

# The Duisburg Project - School Development through Cooperative Learning

**Vision**

**Concept**

**Project**

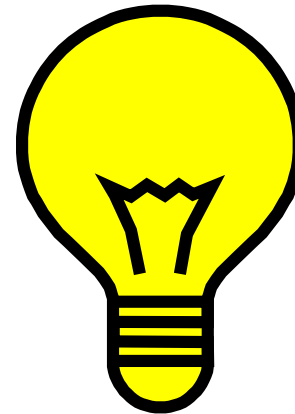
**Results**

**Conclusions**

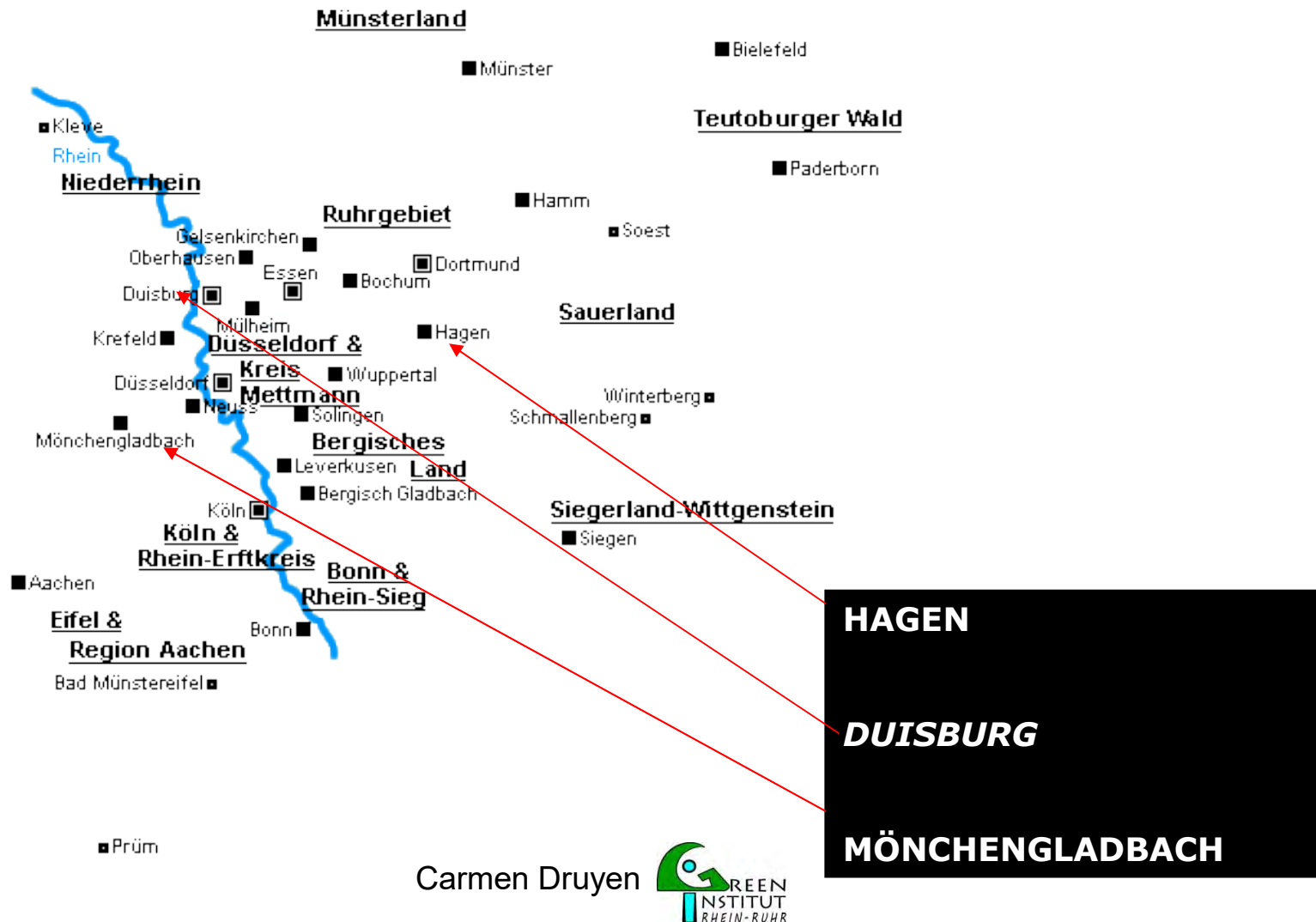
# Enthusiasm

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!**

