

## “INTEGRATION AND INCLUSIVE EDUCATION IN FRENCH SCHOOL”

### JOB SHADOWING AND EXCHANGE OF GOOD PRACTICES

It is well-known that the French educational system is a reference for the rest of Europeans.

High school Jesse de Forest (Lycée Polyvalent Jesse de Forest) in Northern France is a boarding school with both general and VET sections of education and the educational proses is based on the integration of students of different nationalities into schools and the improvement of this in the future. The school is also introducing the integration of children with special educational needs in high school level. The school has integrated children with special needs and is the only school from the region of Northern France who has a support teacher and a school counselor.

The main objective of this KA1 staff mobility and job shadowing is to provide resources, knowledge about the best practice, and research to support this particular modality of schooling which is highly strategic and has policy implications for the effective inclusion of students with SEN (special educational needs). The aims of the job shadowing visit in this partner schools are to observe innovative pedagogical approaches, methodologies and activities and exchange ideas for the enhancement of teaching. The job shadowing intends to exchange a European wide data base of the two partner mainstream schools, to conduct research to accurately identify the profile of those students with SEN who benefit the most from this particular modality of schooling and to identify best practice and provide training. A high impact is expected on teachers and their students with SEN, who will benefit from the knowledge of best practice to facilitate their learning and social inclusion rather than just integration in the mainstream environment where they are schooled.

The two mainstream schools involved will benefit from the dissemination of these best practice that will improve school provision, staff training and the development of inclusion policies, practices and culture within the context of mainstream schools. Participating education departments from both schools will increase their repertoire of training resources to prepare more teachers.