INTELLECTUAL OUTPUT 03

How to accelerate the skills development of education to digital technology and in a digital environment

INNOVATION IN EDUCATIONAL ESTABLISHMENTS

Organizational, behavioral, cultural and technical impact

ESTABLISHMENT EFFECT

Unique entity, distinct capacity to mobilize, relations between actors and specific managerial style - modes of governance and piloting of innovations

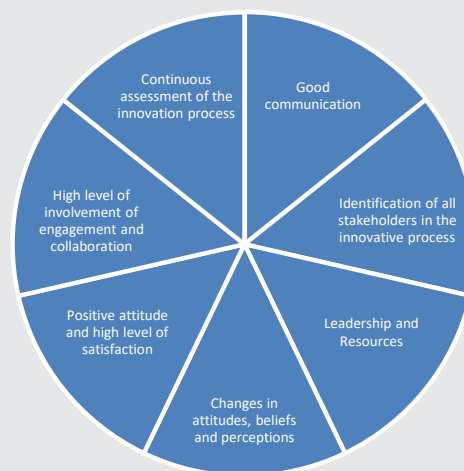Impact on the innovative capacity of the organization

SIX HYPOTHESES TO THE DEVELOPMENT OF SKILLS WITHIN EDUCATIONAL ESTABLISHMENTS AND 4 CLASSLABS EXPERIMENTS IN HIGH SCHOOLS IN BELGIUM BULGARIA, FRANCE AND FINLAND

1- A proactive attitude fearful of influencing relations between education stakeholders

2- An effective school-community partnership can accelerate the development of digital infrastructure

3- Governance clearly promotes educational innovation processes

4- The experiments observed bringing together the factors of educational innovation can be considered as processes of educational innovation

5- The existence of adequate IT equipment for learning activities, methodologies used in laboratories and continued participation in other innovation projects are contributing aspects to the establishment of an innovation process

6- Putting into practice innovative experiences in the school contributes to the improvement of the acquisition and de-velopment of specific and transversal skills

FACTORS FACILITATING EDUCATIONAL INNOVATION

1- Autonomy of establishments by the State with support for innovation through field experiences

2- Mode of governance and leadership of the management team

3- A team of solid, receptive and competent teachers

4- Importance of networks and exchanges to stimulate practices

5- Collaboration between rural and urban settlements

6- Climate of trust within the establishment

7- Institutionalization of innovation as an educational practice

8- A process of analysis and evaluation of innovative practices to develop our knowledge and skills

CRITERIA FOR THE SUCCESS OF AN EDUCATIONAL INNOVATION PROCESS

Continuous assessment of the innovation process

Good communication

Identification of all stakeholders in the innovative process

Leadership and Resources

Changes in attitudes, beliefs and perceptions

Positive attitude and high level of satisfaction

High level of involvement of engagement and collaboration

SOME CONTRIBUTION OF ICT
ICT AND EDUCATIONAL INNOVATION

For the Establishment : improved efficiency of administrative, financial management of educational resources and information

For the teacher : modified teacher's posture, diverse inclusive and interactive pedagogy, new learning assessment practices

For the learner : modified posture, more active learning, development of new skills

POLES OF COMPETENCIES AND SKILLS TO BE DEVELOPED TO PROMOTE DIGITAL INNOVATION IN EDUCATIONAL ESTABLISHMENTS

COMPETENCIES OF THE ORGANIZATIONAL UNIT (CO)
CO1- Co-build a national, pan-European or international network of classlabs
CO2- Pilot by developing in distributed leadership
CO3- Using digital technology to develop innovation

COMMUNICATION COMPETENCIES (CC)
CC1- Co-build a community of learning and practice
CC2- Collaborate with internal and external partners
CC3- Use digital resources to communicate with the different actors

COMPETENCIES OF THE REFLEXIVE POLE (CR)
CR1- Co-construct a personal and institutional project
CR2- Adopt a critical and metacognitive posture to analyze your practices
CR3- Use digital resources to continue training

1 INNOVATION AS AN ENVIRONMENT AND PROCESS FOR THE DEVELOPMENT OF DIGITAL SKILLS

2 SKILLS DEVELOPMENT

Erasmus+

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