



Pavla Jahodová



ERASMUS+  
Job-shadowing  
8th – 12th February 2016

# Pieter Nieuwland College

Amsterdam,  
the Netherlands

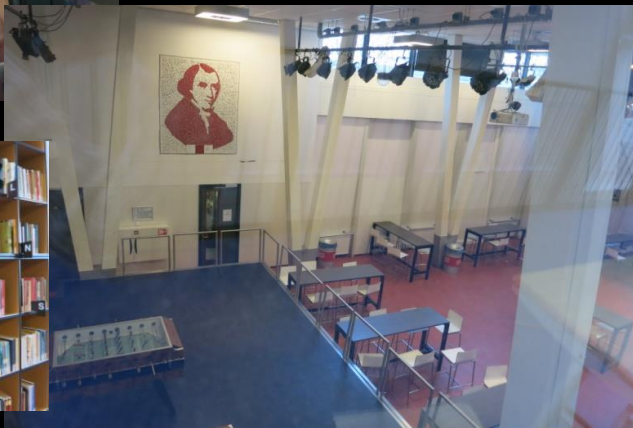


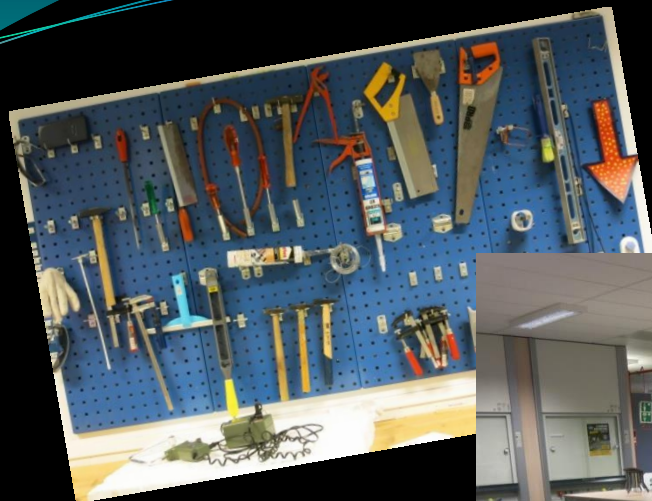
ZAAM Interconfessioneel

# School

- focused on science
  - cooperation with local institutions / companies
- 8:25 – the official beginning of school
- 8:20 – a prayer available
- 1 lesson = 50 min.
- a break = 10 min. BUT not regularly – rather a flow of lessons
- a lunch break
- afternoon lessons
- each student supposed to have a tablet
  - allowed in class if the teacher agrees
- obligatory internet portal
- exam periods (students can choose subjects to retake)
- fast lane – extra paid lessons for gifted students







# Teachers

- full-time = 25 lessons per week – rather rare
- age 67 – retiring
- choose aids and curriculum within the SEP
- extra time to prepare aids
  - assistants
- mentors (class teachers) – extra time and money, consultations with students
- novice teachers observed by mentors
- long-time illness – a teacher from another school hired = no stable schedule



# Students

- age 12 – 16
- interested in science
- mixed classes to increase diversity – experiential learning
  - multicultural society
  - inclusion
- age 4 – school attendance initiated
- age 6 – reading & writing
- latecomers = absent
  - not allowed to join the lesson

# Specific Learning Difficulties

- extra time available
- called by their first names rather than admonishing
  - to attract attention
- special PC programmes for testing (experimental)
  - bigger letters & sound
  - individualised pace
  - immediate results / feedback
- tailor-made seating
- can be suspended from the lesson

table A

table B



table A

table B



The background of the slide features a dark teal or black base with several flowing, wavy lines in a lighter teal color that sweep across the top and sides, creating a modern, abstract design.

