

TILÉKOL SAINTE-MARIE

ASHOKA EDUCATION



THE PROJECT IN A NUTSHELL



«REINVENT THE EVALUATION METHODS IN PRIMARY SCHOOL TO GIVE THE CHILDREN THE DESIRE TO LEARN WITHOUT PRESSURE OF THE RESULT AND TO DEVELOP THEIR SOFT SKILLS»



CHALLENGE

The project is based on the observation that the traditional evaluation system in education often lacks clarity and highlights student successes. The point-rating system puts students in quantitative logics without taking into account the transversal skills developed. Moreover, the evaluation by points undoubtedly creates a logic of comparison between the pupils which is generally not constructive in the long term. Finally, the standards imposed by this system correspond poorly to the specificities of the children in differentiated coaching for which this project was imagined.



PROJECT

The project aims to rethink the way in which primary school pupils are evaluated in differentiated coaching by putting in place tools to evaluate progress thanks to an adapted version of the «Tilékol» software. Assessment moments focus on the multiple stages of the child's learning process. Students work independently, self-assess and evaluate themselves by the teacher when they feel ready. The ultimate goal of the project is to make students want to learn without pressure of the result and to develop skills and know-how in the child.



STAKEHOLDERS

The team: involve the other teachers of the school in the process allows to keep a coherence in the evaluation mode between different classes and different levels.

The school management: having the support of management is therefore essential for a comprehensive transformation of the school's evaluation system.



WORKLOAD

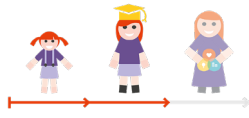
This project also aims to limit the workload and optimize evaluation times. However, better count a few hours for the handling of the tool and the preparation of the class workshops.



RESOURCES

The Tilékol computer tool, developed by Professor Michel Samacoïts, is available online for free for any teacher on www.tilekol.org. The Tilékol Sainte-Marie team has also developed an adapted version of the tool in the Belgian context that can be downloaded free of charge.

HOW TO IMPLEMENT THE PROJECT IN YOUR SCHOOL



1 - CREATION OF THE TILÉKOL GRID

Before the start of the school year, complete your Tilékol grid with the subject competencies of the program and the transversal skills or «know-how» of the students to be assessed.



2 - PRESENTATION OF THE NEW SYSTEM

At the beginning of the school year, take the time to introduce this new system to children. Introduce also the «autonomous workshops» that they will be able to choose from, along with the instructions for each one.



3 - SETTING UP AUTONOMOUS WORKSHOPS

Beyond a tool, the project consists of a new approach to personal work. The class space is divided into several areas corresponding to different subjects. Every day, at least a 50-minute time slot is dedicated to stand-alone workshops.



4 - EVALUATION WITH THE TILÉKOL GRID

When they feel ready, students can evaluate themselves and ask the teacher to evaluate them on a workshop of their choice. They are free to be evaluated as many times as they wish until they reach the desired skill level.

Children choose their activity independently and the teacher circulates between students to ensure that there is learning that is created by managing possible blockages. This format, common in kindergarten, is here applied in continuity in all classes and all levels of primary education as well.

In the evaluation grid of Tilékol Sainte-Marie, the red color and the «not acquired» have definitely disappeared! In their place, three skill levels and three colors: **Yellow** > to acquire; **Blue** > in the process of acquisition; **Green** > acquired. At these three levels of competence is added the option «not yet evaluated».



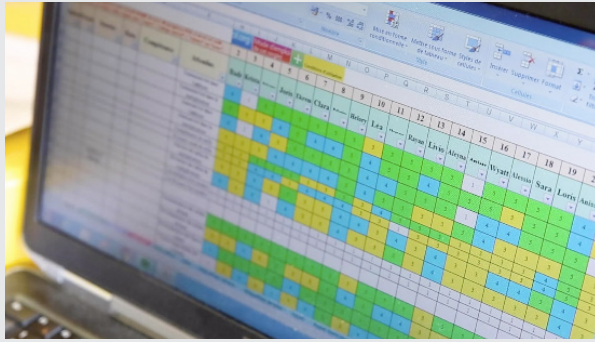
5 - FOLLOW THE EVOLUTIONS

At the end of each term, students receive a notebook on their progress. It is also shared with parents at parents' meetings and contains the history of progress on the different skills identified (program and cross-curricular). This version accompanies children throughout their work and can return home daily.

