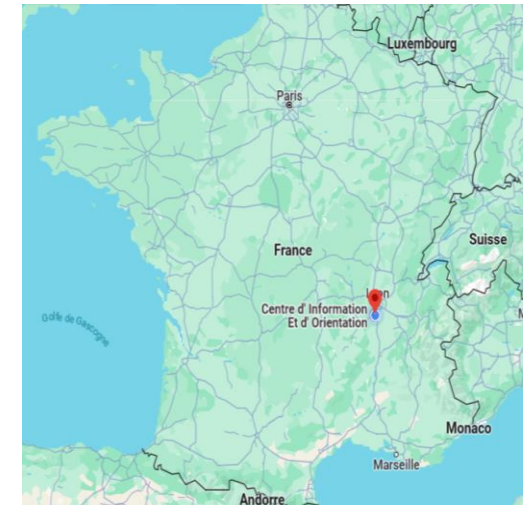




CIO GIVORS

Information and Guidance Center
6, rue Jacques Prévert – 69700 Givors





We have an office base (CIO Givors) and travel locally to middle and High schools.



What is PsyEN (National Education Psychologist)

- Since September 2017, national education psychologists have replaced school psychologists and guidance counselors-psychologists “COP”.
- It includes two specialties with redefined missions:
 - The specialty “Education, development and learning” practice at the primary school.
 - The specialty “Education, development and advice in academic and professional guidance” working in CIO “Information and Guidance Center”, practice at the middle school or high school.

Main functions and tasks

- In collaboration with educational staff, create and implement prevention programs to tackle common school problems, such as dropping out and bullying.
- Promote academic achievements.
- Collaborates with students to identify career aspirations and academic goals; provides information and answers questions related to college applications and career choices.
- Help students to stay on task and mentally healthy. Encourage wellbeing.
- Help children and students of all educational levels manage social, emotional, behavioral, and learning problems.
- Collaborate with educational staff to create coordinated plans.
- Guide parents in facilitating children's progress.

What is PsyEN (National Education Psychologist)

Middle School

- A PsyEn may take on similar student issues at the middle school level. This group often includes students from grades six to nine.
- The onset of puberty during this stage of development may bring new concerns, including relationship issues, body image, sexual troubles, self-harm, and friend disagreements.

High School

- Psyen in high schools may be based on academics and future plans for grades ten through twelve.
- Psyen aid students in making choices regarding their future careers and college education.
- The focus is to prepare students for their life beyond school and help students identify abilities and interests.

What is PsyEN (National Education Psychologist)

Qualifications

To practice as National educational psychologist in the France you must:

- Have achieved a psychology degree (5 years after High school)
- Be registered with the Health & Care Professions Council (ARS), which involves training at postgraduate level.
- Be eligible in the written and verbal test (recruitment).
- You'll then need to complete your training for a year with:
 - a qualification: CAF –Psyen certificate of the fonctions of Nationale educational psychologist (part-time)
 - And you'll have a supervised practice in an accredited local authority educational psychology service (CIO).
- You'll also need to complete a substantial piece of research and a dissertation.

Working hours

- Working hours are usually 35 hours per week, Monday to Friday (27h in schools). This can include some evening work for parent-teacher meetings. Flexibility is common.
- There are opportunities for part-time work, career breaks and job-sharing.



