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Collège Jean Jaurès

32, Avenue des Quatre Pavillons  
BP 20115

33151 CENON CEDEX

☎ 05.56.86.34.20

✉ [ce.0331885v@ac-bordeaux.fr](mailto:ce.0331885v@ac-bordeaux.fr)

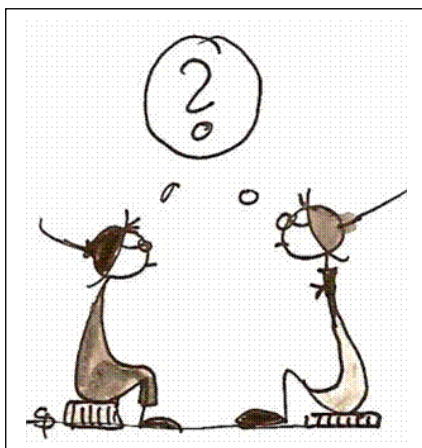
**FRANCE**



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

**"EUROPE FOR INCLUSION"**

COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE  
ISTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY  
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA  
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA  
SZKOŁA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO – LESZNO – POLAND  
ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL  
SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA  
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



**INCLUSION OF ALLOPHONES**

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

**School year 2015 - 2016**



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## 1. Introduction

The adoption of a Protocol for the Inclusion of Children with Special Educative Difficulties was born from the necessity of defining and adopting shared and common practices among all the schools which belong to the European web “Europe for Inclusion”. In fact, even if they work in different European States, they are living the same complexity.

Including Children with special learning needs means to do the impossible so that they can be an inner part of the school, the social and the cultural community as all the other students are, together with the other children, without any discrimination: it means to assure everybody the right to study and to reach school and formative success.

As for this, the school must make not only a strong effort in the knowledge and valorization of children with learning difficulties, personal, human, social and family parameters, but also and above all a strong responsibility in their education through the realization of an educative and individualized organization, both as regards objectives, formative training and didactic strategies.

The C. TEACHING, LEARNING AND TRAINING MOBILITIES are aimed at developing basic and transversal skills using innovative and student-centered pedagogical approaches and developing appropriate assessment and certification methods, based on learning outcomes.

Inclusion is not something which is related only to children with handicap: it covers all types of exclusion, which can be generated by cultural, ethnic, social-economic, sexual, gender differences as well as by learning disturbs like dysgraphia, dyslexia, disortography and discalculity .

During the third year of the project, teachers will elaborate Inclusive Learning Units to experiment in our classes, comprehensive of structural, methodological, organizative and evaluative elements, aimed at reaching one or more competences. We will come to these objectives after having exploited the C. TEACHING, LEARNING AND TRAINING MOBILITIES

As described in the box 3 of the form “Description of the project”, all schools involved live the same problems described, but each one of the Countries has developed a particular competence in some aspects of the Special Educative Needs.

For this reason we have decided that each time teachers and school principal will meet, the hosting school will introduce the guests to a teaching, learning and training course on the topic in which the hosting school is more specialized.

**Italy:** didactic methods to teach in classes where children with Scholastic Skill Disorders are present.



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**Lithuania:** didactic methods to prevent youth psychological discomfort which tends to extreme acts.

**Poland:** didactic methods to teach in classes where children with behavioral problems, lack of attention, memory and concentration are present.

**Portugal:** didactic methods to teach in classes where immigrant children are present

**France:** didactic methods to teach in classes in which allophone students are present together with none allophone classmate and in classes where students with multiple problematics are present, all of them asking for individualized teaching.

**Latvia:** didactic methods to teach in classes where children with different phonetic problems leading to bad behavior are present.

## **2. Targets and training aims**

Aim : How to make an allophone student member of the class elaborated by the French Scientific Committee and shared with all the other partners.

Our intention was to answer the following questions:

- Do I know what an allophone student is?
- Do I know how the skills of allophone students are determined and checked when they arrive?
- Do I know how allophone students are taken in charge by their school?
- Do I know the first teaching actions to be done when an allophone student is in my class?
- Do I know how to teach the language used at school to an allophone student?
- Do I know how to assess the skills acquired by an allophone student in the subject I teach?
- Do I know what skills I should focus on to decide where an allophone student should be the next school year?

Our Intention was to build a new vision (if needed) of allophone students and of the many challenges they have to face.

The point two was to underline the necessity of including allophone students into standard classes.

## **3. Training Modalities from 7 december to 11 december 2015.**

The modalities were of course varied :

- 1- Treasure Hunt in the streets of Bordeaux. The 34 foreign teachers were invited to answer questions in French and to find clues (given in French as well). They had to ask their way and ask for help to the Bordeaux passers-by. They were assisted by French students, allophone and non-allophone. The aim was to make them experiment and allophone situation in a foreign city.

