

The Duisburg Project - School Development through Cooperative Learning

Vision

Concept

Project

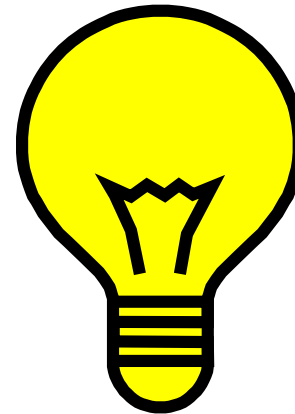
Results

Conclusions

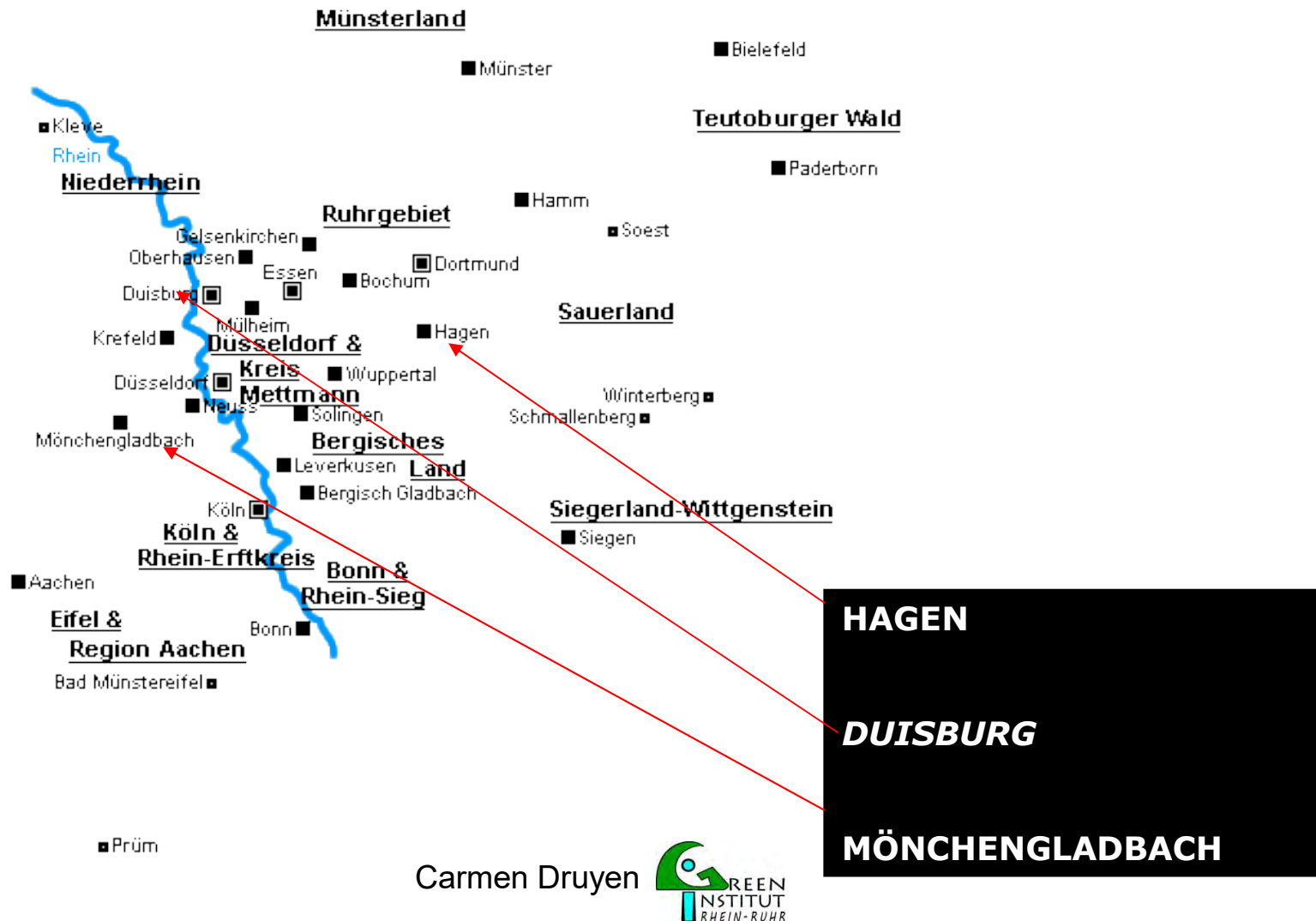
Enthusiasm

1996 Bertelsmann Price for Innovative
School systems for Norm Green

Trainings by Norm and Kathy Green



Cooperative Learning – where everything started in NRW



The Project in Durham (Canada)

It takes more than a few random cooperative activities to create an environment of successful teaching and learning.

Our Vision

Turn tourists into citizens!

