

**STRATEGIC PARTNERSHIP ANGE**

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

<b>SCENARIO 1</b>	<b>Commitment to participatory governance of digital deployment in the establishment</b>
<b>TESTING PLACE</b>	<b>Paul Claudel d’Hulst High School – Paris - France</b>

<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 School (PCH) is a recent school complex, born from the merger in 2016 of two establishments (both High 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.</p> <p>The majority of parents come from rather well-off social classes but with disparities in terms of academic results.</p> <p>Digital equipment is rather limited, in premises that are difficult to adapt. A mobile cart equipped with shelves was acquired, in connection with the opening of the "learning lab" at the high school, in the year preceding the start of the ANGE project.</p> <p>On taking up her duties, in order to complete the merger, the new head teacher benefits from the construction of a new building. This is how the "learning lab" was created at the high school and set up to test new pedagogical situations with digital technology, essentially aiming to take into account the heterogeneity of the students through differentiated practices. Digital technology was already seen as an object potentially common to the teams and potentially federating within the framework of the new school project to come. Small groups of teachers who are open to these uses meet from time to time, in middle school, as part of the "explorers' circle" and in high school, as part of 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.</p> <p>When she took office, the diocesan supervision asked the new headteacher to work on the drafting of a common school project to create a new dynamic specific to the new school and to a united team (even if the two buildings remain); it is therefore necessary for the headteacher to create all the conditions favorable to exchanges and meetings between the two "cultures", to think of a management that allows the emergence of a new common project, she is therefore questioned</p>

	<p>in this respect when the Angel Project starts. The merger is also based on a new organization of the school's management since, since 2018, there is only one head of school, for both entities, assisted by a strategic council composed of "specialists".</p> <p>In 2016-2017, a European Erasmus project, "reporters without frontiers", had already enabled several teachers to exchange with European partners, to open up to new pedagogical situations using digital technology, which fed into several work sessions in the "learning lab", which was then taking its first steps, both as a space for pedagogical experimentation but also as an "innovative bubble", a space for peer training for the first teachers who wanted to share their practices and discover new tools.</p> <p>The first consultations on both the school's project and the development of digital technology, both within the management team and with volunteer teachers, began just before the ANGE project. The arrival of PCH among the partners of the European project accelerates the creation of a digital steering committee which associates the director and some volunteer teachers already involved in the use of the learning lab and actors of the first sessions of the "innovative bubble", one of whom takes the responsibility for the porting of the Ange project within the school.</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>The observation was quickly shared that beyond the experiments with groups of students carried out in the high school learning lab, it is really necessary to give priority to the training of teachers who wish to innovate and the Ange project provides the favorable framework for this new dynamic that leads the "pioneers" to envisage new ways of operating their "innovative bubble", to develop the concept of training by and between peers.</p> <p>Its recent creation requires the establishment to work on its image and its specificities, which distinguishes it from other establishments, particularly in its catchment area. This is part of the backdrop for 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>
	<p><b>INTENTIONS OF THE SCENARIO</b></p>
<p><b>Target audience Quick presentation of the project</b></p>	<p>The school's teachers, first and foremost; those who are most committed to educational innovation based on digital technology, the first users of the school's learning lab, the first participants in the "innovation bubble".</p> <p>The headteacher's approach aims to gradually install shared governance of the school from the perspective of educational innovation linked to digital technology, to encourage the emergence of "leaders" among the "pioneering" teachers, and to give them responsibilities within the steering committee, so as to make their own actions more visible and get a growing number of teachers to join this dynamic.</p>

