

Universiteit Utrecht
Portfolio 1e graad Frans
dr. Laurent Chambon
UUn° 3892808

2013

Mentor
Ari de Heer

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1. Curriculum vitæ (NL/short)

Personalia

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Geb. 22 mei 1972 te Châtenay-Malabry (Frankrijk)

Burg. st. EU. Gehuwd.

Werkervaring

2011-
heden Docent Frans / Het Schoter
Docent Frans in opleiding bij Het Schoter in Haarlem, 1e t/m laatste jaar
vwo-tto, vwo, havo, vmbo-t. Verantwoordelijk voor internationalisering en
LinQ.

2010-2011 Auteur / Éditions Le Muscadier
Schrijven van een boek voor Éditions Le Muscadier (Parijs), *Marine ne perd
pas le Nord*. Uit April 2012. De Noordelijke wortels van de politiek van
Marine Le Pen (Pim Fortuyn, Rita Verdonk, Geert Wilders, Pia Kjærsgaard,
Filip Dewinter...).

2010-
heden Journalist / Minorités
Journalist en éditeur bij [Minorités](#).

2009-2011 Adviseur / Minorités
Adviseur bij Fondation Minorités voor verschillende nationale (politie,
justitie) en Europese instellingen op het gebied van onderzoek,
communicatie en strategie. Mobilisatie, interne en externe communicatie,
lange termijn strategie, onderzoek, sociale media, wiki, etc.

2008-2010 Onderzoeker / Universiteit van Poitiers
Onderzoek voor de Migrinter/MinorityMedia afdeling (Media Studies) over
minderheden in de media en de minderhedenmedia in Nederland. In het
kader van een Marie Curie beurs.

2006-2010 Raadslid / Stadsdeelraad Amsterdam Oud-Zuid
Woordvoerder PvdA economie en milieu. Commissie Verkeer en
Ondernemen.

- 2007-2008 Auteur / Éditions Denoël
Schrijven van een boek voor Éditions Denoël (Parijs), *Le grand mélange, Minorités, tolérance et faux-semblants dans la France de Nicolas Sarkozy*. Uit April 2008. De afwezigheid van de minderheden in de Franse power elite in vergelijking met Nederland, Groot-Britanië, de Verenigde Staten en Zuid-Afrika.
- 2006-2009 Muziek, Management & Communicatie / CJR
Manager voor Cherry Juice Recordings (Amsterdam, Reykjavik & Detroit): Pop, Rock & House music platenmaatschappij. Coördinatie tussen artiesten, de designer, de geluidstechnicus en de distributeurs, contact met de pers, community management. «Best Song» Amsterdam Dance Event 2007. Album *Überlove*, met meerdere maxi's en alias.
- 2006-2007 Onderzoeker / Politie Academie in Apeldoorn
Politieke en sociologische studie van “prachtwijken”
- 2002-2004 Docent / Universiteit Utrecht
Colleges voor 3e en 4e jaarstudenten Frans Universiteit Utrecht. sociologie en geschiedenis van hedendaagse Frankrijk, Business Frans, technieken van onderzoek, algemene Franse cultuur, economische theorieën & geschiedenis van economische ideeën, media en communicatie.
- 2002-2008 Journalist / Wereldomroep Libération Têtu
Correspondent in Nederland voor *Libération* en *Têtu*. Productie-assistent (*fixeur*) voor verschillende omroepen. Journalist voor Radio Nederland Wereldomroep. Reportages, realisatie en productie van programma's.
- 1998-2002 Onderzoeker / Amsterdam School voor Sociaal Wetenschappelijk Onderzoek
Zie opleiding.
- 1996-1997 Docent / Universiteit Utrecht
- 1995-1997 Handarbeider in de zomer bij de Rungis markt voor Sernadis.

Opleiding

- 2012-2013 Eerste graad / Universiteit Utrecht
Master Opleiding Frans voor een eerste graadsbevoegdheid.
- 1998-2002 PhD / Amsterdamse School voor Sociaal Wetenschappelijk Onderzoek (Universiteit van Amsterdam)
Met succes afgerond op 01.04.2002, verdedigd op 21.11.2002.
Le sel de la démocratie. L'accès des minorités au pouvoir politique en France et aux Pays-Bas (Het zout van de democratie. De toegankelijkheid van de politieke macht voor minderheden in Frankrijk en Nederland.) Sociologie, geschiedenis, recht, antropologie, Franse en Nederlandse culturen en talen, gender studies, politieke wetenschappen, etc.
- 2000-2001 Vrouwenstudies / Universiteit Utrecht
- 1997-1998 Prep-ENA / Science Po Paris
Vorbereiding voor de concours voor de Ecole Nationale d'Administration (ENA, school voor hoge ambtenaren) aan de IEP (Science-Po) in Parijs. Algemene cultuur, administratief en constitutioneel recht, politieke wetenschappen, retoriek en synthese, economie, management...
- 1996-1997 Erasmus 2 / Universiteit Utrecht
Student uitwisseling - sociale wetenschappen en recht
- 1992-1996 Sciences-Po (± MBA) / Institut d'Etudes Politiques de Strasbourg
IEP is een hoge universitaire opleiding voor politici, hoge ambtenaren en managers. Algemene cultuur, recht (privé, bestuurs-, europees, internationale, constitutionele), sociale wetenschappen, geografie, vreemde talen (Duits, Engels, Nederlands), management, geschiedenis, retoriek, politieke wetenschappen, onderzoek. Masterscriptie: *Du (dé-)compartmentage aux Pays-Bas*. Cum laude afgestudeerd.
- 1994-1995 Erasmus 1 / Universiteit Utrecht
Student uitwisselingsprogramma ERASMUS - (Franse cultuur, sociologie, antropologie, geschiedenis, culturele studies, gay & lesbian studies, vrouwenstudies)
- 1991-1992 Hypokhâgne / Maison Blanche (préparation au concours de Science Po, Paris)
Franse literatuur, Franse taal, geschiedenis, geografie, vreemde talen (Duits, Engels)
- 1991 Baccalauréat cum laude / Lycée Lakanal (Sceaux)

Automatiseringsvaardigheden

- Media Media: woord voeren op televisie en radio in drie talen
PR: mediavriendelijke berichten schrijven
Sociale netwerken: beheersing van digitale gemeenschappen

IT OS: Windows, Mac, Linux (Ubuntu).
Kantoorsoftware: iWork, MS Office, OpenOffice.
Geluid: Dalet, Logic Pro, Sonar, Rebirth, Reason, ProTools,
DM1...
Internet: html, basis php.

Talen

Nederlands Vloeiend lezen, schrijven en spreken (met accent) C1-C2 (NT2-II)

Frans Moedertaal C2+

Engels Vloeiend lezen, schrijven en spreken (met accent) C1-C2

Duits Redelijk bekend B1

Vrij roestig in Grieks en Latijn

2. Profile as a teacher

(February 2013)

(a) How do I see myself as a teacher ?

- Characteristics

Keywords: Structure ; openness and stimulation ; intellectual tools ; origins ; boundaries ; questioning

Mots clés : structure ; ouverture et stimulation ; outils intellectuels ; racines ; limites : questionnement

As a former chaotic pupil (ADHD didn't exist as such, then), I try to be as structured as possible towards my classes. That means that I am trying to bring material structure (clear and simple rules ; clear learning program for every session, for every chapter, for the entire year ; clear and clean class room) and intellectual structure (learning the proper way(s) ; making sure one does not lose track of things ; seeing the different levels in things). That means that, so far, I have been very strict and demanding when it comes to politeness and work, but always with fairness and humor. Discipline for myself and my pupils have been accepted and sometimes even enjoyed.

As someone with quite an exotic CV, I try to be as open as possible and stimulating as possible. I do not hesitate to share some experiences (also negative ones), especially when it comes to learning a language. I embrace my accent as an example of late learning. I embrace my identity as a proof of integrity. I also use it to teach humor, tolerance and kindness to pupils.

As an intellectual, I try to wake up their minds. Not by imposing ideas or dogmas, but by giving them intellectual tools to deconstruct and reconstruct what they see, hear and know. I let them compare, experiment, deduct, rebuild intellectual tools and objects. I try to push pupils to look for their talents, not hesitating to explain how one writes a book, makes a record or survives bad things.

As a son and citizen, I grew to become very aware of my origins. My mother was an elementary school teacher and my father was a technician in a famous engineer school (École centrale), both from French ethnic minorities, having travelled the world. I grew up within the very strict frame of Éducation nationale, went to very good schools (Lycée Lakanal, Science Po) where the cult of work, excellence and of sciences and of the French language was taught. Travelling made me very critical of this environment, but also thankful. I had some horrible teachers, some fantastic ones (including my mother), I failed in some disciplines and excelled in others. This allowed me to finish my PhD in due time, besides the obvious ADHD. I now try to use this to help my pupils and give them the right tools to survive at school, and in life.

As a teacher in general, I try to be friendly even though I am not their friend. I maintain verbal and physical boundaries so that roles stay clear for everyone. Once these things have been internalized, I am open to challenges, experimentation and questions.

- Strengths and weaknesses

Keywords : tolerance ; curiosity ; creativity ; exotic ; ADHD ; manners

Mots clés : tolérance ; créativité ; exotique ; hyperactif ; manières

When it comes to strength, I am definitely curious, hard working, open, tolerant and polite. I grew to become more stress-resistant, resilient and distant towards things. With age, I grew some wisdom and I usually see things coming and am rarely surprised. I am also very sensitive, very creative, and have a very powerful sense of analysis and synthesis.

I grew to embrace my exoticness (intellectually and of my personality). I use it to help pupils look for their own strengths and weaknesses, and use them positively.

So far, I might have been a little bit too strict. I did punish a lot, a bit less now. Partly because I come from another culture where forms and behaviors are very different, partly because the school where I teach had some problems, and partly because I had to set a reputation as a beginning teacher, as gay man and as foreigner.

I also tend to have problems with rudeness and lack of manners. I am trying to work on this allergy but it has proven to be very difficult.

As a very sensitive and hyperactive person, I am not always very good at monitoring my energy level.

- Values

I grew to value work, smart strategies, respect, curiosity and questioning, tolerance and humor.

I really dislike arrogance, disdain for others, intolerance and lack of manners.

I might have been happier during the Renaissance.

(b) How do others see me as a teacher ?

- Lewis do Couto Marques (February 2013)

« Laurent started from scratch being a teacher in high school. So far he taught adults, but this is definitely not the same as teaching teenagers. He does not lack intellectual skills but needed to find the right channels to share his knowledge the proper way. He's eager to please and take an extra step and help the kids reach their full potential and make sure they understand things. Sometimes he cannot sleep because he is busy thinking of new ways to help a class. He is using his humor and wit to get the knowledge across, and kids tend to enjoy funny nerds with common sense. He is working closely with colleagues and is not ashamed to admit when he does not know something and still needs to learn. He is a team worker but is also determined to find new methods to teach and share it with his colleagues. His strength is that he looks beyond established things and is willing to improve them when necessary. »

(June 2013)

(a) How do I see myself as a teacher ?

- Characteristics

I don't think there were many changes. I just became more self confident and more centred, knowing better who I am, and where my limits are.

I am more aware of my responsibilities and weaknesses. I think one should talk about it in ten years...

- Strengths and weaknesses

During this semester I think I've become more confident in myself as a teacher, on many levels...

- I can explain difficult things
- I get my classes to work
- I got classes enthusiastic about my research projects and the work they had to do
- I developed a good bond with my pupils
- I developed my authority without using too much punishments and threats (less and less, actually)
- I got to take distance from other teachers, relying on my own experience and intuition

That said, there are things that keep me worried

- I've never given a last class, preparing them for the final exam. It will happen this year
- I had some horrible experience in my section and got affected by it. I wish I could be less sensitive to things like that
- I'm very sensitive to the social environment in general, so working in a "sick" school took a lot of energy. I hope I'll get to be more distant in my next schools

- Values

When it comes to values, I don't think they have changed a lot. I might have become more tolerant toward nice kids because I got to know them. But I still really dislike arrogance, disdain for others, intolerance and lack of manners.

A. Self-evaluation

1. [Didactical Expert](#)
2. [Designer and learning facilitator](#)
3. [Manager of the working atmosphere](#)
4. [Educator](#)
5. [Teacher in a larger context](#)
6. [Ultimate responsibility for own growth](#)

1. Didactical Expert

(February 2013)

Since I had to teach very different publics, from adults of all levels (from CEO to assistant, from computer geeks to managers and from flight attendants to other teachers) to university students (from 1st to last university year), from other PhD students and professors to the general public (though public lectures, articles and books), I had quite a few years to test the palette of the teaching technique.

Funnily enough, teaching teenagers did not prove to be more difficult than teaching adults. The way to deal with groups and get order is definitely different, but the didactical techniques have been quite similar. It is probably because the mind works the same way for many people, whatever their age.

So far, I developed a few techniques that I like to test with different classes :

- let pupils read and understand the rules, then explain them with their own words. I give them my interpretation of the rule and let them discuss it and re-explain it. Then we do practical exercises, starting with simple things, then making things more difficult. I come back to it a few days later and repeat the process, either as a whole class or in small groups.
- Dictées have proved to be a good way to let pupils concentrate, listen, write, interpret and apply their knowledge. I either let them correct each other, or themselves. I build the dictées in levels, like video games, once everyone has most of the answers right.
- The use of an enormous clock to indicate the time pupils have for an activity. It seems very effective
- Role games can be fun and help pupils get over their fear of speaking French.
- Rewards are very important. Sweets do work very well. I use them sometimes and pupils tend to go very far in learning for a few calories.
- Exposés are a good way to let pupils structure their knowledge and teach them culture without being too formal
- Games, used with caution, can be very effective: verb dices (one dice with the person form, one dice for the infinitive of a verb), vocabulary bingo, guess a word...
- Making a pyramid (main idea at the top, summary in the middle, 3 main details or main ideas in the bottom) is a very efficient way to have pupils structure their thoughts and look for the "substantifique moëlle" in documents.
- A good vocabulary acquisition technique that I developed with the best two pupils, tested with success in my master thesis.
- Have as much as possible of the lesson in French (*doeltaal-voertaal*)

(June 2013)

Since February, I have learned a lot.

