

STRATEGIC PARTNERSHIP ANGE

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

SCENARIO 2	Development of a participative governance to make pedagogical practices evolve by using digital technology.
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	<p>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%).</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>The involvement in the European project ANGE, which focuses on the anchoring of digital in the governance of schools, is seen as an opportunity by the head teacher to accelerate the involvement of teachers in new experiments related to the use of digital.</p>
INTENTIONS OF THE SCENARIO	
Target audience Quick presentation of the project	<p>The target audience is composed of the teachers who were involved in the first experimentation, the "pioneers" of the use of the MOODLE platform, within the framework of the distance learning offer for students who cannot follow the face-to-face courses in the school. This "pioneer" group was gradually joined by new teachers, and this team launched the second experimentation aimed at setting up new pedagogical modalities based on a form of inverted class.</p> <p>The scenario aims to gradually set up a form of shared governance within the school by :</p> <ul style="list-style-type: none"> - encouraging the commitment and assumption of responsibilities by the teachers concerned by the experiments, by making them "leaders" among their colleagues: creation of bodies for exchanges, steering, evaluation and participation of teachers in these bodies - developing collaboration, inter-disciplinarity, formal and informal exchanges, - promoting "lessons studies" and co-analyses of practices, <p>encouraging the shared exploitation of the European experiences of teachers participating in Erasmus projects,</p> <ul style="list-style-type: none"> - opening the school to groups of teachers coming from other schools, allowing the teachers of the school to travel themselves to meet other teams on the Bulgarian territory, - Communicating widely to the outside world about the institution's innovations and successes, promoting them, including by organizing events within the institution itself, open to a wider audience.
Objectives	<ul style="list-style-type: none"> - facilitate and recognize the commitment of "pioneer" teachers - increase the number of teachers involved in the experiments - create forums for dialogue and management of innovative projects and ensure the participation of the teachers concerned - have adequate digital equipment and infrastructure - ensure that a variety of training modalities are developed, which promote team spirit while reassuring teachers who are out of their "comfort zone".

	<ul style="list-style-type: none"> - to watch over the real stakes of the implementation of new teaching and learning methods, and to promote them to the various stakeholders, teachers, parents, institutions, etc. - to develop the spirit of research, questioning, and watchfulness - help teachers to adopt a more "systemic" vision of their activities, by making the link between projects of different natures, by making the link with external actors... - set up an approach and tools for formal and informal evaluation of the process - take advantage of the European ANGE project, through transnational meetings, through exchanges with the pan-European and international team that accompanies the school, through expert input from webinars, for example
Expected impact Impacts	<ul style="list-style-type: none"> - Evolution of pedagogical methods by developing their variety and by prioritizing the most active, the most concerned about the learning of students, which are based on the use of digital technology and on the acquisition and development of "transversal" skills. - Evolution of teachers' professional practices, developing collaboration and inter-disciplinarity - Development of teachers' professional skills, both pedagogical and technical as well as relational skills - Development of a culture of evaluation, both that of the students in more varied forms, but also that of the projects carried out. - Development of new methods of training between teachers, also drawing on external expertise, mainly within the framework of the European project ANGE. - Development of a true collective approach to professional development, worthy of a learning institution. - Development of the commitment of teachers in the very functioning of the school, in its governance and in decision-making. = a real change in the posture and positioning of teachers = a climate of openness, innovation, mutual aid, collaboration, more serene within the institution - Development of 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	<ul style="list-style-type: none"> - Teacher buy-in - recognition of the institution - recognition of parents - Sufficient digital equipment and infrastructure to meet the needs of the experiments - the training of teachers involved in the experiments
Available resources	<ul style="list-style-type: none"> - teachers who are committed to their profession, concerned about the image of their school and the quality of the working climate - the willingness to innovate of "pioneering" teachers, those who participated in the first experiments - the presence of a teacher who is an expert in the digital field and who is the trainer of his peers

