

Meeting RYBNIK

**The teaching process II/
How to organize teaching scenarios to foster
inclusive learning**

Observation

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Few note taking by pupils whose abilities are reduced because of dyslexia, concentration problems, difficulty of reading and understanding

☰ TOOLS

- Visual and audio tools

Examples : video projectors, interactive whiteboard, specialized rooms modern languages ...

- Technical skills: practical workshops

Examples : processing plant, gardens, farm to foster the link with the theory

METHODS

- Work in small groups
- Multidisciplinary teamwork
- Direct fieldwork through concrete achievements
- Link to the outside : construction of networks to stay in sync with the reality

FOOD PROCESSING A LEVEL CLASS

EXAMPLE 1

LEAVE THE GROUND TO GO TOWARDS THE THEORY

PHASE 1:upstream: research work on companies, business sector and product

PHASE 2: Technical visit in company

PHASE 3: work on the visit and oral presentation to the class with debate

FOOD PROCESSING AND LANDSCAPING A LEVEL CLASSES

Example 2 / CULTURAL PROJECT (specificity of agricultural education)

**Artistic work supervised
by a professional for a week.**

- Objectives and competences developed for the 2 classes :
 - oral and body expression
 - artistic approach
 - meeting with professionals
 - opening on the artistic world

OUR DIFFICULTIES

- The number of students per class :+ or - high
==> coaching
- Logistics management trips (vehicle, driver,,)
- Costs of travel and stakeholders
- Availability of teachers on multidisciplinary activities (management of Timetables)
- Lack of training on disability of students

- Impliquer **chaque élève** dans le groupe pour qu'il trouve sa place (car élève peu habitué à cette démarche, en maternelle, primaire et collège)
- Favoriser la **cohésion** du groupe (solliciter les timides, maîtriser les extravertis)
- Bonne connaissance de chaque **profil** pour la constitution des groupes
- Favoriser l'**autonomie** et la prise de **responsabilité** de chaque élève.

- Involve every student in the group to find his place (students rarely used this approach in kindergarten, primary and secondary school)
- Promote group cohesion (soliciting shy students, manage extrovert students)
- Good knowledge of each student profile to form groups
- Promote independence and taking responsibility of each student.

COMPETENCES OF TEACHER

- Adaptability to different profiles
- Ability to change its working practices
- Capacity of reactivity compared to behaviors, reactions and requests from students
- Opening on the professional world and developing its networks, contacts,,,
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SPÉCIFIC TRAINING REQUESTS FOR CHANGING IN OUR PROFESSIONAL PRACTICES

- Preventive training:
 - knowledge of the adolescent,
 - management of difficult public
- Proposal for a regulation with multidisciplinary teaching staff (CPE, teachers, nurse)
- Constitution of aid groups (GAR, Sentinelle)

CONCLUSION

- These educational approaches :
 - require more investment and time (concertation, preparation, availability ...)
 - are more suitable for smaller structures
- Advantages :
 - Wealth of interdisciplinarity (relationship between educational teams)
 - Diversity in methods and teaching tools
 - Privileged relationship developed with students