Printed in paper version for each student, the progress book allows them to know and recognize their strengths and weaknesses but also to strengthen their self-esteem by being proud of the results achieved throughout the year!



PREREQUISITES FOR THE PROJECT



Accepting a change of outlook on the evaluation system can be difficult and challenging for some teachers as it can be opposed to their own **beliefs about the concepts of success / failure**. Taking the time to align with a core group of committed teachers who share a vision is a key element of success in gradually **developing common and inclusive values around the project**.

Moreover, knowing the basics of Excel is fundamental to manipulate the Tilékol spreadsheet tool. Taking the time to upgrade the entire teaching team on this tool seems like a must!

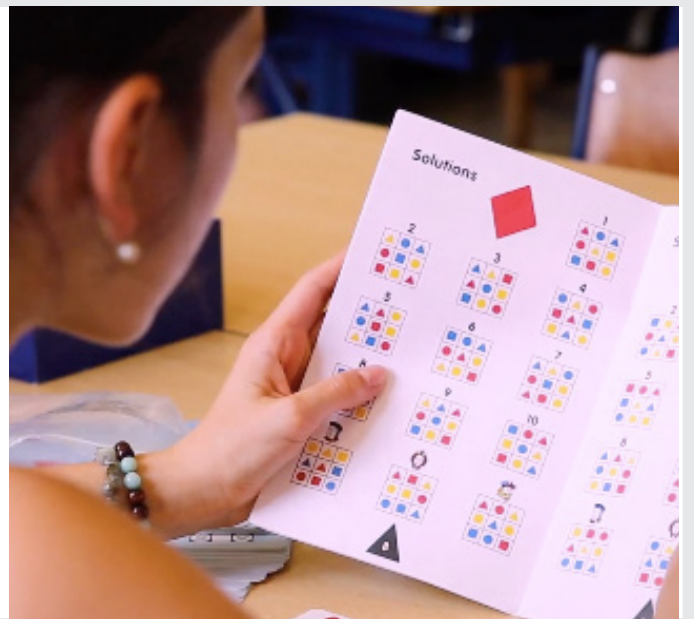
BEST PRACTICES AND LESSONS LEARNT

A HYBRID FORMAT

The transition to autonomous workshops can be disruptive for some. Do not forget to keep elements of the traditional teaching in the schedule of the day. Insert autonomous workshops step by step in the schedule in order to allow a gradual adaptation for both students and teachers.

REGULATION & SELF-ASSESSMENT

As with any project, it is essential to regularly evaluate the strengths and weaknesses of the model. It involves team moments to gather the needs of each one, unlock the issues and invite each teacher to think about her experience with the tool. Everyone can then share what works well in the existing version and what could be improved.



RESILIENCE

Pay attention to the fact that the results are not always immediate nor up to expectations (!) It is essential for the success of the project to give yourself the time to learn, to bounce back and to adapt as you become aware of the limitations of the method. It's a paradigm shift that takes a long time and demands resilience!

THE ROLE OF PARENTS

Comme souvent, il est essentiel d'impliquer les parents au plus tôt dans le processus en les invitant régulièrement et en leur expliquant les objectifs de ce nouveau système. Certains risquent d'être perturbés ou inquiets. Ne négligez pas l'importance de faire de la pédagogie avec eux également pour qu'ils comprennent l'utilité de ce système d'évaluation et puissent s'en faire le relais à la maison.

MORE INFORMATION TO GO FURTHER



CONTACT

Meet the project owner
Jérôme Dufrasne
direction@esmchatelineau.be

VIDEO

Discover the story, the participants
and the backstage of the project on
video:

[www.ashoka.org/be-en/
edunnovation](http://www.ashoka.org/be-en/edunnovation)

