

STRATEGIC PARTNERSHIP ANGE

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

GLOSSARY KEY CONCEPTS ANGE PROJECT

| | |
|---|--|
| <p>Support</p> | <p>It is a modality of professional action or activity-based training which, alongside the practitioners concerned, involves people of different status: peers, experts, trainers or researchers. Support is considered a necessary condition to facilitate professional development, especially when it is collective and "supportive". It can take very varied forms, involving research to varying degrees, but it is there to help people to take a step back, to help them analyse their professional activity and/or carry out a project, to compare points of view, to provide expert input, it is there to grow and nurture an individual and/or collective path, but not to say what needs to be done or what the path is. (Sources: interview and webinar with François Müller, interview with Olivier Perrenoud, interview with Monica Gather Thurler, interview with Jean-Marie de Ketele, interview with Ricard Wittorski)</p> |
| <p>Learning, apprenticeships</p> | <p>In ANGE, we conceive learning as a mechanism, a process, a dynamic that allows the acquisition of knowledge, know-how, interpersonal skills, which facilitates the implementation of a competence in action, in situation. The actor of learning is the "learner", whoever he is and whatever the context of learning, whether at school or at work, and whatever the form, formal or non-formal, or even informal. The ANGE classlab thus promotes the creation of a community of practice and learning between and by peers that brings together both the leaders and teachers of the experimental establishments and also the trainers and researchers who accompany them. This type of approach is often associated with a context of innovation, pedagogical and/or managerial; as shown by Axis 2 of the Quebec PAN (digital action plan) and particularly the deployment of the CAPTIC (centre for learning in pedagogical applications of ICT), which have largely inspired several partners in the ANGE project.</p> |

| | |
|----------------------------------|---|
| <p>Classlab</p> | <p>The Class Lab designates "a laboratory for supporting change in education and links with digital technologies and governance of action. The concept of Classlab is based on a conception of the development of 21st century skills for education stakeholders and learners in the training establishment. The Classlab is also a place for transforming the institution".</p> <p>Source: ANGE ERASMUS+ project; Definition enriched and finalised by the Bulgaria workshop of the ANGE project (2018): "The ANGE classlab is a laboratory for supporting change in education in relation to digital technologies and governance in education. Its objective is to be a lever for the transformation of the institution.</p> <p>It is organised as a learning community made up of stakeholders: researchers, trainers, school heads, teachers, parents, students, professionals, local partners, etc...</p> <p>These learning communities enable experiments to be supported as close to the field as possible, thus becoming a form of in-service training for teams, teachers and headteachers. The classlab concept is based on a conception of the development of 21st century competences of education stakeholders and learners in the training establishment.</p> <p>The approach of the ANGE Classlabs communities is that of action research. It is based on methodological protocols: identification of the object of study, analysis and theoretical contributions from research and experimentation, formulation of future scenarios enriched by the progress of the research.</p> <p>The ANGE classlabs are organised in pan-European and international networks and work both face-to-face and remotely. »</p> |
| <p>Learning community</p> | <p>It is a group of individuals, who share common interests, in their professional activity, in their intentions. It becomes a "learner" when it wishes, in conscience, to develop collective knowledge that contributes to the professional development of its members, when its members formalise their own knowledge (or know-how, or resources...), in order to capitalise on it and be able to share it, within the community or with others. The learning community, like the learning organisation, is built on the transition from "solitary" professional development to "solidarity" professional development. (Sources: interview with François Müller, webinar by Richard Wittorski, webinar by Jean-marie de Ketele)</p> |