<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To set up dialogue and steering bodies that enable the commitment of volunteer teachers, especially the "pioneers".</li> <li>- To support and promote the actions of these "pioneering" teachers, users of the experimentation space, "learning lab", and participants in the co-training sessions of the "innovative bubble".</li> <li>- Facilitate the skills development of these teachers, through the ANGE project but also through internal days of mobilization on digital technology, with external interventions and by encouraging the peer training project, the "innovative bubble".</li> <li>- Obtain the necessary financing for the first mobile equipment and wifi network infrastructures, taking advantage of the merger context</li> <li>- To create and perpetuate a technician position to ensure the maintenance of infrastructures and digital equipment.</li> <li>- To professionalize oneself within the Ange project, through meetings with other heads of schools, in particular the other experimental schools of the project, discoveries in other educational contexts, the expertise offered by the intellectual productions and webinars of the ANGE think tank.</li> <li>- Clarify a strategic vision of digital deployment within the institution to better link it to the institution's project, and translate it into an action plan.</li> <li>- Implement an action evaluation process to better regulate and, if necessary, redirect the action.</li> </ul>
<b>Expected impact Impacts</b>	<ul style="list-style-type: none"> <li>o Development of pedagogical innovation linked to the use of digital technology, to facilitate the implementation of various modalities of differentiation, the development of transversal skills among students (close to 21st century skills), the implementation of pedagogical scenarios based on the activation of students encouraging motivation and commitment, even of the most "discreet" students up to now.</li> <li>o Progressive development of a common culture within teaching teams from two schools with different cultures and facilitate joint projects.</li> <li>o Development of teachers' teamwork in project mode</li> <li>o Emergence and deployment of a shared governance on the issue of the development of pedagogical innovation related to the use of digital technology.</li> <li>o Increase in the skills of "pioneer" teachers, in terms of pedagogy, but also in terms of positioning themselves as "leaders" among their colleagues in order to encourage "swarming" among peers.</li> <li>o Pioneer" teachers taking on responsibilities, both formally, within the dialogue and steering bodies created by the headteacher, such as the ANGE steering committee, which is rapidly becoming the digital steering committee, but also more informally, in routine and regular exchanges with their colleagues.</li> <li>o Development of an "innovative" school image, in which the heterogeneity of the students is taken into account, dynamic, open to its time and the world..., to set it apart from other schools in its micro-territory and thus create a "competitive advantage".</li> </ul>
<b>Needs to carry out the project</b>	<ul style="list-style-type: none"> <li>o A clear vision of ambitions for the establishment</li> <li>o A certain managerial "culture" that makes it possible to align the posture and the project.</li> <li>o An analysis of the internal and external context to identify support points and opportunities for the project.</li> <li>o Committed teachers, ready to embark on pedagogical innovations but also on a more constructed experimental approach.</li> <li>o Funding both for equipment and digital infrastructures, but also for fitting out certain premises (learning labs), which requires the support of parents, via the school management association (OGEC).</li> <li>o A technician in charge of digital</li> </ul>

<b>Available resources</b>	<ul style="list-style-type: none"> <li>○ An external support to take a little distance from its daily action.</li> <li>- A very buoyant ministerial context for the deployment of digital technology for the benefit of teaching and learning.</li> <li>- The merger is a moment of transformation and encounters between new players. This particular inter-relational context has enabled the emergence of an innovative project.</li> <li>- The Ange project is concomitant with the drafting of the establishment project. This innovative project must therefore be a lever for a new global governance of the establishment: a voluntarist commitment by the head of the establishment to seize this opportunity for openness and inspiration.</li> <li>- The majority of teachers are committed to their school, even if their projects are not centered on digital technology.</li> <li>- Pioneering" teachers are already committed to using digital technology in their classes, some of them finding themselves in the "innovation bubble" that is taking its first steps.</li> <li>- Interventions have already taken place during pedagogical days on the field of digital technology, which have helped nurture the first exchanges. A team from the Catholic Institute of Paris is present for the first steps of the first learning lab and the "innovative bubble".</li> <li>- The presence of a full-time IT technician.</li> <li>- Financing obtained for the purchase of more efficient and mobile equipment.</li> </ul>
<b>Planned evaluation procedures</b>	<p><u>Qualitative criteria :</u></p> <ul style="list-style-type: none"> <li>- quality of exchanges and decisions taken within the bodies, with regard to the will to bring about an increasingly shared governance;</li> <li>- analysis of the postures and positions adopted by the teachers involved to determine whether or not they assume a "leadership" role and take on real responsibilities.</li> <li>- Interviews with teachers and colleagues in the management team to try to measure the effects of a possible "spin-off" within the larger team of teachers.</li> <li>- occasional feedback from students and parents</li> <li>- exchanges with the pan-European and international support team of the ANGE project</li> </ul> <p><u>Quantitative criteria :</u></p> <ul style="list-style-type: none"> <li>- number of instances created</li> <li>- number of teachers involved in these bodies, primarily on the digital steering committee</li> <li>- number of "pioneer" teachers who use the learning lab, who participate in the "innovative bubble" sessions, those who gradually join them</li> <li>- number of classes concerned by new pedagogical scenarios</li> </ul>
<b>EVOLUTION OF THE SCENARIO</b>	
<b>Evaluation conducted</b>	<p>In spite of the specific context of the merger, the disparity of cultures, the time needed to develop a common establishment project, the objectives are largely achieved :</p> <ul style="list-style-type: none"> <li>- The creation of a steering committee to involve volunteer teachers in decisions on the deployment of digital technology; COPIL members make proposals for orientations and/or action, the headteacher decides and enforces them. A real collaboration, with a more horizontal operation, is gradually being established.</li> <li>- The deployment of the "innovative bubble" as a space and time for co-training between peers, thus enhancing the value of the learning lab, and promoting the idea that educational innovation linked to digital technology can also be deployed in "common" spaces.</li> <li>- The participation of several teachers in the events of the ANGE project, in particular in the short training courses, which are sources of meetings, exchanges, discovery of new pedagogical situations, new tools, new organizations.</li> </ul>

