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

“EUROPE FOR INCLUSION”

COLLEGE JEAN JAURES – AQUITAINE- CENON - FRANCE
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA
SZKOŁA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO – LESZNO – POLAND
ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL
SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



Trainee's Journal

Name

by
the Italian Scientific Committee

Patrizia Mercuri School Principal
Simona Muroli Responsible for the evaluation
Giovanna Maria Melis Responsible for the documentation
Mario Pintus Responsible for the training
M. Giuliana Ballicu Responsible for the Inclusion Group
M. Carmela Noce Responsible for the procedure

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INTRODUCTION

Born from the collaboration among the members of the Italian 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 **Scholastic Skill Disturbs** 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 Italian Scientific Committee

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Sassari, 15th December 2014



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: _____

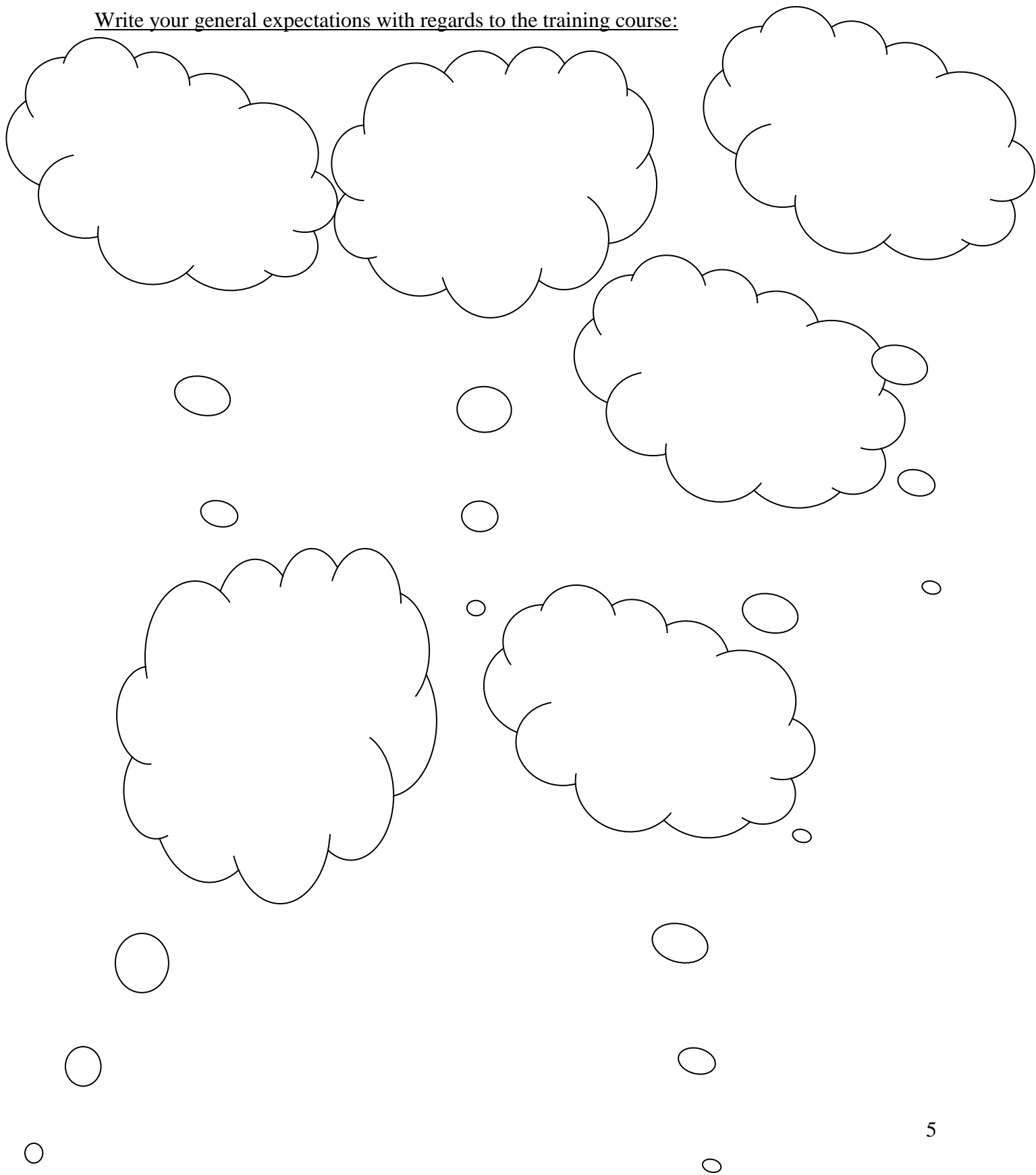
Special certifications: _____

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

FIRST PART: MY BIOGRAPHIC PROFILE

1.2: gathering of expectations

Write your general expectations with regards to the training course:



The page contains several large, empty thought bubbles of various shapes and sizes, arranged in a scattered pattern. There are also numerous small, empty circles of varying sizes scattered throughout the page, some appearing to be connected to the thought bubbles by thin lines, suggesting a mind-mapping or brainstorming activity. The bubbles and circles are intended for the user to write their general expectations for the training course.

