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| **INSTITUTIONAL FUNCTIONING** | |
| * Funding of lessons   autonomous / centralized management |  |
| * Which management / institutional and professional network?   - hierarchy  - teacher inspection? By whom ? |  |
| * If division into territories sectors, what role? |  |
| * Age and compulsory schooling |  |
| * What are the reference texts? * common basis/official programmes * autonomy/personalised school project   (freedom of action in relation to national texts) |  |
| * Salary at start of career/end of career? |  |
| * Organisation of levels of education   Nursery/Reception/Primary/Junior |  |
| * Institutional partners   -Town hall  -MDPH - disability  -RASED : help for special needs children  -school psychologist |  |
| **TEACHER TRAINING** | |
| * Recruitment:   - exams, competition exams, levels of recruitment  - Status |  |
| * Initial training, |  |
| * Continuing Education. |  |
| * Training related to research |  |
| * Who provides initial and continuing training? |  |
| * Career prospects |  |
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| **SCHOOL LEVEL** |  |
| **TEAMWORK** | |
| * Place and role of the Director |  |
| * Human Resources Management (School Organization)   - distribution of pupils  - choice of class levels  - connection/work with the secondary school |  |
| * Is the teacher versatile? * Are there service exchanges/de-compartmentalisation? |  |
| * Sharing of:   - theoretical references  - planning tools |  |
| * Conflict management |  |
| * Means of regulation?   (colleague failing: solution?) |  |
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| **SCHOOL ENVIRONMENT** | |
| * Co-education:   - Host  - Inform  - Communicate |  |
| * Role of parents in the school’s daily life |  |
| * Links with parents: what difficulties?   - On the parents' side  - On the teaching team side |  |
| * Consideration of disruptive student behaviours |  |
| * Rituals and obligations for “**c**ommunity life” (how to live together?)   (uniform, flag raised, etc.) |  |
| * Partners available to support schools   - Help with homework |  |
| * Management of cultural differences |  |
| * Social diversity   - how schools are established throughout the territory?  - Impact on learning (mitigate effects) |  |
| * Girl/boy equality in school daily life, in class, in learning process |  |
| * Place of children with special educational needs   - Difficulty in school  - Learning disabilities  - Disability field  - Individualised assistance protocol  - Migrant children |  |
| * School website |  |
| * Virtual learning environment |  |
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| **OCCUPATION OF SPACE** | |
| * The playground ? * The dining room/canteen * extracurricular **/ clubs before and after school** * Spaces dedicated to science, physical education, arts, the teaching of modern languages, library, documentation centre * Garden space (teaching sustainable development) * Meeting spaces for teachers, parents… |  |
| * Physical organisation of class space (working arrangements) |  |
| * Teacher’s place and movement in the classroom |  |
| * Size of class group |  |
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| **MATERIALS USED** | |
| * Tools of the teacher   (manuals, digital resources, etc.)   * Freedom of education |  |
| * Student Tools |  |
| * Use of digital * equipment present |  |
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| **PROFESSIONAL PRACTICE** | |
| * Explicit pedagogy:   - Language learning (read/write/code study)  - Give a command  - rephrasing?  - practising oral expression (interactions, explanation, etc.)  - posters, display boards |  |
| * Integrating digital technology into practice |  |
| * Other adults in class |  |
| * Forms of teaching? : co-leadership teaching |  |
| * Arrangements for organising groups of learners: collective group, rotating workshops, working groups, pairs, etc. |  |
| * Oral/written phase equilibrium |  |
| * Structure of learning sequences (sessions, different learning times) |  |
| * Group and individual management/ Differentiation |  |
| * Treatment of error |  |
| **POSTURE OF THE STUDENT** | |
| * Share of activity/ autonomy |  |
| * Involvement in planning |  |
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| **EVALUATION** | |
| * National assessment programm?   - Steps? |  |
| * Evaluation: in what form (differentiated, self-assessment)? * How often? |  |
| * Student involvement in assessment? * Does the student know what is expected? |  |
| * What are the links between training needs and proposals? |  |
| * Taking evaluations into account in the daily routine of the class |  |
| * What kind of communication to families? * How often? |  |
| * What impact on the student’s career? |  |
| * What impact on the teacher’s career? |  |
| * What impact on the functioning of the school? |  |

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| **EDUCATIONAL FOCAL POINTS** | |
| 1. Written language / writing gesture  - Are some initial concepts prevent the children to learn/understand?  - Student engagement?  - Impact on professional actions and practices? |  |
| 2. Number and Calculation:  - Are some initial concepts prevent the children to learn/understand?  - Student engagement?  - Impact on professional gestures and practices? |  |
| 3. Place and methods of teaching foreign languages |  |
| 4. Place of Physical Education  - Organisation outside school time for sports  - Link to PE (Physical Education) in school |  |
| 5. Citizen Journey, Health, arts and cultural education, swimming, future, PE (Physical Education), sustainable development education |  |