_\_\_\_\_

Date of birth \_\_\_/\_\_\_/\_\_\_

Place of birth \_\_\_\_\_

Address \_\_\_\_\_

Telephone: \_\_\_\_\_ fax: \_\_\_\_\_ mobile: \_\_\_\_\_

E-mail \_\_\_\_\_

#### Own School Data

Name of the school \_\_\_\_\_

Town \_\_\_\_\_

Country \_\_\_\_\_

Telefono: \_\_\_\_\_ fax: \_\_\_\_\_ e-mail: \_\_\_\_\_

#### Trainee's Personal Information and previous experiences

Kind of teaching: \_\_\_\_\_

Number of teaching years: \_\_\_\_\_

Kind of school certification: \_\_\_\_\_

Special certifications: \_\_\_\_\_

\_\_\_\_\_

Self-evaluation of linguistic competences in English (according to the Common European Framework of Reference):

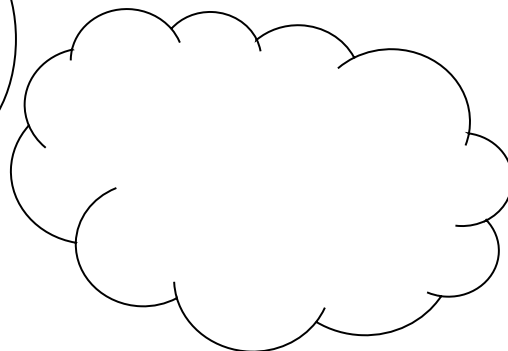
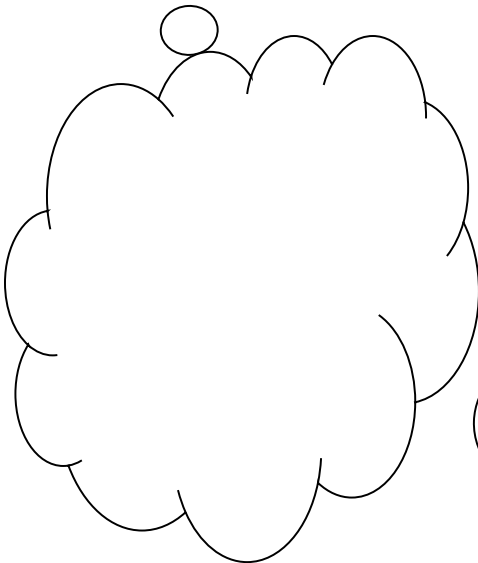
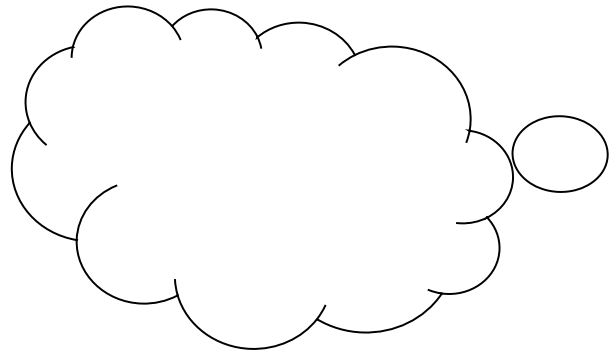
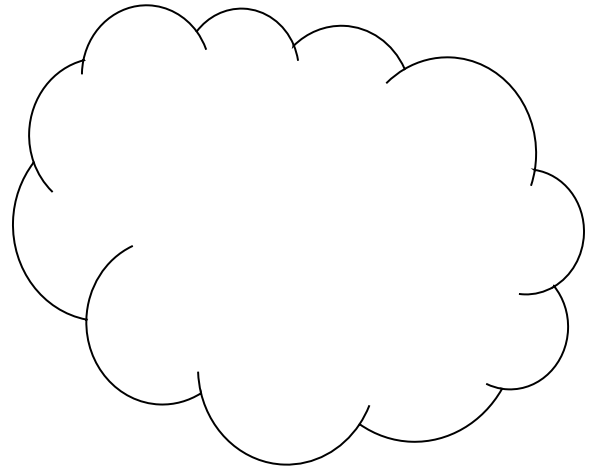
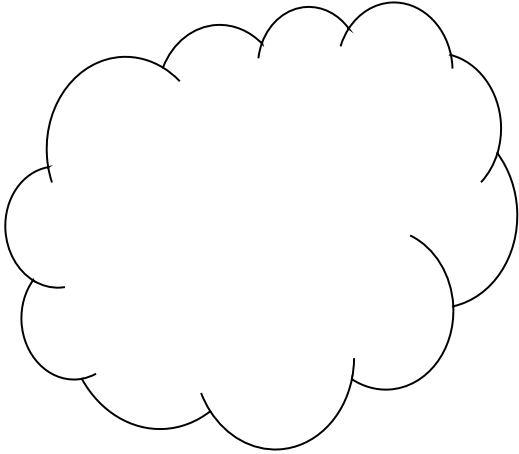
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## FIRST PART: MY BIOGRAPHIC PROFILE

### 1.2: gathering of expectations

Write your general expectations with regards to the training course:





## FIRST PART: MY BIOGRAPHIC PROFILE

### 1.3: specific expectations

<p><b>Management of meetings, pace and modalities</b></p>	
<p><b>Trainers' lessons</b></p>	
<p><b>Definition of the individual needs</b></p>	
<p><b>Competence level at the end of the training course</b></p>	
<p><b>Motivation and level of willingness to attend the training course</b></p>	



## SECOND PART: MY INITIAL COMPETENCES

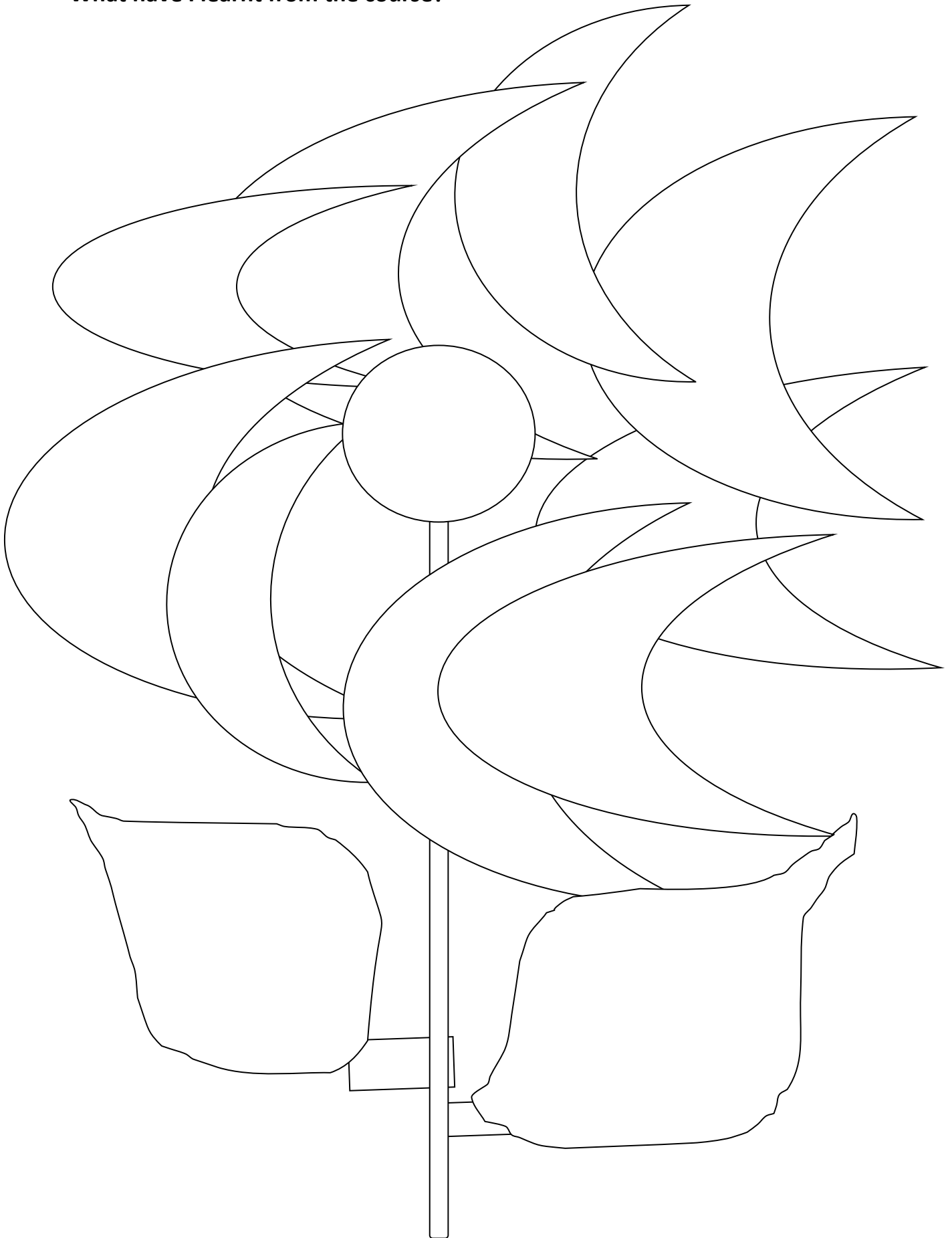
*I self-assess my initial knowledge competences by putting a cross in the proper box:*

1. **I have good memory.**  
Yes  No  Partly
2. **I know exercises which shape my memory**  
Yes  No  Partly
3. **I know the techniques of exercising memory**  
Yes  No  Partly
4. **I consciously use techniques of developing memory while working with children.**  
Yes  No  Partly
5. **I am able to think over my didactic praxis by using different methods of memorizing**  
Yes  No  Partly
6. **I know some techniques of developing memory**  
Yes  No  Partly
7. **I know how to design a lesson with the use of different techniques**  
Yes  No  Partly



## THIRD PART: MY FINAL COMPETENCES

What have I learnt from the course?





## FIFTH PART: RECORDING OF THE WORK IN PRESENCE

### Diary

5.1: recording grid		Workshop
Date	25.05.2015	
Duration	from	to
Place		
Trainer/s		
Title of the lesson		
Topic		
Contents		
Kind of activity	Group work Pair work Plenary lesson Cooperative Learning	
I have learnt:		
It has been useful for:		
I had some difficulties:		
Solutions found in order to overcome difficulties		
Materials produced		
Possible spin off on my job		





## FIFTH PART: RECORDING OF THE WORK IN PRESENCE

### Diary

5.1: recording grid		Lesson
Date	26.05.2015	
Duration	from	to
Place		
Trainer/s		
Title of the lesson		
Topic		
Contents		
Kind of activity	Group work Pair work Plenary lesson Cooperative Learning	
I have learnt:		
It has been useful for:		
I had some difficulties:		
Solutions found in order to overcome difficulties		
Materials produced		
Possible spin off on my job		



## FIFTH PART: RECORDING OF THE WORK IN PRESENCE

### Diary

5.1: recording grid		Lecture
Date	28.05.2015	
Duration	from	to
Place		
Trainer/s		
Title of the lesson		
Topic		
Contents		
Kind of activity	Group work Pair work Plenary lesson Cooperative Learning	
I have learnt:		
It has been useful for:		
I had some difficulties:		
Solutions found in order to overcome difficulties		
Materials produced		
Possible spin off on my job		



## SIXTH PART: EVALUATION OF THE DIFFERENCE BETWEEN THE INITIAL EXPECTATIONS AND THE FINAL RESULTS OF THE TRAINING COURSE.

### 6.1: EVALUATION OF THE COURSE COMPARED TO THE INITIAL EXPECTATIONS

<p><b>Management of meetings, pace and modalities</b></p>	
<p><b>Trainers' lessons</b></p>	
<p><b>Definition of the individual needs</b></p>	
<p><b>Competence level at the end of the training course</b></p>	
<p><b>Motivation and level of willingness to the training course</b></p>	

**NOTES:**