	<ul style="list-style-type: none"> - a management team, around the head of the establishment, convinced of the approach and facilitator - Equipment in the high school classrooms and a wifi network that could be upgraded thanks to grants from the Ministry, following the recognition of the Rakovsky High School as a "digital high school" at the national level. - The ANGE project for : <ul style="list-style-type: none"> ● 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)
Planned evaluation procedures	<p><u>Qualitative criteria :</u> The analysis of the questionnaires proposed to the students concerned by the experiments Interviews with a number of parents whose children are involved in the experiments. Exchanges during teacher evaluation interviews The headteacher's participation in a certain number of co-analysis times, during "lessons studies", for example Exchanges with the pan-European support team within the framework of the classlab The results of the call for digital projects launched by the Bulgarian Ministry of Education</p> <p><u>Quantitative criteria :</u> Number of formal and informal exchanges during meetings of the various bodies within the institution's governance structure. Number of teachers involved in the experiments Number of disciplines involved Number of digital assets created, courses deposited on the Moodle platform and Classroom</p>
EVOLUTION OF THE SCENARIO	
Evaluation conducted	The results produced by the initiative launched by the head of the school are positive overall: <ul style="list-style-type: none"> - the number of teachers involved in the experiments is gradually increasing, reaching one-third of the school's total workforce - The health crisis linked to the COVID pandemic has shown reluctant teachers the importance of mastering digital tools on the one hand, and, on the other hand, the need to design new pedagogical scenarios. - Innovative" teachers are effectively involved both in the governance bodies and in the various training and professional development methods offered. - the richness of formal and informal exchanges shows that teachers are gaining in technical-pedagogical skills, that they themselves are becoming communication relays for their colleagues who have not yet taken the plunge

	<ul style="list-style-type: none"> - Adherence to the development of new teaching practices becomes one of the criteria for recruiting new teachers. - student feedback is generally positive, although the effects on academic results and, especially on cross-curricular skills, are not yet well assessed - the initial feedback from parents is also positive, although this approach should be developed further. - the school won the call for projects, now benefits from a national "digital school" label and is recognized by the inspectorate as a place of innovation that is sufficiently relevant to organize training sessions for other teachers; the school also hosts teams of teachers from other "innovative" schools. - within the European ANGE project, the approach implemented at the Rakovski high school is also recognized and valued <p>The team has co-constructed a Common Competency Repository of the actors of the Ange project to better identify the common competencies likely to be acquired within the framework of the project.</p>
Planned developments	<p>Continue the process :</p> <ul style="list-style-type: none"> - by extending it to new teachers, both voluntarily by the management team, but also by "pioneering" peers. - by encouraging teachers to become increasingly involved in dialogue and steering bodies - by asking to gradually increase the percentage of courses in a subject concerned by the reverse class modalities - by encouraging the formalization of exchanges between teachers, analyses, proposals and experiences, so that all this can feed into co-training, a powerful lever for professional development, - By accompanying the reflection process led by "innovative" teachers, under the guidance of their colleague trainer on the concept of "professional learning community", - by encouraging more and more collective and interdisciplinary work, to promote teamwork, openness, sharing, including by working on the organization of time and space. - by encouraging teachers to be trained in evaluation, its different forms, its challenges, both in terms of student learning and the development of innovative projects: professionalizing and systematizing questionnaires and interviews, for example. - getting closer to the parents - ensuring the image of the institution externally, particularly with institutional bodies - seeking new budgets to guarantee adequate equipment and infrastructure - by pursuing the school's European commitment, a source of openness, discovery and encounters, and of professional enrichment for the headteacher and the teaching staff.
Support documents	<ul style="list-style-type: none"> - Interviews of the head teacher and the ANGE pilot within the establishment - More precise description of the managerial approach of the head of establishment - Analysis of change management at Burgas High School by Hervé Chomienne

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| | <ul style="list-style-type: none">- Analysis carried out by the accompanying researchers in the framework of output 3- Common repository of competences of the actors of the Ange project |
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