

ANGEL STRATEGIC PARTENSHIP

2017-1-EN01-KA201-037369 - Duration agreement 01/09/2017 - 31/12/2020

REFERENCES OF THE SKILLS AND SITUATIONS IDENTIFIED BY THE ACTORS OF THE ANGEL PROJECT

Unit of Responsibility	School Principal	Teacher	Researcher / Trainer	Students	
Organisational division - C01 Co-constructing a pan-European network of classlabs FINLAND					
(Change support laboratories)					
P1	<p>Accepting to experiment in their daily work environment with one or other proposal of a class-lab</p>	<p>... is experimenting with its management team on new governance approaches...</p> <p>...challenges current aspects of governance in its establishment</p> <p>...</p>	<p>... experiments in his or her class with the use of shelves according to the method presented in the "Bubble" ...</p> <p>...uses the reverse class in some courses, following the presentation that has been made of it</p> <p>...</p>	<p>... experiments with new ways to teach better in his or her institution</p> <p>... is experimenting with new training schemes</p> <p>...</p>	<p>... participates in the experimentation of an innovation in his or her class</p> <p>...carries out the actions within the framework of the reverse class</p>
P2	<p>Make your daily working environment a class-lab</p>	<p>... together with its management team, constitutes a veritable laboratory for change management...</p> <p>...organises its management team to be a body that accompanies change...</p>	<p>... makes its class an "innovative bubble"...</p> <p>...uses the feedback from students in their use of the welding robot to review the teaching-learning process</p> <p>...</p>	<p>...organises its teaching like a classlab</p> <p>... sees his or her role as a teacher and trainer as a coach and not just a transmitter</p> <p>...</p>	<p>...organises its learning activities in the spirit of the classlab</p> <p>... is proactive in the application of the reverse class</p>

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<p>P3</p>	<p>Participate in the development of the classlab of his or her establishment</p>	<p>... participates actively in the establishment of the school's classlab</p> <p>... assists in the development of the classlab of his or her establishment.</p> <p>...</p>	<p>...exchanges and discusses with colleagues the results obtained in his or her experiments</p> <p>...help in the organisation of colleagues' courses</p> <p>...</p>	<p>... participates with colleagues in the setting up of classlabs within his or her higher education institution</p> <p>... provides assistance in the development of one or other classlab of its institution</p> <p>...</p>	<p>... actively participates in the setting up of the classlab of his or her establishment...</p> <p>...exchange with pupils from other classes on their experience of the classlab</p>
<p>P4</p>	<p>To make an original contribution to the development of the classlab of his or her institution.</p>	<p>... brings an original touch to his or her establishment's classlab</p> <p>...leads a workshop to exchange with colleagues on the implementation of the classlab in his or her establishment.</p> <p>...</p>	<p>...organises an introductory workshop on assessment software to facilitate remediation work</p> <p>... runs a network for the exchange of good practice within the institution...</p> <p>...</p>	<p>... brings an original touch to one or the other classlab of his or her establishment...</p> <p>...leads a workshop to exchange with colleagues on the implementation of claslabs in his or her institution.</p> <p>...</p>	<p>... makes an original contribution to the development of his or her school's classlab</p> <p>...leads a discussion with students in the school about the experience of the inverted classroom</p>
<p>P5</p>	<p>Participate in the development of a pan-European network of classlabs</p>	<p>... participates in the transnational meetings of exchange on classlabs set up by the ANGE project.</p> <p>... presents to European partners the innovations implemented in the classlab of his or her establishment...</p> <p>...</p>	<p>... participates in the transnational meetings of the ANGE project</p> <p>... presents to European partners the innovations implemented in its establishment</p> <p>...</p>	<p>... participates in the transnational meetings of exchange on classlabs set up by the ANGE project.</p> <p>... presents to European partners the innovations implemented in the classlab of his or her establishment...</p> <p>...</p>	<p>... participates in a network of student exchanges from several countries</p> <p>... participates in an exchange session on the inverted class with pupils from other countries</p>

