



Erasmus+



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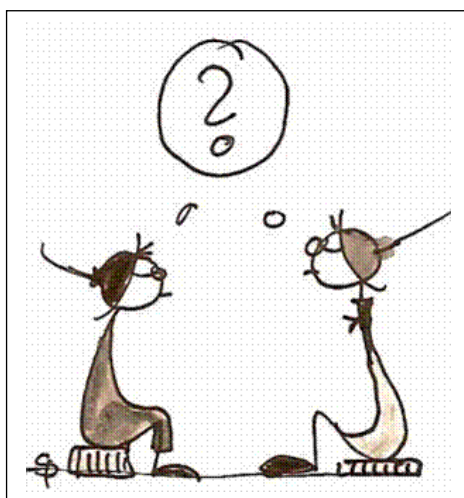
FRANCE



**PROGRAMMA ERASMUS+ -
THIRD LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2
SCHOOL TO SCHOOL PARTNERSHIP**

“EUROPE FOR INCLUSION”

COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE
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GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



Trainee's Journal

Name

by

The French Scientific Committee

Philippe Felber, headmaster and coordinator for France

Cécile Prévost, Head of "Centre Académique " for the schooling of allophone children.

Fanny de la Taille , teacher in UPE2A (course dedicated to allophone children) and Trainer

Dominique Carré, trainer for Primary school teacher

Sylvain Trias, trainer for teachers concerned with the inclusion of allophone students



INTRODUCTION

Born from the collaboration among the members of the French Scientific Committee, the *Trainee's Journal* wants to be a tool to answer the trainees' needs within the training section on **"How to make an allophone student member of the class"**

Divided into 6 sections, the *Journal* has been thought in order to:

- ❑ Guarantee a support to the teachers with orienting and facilitating actions.
- ❑ Promote comparison on relevant topics.
- ❑ Help trainees to reflect on their learning plan by visualizing the difference between skills at the beginning and skills at the end of the training section.
- ❑ Organize formative and specific assessment.

Along with it grids and questionnaires are provided. They are to offer a guideline, easy to be used by any teacher. | A training support answering criteria of coherence, articulation and clearness. This support is meant to provide a useful guidance.

The *Journal* is a tool owned by the trainee.