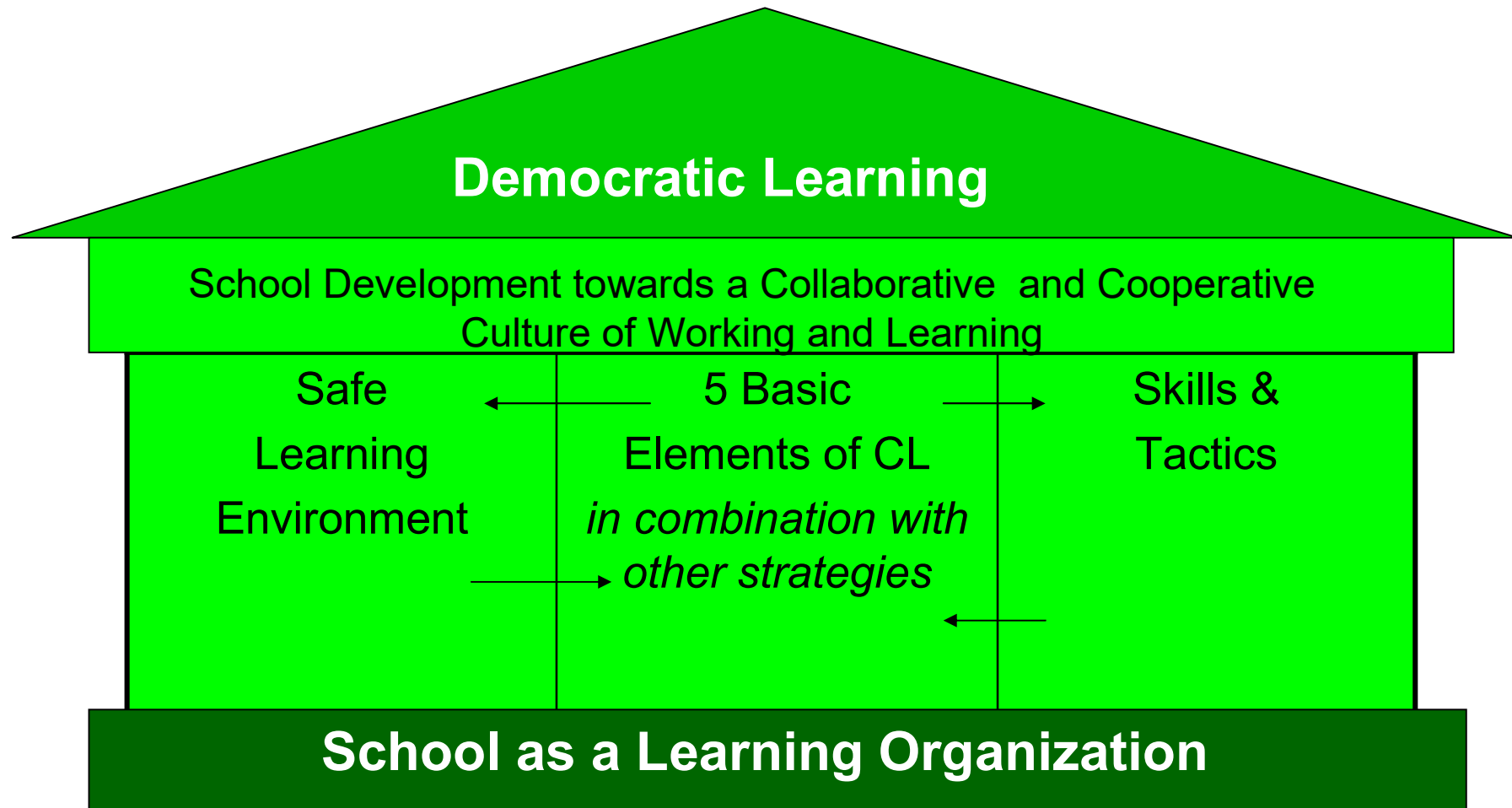
# Our Belief

**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



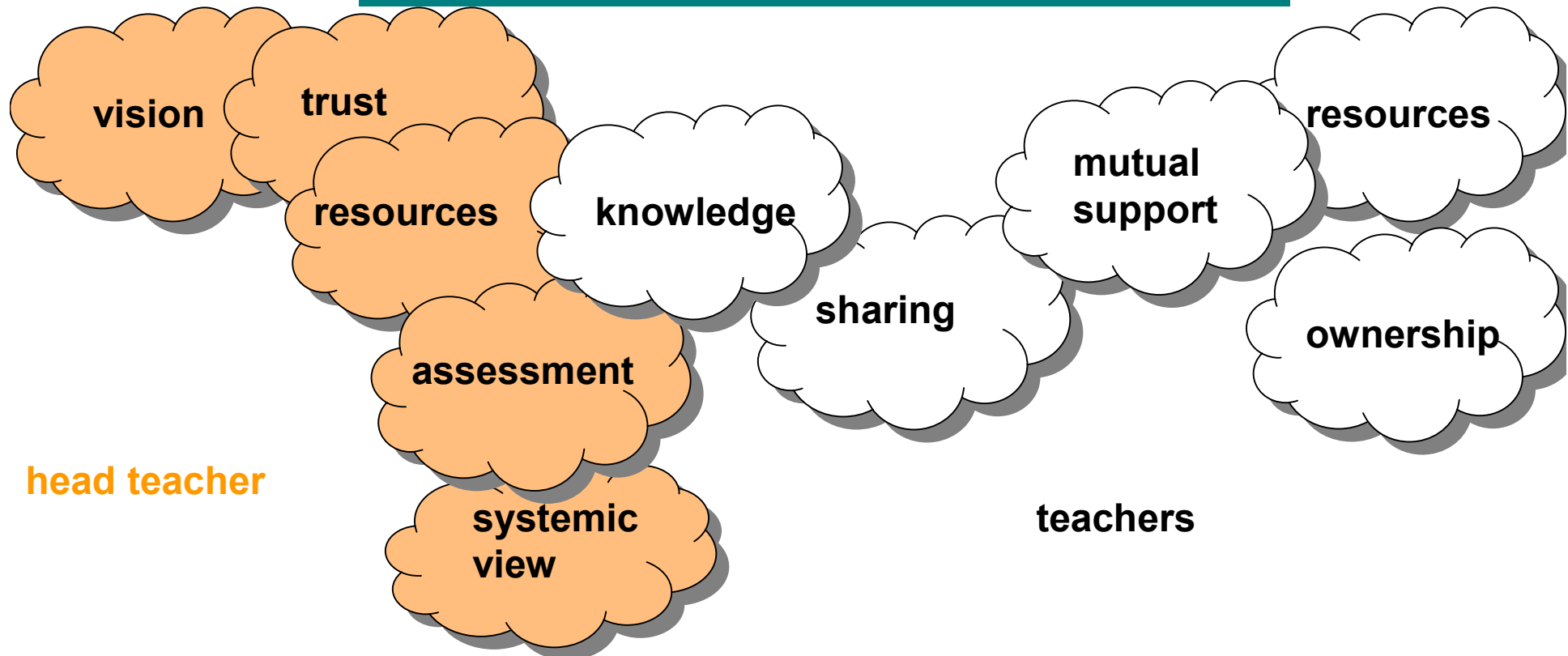