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P6	Make an original contribution to the development of a pan-European network of class-labs	<p>...coaches European partners to set up their classlab...</p> <p>runs a network for the exchange of good practice within the European area.</p> <p>...</p>	<p>...coaches European partners in the use of a form of CAPTIC used in his or her institution</p> <p>... runs a network for the exchange of good practices within the European area...</p> <p>...</p>	<p>...coaches European partners to set up their classlab...</p> <p>runs a network for the exchange of good practice within the European area.</p> <p>...</p>	<p>... runs a network of exchanges on the experience of the classlabs...</p> <p>... makes an original contribution to the development of a pan-European innovation network</p>
P7	Mobilising its expertise to support other pan-European projects	<p>... creates a European network of institutions developing classlabs</p> <p>... provides expertise to enable a network of institutions to network with other networks of institutions</p> <p>...</p>	<p>... creates a European network of robot users facilitating vocational training</p> <p>... provides expertise to enable a teacher network to network with other teacher networks</p> <p>...</p>	<p>... creates a European network of institutions developing classlabs</p> <p>... provides expertise to enable a network of institutions to network with other networks of institutions</p> <p>...</p>	<p>... creates a network of European pupils</p> <p>...mobilises its expertise to support a network of European students under construction</p>
ORGANISATIONAL DIVISION C02 Steering the organisation by developing distributed leadership CEGEP					
		School Principal	Teacher	Researcher / Trainer	Students
P1	Takes responsibility within his or her daily work environment towards the people in his or her charge	... exercises the responsibilities entrusted to him/her with regard to the	...carries out the responsibilities entrusted to him or her in relation to the pupils in his or her care	... exercises the responsibilities entrusted to him/her with regard to the	...carries out the responsibilities entrusted to it in carrying out the learning activities

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		<p>players in his or her institution</p> <p>...leads change in his or her institution</p> <p>...</p>	<p>...uses the numerical evaluation software according to the Ministry's requirements</p> <p>...</p>	<p>players in his or her institution</p> <p>... ensures the pedagogical alignment (consistency with the training plan) of its training activities</p> <p>...</p>	<p>... participates actively in learning activities</p>
P2	<p>Distributes responsibilities among the actors he or she is in charge of within his or her daily environment</p>	<p>... entrusts colleagues with responsibilities according to their characteristics and needs</p> <p>...organises tutorials for less experienced colleagues</p> <p>...</p>	<p>... entrusts its students with responsibilities according to their characteristics and needs</p> <p>...organises tutorials within his or her class</p>	<p>... entrusts its students with responsibilities according to their characteristics and needs</p> <p>...organises tutorials for its students in difficulty</p> <p>...</p>	<p>... entrusts peers with responsibilities for carrying out learning activities according to their characteristics and needs.</p> <p>...uses the collaborative approach in carrying out classroom work</p>
P3	<p>Accepts certain responsibilities within his or her institution</p>	<p>...manages activities entrusted to it within the institution</p> <p>...assumes responsibility for the proper use of the resources acquired within the institution</p> <p>...</p>	<p>...manages activities entrusted to it within the institution</p> <p>...assumes responsibility for the correct use of the welding robot that the company has just acquired.</p> <p>...</p>	<p>...manages activities entrusted to it within the institution</p> <p>...assumes responsibility for the proper use of the resources acquired within its institution</p> <p>...</p>	<p>... accepts certain responsibilities within his or her class and institution</p> <p>... assumes responsibility for the proper use of the resources acquired within its institution</p>

