**Erasmus+ learning agreement**

# Purpose of the learning agreement

This learning agreement defines the conditions and expected outcomes of a learning mobility organised within the framework of the Erasmus+ programme. Parties in this agreement shall abide by the programme’s rules and quality standards.

# Information about the learning mobility

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| Field | School Education |
| Activity type: | Teaching assignment |
| Mode: | Physical |
| Start date: | [15/01/2024] |
| End date: | [19/01/2024] |

# Parties to the learning agreement

The learning agreement is concluded between the participant in the learning mobility, the sending organisation and the hosting organisation.

## Participants in the learning mobility

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| Full name: |  |
| Address: |  |
| Email: |  |
| Phone number(s): |  |

## Sending organisation

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| Organisation name: |  |
| Address: |  |

## Hosting organisation

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| Organisation name: |  |
| Address: |  |

# Learning context

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| At the sending organisation, the participant is currently working in the following capacity: | |
| Job title: | Physics, technology teacher and Erasmus+ coordinator |
| Main tasks: | At Osnovna škola xx in xx, secondary school teacher is responsible for:  1. Teaching subjects physics and technology.  2. Creating lesson plans aligned with the national curriculum.  3. Assessing and evaluating student progress.  4. Managing the classroom and fostering a positive environment.  5. Providing individualised support as needed.  6. Communicating with parents about students' progress.  7. Contributing to curriculum development.  8. Engaging in ongoing professional development.  9. Leading extracurricular activities.  10. Nurturing students' emotional and social growth.  11. Writing, implementing and evaluating Erasmus+ projects |

# Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the job shadowing mobility:

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| **Outcome 1: Develop Expertise in Coordinating Multi-Country Learning Mobility Programs** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Education, School Administration  Relevant Skills and Competences:  1. Proficiency in organising and managing multi-country educational trips for students.  2. Competence in coordinating travel, accommodation, and learning activities for a diverse group of students.  3. Knowledge of logistical aspects related to international school exchanges.  4. Effective communication and collaboration skills with partner schools and stakeholders.  5. Ability to adapt to diverse educational systems and practices.  6. Problem-solving skills to address challenges in coordinating international school mobility programs. |
| Description: | After the teaching assignment, participants should:  1. Possess advanced expertise in organising and managing multi-country learning mobility programs.  2. Demonstrate proficiency in coordinating various aspects of travel, accommodation, and learning activities for students.  3. Apply knowledge of logistical considerations related to international school exchanges.  4. Exhibit strong communication and collaboration skills in working with partner schools and stakeholders.  5. Adapt successfully to different educational systems and practices.  6. Employ problem-solving skills to address challenges and ensure the smooth coordination of international school mobility programs. |

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| **Outcome 2: Enhance Sustainability Concerning Light pollution** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Education, Pollution, Environment  Relevant Skills and Competences:  1.Skills in differentiating types of bulbs  2.Proficiency in knowing physics of light  3.Awareness of the effect the light pollution on animals, humans and surrounding nature  4.Ability to teach outside of school classroom |
| Description: | Albertville is trying to lower its light pollution by changing the street lamps and raising awareness among skiing resorts to lower down its night lights to reduce effect on the animals and astronomy gazing.  After the teaching assignment, participants should:  1.Develop a deep understanding of light pollution and its significance in the environment.  2.Preparations needed to teach outside the classroom  3.Ability to adapt teaching and communication styles for international students.  4.Demonstrate cultural awareness and sensitivity, promoting a welcoming and inclusive educational environment for diverse student populations. |

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| **Outcome 3: Cultivate Cross-Cultural Competence in Educational Contexts** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Intercultural Education, Cross-Cultural Communication  Relevant Skills and Competences:  1. Proficiency in understanding and respecting cultural diversity.  2. Ability to adapt teaching and communication styles for international students.  3. Skill in building cross-cultural relationships with students, teachers, and parents.  4. Awareness of the cultural nuances and sensitivities in an international educational environment. |
| Description: | After the teaching assignment, participants should:  1. Develop a deep understanding of cultural diversity and its significance in educational contexts.  2. Adapt their teaching and communication styles to cater to the needs of international students.  3. Build strong cross-cultural relationships with students, teachers, and parents involved in international programs.  4. Demonstrate cultural awareness and sensitivity, promoting a welcoming and inclusive educational environment for diverse student populations. |

