TEAM SPIRIT AND PROJECT WORK

MF. MAILHOS & B. HUGONNIER

AEDE-FRANCE

AEDE FRANCE
Association Européenne de l'Education
Section française de l'AEDE-EAT
http://www.aede-france.org

Organisational Creativity in Schools

How can a School-head foster efficient team spirit among the teachers and sustain stimulating project work for the students to ensure better learning?

Two key-words and four levels of analysis

Our two key-words:

Freedom and **Trust**

Our four levels of analysis:

Social, **Intellectual**, **Psychological**, **Structural**

Addressing the question from various, complementary angles

Activity Theory, by Yrjö ENGESTRÖM

Conceptual Change, by Giyoo HATANO

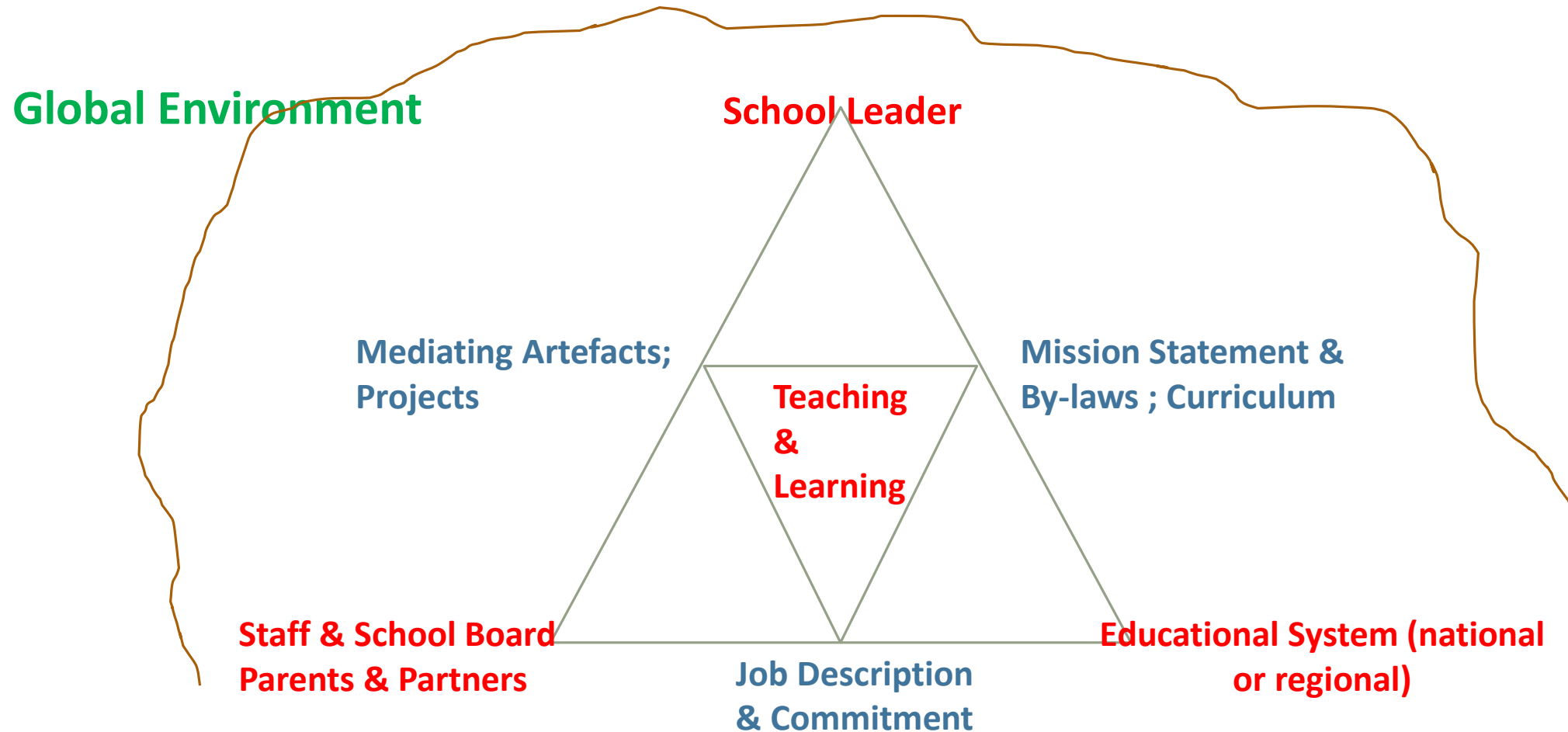*Freedom, Inc.,* by Brian M. CARNEY & Isaac GETZ