Exemple of Practice in Middle School

Working School perseverance

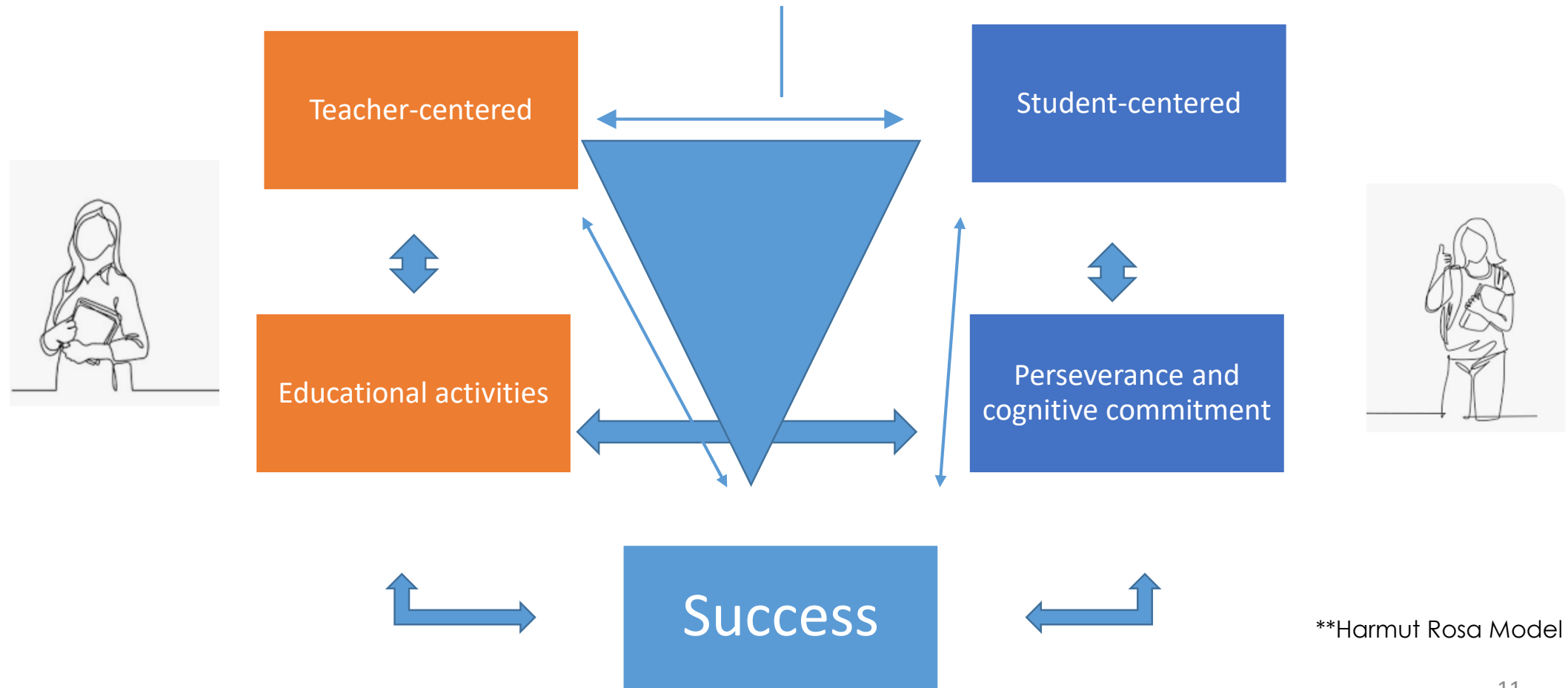
- Despite the requirements of compulsory education in France through age 16, a startling number of students continue to dropout from high school every year.
- As part of their missions, National Education psychologists participate in preventing school break-ups and in remediating school dropouts.
- School perseverance, is therefore the best approach to encourage young people to pursue their studies and succeed.

Working School perseverance

- There are numerous benefits to having perseverance.
 - It helps you develop good habits, such as studying regularly or completing assignments on time.
 - It gives you determination when faced with challenges or setbacks, like an unexpected test question or an illness that keeps you from going at school..

Intervention Areas

School as resonance space **



**Harmut Rosa Model (2018)

Intervention Areas

- The first, preliminary step consisted of presenting the project and initial actions to the main teachers and the principal of the middle school.
- The school principal transfer the communication to the parents.

Intervention Areas

- **Teacher-centered**

- Positive teacher-student relationships lead to increased cooperation and engagement in the classroom.

Positive learning environments and engaging instruction help all students achieve success. Caring and emotionally supportive classrooms are particularly important for students who have had challenging life and/or school experiences.



