

**STRATEGIC PARTNERSHIP ANGE**

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

<b>SCENARIO 1</b>	Creation of a pedagogical innovation laboratory as a training space for education players: the innovation bubble
<b>TESTING PLACE</b>	Paul Claudel d’Hulst High School – Paris - France

<b>SUBJECT OF THE STUDY</b>	Creation of a "Digital Pedagogy" workshop; study of the impact of digital environments on the overall configuration of an establishment and recommendations for pedagogical management.
<b>SUB-STUDY OBJECT</b>	<b>How to transform a multimedia room into a research space?</b>

<b>EMERGENCE OF THE SCENARIO</b>	
<b>External and internal context of the project</b>	<p>The Paul Claudel d'Hulst high/middle school is a recent school complex, born from the merger in 2016 of two establishments (both middle school and high school) located in two separate buildings a few hundred meters apart, one of which is partly classified as a "historical monument", which does not facilitate the arrangement of rooms and equipment. Today, the school has about 1,000 students, including 460 in the middle school and 550 in the high school. The teaching team is composed of 82 people.</p> <p>The two schools of origin had quite different professional cultures, marked by the audiences they catered for: students with very heterogeneous levels and a certain professional culture of academic support and peer exchange, on the one hand; students who were rather successful, parents expecting academic excellence and a professional culture also marked by this academic excellence and rather tinged with individualism. The majority of parents come from rather well-off social classes but with great disparities. Digital equipment is rather limited, in premises that are difficult to adapt.</p> <p>On taking up her duties, in order to complete the merger, the new headteacher benefits from the construction of a new building. This is how the "learning lab" was created and set up to test new educational situations using digital technology, with the main aim of taking into account the heterogeneity of students through differentiated practices. Digital was already considered as a potentially common object for the teams and potentially federating within the framework of the new project to come. Small groups of teachers who are open to these uses meet from time to time, in middle schools: the "explorers' circle" and one in high schools, "the café at the end of the corridor", which also follows a day of activities on overturned classes and the first exchanges with the Institut Catholique de Paris, via teacher/students and researchers who accompany them.</p> <p>In 2016-2017, a European Erasmus project, "reporters without frontiers", has enabled several teachers to exchange with European partners, to open up to new educational situations using digital technology, which has fed into several work sessions in the "learning lab", which is now</p>

	<p>experiencing its first steps as an "innovative bubble", to the benefit of the training of the first teachers who wish to share their practices and discover new tools.</p> <p>The arrival of Paul Claudel d'Hulst among the partners of the European project accelerates the creation of a digital steering committee that associates the director and a few volunteer teachers, one of whom takes responsibility for porting the Ange project within the establishment.</p> <p>The questioning linked to digital technology and its pedagogical potential thus emerges at PCH among a few people, in a very significant institutional context:</p> <ul style="list-style-type: none"> <li>- Implementation of the high school reform</li> <li>- Strong incentive from the Ministry of Education to deploy digital education</li> <li>- Strong incentive also from the regional authority in this area</li> </ul> <p>Its recent creation imposes on the establishment a work on its image, its specificities, which distinguishes it from other establishments, particularly in its basin. This is part of the backdrop to the entire process of designing the new school project, which is centered on opening up to the world and considering the heterogeneity of the students. Digital technology will be one of the elements of this broader reflection, as will the questioning of what can be the governance of a team within which we want to promote pedagogical innovation.</p>
	<b>INTENTIONS OF THE SCENARIO</b>
<b>Target audience</b> <b>Quick presentation of the project</b>	<p>Teachers who wish to be trained in the use of digital tools for their pedagogical intentions.</p> <p>The idea is to set up, somewhat along the lines of the CAPTIC (Centre d'apprentissage pédagogique de l'utilisation des TIC) of the Quebec partners of the ANGE project, a training space by and between peer teachers. The space selected is that of the learning lab of the high school part of the school complex, with time slots on the meridian break time. The sessions are mainly led by a mathematics teacher who is particularly committed to the use of digital technology in her own classes. Each session lasts about 30' and allows the co-discovery of a new tool and its pedagogical potential. It is announced internally in the school through the PCH Newsletter. The project enjoys the voluntary support of the management, which makes it a major axis of digital deployment in its establishment, while seeking solutions for recognition by the training financier of the "innovative bubble" as a training offer. In the second year of its implementation, the project was structured to offer 3 complementary sessions on the same tools, in order to provide teachers with time for feedback.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>○ Master the use of digital tools for educational purposes</li> <li>○ Create new, more active pedagogical situations, essentially centered on taking into account pedagogical differentiation.</li> <li>○ To identify, evaluate and value the skills that students must acquire, mainly transversal skills.</li> <li>○ Stimulate a collaborative innovation dynamic.</li> <li>○ To develop individual and collective skills within the small "pioneer" group.</li> </ul>

