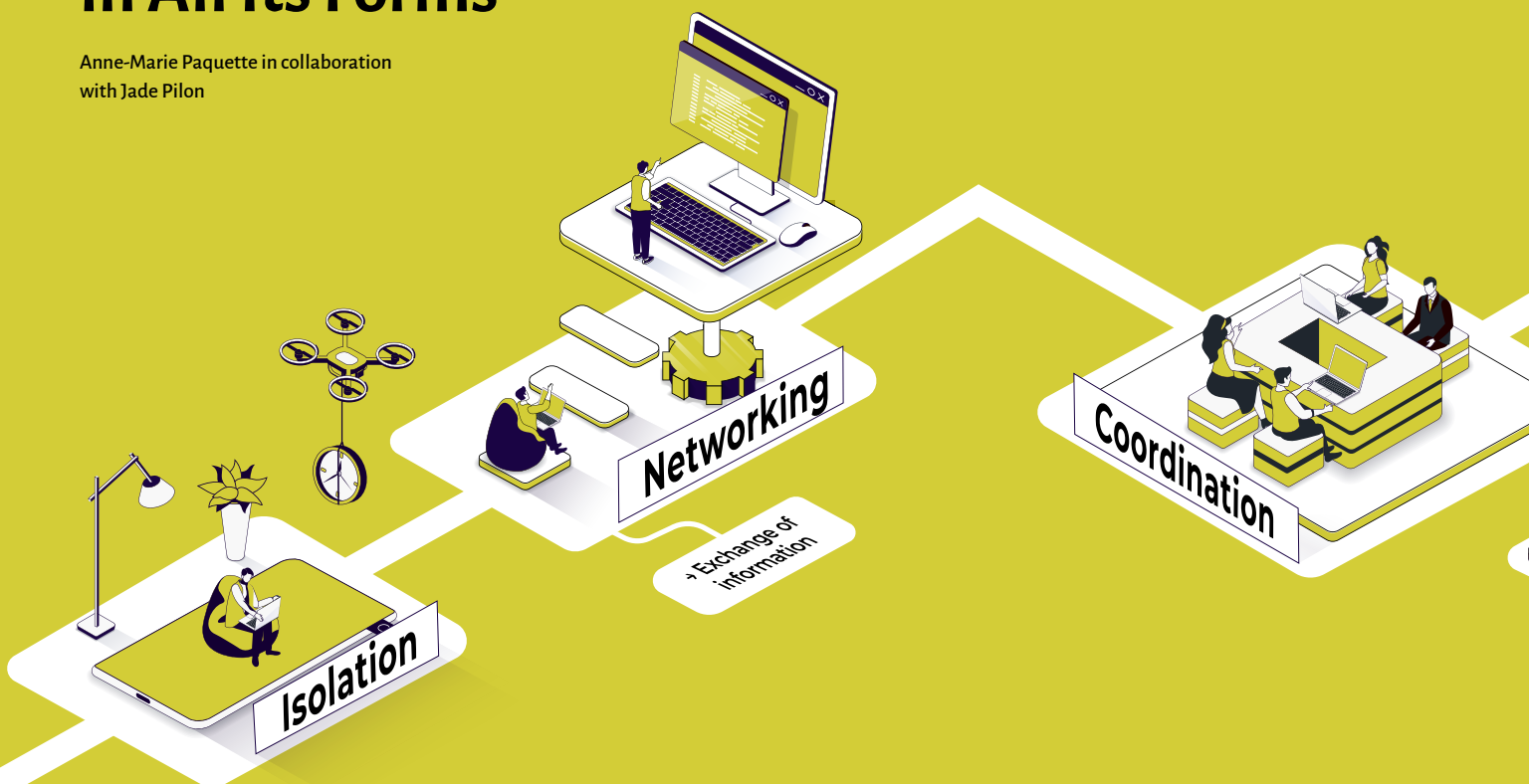


Collaboration in All Its Forms

Anne-Marie Paquette in collaboration
with Jade Pilon



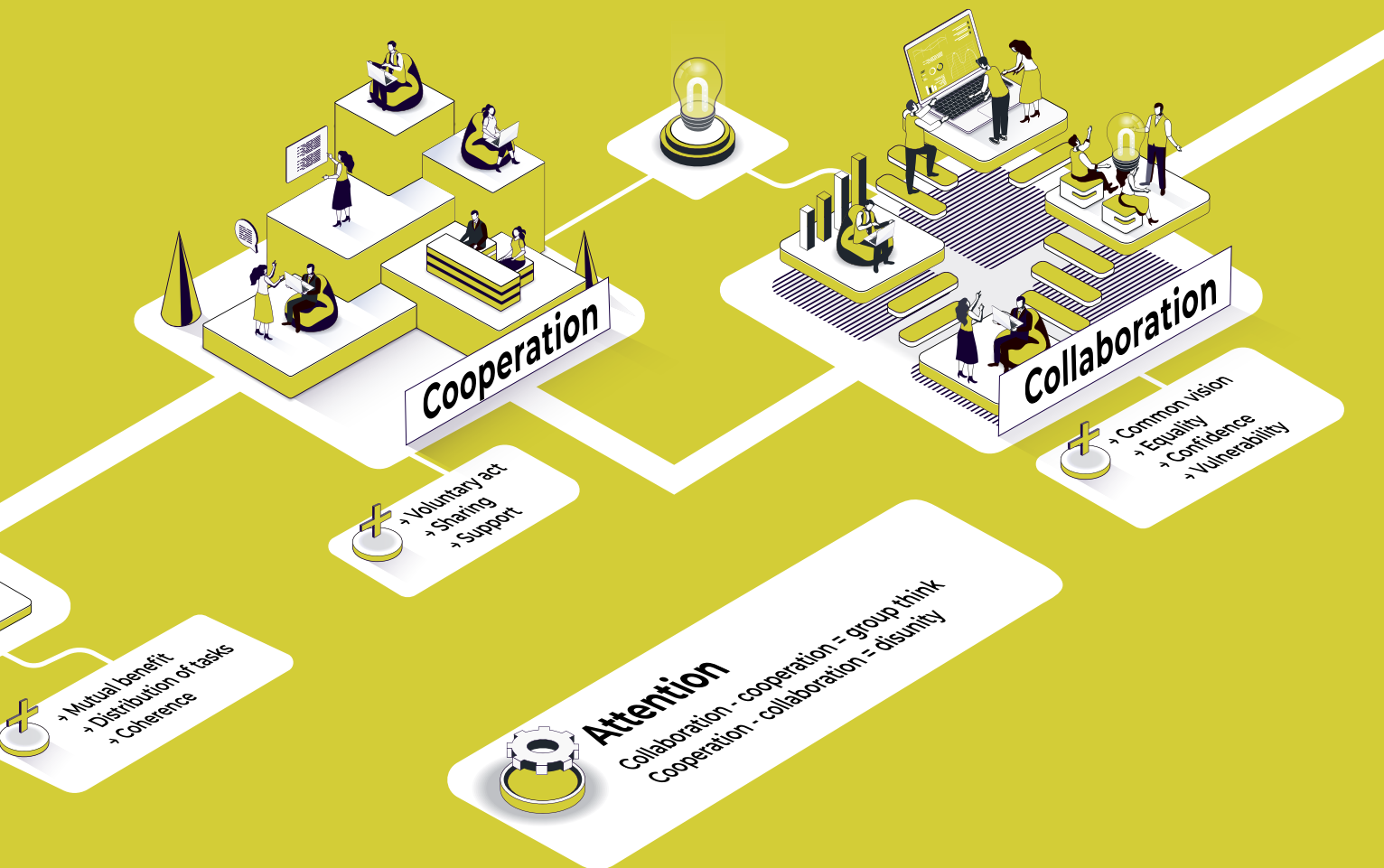
Collaboration. The word is on everyone's lips. In unison, this word has been resonating in the educational world for years. The need to establish real collaboration in the school environment is moreover noted in several ministerial documents and institutional policies (CTREQ, 2018). Collaboration is even considered a fundamental skill for the 21st century by UNESCO, as part of the professional skills to be developed by both teaching teams and the student community. In short, collaboration is popular! And just as no one is against virtue, no one is really against collaboration.

But what exactly is collaboration? Simply put, collaboration is working together by making shared decisions to achieve a common goal (Portelance, Borges & Phrarrand, 2011). Thus, there are two fundamental ideas in collaboration: vision (shared) and action (concerted). In theory, this sounds feasible. However, it gets complicated in practice, since it is not enough to name collaboration for

it to happen; it must be done voluntarily. Collaboration is learned, cultivated and developed over time. How much time is given to collaboration in higher education? There is always this cruel dilemma between independence and interdependence, between simplicity and complexity.

Collaboration is indeed a delicate undertaking. Not only does it sometimes generate new ideas or solve complex problems, but it also involves entering into close relationships with others, trusting them, and therefore being vulnerable. This is much more difficult than one might imagine. That said, many do manage it, move gracefully along the continuum of collaboration, and not only come to learn from others, but also contribute to others' learning. What better connection could there be for educators?

Thus, this thematic issue brings together various collaborative initiatives implemented in the college



network. Whether it is a peer mentoring program, an interdisciplinary science course, a co-development group for pedagogical counsellors, pedagogical days redesigned for the community, a policy written by 200 different hands, or the development of an inter-level education pathway, each initiative has brought individuals together around a common vision to do even better, together, and to learn from one another.

When you take the time, collaboration is something you live and learn.

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