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Erasmus+ project KA122-VET "Internationalization Students' and Teachers' Task Force"

Job Shadowing– Faerder – Videregaende – Skole – Tønsbergh
Teacher : Marcella Ricci 10 – 15 September 2022



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Færder upper secondary school - Tonsberg

Tønsberg is a small city in Norway, located in the southeastern part of the country.

The municipal area overlooks the Oslo Fjord. Tønsberg is one of the oldest cities in Norway, the foundation of the city was placed in 871



The Faerder school is located in the new part of the city and is easily accessible by public transport or by foot



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Norwegian school system

From the age of 6 to 12, the students attend the primary school. From 13 to 16 years of age they continue in lower secondary school: education is compulsory up to the age of 16. The upper secondary school continues for 3 years.



The school year is 190 days long. The school starts in mid-August, then they have 1 week of vacation in October, in May they have some holidays, and they end on 15 of June



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Færder upper secondary school

There are two main fields of study

Vocational

- Civil engineering
- Electrical and computer technology
- Technology and industrial subjects

Art, design and
architecture

students learn:

- to draw
- to develop creative abilities about art and culture
- the design of objects in different materials
- to develop creative abilities about local and urban development

<https://www.vtfk.no/skoler/farder-vgs/>



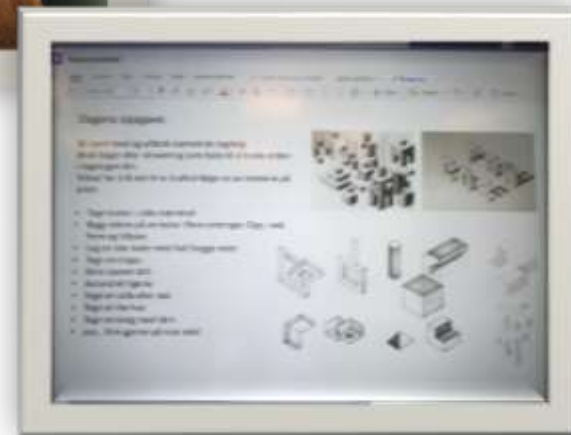
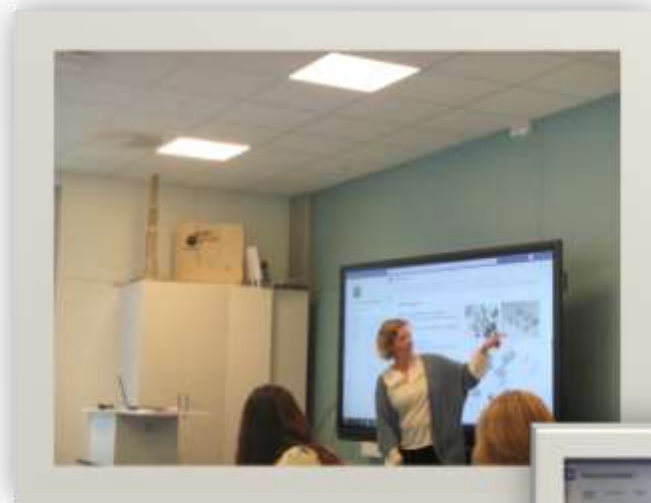
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Art, design and architecture



Art lesson in the classroom





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Art, design and architecture

Architecture seminar





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Vocational

Civil engineering

The students learn:

- production and construction of new buildings and facilities
- reconstruction and maintenance of buildings and facilities
- about climate and technology

- on the use of drawings, descriptions and calculations
- about quality and safety
- material knowledge





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Vocational

Electrical and computer technologies

The students learn:

- installation and maintenance of electrical and electronic systems
- assembly, connection and programming of electrical and electronic systems and facilities
- repair of electrical equipment
- on the development of new electronic products
- configuration and programming of equipment and components
- security and documentation





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Vocational

Technology and industrial subjects

The students learn:

- on production planning and production processes
- on automation and programming of robots
- about machines and production equipment
- about vehicles and transport
- on chemical processes and chemical engineering
- on health, environment and safety





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ABOUT FAERDER SCHOOL...

The school has over a thousand students.

The school building is huge, with lots of well-equipped common areas. Throughout the school there are classrooms with computers or classrooms available for students to rest and / or study together.



Lessons start at 8 am
with a lunch break at
11.15 am and
resumption of activities
at 12 pm, until 15 pm.



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All the classrooms have very large
Interactive Multimedia
Whiteboard, with the teacher's
computer connected to that of the
students, who follow the lesson
using the computer.

All students have lockers closed
with padlocks, and cabinets to
store drawings, tables, artifacts
built during the practical
workshops.



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The school has well-equipped biology and chemistry laboratories, with a closed area for the teacher to store reagents and test tubes.



There is also a large library that also offers weekly and daily newspapers, and a Tech support desk for students and teachers.



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Many teachers have personal offices, while all have shared offices with separate seats and personal computer provided by the school. There are also large rooms available for teachers to have lunch or rest.





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SUSTAINABILITY

Faerder school has masonry floors and load-bearing walls, while the external walls are made of wood and insulating (it is a new construction).



In the courtyard there is an area with various plastic pipes, placed in a sunny spot (in winter they have 5 hours of light), which heat the water.

Water then goes to power plant that they are building in the schoolyard and will be ready in the coming months.





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SUSTAINABILITY

In all the corridors there are containers for separate waste collection

Dishes and cutlery used in the school restaurant are compostable





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Faerder school has accreditation until 2026 with the Netherlands and Ireland.



They have plans with Italy (Bazzi), Germany, the Czech Republic and Spain.



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HORTEN NATURE CENTER

A day spent with the science teachers, who took 60 students on an educational outing to the Horten nature center: it is an area with forests and a lake.

The experience was very interesting, this center is managed by the university and offers educational activities on hydrobiology for free to schools. The center is fully equipped, with microscopes, laboratory equipment, nets to be used in the lake, cards and plasticized posters on aquatic animals and plants for identification.

The boys collected the water and sifted the bottom, to then recognize the animals found: water scorpions, larvae of many insects, fish, small crustaceans. They then identified the animals thanks to the posters and plastic cards.





OSLO



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I visited the Norwegian capital: the city has some seaside neighborhoods that show interesting and innovative constructions with a very modern and attractive design.

In addition, Oslo houses an architecture museum





MY MOBILITY



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The job shadowing experience at the Færder school in Tonsberg was therefore exciting for many reasons. The city of Tonsberg is located along a fjord and is surrounded by lush nature with forests and wetlands. The beautiful natural environment immediately made my stay here pleasant.

The experience was very useful for me to observe a different way of teaching, learning and working in the world of school. I was able to make a comparison between different European countries, Norway and Italy, different in culture, language, history and sociability.

It will certainly be an experience that will enrich me as a person and as a teacher, and therefore bring suggestions to improve the way I teach and work in my school in Italy.

I thank Professor Anne Granlov, Erasmus head of the Faerder school for her kindness and availability. I also thank my colleagues, professors Stefano Melocchi and Ilaria Marino, who helped me to improve my mobility.



My experience will be exposed and shared on 4 October 2002 in an internal dissemination and on 13 October as part of Erasmus day



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Thanks to this experience I was able to tell and propose to my students, and to my school, what could be used to improve teaching and coexistence in the Bazzi Institute:

- use information technologies that can help in learning, and increase their use both at school and at home
- improve teaching aids in the classroom and in the common areas
- increase educational outings in the area of Milan
- to equip an efficient and practical scientific laboratory with which to make observations and experiments concerning the study program of biology, chemistry and physics
- allocate some spaces in the school to places of contact and refreshment, with comfortably furnished