

Redefining relationships in the learning space – Part II

This presentation focuses on the nexus between stakeholders and the learning space. It focuses on the empirical journey that led us to give full autonomy to the teachers in the learning space.

For budget reasons, it is not possible for us to recruit teachers on full time positions. We started contracting self-employed teachers. The undeniable advantage was the flexibility that short-term contracts offered.

However, there were here some compliance issues with the French labour code.

It was recommended that we move from a contracting approach to an outsourcing approach ie purchasing teaching services.

For us, this meant an important mindset shift from employers to intermediaries between the decision-makers (military chain of command) and the assignees (the companies that sell teaching services).

In this new administrative pattern, we could no longer position ourselves vis-à-vis the teachers as decision-makers in a vertical hierarchical structure.

We became talent spotters, scouts, selectors.

From there, the next step is to completely review our management style because the teachers had moved from being our work force to being the content creators.

Content creators need to be treated as independent decision-makers – we entrust them with the mission.

We realised that we tend to ignore the nexus that exists between the teacher and the learning outcome.

The teacher is the one who knows his students better than anyone else and who masters and understands the learning outcomes.

This means the teacher can own the learning space better than anyone else.

And that is how we identified this idea of emancipation.

Emancipation in the learning space is the teacher freeing himself from all external ownership in order to have the necessary space to create the appropriate content and lesson plans.

Pedagogical thinking must first and foremost focus on the relationship between the teacher and the decision-maker to create some much needed autonomy for the teacher.

It became obvious to us that pedagogy isn't limited to the relationship between teacher and student but it must also encompass the relation between the teacher and the decision-maker who sets the learning outcomes.