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<p>P4</p>	<p>Demonstrates leadership within his or her institution</p>	<p>... is driving the "innovative bubble" set up within the institution...</p> <p>...leads a focus group to prepare the establishment project</p> <p>...</p>	<p>... is driving the "innovative bubble" set up within the institution...</p> <p>...leads a focus group to prepare the establishment project</p> <p>...</p>	<p>...leads a Teaching Commission set up within his or her institution</p> <p>...leads a reflection group to prepare the institution's project</p> <p>...</p>	<p>leads group activities within his or her class and school with a view to change or innovation.</p> <p>...leads a think tank to prepare the institution's project</p>
<p>P5</p>	<p>Accepts responsibilities within a network of external actors</p>	<p>Accepts responsibilities within a network of external European actorspartners of the ANGE project</p> <p>...</p>	<p>...agrees to participate in the transnational meetings of the ANGE project</p> <p>...agreeing to represent their teaching colleagues to the European partners of the ANGE project</p> <p>...</p>	<p>... agrees to participate in the transnational meetings of the ANGE project</p> <p>... agreeing to represent their teaching colleagues in the European partners of the ANGE project</p> <p>... agrees to contribute its expertise in the outputs of the ANGE project</p> <p>...</p>	<p>... agrees to participate in the transnational meetings of the ANGE project</p> <p>... agrees to contribute its expertise in the outputs of the ANGE project...</p> <p>...</p>
<p>P6</p>	<p>Demonstrates leadership within a network of external actors</p>	<p>...coaches European partners in the use of a form of CAPTIC used in his or her institution</p> <p>runs a network for the exchange of good practice within the European area.</p> <p>...</p>	<p>...coaches European partners in the use of a form of CAPTIC used in his or her institution</p> <p>runs a network for the exchange of good practice within the European area.</p> <p>...</p>	<p>...coaches European partners in the implementation of their activities</p> <p>... makes a major contribution to an output of the ANGE project</p> <p>...</p>	<p>... demonstrates leadership within an external network of exchanges</p> <p>... contributes significantly to the outputs of the Angel Project</p>

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P7	Puts its leadership at the service of a reflection on the practices and effects of networks of actors at the pan-European level.	<p>... runs a European network for the exchange of innovative practices</p> <p>... provides expertise to enable a network of headteachers to network with other school networks</p> <p>...</p>	<p>... provides expertise to enable a teacher network to network with other teacher networks</p> <p>...</p>	<p>... provides expertise to enable a network of headteachers to network with other school networks</p> <p>...</p>	<p>... runs a network for the exchange of innovative practices</p> <p>... brings its expertise to enable a network of students to network with other students</p>
ORGANISATIONAL DIVISION C03 Using digital resources to develop innovation BULGARIA					
		School Principal	Teacher	Researcher / Trainer	Student
P1	Uses digital resources in his or her daily work environment in order to facilitate or support his or her professional practice	<p>...uses numerical tools to manage the establishment</p> <p>...uses the institution's platform to communicate information</p> <p>...</p>	<p>...uses the digital resources made available by the institution</p> <p>...uses the numerical evaluation software according to the Ministry's requirements</p> <p>...</p>	<p>...uses digital tools to provide its own teachings</p> <p>... puts documents on its institution's platform for the use of students or trainees</p> <p>...</p>	<p>...uses the digital resources made available by teachers</p> <p>... enriches knowledge and skills through the use of digital technology</p>
P2	Uses resources in his or her daily work environment to strengthen interaction with the actors of whom he or she is in charge	<p>...uses digital tools that facilitate interaction between colleagues in the institution</p> <p>... prefers to communicate with teachers using tools such as skype rather than email</p>	<p>...uses mainly digital resources that allow interaction within the classroom</p> <p>...organises digital tutorials for pupils with difficulties</p> <p>...</p>	<p>...uses digital tools that facilitate interaction with its students or trainees...</p> <p>... prefers to communicate with its students or trainees using tools such as skype rather than by email</p>	<p>...uses digital resources to record individual contributions to group work</p> <p>...exchange with peers using communication</p>