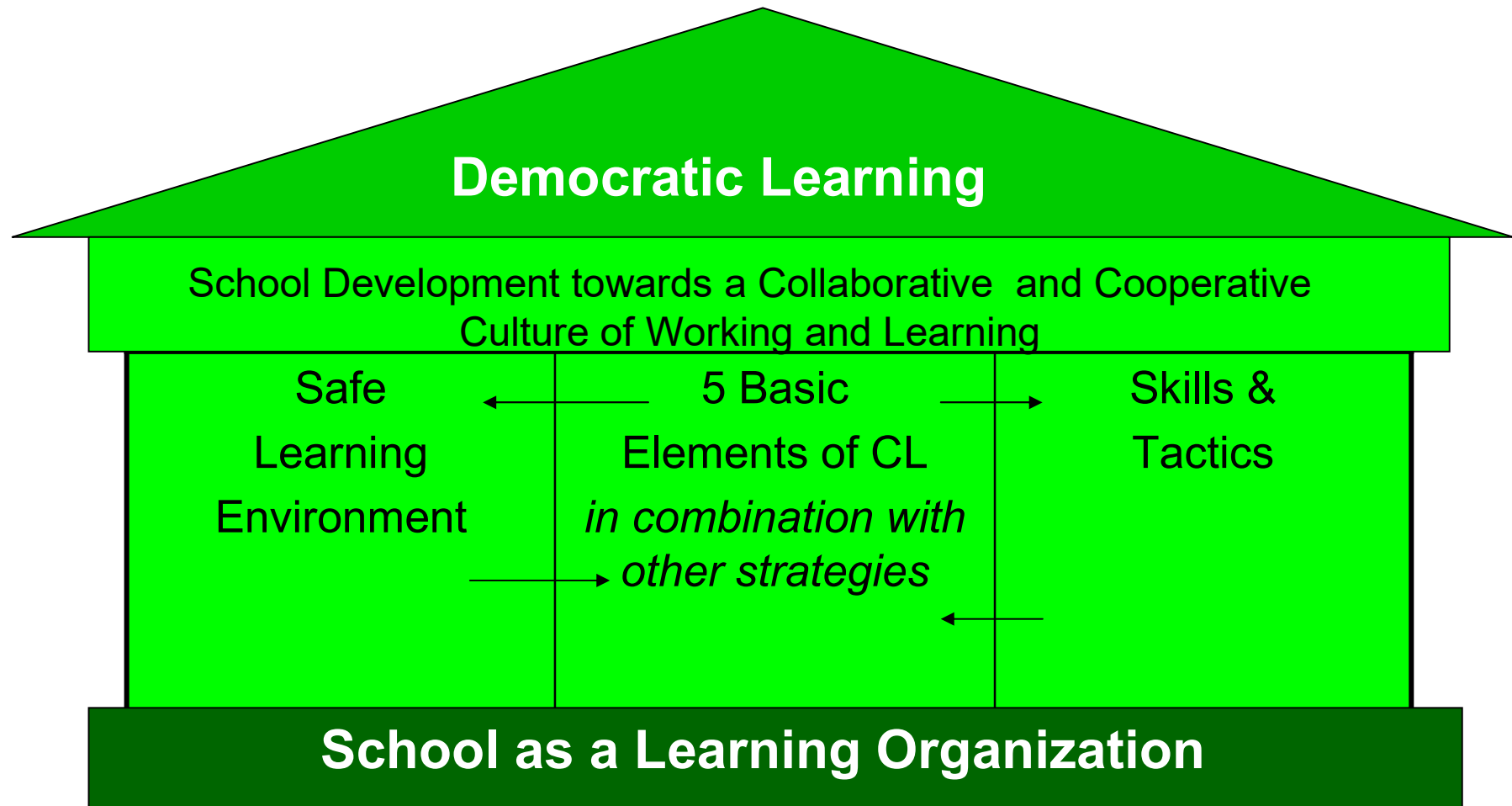
Our Belief

Cooperative Learning, as the combination of

- **academic** learning
- **social** learning and
- **individual** learning,

results in working and learning in **democratic structures.**

Our Concept



Resources from without