# Teaching-Learning Process



- individual work
- frontal teaching
- teacher = presenter, monitor, controller

- practical classes
- individual work based on written instructions
- experiential learning
- teacher = facilitator, tutor



# Inspection

- 2013 / 2014
- conclusion
  - no motivation for 16 year-old students
    - no idea what the purpose of their learning is
  - no feedback available
- intervention
  - real-life tasks
  - stating aims at the beginning of each lesson
  - feedback

## Week 6, H3C

### Homework ?

- Check exercises, E – G, WB pp 27-28
- Personal training 1- 4, WB pp 29-31
- Extra grammar exercises unit 4
- Homework: Irregular verbs 101 t/m 120, TB p. 120-121

Welkom!

- denk aan je b-s-s = bff!!!
- Toets teruggeven
- Verder met geluid blz 226

V3B

Thursday, February 11  
1st period (08:25 – 09:20)

### 1) Hand back & discuss: TEST Unit 3

### 2) Check homework:

- SB Unit 4B, ex1, 2, 3 + 4 (p35)
- SB Grammar Builder 4.1, ex1 + 2 (p114)
- Irregular verbs: *to be* – *to grow*

### 3) In class:

- SB Unit 4C

3E Urban farmers?

I can understand  
a newspaper  
article

3F Picture description

I can describe and  
speculate about  
a picture

VP1B Thursday, February 11  
2nd period (09:20 – 10:10)

### 1) TEST Unit 2C, D + E

### 2) In class:

- WB Review 1-2 (p98)
- WB Extra Reading 1, ex1, 2, 3 + 4 (p103)

Done?

- Solutions app
- Lit2Go – Seven O'clock Stories



# Observation Sheet 1

English – fast lane, 22 students, 2nd year (age 13), advanced, mixed class with a shorter attention span, TB Solutions A2-B1; extra preparation lessons for a trip to GB

- **Content:** reading – influence of the American Revolution on GB in 19th century
- **Aim:** to become familiar with the British culture, (preparation for a school trip to Bristol), to become familiar with letter writing, to get ready for presentations to be done in GB
- **Tasks:**
  - 1) revision – middle class, slavery, colonies; post system of 19th cent.
  - 2) reading – Sending letters in 19th cent. GB
  - 3) handout with questions – pair work – sharing ideas
  - 4) filling in an answer sheet – individual work
  - 5) discussion related to the topic; checking answers
- **Students:** individual / pair work
- **Teacher:** organiser, monitor, resource, controller

# Observation Sheet 2

English , 25 students, age 16, mixed class, Murphy: English Grammar in Use

- **Content:** writing – formal letters
- **Aim:** to recognise conventions of formal letter writing
- **Tasks:**
  - 1) revision – conventions of informal letters – brainstorming
    - British vs. Dutch conventions contrasted
  - 2) format of informal vs. formal letters introduced on IWB
    - British vs. American conventions contrasted
  - 3) handout – mixed paragraphs – ordering
- **Students:** individual work
- **Teacher:** organiser, presenter, controller

Formal letter
Nobelweg 6 (eigen adres)
1098 KL Amsterdam
Netherlands
1x
Adres ontvanger
1x
27 March, 2008
1x
Dear Sirs,
Dear Sir/Madam,
Dear Mr. Jones,
Dear Mrs. Jones,
1x
1 <sup>st</sup> paragraph: aanleiding, uitleggen waarom je schrijft
1x
2nd paragraph: inhoudelijk
1x

# Observation Sheet 3

English – 24 students, age 13, parallel class to the one from the observation sheet 4, mixed class, TB Solutions A2-B1

- **Content:** grammar practice
- **Aim:** to realise mistakes made in a test (some / any; much / many)
- **Tasks:**
  - 1) grammatical rules revised by the teacher on IWB~ students check their tests
    - mistakes made as the students did not follow task instructions appropriately
  - 2) TB – speaking in pairs – Do you enjoy playing cards?
  - 3) grammar rules of using a / an / the revised by the teacher on IWB
  - 4) TB – a / an / the – together, the teacher clarifies
    - the Netherlands, the USA
  - 5) HW assigned
- **Students:** pair work, individual work
- **Teacher:** organiser, explainer, monitor, controller

