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| Datum: 14/1 - 2014 | Projekt OBOGATENO UČENJE TUJIH JEZIKOV 2013-15 |

**Added value of FT and their limitations**

**(Overview)**

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| 1. **Amresh Prakash Torul** |
| I believe my added value is connected to the following:   1. Knowledge of content (Information Technology)  * can work as a content specialist in English classes, * can better collaborate with non-language teachers (IT and electronics), * can better develop technically-rich materials and implement them confidently.  1. Education through the English language medium (language of instruction)  * ideal to teach/develop disciplinary literacy, * comfortable with using English for business purposes, * brings in a professional approach similar to that used in cultures where the target language is used for business.  1. From a different culture/background  * can develop intercultural topics from a different perspective (due to living experience from abroad and also to living experience in Slovenia).   Limitations of the schools:   1. VEGOVA Ljubljana  * New co-teachers have just joined and need training. * We are still trying to find the best solution to teach with non-language subject classes, the big question being: Do we do it frontally all the time? Can it be shadow teaching all the time? If frontal, how does the non-language teacher make up for the “lost time” for his own goals (e.g. vaje need 3 full lessons to be completed). * G3 classes are divided into two streams (RAČ, ELE), making it hard to do anything too specific to their subjects.  1. ŠIŠKA  * New co-teachers have just joined and need training. * We are still trying to find the best solution to teach with non-language subject classes, the big question being: Do we do it frontally all the time? Can it be shadow teaching all the time? If frontal, how does the non-language teacher make up for the “lost time” for his own goals (e.g. vaje need 3 full lessons to be completed). * Have only just started to teach there and need to catch up, to make up for the list time (4 months). It is amazing what 4 months away can do to otherwise well-galvanised team, but this is how I fell when I come back: people felt pity for me (because I did not have job-apparently), some students needed a re-adaption period with this kind of lessons, one/two colleagues also need to refresh their team teaching skills. |
| **2. Samuel Farsure** |
| Added value (-) and obstacles (●):   * TU help to improve/increase authenticity of tasks/learning (projects for examples). * Main obstacles: lack of planning (sometimes) and the overall timetable (school organization). * TU as a provider of extra-curricular activities: preparation for French exams. * Main obstacles: the school time table combined with students activities. * TU as a designer of OIV based on academic knowledge and field of interest: intercultural competence. * Main obstacles: lack of preparation on the part of TU. * For helping to develop intercultural competence. * Lack of time for planning and lack of academic knowledge about it. |
| **3. Beenjamin Tweedie** |
| Currently, I think that my new school (ŠC Kranj) is experiencing the most difficulty in firstly identifying what the added value of a FT is and secondly how to best-exploit it. Of course, this is not unsurprising since it takes time to become cognisant of these issues. I think I need to take the lead in 'educating' my colleagues about how I can be best-utilised in both the TJA and non-TJA classroom with sample lesson plans, activities, demonstrations etc. Unfortunately, some teachers refer to me (when speaking to students) as the "assistant teacher" which is a misunderstanding I must correct. One issue which is problematic is that the school's timetable changes every month which can cause problems in implementing long-term projects etc. The PT have also expressed great concern about the research-aspects of the project. They are concerned about how to evaluate and measure the added value etc. I think it will take to the end of the school year to 'educate' the PT to a satisfactory level to enable us to achieve the project goals in the 2nd year.  At Gimnazija Ptuj, I believe the 3 TJA (+ 1 FIZ) teachers we worked with last year at Modelling grasp the concept of the FT's added value and how the ST and FT can work together and team-teach effectively. However, the other 3 TJA teachers that we (myself and Fillipe) work with prefer to just let us do (mostly independent) guest-teaching and provide occasional support with translation of unknown vocabulary. One other issue is that some classes are almost non-communicative with both us (and their STs) - this is an issue we are yet to solved.  At OŠ ATL, we have made a promising start. Whilst it is a new PT, it is not a new school for me and I feel more valued this time around than during my previous stint. The two teachers I am currently working with are keen and are aware of the added value that I can bring to their classes (4. and 5. razred). This added value will be verified as I will repeat the same lessons at one of the school's podružnica šola. I am hesitant about working with some of the other PT members (TJA teachers in 3. triad) because I think they see me as an asset for pronunciation practice or maybe an opportunity to grab a coffee (but then again I could be mistaken). |
