

ANGE STRATEGIC PARTNERSHIP
2017-1-FR01-KA201-037369 - convention duration from 01/09/2017 to 31/12/2020
DIGITAL TRANSITION DIAGNOSTIC CHART IN AN EDUCATION ESTABLISHMENT

Grid illustrated by examples for each item and degree of maturity

This grid allows both to carry out a self-diagnosis on the one hand, and, on the other hand, to develop on this basis an action plan with planning

Subject of analysis		Level 1	Level 2	Level 3	Level 4
PILOTING - ORGANIZATION	Equipment and strategy	No strategy	A project without an axis learning environment (materials, space, furniture. etc.)	A project with an axis learning environment (materials, space, furniture. etc.)	Long-term vision of the evolution of learning environments (materials, space, furniture, etc.)
	Digital project	Ad hoc evocation in the settlement project	Integration in the project (specific digital component or cross-sectional element to different actions)	Animation of a digital commission that oversees uses, projects, their evaluation...	The composition of this commission is extended to pupils, parents, OGEC staff
	Charter	Lack of a charter	Presence of a charter attached to the internal regulations and a DPO	Articulation charter / ethics of digital and well-being in the establishment	Regular review of the charter, integrating audiences with special educational needs
	HRM and digital	Identifying digital expertise among teachers and staff	Appointment of a referent (teacher, staff...)	The existence of a collective "digital references" and regular training of a significant number of teachers	The collective is sustainable, covers the various fields of education and can offer in-house training
	Information/communication	Information circulates through messaging for staff and families	Educational and educational life information is organized around a dissemination space (digital working environment or equivalent service) for staff and families	Developing a multi-support information and communication strategy (e.g. multi-year plans) <i>To be adapted to small structures</i>	Development and follow-up of this strategy by a committee comprising representatives of the entire community of actors in the institution

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	Funding/budget	No budget, one-off quotes	A one-time opportunity budget	A recurring opportunity budget: towards an investment budget	A permanent and dedicated budget line: investment and operation
EDUCATIONAL AND PEDAGOGICAL PRACTICES	Digital culture of teachers	Using office tools	Production and editing of digital documents	Collaborative networking between teachers within the school	Participation in virtual communities of non-institutional peers
	Use of tools	Use of mandatory digital tools	Search for digital tools that complement those prescribed by educational programs	Sharing digital tools by teachers who use them (mutualisation)	Creating digital tools by the teachers themselves
	Pedagogical scripting	Usual course preparation with digital tools and classroom projection	Putting online resources for courses whose mainly pedagogical model does not vary	Significant transformation of the course, with a strong ability of students on the basis of remote resources	Creating hybridized paths, mixing distance and presence, individual and collective works, synchronous and asynchronous <i>To be adapted for the first degree</i>
	Evaluation practices	Almost exclusive use of paper	Tracking students on spread sheboards	Organization of online evaluations	Proposal for individual digital port-folio
TRAINING	Skills Learning and Certification (DigitalLiteracy)	Regulatory obligation of school curricula and area 1 of the base	Implementation of specific modalities to facilitate the acquisition of students' digital skills (collaboration, cross-cutting, autonomy, etc.)	Implementation of an evaluation strategy, including on the basis of training workshops, using the ministerial tool PIX	Proposed training and assessment of the skills of the various actors in the school: teachers, staff, parents
	Ethics and legal framework for digital uses	Organizing digital awareness sequences	Implementation of EMI sequences by the documentalist or expert teacher	Appropriation of EMI themes cross-cuttingly by teams of teachers on educational or pedagogical projects	Training in the ethical and legal framework for the benefit of all stakeholders, teachers, OGEC staff, parents
	Developing the skills of staff	Head of school prioritizes training requests according to budget Writing an account by staff going to training	Writing and sharing an account by staff going to training on a common space	Designing a training policy that combines individual and collective needs in relation to the settlement project	Mapping internal skills to share and enhance them by creating a pool of resource people. Formalization, capitalization and sharing of individual and collective learning Proposal to welcome other teams for "inspirational" stays

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NUMERIC RESOURCES	Nature of resources	Free resources	Some cross-cutting manuals or resources	Enriched digital manuals for the majority of subjects	Enriched digital manuals, cross-resources for all subjects
	Access to resources	Very problematic access	Frequent technical difficulties	Some one-off difficulties	Fluid and trouble-free use
	Use of resources	Punctual	About 20% of teachers for regular use	About 50% of teachers for very frequent use	Widely reduced and very common use
INFRASTRUCTURE AND EQUIPMENT	Security	Single box	Router	Basic fire pares	Level 7 firewall
	Internet access	ADSL access or single fiber	Several broadband links including at least one	Between 1 and 2 Mb/s per terminal Fibre Symmetrical or several very high-speed links VDSL or fiber Pro	More than 2Mb/s per terminal Very high-speed symmetrical fiber or multiple fibers
	Bandwidth management	No QoS or dedicated ENT access	QoS less than 5 Mbs on undy internet access ENT	Dedicated internet access for ENT or QoS management with 5 to 10Mbs dedicated	Dedicated internet access for ENT or QoS management with dedicated 10Mbs
	Network infrastructure	Switches non manageable	All level 2 switches, VLAN, links between dispatchers - 1 Gbs (multi attachment)	All level 2 switches, VLAN, links between dispatchers - 1 Gbs (multi attachment)	Level 3 network core, gigabit switches, VLAN, 10Gb/s dispatcher links
	Equipment for videoconferencing rooms	Projector, network, speakers	Projector, network, speakers, webcam	Complete semi-professional or small group video conferencing system 5 to 10 people	Complete professional video conferencing system for the entire room
	Technical resource person	No resource person, provider responding to a breakdown	Qualified person with less than 10 hours per week or provider intervening several times a month	Qualified person with less than 20 hours per week or provider intervening at least once a week	Full-time qualified or provider working several times a week
	Computer park	Less than 2 years at 20%	Under 2 years at 40%	Under 2 years at 60%	Under 2 years at 80%
	Pupil equipment	Fixedpositions	Fixed stations- mobile classes	Portables or tablets made available on reservation, for at least 20% of students	Individual equipment for all students
	Teacher equipment	Fixedpositions	Fixed stations - some laptops or tablets on reservation	Portables or tablets made available on demand, at least 50% of teachers	Individual teacher equipment

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