## Articles – a / an / the

- "You know which one" = the
- I didn't like the film. (the one we just saw)
- Do you want to see a film? (we have to pick one)
- Could you feed the dogs? (our dogs)
- Dogs are not allowed here. (dogs in general)

# Observation Sheet 4

English – 25 students, age 13, parallel class to the one from the observation sheet 3, mixed class, TB Solutions A2-B1

- **Content:** grammar practice
- **Aim:** to realise mistakes made in a test (some / any; much / many)
- **Tasks:**
  - 1) grammatical rules revised by the teacher on IWB~ students check their tests
    - mistakes made as the students did not follow task instructions appropriately
  - 2) TB – speaking in pairs – Do you enjoy playing cards?
    - some students accomplish the task into their exercise books – autonomous learning
  - 3) grammar rules of using a / an / the revised by the teacher (IWB not used this time)
    - induction – the Czech Republic
- **Students:** pair work, individual work
- **Teacher:** organiser, explainer, monitor, controller

lesson in Dutch



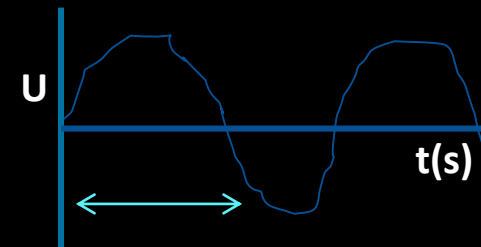
# Observation Sheet 5

Physics – 24 students, age 13, an ongoing lesson

- **Content:** sound
- **Aim:** to understand what frequency is
- **Tasks:**
  - 1) test – parallel vs. series connection
  - 2) TB – self-study – sound – frequency, tonometry
  - 3) practical demonstration by the teacher – Y, plate
  - 4) practical learners' experience – plate, stick – sound of one's brain
  - 5) making noise
    - $F = 400 \text{ Hz} = 400 \text{ ? / s}$
  - 6) trilling
  - 7) playing the guitar to demonstrate various sounds
- **Students:** individual work
- **Teacher:** organiser, explainer, presenter, examiner



~ taking notes into learners' exercisebooks from the TB and IWB – autonomous learning



# Observation Sheet 6

English – 26 students, age 16, mixed class, TB Go for it! (blue)

- **Content:** reading – Haddon: The Curious Incident of the Dog in the Night-Time
- **Aim:** to understand content of the book (preparation for a school trip to London – theatre – Haddon)
- **Tasks:**
  - 1) introducing the book by the teacher (IWB)
  - 2) video about autism and AS ~ handout (will be tested later on) – individual work
  - 3) checking answers
    - no answers → assigned as HW
  - 4) reading ~ making notes
    - individualised pace (deadline), autonomous learning
- **Students:** individual work
- **Teacher:** organiser, tutor, monitor, controller

# Observation Sheet 7

English – 25 students, age 15, mixed class, TB Go for it! (blue), Carte Orange (French)

- **Content:** practicing irregular verbs and vocabulary
- **Aim:** to apply vocabulary and grammatical rules accurately
- **Tasks:**

bilingual TB

- 1) checking HW – irregular verbs
    - students off-task → no checking
  - 2) WB – individual work (TB as a resource of vocabulary) – crossword, multiple-choice, word-ordering, translation, who / whose / whom / which / that / none, translation, Past Perfect
  - 3) checking answers
  - 4) Individual work for faster ones – preparation for a test from French – TB
    - individualised pace
- **Students:** individual work
  - **Teacher:** organiser, monitor, controller

# Observation Sheet 8

English – 28 students, mixed class

- **Content:** test
- **Aim:** to check students' progress
- **Tasks:**
  - 1) test
  - 2) tablet for faster ones
    - individualised work, autonomous learning
- **Students:** individual work
- **Teacher:** organiser, monitor, examiner