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| **Outcome 4: Proficiency in Evaluating the Impact of Learning Mobility Programs** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Education Assessment and Evaluation  Relevant Skills and Competences:  1. Skill in assessing the effectiveness of learning mobility programs.  2. Competence in collecting and analysing feedback from students and teachers.  3. Ability to measure the impact of international experiences on student learning outcomes.  4. Expertise in making data-driven improvements to future programs. |
| Description: | Following the teaching assignment trip to Albertville, participants should:  1. Develop the skill to assess and evaluate the effectiveness of learning mobility programs.  2. Collect and analyse feedback from students and teachers, enabling continuous improvement of programs.  3. Measure and document the impact of international experiences on student learning outcomes.  4. Demonstrate the ability to make data-driven improvements to future international programs, enhancing their quality and impact. |

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| **Outcome 5: Develop Expertise in Teaching CLIL classes** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Education, School Administration  Relevant Skills and Competences:  1. Proficiency in organising and managing CLIL classes.  2. Competence in coordinating learning activities for a diverse group of students.  3. Effective communication and collaboration skills with partner schools in the CLIL project, which involves two primary schools and our school (collège). |
| Description: | After the TA trip to Albertville, participants should:    1. Demonstrate proficiency in coordinating various aspects of teaching in CLIL classes.  3. Ability to work in a project-related teaching involving several school subjects.  4. Exhibit strong communication and collaboration skills in working with partner schools and stakeholders. |

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| **Outcome 6: Strengthen Collaborative Partnerships for Future Projects** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Educational Partnerships, Project Collaboration  Relevant Skills and Competences:  1. Ability to establish and nurture international educational partnerships.  2. Effective methods for collaborative project planning and implementation.  3. Skill in leveraging partnerships for resource sharing and project sustainability.  4. Strategies for involving parents and the local community in educational initiatives. |
| Description: | Following the TA, participants should:  1. Strengthen their ability to establish and nurture international educational partnerships for future projects.  2. Apply effective methods for collaborative project planning and implementation with partner schools.  3. Leverage partnerships for resource sharing and the long-term sustainability of educational initiatives.  4. Develop strategies for involving parents and the local community in supporting and participating in upcoming educational projects, fostering a sense of community engagement. |

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| **Outcome 7: Teaching Stargazing, telescopes and night sky** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Teaching astronomy, outside classroom, lesson planning  Relevant Skills and Competences:  1. Ability to establish and nurture international educational classrooms.  2. Effective methods for collaborative teaching and implementation.  3. Skill in preparing lessons for astronomy stargazing nights  4. Strategies for involving parents and the local community in educational initiatives. |
| Description: | Following the TA, participants should:  1. Strengthen their ability to establish and nurture international educational partnerships for future projects.  2. Apply effective methods for collaborative event planning and implementation with partner schools.  3. strengthen skills for planning lessons with a lot of students outside of the classroom.  4. Develop strategies for involving parents and the local community in supporting and participating in upcoming educational projects, fostering a sense of community engagement. |

# Learning programme and tasks

To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

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| **Activity / task 1: Welcoming Ceremony** | |
| Description: | Start the mobility with a welcoming ceremony led by students, introducing participants to the program and setting the tone for the week's activities. |

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| **Activity / task 2: Tour of the School** | |
| Description: | Tour the host school led by teachers, giving participants a closer look at the facilities and educational environment. |

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| **Activity / task 3: Stargazing evening** | |
| Description: | Co Organized two stargazing evenings for 50 students, parents, teachers and local community members where we observed the Moon craters, Constellations and deep sky galaxies. We learned about the Moon craters. |

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| **Activity / task 4: Teaching kinetic energy and free fall** | |
| Description: | By using the experimental approach and worksheet students will make craters on the Moon. They will calculate the velocity of the falling meteor, gravitational and kinetic energy and see how it is influenced by the mass of the meteor and hight from where it falls. |

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| **Activity / task 5: Teaching gravitational force** | |
| Description: | tech 14. - 15. y.o. students about the gravitational pull, Newton's laws. Teach by using the introduction to forces, gravity force and Newton's laws and then slowly introduce the formula F=Gm1m2/r2. |

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| **Activity/task 6: Visiting a UPE2A unit (for foreign students who do not speak French or are still in the process of learning it)** | |
| Description: | Foreign pupils who do not speak French and are aged between 11 and 15 are assigned to French classes according to their age. Mrs xx welcomes them in her French As a Second Language classes several times during the week. She adapts her teaching to each student and has to manage different levels of knowledge of the language at the same time. She also teaches them about French culture and about the school system. |