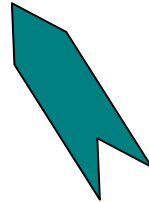
INSTRUCTIONAL
LEADERSHIP
programme



Teachers -
autonomous
learners



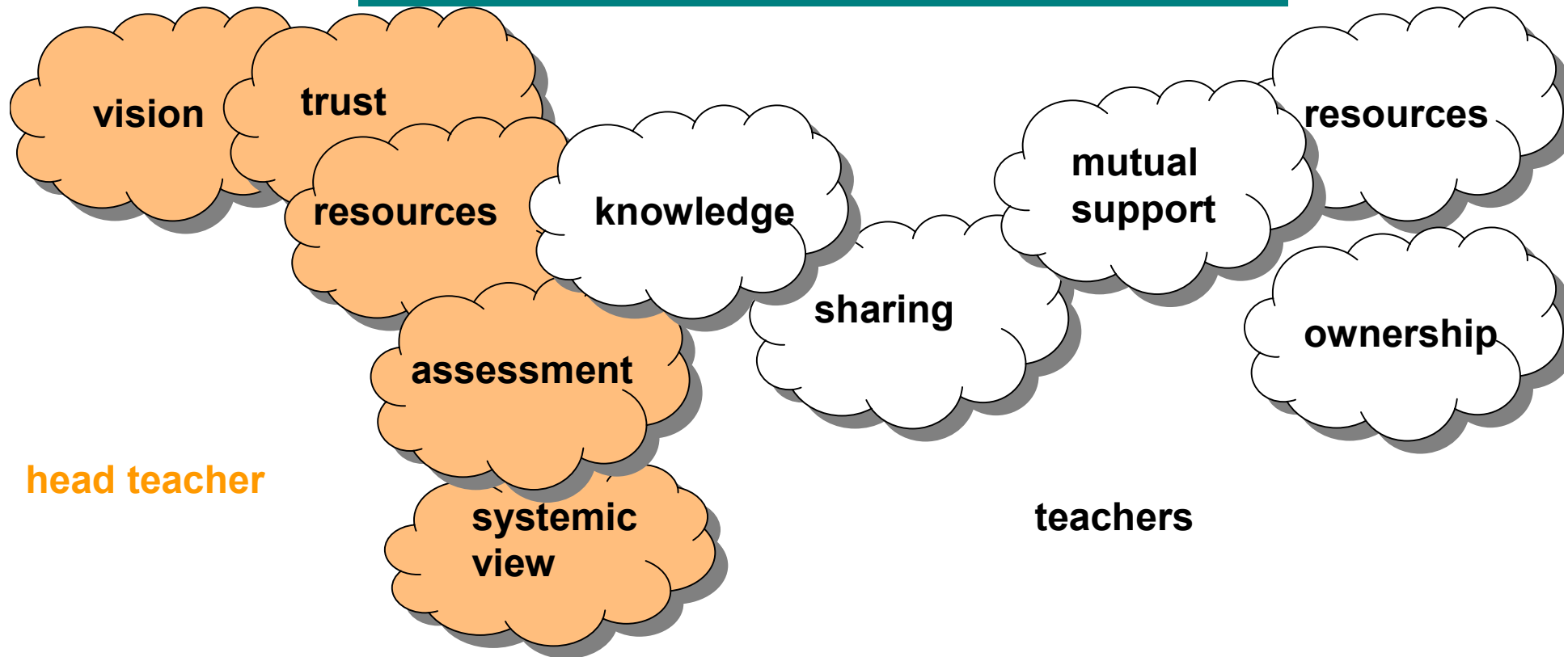
Students' -
successful
achievers



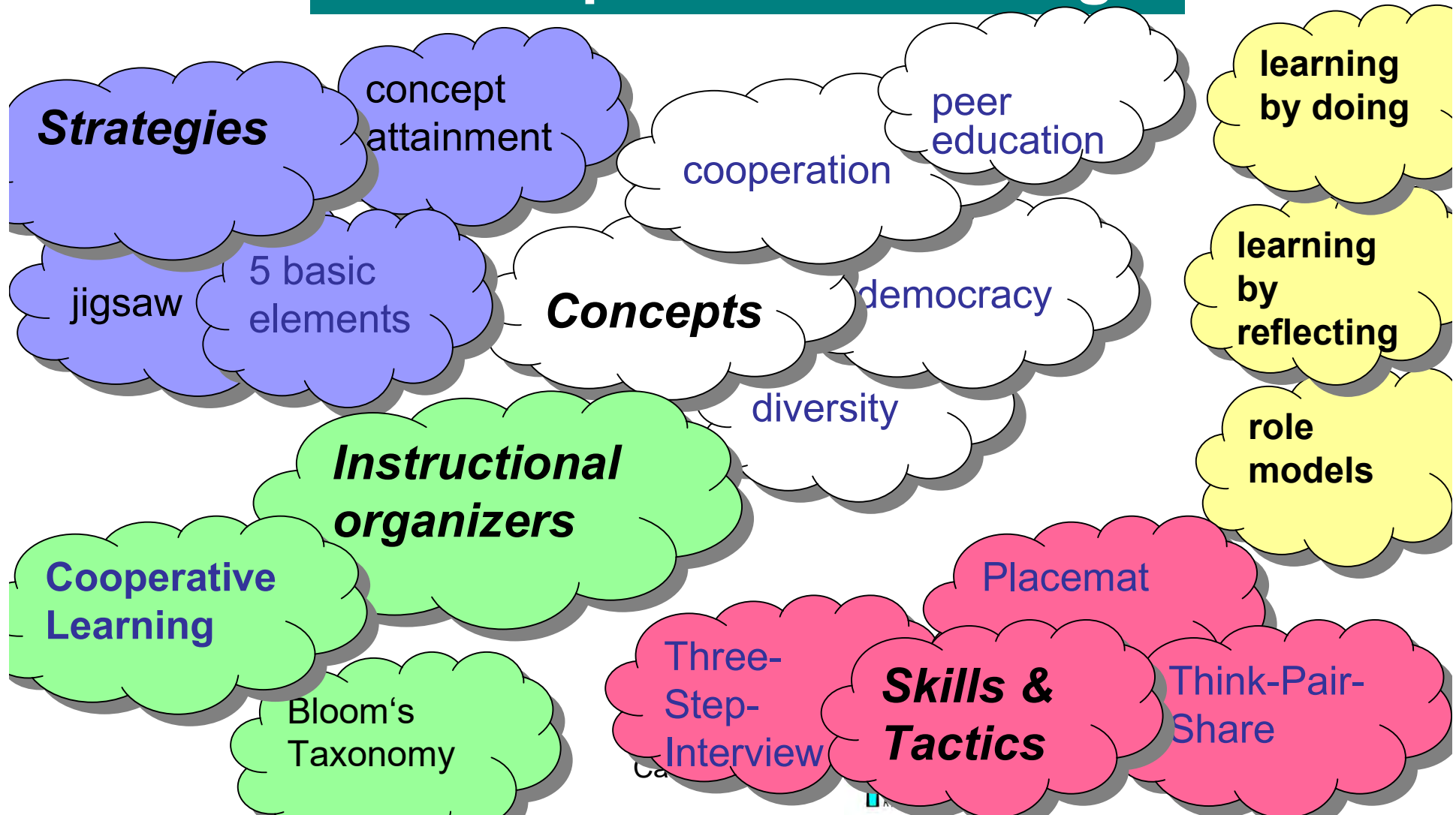
Head teachers -
committed
supporters