20 tablets out of 28 students

tablets for ADHD to keep them calm



# Observation Sheet 9

Practical Physics – 22 students, age 16, ongoing lesson

- **Content:** making a calorimeter
- **Aim:** to check energy produced by metal
- **Tasks:**
  - 1) following instructions in a manual – group work
    - weighin an empty cup, a cup full of water, a weight unit
    - boiling the weight unit in a pot
    - checking the temperature of water in the cup and pot
    - putting the weight unit into the cup, stiring, checking the teperature of the water
  - 2) completing a report
  - 3) individualised checking by the teacher
- **Students:** individual work, group work
- **Teacher:** organiser, monitor, resource, controller



$$Q = m \cdot c \cdot \Delta T$$

# Open Days

- twice a year, 2 days
- 15:00 – 17:00; 19:00 – 21:00
- classes for prospective students interested in science / gifted students

## 10th February

## 10th February



**Pieter Nieuwland College**contact inloggen/uitloggen

[home](#) [het PNC](#) [activiteiten](#) [sport](#) [groep 8](#)



**open dagen 2015 - 2016**

**Kom naar de Open Dagen op het Pieter Nieuwland College!**

havo/vwo  
vwo  
vwo+ (profielklas ART of SCIENCE)

**Open lesmiddagen voor leerlingen**  
Woensdag 20 januari 2016 – van 15:00 tot 17:00 uur  
Woensdag 10 februari 2016 – van 15:00 tot 17:00 uur

Het programma bestaat uit een inleiding en drie lessen in verschillende vakken. Bij binnenkomst ontvangt uw kind een programma. Het programma start om 15:00 uur en eindigt om 17:00 uur. Het is dus niet mogelijk om later dan 15:00 uur aan te sluiten. Een aanmelding voor de reguliere open lesmiddag is niet nodig.

Voor het vwo+ programma op de open lesmiddag dient u uw kind aan te melden via [vwoplus@pieternieuwland.nl](mailto:vwoplus@pieternieuwland.nl). Geef aan of het gaat om een les Art of een les Science.

**Open avonden voor ouders en leerlingen**  
Donderdag 21 januari – van 19:00 tot 21:00 uur  
Donderdag 11 februari – van 19:00 tot 21:00 uur

Op de open avond kunt u door het hele schoolgebouw lopen en bij de verschillende vaklokalen binnenlopen. Praat met docenten en leerlingen, doe proefjes en spelletjes, neem een rondleiding of volg een lesje. Daarnaast bent u welkom bij de presentatie 'een jaar brugklas' en/of de presentatie met informatie over ons aanbod Fast Lane English.

Tot op de open dagen!

Pieter Nieuwland College  
Nobelweg 6, 1097 AR Amsterdam  
020-6654730  
Meer info? Mail naar [j.plooijs@pieternieuwland.nl](mailto:j.plooijs@pieternieuwland.nl) (afdelingsleider leerjaar 1)

# Observation Sheet 10

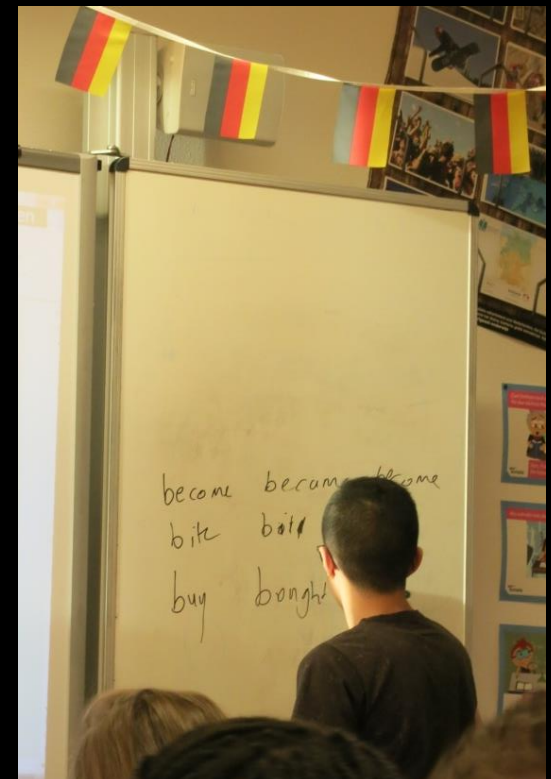
Open Day – Robotics – 2 teachers, prospective students

- **Content:** using electromagnets
- **Aim:** to understand how electromagnets work, to use electromagnets
- **Tasks:**
  - 1) brainstorming – electricity
  - 2) electricity demonstrated via pictures & models
  - 3) magnets – practical activities to find out how it works
  - 4) electromagnets – individual task
- **Students:** individual work, pair work
- **Teacher:** organiser, presenter, resource, assessor

# Observation Sheet 11

English – 29 students, age 15, mixed class, TB Solutions B1-B2

- **Content:** practicing Past Simple vs. Present Perfect
- **Aim:** to use Present Simple and Past Perfect appropriately
- **Tasks:**
  - 1) tests distributed and evaluated
  - 2) checking (in)correct answers
    - relative pronouns – revision by students, T clarifies examples
    - relative clauses – revision by the teacher, students clarify vocabulary
    - question tags – revision by students
    - multiple-choice – the teacher provides correct answers
  - **checking HW**
    - irregular verbs on IWB
    - Past Simple vs. Present Perfect - revised by students,
- **Students:** individual work
- **Teacher:** organiser, controller, resource





# Observation Sheet 12

English – 23 students, age 12, mixed class, TB Solutions

- **Content:** reading short stories
- **Aim:** to get ready for a test, to develop reading skills
- **Tasks:**
  - 1) test - can, body parts, adverbs
  - 2) WB - reading / review OR tablet - Solutions app / reading for faster ones
    - autonomous learning
  - 3) checking WB
- **Students:** individual work
- **Teacher:** organiser, monitor, controller, examiner

**TEST:** instructions read and explained → questions during the test not answered – help yourself



# Observation Sheet 13

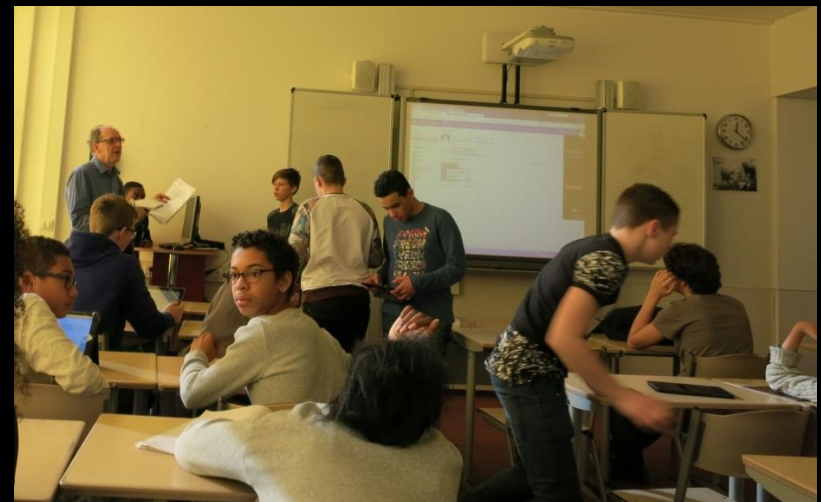
Biology – 26 students

- **Content:** presentations – illnesses
- **Aim:** to present fact about illnesses
- **Tasks:**
  - 1) presentation 1 – Trichomonas
  - 2) evaluation organised by the teacher: + / -
  - 3) Presentation 2 – Schaamluis
  - 4) evaluation organised by the teacher: + / -
  - 5) presentation 3 – Hepatitis B
  - 6) evaluation organised by the teacher: + / -
  - 7) test distributed
- **Students:** group work, individual work
- **Teacher:** organiser, facilitator, assessor

## PRESENTATION:

- content
- questions – answers
- quiz to check understanding
- roles assigned to presenters

