Erasmus+

STRATEGIC PARTNERSHIP ANGE
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SCENARIO 3	Implementation of distributed leadership within the framework of participatory governance to get a growing number of teachers and trainers to join the experiment.
TESTING PLACE	Centre Zawm of St Vith - Belgium

SUBJECT OF THE STUDY	Learning situations for a study of the conditions of education and learning in a digital environment - the use of ICTs
SUB-STUDY OBJECT	**How to propose an online digital certification training (complementary module) for participants with different backgrounds? How to pilot (technical and pedagogical choices)?**

	EMERGENCE OF THE SCENARIO
External and internal context of the project	The ZAWM vocational training center in St. Vith, in German-speaking Belgium, trains apprentices (160 complete their training every year) for a wide variety of professional sectors. It also offers continuing education for the professionals themselves: courses for company managers (about 30 per year) and vocational training for other players in the local economic fabric. The ZAWM is financed by subsidies linked to functions and personnel, calculated on the basis of the hours of classes given. However, these subsidies are not sufficient to cover the main activity. Another source of funding is income generated by continuing education events where the center competes in the market for independent training providers. However, this allows it to finance mainly the acquisition of materials and resources in the teaching field. The center has 75 teachers, most of whom (95%) come from companies and teach in the educational institution on a fee / hourly basis; there are therefore few statutory staff. But all of them share a strong attachment to the training center and its image. Work-linked training means that apprentices are trained both at school (1 day per week) and in companies (4 days per week). Because of its partnership with companies, the center, as a school, is confronted with the requirements that these companies have to face, particularly in the field of digital application development. The digital equipment can be found in two dedicated computer rooms and, more recently, a "mobile classroom" equipped with tablets and laptops.

The theme of Craft 4.0, a community-led plan, is becoming increasingly important within companies. Electronic systems and machines, electronic documentation, CAD, CNC, BIM, ... are now an integral part of their daily life (e.g. in the construction industry). They expect training institutions to provide appropriate training for employees at all levels (from apprentices to skilled workers, managers, skilled workers and executives). At a time when we are currently experiencing a great shortage of labor in the region, as well as a rapid development in the field of digitization. It is therefore astonishing that, in addition to older employees, there are also many young people who simply cannot master digital technology.

Training centers are therefore obliged to offer young people a school education that takes into account the latest computer technologies; training must be more in tune with the realities of the field and, in particular, with digital tools, so that young people are more directly operational and better adapted to the requirements of the job market in the professional sectors concerned.

Their task is therefore to organize ad hoc training courses.

This can - must - however take place in close cooperation, both with regard to the material equipment and the fields of application. To do this, the school and the company must work together. They are called upon both to determine the right tools in which to invest and to help finance purchases. In most cases, the needs are established through direct contact between specialized teachers, often professionals from local companies, and the management and training institutions. These establish the concrete needs of the companies and the economic fabric, and deduce the technical skills to be transmitted to the apprentices.

The management team is already operating on the basis of a culture of supporting teachers' initiatives and dialogue with the team. The head of the training center is determined to invest in the direction expected by companies, he is also willing to commit to a European project to allow exchanges, to encourage openness for the teachers and himself, to find examples of practices and use of digital tools for the benefit of training in other countries, to better see what works well and the pitfalls to be avoided.

The center's management is also regularly in direct contact with all external stakeholders: regional authorities, businesses, corporations and industries, as well as other training centers in the region.

The size of the center gives it little budgetary margin, which requires it to make well-considered choices, to find additional funding, and to envisage a strategy over several years to avoid as far as possible the obsolescence of the professional software used, or even more basic digital equipment to serve teachers and students, while offering them the appropriate training.

Temporary workers from the company for professional disciplines are often not very present at the center and therefore not easily mobilized. On the other hand, these temporary workers are familiar with the digital tools used in companies and can help in their choice and use.

The team nevertheless has a certain culture of exchange, both formal (different types of meetings between teachers or between teachers and management, including a "digital" working group) and informal, of participation in decisions through requests from management. The experimentation project was therefore submitted to the teachers before starting.