| | |
|--|---|
| <p>Skills</p> | <p>Definition by Tardif (2006) : "A competence is an ability to act based on the effective mobilisation and combination of a variety of internal and external resources within a family of situations".</p> <p>Definition enriched by the AEFA ERASMUS+ Guide (2017) : "A competence is a knowledge to act based on the effective mobilisation and combination of a variety of internal resources (knowledge, cognitive capacity, metacognitive capacity, procedural know-how, physiological resources, emotional resources, etc.) and external resources (networks, software, database, documentary resources, members of the collective, resources of the professional environment, etc.) within a situation in a given context".</p> <p>Enhanced and finalised definition of the ANGE project's PCH workshop (2019) : "A competence is a know-how to act based on the effective mobilisation and combination of a variety of internal resources (knowledge, cognitive capacity, metacognitive capacity, procedural know-how, physiological resources, emotional resources, etc.) and external resources (networks, software, data bank, documentary resources, members of the collective, resources of the professional environment, etc.) within a family of situations in a given context, with reference to an educational vision co-constructed by the actors of the ANGE project within ERASMUS+".</p> |
| <p>21st century competences - transversal competences</p> | <p>These are skills that can be mobilised in a wide variety of situations and/or contexts.</p> <p>"This does not mean, however, that they can all be mobilised simultaneously in all situations. They can be divided into five dimensions :</p> <ul style="list-style-type: none"> - organisation - adaptability and autonomy - sociability - communication - initiative-taking and participation. » <p>(Source : AEFA ERASMUS+ Guide).</p> |
| <p>Professional development (continuous)</p> | <p>Professional development is concerned with vocational learning. It describes the way in which people build themselves and change over time. It can be intentional or unintentional, formal or informal. It is essentially developed in a collective framework, over time, in contact with other professionals and/or expert resources. It differs from continuing education, which is only a limited aspect of professional development. It is nourished by opportunities to meet other professionals, other work situations, and elements of reflection on professional activity. It is all the more effective when it is lived in support contexts that help to raise awareness of professional developments at work.</p> <p>(Sources : interview with François Müller, interview with Richard Wittorski, webinar by Jean-Marie de Ketele)</p> |

| | |
|--|--|
| <p>Learning establishment</p> | <p>It is an establishment in which the staff who make it up have decided to move from "solitary professional development" to "solidarity-based professional development", in which the teams decide to develop collective knowledge, beyond the addition of individual knowledge, to share experiences, resources, reflections, to formalise them in order to better capitalise on them and share them better internally, but also with others outside. It is an institution in which one learns from one's professional practice, from the practices of others, from the analysis of these practices, from the contributions of experts. You learn all the better the more you are supported to do so, the more you are part of this collective dynamic over time, the more you do not hesitate to open up to others, to be inspired by them and to draw inspiration from them. It is the responsibility of the management of this establishment to create the climate, the conditions favourable to the emergence and life of such a dynamic and it is the responsibility of everyone to commit to sharing.</p> <p>(Sources : interview with Jean-marie de Ketele, interview with François Müller, interview with monica Gather Thurler, webinar with Richard Wittorski)</p> |
| <p>Evaluation (forms of evaluation)</p> | <p>In the ANGE project, it is evoked in the framework of the classlab approach that accompanies the innovations brought by the teams of 4 establishments: the evaluation must be built in the iteration of the experiments, feed the regulation and the life of the project. To do this, it must be built on the basis of the objectives and expected effects for each scenario, as a series of stages in the evolution of the original scenario. It concerns each level of action of the project, its governance, the role of the actors but also the pupils in particular. It is not an external judgement, it is a moment of the innovation process, it participates in the formalisation of the project and therefore of the capitalisation in this respect. It also enables better sharing with the support team and with the other teams in experimentation.</p> <p>(Sources : action research workshops of ZAWM St Vith and ICP, interview with Françoise Cros)</p> |
| <p>Experimentation</p> | <p>It is an iterative approach often linked to innovation. It is based on questioning, observations, analysis of action, trial and error and regulation. It takes place over time. (Sources: interview with François Müller, interview with Hervé Chomienne). The ANGE project proposes to implement 4 experiments in 4 different schools to bring pedagogical and/or organisational innovations linked to the deployment of digital technology.</p> |