The French Scientific Committee

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Cenon, 26/11/2015



FIRST PART: MY BIOGRAPHIC PROFILE

1.1: biodata grid

School where the course is attended: _____

Title of the training course: _____

In charge of the course : _____

Course Coordinator: _____

Tutor: _____

Trainers: _____

Trainee's biodata

Surname _____

Name _____

Date of birth ____/____/____

Place of birth _____

Address _____

Telephone: _____ fax: _____ mobile: _____

E-mail _____

Own School Data

Name of the school _____

Town _____

Country _____

Telefono: _____ fax: _____ e-mail: _____

Trainee's Personal Information and previous experiences

Kind of teaching: _____

Number of teaching years: _____

Kind of school certification: _____

Special certifications: _____

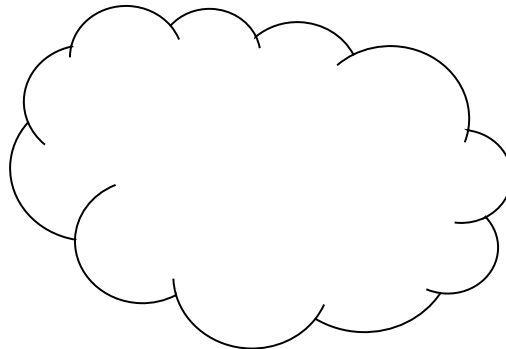
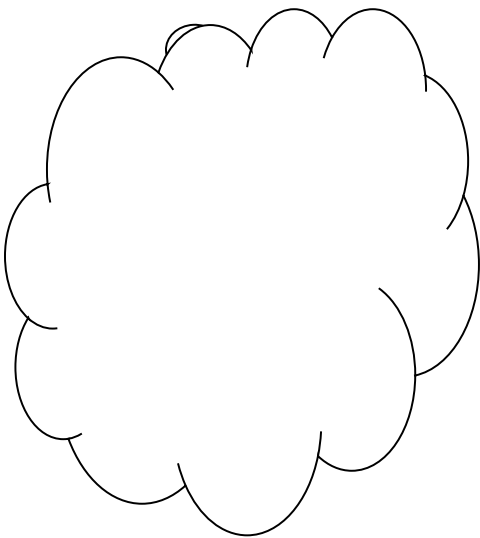
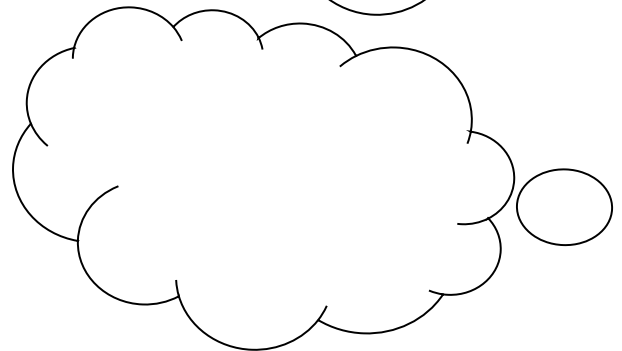
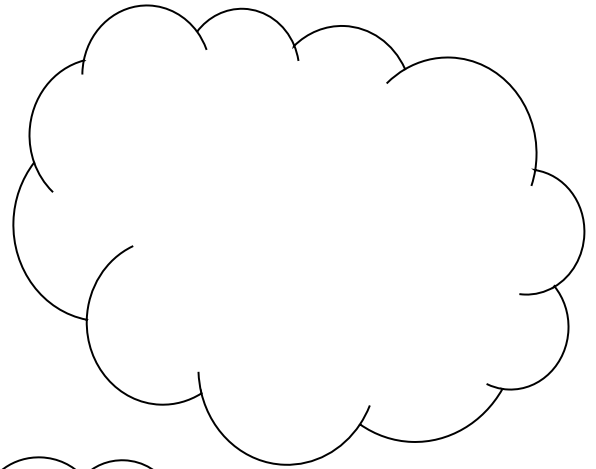
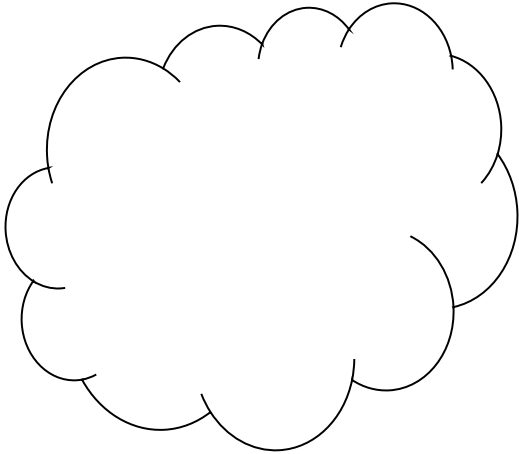
Self-evaluation of linguistic competences in English (according to the Common European Framework of Reference):



FIRST PART: MY BIOGRAPHIC PROFILE

1.2: gathering of expectations

Write your general expectations towards the training course:





FIRST PART: MY BIOGRAPHIC PROFILE

1.3: specific expectations	
Management of meetings, pace and modalities	
Trainers' lessons	
Definition of individual needs	
Skills level at the end of the training course	
Motivation and level of willingness to attend the training course	