Resources from within



Instructional Improvement by Trainings in Cooperative Learning



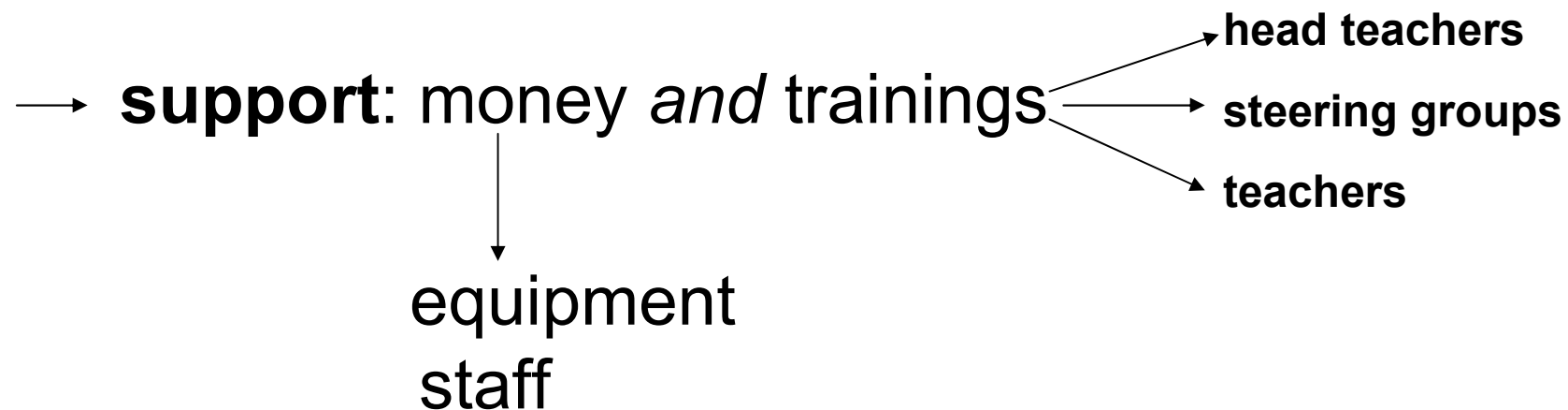
The NRW Project

2002 to 2008

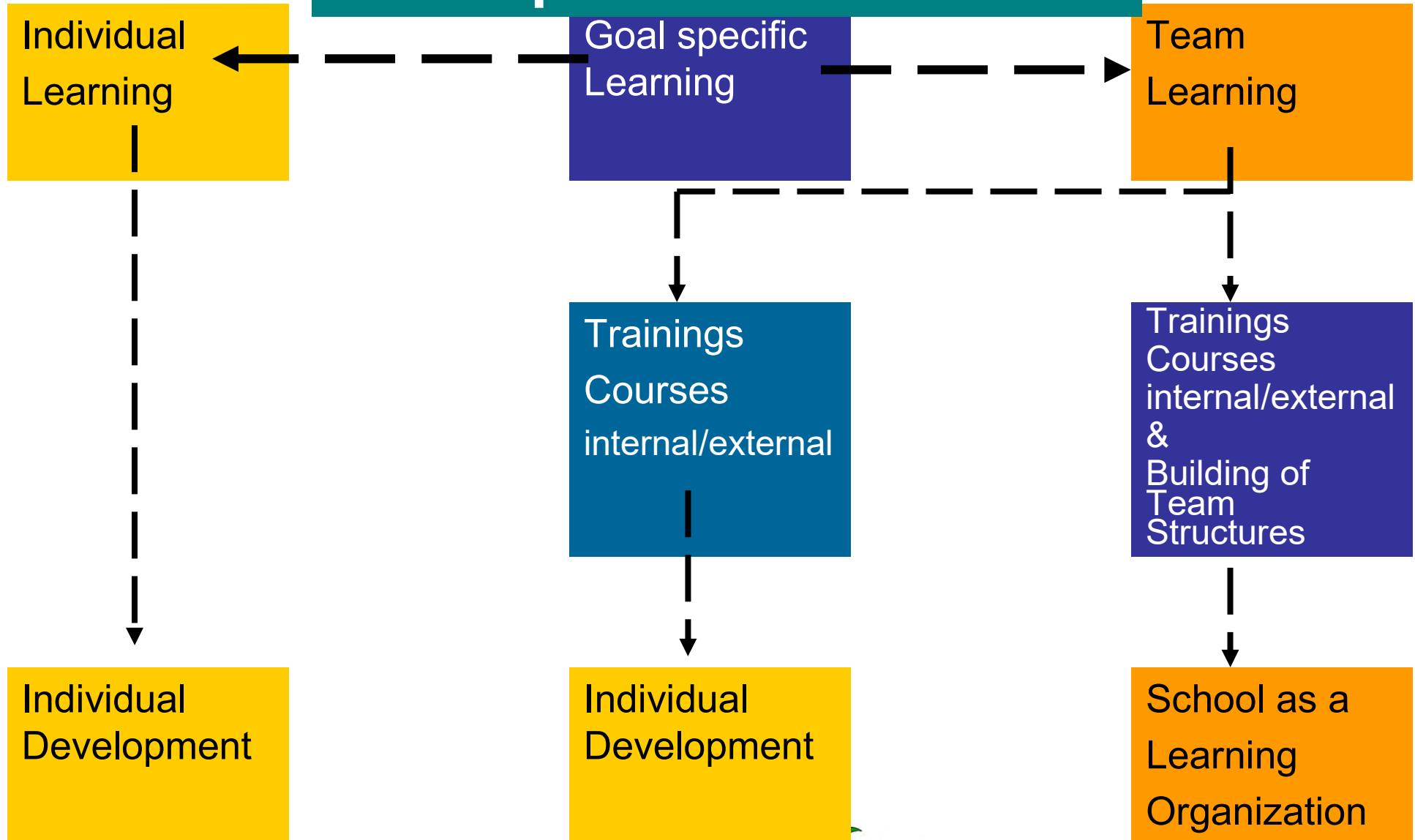


NRW ministry of education & Bertelsmann Foundation

→ **objective:** more independence to realize profiles
and build networks




Model of School Development



The Project

in Duisburg

	2002/3	2007/8	CL 2005/7
primary schools	1	7	-
secondary schools	2	11	-
comprehensive sch.	3	5	6
grammar schools	1	5	3
vocational schools	5	3	3
schools for children with special needs	3	7	3
	15 Carmen Druyen	38 	15

The CL Project

Short sample training sessions (4 hs)

- school leaders and
- members of steering groups and
- interested teachers



Two-days-trainings for teacher teams
(3-10 teachers from each school)
in total: **120 teachers**

