

# ALL ROADS LEAD TO LEARNING FROM EACH OTHER

AQPC Symposium, June 9 2022, #415  
Anne Kafka, PC St-Félicien  
Debby Ann Philie, PC Gérald-Godin  
Angela Mastracci, consultant  
Jules Massé, PC Montmorency  
Plus collaborators

# WARM THANKS TO OUR COLLABORATORS

## Facilitators

- Annie Bergeron, Cégep Limoilou
- Azra Khan, Dawson College
- Martine C. Girard, Cégep de Chicoutimi
- Isabelle Nolin, Cégep de Saint-Hyacinthe
- Debby Ann Philie, Cégep Gerald-Godin
- Julie Provencher, Cégep de Shawinigan

## Consultees

- Nancy Chaput, Cégep Saint-Jean-sur-Richelieu
- Tannia Ditchburn, Vanier College
- Magalie Fournier-Plouffe, Collège André-Grasset
- Anne Kafka, Cégep de St-Félicien
- Jules Massé, Collège Montmorency
- Karine Melo, Collège de Rosemont

**And...** Angela Mastracci, consultant and coach for the Fr/Eng Co-dev Steering Committees

# WORKSHOP OBJECTIVES

- Through an **interactive learning activity**, experience professional co-development first-hand, a proven and structured training approach\* which allows participants to **learn from each other**
- Discuss using the **co-development method** as a **means** of fostering **pedagogical** and **institutional development**

\*Payette et Champagne (1997)

# WORKSHOP OUTLINE

- Intro to co-dev and workshop instructions
- Experimentation (steps 1 to 5, per table)
- Lessons Learned (step 6, plenary)
- Transfer (step 7, plenary)
- Co-development Project
- Conclusion