| **4. Filipe de Almeida** |
| ADDED VALUE:   * Developing authentic material for modelling (cultural and educational background). (Ptuj and OŠ Trnovo) * Developing workshops for team teaching (future modeling). (Ptuj and OŠ Trnovo) * Help introduce FT in Slovene school system by following/implementing guidelines set up by expert group. * Personal experience: work in other countries and multicultural background . (Ptuj and OŠ Trnovo) * Team teaching with other FT with different skills: students get more from two teachers who offer personalized material. * Different perspective “outsider” allowing for critical discussion. Students/teacher are exposed to different approach with benefits them both individually/professionally.   LIMITATIONS:   * Could be timetable/needs and “too many” wants of school/teachers/parents. * Extra workload for Slovene teachers and school could be perceived as “extra” unnecessary. * Clinging old mentality is hard (old habits die hard). * Text book “virus” (Primary school). * Making other teachers realize the added value of intercultural team teaching for their ongoing cultural /professional development (critical peer observation, planning, etc.). * Finding compatible “teams” or at least ones that work well together. |
| **5. Andrea Valenti** |
| ADDED VALUE:   * Boljše raziskovanje različnih virov, boljše se znajdem v selekciji različnih virov. Ta element dodane vrednosti se je pokazal na vseh šolah na katerih sem do sedaj delal. * Zaradi eksplicitnega znanja o kulturi lahko prispevam in predlagam različne teme/ali dodajam posamezne elemente temam, ki so v učnem načrtu. * Medkulturno okolje odraščanja in večjezičnost mi pomagajo pri razvijanju različnih tem. * Uporaba različnih oblik TP, glede na različne šole (v Kopru lahko uporabljava več metod kot v Domžalah in v tem primeru lahko narašča tudi dodana vrednost) * Senzibilnost do določenih družbenih tem. * Zmožnost empatičnega poslušanja dijakov pri delu v skupinah. * Zmožnost ustvarjanja sproščenega okolja.   LIMITATIONS:   * Organizacija šole: pomanjkanje časa in prostora za razvijanje posameznih oblik TP, paralelno in diferencialno TP je lahko problematično z vidika dodane vrednosti TU. * Vztrajanje pri učnem načrtu in nepripravljenost razvijanja različnih tem na način v katerem se vidi dodana vrednost. * Vztrajanje pri nepogrešljivosti učbenika: problem za razvijanje dodane vrednosti posameznika (TU). * Pomanjkanje blok ur za razvijanje projektnega dela. * Nepoznavanje in uporaba različnih oblik timskega poučevanja. |
| **6. Demara C. Ivanič** |
| Regarding my work at Srednja trgovska šola, my added value comes from having experience as a teacher of foreign language (e.g. how to teach a foreign language, methods used in the U.S to teach a foreign language, expected students outcomes in foreign language teaching, and limited knowledge of TEFL). Having been a student of foreign language languages, I also am able to understand some strategies, needed to learn a foreign language. (My background as foreign teacher and student plays a role in my work at Gimnazija Poljane as well).  In terms of added value regarding team teaching at Srednja trgovska šola, benefits includes team teaching in an intercultural/ bicultural team, the use of authentic materials, and developing authentic situations in which the target language is used. We are limited at Srednja trgovska šola due to my lack of knowledge when it comes to “izložbe” or window display and design. These two areas are not at all in my background. However, with regards to providing authentic or near-authentic situations involving the use of language, my growing knowledge of TEFL and previous experience as a sales assistant, can help those students to become professional sales assistants (communication skills, some technical terms, learning strategies, native English pronunciation and use within “authentic” scenarios, interviewing skills/strategies, resume writing, playing the role of a critical customer). Limitations primary center around how other teacher perceive the consumer role of the foreign teacher (assistant, dictionary/bank of words, playing the “role” of a foreigner). They will need to move past that enriched learning to take place. Planning, unfortunately, is still an issue; yet this is still the “beginning” phase for Trgovska. We have asked the vice-principal for a common planning time for our whole project team – let it be even if for only 1 hour/1 time/week (TU=30%, 1 day/week).  In terms of Gimnazija Poljane, the main limitation is that the teachers or the principal believes that I should be “shared” among all English classes. Another limitation lies in my own lack of knowledge of perhaps to what standars/level the students need to learn English translating into how many hours; students can spend on one single topic. We are fortunate in that that they have asked me, where my strengths lie and which prepared materials I`ve at my disposal, and which years they are geared towards. Observing some lessons have helped us to see where we can improve and to make those improvements some lessons modules, when teaching the same module again to different classes. Planning is eagerly sought out and I am eager to address which types of team teaching we can use to better students outcomes while challenging ourselves as teachers. |