Follow-Ups or Additional Trainings

- **More trainings for whole staffs**
- **2006-2007: Training of *multipliers* for schools to support school teams (3 teachers from each school)**
- **Support for initiative teams to establish meetings and opportunities for sharing in their own schools**

2008: End of Project

- change of Government → change of policies
 - the project was not extended to all schools
- trainings were not supported by Government / Board of Education any longer

Results



OR



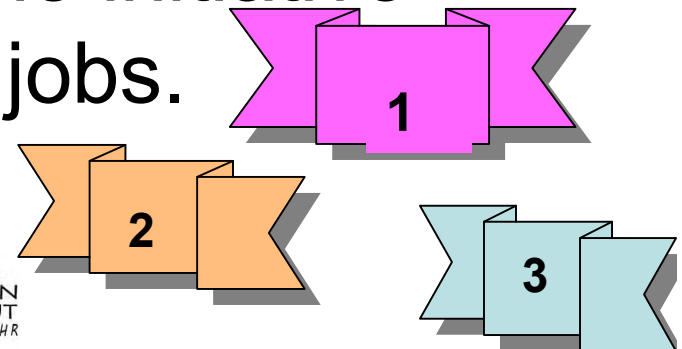
Beginning of a Grass Root Movement

- **Schools kept asking for trainings**
- **Training of 27 additional multipliers**
- **Training of 20 trainers (2008-2009)**
- **Contract with the Union (GEW)**
More teacher trainer trainings (ca. 100)
- **Foundation of the Green Institut Rhein-Ruhr to support trainers and multipliers**



The Remains of the Years (2014)

- **3 schools** in Duisburg have developed their schools into collaborative systems.
- *Many* teachers use CL in their own classrooms.
- Many of the teachers from the initiative teams got promoted in their jobs.



Conclusions

Levels of Use - CBAM

(Hall & Horde)

strategies tactics skills	good practice and developing mastery	team building	cooperative leadership	school develop- ment	regional network
Nonuse - Mechanical Use	Mechanical Use - Routine	Routine, Refinement & Integration	Integration supported by Leaders; employed by leaders	Integration by evaluation and change management	Integration & Renewal
Individual basis					

We did not get at changing the schools' culture.

No nation has got better
by focusing on individual
teachers as the driver.

see Fullan, 2011

Carmen Druyen

Whole System Reform

Four crucial elements for change

(Michael Fullan)

- continuous **improvement of instruction and learning**
- **intrinsic motivation of teachers and students**
- **team work**
- **allness**



No Investment in Social Capital No continuous Improvement of Instruction and Learning

No follow-up trainings at a regular basis

No support for team meetings

No trust but central testing

No long term goals and time for development

No supportive assessment but control

Accountability by using standards, rewards and punishment (Fullan, 2011)

→ **no** instructional improvement

→ **no** intrinsic motivation of teachers and
students

Lack of Intrinsic Motivation – Lack of Teacher Ownership

Increasing **charges**, **pressure** and
discontinuity

along with

dwindling resources, support and
acknowledgement

**Intrinsic motivation stands no chance
when the obstacles are too big and the
individuals feel left alone and exposed
to outward forces**

(Fullan, 2012)

Lack of Common Goal – Lack of Allness

Teachers obstructed others

- by overt or covert **resistance to collaborate**
- by **hampering** those who tried to make a change
- by **refusing** to take part in **assessment**

Team work and Allness, however, require a mutual understanding of the objectives and the will to work towards them *together*. (Fullan)

No long-term Policies

Elections and political change always lead to changes in education.



We still live in a wild world

Extinguish your predecessor's
decendants.

The Best Laid Plans.....



The shoes were too big for us to fill without external support (policy makers, strong networks)

Grass root movements can start the growing but without fertilizers

**I still
Have A
Dream**



Students - Ownership of their own learning

Head teachers

visions and goals

resources



allness

Teachers

ownership of
instructional
capacities



School Policy

money

time



respect



Democratic Schools