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		tools (discussion forum, meet...)
P3	Demonstrates an interest in new resources acquired or likely to be acquired in its establishment	<p>... is on the lookout for digital resources that may be suitable for the institution</p> <p>...attend demonstrations of new technologies</p> <p>...</p>	<p>...manages digital resources within the institution</p> <p>...assumes responsibility for the correct use of the welding robot that the company has just acquired.</p> <p>...</p>	<p>... is on the lookout for digital resources that may be suitable for his or her higher education institution...</p> <p>...attend demonstrations of new technologies</p> <p>...</p>	<p>...assumes responsibility for the proper use of the digital resources that the institution has just acquired</p> <p>... actively participates by offering self-discovered applications on the web</p>
P4	Actively engages with colleagues within the institution in experimenting with forms of use of digital resources that enable innovative teaching practices.	<p>... is driving the "innovative bubble" set up within the institution...</p> <p>...leads a think tank within his or her institution to prepare the implementation of new digital resources...</p> <p>...</p>	<p>...leads a focus group to prepare for the implementation of digital resources in the institution</p> <p>...</p>	<p>...leads a commission set up within the institution to manage digital resources</p> <p>... runs a think tank within his or her institution to prepare the implementation of new digital resources...</p> <p>...</p>	<p>... actively participates in digital innovations in schools...</p> <p>... provides feedback on innovative digital activities and works with teachers</p>
P5	Shows interest in the new resources acquired and in the practices of use carried out at the pan-European level	<p>...find out about the digital platforms used by partner countries</p> <p>...find out about specific digital tools for vocational training in other European countries</p>	<p>...find out about the digital platforms used by partner countries</p> <p>...find out about specific digital tools for vocational training in other European countries</p> <p>...</p>	<p>...find out about the digital platforms used by partner countries</p> <p>...find out about digital tools that have proved their worth in other European countries...</p>	<p>...discover the experience of his or her international counterparts and apply them by adapting them to his or her own situation</p>

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	seeks to widen the circle of technological tools in its international exchanges
P6	Actively engages with colleagues in the pan-European project in the experimentation of forms of use of digital resources for innovative pedagogical practices.	<p>...is setting up a partnership with other European countries to share specific tools for vocational training.</p> <p>...leads a workshop at European conferences on a software implemented in his or her establishment.</p> <p>...</p>	<p>...is setting up a partnership with other European countries to share specific tools for vocational training.</p> <p>...leads a workshop with European colleagues on a software implemented in his or her establishment</p> <p>...</p>	<p>...is setting up a partnership with other European countries to share digital tools.</p> <p>...leads a workshop at European conferences on a software implemented in his or her institution.</p> <p>...</p>	<p>...integrates his or her school's many European projects by flexibly manipulating innovative technologies</p> <p>...seeks to achieve a synergy between the current reality and its future realisation in the ICT-dominated working life</p>
P7	Use the expertise it has acquired to support other innovation projects	<p>...runs a European network of robot users facilitating vocational training</p> <p>...coache an international network for the development of a platform on digital tools</p> <p>...</p>	<p>...runs a European network of robot users facilitating vocational training</p> <p>...coache an international network for the development of a platform on digital tools</p> <p>...</p>	<p>...runs a European network of remote evaluation software users</p> <p>...coache an international network for the development of a platform on digital tools</p> <p>...</p>	<p>...it has become autonomous and creates websites, blogs and contributes to the dissemination of digital skills...</p> <p>...integrates different webinars and prepares for lifelong learning</p>
COMMUNICATION CENTRE CC1 Co-constructing a community of learning and practice PCH					

