

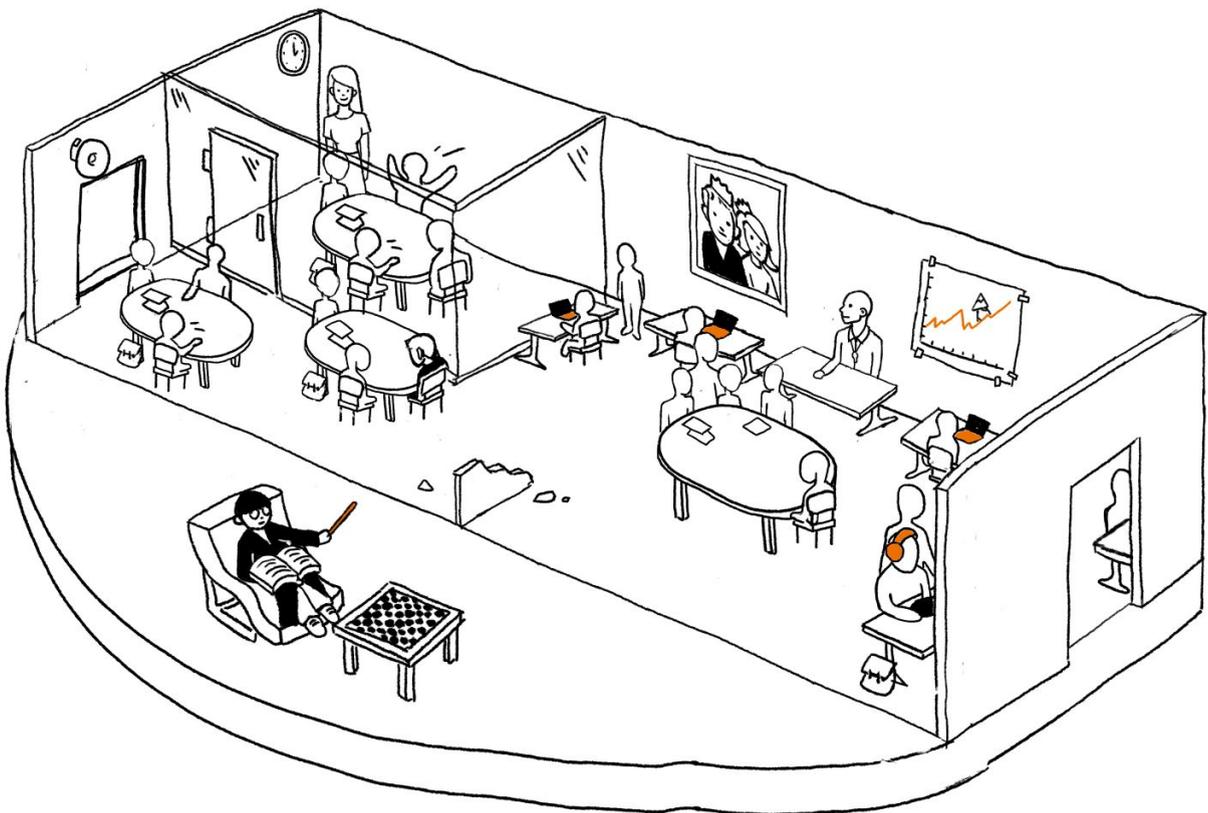
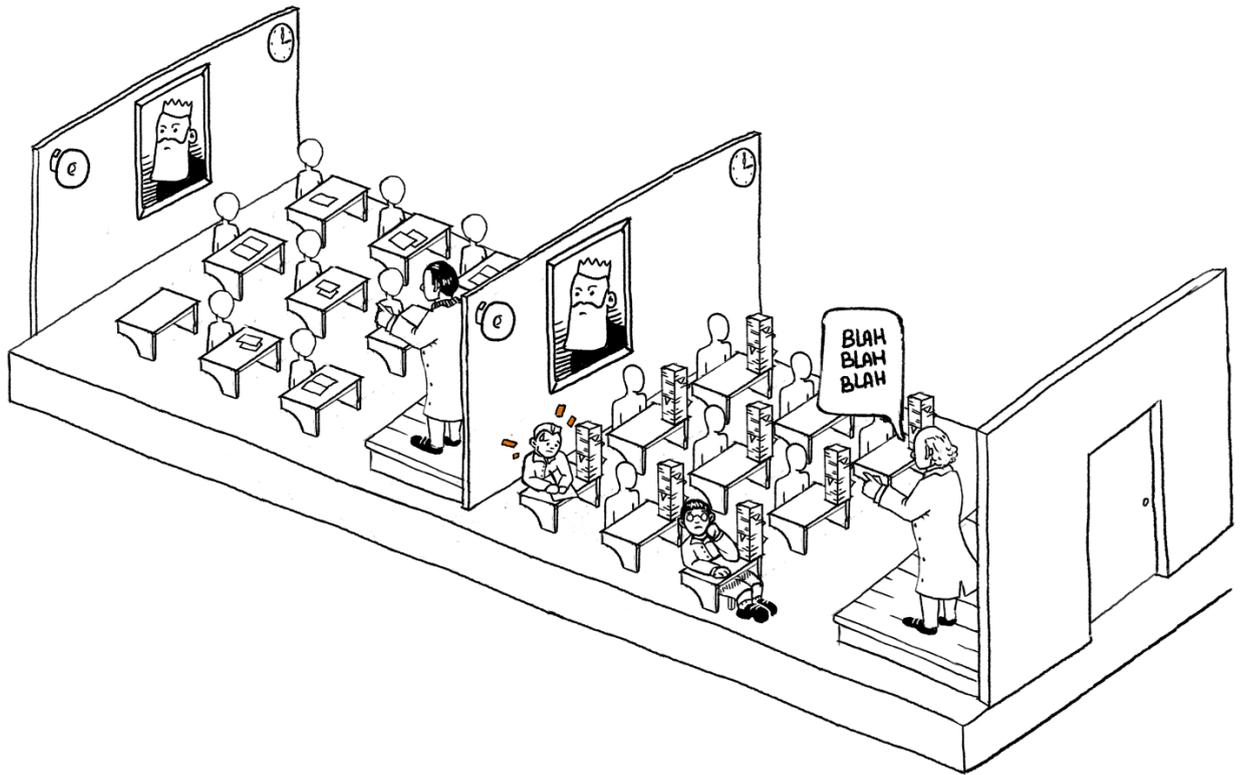
Application process for a school in transition to be coached