Cognition and Creativity in Organizational Settings, by Isaac GETZ

The Feeling of Self-Efficacy (SEP), by Albert BANDURA and Thérèse BOUFFARD

Curricular Approach vs Syllabus and Academic Content, by Bernard HUGONNIER

The Reflective Approach in Teacher Education, by Marie-France MAILHOS

Adapting Yrjö ENGESTRÖM's *Activity Theory*

Global Environment

School Leader

Mediating Artefacts; Projects

Teaching & Learning

Mission Statement & By-laws ; Curriculum

Staff & School Board Parents & Partners

Job Description & Commitment

Educational System (national or regional)

Intellectual Revolution or Conceptual Change

As Giyoo HATANO pointed out, people' s decisions and actions are determined by their **mental representations of the world, of themselves and of the interconnections between all the components. [cf die-hard social representations, 'role' stereotypes <= the media, politicians, religions, traditions, etc.]**

To build a successful team, you need to introduce a culture of **Freedom** and **Trust** in your work environment.

The actors must feel that they are fully trusted by their hierarchy and they must feel free to initiate actions.

Conceptual Change: Change one element, and everything changes => change the nature of the relationship between the various actors and the whole system is affected.

Freedom and **Trust** go hand in hand with **Commitment** and **Responsibility**.

Reflexion: a means to achieve conceptual change.

Freedom, Inc. by Brian M. CARNEY & Isaac GETZ

« Unleash Greatness! », as Leora Cruddas pointed out

Lessons learnt from *Freedom, Inc* (Introduction, page XII)*:*

- *Stop telling and start listening*
- *Start openly and actively sharing your vision of the company, so people will « own » it*
- *Stop trying to motivate people – instead, build an environment that allows people to grow and self-direct – let them motivate themselves. If they understand the vision from step 2, **they'll take care of the rest if you let them***
- ***Stay alert** => to keep your company free, **become the culture-keeper** [Beware of the « broken window »!]*

Reflexion, Dialogue

Trust, Commitment

Differences between « HOW » and « WHY » companies

Albert BANDURA's and Thérèse BOUFFARD's works on *Self-Efficacy*

TRUST

Trust among the team

Trust in yourself and in your own efficacy

The feeling of Self-Efficacy is a result of a person's **representation** of her abilities, not of her actual abilities (Bandura)

Dynamique du SEP

By Thérèse BOUFFARD

SEP → SCÉNARIO DE RÉUSSITE OU ÉCHEC → ÉMOTIONS → MOTIVATION → COMPORTEMENTS → SEP

Commitment

Curricular Approach vs Syllabus and Academic Content

Better learning performance depends upon student's motivation [*engagement, commitment*]

Notably [*but not only...*] instrumental motivation: e.g. I like mathematics because I understand that learning mathematics is important for my later studies and for my job position in the future

Instrumental Motivation

Percentage of students who in PISA contextual questionnaire agree to say that :

	Switzerland	**France**	**OECD**
Learning mathematics is important for my later studies	51	63	66
Learning many things in mathematics will help me to get a job	64	61	71

Curricular Approach vs Syllabus and Academic Content

Hence, it is important to design a curriculum that fits better the specific needs of students...

Instead of having an academic content fully identical for all students (the French approach) or that might be too difficult or conversely too simplistic for the students.

Appropriateness for a curriculum is thus essential for student's motivation

Team Spirit and Project Work

ELICIT-PLUS
2014-2017

Thank You for your attention !