The questions often had the same lexical patterns. The intention was to underline the importance of repetition in the first steps in learning the language of the country. The presence of the students



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- from College Jean Jaurès was a form of inclusion situation. We used a project pedagogy.
- 2- Foreign teachers were invited to attend classes where allophone student were in inclusion. They saw different pedagogies and they took part as any student in the classes. Then, the foreign teachers had feedback sessions over what they had experienced.
  - 3- The third step of the training session was a more direct formation. The French committee organized an afternoon workshop at the CASNAV. There, foreign teachers had the opportunity to see how allophone students arriving in France are assessed. They saw the different assessments in mathematics, and in various native languages. They were given a course as if they were allophone students arriving in France (which is not what the CASNAV does but what specialized teachers do when an allophone student arrived in their class).
  - 4- The fourth step was direct formation as well. For two hours the French committee gave a lecture allowing to answer most of the questions stated, expressed, at the beginning of the meeting. The PowerPoint displayed during the lecture is available on the CASNAV website.

The whole training session had been thought under the CASNAV guidance.

### **- Coaching: formative assistance**

Support given to the foreign teachers involved in the Course offering them a constant point of reference during the activities carried out in a vehicular foreign language not necessarily mastered by a all the teachers.

- Specific and individual needs.
- Helping teachers in the understanding of the formative course.
- Playing the part of team leader and team speaker.
- Supporting teachers during experimentation phases.
- Enhancing a reflective process during the course.



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#### **4. Actors**

***Trainees: Teaching, Learning and Training*** “How to make an allophone student member of the class”

<b>Names</b>	<b>Country</b>	<b>Teaching Level</b>
Zeynep TURKMEN Fatma Pervin KAMBER Cennet KUZU Yakup CEYLAN Mehmet Emin HALAT	Turkey	Higher secondary school,
Maria Filomena Namora Ângela Fonseca Conceição Carvalheiro Ana Vaz Lina Grilo	Portugal	Nursery school, Primary school and secondary lower school
Linda Vītiņa Katrīna Dimsone Charlotte Vandermissen Kristīne Liberte Didzis Bremze	Latvia	Nursery school, Primary school and secondary lower school
Janina Bartuseviciene Danute Bajoriene Neringa Bisikirskiene Ramute Bubniene Roma Kandrotiene	Lithuania	Nursery school, Primary school and secondary lower school
Diana - Elena CHITU Angelica - Iftimia FLOREAN Violeta - Monalisa LUPU - MARINEI Florinela - Claudia DOGARIU Mihaela - Nicoleta GAVRIL	Romania	Nursery school, Primary school and secondary lower school
Patrizia Mercuri Maria Carmela Noce Giuliana Ruiu Daniela Pinna Cossu Giuseppina	Italy	Nursery school, Primary school and secondary lower school
Beata Mrosek Leszek Mrosek Lucyna Prajs Lucyna Donke Karolina Chalupka	Poland	Primary school and secondary lower school
Sylvain Trias Laurence Martin, Emilie Latherrade Abdel Salas, Guillaume Caillon Isabelle Berlureau Didier Houde Philippe Felber	France	Secondary lower school



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## 5. Formative offer:

### 1st meeting

Learning, teaching and training session : The way the skills of allophone students are determined and checked when they arrive.

### 2nd meeting

Learning, teaching and training session :

The way allophone students are taken in charge by their school

The first teaching actions to be done when an allophone student is in my class.

The way to teach the language used at school to an allophone student.

The way to assess the skills acquired by an allophone student in the subject I teach.

The skills I should focus on to decide where an allophone student should be the next school year.