~ taking notes into  
learners' exercise books –  
**autonomous learning**



# Observation Sheet 14

English – 25 students, TB Solutions A2-B1

- **Content:** reading – Urban farmers, describing pictures
- **Aim:** to understand a text and speculate about pictures
- **Tasks:**
  - 1) TB – reading – Farm villages – skimming for keywords
  - 2) reproducing information from the text regarding crops, wheat, plow, seed
    - farmyard vs. acre contrasted, compared with Dutch
  - 3) TB – pair work – describing pictures – what is happening when taking an oral exam
    - clues (teacher's questions)
    - speculating, locating, summarizing
  - 4) listening – identifying a photo which is described → recalling phrases used to describe a photo
  - 5) HW assigned – describing a picture, writing about that particular situation
- **Students:** individual work, pair work
- **Teacher:** organiser, controller





**English**

- 3 lessons per week
- fast lane – 2 extra lessons per week, paid
- native speakers – integrated, extra work to do (reading, writing, moodle)
- presentations (must be sent to the teacher beforehand)
- projects in literacy, grammar, etc.
- reading novels
- watching films (e. g. Shakespeare) – analysing dialogues
- instructions not explained in detail
  - students supposed to read and follow them on their own and help themselves
- 2 partial tests → a final test
- language exams on C2 level (CEFR)
- TB in Dutch vs. English
  - Dutch: drill – text – vocabulary – grammar, no cultural aspects → TB changed
  - English: crumbled syllabus but **culture aspects** integrated



## *The Curious Incident....*

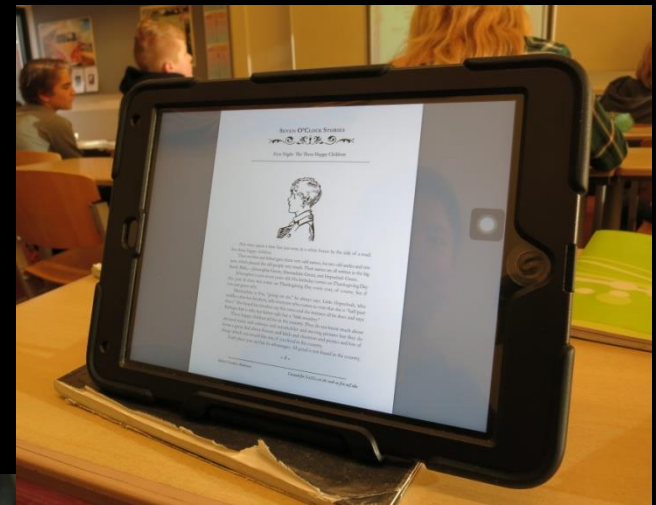
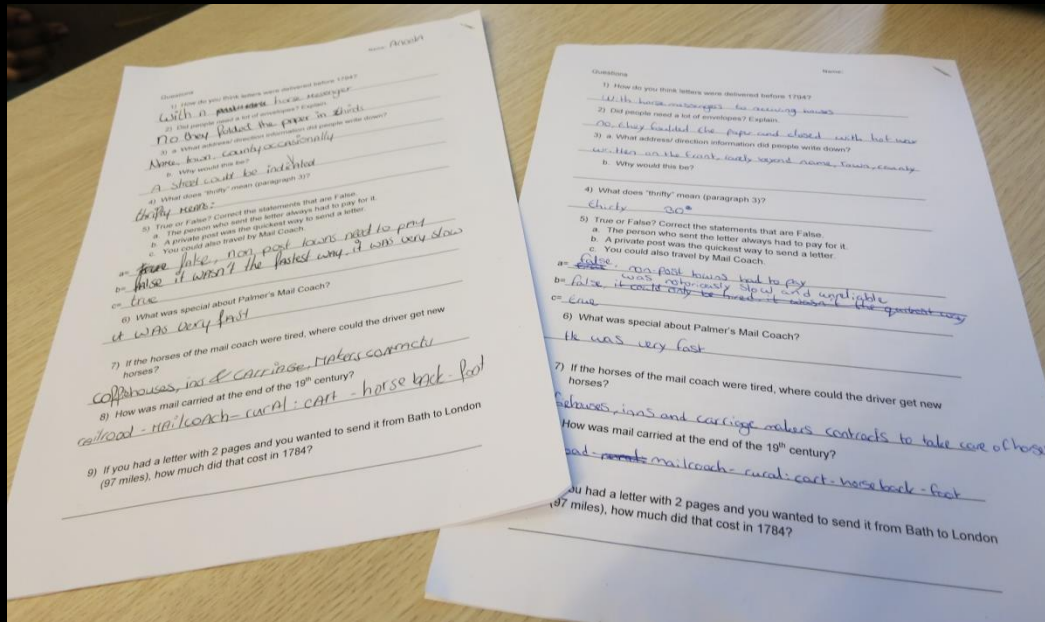
- Narration (1st person narration)
- Genre (a mystery novel)
- Age?
- Asperger syndrome, high-functioning autism