# LEARNING FROM EACH OTHER

## Professional

- Refers to the person's *practice, profession* and *art*

## Co

- Involves *collaboration* among the group and the *sharing of experiences*

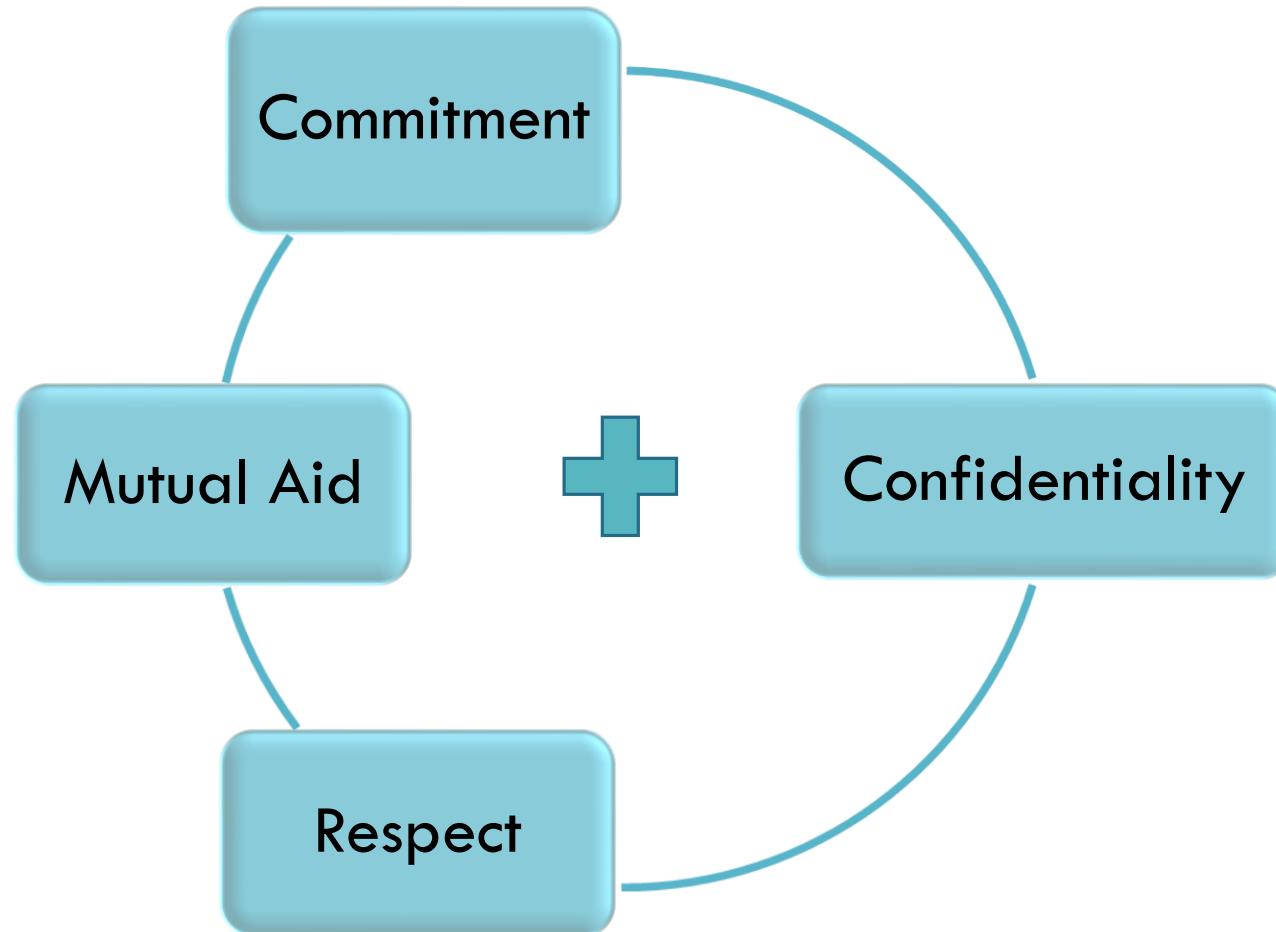
## Development

- Includes *learning, skills development* and *ongoing improvement*

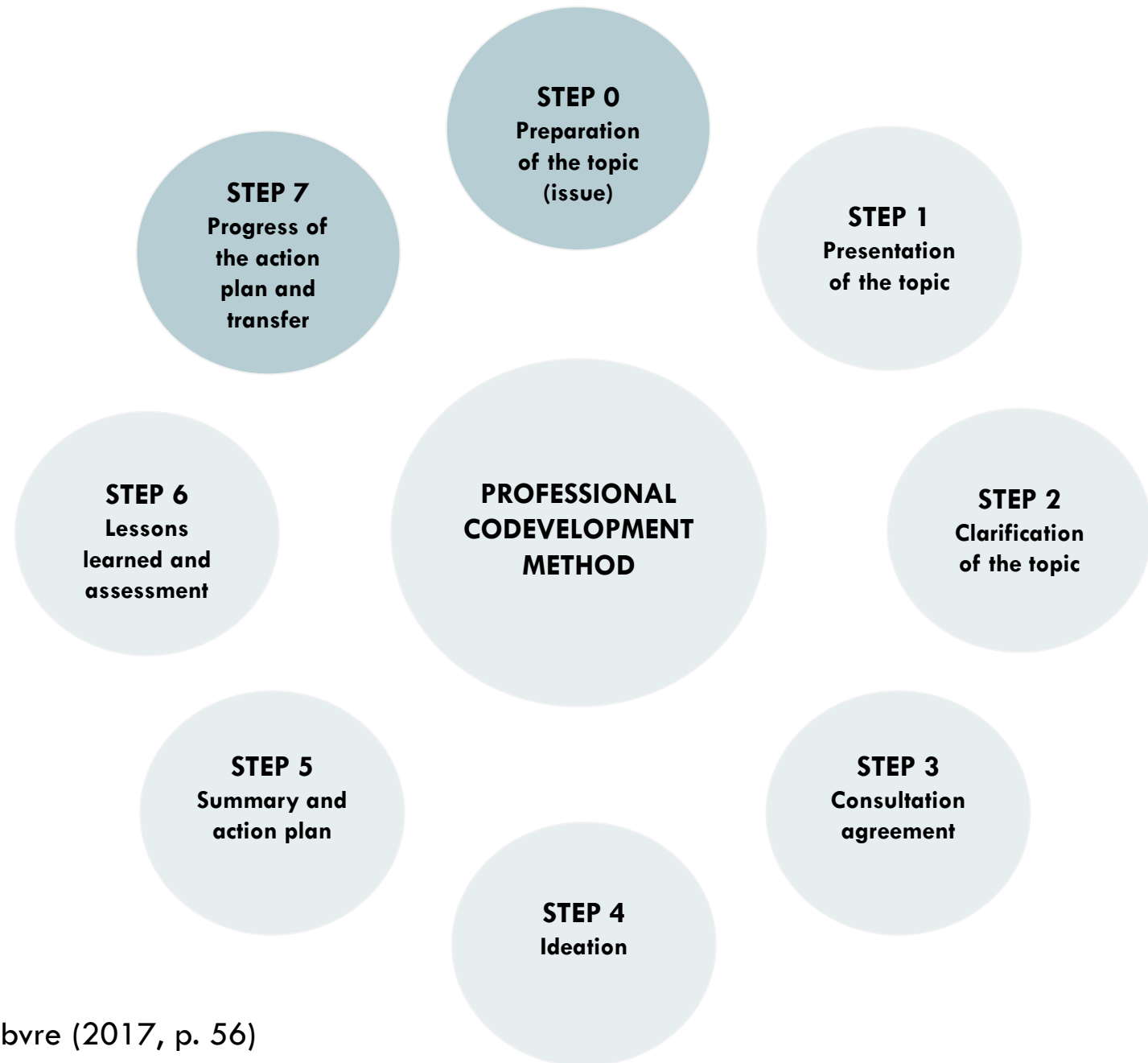
## Group

- Refers to a distinct set of *people with common objectives*

# 3 VALUES + 1 RULE = CONDITIONS FOR SUCCESS



# METHOD



Translation of Sabourin and Lefebvre (2017, p. 56)

# ROLES

<b>Consultee</b> <ul style="list-style-type: none"><li>• Shares a work-related issue based on the 3P*. It serves as the learning topic of the case study.</li></ul>	<b>Consultants</b> <ul style="list-style-type: none"><li>• Help the consultee by proposing avenues for reflection and action and by sharing their experiences.</li></ul>
<b>Facilitator</b> <ul style="list-style-type: none"><li>• Directs the process and promotes reflection to stimulate learning. Guides the group towards achieving the consultee's objective.</li></ul>	<b>Observers</b> <ul style="list-style-type: none"><li>• In silence, focus on specific aspects during the case study in order to contribute during the final steps of the method.</li></ul>

