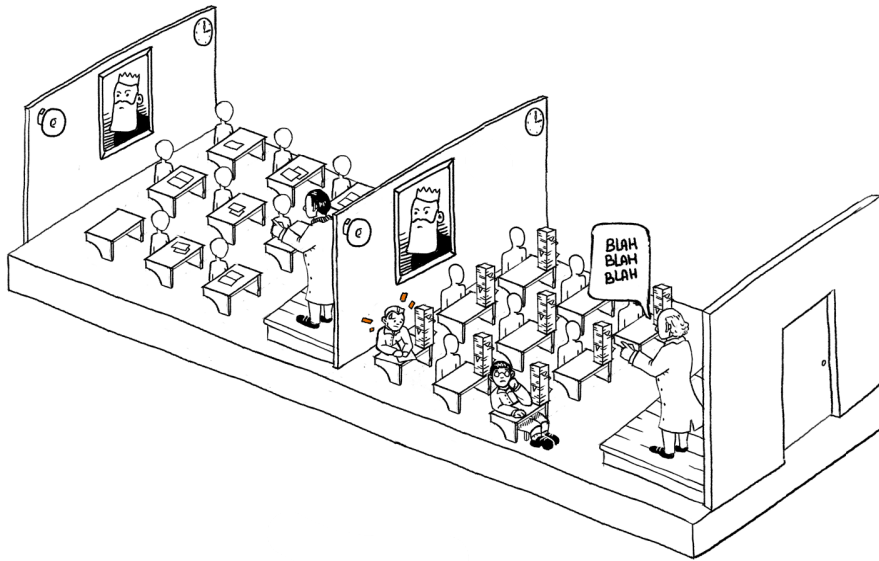




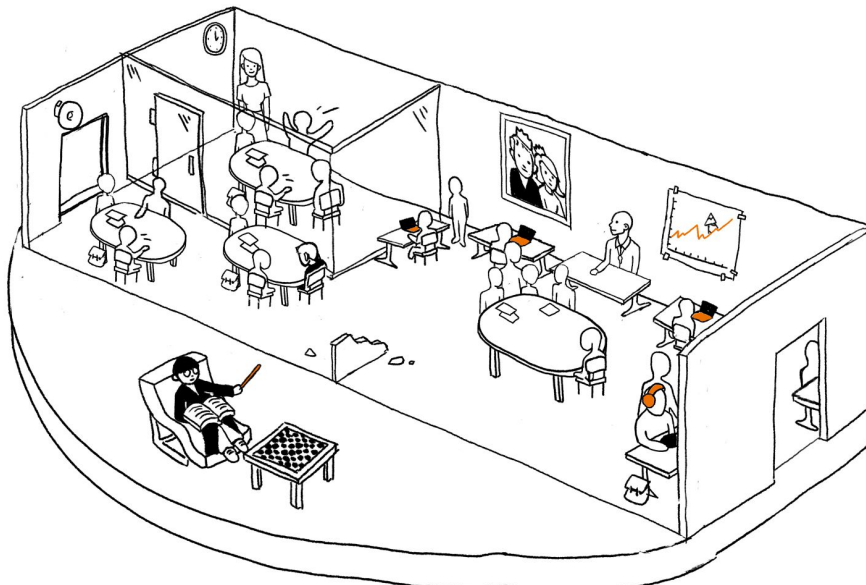
**SCHOOL
TRANS
FORMATION
LAB** | ALL STUDENTS
GOT TALENT

Values of a transformed school

version 2020-04



*From the civilization of domination,
to the civilization of cooperation.*



5 values of change

We have identified 5 values on which to insist with teachers and students to favour their change of posture, during the transition. These 5 values are easily remembered by students and be used on a daily basis as a guide, as common vocabulary with them. On the other hand, [the operating principles](#) are more numerous and help teachers to get a more concrete view of a working transformed class.

