



THE PEDAGOGY CORNER

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Decomartmentalize for better differentiation

In order to answer of "give each pupil accordingly to his needs" goal and to improve the learning differentiation, the pedagogical team is currently thinking about a decompartmentalizing system between the classes, more specifically in reading.



Decompartmentalizing is a schoolwork organization that "pulls the classroom's walls down" and allows the professor to teach other pupils than the ones usually assigned to him/her. In concrete terms, all the pupils, from CP to CM2, would be allocated in different groups according to their needs in reading and would join a workshop led by another teacher, around specially identified skills that will make him improve in reading. A more dynamic and precise way to handle the differences of level in the classes.

The schools that held this kind of system are giving really positive feedback regarding the progress and the self-confidence of the pupils, but it also enables the teachers to have a global vision of the pupils and have a distanced and more objective view on the children's skills. Moreover, decompartmentalizing leads to more experience sharing within the educational team and gives another dynamic to the class's everyday life.

If our school's spirit is to develop coeducation and erase the (real or imaginary) frontiers as much as possible between parents and school, it seems natural in that perspective, to also open our classes and make the teaching team's know-how pass around so that the pupils benefit at best from the time spent in class.