\*Problem – Preoccupation – Project



# YOUR ROLE

<p><b>Consultee</b></p> <ul style="list-style-type: none"><li>• Shares a work-related issue based on the 3P*.</li></ul> <p><i>No action: this role is already spoken for</i></p>	<p><b>Consultants</b></p> <ul style="list-style-type: none"><li>• Help the consultee by proposing avenues for reflection and action.</li></ul> <p><i>Action: 6 volunteers max. per table</i></p>
<p><b>Facilitator</b></p> <ul style="list-style-type: none"><li>• Directs and guides the process.</li></ul> <p><i>No action: this role is already spoken for</i></p>	<p><b>Observers</b></p> <ul style="list-style-type: none"><li>• Observe the consultation and take note of what seems to be the added value of using the co-development method to support professional development</li></ul> <p><i>Action: 2 volunteers max. per table</i></p>

\*Problem – Preoccupation – Project

# TIMING FOR THE CASE STUDY

➤ Step 1 – Presentation of the topic	5 minutes
➤ Step 2 – Clarification/ ask information questions	8 minutes
➤ Step 3 – Consultation contract	2 minutes
➤ Step 4 – Ideation	15 minutes
➤ Step 5 – Summary and action plan	5 minutes
➤ Step 6 – Lessons learned	20 minutes
➤ Step 7 – Transfer of learning	
	<hr/>
	55 minutes

## STEP 6 — LESSONS LEARNED

Question for the **observers**:

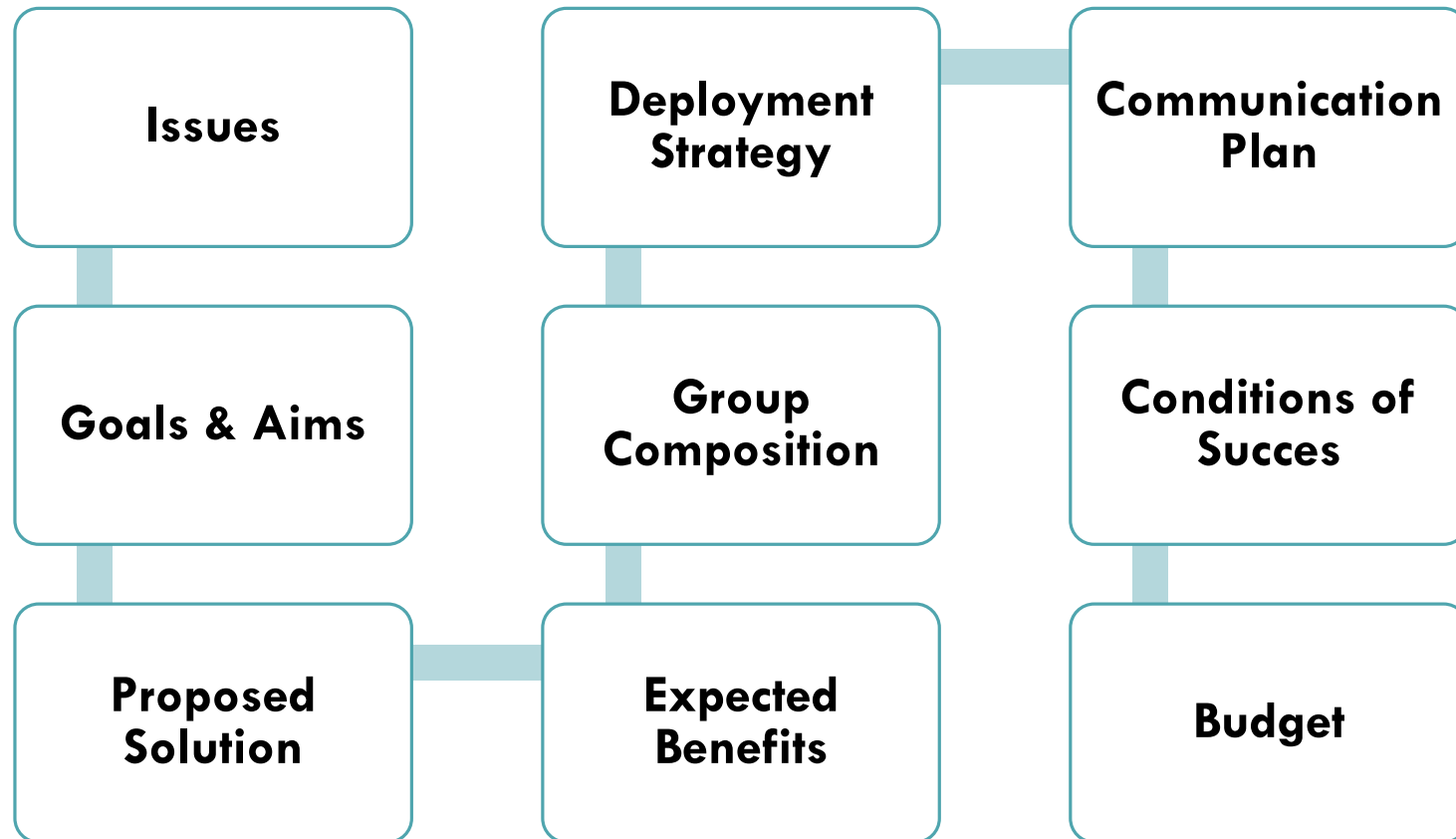
- Based on your observations and thoughts throughout the case study, what is the **added value** of using the co-development method to support professional development?

