

## COMPARATIVE EDUCATIONAL PRACTICES(II) .docx

<b>TEACHERS' TRAINING</b>	<b>CZECH REP</b>	You gotta have a master degree. Mgr. is needed or Ing. with pedagogy minimum education is needed to work as a teacher. Also during the year you gotta make personal improvement and self education.
	<b>ITALY</b>	University degree, concorso
	<b>NORWAY</b>	Masters Degree in 1-7th year or 5-10th. If you want to teach in upper secondary education, you need one year pedagogy on top of your master subject.
	<b>PORTUGAL</b>	For being a teacher you got to have a degree for teaching that includes a internship working at a school in supervision with a experienced teacher.  After getting in the educational system the teacher has to do some hours of continuous training every 2 years in their own subject and/or in general subjects like conflict management, new approaches i to teaching, Informatic skills.
	<b>SPAIN</b>	A Special training is needed to become a teacher, called Master in Education. Nowadays it lasts one school year. It includes theory and practice in a school. Later teachers are asked to follow training courses. They are required to get an increase in salaries.
<b>ACCESS TO THE TEACHING PROFESSION</b>	<b>CZECH REP</b>	CV is needed. The principal of the school decides to invite you based on that. Oral interview comes next and than the principal decides to hire you or not. Later you have to show the presentational hour of your work with students.
	<b>ITALY</b>	In public schools: subscription in regional lists, a year of trial with a tutor (an old teacher of the same subject) at school and a training course. At the end of the year a committee formed by the headmaster and some teachers evaluates the new entry. In private school the headmaster decides his/her own teachers among the ones who applied to his/her school
	<b>NORWAY</b>	If you are a qualified teacher you apply for work with the municipal.
	<b>PORTUGAL</b>	In Private Schools the teachers access through CV and interview. For getting a job in the Public schools system teachers have a public contest where they are graduated attending their years of teaching experience, age, initial master degree grade, other degrees (Master and Doctorate). After every school fill their initial vacancies, It can have some residual schedules for teachers. At this point the schools put their own teachers needs in a online platform and teachers can apply, giving their CV. Then the

		schools will ask some of the teachers to do an interview and finally choose one, but that teacher won't be part of the educational public system they will be just hired to teach for 1 year or some months.
	SPAIN	In private schools, they access through CV. In public schools, they need to pass an exam which includes writing exercises on their subject, an oral presentation and some teaching planning. These exams are summoned every 2 years, alternating Primary and Secondary.
<b>CLASSE ORGANIZATION (STRATEGIES)</b>	CZECH REP	Students share a desk. Sometimes they work in groups. And sometimes individual stance is needed. When conversation is needed students sit in horseshoe formation or in a ring. In our classes students sit in lines by 6 - 8.
	ITALY	works in team; better students help students with difficulties
	NORWAY	Learning partners. Students work together in pairs. Working on tasks together and learn from each other
	PORTUGAL	The normal way is to seat the students in pairs "like in a Bus". Most of classes are still traditional, exposing contents and doing written or oral questions, although it is increasing the number of teachers that uses collaborative work, pairs work or other more "recent" strategies, in the attempt of reaching to a more true effective learning, making the students more pro-active. In some classes or schools the classroom is changing and teachers use more the "U" or the small islands layout of tables.
	SPAIN	Students sit in pairs, facing the blackboard, although collaborative work in small groups is being promoted in the last years.
<b>LOGISTIC CONDITIONS (SPACES, EQUIPMENT AND MATERIALS)</b>	CZECH REP	Our school shares building with elementary school. There is an IT classroom equipped with computers and IT tools for building the computers. We have a swimming pool and well equipped gymnasium. We can also use the outside playground with athletic oval.
	ITALY	Schools are often in old buildings (convent, old villas...) so spaces are not useful for young people (there aren't gyms, canteens, labs and so on..) In secondary schools equipment and materials are bought with the school budget, part of it derives from families' contributes.
	NORWAY	Every class have their own classroom, school kitchen, science lab, rooms for arts and crafts, canteen, library, computer rooms: 3 students per pc, music room, auditorium that houses one year, gymnasium for sports, but that has not the capacity needed, so students have to do PE outside all year around. Every teacher has his own desk with laptop..
	PORTUGAL	The government has done some big investments in renewing and equipping the schools specially with informatic tools such as computers, internet, interactive boards. Unfortunately there are a lot of schools that are still waiting for the major interventions and most public schools still struggles with old buildings, the need to keep investing in fast consuming material (like sports materials, balls, mattresses, gymnastic equipment or reagents for the labs activities) and problems with the Technologic maintenance that all informatic equipment needs. Almost every 2nd, 3rd and high schools have a Sports pavillion, some classrooms with computer, internet, biology, physics, chemistry labs and a Canteen for students to have lunch for 1,46€

