

Collaborative Professional Developing in Priority Education Network in France

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Presentation plan

- Context & Theoretical frame
- Research question
- Methodology
- Some results
- Conclusion – Discussion

Theme 5. Developing cultures of sharing and collaboration as a means of supporting teachers' professional learning and development



Context

Teacher training, the French context
Study context

Priority Education Network +

The priority education policy aims for a level playing field for all students, a reduction in school performance gaps between territories.

To reduce to less than 10% the differences of academic success between the pupils of the education priority and other students in France.

Difficulty of the teacher to deal with a **violent context and daily aggression**. The middle school of Priority Education network + are usually in outside from the central area of the city, especially in big metropolitan city.

Professional Developing in French system

Considering this, **we consider that the voluntary and shared action to propose and introduce pedagogical innovation in the classroom becomes a lever of professional quality.**

For this reason, we analyze a case study of a group of teachers that decide to implement and co-builder **(with teacher-students and researchers)** a project in a Priority Network middle school to have an impact on the school climate.

The implementation of the collaborative learning

Collaborative learning is a fairly common practice in the classroom and is a central focus in the priority education program.

Only 20% of French teachers (compared with an average of 46% in the European Union) report engaging their students in group activities within the classroom (European Commission, 2015, OECD, 2014).

The project analysed, which began in December 2016 for two years, brings together the actors of the Priority Network middle school and School of Education researchers.

The objective of the project is to support the implementation of collaborative learning by educational teams.



Research questions

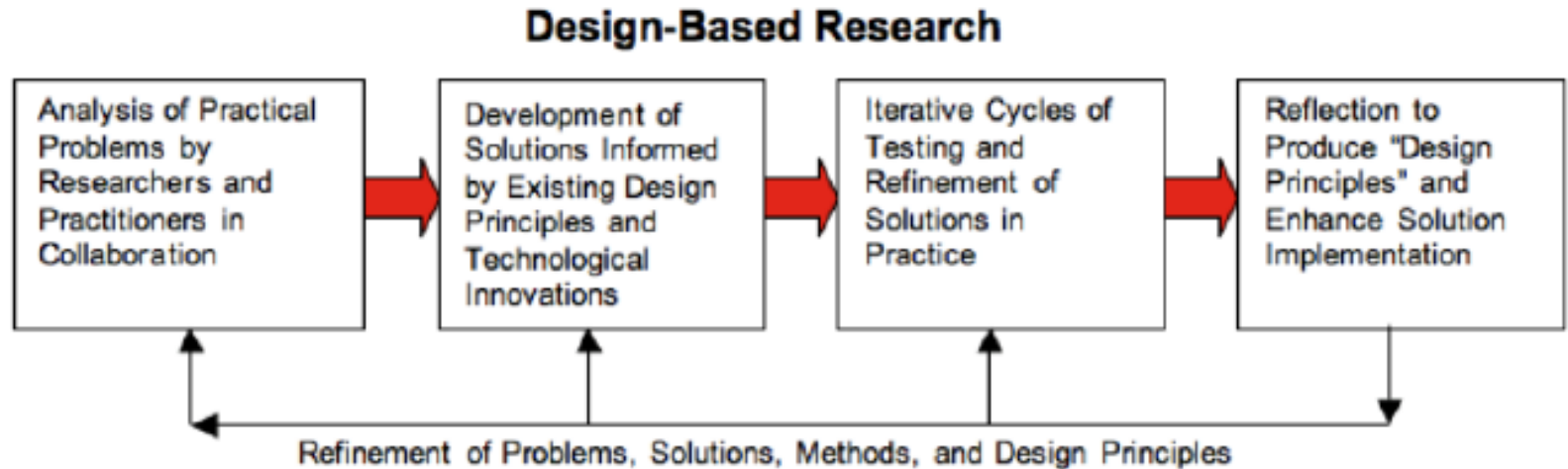
Research questions

- How to create a learning community composed of teachers, researchers and students in a context of priority education aimed at introducing a cooperative and collaborative pedagogy?
- Which professional developing of the teacher involved?



The project

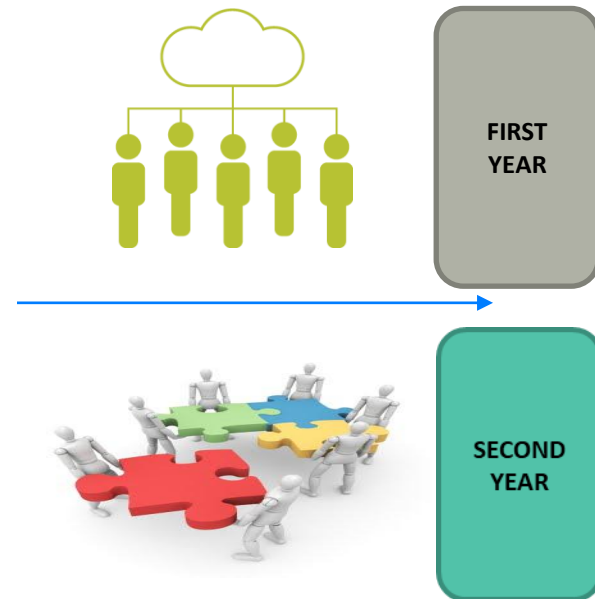
Application of Design Based Research



(Reeves, 2006)

The project proposes three major stages:

- **Diagnosis of existing practices** within the institution and the teachers involved; with collection of expectations of teachers and institution;
- **Regular sharing of content and resources in the collective;**
- **Implementation of collaborative practices in classroom,** with regular monitoring by researchers, collective regulation and collecting data.





Methodology

Regular collection of data in two-years

The body of data is provided through the collection of videos, notes and observations.

- Video recordings of classroom sessions
- Video capture of researchers' interventions with teachers
- Interviews with teachers and school head
- Documents (text and graphic traces) produced by teachers (preparation sheets, documents for pupils ...)
- Indicators of school life communicated by the management

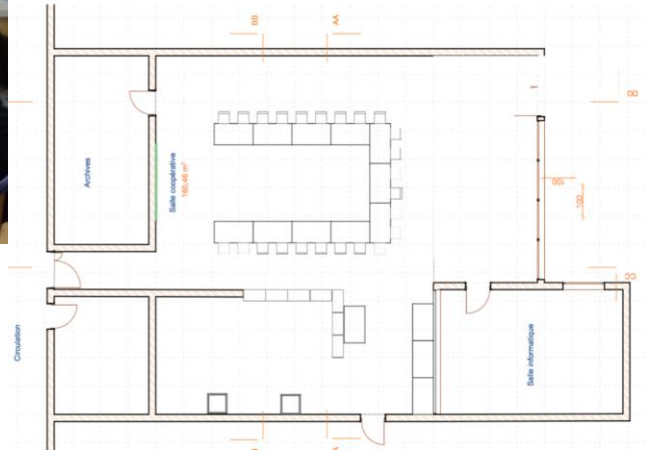
Data analysis

Transcription video recordings and interviews

Quantitative and qualitative treatment (in progress)

Use of NVIVO

Regular collection of data in two years





First results

First results

- **The results help to stress the role of the volunteering implication to manage the project in the context of social difficulty.**
- Teachers implement different strategies: cooperative learning, multidisciplinary teaching in science and technology, peer-tutoring, competences evaluation.
- Teacher start to do some auto-trainings about the content (with books, video, peer-sharing).
- Strong willing to work on a project to organize a “cooperative classroom” in the college to do there to do different activities and not in the classroom.
- Personal discussions with the colleagues on the primary school to discovery new methodology and strategy.

Positive and limit of the approach done

- More autonomy and student participations (less inhibition in the public talking)
 - On the climate of the class (globally confirmed by the indicators of school life in 6th)
 - Developing of the transversal skills
 - Cooperative actives like **cooperative council** gives spaces to discuss implicit and tacit questions not discussed in other moment of the day
 - More teachers decides to join in the initial working group and agree about the process
- No increasing results in the didactic results in any of the subject analysed
 - Too heavy activities to implement for some teachers, with too much time lose to classic activity
 - Sometimes too much students 'discussions not relevant according to some teachers
 - Scholastic space not adequate to change quickly the logistic arrangement
 - Lack of training and theoretical reference

Example of cooperative council analysis:

Day	Number of students	Numbers of student taking the talk turn	Time of students'talk	Time for professor talk	Conflit situation
10/09	17	10	15'28''	27'39''	4
17/09	19	9	19'53''	23'21''	1
08/10	19	12	26'54''	16'33''	2
15/10	17	8	11'29''	18'08''	0

Implication on professional developing

- Discussion continue to come back to the collective: return to work the points selected during the previous phases

“He French (who don't take part to the project) teacher was surprised last Tuesday because she had asked them to read for 20 minutes, and she had to unhook them herself to move on”



Discussion - Conclusion

Conclusion

- Observation of the activity of the teacher from the conception and design to implementation.
- Interest of this type of project to develop the articulation Research / Training / Field.
- Collaboration between actors (teachers and students) and researchers: establishment of a research environment associated with a common problematic.
- The question of temporality: time of research / time of training / time of the field.



Thank you for your attention

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