	<ul style="list-style-type: none"> <li>○ To make a growing number of teaching colleagues adhere AND remain loyal to the peer training approach.</li> <li>○ Foster informal exchanges on new practices in order to nourish the dissemination of pedagogical innovations related to the use of digital technology.</li> </ul>
<b>Expected impact</b>	<ul style="list-style-type: none"> <li>● Development of new professional skills that broaden the range of pedagogical situations created by teachers</li> <li>● Development of innovative pedagogical proposals, in the context of face-to-face teaching or in the form of a reverse class.</li> <li>● Development of teamwork among teachers, e.g. for the design of new pedagogical situations including the use of digital technology</li> <li>● Creation of a "toolbox" or a "virtual resource center" by capitalizing on the resources resulting from training and experience sharing</li> <li>● Development of the questioning around the issue of the ethics of digital uses (both by teachers and students)</li> <li>● Growing number of teachers are joining the project, aiming at a minimum of 10 and then 25% attendance at the proposed training sessions.</li> <li>● Development of the commitment of more teachers to the innovation approach carried by the institution and the shared governance proposed by the management.</li> <li>● Development of the school's attractiveness to parents and teachers.</li> </ul>
<b>Needs to carry out the project</b>	<ul style="list-style-type: none"> <li>- A space dedicated to this training approach</li> <li>- Adequate equipment: infrastructures, terminals and applications</li> <li>- Volunteer teachers to provide "training" for their colleagues.</li> <li>- Time for training and education</li> <li>- Communication tools to publicize and promote the approach internally within the establishment.</li> <li>- Support from management, including recognition of the commitment of teachers, especially trainers.</li> </ul>
<b>Available resources</b>	<ul style="list-style-type: none"> <li>- A very buoyant ministerial context for the deployment of digital technology for the benefit of teaching and learning.</li> <li>- A committed management team that supports the initiative and promotes it internally.</li> <li>- The learning lab of the high school part of the school complex, as a training space.</li> <li>- A math teacher who accepts to act as a trainer, to ensure the most frequent sessions of the "innovative bubble".</li> <li>- The willingness of the small group of "pioneers" to share their experiences, to discover new tools, new pedagogical situations, to engage in new experiments with their students.</li> <li>- New equipment arriving in classrooms, even if it is still in insufficient volume; which leads teachers to rely on student materials</li> <li>- The presence of a technician in charge of computer maintenance in the establishment</li> </ul>

	<ul style="list-style-type: none"> <li>- The ANGE project for :             <ul style="list-style-type: none"> <li>● To promote openness to other contexts, the discovery of other practices, new pedagogical proposals, new uses, new scenarios to be tested, to be questioned.</li> <li>● To promote exchanges and meetings with other colleagues and researchers</li> <li>● 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)</li> </ul> </li> </ul>
<b>Planned evaluation procedures</b>	<p><u>Qualitative criteria :</u></p> <ul style="list-style-type: none"> <li>- exchanges during the digital steering committee</li> <li>- exchanges between teachers</li> <li>- interviews with the headteacher in order to identify and analyze pedagogical evolutions, the new pedagogical scenarios tested, with which tools and what this leads to in terms of choices for the future of the school management.</li> </ul> <p><u>Quantitative criteria :</u></p> <ul style="list-style-type: none"> <li>- number of sessions held</li> <li>- number of teachers present</li> <li>- number of new teachers entering the dynamics of sharing and training</li> <li>- number of new tools presented and reused in the framework of pedagogical sequences</li> </ul>
<b>EVOLUTION OF THE SCENARIO</b>	
<b>Evaluation conducted</b>	<p><u>Year 1 :</u></p> <p>Informal communication upstream is not enough. The duration of each 30' session is not sufficient to address the essential: the pedagogical situation that allows the use of the digital tool evoked in training: there is no feedback on the use of the tool after the training.</p> <p>Disseminating information about the training through the institution's newsletter is a form of recognition but is not enough to promote the approach and attract new colleagues.</p> <p>The number of teachers involved remains very small and exchanges on scenarios take place more informally in the teachers' room than in the "innovative bubble".</p> <p>At the end of the first year of implementation, the pan-European and international support team made several proposals for the evolution of the project, among others by drawing inspiration in part from the Quebec "CAPTIC" model for :</p> <ul style="list-style-type: none"> <li>● use the information technology means that teachers are used to, such as newsletters</li> <li>● identify a resource person through "distributed leadership".</li> <li>● develop the pragmatic aspects of the innovative bubble</li> <li>● for resistance fighters: count on the latency effect by highlighting the leading and most committed teachers</li> </ul>