For French didactics, please go to [Didactique du français](#).

For general didactics, I have learned the following points:

- it is better to work with the class than against
- once basic discipline is under control, developing a trusting relationship with the pupils is not only a very efficient technique to teach, it is also a source of joy

- The lack of proper yearly planning made me very nervous. I know now what I should do next year to lower my stress
- It is better to let the pupils learn by themselves. My role is to canalize them, refocus them, and teach them to think about their strategies and results
- Once punishments have been applied in the beginning of the year, I can manage my class without actual punishments
- many teachers are not happy teaching. I have to make sure it never happens to me
- Being myself (well, the "school" version of it) is very much appreciated by pupils
- Surprisingly, the soft skills I learned as a teenager at the boys scouts ("éclaireurs") were not used in the beginning. it took me a while to resolve to use them. Funny how we are sometimes...

2.Designer and learning facilitator

(February 2013)

It is fascinating to see that, even though everyone learns differently, some techniques prove to be more effective than others.

- For grammar, I like to use the sequential: read, understand, explain, get explanation from teacher, summarize, explain again, exercise, correct, exercise and correct. To be repeated ad nauseam.
- For vocabulary, the sequence is as such: write down, learn 7x, test, learn again where failure, test, stop. Move to the next list, repeat.
- For exams, I like to help pupils to plan in advance (also with Magister) and evaluate where they need to focus
- For creative writing, role play seem to work
- For verbal skills, pupils like to play. We set a fake restaurant or shop in the class and "play" in French. Even in the last years.

(June 2013)

I did learn a lot the last 6 months. The best is to check my PGO ([part B](#)).

3.Manager of the working atmosphere

(March 2013)

Discipline

- When it comes to rules in the class, I grew to be very strict. It lowers the pupils' stress and my own as well, especially since the school suffers from light anomia.
- I gave them the basic rules of the class, in French and Dutch, and read with them the first day. They all agreed and signed. I never had to remind them again after the second week.
- When a behavior is unwanted, I warn once ("this is the first and last warning"), since everyone can make mistakes. The second time, a punishment follows, usually

exclusion in the hall and/or vocabulary to copy and give back the next morning.

That said, I try to avoid more and more punishments.

- After an exclusion or punishment I ask to pupils to talk with me, evaluate, and take measures so that it does not happen again.
- I tolerate some talk but when I explain something or someone is speaking, I do not tolerate any chatter.
- Chatters are isolated, either with their own table, either with a calmer pupil.
- I admit when I make mistakes and even apologize when necessary. I expect the same from them.
- I never hold a grudge on anyone and make clear that once things are done, they are forgotten and forgiven.

Organization

- All the homework is systematically written on Magister, usually weeks in advance. I remind pupils on Magister a week in advance when there is an exam.
- Some pupils have a task in the class, that allows some to be properly active, and me to concentrate on the class: cleanness, computer, tables, papers, dictionaries, security, etc. They actually love it, especially the ones who get to escort a pupil to the administration or get a pen for the white board.
- Homework is checked regularly but is proven to be a difficult task in some classes (especially havo). I am looking forward to use digital books where I can see who worked, when, how, and with which results.

Learning activities

- With vwo classes I tend to have two parts during a 65'00" session: difficult first, easier then
- With havo and vmbo, I have smaller sessions, between 10'00" and 15'00"
- I try to make "difficult" things (grammar, vocabulary) as fun as possible, using groups, games and rewards
- I make clear that some things are difficult and require concentration, but that it also brings rewards (things well done, nice collaboration, sweets, good marks...)
- I discuss and evaluate with pupils what went right, what went wrong: with me, with the class, with them.
- I use groups more and more, it proved to be very efficient with some classes (especially vwo): either a buddy (someone with more than 8/10 with someone with less than 8/10), either groups of 4 (with mixed levels and genders).
- I mix individual and collective activities: first 4'00" to build a pyramid, then 4'00" to compare and complete together, then we expose and discuss the result with the whole class

Strategies

- I explain the best learning and working strategies regularly, asking pupils to evaluate and criticize what we do in the class and what they do at home
- I try to help individuals when necessary
- I spend extra time with pupils with learning difficulties, they do appreciate it a lot
- I make the 'ondersteuningsuur' even more fun to the point that some ask to stay even though their marks improved
- I encourage pupils who progress with different rewards, eatable or not

So far, besides the usual irritations linked to chatting (a school-broad disease), pupils seem happy.

(L. Chambon & W. Zwart — UU — Woolfolk ch. 12)
Creating Learning Environments

I. The first weeks

A. Clear rules and expectations

- a few rules
- clear consequences and penalties
- first days most important

B. Maintaining the rules

- be consequent
- find fair solutions in case of recurring problems

C. Cooperation of the class

- rewarding good behavior
- exclude badly behaving pupils
- use humor

II. A good environment

A. Keeping it lively and challenging didactically

- clear instructions
- variations according to level
- monitor processes with feedback

B. Withitness

- be «over» the class
- don't punish everything but don't be fooled

C. Be positive and non-judgemental

- work together with a goal
- pupils themselves should be busy learning
- atmosphere of tolerance, work and cooperation

(June 2013)

Discipline

- Most of my discipline issues have faded away
- I hope chatter will disappear in my new schools
- Most of the pupils listen to my demands to please me. Incredible.

Organization

- I am happy to change school and be able to move to a totally digital environment
- Homework is now digitally taken care of
- I think I know how to plan a whole year, especially in higher classes

Learning activities

- I learned A LOT about learning activities.
- I knew that vwo and havo do not function the same way. I think I know now how to make sure they have the proper activities. Took me a while.
- Most tasks have been automatized

Strategies

- Food works fantastically
- Playing like we're in a French school is a way to get order and pupils to take it as a game. Fun!
- The PEL was a fantastic idea. I'll use it systematically from now on

4.Educator

(February 2013)

Values

Besides our role as "facilitator of knowledge", what we stand for and the values we share with the pupils are very important. I try to reward effort, honesty, empathy and fraternity because it is very important in life, especially in times of crisis.

Tools/Techniques

If I fail to have taught pupils French grammar or even even they never get to speak French ever again in their life, I hope to give them tools and techniques that will prove useful later. Learning techniques, intellectual tools, but also human ones.

Curiosity

I cannot condemn inborn stupidity but I abominate chosen stupidity. Curiosity is a duty for the ones who have the intellectual capacity. With broad access to books and internet, with 30+ other pupils available and a teacher eager to teach, it is a sin not to ask question and try to understand things. I try to systematically reward curiosity.

Growth

We are all learning until we die. Pupils are growing physically and mentally, and it is the teachers' task to give whatever is necessary to help this growth. As a person, I am still learning a lot and trying to improve myself, and it is also the pupils' task to help me, be it with my Dutch, my comprehension of the country of the school system, my understanding of other humans or of my own limitations. There is no finity in improvements or knowledge: we are not competing when we are growing, we help each other grow.

«Liberté Égalité Fraternité»

One has to get what's best of all cultures. I love Dutch freedom, and embrace French universality of "Liberté Égalité Fraternité", I admire American audacity, the Japanese sense of transformative immanence and the overwhelming nostalgia in German music... Helping pupils get out mentally of their environment is a very important task for teachers.

(June 2013)

I think there are not many changes here.

I am more conscious of my limit as an educator, mostly because of the weight of society and the importance of a structured family life for children. I have seen many children devastated by their parents egocentrism (especially during a divorce).

5. Teacher in a larger context

- a. [Section](#)
- b. [LinQ](#)
- c. [Taaldorp](#)

a. Section

Since the very beginning, I have been ask to participate actively in the French section of the school. So far, this is what I have been busy with, within the section:

- Be present at all section meeting
- Present new methods and ideas to my colleagues
- Be in charge of the internationalization (see [LinQ](#)), meaning going to the LinQ meetings, be the representant of the school at LinQ, and be the point of contact of the section to the internationalization officer of the school
- Be in charge of the digitalization of the section (cleaning and ordering the common hard disc [/T:]; learning about the new digital possibilities for the section; experimenting and explaining the new possibilities of Magister™)

b. LinQ

Gently pushed by the German section of the school, I have been charged by my colleagues to register our school to the European platform and the LinQ project in 2012. After a long selection process, we have been accepted as a LinQ section for 2012-2013. This means that we have gotten extra help to professionalize the section a little more, that we have gotten some money for the section, and that we have duties to fulfill.

As a section, we have had to implement French as the main language within the section and during courses with our classes (doeltaal-voertaal). We also have to send people to LinQ meeting and workshops. People of the European Platform visit us at least twice and formulate advices.

As a teacher, this is the extend of my involvement:

- Fill in the forms and have numerous emails exchange to ensure we get to become a LinQ school
- Be present at almost all the LinQ meetings
- Be the LinQ person within the section
- Summarize and explain the workshops and ideas to the rest of the section

- Pushing French as the main language in the section (working only with two colleagues, the other two refusing)
- Using French during my own classes (50% of the time, so far)
- Going in April 2013 one week to Vichy for a intensive workshop
- Help hosting the visit of the people of the European Platform to our school

c. Taaldorp

Every year, the French section organizes a "Village des langues" (*Taaldorp*). The principle is that one whole floor of the school becomes a French-speaking village with different places where pupils get to do things in French.

The year, we decided to expand the "village" and have more shops. Besides the sport center, the bakery and the tea shop, we added a bistro and a small supermarket.

Last year, the teachers were in charge of decorating and planning all the shops, but the older pupils helped us cleaning up and it was all done within 10 minutes. This year, I proposed to let pupils decorate the place and be in charge of setting up the rooms. They loved it and did a better job than we ever did.

This year I was in charge of updating the little book that helps pupils learn the basic lines (hereunder to download). For next year I think we might want to think of something more interactive where pupils make the booklet themselves.

6. Ultimate responsibility for own growth

(Begin February 2013)

So far I had to...

- Learn Dutch to the level that I can explain French grammar
- Learn how to keep order in the class, in French and Dutch
- Learn to find myself as a teacher. That was tiring.
- Learn the specifics of the Dutch education system (VERY different from the French one)
- Find the (complicated) ways to register for the first grade
- Survive a very discussable first year of master and complete the master thesis in due time while learning and teaching

What I would like to...

- Get my diploma, because it brings legitimacy to my position as a teacher for pupils, parents and the school
- Get more understanding of the Dutch education system (especially the position of teachers towards the hierarchy and with each other)
- Get more advanced techniques to teach more efficiently
- Get more examples of good practices
- Get more theories about pupils' autonomy
- Have fun learning with other students of the group while exchanging ideas and techniques

- Reach even more constructive collaboration with my mentor (and colleague) in the French department
- Improve my Dutch and start learning another language (Arabic or Japanese, that I started earlier?)
- Find ways to relax after school
- Find a nice school where I can grow as a person and a teacher

Meetings I would like to participate to...

- Activerende didactiek en teamleren (LP2)
- Het begeleiden van zelfstandig werken en leren (LP3)
- Toetsing
- Tweede fase didactiek (Workshop LP)
- Pedagogische verantwoordelijkheid (P2)
- Leerlingbegeleiding (Workshop P)
- Visies op onderwijs
- Taal in de vakken
- Kijken naar cultuur

(Eind February 2013)

What do I want/need to develop?

- To grow as a 1st grade teacher, I need to develop skills that make me an *excellent* teacher. Not only because my French is really good, that I can get the class to work in peace or that I can explain really complicated things, but because I can teach pupils autonomous work, good learning strategies and useful skills for the rest of their life. In order to reach that, I need to study the proper literature, get advice and feedback from colleagues and pupils, and evaluate *in vivo* the best techniques.
- At my school (Het Schoter in Haarlem), I have three people helping me structurally: my mentor (M. Kruize, head of the French section, 1e graad), my colleague from the German section (H. Fein, in charge of pedagogics and internationalization, 1e graad), and the person in charge of the LIO (J. de Jong, responsible for trainees and teacher in training, 1e graad). They have agreed to help me improve my general skills (which they have since I arrived), and are very happy to study with me how I can develop pupils' autonomy.

How do I think I can develop the needed skills?

- I need to develop techniques to organize my classes differently, help pupils work autonomously and in small groups
- I would like to hear more about "reversed classes" and the likes developed in other schools (see list here on the left)
- For my research, I need to learn to trust the pupils, to re-organize the way I give my classes and to learn to evaluate with the pupils themselves what they really need beyond the usual grading
- This study/research is exactly what I need to perform to improve myself, since I am already at ease with the "regular" way of teaching.

What do I need to collect for my portfolio

- A good summary of the theories of the field, with a personal evaluation
- Some "good practices" developed by excellent teachers, not to waste my time reinventing the wheel

- The techniques I have used with the pupils (study guide, lesson plans, assignments, presentations, exams...)
- Evaluation of these techniques by peers, pupils (interviews, feedback) and myself (reflexions on experiments, reflexion on evolution of the lessons and the atmosphere in the class, videos)
- Pupils' grades to see if there is an evolution

(June 2013)

Did I manage?

I think I managed to learn what I wanted. Well, at least I know where I have to look for more information. I think I still have to learn a lot, but it does not seem like an impossible task anymore.

I also learned that, even tho I am not the perfect teacher (does he exist?), I am far from being a bad one. My pupils feedback worked very therapeutically on me. Feeling loved and appreciated happened to be very good for me. (What a surprise...)

(July 2013)

Reflecting on the whole process

The last 6 months have been pretty intense. I was reading a lot, talking to friends and colleagues about education (I hope I did not irritate them too much), dreaming about it, going on websites and forums in Dutch, French and English to have more of a distant view of things...