	SPAIN	Schools have science labs, computers labs, sport facilities, library, cafeteria, music room, etc. Each teachers department has his own room , sometimes if there are few teachers (economy, religion) they share the room with another department. There has been an economic effort in providing each classroom with computer and projector, there are also some whiteboards as well.
<b>Inclusion of students with special needs (mental, physical, social) to regular schools</b>	CZECH REP	Since 2016 elementary special schools for kids with special needs have been canceled and the students were moved to regular schools. There are assistants needed for these students that helps them to compensate their handicaps.
	ITALY	In our schools students with special needs are dealt with a lot of care. Handicapped students are permanently followed by specialized teachers often during regular classes, sometimes in special rooms.
	NORWAY	All kids attend the school of their choice. Most students go to their closest school, but some choose a different school for various reasons. This also include special needs students. Schools need to facilitate to fulfill student needs.
	PORTUGAL	That is normal procedure in Portugal, we have a Law Decret ( Decreto-Lei n.º 3/2008 - 7 January) that defines what kind of support the students with special needs will have attending their own case. Most of them are integrated in normal classes, that can be reduced in number of students (up to 20), in some cases they can have a special teacher with them in the classroom, or they can have a special curriculum where some classes are with the rest of the students and others they are alone with the special needs teacher. There are also some different strategies that can be applied like more time to do tests or exams, not to discount spelling errors, different support materials, different tests or exams and so on.
	SPAIN	There are students with special needs in public schools, not so many in private schools as they don't have the means to work with them. Teachers must adapt their curriculum to these students.
<b>Implementing of IT to educational process</b>	CZECH REP	Since early childhood we try to introduce them IT competences. They are able to use tablets and computers in class and use the educational apps in addition of the current subject. Most of classrooms are equipped with projector and some of them also with interactive board.
	ITALY	In primary and secondary low schools the use of technologies is more active than in the secondary high schools. Some classrooms use the LIM regularly, and the pc during the normal lessons
	NORWAY	The goal is one on one access to tablet/computer. It's up to each municipal to fulfill the goal. In our municipal all 1-4th students have their own tablet. In lower secondary, the goal is to be one on one from 2019 with pc. In upper secondary school provides a pc for every student. In our school there is a pc connected to a projector in every classroom. Interactive boards are common in primary schools.
	PORTUGAL	Almost every school in portugal has internet access and at least one PC in each Classroom. The School Libraries all have internet access and some PC for students to use. The 1st cycle schools all have interactive boards, and the other schools have at least some classrooms with interactive boards. Most schools have Projectors connected to the teacher PC in the classrooms.

	SPAIN	In the majority of secondary schools have access to computers/tablets as well as internet. In our school, every classroom has a computer, projector and internet access. Additionally, we have have around 5 computer labs so that students can use them in a variety of different subjects and utilize the special programs. In very few classes we have interactive boards.
<b>Use of mobiles and tablets in classrooms as an educational tools</b>	CZECH REP	In our school we are used to use phones to improve the education in that way that they are supposed to look for informations and educational activities (games, applications). Also we are able to block the inappropriate content.
	ITALY	Only in some classes students are allowed to use the tablet or their own devices to follow the lessons.
	NORWAY	When the teacher decides to use it they can use it.
	PORTUGAL	In some classes the students can be allowed to use them as a tool for what it is being done in the class (as a calculator, or as a research tool)
	SPAIN	They are not used in the classroom as its use is generally forbidden. However, there are teachers who are asking for a change concerning this issue .
<b>Rules for dressing at school</b>	CZECH REP	There is no any order given by law but some of private schools insist in dress code. They have inner regulations. Cover of head is banned. Also you should be wearing clean decent clothes.
	ITALY	Each school has its own rules for dresses.
	NORWAY	No
	PORTUGAL	It depends of the school and they are defined in the School Intern Regiment . Normally it's not an issue, but in some cases it can be written some basic rules like no "Flip-flop" sandals, no underwear showing...
	SPAIN	Private schools use uniforms; public schools ask for "correct" dressing, which is often not the same for students and teachers when the summer starts.
<b>Curriculum for physical education</b>	CZECH REP	There is written direction (General educational program - RVP) from minister of education and it covers general skills and abilities that are required. From this document every school has to make their own inner document (School educational program - SVP) with specific skills and abilities that must match with the RVP. Every school is responsible for fulfilling RVP.
	ITALY	There is a common programme, but each teacher adapts it to the gym he is working in according to the tools he has at his disposal.
	NORWAY	Competence aims after 4th, 7th,10th, and vg 1,2 and 3. Three areas; sport activities, outdoor life, exercise and lifestyle. E.g. The aims of the training are to enable the apprentice to practise various forms of outdoor life in different natural environments and explain access rights in Norway

	PORTUGAL	It is defined in a National programme. It has Three Areas: Physical Activity, Physical Fitness and Knowledge about Sports Culture. In Physical Activity it defines 3 levels of execution (introduction, elementary and advanced), for at least 7 subjects, some compulsory and some alternative, that each school adapts to their reality. It goes from the 1st grade until 12th grade.
	SPAIN	There is a general program from the Consejería de Educación (regional institution of education). Each PE department has to make its own school PE program, based on the general one. Finally, the teacher is free to adapt it to the specific features of each group.
<b>Mobile phones policy at school</b>	CZECH REP	In general students are not allowed to use phones. But it's a teacher's responsibility if he allows students to use it or not.
	ITALY	Every morning the teachers ask the students to put their mobiles in a box. They are allowed to use them only during the breaks.
	NORWAY	It is not allowed for students in our school to use their mobile phone between 8:30 and 14:00. Their phones are collected by the teachers in the 1st lesson and given back in the end of the day.
	PORTUGAL	By law, all informatic gadgets such as mobile phones or other devices that can be used to collect images or sounds are forbidden, however the students have them all the time, and as long as they don't interfere with classes or be used to do wrong, and they are unconnected or soundless they are allowed. If a student is caught doing something that is not allowed with the mobile phones the teacher can take the phone away and give it to the school director that will only give it back to the Parents after talking to them.
	SPAIN	They are not allowed, although some schools are not very strict if they are used during the breaks. Students are punished if they are found using them and are asked to give them to the teacher.