STRATEGIC PARTNERSHIP ANGE

2017-1-FR01-KA201-037369 – duration of the agreement from 01/09/2017 au 31/12/2020

SCENARIO 2	Implementation of a peer-to-peer skills development process (formal and informal)
TESTING PLACE	PGRE GS RAKOVSKI - BULGARIA

SUBJECT OF THE STUDY	Study of the digital learning environment for better social inclusion
SUB-STUDY OBJECT	Integration of ICT in the management and training of autonomous learners with the creation of a Moodle platform

	EMERGENCE OF THE SCENARIO
External and internal context of the project	The Rakovsky high school is a bi-national grammar school specializing in Roman languages, with students from various social backgrounds. Entrance is selective and national on a competitive basis (mathematics and Bulgarian language), the school has a high success rate in the BAC (more than 95%). The school's European culture has been developing over the last 20 years (Erasmus projects, exchanges of best practices on learning, methodologies, digital technology, piloting, etc.) encouraging openness and questioning, information and co-training in response to the return from mobility (production of model lessons). The Bulgarian Ministry of Education has a strong desire to develop the use of digital technology within schools; during the implementation of the scenario, it launched a call for projects for a "digital high school" to which the school intends to respond. The rejuvenation of the teaching staff is significant; a large majority of these young teachers want to change their teaching to distinguish it from the too traditional one they have known. The teaching team, like all the staff, is strongly attached to the image of the school. In-service teacher training is often very formal and has little effect on practices. However, informal and more formal exchanges during the various meetings are numerous and seem to have a greater impact on the evolution of teaching practices. The headteacher is open to change, positive, she does not hesitate to cooperate, to commit herself to finding solutions and means, to promote projects and teachers outside the school, both locally and nationally. It encourages the assumption of responsibilities and thus sets up a steering team for the ANGE project in 2017 in charge of experimentation and sensitization of the teaching teams.

	Although the fixed digital equipment seems to be sufficient within the school: 5 computer rooms and 4 multimedia rooms, the infrastructure and the quality of the Internet connection leave something to be desired and hinder the ambition of the projects. On several occasions, the innovations were based on the students' own equipment. The school has equipped itself with a MOODLE platform administered by one of the teachers, who is also a peer trainer. To meet the regulatory requirement, a small team of teachers has taken over the platform and its functionalities to create course resources and training exercises so that "distance" students can prepare in good conditions for the national exams, while also benefiting from support via digital tools. These first experiences, the reflections born from the exchanges with the pan-European and international team, within the framework of the classlab ANGE approach, the trainer's own skills and the management's willingness to work towards the transformation of traditional teaching methods, led the "pioneering" team, joined by a few additional teachers, to experiment with a form of inverted class. In order to carry out this experiment, it was necessary to accompany, train and promote the professional development of the teachers: this is the central mission of the trainer mentioned above.
	INTENTIONS OF THE SCENARIO
Target audience **Quick presentation of the project**	The target audience is composed of teachers who have engaged in the experimentation, the "pioneers" of the first experimentation but also the newcomers who joined them at the beginning or during the experimentation. The scenario aims to build a peer-based professional training approach within the institution itself, based on the commitment of the specific skills of a trainer, a teacher himself, who is also very involved in the European ANGE project and in connection with the pan-European and international support team. This training approach has taken various and complementary forms: - action training, with sessions to get to grips with the moodle environment and its functionalities, but also joint work on the pedagogical scenario in the context of the reverse class, on the different modalities of the reverse class and their pedagogical and organizational implications. - organization of a network of formal and informal exchanges between teachers, led by the trainer - implementation of "lesson studies" with co-analysis between peers - Hosting groups of colleagues from other institutions to expand the circle of co-analysis and co-construction of pedagogical scenarios and "inspiring visits" to other institutions. This is how a true collective professional development process worthy of a learning institution was gradually built up.
Objectives	- to appropriate the pedagogical and organizational notions related to the implementation of different forms of inverted classes - Gradually master the functionalities of the Moodle platform, tools for creating digital resources, evaluation tools (exercise and quiz generator) - Produce simple and more complex digital educational resources, such as "enriched video".