1. Excellence

Having ambitious goals for schoolchildren is a (if not “the”) major characteristic of teachers whose students achieve good academic results. This has been documented by experimental research on tens of thousands of teachers, for example by John Hattie or by Teach for America. This ambition is coupled with a sense of urgency, because there is so much to do.

Few teachers or parents of traditional schools find themselves in a “permissive” conception of education. They want students to surpass themselves while they are rarely motivated to do so in their schooling. For these parents, the speech “if at 9 he can't read, it doesn't matter, it will come” does not pass.

Conversely, excellence is being able to make a real effort (therefore with a painful aspect) here and now, in order to achieve a more distant but desirable goal. This ability for the effort is more important than the end result of the student or his classmates.

When proposing to a traditional school to transform itself, it is important to guarantee this value of excellence by explaining well that it is not a question of filtering (elitism), but of bringing each pupil to surpass himself. We cannot achieve good results with students whom we empower without transmitting this ambition for excellence to them.

2. Instructive Mistake

Progressing requires leaving our comfort zone in order to have sufficiently difficult learning. Getting out of our comfort zone often involves making novice mistakes. To encourage students and teachers to move out of their comfort zone to progress, it is necessary to reduce their fears of making mistakes. An error is no longer a fault, but informative information for progress. A 3/10 is good news, that we are in our proximal development zone.

For the teacher who leads by example, this implies willingly saying “I don't know”, or better still “I made a mistake”, or even better “I apologize because I made a mistake”.

The informative mistake is the basis of neuropsychological research like that of Carol Dweck. Some children are curious about their mistakes and do not associate a result with what they are. Rather, they associate their results with the efforts they provide. This ability is more predictive than IQ on the child's future success.

*Errare humanum est,
perseverare diabolicum*

3. Empowerment

Empowerment, or “autonomy and responsibility”, puts roles back in place. You can't teach someone. At most, we can offer him devices that enables him to learn. Requiring students to listen to speeches and follow instructions all day will not reinforce their sense of responsibility to learn. Making them pilots will strengthen their controllability and therefore their intrinsic motivation.

The corollary for the teacher is letting go. He must learn to do less himself and to delegate to students. At first, he has the feeling of losing control. It gives the student the freedom to choose “how he will learn” to reframe on the objectives.

Empowerment takes the student (and the teacher) out of their position as a victim where their misfortunes can only be due to external factors: it is because the subject is too hard, or because I am in a bad school, or because ... I cannot accept that this is due to a behavioural mistake on my own since I do not yet know that a mistake is not a fault (second value). On the contrary, empowerment allows me to say, *no I am not a victim and yes I can mobilize myself to improve my situation.*

4. Mutual aid

The teacher gives far fewer group explanations and students often explain the material to each other in mutual teaching. Explaining a subject that he has understood allows the student to anchor understanding and develop the expression strategy. That way, each student has a private “teacher”, several times a day.

Practicing collaborative learning, helping other people to achieve their objectives is part of the equation towards collective autonomy (value 3). It is to embrace the scientifically established fact that the brain of homo sapiens is wired, is motivated by social interactions including in its learning activities.

For example, if digital technology is a great empowering medium, it is naturally neglected by students when it competes with peer learning. Empowerment is taken with a much more collaborative than competitive dimension.

This daily mutual aid will dramatically strengthen the cohesion and kindness of the group.

5. Kindness

Love is the fuel of excellence. With their prefrontal cortex less developed, the children and teenagers are more emotional beings, more spontaneous than adults. Emotional security greatly facilitates learning. The school takes the time to deal with psychological and relationship problems, even if they are imported from home.

In harmony with the value #2, the errors are treated peacefully, with no notion of fault. The teacher's vocabulary and tone embody restraint and justice, for example by emphasizing "you did ..." rather than "you are ...".

Finally, the school collectively endorses (teachers and pupils) the educational mission knowing that it is ineffective to dissociate it from instruction. Education is done mainly by example. If they hope that the students are calm and sincerely empathetic with each other, the teaching team must set an example between its members and with the children.