# STEP 7 — TRANSFER OF LEARNING

Question for **all participants**:

- What aspects emerge from the case studies that represent **transferable learnings** to your college environment?

# PROFESSIONAL CO-DEVELOPMENT PROJECT



Tiré de Sabourin et Lefebvre (2017, p. 76)

**START UP OR BE PART OF  
A CO-DEV GROUP  
NEXT YEAR**

---



# IN CONCLUSION

- Questions
- Comments
- Ideas...

# DIGGING DEEPER

➤ Association québécoise du codéveloppement professionnel (AQCP) : <https://www.aqcp.org/>

## Articles (in English):

➤ Payette, A. (2000). Co-development groups and action learning: a powerful and yet unexplored approach. *Effectif*, 3(2), avril-mai 2000, p. 30-35.

➤ Mastracci, A. and Philie, D. A. (2019). Professional Co-development Group: Learning From Each Other. *Pédagogie collégiale*, 32(2), p. 1-2.

## Articles (in French):

➤ Desjardins, M. et Sabourin, N. (2015). Les caractéristiques de l'animateur de groupe de codéveloppement : parallèle avec les professions d'accompagnement. *Effectif*, 18(2), avril-mai 2015, p. 42-45. <https://www.aqcp.org/wp-content/uploads/Les-caract%C3%A9ristiques-de-lanimateur-de-cdp-un-parall%C3%A8le....pdf>

➤ Lafranchise, N., Paquet, M. et Cadec, K. (2016). Si on accompagnait les animateurs ? *Revue RH*, 19(2), avril-mai 2016, p. 42-45. [https://codev-action.com/wp-content/uploads/2017/01/Et-si-on-accompagnait-les-animateurs-RevueRH\\_v19n2\\_VF.pdf](https://codev-action.com/wp-content/uploads/2017/01/Et-si-on-accompagnait-les-animateurs-RevueRH_v19n2_VF.pdf)

➤ Lamarche, C. (2014). L'ouverture à l'autre et la confidentialité au cœur de la tension créatrice des groupes de codéveloppement professionnel. *Effectif*, 17(1), janvier-février-mars 2014, p. 42-45. <https://ordrecrha.org/ressources/revue-rh/archives/l-ouverture-a-l-autre-et-la-confidentialite-au-coeur-de-la-tension-creatrice-des-groupes-de-codevelo>

➤ Mastracci, A., Philie, D. A., Kafka, A. et Massé, J. (2022). Apprendre ensemble avec l'intelligence collective. *Pédagogie collégiale*, 35(4), p. 24-30.

## Books (in French):

➤ Champagne, C. (2021). *Le groupe de codéveloppement professionnel – la puissance de l'intelligence collective*. Québec : Presses de l'Université du Québec.

➤ Payette, A. et Champagne, C. (1997). *Le groupe de codéveloppement professionnel*. Sainte-Foy : Presses de l'Université du Québec.

➤ Sabourin, N. et Lefebvre, F. (2017). *Collaborer et agir mieux et autrement. Guide pratique pour implanter des groupes de codéveloppement professionnel*. Montréal : Éditions Sabourin Lefebvre.





## Choose and prepare a case to submit to consultants at a professional co-development workshop

As a **consultee**, you are asked to reflect on your **concerns**, the **situations you have experienced**, or your **projects** directly or indirectly related to the deployment of the co-development method in your environment as a means of fostering pedagogical or institutional development. Make a list of **topics** from your professional practice for which you wish to receive assistance or guidance. **Choose** one topic or a few topics based on your personal criteria (priorities, urgency, importance). Complete one **preparation form** per topic, as needed. Taking the time to prepare and compose the topic or topics will prompt a process of reflection and guide you in explaining your request for assistance to the group. Submit the form or forms **by email** to the facilitator designated to process your case, indicating your priorities if there are several cases.