Students' -  
successful  
achievers



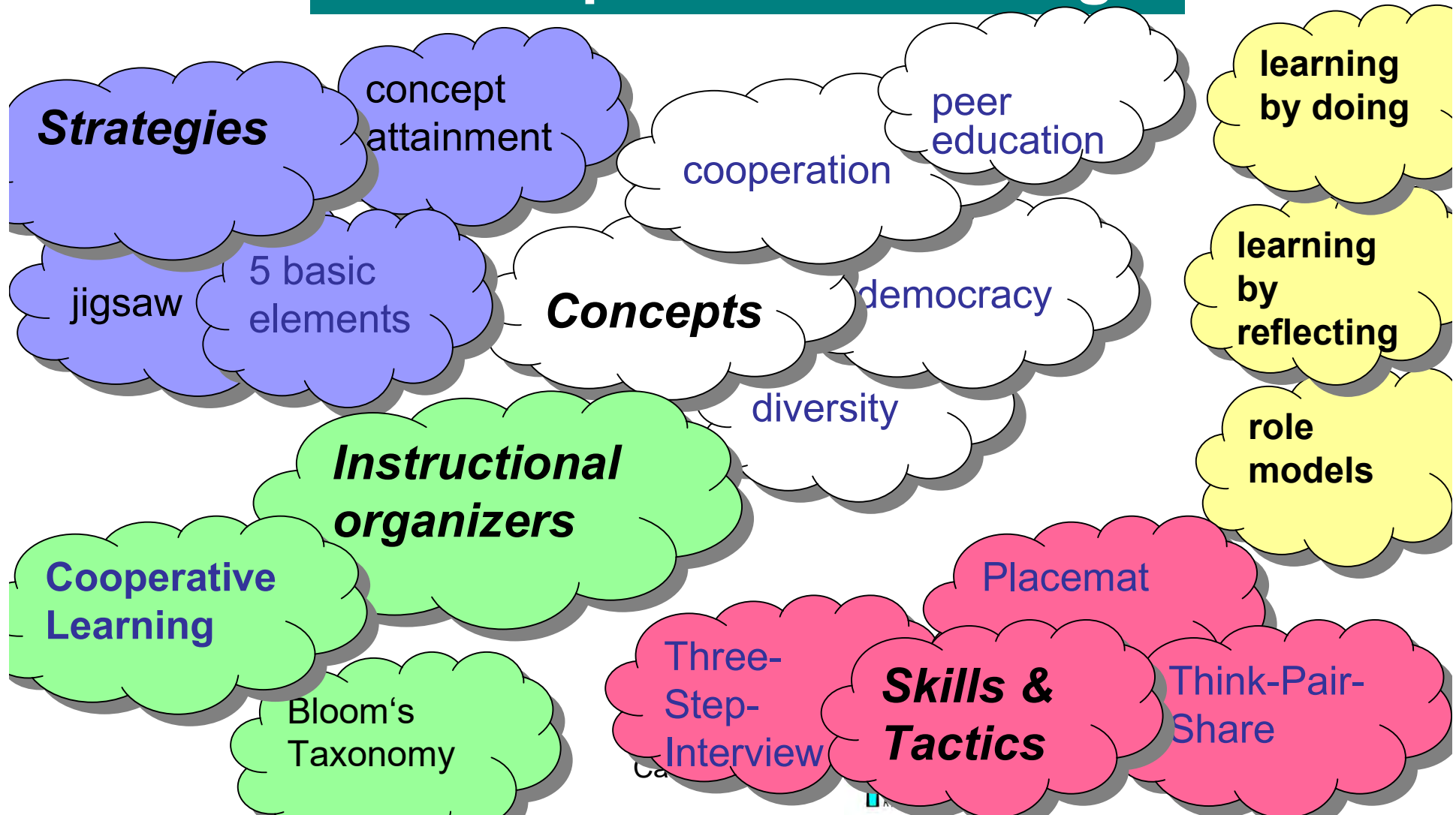
Head teachers -  
committed  
supporters