My impression so far is that I had (like most of my colleagues) a reasonably well informed view on the job. What I was missing was two things: a more structured way of looking at things, and legitimacy.

Often I felt like I had all these puzzle pieces in front of me, and I had to place them to get an idea of the whole thing. After two years in high school education, I think I have enough pieces placed to have quite a clear view on the process of teaching and of myself as a teacher. I can also say that I do not have all the pieces yet, and that for some I do not know where to place them. What about my knowledge of political sciences? What about my experience in journalism, the arts and the politics? What about the French-Dutch thing I'm busy with for decades now?

It is clear that the process is not over. I have heard that 3, sometimes 5 years are necessary to make a teacher, and that 10 years is what it takes to become an excellent teacher.

I can tell I went way faster than most other teachers because of what I did before that. And of course it makes sense, when I sometimes feel like I'm living 2 or 3 lives at the same time. That said, I know there is still a lot for me to learn.

So I came up with a few ideas about how I am going to develop myself in the future:

- go on talking with colleagues and friends about it, because it is not only a source of knowledge, it has maieutic properties
- go on with institutionalized collective experiences, like LinQ of the circle of French teachers I'd like to see happen

- experiment a lot more with nice classes: new work forms, more autonomy, emotional teaching, flipped classroom, etc.
- go on reading about it. Many countries are busy with it, all experiences are welcome

B. Evidence and explanation

1. [Own production](#)
2. [Pupils' material and evaluations](#)
3. [Feedback and reviews of others](#)
4. [Other material](#)

1. Own production

PGO

- a. [Research Design: Pupils' autonomy in a regular school](#)
- b. [Theory](#)
- c. [Expectations / Hypotheses](#)
- d. [Methodology](#)
- e. [Results](#)
- f. [Discussion](#)
- g. [Conclusions](#)
- h. [Literature](#)

a. Research Design: Pupils' autonomy in a regular school

(February 2013)

Problematic setting

Most pupils in regular Dutch regular schools, even in vwo, tend to be very passive when it comes to participate in the class and setting learning strategies. It is mostly due to the schools' organization and the way teacher plan lessons and set expectations. Since pupils are used to one type of learning (classical/collective with a strong organization coming from the teachers, with very little space for the pupils' own responsibility), it might be difficult to have lessons from another perspective.

French as a discipline is probably the best point of departure for an experiment about pupils' autonomy since it is considered difficult by Dutch pupils, yet not of vital importance (like Dutch, English or mathematics): pupils are more eager to experiment to improve their grades, but are also not as nervous as they could be in another discipline.

Is it possible, within a couple of month, to successfully grant them autonomy, to improve their learning strategies?

That's what this study is all about.

Theoretical framework

A lot of literature has been written about the pupils' autonomy. The classics are revolving around Maria Montessori, Célestin Freinet, John Dewey or Rudolf Steiner's works, and what has been analyzed since, especially in Finland, France, the Netherlands and the United States.

The main techniques developed to promote pupils' autonomy are:

- a weekly and a monthly plan (\pm one chapter)
- a mix of individual and group work
- a strong emphasis on autonomous work and self-reflexion
- regular testing thru self-correction

Research questions and function

- Does this autonomy actually lead to better results for the pupils?
- Does this autonomy lead to more interesting courses for the pupils?
- Does this pupils' autonomy lead to more interesting work for the teacher?

Expectations / Hypotheses

- I expect autonomy to be possible and have positive results on the pupils's grades
- I expect an improvement of the atmosphere in the class
- I expect good ideas and suggestions from colleagues and pupils

Personal relevance

I plan to make my courses more interesting for everyone and adjust to the pupils needs by promoting autonomy. If it works under certain circumstances and modes of organization in Finland and many different schools in the Western world (Montessori, Freinet, Dalton, Steiner, etc.), it should work for me as well.

Practical relevance

The idea of this study is to

- Get everyone to work properly
- Get pupils to work at their rhythm, focussing on what they really need
- Get pupils to understand that they are in charge of their own learning process
- Adapt the program to the pupils needs
- Manage to keep classes busy even with enormous level differences

Selection respondents

I have selected two classes: 2 vwo-tto (n=15) and 4 vwo (half also tto, n=30), so I can study onderbouw and bovenbouw. I haven't dared trying other classes yet because they are either too young, either still too chaotic (havo or havo-vmbo).

Variables and ways to measure the change

- Marks of the pupils in the classes
- Questionnaires

Time frame

February — April : information on literature and techniques

March — June : experiment with the two classes

May — June : analysis of data (grades and questionnaires)

End of June : conclusions

Literature

To be completed at the end

(July 2013)

Slight changes

There are only a few slight changes to the original plan.

- 3 classes

The first one is that I made the research on 3 classes instead of 2.

Besides 2A (tto vwo, n=14) and 4V (vwo, half tto, n=30), I also included 3E (havo, n=28).

The reason for this change was that I had more time, that my 3 havo class was happy to participate and that the differences between havo and vwo was important enough to be investigated.

- PEL & PW versie C

The second one is that, with the help of J. Rentrop, I focused the project better, namely by using a PEL (taalportfolio). I also used a top-down possibility for the exam (PW versie C) to allow smarter pupils to look for their own ways.

b. Theory

1. Acquisition of another language

Acquiring a language is a very complex task that touches very different parts of the brain. It is one of the longest to master. It is a branch of psychology that has led to numerous theories and researches.

For the theories I used during my research, it is best to go see my master thesis ([in French](#)).

2. Teaching learning techniques

Teaching a language is quite a complex task, even for experienced teachers. It is not for nothing that different techniques emerge regularly, whether they lead to enormous enthusiasm or waves of skepticism.

When it comes to learning a language, my position is that besides the classical training that teachers give in schools, it is important to help pupils access a superior level of acquisition by helping them realize what strategies are needed.

This is partly what I did during the research for my master thesis on vocabulary acquisition, but also during this very research: helping pupils reflect critically on their learning techniques and helping them develop tools that help them individually.

For more details about the basic techniques, please see the [Didactique du français](#) part here.

3. Teenagers' psychology

There are three main theories that I think are important to understand the importance of autonomy in the process of learning in general, and learning French in particular: theory of development, Maslow's pyramid and intrinsic motivation.

a. Erikson and the stages of psychosocial development

The first theory is the stages of psychosocial development from Erikson (see Woolfolk p. 84): autonomy and initiative are essential to personal development and do happen between 18 months and 6 years. Hereunder is the classic table of the 8 stages (I left the links from the [original source](#) for those who wish to go deeper into it).

Stage	Basic Conflict	Important Events	Outcome
--------------	-----------------------	-------------------------	----------------

Infancy (birth to 18 months)	<u>Trust vs. Mistrust</u>	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	<u>Autonomy vs. Shame and Doubt</u>	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	<u>Initiative vs. Guilt</u>	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	<u>Industry vs. Inferiority</u>	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	<u>Identity vs. Role Confusion</u>	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	<u>Intimacy vs. Isolation</u>	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	<u>Generativity vs. Stagnation</u>	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity(65 to death)	<u>Ego Integrity vs. Despair</u>	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

Here is the definition of the autonomy stage: "This stage occurs between the ages of 18 months to approximately age two to three years. According to Erikson, children at this stage are focused on developing a greater sense of self-control. Gaining a sense of personal control over the world is important at this stage of development. Toilet training plays a major role; learning to control one's body functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences and clothing selection. Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt."

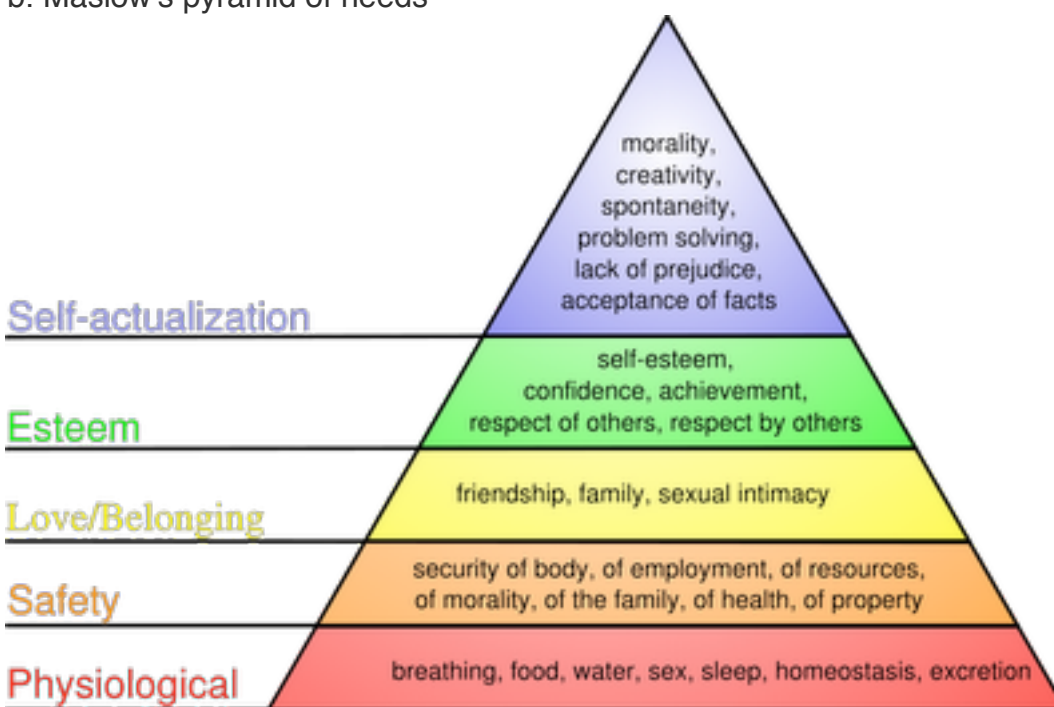
Here is the definition of the initiative stage: "Play and imagination takes on an important role at this stage. Children have their sense of initiative reinforced by being given the freedom and encouragement to play. When efforts to engage in physical and imaginative play are stifled by caregivers, children begin to feel that their self-initiated efforts are a

source of embarrassment. Success in this stage leads to a sense of purpose, while failure results in a sense of guilt."

What fascinated me in these stages, is that even though they are meant to be normal stages in infants' development, they are seldom applied to education. It is as if schools wanted to keep children in infancy (the first stage). Healthy children have to acquire autonomy and initiative while developing their personality but it seems that it is not the case when they have to develop their intellectual skills at school.

In Woolfolk, it is said that initiative and autonomy is strongly encouraged in preschool. Yet, this emphasis seems to have been strongly reduced when it comes to teenagers, while it is a moment in their life where they have to learn to learn and acquire very important intellectual skills.

b. Maslow's pyramid of needs



Another theory that is important in our case is Maslow's pyramid of needs. It is quite a famous theory and it has been broadly commented on and criticized. Nevertheless, it is generally accepted (by the public as by professionals) that it describes quite accurately the consequence of the civilization process on individuals. One could say that Maslow's is the psychological answer to Elias' concept.

The idea behind it is that once the main needs are covered (bodily functions, security and a proper social surrounding), there is a hierarchy of other needs that tend to become more and more important to our wellbeing.

When searching about pupils' autonomy, I was really shocked by the fact that it indeed concerned the top of the pyramid. It is the last thing a teacher has to offer his pupils after security and a good functioning social environment in the class. Yet, once I had somehow achieved the "esteem" level of the pyramid with my pupils, I could feel that something was missing. The self-actualization stage became more and more important, like it can be for adults in our society once the other needs are taken care of.

As its definition states, "This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with

the opinions of others, and interested fulfilling their potential." This is exactly one could expect from pupils in secondary schools, especially older ones.

To state it bluntly: our level of happiness depends on our autonomy. Meaning that our level of scholarly happiness is depending on our autonomy while learning.

c. Cognitive Evaluation Theory



Here is the definition proposed on Wikipedia: "Edward L. Deci and Richard M. Ryan later expanded on the early work differentiating between intrinsic and extrinsic motivation and proposed three main intrinsic needs involved in self-determination. According to Deci and Ryan, the three psychological needs motivate the self to initiate behavior and specify nutrients that are essential for psychological health and well-being of an individual. These needs are said to be universal, innate and psychological and include the need for competence, autonomy, and psychological relatedness." ([link](#))

More from the same page: "White and deCharms proposed that the need for competence and autonomy is the basis of intrinsic motivation and behaviour. This is a link between people's basic needs and their motivations.

Autonomy

Deci found that offering people extrinsic rewards for behaviour that is intrinsically motivated undermined the intrinsic motivation as they grow less interested in it. Initially intrinsically motivated behaviour becomes controlled by external rewards, which undermines their autonomy.

Further research by Amabile, DeJong and Lepper found other external factors like deadlines, which restrict and control, also decrease intrinsic motivation.

Situations that give autonomy as opposed to taking it away also have a similar link to motivation. Studies looking at choice have found that increasing a participant's options and choices increases their intrinsic motivation to said activities.

Competence

Deci found that giving people unexpected positive feedback on a task increases people's intrinsic motivation to do it, meaning that this was because the positive feedback was fulfilling people's need for competence. In fact, giving positive feedback on a task served

only to increase people's intrinsic motivation and decreased extrinsic motivation for the task.

Vallerand and Reid found negative feedback has the opposite effect (i.e., decreasing intrinsic motivation by taking away from people's need for competence).

Relatedness

Frodi, Bridges and Grolnick said that need for relatedness supports intrinsic motivation in a less key way."

To state it simply: our happiness determined by our degree of autonomy (Woolfolk p. 437). Pupils' happiness is very important to teachers and parents, and not granting them enough autonomy would mean reducing it drastically.

When it comes to competence and relatedness, my ways so far have been to help pupils master the four basic skills needed for mastering a language, and to get them to work in groups and help each other solve their problems (language acquisition, understanding of grammar, etc.).

c. Expectations / Hypotheses

I had a few expectations before starting this research...

- I expected autonomy to be possible and have positive results on the pupils's grades
- I expected an improvement of the atmosphere in the class
- I expected good ideas and suggestions from colleagues and pupils

That said, I also had some specific expectations:

- Pupils in *vwo* would do better than in *havo* when it comes to understanding the whole process
- Pupils in higher classes would do better than pupils in lower classes because their intellectual capacity is broader

d. Methodology

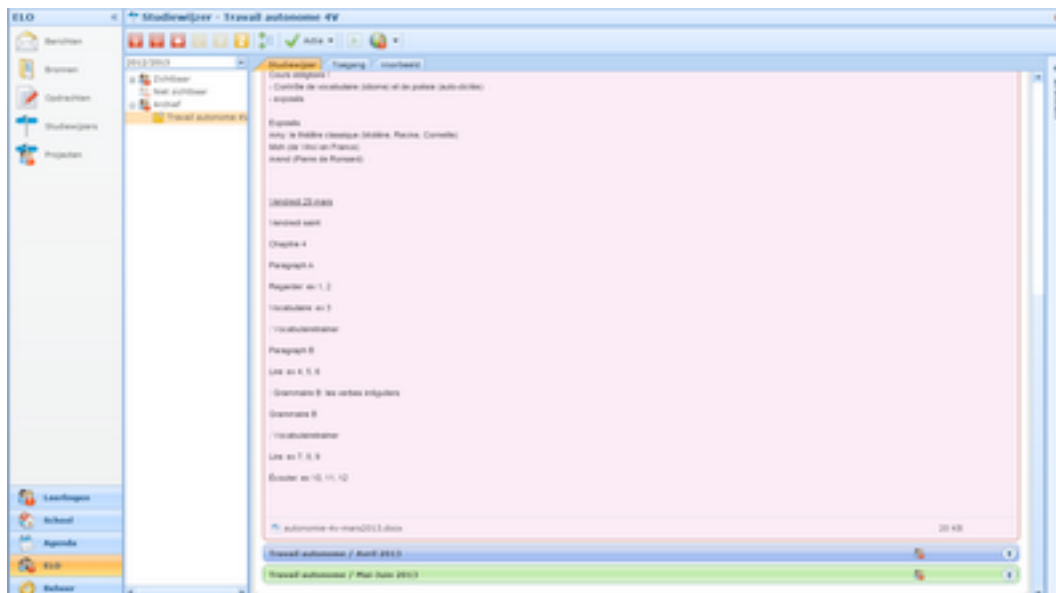
Selection respondents

I have selected two classes: 2 *vwo-tto* (n=15) and 4 *vwo* (half also *tto*, n=30), so I can study *onderbouw* and *bovenbouw*.

I haven't dared trying other classes yet because they are either too young, either still too chaotic (*havo* or *havo-vmbo*).

The formal process at the moment

- I have discussed about the project with different people in my school : the people in charge of *onderbouw*, of *bovenbouw*, of *vwo*, my colleagues of the French section, my colleague of the German section who is already busy with the same issue, and my supervisor. All of these people gave good advises and are very curious to see the results



- Before we plan together, we discuss what needs to be done for the chapter, and what they have to be able to know and do at the end (kunnen en kennen)
- They have a check list they have to fill in during their work about the things they need to master before the end of the chapter
- The pupils get right away the correction of the exercises of the entire chapter. They have to prove at the end of the chapter that they have been busy with it. they are of course advised to follow the weekly or daily schema.
- I made up a *fake* PW ([4vwo-PW4versieC.doc](#)) with different sentences but following the model of the original and gave it digitally (thru ELO) to the entire class so that they know exactly what to learn.
- A language portfolio (Portfolio linguistique / Taalportfolio) is a good way to make sure every pupil knows what his/her level is, what the objectives should be, and what has to be done. I explain further [in French](#) the whole process: self-evaluation, plan of attack, collection of proofs, final evaluation. Here (on the right) is an example of a PEL (Portfolio européen des langues) that is expected to be finished before the end of may for both classes.

Nom : _____

Prénom : _____

Classe : _____

Date : ___/___/___

PEL du chapitre 5
Portfolio Européen des Langues

Première partie
Évaluation initiale

Niveau

A1 A2 B1 B2 C1 C2

Insuffisant / Moyen / Assez bien / Bien / Très bien

Écouter

Écrire

Vocabulaire

Phrases-clés

Grammaire

Lire

Parler

Deuxième partie
Plan d'attaque

(Les élèves doivent mettre en avant les points sur lesquels ils veulent insister, avec un ordre de priorité, et un maximum de 3, 2 étant le nombre idéal. Ils doivent expliquer quel est le but et comment ils vont s'y prendre)

- Priorité 1: QUOI _____ COMMENT
_____ **(très important)**
- Priorité 2: QUOI _____ COMMENT
_____ **(moyennement important)**
- Priorité 3: QUOI _____ COMMENT
_____ **(facultatif)**

Exemples de plan d'attaque décidés par la classe de 2 to:

- Ceux qui ont des problèmes avec la grammaire devront expliquer la grammaire et inventer des exercices pour le reste de la classe
- Ceux qui ont des problèmes avec l'oral et la prononciation vont sélectionner des chansons, réaliser des exercices à trous avec les paroles et faire chanter toute la classe
- Ceux qui ont des problèmes avec les phrases-clés vont inventer des mini-pièces de théâtre avec les phrases en question et les présenter au reste de la classe

Troisième partie

Preuves

(Les élèves doivent accumuler les preuves pour montrer qu'ils ont bien travaillé)

Quatrième partie

Évaluation finale

- PW 5 (contrôle de fin de chapitre 5)
- évaluation de l'ensemble du processus du PEL de ce chapitre (ce qui a marché, ce qui a raté, ce qui pourrait être amélioré, etc)

Questionnaire

[ANONIEM] Klas: _____

	ja	-	-	-	nee
Ik heb mijn PEL kunnen afronden 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb een beter cijfer gekregen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende gewerkt 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb genoeg tijd gehad 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb begrepen wat van me werd verwacht 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb meer inzicht in hoe ik leer 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou het opnieuw willen doen 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou dit in andere vakken kennen gebruiken 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Een versie C van het PW was nuttig 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb veel geleerd, namelijk: 1.					

e.Results

There are four types of documents I got from the pupils (see the [Pupils' material and evaluations](#) page):

1. The free anonymous evaluation (tips and tops) about me and the class, presented here ([before the PEL](#))
2. The standard questionnaire teacher's behavior ([presented on the page in question](#))
3. The PEL (Portfolio Européen des Langues, [see the introduction](#)), presented here ([during the PEL](#))
4. Questionnaire after the PEL ([after the PEL](#))

There are four types of results that I got from that, presented here:

1. Quantitative results
2. Qualitative results
3. Feedback
4. Evaluation

1. Quantitative results

The only quantitative results that we have are the marks for the test after the PEL ("PW n"), for the test before ("PW n-1") and the average of the year.

I think it can only be used as an indication, since learning is a very complicated thing that can take a lot of time.

- 2A (VWO TTO)

Average PW n: 7.5

Percentage under 5.6: 7%

Average whole year: 7.3

Percentage under 5.6: 0%

Average PW n-1: 6.9

Percentage under 5.6: 14%

Difference PW n & year: +0.2

Difference PW n-1 & PW n: +0.6

Improvement: YES

Point compensation: NO

- 3E (HAVO)

Average PW n: 5.4

Percentage under 5.6: 41%

Average whole year: 6.7

Percentage under 5.6: 11%

Average PW n-1: 6.2

Percentage under 5.6: 22%

Difference PW n & year: -1.1

Difference PW n-1 & PW n: +0.5

Improvement: NO
Point compensation: YES (+1.1)

- 4V (VWO half TTO)

Average PW n: 6.9

Percentage under 5.6: 4%

Average whole year: 7.0

Percentage under 5.6: 0%

Average PW n-1: 6.5

Percentage under 5.6: 29%

Difference PW n & year: -0.1

Difference PW n-1 & PW n: +0.4

Improvement: A BIT

Point compensation: NO

2. Qualitative Results

After having analyzed the PEL written by the pupils, one can see different significant changes:

- Most pupils realize that they do have control on their learning behavior
- Most pupils realize that the quality and quantity of personal work involved has consequences on their results
- Some pupils are happy with their learning strategies
- Some pupils are not pleased with their learning strategies and used the PEL to clarify that
- Some pupils are in complete denial about their lack of proper learning strategies, mostly in havo

There are differences between the different classes in general

- Older pupils are more reluctant to question and/or change their learning strategies. I guess the fact that they made it to 4 vwo shows that they might indeed know how to learn. In reality, the whole learning process seems still very complicated to some and it is not clear whether their reluctance is due to a successful learning process or to the fact that they already have enough stress learning the usual things...
- Younger pupils (especially in 2 vwo) are very enthusiastic about the PEL and embrace with enthusiasm the whole process of looking for new strategies and techniques. The fact that their learning strategies are still not totally defined makes them more open to experimenting
- Many pupils in 3 havo have no clue how to learn and what they should do. Even after the PEL, which was a kind of an eye opener for some, the majority of the class does not seem to understand what they are supposed to do, and how.

3. Feedback

Results of the questionnaire

1	4W	Ik heb mijn PEL kunnen afronden	1		2	5	20
2	4W	Ik heb een beter cijfer gekregen	2	2	13	6	3
3	4W	Ik heb voldoende gewerkt	3	3	9	9	4
4	4W	Ik heb genoeg tijd gehad	1		2	11	14
5	4W	Ik heb begrepen wat van me werd verwacht			6	14	8
6	4W	Ik heb meer inzicht in hoe ik leer			11	10	7
7	4W	Ik zou het opnieuw willen doen	8	3	5	8	4
8	4W	Ik zou dit in andere vakken kunnen gebruiken	2	3	8	8	7
9	4W	Een versie C van het PW was nuttig	4	1	4	6	12
1	2A	Ik heb mijn PEL kunnen afronden		1	1	2	11
2	2A	Ik heb een beter cijfer gekregen	2	3	5	2	3
3	2A	Ik heb voldoende gewerkt	1	1	4	6	3
4	2A	Ik heb genoeg tijd gehad	1	1		5	8
5	2A	Ik heb begrepen wat van me werd verwacht		1	4	8	2
6	2A	Ik heb meer inzicht in hoe ik leer	3	2	1	8	1
7	2A	Ik zou het opnieuw willen doen	1	1	3	4	6
8	2A	Ik zou dit in andere vakken kunnen gebruiken	1	4	5	4	
9	2A	Een versie C van het PW was nuttig	4	1	2	2	5
1	3E	Ik heb mijn PEL kunnen afronden	3	2	2	1	14
2	3E	Ik heb een beter cijfer gekregen	6	3	8	3	1

3	3E	Ik heb voldoende gewerkt	1	5	5	4	7
4	3E	Ik heb genoeg tijd gehad	1	1	5	5	10
5	3E	Ik heb begrepen wat van me werd verwacht	2	4	5	6	5
6	3E	Ik heb meer inzicht in hoe ik leer	5	3	6	7	1
7	3E	Ik zou het opnieuw willen doen	9		3	5	4
8	3E	Ik zou dit in andere vakken kunnen gebruiken	4	4	7	3	4
9	3E	Een versie C van het PW was nuttig	2	3	12		5

When we look at the results of the questionnaire, one can see the big differences between classes. In vwo classes, there seem to be more insight about the whole process and the use of it, whereas in the havo class it is not really clear.

When it comes to didactics, autonomy is praised in 4 vwo ("version C of the test was useful"), whereas in 2 vwo half of the class did not see it as useful, and in 3 havo they did not seem to manage to get an actual opinion on the question.

4. Evaluation

When it comes to the quantitative results, one can see that the improvement was not spectacular when it comes to the vwo classes in comparison with the year average, but one can see an improvement with the previous exam (PW n-1): +0.6 point in 2 vwo and +0.4 point in 4 vwo.

In the 3 havo class, the result was quite disappointing with a class average 1.1 point below the year average, even tho it was +0.5 more than the previous exam (which was quite catastrophic).

So when it comes to hardcore figures, the success in the vwo classes is not extremely spectacular, and it is absolutely not evident in the havo class.

f. Discussion

Like always, it would have been better to do this research longer, with more classes, more levels, more pupils and with different teachers.

That said, here are some questions that might be answered by further studies

1. Is it the right way?

I am a bit split between other teachers' enthusiasm, and the fact that some schools have entire systems based on pupils' autonomy. I guess there are better ways, especially if it's organized on school level, with different teachers within a section and across sections working together to emancipate pupils and push them towards autonomy. I might have found such a school for 2013-2014, actually. At the same time, when I see how most teachers I know function with their pupils in my own school, I think this PEL was already an improvement.

That said, one can ask if there is a right way. I did talk to different people about it (mostly teachers, though), and what came forward was that the relationship between the pupils (class) and the teacher is actually almost more important than the work that is being done. So the right way is: (a) organize autonomy seriously, (b) make sure the pupils understand and have time to make the whole process their own, (c) develop a trusting bond with pupils so they feel safe to experiment and reflect, maybe with compensation points in case it goes wrong, (d) repeat.

2. Are differences hvo/vwo differences of nature of learned differences?

The enormous differences found during this research between havo and vwo made me wonder whether it was cultural or natural. Are havo pupils in nature less able to organize themselves or have they become like that because of what teachers expect from them? I tend, by education, to favour culture over nature, so my "natural" tendency is to think that we could actually get havo pupils to be really good at this kind of autonomy with the right environment.

Next year I'll be teacher of older havo pupils in Montessori, so I'll figure out whether I am right or just prejudiced.

3. Is it usable for other subjects?

I think the PEL itself can be used in all languages, including the mother language: one is never done learning, and it is a good way to reflect on your knowledge and what one needs to improve. I tried it on my own French, and I could work on my articulation, and when it comes to literature, I could spend more time reading about poetry.

When it comes to other subjects, under another form it can be very interesting. In some Montessori schools, pupils work on subjects, either on their own or in small groups. It is a very nice way to work: pupils feel they accomplish something, they do work autonomously, and they get to bond better with the subject

4. What next?

I actually think, having done this little research, that the school of the 21st century in Europe has to get pupils to practice autonomy. I know that I will use the techniques I have developed here with my next classes, and that it is just the beginning. The difference between a good teacher and an excellent teacher is the capacity to inspire pupils to go beyond what is usually expected, and for that autonomy is really central.

I am still thinking about the forms this autonomy should take. It might be a good idea to visit me in 5 years to see what I came up with.

g. Conclusions

The question was if there was a way to get pupils to work autonomously. Obviously there are, and the literature is full of possibilities, researches and ideas about it.

Here were the main questions of the research...

- Does this autonomy actually lead to better results for the pupils?

This was not totally clear. In vwo classes it led to a slight improvement, but for older pupils it also led to some irritations because they already have found a way to get good grades on their own. With younger pupils it was welcome with enthusiasm and joy.

When it comes to havo pupils, the results were actually quite bad. That said, they said they needed more time to get used to the idea, understand how they had to work and get themselves to work. I think with another year havo pupils could have gotten better results and enjoyed the process of understanding how they learn.

For all classes it was obvious that one should start very early (the younger the better) and that the process should be repeated so that the pupils can learn from their mistakes. One chapter is not enough for that, especially in havo.

- Does this autonomy lead to more interesting courses for the pupils?

I am not entirely sure the course in itself became nicer from the autonomy project, because it took some time to get it working and that some pupils were getting irritated when they did not understand the whole process. At the same time, pupils got to know me even better and I got to know them better as well. In the already nice classes we grew to really like each other even more, and in my difficult class (3 havo, a class all teachers describe as "lazy", "difficult" or "catastrophic") we got some nice fun moments. I think they loved the fact that I trusted them with something serious and that I was involved in the improvement of their learning. Obviously not all teachers were bothered by that.

- Does this pupils' autonomy lead to more interesting work for the teacher?

Checking PEL was way more interesting than grading regular exams. Also, it was nice to see that pupils were seriously busy with learning and self-reflecting. That said, it took me way more time and energy than doing a chapter the regular way. Next time I'll make sure it goes thru Magister (where I can check who delivered it, when, how, etc.) and once my classes know how to build their portfolio I won't have to explain all over again.

All in all I learned a lot about teaching and discovered I really liked doing creative projects with the pupils. So yes, it was more interesting than what we usually do.

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2. Pupils' material and evaluations

There are four types of documents I got from the pupils:

1. The free anonymous evaluation (tips and tops) about me and the class, presented here ([before the PEL](#))
2. The standard questionnaire teacher's behavior ([presented on the page in question](#))
3. The PEL (Portfolio Européen des Langues, [see the introduction](#)), presented here ([during the PEL](#))
4. Questionnaire after the PEL ([after the PEL](#))

BEFOREHAND

1. Tips & Tops

Following the advise of my colleague Marike Kruize I gave a simple "Tips & Tops" evaluation to a few classes in [March 2013](#), just to have an idea how it was going. It was [before](#) I started my PGO. They follow each other in order (for example the first tip and the first top come from the same pupil).

a. Class 1A (vwo, tto, n=10)

Tops

1. is aardig en niet te streng
2. de film, dansen
3. hij geeft goed les en ik haal goede cijfers door de methode
4. geduldig, luistert naar leerlingen, maakt de les leuk, grappig
5. it's a good lesson, we learn a lot, you don't shout
6. leuke "funky music", goed om in groepjes te werken
7. u probeert zoveel mogelijk Frans te spreken zodat we meer woordjes leren
8. aardig, grappig
9. u spreekt goed Frans in de les waardoor wij het beter leren
10. you teach well, the class learns good stuff, you're not too strict

Tips

1. Kan wel wat strenger worden
2. de mensen die minder goed zijn in de gaten houden
3. meer snoepjes om " de kinderen" rustig te houden
4. meer oefenen met vocabulaire
5. if we talk then you shouldn't just tell us to stop you should also move us or give us strafwerk
6. soms minder snel praten
7. meer aandacht geven p.p. want sommige kinderen hebben meer moeite met Frans
8. soms minder streng
9. minder leren, meer doen
10. none

For the class: nice but a but messy

Good: clear, interesting, friendly

To improve: babbling, differentiating levels

Bad: —

b. Class 2A (vwo, tto, n=15)

Tops

1. Hij verzint goede ideeën om ons beter te laten werken/leren/begrijpen
2. Bedenkt goede dingen
3. goede nieuwe ideeën om dingen te leren. U praat veel Frans
4. Geeft goed les. Geeft leuke les
5. Bedankt veel goede dingen
6. Wil nieuwe dingen proberen om ons beter te maken in het Frans
7. Probeert goed te helpen en verzint opgaves en oplossingen
8. hij probeert ons zoveel mogelijk te helpen, dat we alles begrijpen en kunnen
9. Hij helpt goed met dingen en doet veel oefeningen met dingen die we niet snappen, zorgt ook dat het gezellig is
10. Hij probeert altijd oplossingen te vinden voor problemen. Veel variatie

Tips

1. Hij moet het wat beter uitvoeren. Natuurlijk ligt dit ook aan ons
2. werkt ze nooit uit
3. Leesbaar schrijven
4. iets meer Frans proberen te spreken. Het liefst moet u uitleg geven in het Nederlands
5. Meer van die ideeën uitvoeren
6. Soms te weinig tijd
7. Soms te niet-serieus. Verwacht te veel >> te weinig tijd
8. Bij hem is het altijd rumoerig in de klas
9. Geeft soms te weinig tijd en moet soms wat meer geconcentreerd
10. Soms een beetje heel veel 'leuk' en minder serieus. Beetje weinig tijd soms.

For the class: Gezellig. Te druk.

Good: clear, interesting, friendly, creative

To be improved: going on with creative projects, time, babbling, speed

Bad: —

c. Class 4V (vwo, half tto, n=28)

Tops

1. Goede oefeningen, veel kennis, goede band met leerlingen, veel variatie
2. De lessen zijn vaak gevarieerd, de brijke keuze in hw, goede uitleg
3. Leuke informatie over de Franse cultuur. Dat we zelf de keuze hebben wanneer we het huiswerk maken
4. Lezen en grammatica altijd goed uitgelegd
5. The grammar is always very clear. We always know what to expect on our tests, since you tell us in the lessons. The class results are mostly well (sic) and I think that's because everything is clear
6. Goede oefeningen, veel kennis, goede band met leerlingen
7. Leuke informatie over Franse cultuur, gepassioneerd over Frans. Vrijheid in leerproces leerlingen

8. Alles wat u uitlegd snap ik goed. U heeft wel redelijk orde in de klas (na een seconde of 5 of 10)
9. goede uitleg
10. Grammatica uitleg is duidelijk. Lessen zijn afwisselend. leerstof is duidelijk
11. goede planning
12. goede uitleg, zelf mogen beslissen hoe we te werk gaan
13. Goede uitleg
14. Goed uitleg, duidelijk
15. Relaxed, goede planning, wel regels
16. De lessen zijn erg interessant. Ook erg uitdagend. De pw's zitten goed in elkaar
17. Goeie uitspraak Frans
18. Uitleg bij aanvraag
19. Goede orde en goede manier van lesgeven
20. Goede manier van lesgeven
21. U bent heel relaxed
22. U bent heel relaxed. U weet wat belangrijk is in de Franse taal. U legt dingen goed uit als er vragen gesteld worden. U bent grappig.
23. Leuke lessen, grappig, leerzaam
24. Autonome werken gaat heet goed. Leuke afwisseling van wat we in de les doen.
25. Goede uitleg

Tips

1. beter organiseren (presentaties), meer duidelijkheid
2. meer oefeningen met lezen, stricter zijn als mensen irritant zijn
3. dat we de grammatica niet moet oplezen dat is onnodig
4. Schrijven en spreken kan beter/meer worden geoefend (meer Frans spreken)
5. We should pay more attention to the writing and speaking part. The lessons are also a bit rumourous (sic). Due to this, it's a bit hard to pay attention
6. Beter orde houden. Opdracht duidelijker opgeven
7. Marouane eruit sturen wanneer hij te ver gaat. Onze de grammatica laten leren is niet zo nuttig. Minder praten over manier van werken in plaats van werken
8. U mag wel wat meer oefeningen van bij grammatica geven, als i iets heeft uitgelegd, dan is dat het, er wordt niet meer mee geoefend. Wat dat betreft vind ik ook dat we wat meer oefeningen nodig hebben
9. (onleesbaar)
10. We gaan langzaam door de leerstof heen zou sneller kunnen
11. proefwerken zijn te makkelijk, vaker hw controleren niemand maakt het misschien iets sneller werken, sneller nakijken
12. iets minder presentaties zetten en meer op Frans
13. iets beter op Frans richten dan op cultuur enzo
14. Meer variatie in de les
15. hw duidelijk maken
16. iets beter orde houden in de klas. Soms duidelijker vertellen wat er in het pw komt.
17. Onduidelijkheden
18. Huiswerk checken
19. soms nutteloze dingen bespreken in de klas
20. Wij blijven wel vaak te lang met een ons. bezig. Het verloopt langzaam. Huiswerk is onduidelijk.
21. C'est parfait
22. Huiswerk is soms onduidelijk en we doen niet veel met het huiswerk in de les
23. De lessen gaan langzaam
24. Soms kan de uitleg duidelijker zijn. De 3e les is voor veel mensen niet nodig. Vrijdag mag van mij wisselen met donderdag

25. —

For the class: Gezellig. Te druk.

Good: clear, interesting, friendly, creative

To be improved: discipline, babbling, instructing and checking homework, differentiating levels, rhythm/speed

Bad: —

d. Conclusions

After this first evaluation I decided:

- to be stricter when it comes to discipline (babbling!) and homework, especially with 4V
- grab the level problem by giving pupils freedom to chose their technique and be responsible for their own learning (see PEL)

P.E.L. AS SELF EVALUATION

3. Pupils' P.E.L.

I have included hereunder a few examples of pupil's PEL.

Examples of pupils' conclusions:

- Ik heb veel energie gestoken in het leren voor het proefwerk en het resultaat daarvan is ook goed, een 8.8. Ik vond het proefwerk niet heel lastig alleen soms de grammatica was moeilijk maar dat moet ik blijven oefenen. Ik vond de C toets wel erg handig omdat ik dan goed kon oefenen wat ik kon verwachten in het proefwerk zelf. Maar ondanks de rest van het PEL heb ik gewoon op mijn normale manier geleerd. De fouten die ik heb gemaakt met het proefwerk snap ik en daar ga ik ook aan werken.
- Het was uiteindelijk toch niet gegaan zoals ik wilde, ik heb in de meivakantie niets aan school gedaan. Ook hadden we die week nog veel anderen dinge (zoals cito toets) en ben ik het een beetje vergeten. Ik had er dus veel meer tijd in MOETEN steken. Dus de aankomen de toets, het gedicht, ga ik extra goed mijn best doen !
- Ik heb wel al mijn doelen bereikt en ben ook vooruitgegaan op het gebied van lezen. Het enige is dat dit niet echt door PEL kwam maar meer door gewoon te doen wat ik normaal ook doe, dus ik heb wel mijn doelen bereikt, maar niet door PEL.
- Ik vind het leuk om franse muziek te luisteren dus heb dat ook gedaan ik zou niet weten of het heb geholpen voor de toets maar ik denk dat het met uitspraak wel helpt. Ik heb de phrases-cle geleerd en me laten overhoren. Voor het proefwerk hoofdstuk 5 had ik een 6 maar iedereen kreeg er een 1.1 punt bij dus nu heb ik een 7.1! Op zich vond ik de toets best goed gaan, terwijl die best lastig was.
- Ik ben niet heel erg verbeterd maar ik heb de zinnen wel beter gedaan dan voorgaande keren. Ook in de woordjes ben ik vooruit gegaan, maar het kan altijd

nog beter. Ik heb voor mijn proefwerk na dit PEL een 6,2. Dat is niet heel goed, maar ik ben er wel tevreden mee. Toch denk ik dat ik het best kan leren met veel uitleg, maar wel met een beetje zelfstandigheid erbij.

- L'exercice a aidé parce que j'ai un 18 sur 20 pour mon test. écouter de la musique française m'ai aidé parce que j'ai une erreur pour l'écoute. Lire l'histoire m'ai aidé parce que je n'ai pas erreurs pour lire. Pratiquer le phrases-clé a aidé parce que j'ai une et demi erreurs pour phrases-clé. Parce que j'ai beaucoup appris pour écoute, lire et parler, j'ai appris moins bien pour la grammaire. J'ai deux et demi erreurs pour grammaire.
- Ik heb geleerd door middel van het boek de vocabulaire van frans naar nederlands en van nederlands naar frans dus niet alleen maar als frans nederlands bij de .4 maar bij alle woordjes wat ik denk dat niet iedereen gedaan heeft daarna heb ik de woordjes uit mijn hoofd ofer geschreven dus een blaadje op de frans zowel nederlandse woordjes een kijken of ik ze over kan schrijven daarnaast heb ik uiteraard de grammatica geleerd dit doormiddel van de oefeningen en tijdens uw uitleg ook heb ik de phrases cle nog goed geleerd maar ik had niet het idee dat dit goed hielp door het oefenen met nieuws items heb ik wel de lees en luister opdrachten beter gemaakt. Maar desondanks dat ik voor deze toets beter heb geleerd dan voor anderen heb ik deze toch niet beter gemaakt wat ik best wel raar vind want tijdens een van uw eerste experimentjes waarin de klas werd opgesplits in twee leer delen een op de eigen manier en een op uw manier ging het bij mij wel beter op mijn eigenen manier en nu ik vet goed geoefend heb ging hij niet zo goed maar dit kan natuurlijk meerdere redenen hebben maar toch ben ik blij met mijn cijfer 5.1 voor het compenseer puntje omdat ik dacht dat deze toets niet zo goed ging desondanks mijn nieuwe leer methode ik stop niet met deze leer methode maar probeer hem aan te passen op een manier dat hij beter werkt.
- 1. écouter: Ecouter de la musique française m'a aidé parce que j'ai quelques erreurs dans l'écouteur fait. 2. Vocabulaire : Utilisant WRTS a contribué peu parce que j'ai encore beaucoup d'erreurs dans la section du vocabulaire. 3. Phrases-clés: WRTS aidé les phrases-clés parce que c'était la clé plus que d'habitude.

AFTER THE P.E.L.

4. Questionnaire after the P.E.L.

[ANONIEM]

Klas: _____

nee - - ja

- | | | | | |
|----|--|-----------------------|-----------------------|-----------------------|
| 1. | Ik heb mijn PEL kunnen afronden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik heb een beter cijfer gekregen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik heb voldoende gewerkt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik heb genoeg tijd gehad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik heb begrepen wat van me werd verwacht | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik heb meer inzicht in hoe ik leer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik zou het opnieuw willen doen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik zou dit in andere vakken kennen gebruiken | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Een versie C van het PW was nuttig | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | <input type="radio"/> <input type="radio"/> | | | |
| 1. | Ik heb veel geleerd, namelijk: | | | |

1. Ik denk dat het beter kan:

Results

1	4W	Ik heb mijn PEL kunnen afronden	1		2	5	20
2	4W	Ik heb een beter cijfer gekregen	2	2	13	6	3
3	4W	Ik heb voldoende gewerkt	3	3	9	9	4
4	4W	Ik heb genoeg tijd gehad	1		2	11	14
5	4W	Ik heb begrepen wat van me werd verwacht			6	14	8
6	4W	Ik heb meer inzicht in hoe ik leer			11	10	7
7	4W	Ik zou het opnieuw willen doen	8	3	5	8	4
8	4W	Ik zou dit in andere vakken kunnen gebruiken	2	3	8	8	7
9	4W	Een versie C van het PW was nuttig	4	1	4	6	12
1	2A	Ik heb mijn PEL kunnen afronden		1	1	2	11
2	2A	Ik heb een beter cijfer gekregen	2	3	5	2	3
3	2A	Ik heb voldoende gewerkt	1	1	4	6	3
4	2A	Ik heb genoeg tijd gehad	1	1		5	8
5	2A	Ik heb begrepen wat van me werd verwacht		1	4	8	2
6	2A	Ik heb meer inzicht in hoe ik leer	3	2	1	8	1
7	2A	Ik zou het opnieuw willen doen	1	1	3	4	6
8	2A	Ik zou dit in andere vakken kunnen gebruiken	1	4	5	4	
9	2A	Een versie C van het PW was nuttig	4	1	2	2	5

1	3E	Ik heb mijn PEL kunnen afronden	3	2	2	1	14
2	3E	Ik heb een beter cijfer gekregen	6	3	8	3	1
3	3E	Ik heb voldoende gewerkt	1	5	5	4	7
4	3E	Ik heb genoeg tijd gehad	1	1	5	5	10
5	3E	Ik heb begrepen wat van me werd verwacht	2	4	5	6	5
6	3E	Ik heb meer inzicht in hoe ik leer	5	3	6	7	1
7	3E	Ik zou het opnieuw willen doen	9		3	5	4
8	3E	Ik zou dit in andere vakken kunnen gebruiken	4	4	7	3	4
9	3E	Een versie C van het PW was nuttig	2	3	12		5

When we look at the results of the questionnaire, one can see the big differences between classes. In vwo classes, there seem to be more insight about the whole process and the use of it, whereas in the havo class it is not really clear.

When it comes to didactics, autonomy is praised in 4 vwo ("version C of the test was useful"), whereas in 2 vwo half of the class did not see it as useful, and in 3 havo they did not seem to manage to get an actual opinion on the question.

3. Feedback and reviews of thirds

- [Lesbeoordeling Feb 13](#)
- [Questionnaire Teacher's behavior](#)
- [Visitation H. de Heer](#)
- [Evaluation Mentor Schoter](#)



Kernvragen	Toelichting bij het oordeel: (zo nodig op aparte bijlage)	Oordeel				
		++	+	□	-	?
3 Opvoeder						
1 Heeft de lio inzicht in de leefwereld van de leerlingen?			X			
2 Is de lio in staat een individuele band met de leerlingen op te bouwen?		X				
3 Laat de lio door zijn voorbeeldfunctie zien voor welke waarden en normen hij staat?		X				
4 Zet de lio die voorbeeldfunctie bewust in voor een gezond pedagogisch klimaat?			X			
5						
4 Manager van de werksfeer.						
1 Durft de lio een leidende en begeleidende rol te nemen?			X			
2 Beschikt de lio over gedragsrepertoire om de processen die in de klas spelen op verschillende manieren te beïnvloeden en in een wenselijke richting te sturen ?			X			
3 Is de lio in staat om in uiteenlopende omstandigheden een relatie met een groep leerlingen te onderhouden?			X			
4 Is de lio in staat om een ordelijke en plezierige werksfeer te realiseren?			X			
5						
5 Docent in brede context.						
1 Toont de lio zich betrokken bij de school als gemeenschap?				X		
2 Kan de lio samenwerken en overlegorganen en met collega's?				X		



Kernvragen	Toelichting bij het oordeel: (zo nodig op aparte bijlage)	Oordeel				
		++	+	□	-	?
3 Kan en wil de lio in de schoolorganisatie les-, klas- en vakoverstijgende taken uitvoeren?				X		
4						
6 Eindverantwoordelijke voor eigen groei.						
1 Neemt de lio initiatieven om het eigen handelen adequaat te analyseren: in verschillende schoolsituaties en vanuit verschillende (theoretische) invalshoeken, terwijl deze rekening houdt met de eigen persoonlijke ontwikkeling ?			X			
2 Is de lio op basis van die analyse in staat zichzelf te verbeteren in een continue ontwikkelingsproces?			X			
3 Kan de lio vanuit de verschillende perspectieven/rollen reflecteren?				X		
4						

EINDOORDEEL

Het praktijkdeel van de lio is (s.v.p. aankruisen):

 voldoende (nog) onvoldoende**Ondertekening**

Stagebegeleider:

Voor gezien

Leraar-in-opleiding:

Naam lio: Laurent Chambon
 Naam school: SCHOTER SG

 Naam SB: _____
 Datum: _____

	Kernvragen	Toelichting bij het oordeel: (zo nodig op aparte bijlage)	Oordeel					
			++	+	□	-	?	
1	Vakdidactisch deskundige			X				
	1 Weet de lio hoe leerlingen kennis en begrip binnen het vakgebied verwerven?			X				
	2 Heeft de lio inzicht laten zien in de opbouw van het curriculum van het vak inclusief kerndoelen en eindtermen?			X				
	3 Is de lio in staat om een expliciete visie te formuleren op het vak en de plaats ervan in de maatschappij?		X					
	4 Kan de lio de visie en inzichten vertalen naar effectieve en interessante lessen?		X					
	5							
2	Vormgever en begeleider van leerprocessen							
	1 Kan de lio op grond van zelfvastgestelde doelen en de beginsituatie van de leerlingen een systematische planning van leeractiviteiten van leerlingen maken en uitvoeren?		X					
	2 Kan de lio a. verschillende werkvormen adequaat hanteren b. indien daartoe aanleiding is de plannen bijstellen c. leerlingen het hoe en waarom van de les duidelijk maken?		X	X				
	3 Kan de lio omgaan met verschillen tussen leerlingen?		X					
	4 Kan de lio op een adequate manier de vorderingen van de leerlingen evalueren en toetsen?		X					
	5							

Toelichting

Laurent is een zeer waardevolle collega. Zijn energie staat over op anderen. Ik heb genoten van zijn kwinkolapa, zijn eruditeit, zijn creativiteit en zijn onverholen levenslust.

Leerlingen gaan hem missen, hij mist hen te horen met zijn bijzondere lessen waarin oefeningen in het Frans op muziek gedaan werden en portfolio's gevuld werd met creatieve opdrachten.

Standacht behoeft de betrokkenheid van Laurent in de school als geheel. Een toekomstige mentorschap zal in dat kader een aanbeveling zijn!

SCHOTER SCHOLENGEMEENSCHAP
Sportweg 9 - 2024 CN Haarlem

lesbeoordelingsformulier

Verslag van het lesbezoek op 14 februari lesuur 4 in klas 1C

bij Laurent Chambon door Mardike de Goede

De nabespreking vond plaats op

1. Een gestructureerd verloop van de les

beoordelingsaspecten opmerkingen / toelichting

1. er is een introductiefase GDE kwam 10 minuten na aanvang binnen.
2. er is een afsluitende fase Ja.
3. er is een heldere opbouw Ja. De leerlingen weten goed wat van ze verwacht wordt.
4. er is een vloeiende overgang van lesinhoud en -activiteiten Ja. De leerlingen weten schijnbaar heel goed hoe jij te werk gaat. De overgangen gaan snel en zonder veel uitleg.
5. het is de leerlingen duidelijk wat van ze verwacht wordt Ja.
6. er is voldoende tijd om de geplande activiteiten uit te voeren Ja. Het tempo ligt wel hoog, maar het is te doen en houdt de leerlingen scherp.

2. De docent als informatiebron

beoordelingsaspecten opmerkingen / toelichting

1. je presenteert de leerstof helder en duidelijk Ja.
2. je geeft een heldere en duidelijke toelichting bij de opdrachten Ja. De toelichting is steeds kort. Schijnbaar weten de leerlingen heel goed hoe jij werkt en hoe het toegaat in de lessen Frans. Een korte instructie is voldoende om ze te laten doen wat jij wilt dat ze doen.

3. je ondersteunt je presentatie en instructie met geschikte leer- en hulpmiddelen Ja: boek/internet/stopwatch op het smartboard.
4. je betreft de leerlingen bij je presentatie Ja. Voortdurend.
5. de leerlingen hebben voldoende aandacht voor je presentatie en instructie Ja.
6. je speelt in op onverwachte gebeurtenissen die de inhoud van de les betreffen Ja. Je bent soms streng en resoluut. Dat is heel duidelijk voor de leerlingen. Ze gaan ook niet in discussie.

3. De docent als begeleider van het leerproces van leerlingen beoordelingsaspecten opmerkingen / toelichting

1. je activeert de voorkennis van de leerlingen en sluit hier op aan Ja.
2. je zorgt voor een variëteit aan leeractiviteiten Ja: nazeggen/lezen/luisteren/schrijven/oefenen in tweetallen.
3. je doet een beroep op het zelfstandig leren Ja. Schriftelijk en mondeling in tweetallen.
4. je zorgt er voor dat leerlingen regelmatig en gericht feedback krijgen op hun vorderingen Ja.
5. je besteedt aandacht aan het leerproces zelf Ja.
6. de leerlingen hebben de beschikking over een leerstofplanning

4. Het leer- en leefklimaat

beoordelingsaspecten opmerkingen / toelichting

- | | |
|---|--|
| 1. je waardeert regelmatig | Ja: mondeling en met snoepjes. De leerlingen vinden het spelletjes met de snoepjes heel leuk en jij bereikt je doel. |
| 2. je komt vriendelijk over | Ja en je hebt humor. De sfeer in de klas is prettig. |
| 3. je stelt realistische eisen t.a.v. wat de leerlingen moeten kennen en kunnen | Ja. Twee leerlingen om beurten op de gang en Olivier wordt vooraan gezet als hij te veel praat. |
| 4. je weet de leerlingen te motiveren | Ja. |
| 5. je hebt gezag | Ja. |
| 6. je besteedt aandacht aan gedragingen van leerlingen die het leer- en leefklimaat beïnvloeden | Ja. |

Samenvattend oordeel perspectief

	sterke punten	zwakke punten	eindoordeel onv. matig vold.
1. Een gestructureerd verloop van de les	-de uitleg en instructie zijn kort en bondig. -leerlingen zijn duidelijk gewend aan een vast stramien.	-geen lesplanning op het bord.	X
2. De docent als informatiebron	-je geeft de leerlingen voortdurend feedback		X
3. De docent als begeleider van het leerproces	-je neemt de klas stap voor stap bij de hand en checkt de voortgang	-je checkt niet echt bij individuele leerlingen of de stof begrepen is -vooral de leerlingen die vragen krijgen feedback	X

4. Het leer- en leefklimaat De sfeer in de klas is taakgericht (over het algemeen), prettig en veilig.

X

Bovenstaand verslag is besproken door de lesbezoeker en de docent.

handtekening docent

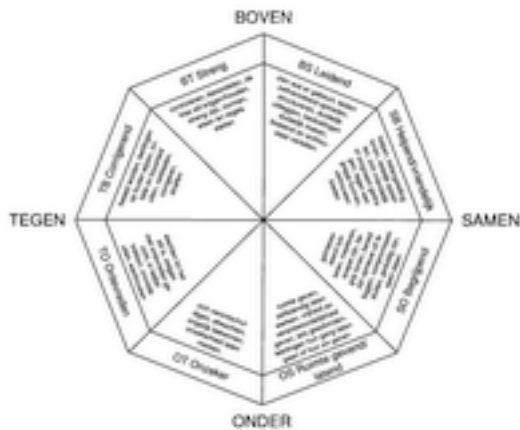
handtekening lesbezoeker

Opmerkingen indien niet akkoord:

Remarks on the visitation:

- I arrived in my usual class (307) after my colleagues used it. She took my white board pencils with her. As a result I could not write the lesson's plan nor use the board.
- The lesson's plan is always on Magister to see for the pupils. As a pupil, back then, I would have loved what the plan of each lesson was, so I am trying to be as transparent as possible to my pupils.
- It was very good to hear a positive feedback, especially from Mardike de Goed who is an experienced teacher whose opinion I respect.
- My mother, who was a teacher for 40 years in France, was impressed by the structure of the paper to fill. In her time, the subjective opinion of the 'inspecteur' was all that mattered. I do appreciate such a structure as well, since it does help me see what goes well and what needs to be improved.

Questionnaire Teacher's behavior



The classic diagram of teachers' behavior is organized around two axes. (click on it for a bigger version)

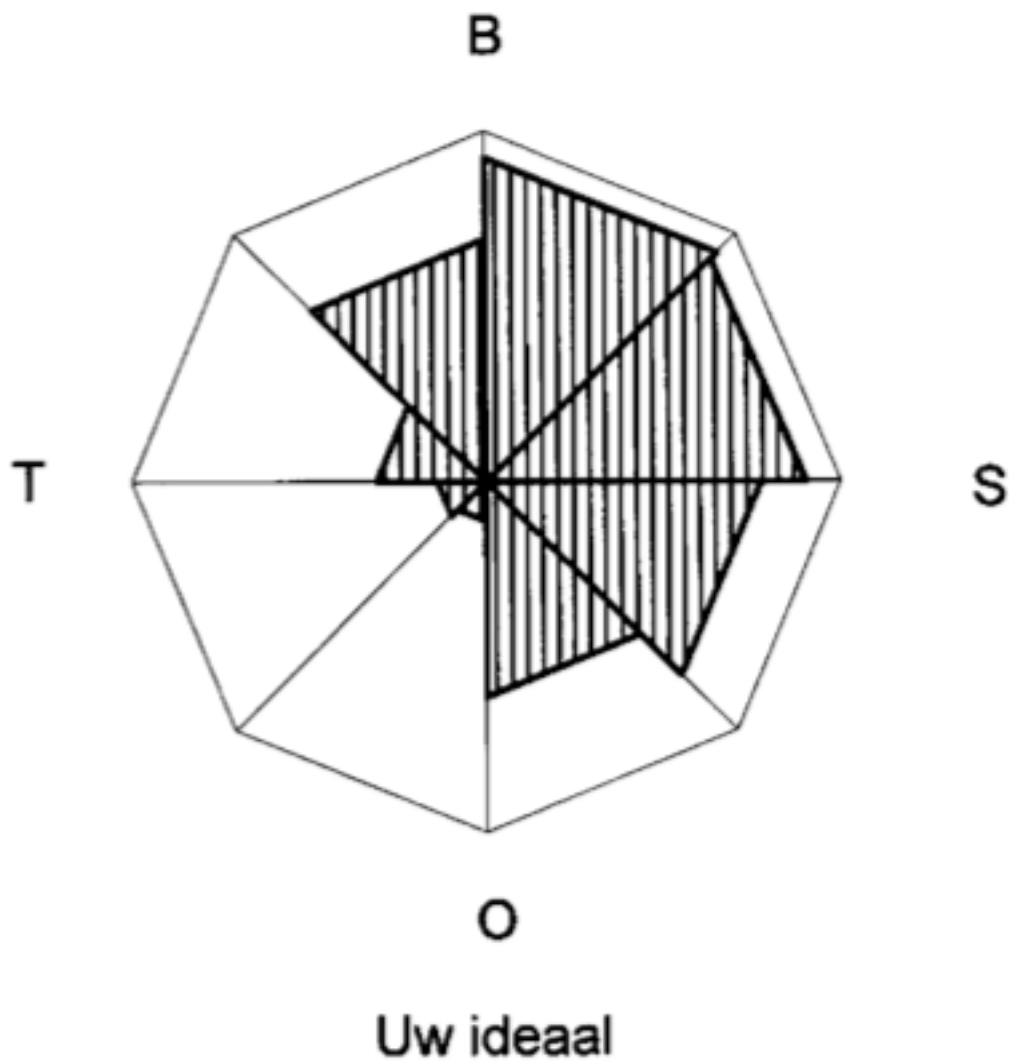
The vertical one (B/O) is about on's control of the class: ABOVE it or UNDER it.

The horizontal one is about working WITH or AGAINST the class.

I submitted the standard questionnaire to two of my classes. I chose 2A and 4V because it's the classes I've experimented the most with, both vwo. I was both looking forward to seeing it and being afraid of the result. I will first present how I see myself, after which I will comment on the pupils' evaluation.

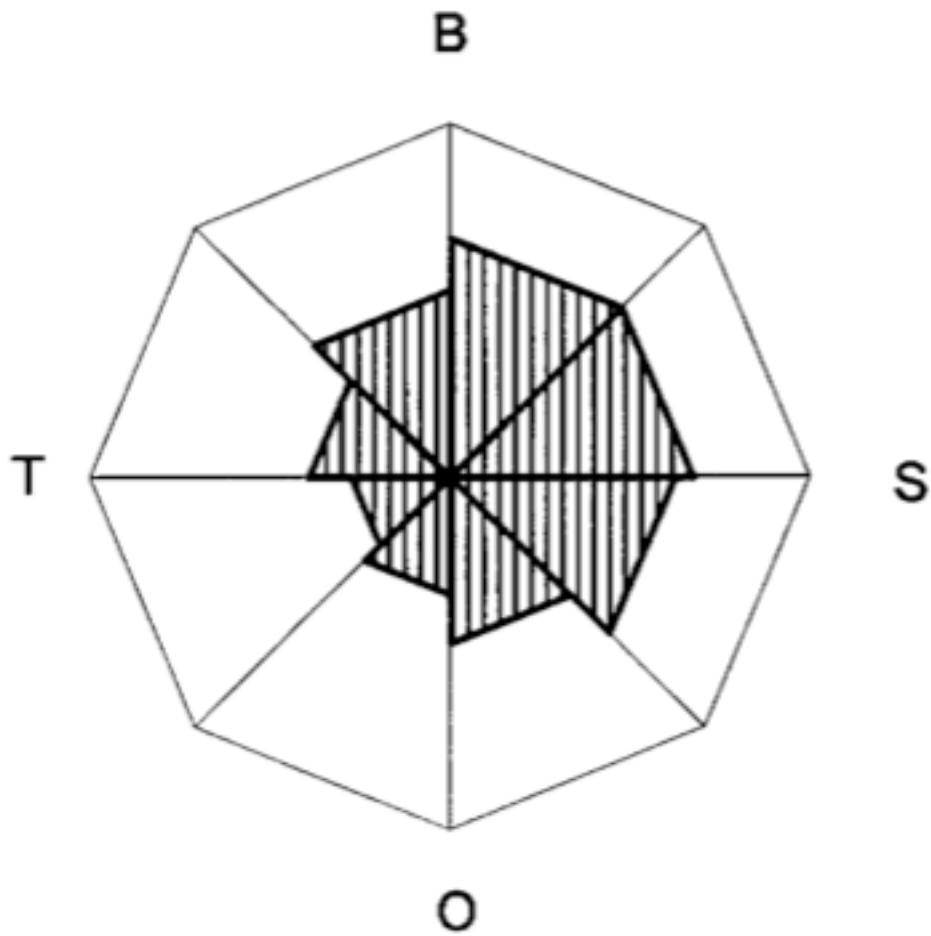
1. My ideal

The first diagram is how I would like to be: strict but guiding and inspiring the pupils. I will discuss it further.



2. How I see my self

The second diagram represents how I see myself. I obviously think I'm not strict enough, and not as inspiring as I would like to be.

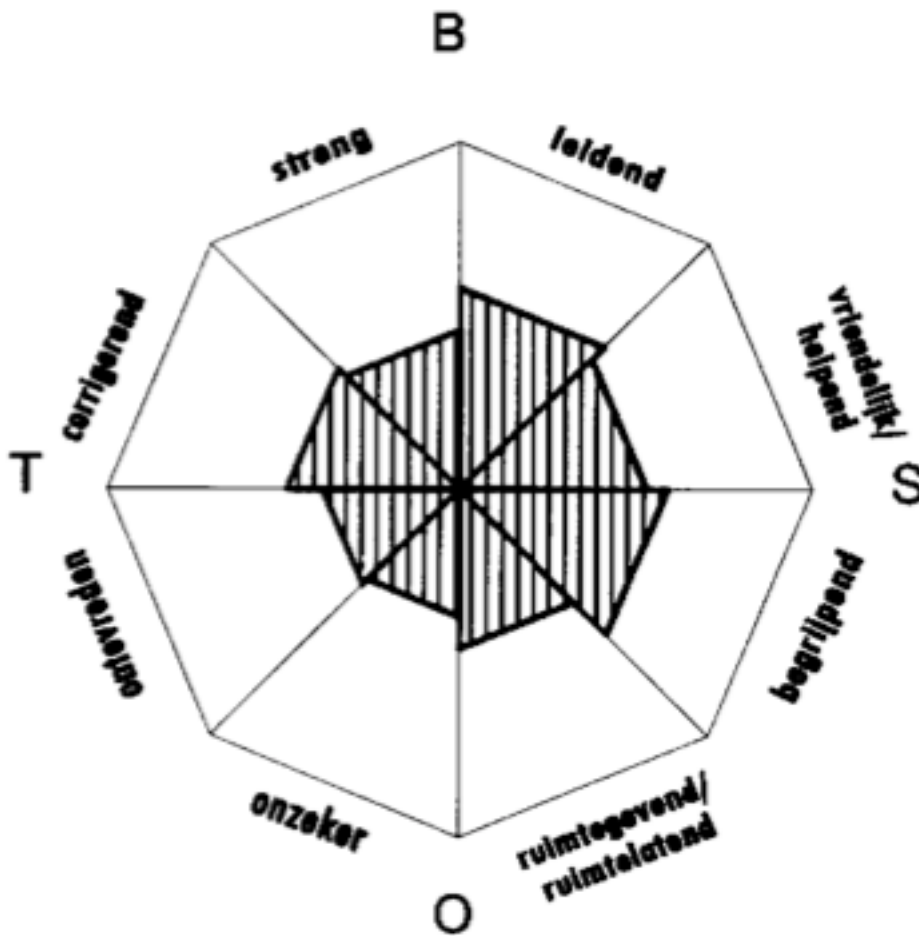


Zoals u uzelf ziet

3. The average teacher

The third diagram represents what the average teacher looks like. It's an average, so one has to be careful. That said, negative sides (towards the T) are too present, and positive

sides (towards the S) could be more developed.

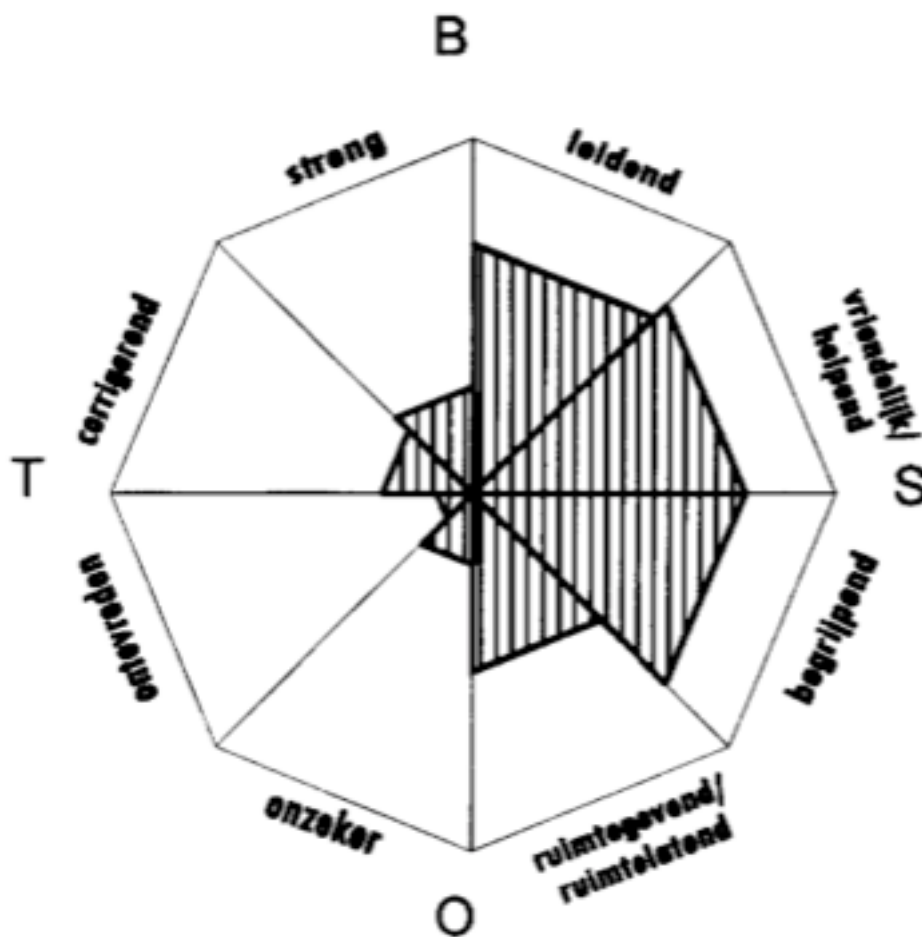


de gemiddelde docent
(volgens leerlingen)

4. The best teacher

The fourth diagram represents what pupils consider to be the best teacher. It's not necessarily the ones with whom they work the most or where the best results are booked, but more the ones with whom they get inspired and feel safe enough to work properly and develop their talents.

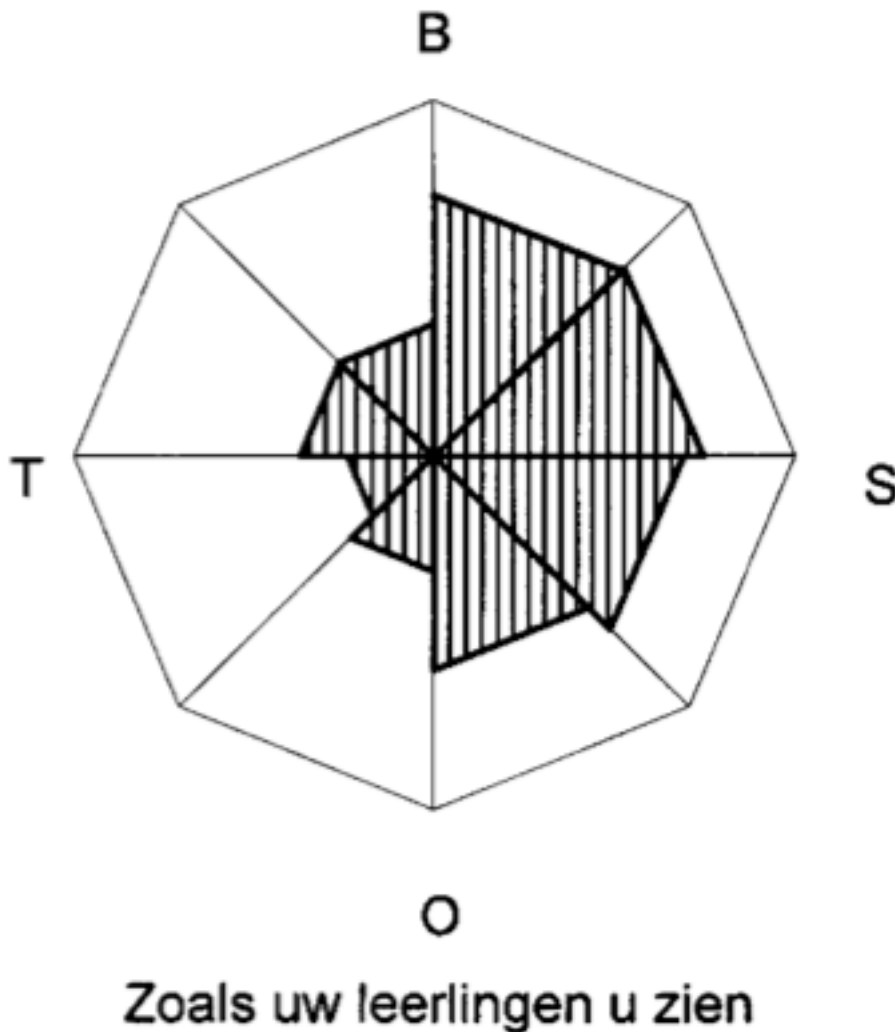
The T side is very small, whereas the S side and the B/S quadrant is very developed. The best teacher is inspiring, friendly and understanding, (s)he also leaves space for the pupils to be themselves and experiment. I guess it's every teacher's goal to be like that. It is definitely mine.



de gemiddelde beste docent
(volgens leerlingen)

5. How **2A** sees me

This fifth diagram represents how 2A (vwo tto, n=15) sees me. I am surprised to see how guiding and inspiring they see me. I am very happy with this class (besides the fact that according to my taste they babble too much) and the class is obviously happy with me. With 2A I am not far from the diagram of what pupils find the average best teacher. It is very nice to hear.



6. How 4V sees me

The sixth diagram represents how 4V (vwo, half of the class is tto, n=28) sees me. I experimented a lot with 4V about their ways of working. We can see that in the OS eighth of the diagram. I have been slightly less inspiring to them as I obviously have been with 2A. I think it is because it was my first high school (bovenbouw) class and that it took me some time to find my rhythm.

To my taste, I have not been strict enough in the beginning, considering that, like in France, I didn't have to be bothered with discipline. It has been very difficult to fix this later, once a few pupils had understood that they could babble and that homework was not compulsory.

Visitation H. de Heer

Feedback after visitation A. de Heer (15-05-2013)

The lesson...

The lesson, with 2A (bilingual vwo), was about their [PEL](#). Not everyone had understood everything (mostly because they had been sick) and most of the presentations had not been prepared properly (which I actually anticipated).

The lesson went differently than planned: we went again about how the PEL works, then I explained them the next PEL (mixed chapters and Livre de cuisine). Two pupils had prepared songs with missing words in the lyrics: they realized that it might not be at the level of the class, but it was nice to see them take risks.

During that time, when we had some inbetween-time, I asked them to plan briefly how they would make their presentation the day after.

At the end we watched some videos in English, French and Dutch about sociolects and ethnolects, and did some simple socio-linguistics (mostly observation).

What did I personally understand from the feedback...

- I managed to get the class to work reasonably autonomously. Most of the simple tasks are automatized (stand in a row in alphabetical order before door, distribute things, be silent when needed, work together, etc.) which leaves more time for the rest.
- I managed to develop a nice working relationship with the class: they trust me; they feel safe, also to ask questions or when they think they need more exercises; they like to work individually, in group and with me ; they are not afraid to experiment with new methods or new books; etc. I involve them in the process of deciding what needs to be done during each lesson, and during each chapter.
- I leave them time to process complicated information: for example I present them with the idea of the next PEL (2 chapters at the same time and a cookbook with real recipes), so that they have time to think for the best solution for themselves and the class, and how we are going to organize it. It will be discussed a week later only.
- I do not negotiate what needs to be done, I just give them the space to try to do it the most efficient way possible
- The PEL is a success because pupils understand that it becomes their responsibility to get the work done. They also understand it gets things to a new meta level, way more interesting and liberating. They participate but also think with me to make sure the result is as good as possible.
- I have a clear vision (Bildung) of what I want to be done and do not panic when things go differently as originally planned. I am not only in the detail of things, but have a more general view on the whole process.
- Everyone knows what needs to be done (already on Magister, on the board, plus I usually explain it when we begin the lesson) but they know I am in charge and that there is no reason to be stressed if I change the plan.
- I go beyond the usual method (book) with the class, not only by giving them space to experiment with learning, but also with extra activities (PEL, livre de cuisine, presentations, etc.) and extra information (sociolinguistics).
- I obviously have fun during the class, so do the kids. It doesn't mean that nobody is working, on the contrary.

- On the "needs to be improved" side: I could give pupils even more space to experiment and find answers to difficult questions, even if it takes time, and I could be less impatient (in general).
- I am very much at ease with vwo. It might be very frustrating for me to give only classes to vmbo. The same goes for bovenbouw: giving lessons only to young pupils might become frustrating.

Reactie van Ari de Heer

Laurent heeft in het bovenstaande zeer uitvoerig en betrouwbare door ons besproken zaken samengevat. Compliment.

Ik heb woensdag 22 mei een les in een 2 VWO klas mogen meeleven. Laurent had een veelheid aan materiaal voorbereid, maar wilde vooral bezig zijn om het Taalportfolio in het lesproces duidelijk neer te zetten. Laurent is in zo'n proces niet een doorsnee docent, hij creator, initiator, is heel activerend en interactief, weet zijn leerlingen bij de les te betrekken, en is in staat de leerlingen uit te dagen om zelf verantwoordelijk te zijn voor hun leerproces, en dat is voor deze jonge doelgroep een echte prestatie. Ik heb ook kunnen constateren dat de manier waarop hij werkt door de leerlingen wordt gewaardeerd; door getoonde inzet, maar ook door aandacht tijdens het lesproces. Laurent is daarbij geduldig, en heeft echt aandacht voor de leerlingen.

Ik wil je nog wel uitdagen om nu een punt te noemen (uit je eigen opsomming) waarmee jij de komende les in deze klas mee aan de slag wilt. Concreet wat ga je doen om....

4. Other material

(L. Chambon & W. Zwart — UU — Woolfolk ch. 12)
Creating Learning Environments

I. The first weeks

A. Clear rules and expectations

- a few rules
- clear consequences and penalties
- first days most important

B. Maintaining the rules

- be consequent
- find fair solutions in case of recurring problems

C. Cooperation of the class

- rewarding good behavior
- exclude badly behaving pupils
- use humor

II. A good environment

A. Keeping it lively and challenging didactically

- clear instructions
- variations according to level
- monitor processes with feedback

B. Withitness

- be «over» the class
- don't punish everything but don't be fooled

C. Be positive and non-judgemental

- work together with a goal
- pupils themselves should be busy learning
- atmosphere of tolerance, work and cooperation

Beheersing van de Nederlandse taal

- Ik heb NT2 bij de Gemeente Amsterdam gedaan, met succes.

- Voorbeeld van email in het Nederlands:

Geachte meneer Chambon,

Na twee dagen twijfelen, heb ik toch besloten u deze mail te sturen. Ik werk zelf in het onderwijs en heb een ontzettende hekel aan ouders die in discussie gaan over beoordelingen van proefwerken. Ik wil u daarom benadrukken dat ik met deze mail geen discussie met u start maar uiting geef aan een schuldgevoel dat sinds donderdag aan mij knaagt. Dit schuldgevoel komt voort uit het feit dat ik het prachtig opgebouwde gemiddelde voor Frans van mijn dochter XX en haar vriendin YY uit klas 2A door mijn eigenwijsheid naar beneden heb gehaald. Ik ga u uitleggen waarom.

Wellicht is het u opgevallen dat beide meisjes heel serieus en gedreven met school bezig zijn. Donna is niet tevreden met een 8 als er een 9 te halen valt (en dat waar haar ouders al dik tevreden zijn met een 7). Ze was dan ook bijzonder trots op de 9 die ze gemiddeld voor Frans staat en vastbesloten om haar eindrapport met deze 9 nog mooier te laten zijn. Met Mariët, met wie zo uitstekend kan samen werken, had ze dan ook een mooie planning gemaakt om zich door de veelheid aan opdrachten heen te werken die er aan het eind van het schooljaar ontstaat. Omdat wij in Heemskerk wonen en YY in Haarlem en ze beiden sporten op woensdagmiddag hadden ze ook voor uw opdracht een mooie taakverdeling gemaakt. Samen zochten ze het recept, YY vertaalde het naar het Frans en XX zou de Provençaalse kaastaart bakken. Toen gebeurde er iets wat XX en YY niet konden voorzien. De verbouwing van onze keuken werd een week vervroegd en we zitten sinds dinsdag zonder keuken. Er was even paniek bij XX en ze stelde voor dat YY de taart dan zou bakken. Ik heb me daar als moeder mee bemoeid en vond het niet eerlijk dat Mariët nu de hele opdracht alleen zou uitvoeren. Ik heb haar daarom aangeboden de taart te bakken in de keuken van familie in de buurt. Donna protesteerde en zei dat zij hem moest bakken en dat zij beoordeeld zou worden. Ik heb dat in de wind geslagen en zei dat u het cijfer vast niet zo sterk zou laten afhangen van de kookkunsten. Ik heb me daar in vergist, merk ik nu en de hardwerkende meisjes kregen een 6,5 van u waarmee het zorgvuldig opgebouwde gemiddelde flink daalde door mijn eigenwijsheid. Donna heeft sterk de indruk dat het cijfer wat laag is omdat niet zijzelf maar ik de taart heb gebakken. Dat was omdat ik zo volhardend was in mijn oplossing. Dat voelt zo slecht bij mij dat ik u deze (wel heel lange) mail stuur met deze uitleg en het verzoek of de meisjes een herkansing van u krijgen. Dan kunnen ze zelf laten zien wat ze wel kunnen. Aan het eind van deze week is onze nieuwe keuken gereed en willen ze daar met liefde aan de slag.

Nogmaals, deze mail is zeker geen kritiek op uw wijze van lesgeven en beoordelen. Sterker, de grote stappen die Donna maakt in het aanleren van de Franse taal en het plezier waarmee ze dat doet, laten ons juist zien dat u een uitstekend docent bent. Het is slechts een manier om om te gaan met mijn schuldgevoel.

Hopende dat u begrip heeft voor mijn verzoek tot een herkansing

Met vriendelijke groet,

ZZ

Geachte mevrouw ZZ,

Goed dat u schrijft.

Ik vond het inderdaad een beetje problematisch een cijfer aan de ouders te geven. Ik was ook een beetje teleurgesteld dat onze zéér serieuze meisjes zelf niet hadden gekookt.

Omdat ik voor elkaar gekregen heb om hun docent Frans te zijn voor 2013-14 heb ik een voorstel: de meisjes krijgen nu het cijfer dat ze hadden moeten krijgen als je zelf gekookt hadden, maar het is alleen een voorschot. Volgend jaar (ergens in september?) zullen zij zèlf koken en iets lekkers met een kleine presentatie in het Frans aan de klas voorstellen.

Als zij het ermee eens zijn hebben wij een gezellige en lekkere oplossing.

Ik wacht dus op uw/hun antwoord.

Met vriendelijke groeten,

dr. L.P. Chambon
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Geachte meneer Chambon,

Dank u wel voor uw snelle en begripvolle reactie. De meisjes en ik zijn heel blij dat u begrijpt dat dit een wat ongewone situatie was en ze een extra kans krijgen. Ze willen graag iets lekkers maken en een presentatie houden in september. Na de vakantie zullen ze met u overleggen hoe en wanneer ze dit kunnen doen. Ook wij vinden het een gezellige en lekkere oplossing.

Deze moeder kan het nu loslaten en heeft geleerd zich niet meer met de schoolopdrachten te bemoeien. XX en YY kunnen dat heel goed zelf. Het doet me goed te merken dat u dat ook ziet en ik ben blij dat ze volgend jaar weer les van u krijgen.

Met heel veel dank, ook namens XX en YY, wens ik u een mooie afronding van dit schooljaar en alvast een goede vakantie.

Met vriendelijke groet,

ZZ