Next, the **facilitator** will:

1. Ascertain **comprehension** of the case (there may be one or more themes that emerge from the case)
2. Ascertain the **relevance** of the topic (rich, meaningful and different from topics previously presented)
3. Ascertain the **adequacy** of the consultation question (open, without judgment and the group's ability to formulate answers)
4. Assist the consultee to further **clarify** the topic or to **choose** one case among the cases submitted (where necessary)

### Form - Preparation of my co-development topic\*

*A rich and meaningful topic will lead to rich and meaningful learning for you and for the group*

1. What challenge are you currently facing in your practice that might benefit from the co-development group's collective intelligence (e.g. a situation, a project, an objective to be achieved, a concern, a decision to be made, an opportunity, a problem). Describe your consultation topic in one paragraph (or two), including the key facts of the situation, the most important elements, what you have already done to change the situation and if applicable, what you envisage doing now.

2. Imagine yourself in 6 to 8 months from now, how has the situation changed? What is the situation you would like to see?

3. Eloquent title for the subject (there is room for humour here):

4. What really concerns you with regard to this situation and what are your preliminary ideas for resolving it?

5. How can the group help you during the co-development workshop? What type of advice are you seeking (consultation question or contract)?

6. Does your situation involve sensitive or confidential elements?

7. In what way can this situation provide the group with a learning opportunity?  
*(Workshop objectives: Experience professional co-development first-hand and discuss using the co-development method as a means of fostering pedagogical and institutional development):*

\*Adapted by Angela Mastracci from a form produced by the Groupe Sabourin Consult (Marie-Josée Gagné and Nathalie Sabourin)





**Reminder of workshop objectives:**

- Through an interactive learning activity, experience professional co-development first-hand, a proven and structured training approach which allows participants to learn from each other.
- Discuss using the co-development method as a means of fostering pedagogical and institutional development.

<p><b>STAGE 1   Presentation of the topic</b></p> <p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• The <b>facilitator</b> ensures that the consultee clearly specifies their expectations and invites the group to practise active listening.</li> <li>• The <b>consultee</b> reveals their topic.</li> <li>• The <b>consultants</b> listen and take notes.</li> <li>• The <b>observer</b> takes note of what seems to be the added value of using the co-development method to support professional development at this stage.</li> </ul>	<p><i>I take note of the consultee's topic in its various components as presented.</i></p>
<p><b>STAGE 2   Clarification of the topic</b></p> <p><b>(8 minutes)</b></p> <ul style="list-style-type: none"> <li>• The <b>facilitator</b> invites consultants to ask questions that promote reflective thinking of the part of the consultee and refocuses interventions, as required.</li> <li>• The <b>consultee</b> answers and clarifies.</li> <li>• The <b>consultants</b> formulate information questions (open and non-suggestive) on the situation, the environment (or context), and the person. Here are some suggestions for each category.</li> </ul> <p><i>The situation</i></p> <ul style="list-style-type: none"> <li>- <i>What is happening currently? How? Where? When?</i></li> <li>- <i>What is working well?</i></li> <li>- <i>What has already been done or set in action?</i></li> <li>- <i>What are the results of your efforts?</i></li> </ul> <p><i>The environment (or context)</i></p> <ul style="list-style-type: none"> <li>- <i>Who are the actors concerned by this situation? Who are your allies? Your opponents? What are the actors' levels of power?</i></li> <li>- <i>What would it take to provoke a change in the way this matter is perceived?</i></li> </ul> <p><i>The person</i></p> <ul style="list-style-type: none"> <li>- <i>What does this situation mean to you?</i></li> <li>- <i>What is under your control and what is beyond it?</i></li> <li>- <i>What is really important to you?</i></li> <li>- <i>What is the most important thing that you have learned, understood, or discovered up until now?</i></li> <li>- <i>How do you view this? How are your values called upon?</i></li> </ul> <ul style="list-style-type: none"> <li>• The <b>observer</b> takes note of what seems to be the added value of using the co-development method to support professional development at this stage.</li> </ul>	<p><i>I write down my questions to better understand the topic and to stimulate the consultee's reflection.</i></p> <p><i>(See suggested questions on left.)</i></p>