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*“If your dreams do not scare you,
they are not big enough.”*





This document describes the process to be followed by a school that would like a "School Transformation Lab" coaching from a support organization (a training center for teachers, a coach, etc.)

Such coaching is carried out in two phases, A and B, described in another document. To summarize, Phase A concerns a group of 4 to 10 teachers over 3 months. Phase B aims to disseminate in the school over a year. Here, we are talking about an application before starting phase A.

Getting started

You can not transform someone or an organization like a school. We can just help her to transform herself.

If there is possibly a waiting list when we are too busy, there is no jury that will "accept" or "refuse" a school application that wants to be accompanied in a transformation. There is a start of your school that is done more or less quickly or ... that is not done. Because the change is not decreed but is undertaken, here is a list of objectives to help you undertake it.

Once you reach these goals, your school is a candidate for support. If one or the other objective is a big problem for you because of your particular situation, do not hesitate to tell us about it.

Note that this is not an "administrative" or "bureaucratic" phase. The application process is an important phase of change itself, during which you prepare the fertile ground for mentalities.

You can either perform this process alone on your side, or come as a team to a "discovery" training day at your support organization for the cost of a training day and accomplish a good part of the objectives below.

Here is the list of the ten goals to reach before embarking on the accompaniment. Fulfill them in the order you want.

1. We know where we are going

We create three videos. Each explains one of the following notions by a different colleague from my school:

- work by objective,
- the desynchronization of learning,
- the 5 values of the School for Dialogue (excellence, instructive mistake, empowerment, mutual aid, dialogue).