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		School Principal	Teacher	Researcher/ Trainer	Student
P1	Accompanies the actors under his or her responsibility in his or her daily work environment	<p>...accompanies the colleagues of the management team in their tasks</p> <p>...helps colleagues to solve their problems</p> <p>...</p>	<p>...accompanies pupils in difficulty</p> <p>...helps parents to take charge of their child's schooling</p> <p>...</p>	<p>...accompanies the trainees in his or her charge</p> <p>...helps the colleagues under his or her responsibility to solve their problems</p> <p>...</p>	<p>... helps a classmate to solve a problem</p> <p>... works in pairs</p>
P2	Makes his or her daily work environment a learning community	<p>...organises its management team into a community of learning and practice</p> <p>...provides time and financial resources to create a community of learning and practice</p> <p>...</p>	<p>...organises his or her class into a learning community</p> <p>...sets up projects where each pupil has a specific task, learns from other pupils and learns from other pupils</p> <p>...</p>	<p>...organises its team of teacher-researchers into a community of learning and practice</p> <p>...makes resources available to create a community of learning and practice with close colleagues</p> <p>...</p>	<p>... becomes tutor of a pupil in difficulty</p> <p>... proposes exercises</p>
P3	Is interested in the pedagogical practices and innovations of his or her institution	<p>...regularly participates in practice exchange meetings in his or her institution</p> <p>...shows interest in innovative initiatives in its institution</p> <p>...</p>	<p>...regularly participates in practice exchange meetings in his or her institution</p> <p>...participates in the training courses set up by his or her institution</p> <p>...</p>	<p>...regularly participates in practice exchange meetings in his or her higher education institution</p> <p>...shows interest in innovative initiatives in his or her higher education institution</p> <p>...</p>	<p>...participates in consultations within the institution on teaching practices</p> <p>...questions the needs of the pupils and shares its proposals with the pedagogical teams...</p>

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<p>P4</p>	<p>Sharing of teaching practices and innovations between colleagues in his or her institution</p>	<p>...discuss the different ways of implementing the inverted class with colleagues who practise it</p> <p>...analyse with colleagues the language skills assessments carried out using the new digital system set up in the establishment...</p> <p>...</p>	<p>...discuss the different ways of implementing the inverted class with colleagues who practise it</p> <p>...analyse with colleagues the language skills assessments carried out using the new digital system set up in the establishment...</p> <p>...</p>	<p>...discuss the different ways of implementing the inverted class with colleagues who practise it</p> <p>...analyse with colleagues the different forms of implementation of the competency-based and project-based approach</p> <p>...</p>	<p>...acts as a tutor for pupils with difficulties in other classes of the school</p> <p>...runs a club (for reading, scientific experiments...) within his or her establishment.</p>
<p>P5</p>	<p>Is interested in the pedagogical practices and innovations of players outside his or her institution</p>	<p>...regularly consults the sites of partners who develop innovations...</p> <p>...draws on educational resources from external sites</p> <p>...</p>	<p>...regularly consults the partners' websites</p> <p>...draws on educational resources from external sites</p> <p>...</p>	<p>...regularly consults the websites of ANGE partners who are developing innovations.</p> <p>...draws on educational resources from external sites</p> <p>...</p>	<p>...takes an interest in other educational models and discusses them with peers, teachers and others</p> <p>... is documenting and presenting</p> <p>... uses the results of its research to build its orientation project</p>
<p>P6</p>	<p>Sharing of pedagogical practices and innovations with external actors in a pan-European co-learning network</p>	<p>...shares its modes of governance with the partners of the ANGE project during the colloquium in La Pocatière (Qc)</p>	<p>...shares its pedagogical practices with the partners of the ANGE project during the transnational meeting in La Pocatière (Qc)</p> <p>...actively participates in pan-European action research</p>	<p>...shares his or her experiences as a trainer with the partners of the ANGE project during transnational meetings</p> <p>...actively participates in a pan-European action-research on institutional governance</p>	<p>... actively participates in an exchange on the innovations carried out in several countries of the ANGE network.</p> <p>... provides a comparative synthesis of</p>