<p><b>STAGE 3   Consultation agreement</b></p> <p><b>(2 minutes)</b></p> <ul style="list-style-type: none"> <li>• The <b>facilitator</b> verifies common understanding of the consultee’s request.</li> <li>• The <b>consultee</b> defines the consultation agreement (a desired result and a request for help from the group).</li> <li>• The <b>consultants</b> reformulate the consultation agreement, as needed, so that everyone agrees.</li> <li>• The <b>observer</b> takes note of what seems to be the added value of using the co-development method to support professional development at this stage.</li> </ul>	<p><i>I take note of the consultee’s consultation agreement.</i></p>
<p><b>STAGE 4   Ideation</b></p> <p><b>(15 minutes)</b></p> <ul style="list-style-type: none"> <li>• The <b>facilitator</b> ensures that the consultee listens actively; encourages everyone to share a diversity of ideas; summarizes, reformulates, or refocuses interventions, as needed.</li> <li>• The <b>consultee</b> listens, requests clarifications as required, and documents the ideas put forth.</li> <li>• The <b>consultants</b> share their impressions, ideas, suggestions and supporting comments concerning the consultee’s issue.</li> <li>• The <b>observer</b> takes note of what seems to be the added value of using the co-development method to support professional development at this stage.</li> </ul>	<p><i>I take note of the ideas, suggestions, and helpful comments concerning the consultee’s situation.</i></p>
<p><b>STAGE 5   Summary and action plan</b></p> <p><b>(5 minutes)</b></p> <ul style="list-style-type: none"> <li>• The <b>facilitator</b> invites the consultee to sum up a few key ideas and to prioritize the sequence of their actions.</li> <li>• The <b>consultee</b> selects a plausible solution to their situation and designs a short-term action plan.</li> <li>• The <b>consultants</b> help the consultee confirm their choice and specify their plan.</li> <li>• The <b>observer</b> takes note of what seems to be the added value of using the co-development method to support professional development at this stage.</li> </ul>	<p><i>I take note of the consultee’s action plan.</i></p>
<p><b>STAGE 6   Lessons Learned &amp; STAGE 7   Transfer of Learning</b></p> <p><b>(20 minutes)</b></p> <ul style="list-style-type: none"> <li>• The <b>workshop facilitator</b> invites all participants to share what they’ve learned from the activity.</li> <li>• The <b>observers</b> share what seems to be the added value of using the co-development method to support professional development (stage 6).</li> <li>• The <b>facilitators</b>, the <b>consultees</b>, the <b>consultants</b>, and the <b>observers</b> describe the lessons learned that could be transferred to their college context (stage 7).</li> </ul>	<p><i>I take note of what I’ve learned.</i></p> <ol style="list-style-type: none"> <li>1. <i>What I retain as learning...</i></li> <li>2. <i>What I could integrate into my professional practice...</i></li> <li>3. <i>What I appreciated... (highlight, surprises...)</i></li> </ol>

\*Adapted by Angela Mastracci and Debby Ann Philie from a form produced by the Groupe Sabourin Consult (Marie-Josée Gagné and Nathalie Sabourin)



## IMPLANTER UN PROJET DE GROUPE DE CODÉVELOPPEMENT PROFESSIONNEL DANS VOTRE COLLÈGE

Si vous souhaitez implanter un groupe de codéveloppement professionnel pour soutenir le développement professionnel dans votre milieu, ce **plan en 9 étapes\*** pourrait vous intéresser...

