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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?) |  |
|  |  |
|  |  |
| **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
 |  |
|  |  |
| **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
 |  |
|  |  |
| **MATERIALS USED** |
| * Tools of the teacher

(manuals, digital resources, etc.)* Freedom of education
 |  |
| * Student Tools
 |  |
| * Use of digital
* equipment present
 |  |
|  |  |
| **PROFESSIONAL PRACTICE** |
| * Explicit pedagogy:

- 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
 |  |
|  |  |
| **ASSESSMENT**  |
| * 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 |  |