To achieve this goal:

- in total, the videos must put at least 3 members of the group to accompany on stage,
- each video must be approved by three members of your support organization, for example 3 students if your support organization is a school.

Making these videos can be as simple as holding your smartphone in selfie mode and improvising a coherent explanation. Do not be slowed down by technical aspects knowing that the best is sometimes the enemy of good. If this is not good enough, we will tell you with kindness and you can restart at will.

Ressources

- Whiteboard video of paradigm shift (with EN subtitles):
<https://youtu.be/dRzOp5DzIEM>
- Comparison of 2 traditional classes with 6 personalized learning environments (with EN subtitles):
<https://youtu.be/yCAj9pOrhXU>
- Desynchronizing students (French):
<http://johnrizzo.be/de-la-desynchronisation-des-eleves-la-descynchro-quoi/>
- Métaphore of walking, book “Sauver l’école ?”, chapter 7, page 315 to 320 (French).
- Values of the project (see the “Values of a transformed school” document)

2. We objectified our current situation

We produce a self-assessment document in order to quantitatively measure current or past data:

- the repetition rate,
- the declared feeling of stress at school (by teachers and pupils),
- the results of external evaluations,
- the number of fights noted in the establishment,
- teacher turnover,
- etc.

Above all, target the aspects that currently make you suffer and that you wish to improve.

3. We have illustrated our current difficulties

In a change process, an organization quickly tends to "forget" its starting situation. Immortalizing it will enable, in a few months, your educational team to better feel the path traveled and to be all the more proud, to relativize the inevitable discomforts encountered along the way.

We film at least 2 different courses in our school, to create a video of about 5 minutes to caricature the daily difficulties of our profession, those that encourage us to want to change the way we teach. This video may include interview phases of different members of my team, for example to comment on the images in class.

4. We wrote our fears and hopes

Each teacher (and director) of the group to accompany identifies his five expectations and two main apprehensions in relation to a transformation of his class. Each produces a text or a list of around ten lines that begin with "at the end of the transformation, I wish that ...".

5. We signed a charter of commitment

We, the accompanied group, sign a charter where everyone is formally committed to this transition project.

This charter contains:

- a succinct definition of the School Transformation Lab transition,
- a commitment to the five values of the project,
- an authorization to use the photos and videos that will not fail to be taken in the accompanying process for illustration (right to the image),
- the agreement to receive visitors (once the transformations have been made) for oneself to become the diffusion agent of this educational renewal.

6. We have identified the interested team members

We are completing a table listing the team members who want to get involved (from near and far) in this transition, including the management and above.

We indicate for each:

- first and last name,
- function (subjects taught, for example)
- did he read the book "Save the School? "
- Is he part of the group supported in phase A (between 4 and 10 teachers per group)?

7. We have a financial plan

We have developed a funding plan for phase A. That is, we have surveyed and identified the different sources of funding that we want to activate. For some schools, it is simply equity financing. Others consider a mix of sources such as continuing education, the parents' association, the organizing entity, European funds, patronage, etc.

We do not have to have fund the entire budget, but have seriously thought about it.

8. We made a clear request to our management

Each of us (teachers in the accompanied group) wrote a SMART request to our management to feel supported in the change envisioned. This can be as short as one sentence each.

Definition of SMART: https://en.wikipedia.org/wiki/SMART_criteria

9. Our management is committed

The school management and, ideally, the inspection service and educational advisers attached to the school have signed:

- SMART requests of the accompanied group (for reception, not for unconditional acceptance),
- a document in which they accept the inevitable difficulties that a systemic change generates and explains the crucial role of management in this systemic change (hint: see the “Principles helping a school to transform itself” document).

10. We celebrated

We organized an event (no matter how modest) with the management and the teachers involved. Inviting students and parents is an option to be considered by the school, to communicate on the intention of change, to calm possible fears and to spread communicative enthusiasm.