1. **Enjeux** : Cibler des **enjeux institutionnels** ou **pédagogiques** pouvant être améliorés par l'approche de codéveloppement avec le personnel enseignant, professionnel ou d'encadrement.
2. **Objectifs** : Déterminer les **objectifs visés** par le projet en lien avec les enjeux mentionnés lors de l'étape 1 du plan. Quel est le résultat que le projet vise à atteindre ?
3. **Solution proposée** : Décrire comment l'**approche du codéveloppement** peut aider à atteindre les objectifs mentionnés lors de l'étape 2 du plan. Pourquoi la méthode de codéveloppement s'avère une bonne solution ?
4. **Bénéfices attendus** : Décrire les **bénéfices attendus souhaités** pour les personnes participantes du groupe et pour la communauté (population étudiante, collègues, etc.). Comment ces bénéfices sont-ils reliés au développement professionnel ?
5. **Composition du groupe** : Déterminer la façon dont le **groupe** de codéveloppement sera **composé**, le nombre de **personnes participantes** et la **personne qui animera** le groupe. Combien de personnes peuvent y participer ? Est-il nécessaire de coordonner un processus de sélection pour les personnes participantes ? Est-ce que la personne animatrice est un membre du personnel professionnel ou un membre du personnel enseignant ? Ou s'agit-il d'une personne de l'extérieur ?
6. **Stratégie de déploiement** : Déterminer des **aspects logistiques** du projet. Quelle est la durée du projet ? Est-ce que les personnes participantes bénéficieront d'une libération enseignante ? Est-il possible d'établir une plage horaire commune pour les rencontres ? Quel est le meilleur moment pour se rencontrer ? Combien de rencontres par semestre ? Quel local sera utilisé ? Quels sont les obstacles possibles et les solutions pour les contourner ? De quelle façon, les sujets seront-ils déterminés, par exemple, par des thématiques préétablies ou par sélection personnelle ? De quelle façon le projet sera-t-il évalué ? Etc.
7. **Plan de communication** : Déterminer la **stratégie de mobilisation**, du **plan** et des **outils** de communication ainsi que le processus de sélection des personnes participantes, s'il y a lieu. Comment et quand lancer le projet ? Quels outils de communication pour soutenir le lancement ? Quel est le mode d'inscription au projet ?
8. **Conditions de succès** : Identifier les **conditions de succès**, présentes dans votre milieu, qui rendront le projet viable. Par exemple, le soutien et l'engagement de l'administration, une plage horaire commune, etc.
9. **Budget** : Finalement, déterminer un **budget**, au besoin. Par exemple, des ressources humaines et matérielles.

\*Adapté par Angela Mastracci de Sabourin, N. et Lefebvre, F. (2017). *Collaborer et agir mieux et autrement. Guide pratique pour implanter des groupes de codéveloppement professionnel*. Montréal : Éditions Sabourin Lefebvre.

## SETTING UP A PROFESSIONAL CO-DEVELOPMENT GROUP IN YOUR COLLEGE

If you wish to set up a project for a professional co-development group as part of your college's professional development activities, this **9-step plan\*** could interest you...

1. **Issues:** Zero in on **institutional** or **pedagogical issues** that could be improved by using the co-development approach with faculty, professionals, or management.
2. **Goals and aims:** Determine the **goals and aims** related to the issue(s) mentioned in the first step of the plan. What should be achieved by this project?
3. **Proposed solution:** Describe how the **co-development approach** can help achieve the goals and aims mentioned in the second step of the plan. Why is the co-dev method a good solution?
4. **Expected benefits:** Describe the **desired** and **expected benefits** for the group participants and for the community (for students, colleagues, etc.). How do the benefits relate to professional development?
5. **Group composition:** Determine how the **group will be composed**, the number of **participants** and who will **facilitate** the co-development group. How many people can participate? Is a selection process necessary for who will participate? Is the facilitator a pedagogical counsellor, a member of faculty or someone from outside the college?
6. **Deployment strategy:** Determine the **logistics** of the project. How long will it last? Will the participants receive release time? Is a common meeting time possible? When is the best schedule time? How many group meetings per semester? What room will be used? What obstacles are foreseeable and how can they be overcome? How will the case studies be determined, for example, according to established themes or by personal choice? How will the project be assessed? Etc.
7. **Communication plan:** Determine the **communication plan** and the process of selecting the participants, if that's necessary. How and when will the project be launched? What communication tools will be used? How does registration work?
8. **Conditions of success:** Identify the **conditions of success** that will allow the project to be viable. For example, support and commitment from management, common meeting time set aside, etc.
9. **Budget:** Finally, determine a **budget** as needed. For example, human and material resources, etc.

\*Adapted by Angela Mastracci from Sabourin, N. et Lefebvre, F. (2017). *Collaborer et agir mieux et autrement. Guide pratique pour implanter des groupes de codéveloppement professionnel*. Montréal : Éditions Sabourin Lefebvre.