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| **Activity/task 7: Visiting the ULIS unit (teaching students with learning disabilities)** | |
|  | The college welcomes a special unit for pupils with learning disabilities. A teacher is dedicated to this unit. Miss xx supervises 15 students and adapts to their difficulties. She works closely with the families and with the teaching Board of Education.  She is helped by a team of AESH, adults dedicated to helping the students.  The students in this unit join usual classes as often as possible. Miss xx works closely with the teachers to make sure the pupils can attend the lessons and benefit from being with the other pupils of the school. |

# Monitoring, mentoring and support during the activity

## Responsible persons at the hosting organisation

The following person(s) at the hosting organisation are tasked with introducing the participant to their activities and tasks at the hosting organisation, providing practical support, monitoring their learning progress, supporting them to achieve the expected learning outcomes, and helping them to integrate into the daily routines and the social context at the hosting organisation.

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| Full name: |  |
| Job title: | Teacher |
| Email: |  |
| Phone number(s): |  |
| Responsibilities: | Erasmus+ coordinator |

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| Full name: |  |
| Job title: | Headmaster |
| Email: |  |
| Phone number(s): |  |
| Responsibilities: | Headmaster |

## Responsible persons at the sending organisation

The following person(s) at the sending organisation are tasked with following the participants’ progress and providing content or practical support from the side of the sending organisation.

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| Full name: |  |
| Job title: | Erasmus+ coordinator |
| Email: |  |
| Phone number(s): |  |
| Responsibilities: | Mentor (main content supervisor) |

## Accompanying persons:

## n/a

As a minimum, the monitoring and mentoring arrangements will include the following activities:

Monitoring and mentoring arrangements for this program will include the following activities:

1. Scheduled Dialogues: Regular one-on-one meetings between the participant and their assigned mentor to discuss progress, challenges, and goals.

2. Periodical Reviews: Periodic reviews of the participant's learning outcomes and completed tasks to ensure alignment with the program objectives.

3. Consultations between Mentors: Coordination and consultations between mentors at the hosting and sending organisations to provide comprehensive guidance and support.

4. Performance Evaluation: Ongoing assessment of the participant's performance, including feedback on specific activities and tasks.

5. Feedback Sessions: Structured feedback sessions to address questions, concerns, and opportunities for improvement.

6. Goal Setting: Collaborative goal setting to define clear objectives and milestones for the participant's mobility experience.

7. Skill Development Plans: Development and tracking of individualised skill development plans to address areas of improvement and capitalise on strengths.

8. Cultural Integration Support: Guidance and support for cultural integration and adaptation to the host environment.

9. Resource Sharing: Sharing of relevant resources, materials, and best practices to enhance the participant's learning experience.

10. Emergency Contact: Establishing an emergency contact and communication protocol for any unforeseen issues or emergencies during the mobility

These monitoring and mentoring activities are designed to ensure the participant's success, provide them with the necessary support, and help them achieve the intended learning outcomes of the program.

# Evaluation of learning outcomes

After the mobility activity, the participant’s learning outcomes will be assessed in the following way:

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| **Evaluation format:** |
| The participant's learning outcomes following the mobility activity will be assessed using the following evaluation formats:  1. Structured Report: The participants will be required to submit a structured report summarising their experiences, achievements, and reflections during the mobility. This report will include a comprehensive analysis of the learning outcomes, the impact of the program on their personal and professional development, and their observations about the host environment.  2. Oral Presentation: The participants will deliver an oral presentation at a staff meeting to share their insights, key takeaways, and any projects or activities they worked on during the mobility. This presentation will be an opportunity for them to demonstrate their understanding and ability to articulate their experiences effectively.  3. Portfolio Assessment: A portfolio will be compiled by the participants, showcasing their work, projects, or any creative outputs generated during the mobility. This will serve as tangible evidence of their learning outcomes and contributions.  4. Continuous Assessment: Throughout the mobility, continuous assessment will be conducted by mentors and program coordinators. This will involve regular feedback sessions, progress checks, and periodic reviews of tasks and assignments completed by the participant.  5. Peer and Mentor Feedback: The participants will receive feedback from their peers and mentors, both at the hosting and sending organisations. This feedback will provide valuable insights into their performance and the impact of their mobility experience.  6. Self-Assessment Elements: The participants will engage in self-assessment, reflecting on their growth, challenges, and areas for improvement. Self-assessment elements may include written reflections or structured self-evaluation forms.  7. \*\*Practical Tasks:\*\* Depending on the nature of the program, practical tasks or projects completed during the mobility will also be evaluated for their quality, creativity, and relevance to the learning outcomes.  These evaluation formats are designed to comprehensively assess the participant's learning outcomes, offering a well-rounded view of their development and the effectiveness of the mobility program. |

