

# Axis 4: Creativity and innovation

## Cooperative teaching relationship

### Research objectives

Understand the process of **establishing and maintaining a cooperative teaching relationship** in the classroom by CEGEP teachers, based on St-Arnaud's model of professional interaction (1995, 2003, 2009).

- Identify strategies and specific essential elements.
- Identify limitations.

### Methodology

Multiple case study:

Teachers previously trained in the five rules of cooperation (St-Arnaud, 2003, 2009) and applying them in the classroom.

In-class observation, video, self-confrontation (single and cross), journals.

### Results



#### Partnership

Establishes a common goal at the beginning of each course; uses the words "together," "we"; clarifies respective areas of competency if required.

#### Dialogue

Maintains the relationship; structures the meetings with the learners; establishes rules of the game, roles, and intentions; seeks prior consent.

#### Variation

Alternates equally between communication channels: reception, facilitation, maintenance of relationship, content information; uses empathic decoding: perception of facts, ideas, intentions.

#### Non-interference

Recognizes the power that both the teachers and learners have; shares power.

#### Accountability

Refrains from making value judgments; encourages informed choice; stimulates resource mobilization; respects needs

**Invites learners to develop their autonomy and their commitment to success**



**Teacher who applies the five rules of cooperation**

### Conclusion

Based on this study, a cooperative teaching relationship is defined as follows:

***A coherent set of intentions and actions undertaken by teachers to structure the relationship with their students and to initiate a dialogue toward a common goal and the meeting of one another's needs while respecting the sharing of resources and the mutual development of skills.***

1. Teachers' cooperative mindset.
2. Importance of negotiating the common goal on a regular basis.
3. Use of the three relational keys to establish and maintain dialogue.
4. Teachers' ability to self-regulate during action to maintain a cooperative mindset.
5. Teachers' recognition of the limits of their power and that of their students.

### Acknowledgements

Research funded by the Teaching and Learning Research Support Program (PAREA) of Québec's Ministry of Education.