Intervention Areas

Caring teachers...

- Show interest in students' welfare
- Respect students' perspectives
- Tell students they can succeed
- Know students' academic and social needs
- Recognize students' academic and social achievements



Intervention Areas



- **Teacher-centered**

1. Classroom observation:

Teachers attitudes and beliefs can impact students opinions and actions.

-We observed classroom instructional practices in math and reading (collected and analyzed field)

-Notes of teacher-student relationship

Putting yourself in a student's shoes.

Grille d'auto-évaluation du professeur en classe				
Exemple de grille à offrir en auto-évaluation par le professeur afin de prendre conscience de ses pratiques et de ses attitudes au niveau pédagogique, à différents moments de l'année	1	2	3	4
Organisation - Je mets en évidence les objectifs du cours - J'ajuste bien mon cours en fonction des objectifs prévus - J'utilise le tableau - J'organise les éléments du tableau - Je prépare un moyen d'introduction de chaque phase du cours (dans des lettres le point de vue théorique, éventuellement théorique) - Je résume ce qui a été appris à la fin de chaque phase du cours - J'utilise des tableaux objectifs en fonction de l'objectif				
Gestion du temps des différentes phases du cours - Je fais attention aux signaux d'attention - Je gère bien le temps imparti pour chaque phase du cours - Je fais appel aux différentes compétences à chaque cours - Je suis les activités à un rythme raisonnable				
Utilisation de matériel pédagogique - Je prépare bien mon matériel avant la séance (manuels, notes, vidéo, etc.) - J'utilise différents supports pédagogiques (manuel, vidéo, tableau, etc.) - J'utilise le tableau à bon escient - J'utilise des documents authentiques - J'utilise la méthode phonétique - J'utilise le cahier d'exercices à bon escient				
Assise linguistique et phonétique du professeur - Je m'occupe avec attention avec la langue orale et écrite - Je fais des efforts pour corriger certains défauts phonologiques - J'utilise des variations de rythme - J'utilise des variations d'intonation				

Critères d'évaluation de compétences				
Exemple de grille à offrir en auto-évaluation par le professeur afin de prendre conscience de ses pratiques et de ses attitudes au niveau pédagogique, à différents moments de l'année	1	2	3	4
Aspects cognitifs - Je suis capable de poser la question et d'expliquer les apprentissages - Je suis précis et disponible auprès des apprentissages - Je suis capable de me mouvoir pendant une leçon - J'utilise différents types de questions (ouvertes, fermées, simples, ...) - Je vérifie la compréhension de l'apprenant - Je reformule mes questions (différentement en cas d'incompréhension) - Je cherche non seulement sur l'apprenant - Je cherche à faire réfléchir les apprenants en évitant de me précipiter comme observateur de l'apprenant				
Stratégies correctives - J'explique l'apprenant à se corriger lui-même à l'oral - J'ai les apprenants à corriger les autres à l'oral - Je fais appel à des exercices de phonétique corrective en classe - Je laisse parler les apprenants sans leur couper la parole - Je corrige bien l'apprenant si la classe n'est pas perturbée - Je fais appel à des exercices de simulation à l'écrit				
Utilisation de son verbal, sélection et sélection de l'écriture de l'apprenant, engagement dans la classe - J'utilise un ton agréable et enthousiaste - J'utilise mon verbal et le langage corporel (gestes, mimiques) - Je cherche à impliquer le verbal d'apprenant avec les apprenants - Je me situe dans toute la classe - Je sollicite l'attention de l'apprenant				
Classe - Je donne des exemples pour l'écriture et l'oral (l'apprenant) - Je définis les termes complexes et les vocabulaires complexes - Je donne des exemples des apprenants pour l'apprenant (pour le cours support ou via un média vidéo (jeux, films, animations)) - Je donne des exemples pour l'écriture et le langage corporel - J'utilise un langage clair, facile à comprendre - Je suis bien entendu, visible au fond de la classe - J'utilise les outils de la classe - J'utilise différents supports				
Interaction - J'encourage les élèves en interagissant personnellement - Je stimule tous les élèves (même les plus faibles) - Je fais participer une grande partie des apprenants - J'utilise des questions pour qu'ils expliquent les différents de l'apprenant (questions plus ouvertes à chaque fois de l'apprenant) - Je sollicite l'attention de tous les élèves				

Commentaires du cours avec l'auto-évaluation et l'observation :				
Points forts / Points faibles	1	2	3	4

Intervention Areas

- **Teacher-centered**

2. Meeting with teachers:

- Concerning student motivational dynamics, I noticed a considerable relaxation on their part in the perception of the value of the activities proposed. The absence of academic motivation and lack of interest is also likely to be reflect in students neglect of their studies.
- Impact of teacher attitude and teaching approaches on student demotivation (feedback, non verbal languages)



Intervention Areas

- **Teacher-centered**

2. Meeting with teachers:

Only by dealing with the multidimensional nature of motivational forces will we be able to help our academically unmotivated children.

Teachers need to recognize the potential additional benefits of externally triggered situational interest, extrinsic motivation, and performance goals.



Intervention Areas

- **Teacher-centered**

2. Meeting with teachers:

How to increase students motivation and decrease demotivation?

- What is possible to do with all the profiles in this class?
- How can we mobilize interest in the task (e.g. project Based Learning (PBL), competitions, etc.)?
- How can we value efforts and work (reinforcement, enhancement, make students feel encouraged, etc.)?



Intervention Areas

- **Student-centered**

Effect of Academic self-efficacy on Perseverance

Based on the Self-Efficacy theory of Albert Bandura (1977) who placed it within the framework of Social Cognitive theory.

Academic self-efficacy beliefs influence students academic and career choices, as well as motivational factors and learning strategies promoting effective academic success.



Intervention Areas



- **Student-centered Objective**

This action aimed to increase academic self-efficacy in students.

Methods:

At each session, creation of 3 subgroups of 4/5 people.

Part 1: Students must answer the following question: what are all the behaviors and attitudes that enable academic success.

-A member of the subgroup notes the elements mentioned in response to the question (planning academic activities, learning strategies, stress managements, management of relationships with teachers...).

-Presentation of the reflections of the different groups.

Intervention Areas

- **Student-centered**

Part 2:

Everyone receives a list of school subjects. Individually, in front of each discipline, the students evaluate their level of success in the first semester of this year.

They indicate whether or not they like the subject, what attracts them, or what they do not like about it, their objectives to achieve at the end of the year.

Each student presents their remarks and evaluations to their subgroup.

The group discussed, evaluates and proposes areas for progress for everybody (in terms of results, relationships with classmates and teachers).



Intervention Areas

Academic self-efficacy

First name: _____ Last name: _____

1. Individually, state the objectives to be achieved in each subject at the end of the year.

School Subjects	Goals
French	
LV1: English	
LV2: Spanish, Italian, German	
History-geography	
Technology	
Mathematics	
Physics-Chemistry	
Science	
Physical Education (P.E.)	
Music	
Art	

2. Formulate two behavioral or efficiency objectives that you believe you are capable of achieving and to which you are ready to commit.

1. _____

2. _____

- **Student-centered**

Part 3:

The exercise ends by asking everyone to formulate in writing two behavioral or efficiency objectives that they consider themselves capable of achieving and to which they are ready to commit.

Intervention Areas



Part 4:

Evaluation of academic benefits and academic achievements.

The results revealed that the students self-efficacy has an impact on their learning-related emotions and metacognitive learning strategies, and these, in turn, affect the students' academic perseverance”.

Intervention Areas

- **Student-centered**

2. The tree of perseverance: building a symbolic everyone would participate:

The students with the main teacher answer questions “my project for the future”:

- My strengths to get there
- What I need to improve
- Who I can lean on

Every student hang the leaf of perseverance in the tree located in the main classroom.



Thank You