# Resources from within



# Instructional Improvement by Trainings in Cooperative Learning



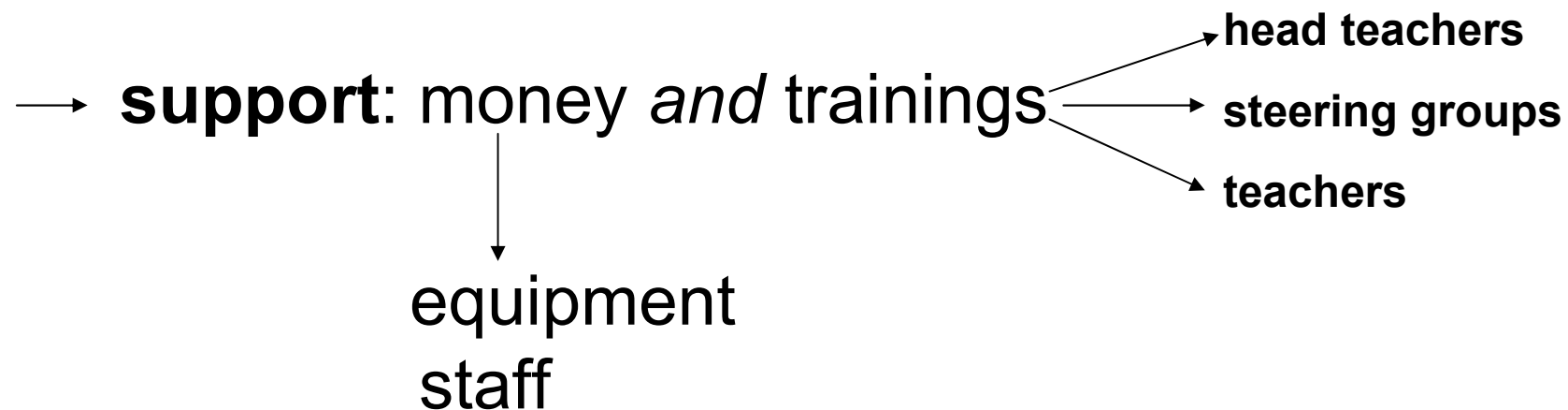
# The NRW Project

2002 to 2008

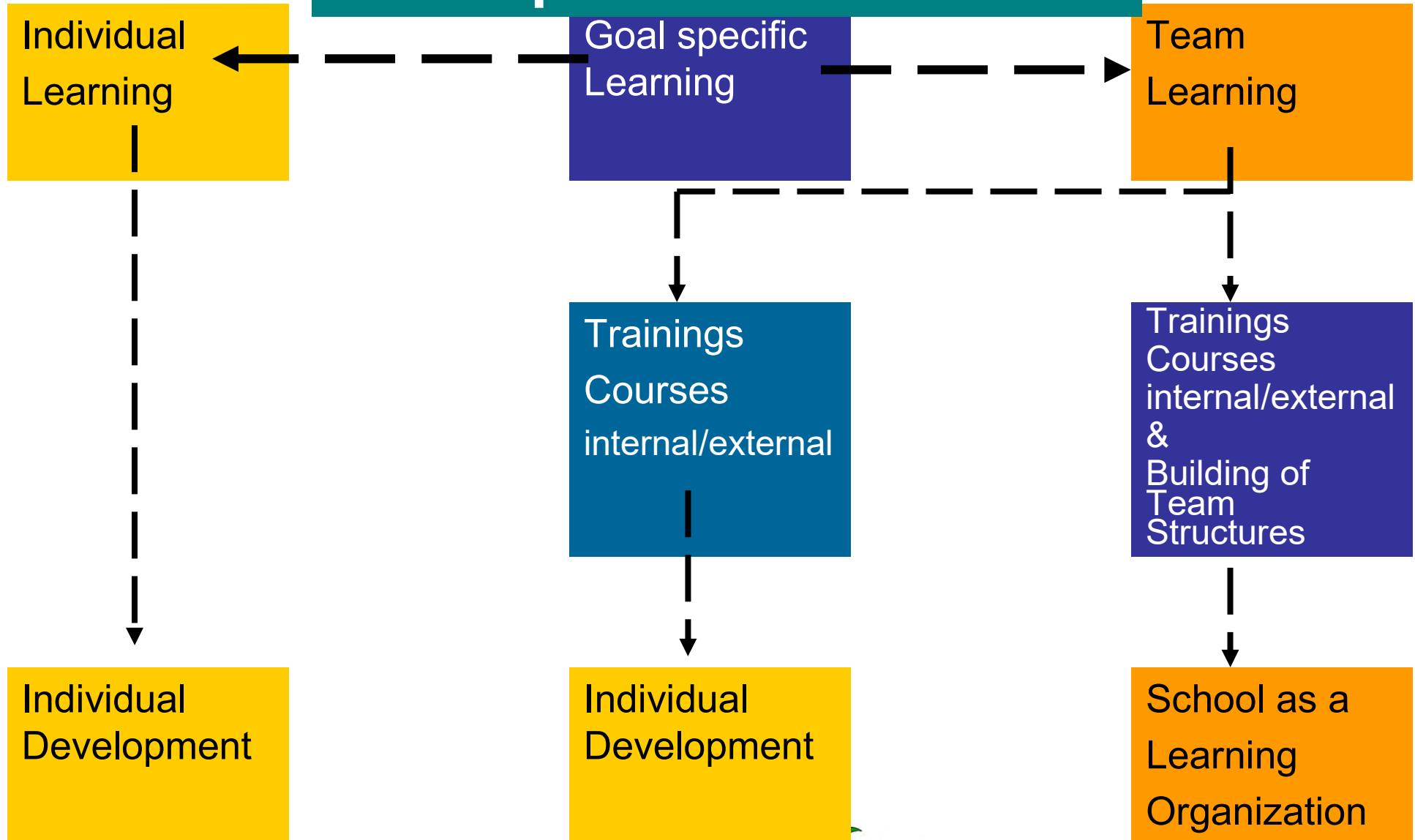


**NRW** ministry of education & Bertelsmann Foundation

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




# Model of School Development



# The Project

## in Duisburg

	2002/3	2007/8	CL 2005/7
<b>primary schools</b>	1	7	-
<b>secondary schools</b>	2	11	-
<b>comprehensive sch.</b>	3	5	6
<b>grammar schools</b>	1	5	3
<b>vocational schools</b>	5	3	3
<b>schools for children with special needs</b>	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



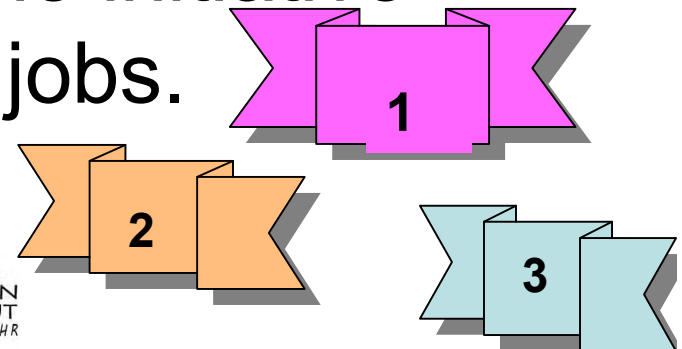
# Beginning of a Grass Root Movement

- **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**