	<ul style="list-style-type: none"> <li>● To compensate for the heterogeneity of teachers' skills: to offer basic training on tools such as ZOOM, OFFICE 365 so that everyone can benefit from them (give and take).</li> <li>● Propose 2 levels of training: mastery of the tool and development of creativity</li> <li>● Practicing mentoring: tutoring within the innovative bubble for an even more adapted and effective accompaniment</li> <li>● To overcome the problems of distance and time difficulties (the innovative bubble lasts 30 minutes during the lunch break): use videoconferencing, which can also promote collaboration.</li> <li>● In Quebec, there is a recovery week: teachers work but students do not, hence the time left for training: at PCH, this could be the result of investing more heavily in pedagogical days.</li> <li>● Loyalty: after the training, contact participants again to ask if they want to work on something else.</li> <li>● Keep and make accessible to all the content of a training course (support = Wiki)</li> <li>● Develop exchanges of resources or ideas: the tool worked on in class with a teacher by the students is to be reused in another teacher's class. Plusieurs de ces propositions étaient déjà portées par le comité de pilotage du numérique, d'autres ont été mise en place la deuxième année de l'expérimentation</li> </ul> <p><u>Year 2</u> : the formalization of invitations by means of a letter from the executive secretary makes the training offer more visible and makes it more official; 3-session sessions on the use of a tool (from manipulative mastery to the creation of ad'hoc pedagogical situations, to feedback) are set up but most colleagues do not come to the third session or hardly at all, due to a lack of availability, and perhaps also for fear of judgment.</p> <p>The meridian break remains the least bad of the solutions, given the teachers' common lack of availability and the difficulty in mobilizing them outside of class hours, but it remains a time with little mobilization: the number of teachers involved is still stagnating. Even though the recognition of this approach by the training financier, Formiris, is not successful: there is therefore no official financing; the headteacher manages to find a way of paying the most committed trainer, but the small group is exhausted, especially as the geographical location of the space used does not favour the commitment of the college teachers several hundred metres away.</p> <p>The exchanges remain restricted to the small team of 6 or 7 teachers, without any real formalization, nor capitalization of what is done, exchanged.</p> <p>Finally, the "innovation bubble" remains marginal, even though individual use of digital technology by teachers is gradually increasing within the school, but very often outside the "radar" of the digital steering committee or management.</p>
<p><b>Planned developments</b></p>	<p>The choice was made to suspend, at least momentarily, the training offer of the "innovative bubble" and to set up, under the aegis of the digital steering committee and with the strong will of the management, a dynamic digital action plan for the establishment, on the Quebec model, evoked on the occasion of the ANGE project.</p> <p>The aim is to favour a more systemic approach, meaningful for everyone, in connection with the school project that was co-constructed at the time of the recent merger of the two entities of the school complex. On this basis, a complementary action plan will be drawn up which tackles the various aspects - technical, financial, space, pedagogical, training - head-on, so as to make the action sustainable and to involve the largest possible number of teachers, particularly those who innovate "low-noise" in their classrooms, who must be identified in order to better support them and encourage their initiatives.</p>
<p><b>Support documents</b></p>	<ul style="list-style-type: none"> <li>- Interview of the teacher project leader ANGE</li> <li>- Interview with one of the other "pioneer" teachers</li> <li>- Description of a session of the "innovative bubble".</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Observations at a transnational meeting workshop in PCH of a session on the "innovative bubble".</li><li>- Description of a Latin course and a French course worked at the end of sessions of the "innovative bubble".</li><li>- Analysis conducted by the accompanying researchers (Output 3)</li><li>- Description and analysis of the Quebec NAP and the CAPTIC of the Cegep de La Pocatière (output 2)</li></ul> |
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