

# **JOB SHADOWING AT AEVA - Escola Profissional de Aveiro PORTUGAL, AVEIRO**

## **AEVA-EPA and Inclusive school**

### **Job shadowing outline**

Day 1: Understanding Inclusive Education at AEVA-EPA

- Introduction and Orientation (Introduction to the objectives and structure of the job shadowing program; Icebreaker activities to facilitate networking and relationship-building among participants and host school staff).
- The Inclusive approach at AEVA-EPA
- Classroom and other pedagogical sessions' Observations (Various Grade Levels)
- Debrief Session and Reflections

Day 2: Creating Inclusive Learning Environments

- Workshop on inclusive approaches
- Implementation and Feedback Session

Day 3: Supporting Diverse Learners

- Shadowing Special Education Teachers and Support Staff

Day 4: Promoting Inclusive School Culture

- School-Wide Initiatives Overview
- Meeting with School Administrators

Day 5: Reflection

- Reflective Discussions on Experiences
- Evaluation of the Job shadowing activity
- Certificates Distribution

### **Overview of the topics covered and the skills/knowledge participants will gain.**

Each day provides a condensed yet comprehensive experience, covering key aspects of inclusive education through a combination of workshops, observations and discussions. Participants engage in reflective practices to internalise their learnings and to implement inclusive practices in their own educational settings.

## **Explanation of the methodology or spreading information approach used during the job shadowing.**

- Hands-on experiences through classroom observations, shadowing sessions, workshops.
- By actively participating in real-world scenarios, participants gain practical insights into inclusive education practices and strategies.
- The program fosters collaboration among participants and host school staff through debrief discussions, and interactive workshops.
- Participants share their observations, experiences, and insights, collaboratively explore challenges, and co-create solutions and strategies for promoting inclusivity.
- Daily reflective sessions allowing participants to pause and reflect on their experiences, observations, and learning outcomes.
- Information is given or shared through workshops, presentations, and discussions led by special education staff.
- Information is contextualised within the participants' own experiences and challenges, making it relevant and applicable to their professional practice.

## **Job shadowing learning outcomes:**

Clear identification of the skills, knowledge, and competencies participants will acquire.

- Knowledge of the principles, models and approaches of AEVA-EPA inclusive education.
- Understanding of the Portuguese legal and ethical frameworks guiding inclusive practices.
- Ability to observe and analyze inclusive teaching practices in diverse classroom settings.
- Skills in identifying barriers to inclusion and recognizing effective strategies for addressing them.
- Capacity for reflective practice, including the ability to critically reflect on one's own beliefs, biases, and teaching practices.
- Understanding of emotional intelligence competencies, including empathy, active listening, and conflict resolution skills.
- Knowledge of cultural competence frameworks and strategies for creating culturally responsive learning environments.
- Awareness of diversity in all its forms and the ability to celebrate and affirm diverse identities and experiences.

## **Measurable objectives to assess the effectiveness of the job shadowing.**

- Demonstrate knowledge of inclusive education principles and practices.
- Demonstrate positive attitudes and beliefs towards inclusive education.
- Demonstrate improved collaboration and communication skills in promoting inclusivity .
  - Post-assessment surveys will be used to measure participants' satisfaction and respective learning results.
- Express satisfaction with the job shadowing program and its effectiveness in meeting their learning needs. Post-program surveys and focus group discussions will gather feedback on participants' satisfaction levels, perceived program impact, and suggestions for improvement

## **Examples or scenarios illustrating how these outcomes will be achieved.**

Joint discussions will be organized to analyse and evaluate the week and its results.

During the job shadowing activity, participants observe experienced teachers implementing inclusive practices in diverse classroom settings. They engage in collaborative planning sessions with teachers, where they discuss strategies for differentiating instruction, adapting materials, and creating inclusive learning environments.

Participants enter the job shadowing program with varying attitudes and beliefs towards inclusive education. Through immersive experiences, reflective discussions, and interactions with diverse learners, participants develop a deeper understanding of the benefits of inclusivity and the importance of equitable education for all students.

Participants collaborate with colleagues, support staff, and administrators throughout the job shadowing activity to design and implement inclusive practices. They engage in collaborative planning sessions where they brainstorm ideas, share resources, and coordinate efforts to support diverse learners.

### **Participants requirements:**

List of prerequisites, if any, for attendees to make the most of the job shadowing.

Technical specifications or equipment needed for participation (if applicable).

Any recommended background knowledge or experience.

Participants should:

- Have a background in education, such as teachers, administrators, school counselors, or support staff.
- approach the job shadowing activity with an open mind and a willingness to learn new concepts and strategies related to inclusive education.
- be committed to engaging in reflective practice throughout the job shadowing program.
- possess collaboration skills, as the job shadowing activity involves working closely with colleagues, support staff, and administrators to design and implement inclusive practices.

### **Validation:**

**Assessment criteria or methods to validate participants' learning.**

**Explanation of how achievements will be recognized or certified.**

**Opportunity for feedback and evaluation of the course content and delivery.**

- Participants will engage in self-assessment and reflection activities to evaluate their own learning and identify areas for growth.
- Participants who successfully complete the job shadowing program will receive a certificate of completion, acknowledging their participation and achievement.
- Europass Mobility Document will be issued if required attesting the activities developed and the learning results
- Participants can provide feedback on the Job Shadowing content, delivery, and overall learning experience through program surveys. Surveys will include Likert-scale ratings, open-ended questions, and suggestions for improvement.