## Reading Classes

- individual(ised) work
- frontal teaching

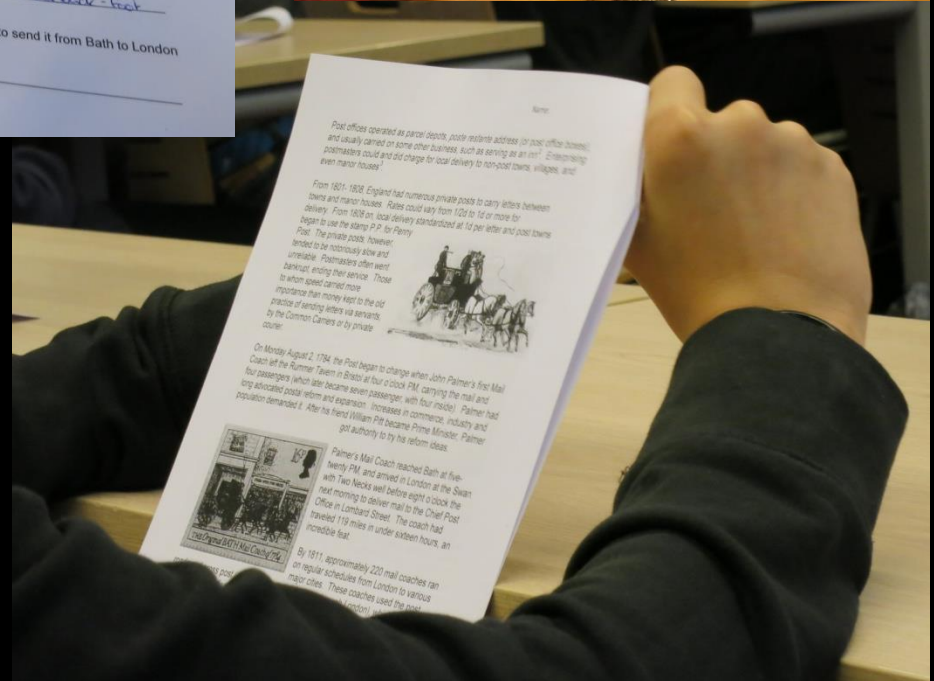
- 1) What does autism mean?  
*These people have problems to control themselves.*
  - 2) What does Rosie find difficult?  
*It is sensitive and it is hard to control.*
  - 3) What does she say about the 5 senses?
  - 4) What is a problem for people with autism?  
*They can't communicate good with the people around them.*
  - 5) Do all people with autism have the same problems?
  - 6) Why is Rosie happy with her autism?  
*Because it makes her Rosie. It is a part of her. It makes her different.*
  - 7) What does Tony like about Warhammer?  
*Everything is organized.*
  - 8) What does he do with the game when he's not playing?
- How does Tony see the world?  
*That he is normal and everyone else is different.*
- What does Tony see the world?





Student:  
„Why do we read so much?“

Teacher:  
„Because reading is very important.“





meeting staff

aims  
evaluation

reflection

# Waterproject under negotiation

ERASMUS+

e-twinning

tasks