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		...actively participates in a pan-European action-research on institutional governance	the ANGE network's pedagogical practices.
P7	Leverages its expertise in the development of pan-European co-learning networks	...feeds into a European network of good governance practices ...is co-managing an international network for the development of a platform driven by communities of learning and practice... ...	...feeds a European network of didactic tools in its discipline ...coachee an international network for the development of a platform of educational resources. ...	...feeds into a European network of good training practices ...is co-managing an international network for the development of a platform driven by communities of learning and practice... ...	.... is a source of proposals for participating in an international network of students. develops a lasting partnership between its institution and other institutions
COMMUNICATION CENTRE					
CC2 Collaborates with internal and external partners St VITH					
		School Principal	Teacher	Researcher/Trainer	Student
P1	Responds willingly to requests or requests from the actors in his or her environment for which he or she is responsible.	...listens to the members of the management committee ...is anxious to respond as best as possible to the requests made to it...listens to the requests of pupils and parents ...is anxious to respond as best as possible to the requests made to it...is attentive to the needs of its students and the trainees in its care... ...is anxious to respond as best as possible to the requests made to it...agrees to share its experience following the use of a new tool or the encounter of a new type of problem ...is happy to respond to requests from teachers

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					or practicum respondents
P2	Considers as "partners" the actors he or she is in charge of in his or her daily work environment	<p>...assists colleagues on the management committee</p> <p>...is present when asked to take on a new coordination task within the steering committee</p> <p>...</p>	<p>...sees pupils and parents as partners in education and not as obstacles</p> <p>...sees colleagues from the previous and subsequent year as partners in improving learning</p> <p>...</p>	<p>...considers its students or trainees as partners and not just receivers...</p> <p>...works in collaboration, not independently, with his or her colleagues</p> <p>...</p>	<p>...considers other pupils as active partners and not as implementers when leading a working group</p> <p>...privileges cooperation rather than competition in its relations with others</p>
P3	Responds willingly to requests or requests from colleagues in his or her institution	<p>...sees pupils, colleagues and parents as partners in education and not as obstacles</p> <p>...sees colleagues from the previous and subsequent year as partners in improving continuity of learning</p> <p>...</p>	<p>...provides assistance to colleagues in the institution who ask for help with a problem...</p> <p>...is present when asked to be part of a project in the institution</p> <p>...</p>	<p>...willingly responds to requests from the Teaching Commission of his or her institution</p> <p>...sees colleagues from the previous and subsequent year as partners in improving continuity of learning</p> <p>...</p>	<p>...takes part in consultations at his or her school or in the company where he or she is doing his or her traineeship</p> <p>...exchanges with other pupils in his or her school on the experiences they have had</p>

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<p>P4</p>	<p>Considers as "partners" the colleagues of his or her institution</p>	<p>...does not impose his or her idea in the design and implementation of a project, but considers that the ideas of others should be considered with respect</p> <p>...acts as a partner in collective actions carried out in the institution</p> <p>...</p>	<p>...does not impose his or her idea in the design and implementation of a project, but considers that the ideas of others should be considered with respect</p> <p>...acts as a partner in the collective actions carried out in the institution</p> <p>...</p>	<p>...does not impose his or her idea in the design and implementation of a project, but considers that the ideas of others should be considered with respect</p> <p>...acts as a partner in collective actions carried out in the institution</p> <p>...</p>	<p>...acts as a partner to the teachers in the school or to the professionals in the place of work placement...</p> <p>...actively seeks with the other actors in the establishment of responses to the needs encountered</p>
<p>P5</p>	<p>Responds willingly to requests or solicitations from outside the institution</p>	<p>...provides assistance to external colleagues who ask for help with a problem</p> <p>...is present when asked to be part of a project involving colleagues from outside the institution</p> <p>...</p>	<p>...provides assistance to external colleagues who ask for help with a problem</p> <p>...is present when asked to be part of a project involving colleagues from outside the institution</p> <p>...</p>	<p>...provides support to ANGE project partners who request it for an output</p> <p>...is present when asked to be part of a project involving colleagues from outside the institution</p> <p>...</p>	<p>...responds to requests from customers and suppliers during his or her work placement in a company.</p> <p>...is present when asked to be part of a project with actors from outside the institution</p>
<p>P6</p>	<p>Sharing of pedagogical practices and innovations with external actors in a pan-European co-learning network</p>	<p>...does not impose his or her idea in the actions of the ANGE project but considers that the ideas of others should be considered with respect...</p>	<p>...does not impose his or her idea in the actions of the ANGE project but considers that the ideas of others should be considered with respect...</p>	<p>...does not impose his or her idea in the actions of the ANGE project but considers that the ideas of others should be considered with respect...</p>	<p>...brings its expertise/know-how and shares its points of view during the ANGE project exchange meetings.</p>