	Although not everyone is an innovator, there is no strong resistance to the development of digital technology, rather fears of not mastering it, especially among the older teachers: personal empirical culture (documentary research, word processing, slide show spreadsheet), fears that it will not work and a lack of time to "invest" in new engineering. Despite everything, there is computer equipment available, a work platform (ILIAS), but the premises are not very well adapted to the new pedagogical practices induced by the use of digital technology. The internet connection is too weak. There is a lack of a technician capable of accompanying teachers and trainers and of taking care of all the technical aspects, equipment and malfunctioning. There is a well-established culture of European openness in Zawn, 14 projects over the last 10 years: every year students and teachers participate in transnational mobility, opening up to new contexts and new practices. The students are generally rather favorable to the project, hoping for more dynamic courses and more in touch with what they experience in companies and with their personal uses.
	INTENTIONS OF THE SCENARIO
Target audience **Quick presentation of the project**	The target audience is the entire Zawm center team, especially teachers, whether they are tenured or temporary. The ultimate beneficiaries are naturally the young apprentices trained at the center, since the aim is to promote their professional integration in a rapidly changing environment. The aim is therefore to gradually get all teachers to adhere to changes in teaching methods by introducing digital tools and services. To this end, the director has chosen to put in place a more shared form of governance, and to encourage a more distributed leadership within the team, to document the exchanges within the dialogue and steering bodies and thus feed into the decision-making process. It is also a question of encouraging the initiatives of "pioneer" teachers, of encouraging the experimental approach, the strategy of small steps, so as not to frighten away and to promote innovations that little by little will make it possible to envisage real transformations. Finally, the aim is to match the center's equipment needs with its financial margins (its own budget and the search for aid and subsidies).
Objectives	- Increasing the diversity of teaching methods through the use of digital media - Strongly develop the training of apprentices in the handling and use of digital tools, according to the daily operational needs in their professional context and thus facilitate their professional integration. To this end : - Carry out an analysis of the internal and external context in order to implement pedagogical transformations.

	- Design, implement and evaluate a form of steering to promote the emergence of a shared governance of pedagogical transformations and create a secure framework for teachers' pedagogical initiative. - To encourage and facilitate the involvement of the greatest number of people, both in the experimentation and in the center's bodies.
Expected effects Impacts	- Response more adapted to the expectations of regional authorities and professional branches within the framework of the Craft 4.0 plan. - Improvement of the internal dynamics of the center (student-teacher relations, teachers among themselves) and external (center-business relations). - Development of the link between teachers and companies - Development of the professionalization of trainers: modern equipment more in line with the world of work, use of digital technology in the management of courses and students, in-house training, continuing education offers... - Seeking the support of the most reticent trainers, often in the professional sector, marked by the transmissive model and having only a weak pedagogical culture. - Development of team, disciplinary and interdisciplinary work - Development of the commitment of teachers within the collective of trainers and in the life of the center itself. - Development of participatory and proactive management, based on "embodied" leadership, shared governance of experimentation and, if the results are positive, sustainable transformation. - Development of a technical, financial and pedagogical framework that is sufficiently secure to allow teachers/trainers to dare to experiment. - Building the image of an innovative center in tune with its environment, to attract more young people to apprenticeships and maintain close ties with the region's companies, while participating in their own digital transformation, also through a renewed offer of continuing education.
Needs to carry out the project	- Sufficient financial margins to acquire the necessary infrastructure and equipment, in particular business applications - Expertise to make the right choices in terms of heavy investments and to avoid too rapid obsolescence (close links with trainers and companies in the sector) - Adequate equipment and infrastructure, in line with the needs of experimentation in terms of general and professional disciplines. - Creativity among teachers, to design new pedagogical scenarios, more varied, more active, more motivating for young people. - Commitment on the part of the teaching team, including within the center's bodies. - The unconditional support of the small management team - Vigilance to pick up the "weak signals" of fear among teachers, possible excesses (excessively playful use by young people of the tools made available to them or of their own terminals, etc.), financial risks....

	- Time for dialogue, listening, facilitating, accompanying, during the various meetings but also during the more informal times of meeting with teachers.
Available resources	- Very strong commitment of the management team to the development of the use of digital technology in training. - All the stakeholders are quite willing to take part. - A financial culture of the director and a know-how in the search for external budgets. - The intuition that the courses will be closer to reality, both personal and professional, and therefore both more attractive and more effective. - The close links with the beneficiary companies, which allow to better target the needs, therefore the necessary applications and situations. - The culture of exchange and a certain form of participation, both within the management and among teachers, which, together with the commitment of the management, creates a reassuring and risk-taking-friendly climate. - The experimental approach is accepted as such: trial and error, exchanges, progress. - The choice of a strategy of small steps that makes it possible not to put too much "pressure" on the pioneers, to limit ambitions to the "possible" and to things that can be shared with uncommitted colleagues, things that are "acceptable" on their part, that do not frighten them. - 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)
Planned evaluation procedures	Qualitative criteria : - Follow-up of the project progress plan, in team meetings and center management meetings - Budgetary control - Regular operational meetings with the team, on the different aspects of the project: pedagogical, technical, human, financial, etc. - Exchanges with local businesses and community leaders - Exchanges with the pan-European and international support team Quantitative criteria : - number of teachers involved in experimenting with new pedagogical situations - number of leading teachers