	<ul style="list-style-type: none"> <li>- The identification of resource persons to embody a distributed leadership and facilitate the co-porting of the project.</li> <li>- The design of a system of varied and complementary meetings and their formalization: information, organization, animation, traces and capitalization, both within the management team and within the digital steering committee.</li> <li>- The implementation of a proactive internal communication policy to formalize and promote the work of the digital COPIL and the "innovative bubble": formal invitations by the management secretariat, report by e-mail to the members of the copil; presentation to the entire educational community with visual support (PPT / Prezi) at educational meetings (10 minutes), articles in the school newsletter. This communication itself is based on the use of digital technology.</li> <li>- The continuation of the partnership with the Catholic Institute of Paris, to support innovative teachers.</li> <li>- The financing of equipment and the purchase of "premium" licenses for the applications used in the "innovative bubble" and then in class by the experimenters (padlet, kahoot, socrative, quizz...).</li> <li>- Launching the reflection on the development of a new learning lab in the college premises, with the help of an architectural firm and by soliciting the skills of the ANGE project partners during a creative workshop of the transnational meeting held at PCH, and by actively seeking the necessary funding.</li> <li>- Hiring a dedicated staff for technical issues.</li> <li>- The recognition of the commitment of the pioneers by a specific remuneration.</li> <li>- The participation of the Head of School in inspiring trips (for example to Quebec with her fellow Heads of School of the Diocese of Paris) and her involvement in the meetings and trainings of the ANGE project.</li> <li>- The visit of the 101 lab (educational innovation laboratory of the Ministry of National Education) by a member of the steering committee and responsible for the innovative bubble (with a class).</li> </ul> <p>However, although the headteacher's ambition in the digital field is gradually spreading within the school, if teachers are committed, their number remains limited, the sessions of the "innovative bubble", even if modified and enhanced, do not attract the number of teachers hoped for and the expected spread is not fast enough: The voluntarist action of the headteacher, supported by a few teachers, is not enough to bring about the transition from experimentation to a real transformation; the changes in posture are not so simple, neither on the management side nor among the teachers.</p> <p>It is clear to the headteacher that the actions carried out lack coherence, the strength of a real large-scale project, as she was able to see when she discovered the digital action plans in Quebec.</p> <p>The team has co-constructed a Common Reference Frame of Competencies of the actors of the Ange project to better identify the common competencies likely to be acquired within the framework of the project.</p>
<p><b>Planned developments</b></p>	<p>The decision was made to prioritize the co-design of a PAN (digital action plan) for the school, by involving as many teachers as possible in the process, somewhat along the lines of the principle that guided the writing of the new school's project a few years ago. The driving force behind this plan will be the digital steering committee, which should be open to new volunteers.</p> <p>A detailed analysis must be carried out in order to :</p> <ul style="list-style-type: none"> <li>● identify the "everyday" innovations linked to the use of digital technology in the classroom, and which are "low noise".</li> </ul>

	<ul style="list-style-type: none"> <li>● analyze the nature of the interrelationships at work within the teaching team to identify the "friendship" or professional proximity groups and use them to promote teamwork, to identify teachers in a potential position of "leader" and likely to become communication relays for the project, or even to become involved in the project's supporting bodies.</li> <li>● identify where the reticence is and identify its origins (comfort zone from which one does not want to leave, fear, lack of knowledge...)</li> </ul> <p>We need to strengthen the orientation that highlights these everyday innovations in "normal" classrooms, even if it means developing mobile equipment and being attentive to any necessary adjustments. Learning labs should become "demonstrators", places for experimentation in the sense of discovering new educational situations that should then be acclimatized in more "common" premises to facilitate their dissemination.</p> <p>We must continue to increase the skills of the "pioneer" teachers both to enhance their commitment and to strengthen them in their role as "leaders" who are co-porters of the project: two of them are enrolled in the university diploma "Teaching with digital technology" offered by the Catholic Institute of Paris. We must also continue the policy of openness, both in France and in the framework of European projects, to develop encounters and sources of inspiration.</p> <p>We must be attentive to the question of postures and positioning, to overcome the obstacle of "asymmetrical" positioning that hinders real teamwork, and to bring the orientations and principles of the project into line with everyday behavior.</p> <p>It is necessary to develop a formal evaluation:</p> <ul style="list-style-type: none"> <li>- of the effects of peer training and training courses followed externally (what skills are targeted, what skills are developed, for what effects on professional practices)?</li> <li>- actions implemented to promote shared governance</li> <li>- the effects on students' skills of the new learning situations offered to them</li> </ul>
<p><b>Support documents</b></p>	<ul style="list-style-type: none"> <li>- Interview of the head teacher and the teacher project leader ANGE</li> <li>- Interview with an "innovative" teacher</li> <li>- Analysis of the experiment by the accompanying researchers (output 3)</li> <li>- Analysis of experimentation from a managerial point of view by Hervé Chomienne</li> <li>- Output 2, for the Plan d'Action Numérique du Québec and the CAPTIC of Cegep de la Pocatière</li> <li>- Common repository of competences of the actors of the Ange project</li> </ul>