	- to appropriate the approach of pedagogical scriptwriting associating face-to-face time and distant time, to think more in terms of a "journey" than in terms of a "course", by including the notion of different durations and spaces - identify the skills worked on by the students, apart from the "academic" learning related to the discipline concerned and create pedagogical situations by encouraging acquisition of these skills. - identify the difficulties of the students related to this new pedagogical form and bring some answers to them - seek the motivation and commitment of students for better learning and, consequently, better results.
Expected impact Impacts	- Evolution of teaching methods by developing their variety - Evolution of teachers' professional practices, developing collaboration and interdisciplinarity - Development of teachers' professional skills, both pedagogical and technical as well as relational skills - Development of new methods of training between teachers, also drawing on external expertise, mainly within the framework of the European project ANGE. - To develop a better image of the school with the students and parents concerned, but also with the institutional authorities, inspectorate and ministry.
Needs to carry out the project	- Training/action to appropriate the platform's functionalities, learn how to script courses and produce digital resources: courses, resources, exercises, quiz.... - Time to train and produce scripts and resources - Time to coordinate within the project team - Sufficient infrastructure and equipment to be able to use in good conditions the digital tools necessary for the smooth running of the pedagogical scenario in its face-to-face part. - A committed, available trainer with real expertise - The support of the pan-European and international team in the framework of the ANGE project - Regular support from the principal to meet the needs, recognize and value the commitment of teachers.
Available resources	- A Moodle platform, a teacher administrator of the platform and who provided training and coaching to his peers. - The ANGE project for : ● To promote openness to other contexts, the discovery of other practices, other uses of digital tools ● To promote exchanges and meetings with other colleagues and researchers ● To propose an accompaniment of the experimentation by a small pan-European and international team within the framework of a classlab approach (exchanges and resources made available, Think Tank, webinars, training workshops) - The support of the first teachers who had started using the platform before the launch of the scenario.

	- A management team to support and facilitate the scenario. - Equipment in the high school classrooms and a wifi network that could be upgraded thanks to grants from the Ministry, following the recognition of Rakovski High School as a "digital high school" at the national level.
Planned evaluation procedures	Qualitative criteria : Within the project teaching team: regular meetings, including with the management, which facilitates exchanges, analyses and regulations. Analysis of the scenarios set up by the different teachers, by the collective itself. Analysis of the data stored on the platform Analysis of questionnaires from the students concerned Exchanges with the pan-European support team in the framework of the classlab Quantitative criteria : Number of peer training applications Number of technical-educational training sessions set up for peers Time to evaluate the training sessions themselves, during peer-to-peer exchanges Number of scenarios experienced in peer classes Evaluation of the multiplier effect
	EVOLUTION OF THE SCENARIO
Evaluation conducted	The training, in its various forms, has borne fruit: more than twenty teachers have designed and implemented scenarios of inverted classes in several disciplines, even if they remain essentially confined to the literary and linguistic fields. The teachers themselves have been very enthusiastic about the support of their fellow trainers and the technical-pedagogical training sessions. The informal times of exchange between teachers was a powerful lever for exchanging practices but also transformed the "pioneer" teachers into communication relays who were able to convince new colleagues to join them in the collective dynamic. The health crisis linked to the COVID pandemic has shown reluctant teachers the need to master digital tools and the value of thinking about new pedagogical scenarios. During this period, the pioneering teachers became resource persons for their colleagues and accompanied them. This recognition valued them and reassured them of the validity of their commitment. On the other hand, all of them regretted the lack of time to train and produce new scenarios and educational resources.

Planned developments	Continuing the experiment : - by extending it to new teachers who are gradually joining the "pioneering" team. - by working more on pedagogical scenarios, to better perceive the training models at stake (including by questioning in greater detail the added value of this or that digital tool in different situations, by enriching the digital environment offered to students) - by broadening the range of digital environments : for example by developing the use of "classroom" or Google Suite tools - by further formalizing exchanges between teachers, analyses, proposals, experiences, so that all this can feed into co-training, a powerful lever for professional development, and also feed into the evolution of the content of training sessions - by proposing a hybrid training scenario, which also combines formal distanced time, with production follow-up by the group and the trainer, in a real action training approach. - By researching and sharing information on the concept of "professional learning community", to develop this approach within the teaching team. - By relying on the shared governance set up by the management, which encourages initiative, teacher commitment and interdisciplinary work
Support documents	- Interviews of the head teacher and the ANGE pilot within the establishment - Additional interview with the teacher trainer - More precise description of a training session - Analysis carried out by the accompanying researchers in the framework of output 3