	- number of training courses created internally - number of requests from external partners
	EVOLUTION OF THE SCENARIO
Evaluation conducted	o The teachers who have embarked on the project are more comfortable with digital technology and are gradually proposing new pedagogical situations: they are moving away from lectures to more personalized learning and more active group classes. They are still few in number, but they are capable, on the basis of real evidence, of dialoguing with their colleagues and convincing some of them to join them in the experimentation: the wager of the small steps approach seems to have been won. The internal training courses that have been set up have played their part and have proved to be effective. o The students have appropriated the digital tools for learning (even though they were focused on playful or communicative uses) and the feedback is generally very positive, even if it is only partial. o Students' initiative has been improved. They feel that teachers trust them more and give them more responsibility. They were more motivated during the lessons involved in the experiment. o The feedback from the business leaders involved is rather positive, although it is also too partial. o The teachers involved in the experimentation say that innovation is time-consuming and admit that they still have difficulty in properly identifying the set of skills that they make the young apprentices work on, especially cross-cutting skills, and above all have difficulty assessing them. This reinforces the need for teachers to work in teams and share experiences and resources. o The dialogue and steering bodies function well on the basis of the commitment of each other; teachers take responsibility, put themselves forward and thus embody the "distributed leadership" mentioned above. While the principal continues to make the final decisions, his or her decisions are truly nourished by exchanges with teachers and their proposals and/or initiatives. o 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, but they were also solicited by other training centers to support their staff in the use of digital technology. This recognition has valued them and reassured them of the validity of their commitment. It has also enhanced the value of the center, which has become a benchmark for educational innovation linked to digital technology in German-speaking Belgium. o The team has co-constructed a common repository of skills of the actors of the Ange project to better identify the common skills likely to be acquired within the framework of the project.
Planned developments	Continuation of the experimentation, which is in the process of becoming a real transformation of the center's training practices, facilitated by the context of the health crisis :

- Acceleration of the implementation of digital environments (office 360 for all, teachers and students, moodle platform...),

- Extension to other disciplinary, general and professional fields, carried by the teachers who are gradually joining the pioneers.

- Hiring of a part-time technician (initially) to manage equipment, infrastructure and support users

- Continuation of the peer-to-peer training program and external continuing education to professionalize the team, on mastering tools and environments but also, and above all, on pedagogical aspects: pedagogical scripting, getting students active and managing the class, forms of evaluation, identification of expected skills, mainly cross-disciplinary skills......

- Hiring of a trainee to carry out the various forms of evaluation of the experimental project: questionnaires with students, teachers, business leaders, etc.

- Analysis of survey feedback and meeting discussions to highlight successes and progress and act on "gaps" or difficulties.

- Creation of a partnership with another "French" Language Training Center (Belgium) to create exchanges between the apprentices.

- Creation of an Erasmus+ type partnership with other vocational schools that offer work-linked training.

- Creation of a network of dual training institutions and/or create databases with teachers who provide documents/experience stories, advice - on the model of the innovative bubble set up at the Paul Claudel High School in Hulst, partner of the ANGE project.

Several points deserve special attention from the Director :

- The search for new funding

- Raising the pedagogical skills of ALL teachers

- Encourage more and more teamwork, exchanges and sharing (including helping the "pioneers" to have arguments for their colleagues who are still hesitant or reluctant).

- The identification and evaluation of transversal competencies and the evaluation of the effects of experimentation on the learning of young people.

- The various methods of monitoring and evaluation of the project itself, in order to better manage it.

- - Guarantee the close link with the artisanal fabric of the territory and with the entrepreneurs who receive the young people trained at the center.

Support documents	- Interviews with the head of the school and the pilot of the ANGE project in the training center - Student Interviews - Interview with the director of Zawn St Vith and the referent teacher ANGE - Description of the experimentation management approach - Analysis carried out by the accompanying researchers in the framework of output 3 - Analysis of the Zawn st Vith change management process by Hervé Chomienne - Common repository of competences of the actors of the Ange project