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| **Evaluation criteria:** |
| The evaluation of the participant's learning outcomes will be based on the following criteria:  1. Knowledge Acquisition:  - Demonstration of increased knowledge and understanding of the subject matter related to the mobility program.  2. Skill Development:  - Proficiency in applying newly acquired skills and competences.  - Evidence of enhanced practical skills relevant to the program's objectives.  3. Critical Thinking and Problem-Solving:  - Ability to analyse complex issues and propose innovative solutions.  - Demonstrated critical thinking skills in approaching challenges.  4. Interpersonal and Intercultural Competence:  - Effective communication and collaboration with peers, mentors, and local stakeholders.  - Demonstrated intercultural competence, adaptability, and respect for diverse perspectives.  5. Personal Growth and Reflection:  - Evidence of personal growth, self-awareness, and the ability to reflect on experiences and learning.  - Identification of areas for personal improvement and development.  6. Project or Task Completion:  - Successful completion of tasks, projects, or assignments relevant to the program's goals.  - Quality and creativity of work produced during the mobility.  7. Presentation and Communication:  - Ability to articulate and communicate ideas effectively, both in written and oral formats.  - Clarity and persuasiveness in presentations and reports.  8. Adherence to Program Objectives:  - Alignment of the participant's activities and outcomes with the program's stated objectives and intended learning outcomes.  9. Cultural Integration and Adaptation:  - Ability to adapt to the host environment and engage positively with the local culture.  - Respect for cultural norms and practices.  10. Overall Impact:  - Assessment of the overall impact of the participant's mobility experience on their personal and professional development.  - Evaluation of the participant's contribution to the host organisation or community, if applicable.  These evaluation criteria will provide a comprehensive framework for assessing the participant's achievements and the effectiveness of the mobility program in meeting its goals. |

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| **Evaluation procedures:** |
| Evaluation Location:  - Evaluation will primarily take place at the hosting organisation where the mobility occurred.  - OŠ xx, the sending organisation, may also be involved in coordinating aspects of the evaluation, such as feedback and assessments.  Evaluators:  - Mentors and supervisors will play a central role in evaluating the participant's performance and progress during the mobility.  - Peers and colleagues may provide input and feedback on collaborative projects or team activities.  - OŠ xx will oversee the overall evaluation process, coordinate with xx, and provide additional feedback and assessments as necessary.  - AMPEU - The National Agency  Procedure in Case of Contested Results:  - In the event of contested results or disagreements between the participant and evaluators, a mediation process will be initiated.  - A designated mediator, impartial to both the participant and the evaluators, will facilitate discussions and seek resolution.  - If a satisfactory resolution cannot be reached, xx and Osnovna škola xx will collaborate to find an equitable solution.  Transmittal of Results and Grades:  - Evaluation results and grades, if applicable, will be communicated from xx to Osnovna škola xx.  - This communication will be done securely and in compliance with data protection regulations.  - Both organisations will maintain records of the evaluation outcomes for reference and documentation.  - The National Agency will set out the terms and procedures for reporting and evaluating the mobility online tool facility.  Feedback and Improvement Plans:  - After the initial evaluation, feedback on strengths and areas for improvement will be provided to the participant.  - If needed, an improvement plan will be collaboratively developed between the participant and their mentors at xx to address identified areas of development.  Final Assessment and Certification:  - Based on the evaluation and improvement plan, a final assessment will be conducted to determine the participant's overall performance and achievement of learning outcomes.  - A certification or formal documentation of the participant's participation and accomplishments during the mobility will be issued by xx and shared with Osnovna škola xx.  These evaluation procedures are tailored to the specific context of xx hosting participants from Osnovna škola xx and are designed to ensure transparency, fairness, and accountability in assessing the participant's learning outcomes and providing them with constructive feedback for their continued growth and development.  Final Evaluation procedures will be determined by The National agency, when evaluating the project. |

# Recognition of learning outcomes

The learning outcomes attained by the participant will be recognised in the following way:

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| **Recognition conditions:** |
| The recognition of learning outcomes attained by the participant will be based on the following conditions:  1. Successful Completion of Teaching assignment Program: The participant must successfully complete the entire mobility program, fulfilling all program requirements and responsibilities.  2. Meeting Learning Objectives: Learning outcomes will be recognized when the participant demonstrates that they have met the predefined learning objectives set for the job shadowing program.  3. Assessment and Evaluation: The participant's learning outcomes will be assessed and evaluated based on the established criteria and procedures, as outlined in the program's evaluation framework.  4. Quality of Work: Recognition will depend on the quality and depth of the participant's work, projects, or assignments completed during the teaching assignment mobility, in alignment with the program's objectives.  5. Feedback and Improvement: The participant should have engaged constructively with feedback and, if necessary, participated in improvement plans to address identified areas of development.  6. Compliance with Program Regulations: The participant must have adhered to all program regulations, guidelines, and ethical standards throughout the teaching assignment mobility.  7. Completion of Required Documentation: Any necessary documentation, reports, portfolios, or assessments must be submitted accurately and within established deadlines.  8. Communication of Results: Recognition will be contingent on the successful communication of evaluation results and learning outcomes between the hosting and sending organisations.  9. Compliance with Local Regulations: Recognition may also be subject to compliance with local regulations or accreditation standards, where applicable.  10. Formal Certification: Upon meeting these conditions, the participant will receive formal certification or documentation from xx, acknowledging the learning outcomes attained during the mobility.  It is essential that the participants fully understands and adheres to these recognition conditions, as they serve as the basis for validating their achievements and the impact of their mobility experience. |

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| **Recognition procedures:** |
| 1. Responsibility for Recognition:  The responsibility for the recognition of learning outcomes will be jointly shared between the sending organisation, Osnovna škola xx, and the hosting organisation, xx. Each organisation will play a distinct role in the recognition process:  -Sending Organisation:  - will initiate the recognition process by collecting and reviewing assessment and evaluation data from Osnovna škola xx.  - They will ensure that the participant has met all program requirements and learning objectives.  - will issue a formal recognition statement or certificate acknowledging the participant's achievements during the mobility.  -Hosting Organisation:  - will provide assessment results, evaluation reports, and feedback on the participant's performance to Osnovna škola xx.  - They will collaborate with Osnovna škola xx to address any questions or concerns related to the recognition process.  2. Registration in Learner's Records:  - Upon successful recognition of the learning outcomes, Osnovna škola xx will ensure that the recognised outcomes are appropriately documented and registered in the learner's records.  - This may involve updating the participant's academic or training records to reflect the achievements and competencies acquired during the teaching assignment.  - Osnovna škola xx will also provide the participants with a formal recognition document that they can include in their personal portfolio or resume.  The recognition procedures will be conducted in a transparent and organised manner to validate the participant's accomplishments and ensure that they have a record of their achievements for their future educational and professional endeavours. |

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| **Recognition documentation:** |
| Recognition Documentation:  1. Certificate of Teaching assignment Mobility(Learning agreement):  - Issued by: College Combe de Savoy  - Recipient: \_\_\_\_\_\_  - Timeframe: Issued upon agreeing to the mobility program.  2. Learning Outcomes Report On Mobility Project Platform:  - Issued by: Osnovna škola Pantovčak  - Recipients: AMPEU  - Timeframe: Issued upon successful completion and dissemination of the mobility program.  3. Recognition Statement  -Issued by: Osnovna škola xx  -Recipient: \_\_\_\_\_\_\_  -Timeframe: Issued after review of the learning outcomes report, typically within a reasonable period following the completion of the program.  4. Portfolio of Achievements (if applicable):  - Issued by:\_\_\_\_\_\_\_\_\_\_  - Recipient: Self (for personal record-keeping)  - Indicative Timeframe: Compiled and organised by the participants throughout the mobility program, available for future reference.  These recognition documents will serve to formally acknowledge and record the participant's learning outcomes, facilitating their continued educational and professional development. The issuance of these documents will follow a structured process to ensure accuracy and timeliness. |

# Reintegration at the sending organisation

n/a

# Additional provisions

n/a

# Signatures

The signatories confirm that they understood and approve the content of this agreement.

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| **Participant** | |  |
| Full name: |  |  |
| Date and place: |  |  |
| Signature: |  |  |

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| **For sending organisation** | |  | **For hosting organisation** | |
| Full name: |  |  | Full name: |  |
| Position: | Headmaster |  | Position: |  |
| Date and place: |  |  | Date and place: |  |
| Signature: |  |  | Signature: |  |