SECOND PART: MY INITIAL COMPETENCES

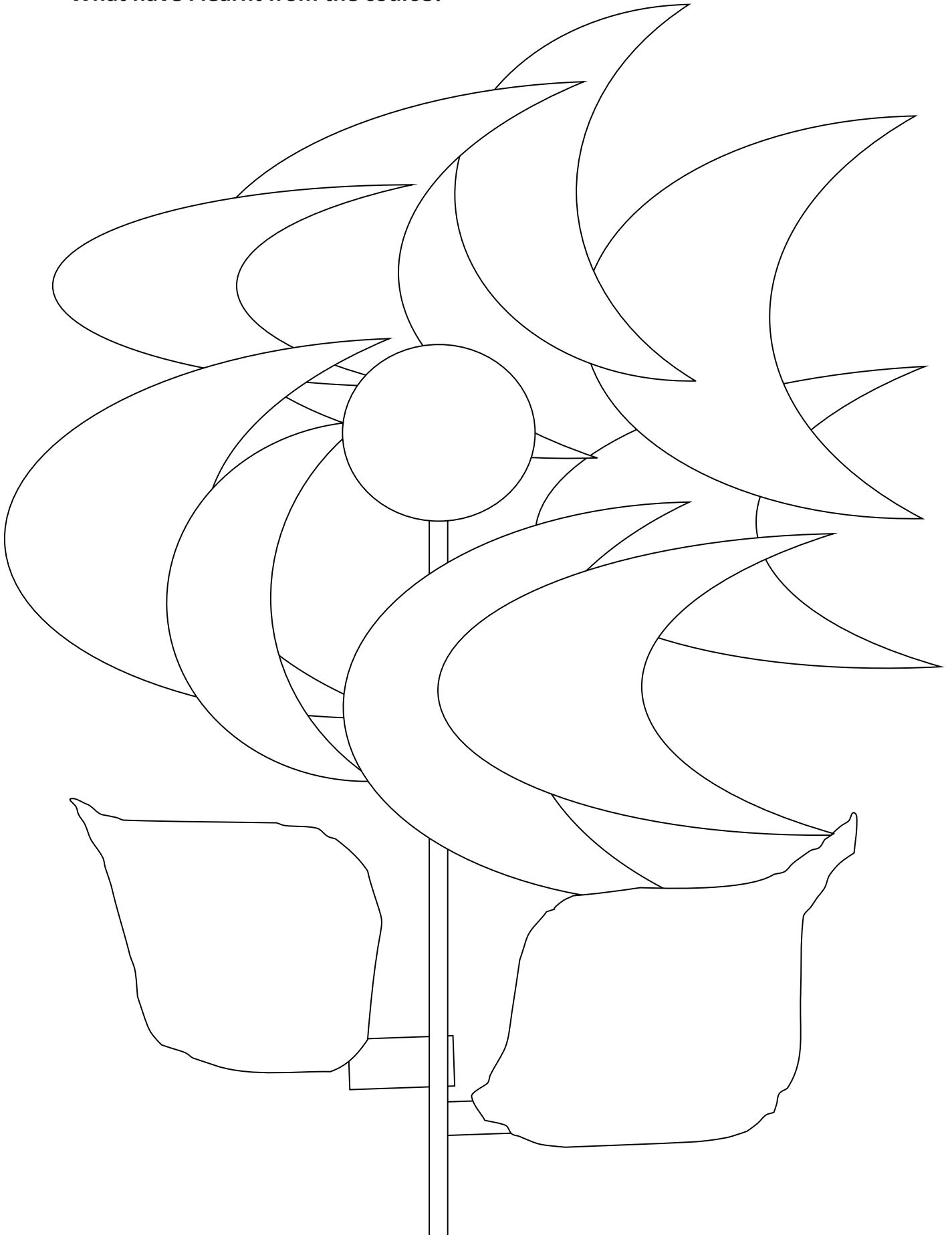
I self-assess my initial knowledge competences by putting a cross in the proper box:

1. Do I know what an allophone student is ?
Yes No Partly
2. Do I know how the skills of allophone students are determined and checked when they arrive ?
Yes No Partly
3. Do I know how allophone students are taken in charge by their school ?
Yes No Partly
4. Do I know the first teaching actions to be done when an allophone student is in my class ?
Yes No Partly
5. Do I know how to teach the language used at school to an allophone student ?
Yes No Partly
6. Do I know how to assess the skills acquired by an allophone student in the subject I teach ?
Yes No Partly
7. Do I know what skills I should focus on to decide where an allophone student should be the next school year ?
Yes No Partly



THIRD PART: MY FINAL COMPETENCES

What have I learnt from the course?





FOURTH PART: RECORDING OF THE WORK IN PRESENCE

Diary

4.1: recording grid	Workshop
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Date	08.12.2015
Duration	from to
Place	
Trainer/s	
Title of the lesson	
Topic	
Contents	
Kind of activity	Group work Pair work Meeting Cooperative Learning
I have learnt:	
It has been useful for:	
I had some difficulties:	
Solutions found in order to overcome difficulties	
Materials produced	
Possible spin off on my job	



FIFTH PART: RECORDING OF THE WORK IN PRESENCE

Diary

5.1: recording grid		Lesson
Date	10.12.2015	
Duration	from	to
Place		
Trainer/s		
Title of the lesson		
Topic		
Contents		
Kind of activity	Group work Pair work Meeting Cooperative Learning	
I have learnt:		
It has been useful for:		
I had some difficulties:		
Solutions found in order to overcome difficulties		
Materials produced		
Possible spin off on my job		



SIXTH PART: EVALUATION OF THE DIFFERENCE BETWEEN THE INITIAL EXPECTATIONS AND THE FINAL RESULTS OF THE TRAINING COURSE.

6.1: EVALUATION OF THE COURSE COMPARED TO THE INITIAL EXPECTATIONS

<p>Management of meetings, pace and modalities</p>	
<p>Trainers' lessons</p>	
<p>Definition of the individual needs</p>	
<p>Competence level at the end of the training course</p>	
<p>Motivation and level of willingness to the training course</p>	

NOTES: