

FRANCE [4] - 2012 NEW PEDAGOGICAL ORGANISATION

A. BASIC INFORMATION

Country:	France
Title of initiative:	[FR] <i>Nouvelle organisation pédagogique</i> [EN] New pedagogical organisation
Coordinator/ Organization:	Name: <i>Philippe PICARD</i> Position: Deputy Head Tel: (+33) 2 47 56 20 57 / 2 47 56 94 13 (direct) e-mail: adjoint.0370007g@ac-orleans-tours.fr Institution: <i>Collège André BAUCHANT</i> Address: 6 rue de Torchanais, F-37110 CHÂTEAU-RENAULT Tel: 02 47 56 20 57 e-mail: ce.0370007g@ac-orleans-tours.fr
Key competences addressed:	The key competences addressed are those of the <i>socle commun des connaissances et des compétences</i> (core curriculum of knowledge and competences): [FR] <i>maîtrise de la langue française</i> [EN] command of the French language; [FR] <i>pratique d'une langue vivante étrangère</i> [EN] use of a foreign language; [FR] <i>compétence de base en mathématiques et culture scientifique et technique</i> [EN] basic competence in mathematics, science and technology; [FR] <i>maîtrise des techniques usuelles des TIC</i> [EN] command of common techniques in ICT; [FR] <i>culture humaniste</i> [EN] humanistic culture; [FR] <i>compétences sociales et civiques</i> [EN] social and civic competence; [FR] <i>autonomie et initiative</i> [EN] autonomy and initiative;
Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)	Linked to curriculum reform and introduction of a <i>socle commun des connaissances et des compétences</i> (core curriculum of knowledge and competences)
Partners:	None

Scope: (student/teacher/school level; local/regional/national)	Students and teachers
Learning context: (formal or non-formal)	Formal education
School education level/s: (primary, lower secondary, upper secondary)	Lower secondary
Target groups:	105 students in <i>Sixième</i> [first year of <i>Collège</i> , age 11-12] and 82 students in <i>Cinquième</i> [age 12-13] in 2011-2012. 200 students in <i>Sixième</i> in 2012-2013.
Time frame: (start and end date)	2010-2014
Relevant links:	School website: http://clg-andre-bauchant-chateau-renault.tice.ac-orleans-tours.fr/php5/spip/?lang=fr

B. SUMMARY

The *Collège André Bauchant* has chosen to implement a new type of internal organisation which is innovative in both structural and pedagogical terms, for classes in two year groups.

As regards teaching, the curricula are treated as core objectives and the subject teaching times are partially deployed in the form of interdisciplinary workshops, which has modified the timetables of some subjects and therefore required an exemption from local education authorities, due to its affect on compulsory education. In parallel, the pilot initiative sets up a non-numerical assessment, based on cross-disciplinary competences defined by the teaching team.

Structurally, the annual, weekly and daily timetables are reorganised in such a way as to alternate reception, support and workshop time with lesson times.

C. IN DEPTH INFORMATION

Rationale/contextual background/motivation for introducing the initiative/reform:

The initiative undertaken in the school was motivated by some simple, even commonplace observations:

- failure at school;
- lack of motivation;
- a perceived gap between what is taught at school and what this might mean for students in terms of their subsequent employment.

In addition, the teaching team was inspired by the aim of making students aware of the real connectedness and coherence that exist among the different disciplines. This project reflects our determination to make our teaching concrete and relevant to young people's lives.

Objectives:

This initiative is in line with the school mission statement (projet d'établissement), which aims to "support students in their learning".

In particular it aims to:

- improve students' motivation and reduce failure at school,
- nurture each student's autonomy and construction of knowledge and competences (especially in literacy) in terms of his or her individuality (holistic approach).

Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

Several dimensions are included in the project:

- Adaptation of the student curriculum within a margin of autonomy granted to the school.
- Competence-based evaluation and teaching.

Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

The project seeks to pursue a personalised approach towards each student's learning within an overall strategy to ensure the success of his/her schooling.

Detailed explanation of the key competence/s concerned:

All competences are concerned but with particular attention to learning of the mother tongue.

Specific subjects concerned or cross-curricular approach:

Specific subject based and cross-curricular approaches

How the initiative/reform is being implemented (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

For each school level involved in the experiment, the following applies:

In *Sixième* class [first year of *Collège*, age 11-12] (2010-2013):

- Timetable restructured according to the principle of ‘*annualisation*’, whereby course hours usually taught on a weekly basis can be summed up on a yearly basis and taught only during part of the year, and not weekly (reorganisation of lessons, divided between subject lessons, team-taught interdisciplinary lessons, modular competence groups and personalised support).
- Exemption from the usual requirement for weekly class time, obliging students to be in class for 25 hours instead of 27 hours per week (2010-2012 only).
- Modulation of national curricula around “core” objectives and modification of evaluation mechanisms (exclusively by competences).
- Modulation of the notion of the class through the creation of competence groups in workshops (6 groups created from 4 classes and 5 groups created from 3 classes).
- Redistribution of activities throughout the day (lessons in the morning and sport, study help or workshops in the afternoon)
- Establishment of personalised support for all. Two teachers are involved in this to facilitate the adaptation to secondary schooling.
- Adjustment of timetables to allow for specific pedagogical constraints
- Coordination sessions.

In *Cinquième* [age 12-13] (2011-2012):

- Modification of evaluation mechanisms (exclusively by competences)
- Modulation of the notion of the class through the creation of competence groups in workshops (5 groups created from 3 classes).
- Adjustment of timetables to allow for specific pedagogical constraints
- Coordination sessions.

Present stage/phase of implementation:

The present stage of the project aims to pursue and consolidate the changes made since 2010.

Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

Work on competences both within the framework of school subjects and also through cross-disciplinary activities (e.g. workshops).

What works well (to identify enablers):

- Qualitative indicators of school climate are very positive.
- Greater coherence of practices and modification of students' overall approach.
- Promising results in French (to be confirmed).

Challenges and how these are being addressed (to identify obstacles and solutions):

- Fear of change (no grading, interdisciplinarity, workshops, etc.) among some teachers.
- The initiative is mainly carried forward by a small group of teachers, with a less solid commitment on the part of other actors. This can only be remedied by making explicit the stages of the project, the results achieved, etc.
- Some families and students lack points of reference for results and follow-up. There is a need to communicate with families, making clear the aims of the project and bringing them on board.

Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

Self-evaluation:

- Changes in academic results between entry into *Sixième* or *Cinquième* and the end of the school year
- Number of punishments, sanctions, late arrivals, absences, exclusion from lessons (and other school-life indicators)

These two criteria are drawn up in comparison with the same indicators for students in classes at the same level but not involved in the project and with the same indicators for students at the same level in the previous year.

External evaluation:

- The project is monitored by observers from the local education authority: relevant teaching inspectorates and local authority unit for monitoring pedagogical innovation and experimentation.

Impact (e.g. any planned impact assessment?):

Impact on students' results

- 2010-2011 (first year of project only in *Sixième* [age 11-12]):
- The first evaluations show equivalent results in Maths and better results in French for project classes.
- In terms of “school life” indicators: no clear differences.
- First term 2011-2012 (year n+1 for *Sixième* and *Cinquième* [age 12-13]):
- In terms of school-life indicators: a slight advantage for project students in *Sixième* and the opposite at the level of *Cinquième* (which may be explained by less heterogeneity in project classes at this level owing to the absence of those taking Latin).

Impact on teaching practices

- The reception period made it possible to work on teachers' approach vis-à-vis students.
- Evaluation by competences also enabled teachers to provide indications of students' strengths and weaknesses; a strength is commended and stimulates future efforts, a weakness is explained and guidelines are provided for improvement.
- Interdisciplinary practices led to some breaking down of subject barriers, although these were liable to re-establish themselves quickly.

Communication of the initiative/dissemination of outputs and activities:

- Films (5 min.) accessible on the school website or on the national innovation platform (<http://eduscol.education.fr/pid26562-cid60290/respire-le-reseau-social-de-l-innovation.html>)
- Examples of timetables and reorganisation through ‘annualisation’, examples of school reports based entirely on competences, examples of activities in interdisciplinary projects, in workshops and in morning reception time (PowerPoint and oral presentations). Some of these examples including team work were shared with another lower secondary school also working on the competence approach.

Next steps/follow-up:

- Improve communication and involvement of families in the project.
- Involve more teachers in the project (extension to whole of *Sixième*) → with effect from the new school year 2012.
- Introduce more personalisation into student support with more flexibility for competence groups → modular competence groups and links with personalised support.
- Simplify the procedure for drawing up competence-based reports → use of current software through the personalisation of an “in-house” skills record.

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