



## ACTIVITY REPORT-Session 2 / 2009

The second training programme session started on March 16 after having had an introductory meeting the previous week in which the schedule and the way in which they had to complete their handbooks were explained. This session was a three weeks session so that the students acquire broader knowledge related to the British educational system.

Every morning they had a meeting with the programme officer in which the attendance register was kept, they completed the diaries on the previous day and asked questions related to their daily schedule and were informed of any changes.

Following the same pattern as in the first session in November 2008 during the first week the students had to observe various lessons across both schools and complete 6 formal observation sheets. They also had meetings with their subject co-ordinators to agree upon planning the lessons for their second training week. At the end of each day they also had training sessions related to the British International Curriculum, Prefects and House System, Computer Assisted Teaching and Implementation of ICT in other Subjects, PSHE and SEN and Class Management. On Friday they participated in our assembly and they had a review of the first week.

For the second week they had to plan for 6 guided teaching lessons and hand in their planning on Monday to the subject co-ordinators and the school principal.

Their teaching was assessed by their subject co-ordinators who had to fill in 6 formal observation sheets and hand them in to the programme officer for the final assessment and grading.

The criteria used for the assessment were drawn out our working lesson observation sheets and were also available in their handbooks.

At the end of the second week the programme officer in liaison with their respective subject co-ordinators completed their assessment sheets and gave them a final grade.

During the second week they also had 5 training sessions on Extra-curricular and Cross-curricular Activities, Primary School Curriculum, Educational Management, Role of HODs, UCAS, International Schools in Romania, CAS and Teaching in International Schools.

For the third week, according to the schedule attached they had an additional training session related to Students' Motivation and the Merits and Warning System in our school followed by a review and feed-back analysis session. Their portfolios were given out on Friday during the assembly. The portfolios contained their assessment sheets, a teaching practice diploma, and a letter of recommendation from their subject co-ordinators.





According to the teachers involved and the trainees' verbal and formal feedback the second training session was successful as well even though the general impression on behalf of our teaching staff involved was that this second group of trainees was not as good as the first. Most trainees stated in their diaries that they have learnt a lot and that the knowledge they have acquired in our school will be very useful in their future teaching career. They were also happy to have the opportunity of improving their knowledge related to the international teaching environment and the British curriculum.

As I've mentioned in the first report, our school intends to improve and expand this programme hoping that in this way we will contribute to the improvement of the educational systems available in Romania.

Next year we intend to involve the University of Bucharest in our training programme, involve the trainees in our work experience programme as well and also improve the selection of trainees by interviewing them before the start of the programme.

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