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		...acts as a partner in the joint actions carried out with the partners of the ANGE project.acts as a partner in the joint actions carried out with the partners of the ANGE project.acts as a partner in the joint actions carried out with the partners of the ANGE project.acts as a partner in joint actions carried out with external players
P7	Puts its expertise at the service of the development of co-learning networks at pan-European level	...is considered as an expert with a major contribution to a component of the European project ...is called upon in international projects to help the actors to design and implement them. ...	...is considered as an expert with a major contribution to a component of the European project ...is called upon in international projects to help the actors to design and implement them. ...	...is considered as an expert with a major contribution to a component of the European partnership project ...is called upon in international projects to help the actors to design and implement them. ...	...is considered as an expert in an international exchange club (reading, science experiments...) ...is called upon to share its experience in co-learning networks
COMMUNICATION CENTRE					
CC3 Use digital resources to communicate with the different actors CRAIOVA					
		School Principal	Teacher	Researcher/Trainer	Student
P1	Uses digital resources in their daily work environment to communicate information with the various players in their charge	...uses digital resources to communicate within the executive committee ...uses the National Education platform for its coordination tasksuses digital resources to communicate with parents ...uses WhatsApp to send homework to its studentsuses digital resources to communicate with its students or trainees ...uses his or her institution's platform to communicate and coordinate the activities for which he or she is responsible...	...uses digital resources to communicate with other students in his or her class or with his or her teachers ...uses his or her school's platform to deposit the documents requested by the teacher

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P2	Uses digital resources in its daily work environment to set up an interactive information processing system between the players for whom it is responsible.	<p>...favours digital resources that allow for greater interaction in order to carry out its coordination tasks</p> <p>...uses interactive spreadsheets to coordinate planning within the institution</p> <p>...</p>	<p>...uses tablets to enable group work, the progress of which is perceived on the spot by the players...</p> <p>...uses applications to work interactively with all students</p> <p>...</p>	<p>...favours digital resources that allow for greater interaction in order to carry out its coordination tasks</p> <p>...favours interactive digital tools for distance learning</p> <p>...</p>	<p>...uses interactive spreadsheets in problem-solving activities</p> <p>...uses applications that allow you to work interactively with your peers</p> <p>...</p>
P3	Uses the institution's digital communication resources in accordance with the prescribed rules	<p>...uses the institution's platform for all aspects of management required by the institution</p> <p>...uses the institution's platform to deposit documents</p> <p>...</p>	<p>...uses the institution's platform for all aspects of management required by the institution</p> <p>...uses the institution's platform to deposit documents</p> <p>...</p>	<p>...uses the institution's platform for all aspects of management required by the institution</p> <p>...consults the institution's platform to follow the changes in the regulations.</p> <p>...</p>	<p>...uses the institution's platform for all aspects of management required by the institution</p> <p>...consults the institution's platform to monitor the changes brought about by the pandemic crisis</p> <p>...</p>
P4	Leverages the institution's digital communication resources for various collaborative projects with internal or external colleagues	<p>...uses the institution's platform to deposit documents for discussion by colleagues within the framework of a project</p> <p>...makes use of the institution's digital resources in the design</p>	<p>...uses the institution's platform to deposit documents for discussion by colleagues within the framework of a project</p> <p>...makes use of the institution's digital resources in the design and implementation of a joint project</p>	<p>...uses the institution's platform to deposit documents for discussion by colleagues within the framework of a project</p> <p>...makes use of the institution's digital resources in the design</p>	<p>...uses the school's platform to deposit documents to be discussed at the class reps' meeting</p> <p>...makes use of the institution's digital</p>