| | |
|--------------------------|---|
| <p>Governance</p> | <p>Governance refers to a complex system of decision-making entities that direct one or more areas of activity. The notion of governance implies the notion of multiple systems and entities. No single entity has the power of decision alone; this is the case of the ANGE ERASMUS+ project which is part of a European space with several partner entities. Quality governance therefore implies a systemic approach and a form of steering* that allows it.</p> <p>Comments by Alain Bouvier :</p> <p>"I am talking about governance in relation to complex systems (in the sense of Morin); in general, with few exceptions, a school is not a complex system even if there is complexity within it. A complex system has many stakeholders (who want to take part in decisions and demand accountability), there is no single 'leader', at most a 'facilitator' appointed by the stakeholders for a very limited period of time, with many relatively autonomous internal networks and sub-structures (such as a nuclear physics laboratory...), many partners (agreements, contracts, joint projects...), where collective decision-making mechanisms are constantly being built around multiple projects, where the main focus is on regulatory mechanisms and the evaluations carried out. We can speak of governance for very large multidisciplinary universities, for large hospitals, for a regional park, etc. We are at the crossroads of management sciences and political sciences. For example, the history of the Notre-Dame des Landes airport raised multiple governance problems, and nobody was in a position to decide alone; there were no pilots. Another example: the director of the CIEP pilots his establishment, which he runs with his board of directors; but for all the big responsibilities he inherits, which concern multiple French, European and international institutions, he is there on a register of governance and there is no pilot... or there are too many ! »</p> |
| <p>Innovation</p> | <p>It is a contextualised change that can take many different forms and produce many different effects. Above all, it aims at an improvement, in consciousness, on the part of those who wear it. It can be punctual, "on the surface" and quickly fade away, but it can also be structural and become a real transformation. It has complex relations with the institution ("I love you, neither do I"): the school institution needs innovations to evolve for the little that they do not call into question its fundamentals; innovations need the institution to obtain the means to function, a certain recognition, but not too much so as not to "recuperate" and "institutionalise", which does not often appeal to innovators.</p> <p>(Source: webinar and interview with Françoise Cros)</p> |

| | |
|-------------------------------|---|
| <p>Leadership</p> | <p>Leadership refers to the process by which a person influences or unites other people or organisations in order to achieve certain goals.</p> <p>Leadership can take different forms: authoritarian (top down, in reference to hierarchical status), charismatic (in reference to the moral authority of the person), transformational (focused on the transformation of practices in an institution), instructional (focused on educational outcomes), pedagogical (focused on pedagogical practices), distributed (focused on the sharing of responsibilities between different actors).</p> <p>In the ANGE ERASMUS+ project, leadership is a distributed leadership where responsibilities are shared with a view to transforming pedagogical practices (notably through the use of digital technology) to improve educational outcomes, to train a European citizen committed to the society in the making and to develop the professionalism of the actors involved in the organisation (emerging professionalism*).</p> |
| <p>Partnership</p> | <p>The partnership is "an association of personal or institutional actors (institutions or organisations or bodies or authorities) who have an interest in carrying out joint operations to exchange resources (information, skills, various means) in order to carry out a common project (development, education, training) in the service of the people for whom they are responsible".</p> <p>Partnership implies a collaborative approach*.</p> <p>Source: Result of a content analysis of partnership definitions (Mahavoriaina & De Ketele, 2019, ICP).</p> |
| <p>Research Action</p> | <p>There are several forms of action research, all of which bring together researchers and practitioners around a common question. The differences are built on the level of involvement of the researchers in the choice of the common question, their involvement in the design of solution paths and in their implementation (source: interviews with Monica Gather Thurler, Olivier Perrenoud). The ANGE project has opted for collaborative action research that involves researchers in the construction of solutions, in a classlab type support approach (see above).</p> |
| <p>Recognition</p> | <p>It is the fact of validating knowledge, know-how, skills, on the basis of evidence, or more generally of validating a skill in a situation. This recognition often remains the work of institutions. The approach of open badges (open badges) makes it possible to open up this recognition to individuals among themselves through a request for endorsement, which can be made on the basis of evidence that the person concerned stores, for example in a digital portfolio.</p> <p>(Source: Serge Ravet's intervention during a workshop at ICP - September 2019)</p> |

"This project was funded with the support of the European Commission. This publication reflects the views only of the author, and neither the National Agency nor the Commission is responsible for any use that may be made of the information contained in this communication or publication."

| | |
|--|--|
| <p>Common skills repository</p> | <p>A reference system must enable everyone to find their place, particularly when each skill is broken down into levels of complexity. It must also allow each individual to better identify his or her distinctive abilities in order to put them to better use for the collective of his or her institution, or even for European projects, as in the case of ANGE. The co-construction of the reference system creates a collective dynamic favourable to this identification, as well as to the identification of concrete professional situations which, in the context of each individual, allows to work and master the competence concerned. This can only be done because the group co-constructing the reference system shares the same vision, the same purpose. It is not a disembodied ideal to be achieved, but rather a lever, among others, for professional development based on solidarity.</p> <p>(Source: interview and webinar by Jean-Marie de Ketele)</p> |
|--|--|