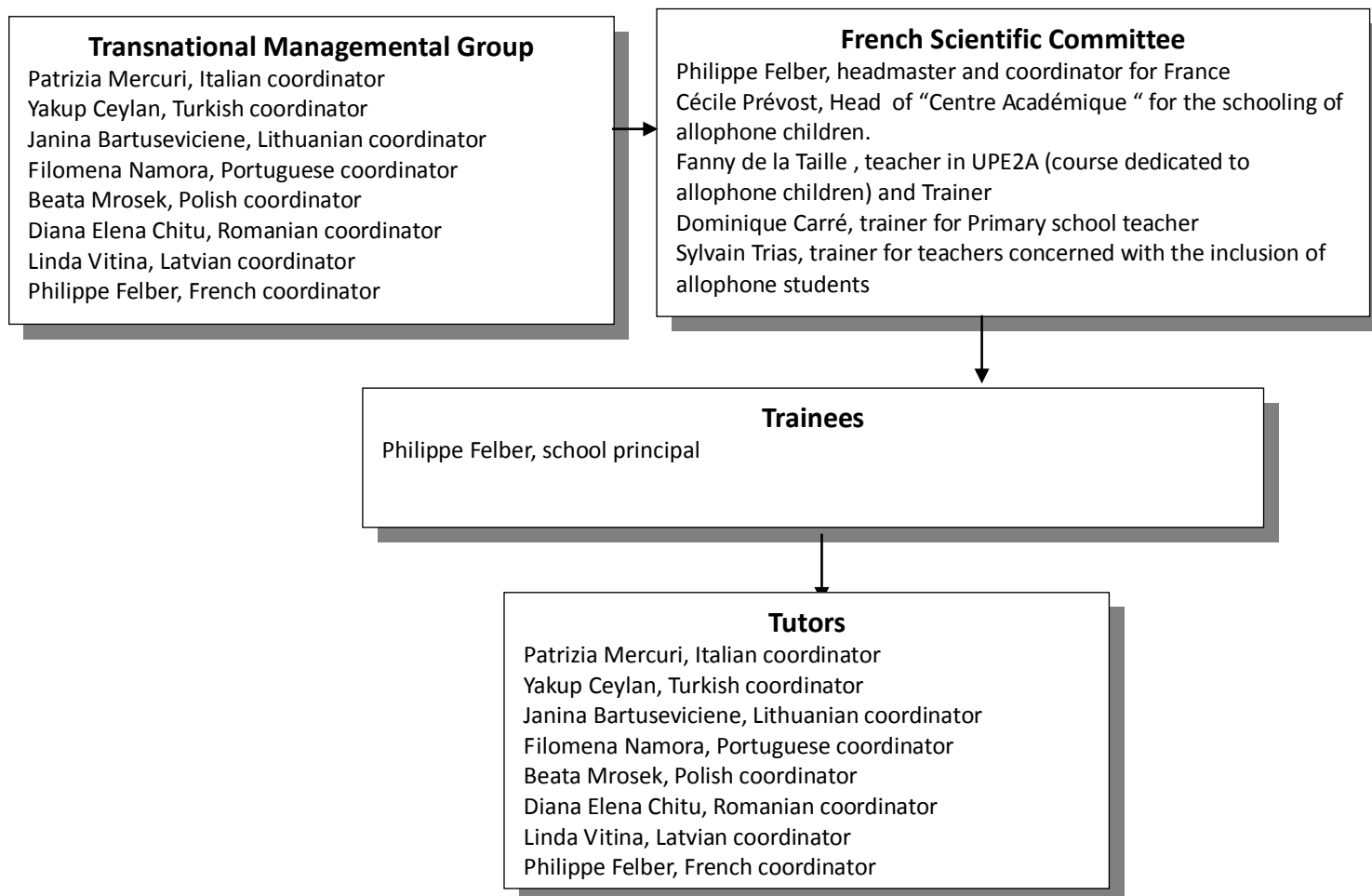
During the week:

Observations and activities in classrooms with the use of different strategies related to inclusion of allophone students (peer, VAK...)

The aim of the session was to increase the awareness of what the situation of an allophone student can be and to improve the knowledge of methods of inclusion.



## 6. Organigramme



The structure puts in evidence different roles and skills necessary to develop the formative project.

## 7. Assessment

An assessment of the training sessions carried out in partner countries is demanded to the Scientific Committee which will elaborate the tools for data collecting. It is to be done constantly and transversally by actively involving the different actors.

### Trainers:

Assessment through observation grids, of the level of motivation, attention, participation of the trainees to the lessons.

### Tutors:

Filling up observation grids during the coaching activities.





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Observation grids on the protocol of lesson.

Assessment grids on students' learning results.

Trainees:

Regular compilation - at the beginning and at the end - of the *Trainee's Journal* to assess personal professional development.

Assessment of the quality of the pedagogical choices made, of the strategies used and of the tools used compared with the ordinary school praxis.

Assessment of the formative children's learning.

Assessment of the skills reached and not reached yet.

Scientific Committee:

Underlining the didactic influence of the formative activity.

Assessment of the changing processes activated.

Assessment of the level of integration of the project in the school activities.

Assessment of the documentation.

Management group :

Assessment of the level of the status of the project, of the organization put into action, and of the results got.

Assessment of the project influence in the school and in the territory.

Assessment of the level of satisfaction and motivation of the various actors involved in the formative experience.

Final and global assessment.

## **8. Final Certificate**

At the end of the learning, teaching and training course, the school principal will hand out a certificate of attendance with the programme carried out.

### **The French Scientific Committee**

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*Cenon, 11th December 2015*