FIRST PART: MY BIOGRAPHIC PROFILE

1.3: specific expectations

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

SECOND PART: MY INITIAL COMPETENCES

2.1: self-assessment of the knowledge competences

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

Legislation

1. I know the laws which protect students with Scholastic Skill Disorders in my Country
Yes No Partly
2. I know the territorial boards devoted to Scholastic Skill Disorders and I know how to deal with them
Yes No Partly
3. I know the laws which protect students with Scholastic Skill Disorders in the Countries of the partnership
Yes No Partly

Psychological, pedagogical and didactic

4. I can consciously use my psychological, pedagogical and didactic competences in order to recognize the Scholastic Skill Disorders problematics at an early age:
 - 5.a. psychology of development
 psychology of learning
 psychology of cognitive processes
 Evaluation techniques
 - 5.b. Learning Theories related to Scholastic Skill Disorders.
I can read a clinic report and understand a diagnosis about:
 - Dysgraphia
 - Dyslexia
 - Dyscalculia
 - Dysortographia
 - 5.c. Methodological approaches
 - Personalized methodologies: adjustment of objectives, contents, counseling and support
 - Laboratorial methodologies: problem solving (brainstorming, Wh questions and P.A.S.T.A.) research, active and constructive learning, intentional and situated learning.
 - Collaborative methodologies: peer education, dialogic learning, modeling learning
 - Metacognitive methodologies: reflective learning and different learning styles
 - Simulative methodologies (role-playing)
 - Discussion methods (Circle time and case analysis)
 - Inclusive didactic strategies and methodologies
 - Dispensative measures
 - Compensative instruments
 - Other (specify _____)
 - 5.d. relational dynamics
 - Group work
 - Simulation – Role play
 - Cooperative learning
 - Peer learning
 - Circle time
6. I know how to use the informatics resources according to:

6.a. Use of keyboard

Vocal synthesis

Building of graphic organizers

Building of hypertext

Use of devoted software

Multimedia resources in internet

not at all	enough	very good
not at all	enough	very good
not at all	enough	very good
not at all	enough	very good
not at all	enough	very good
not at all	enough	very good

SECOND PART: MY INITIAL COMPETENCES

2.2: self-assessment of the relational competences

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

1. I am able to think over my didactic praxis by using different self-assessment strategies:

- Diary
- Questionnaires and/or grids
- External observer
- Interviews
- Audio and/or video recording
- Other (specify _____)

2. I am able to use the results of the self-assessment to:

- Question myself
- Self-evaluate myself
- Become conscious
- Enhance change

3. I am able to get into relation with my colleagues through:

- Listening to them
- Mediation
- A proposal attitude
- Collaboration
- Conflicts management
- Negotiation

SECOND PART: MY INITIAL COMPETENCES

2.3.: self-assessment of the methodological-didactic competences

I self-assess my methodological-didactic competences by putting a cross in the proper box

WITH REFERENCE TO THE PRESENCE OF STUDENTS WITH SCHOLASTIC SKILL DISTURDS IN MY CLASS ...

Knowing how to design

1. I know how to work in group to design a didactic plan having as framework:

- Common European Framework of Reference
- Ministerial Indications
- AIP (Annual Inclusion Plan)
- EPP (Educative Personalized Plan)
- Continuity among the different school levels

2. I know how to design cross-curricular didactic units taking into account:

- Ministerial Indications related to all disciplines
- Transversal competences
- Transversal objectives

Knowing how to plan

3. I know how to make organizative decisions related to:

- Use of space
- Use of instruments
- Planning time and its management

4. I know how to make operative choices related to:

- Learning strategies VAK ; multiple intelligences ; multisensory approach ; Knowing of the principal compensative instruments and how to handle classroom management Knowing the different dispensative strategies Other _____
- Interactive modalities group work ; cooperative learning ; peer learning ; whole class ; circle time Other _____
- Learning styles
- Individual formative needs

5. I know how to plan to reach the specific objectives through:

- Planning of cross-curricular units
- Management of classes with mixed-up abilities
- Respect of the individual learning pace
- Enhancing of motivation
- Enhancing of collaboration among the students

Knowing how to evaluate

6. I can individuate evaluation criteria related to:

- Ministerial indications
- Curriculum
- Learning Units
- Linguistic skills listening ; speaking ; reading ; writing
- Age of students

7. I know how to individuate evaluation modalities through:

- Diary Questionnaires and/or grids
- Structured tests External observer
- Interviews Audio/video Recording
- Feedback Portfolio of competences
- Other (_____)

THIRD PART: MY FINAL COMPETENCES

3.1: self-assessment of the knowledge competences

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

Legislation

5. I know the laws which protect students with Scholastic Skill Disorders in my Country
 Yes No Partly
6. I know the territorial boards devoted to Scholastic Skill Disorders and I know how to deal with them
 Yes No Partly
7. I know the laws which protect students with Scholastic Skill Disorders in the Countries of the partnership
 Yes No Partly

Psychological, pedagogical and didactic

8. I can consciously use my psychological, pedagogical and didactic competences in order to recognize the Scholastic Skill Disorders problematics at an early age:
- 5.a. psychology of development
 psychology of learning
 psychology of cognitive processes
 Evaluation techniques
- 5.b. Learning Theories related to Scholastic Skill Disorders.
 I can read a clinic report and understand a diagnosis about:
 Dysgraphia
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- 5.c. Methodological approaches
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 Collaborative methodologies: peer education, dialogic learning, modeling learning
 Metacognitive methodologies: reflective learning and different learning styles
 Simulative methodologies (role-playing)
 Discussion methods (Circle time and case analysis)
 Inclusive didactic strategies and methodologies
 Dispensative measures
 Compensative instruments
 Other (specify _____)
- 5.d. relational dynamics
 Group work
 Simulation – Role play
 Cooperative learning
 Peer learning
 Circle time
7. I know how to use the informatics resources according to:

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Vocal synthesis

Building of graphic organizers

Building of hypertext

Use of devoted software

Multimedia resources in internet

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not at all	enough	very good
not at all	enough	very good
not at all	enough	very good
not at all	enough	very good
not at all	enough	very good

THIRD PART: MY FINAL COMPETENCES

3.2: self-assessment of the relational competences

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

4. I am able to think over my didactic praxis by using different self-assessment strategies:

- Diary
- Questionnaires and/or grids
- External observer
- Interviews
- Audio and/or video recording
- Other (specify _____)

5. I am able to use the results of the self-assessment to:

- Question myself
- Self-evaluate myself
- Become conscious
- Enhance change

6. I am able to get into relation with my colleagues through:

- Listening to them
- Mediation
- A proposal attitude
- Collaboration
- Conflicts management
- Negotiation

THIRD PART: MY FINAL COMPETENCES

3.3.: self-assessment of the methodological-didactic competences

I self-assess my methodological-didactic competences by putting a cross in the proper box

WITH REFERENCE TO THE PRESENCE OF STUDENTS WITH SCHOLASTIC SKILL DISTURDS IN MY CLASS ...

Knowing how to design

3. I know how to work in group to design a didactic unit having as framework:

- Common European Framework of Reference
- Ministerial Indications
- AIP (Annual Inclusion Plan)
- EPP (Educative Personalized Plan)
- Continuity among the different school levels

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- Transversal objectives

Knowing how to plan

3. I know how to make organizative decisions related to:

- Use of space
- Use of instruments
- Planning time and its management

4. I know how to make operative choices related to:

- Learning strategies VAK ; multiple intelligences ; multisensory approach ; Knowing of the principal compensative instruments and how to handle classroom management Knowing the different dispensative strategies Other _____
- Interactive modalities group work ; cooperative learning ; peer learning ; whole class ; circle time Other _____
- Learning styles
- Individual formative needs

5. I know how to plan to reach the specific objectives through:

- Planning of cross-curricular units
- Management of classes with mixed-up abilities
- Respect of the individual learning pace
- Enhancing of motivation
- Enhancing of collaboration among the students

Knowing how to evaluate

8. I can individuate evaluation criteria related to:

- Ministerial indications
- Curriculum
- Learning Units
- Linguistic skills listening ; speaking ; reading ; writing
- Age of students

9. I know how to individuate evaluation modalities through:

- Diary Questionnaires and/or grids
- Structured tests External observer
- Interviews Audio/video Recording
- Feedback Portfolio of competences
- Other (_____)

FOURTH PART: SELF-EVALUATION OF REACHED AND NOT YET REACHED COMPETENCES

4.1: RECORDING GRID

After having completed the formative course, self-evaluate the reached competences and those you could reach in a further formative phase.

Competences	Reached	Not yet completely reached
knowing competences		
relational competences		
methodological – didactic competences		

FIFTH PART: RECORDING OF THE WORK IN PRESENCE

Diary

5.1: recording grid	First lesson
----------------------------	---------------------

Date	
Duration	from _____ to _____
Place	
Trainer/s	
Title of the lesson	
Topic	
Contents	
Kind of activity	Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Plenary lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/>
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	Second lesson
----------------------------	----------------------

Date	
Duration	from _____ to _____
Place	
Trainer/s	
Title of the lesson	
Topic	
Contents	
Kind of activity	Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Plenary lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/>
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	Third lesson
----------------------------	---------------------

Date	
Duration	from _____ to _____
Place	
Trainer/s	
Title of the lesson	
Topic	
Contents	
Kind of activity	Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Plenary lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/>
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	Fourth lesson
----------------------------	----------------------

Date	
Duration	from _____ to _____
Place	
Trainer/s	
Title of the lesson	
Topic	
Contents	
Kind of activity	Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Plenary lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/>
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

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