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		and implementation of a joint project	and implementation of a joint project ...	resources in the design and implementation of a preparatory survey for the settlement project ...
P5	Expresses an interest in digital communication resources used at European level	...adapts to use digital resources to communicate effectively with European partners ...is interested in the digital resources used by other European partners to communicate with the various stakeholders... ...	...adapts to use digital resources to communicate effectively with European partners ...is interested in the digital resources used by other European partners to communicate with the various stakeholders... ...	...adapts to use digital resources to communicate effectively with European partners ...is interested in the digital resources used by other European partners to communicate with the various stakeholders... ...	...adapts to use digital resources to communicate effectively with pupils in another country ...is interested in digital resources used by partners in a European network ...
P6	Actively engages with pan-European project colleagues in the use of common digital communication resources	...uses the different possibilities of videoconferencing (e.g. Zoom) to become actively involved in the activities of the ANGE project. ...uses any digital resource (e.g. Skype) to maintain contact with any of the partners in the ANGE project.uses the different possibilities of videoconferencing (e.g. Zoom) to actively engage in the activities of the ANGE project. ...use each other's digital resources (e.g. Skype) to maintain contact with one or other of the ANGE project partners.uses the different possibilities of videoconferencing (e.g. Zoom) to actively engage in the activities of the ANGE project. ...uses any digital resource (e.g. Skype) to maintain contact with any of the partners in the ANGE project.uses the different possibilities of videoconferencing (e.g. Zoom) to actively engage in student-led activities related to the ANGE project. ...use each other's digital resources (e.g. Skype) to maintain contact with one or other of the ANGE project partners.

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					...
P7	Mobilises its acquired expertise to support the implementation of digital communication systems	<p>...is considered as an expert with a major contribution in the field of digital communication networks</p> <p>...is called upon to support the setting up of a communication network between partners</p> <p>...</p>	<p>...is considered as an expert with a major contribution in the field of digital communication networks</p> <p>...is called upon to support the setting up of a communication network between partners</p> <p>...</p>	<p>...is considered as an expert with a major contribution in the field of digital communication networks</p> <p>...is called upon to support the setting up of a communication network between partners</p> <p>...</p>	<p>...creates a network of students on the proper use of digital technology</p> <p>...is called upon to support the setting up of a communication network between students</p> <p>...</p>
REFLECTIVE POLE					
CR1 Co-constructing a professional personal and institutional project SALAMANCA					
		School Principal	Teacher	Researcher/Trainer	Student
P1	Is willing to participate in training courses for personal professional development purposes	<p>...is happy to take part in the training offers that are sent to him or her...</p> <p>...participates in training courses that he or she personally finds useful</p> <p>...</p>	<p>...is happy to take part in the training offers that are sent to him or her...</p> <p>...participates in training courses that he or she personally finds useful</p> <p>...</p>	<p>...is happy to take part in the training offers that are sent to him or her...</p> <p>...participates in training courses that he or she personally finds useful</p> <p>...</p>	<p>...is happy to take part in the training offers that are sent to him or her...</p> <p>...participates in training courses that he or she personally finds useful</p> <p>...</p>
P2	Proactively soliciting training or coaching	...when faced with a difficulty or problem to be solved,	...when faced with a difficulty or problem to be solved, requests training to deal with it	...when faced with a difficulty or problem to be solved,	...when faced with a difficulty or problem to

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	opportunities for development purposes	requests training to deal with it ...accepts a new task or function on condition that he or she is able to follow an appropriate training courseaccepts a new task or function on condition that he or she is able to follow an appropriate training course ...	requests training to deal with it ...accepts a new task or function on condition that he or she is able to follow an appropriate training course ...	be solved, requests training to deal with it ...accepts a new task or function on the condition that he or she can benefit from appropriate support ...
P3	Willingly participates in training courses to contribute to the development of his or her institution's project	...is happy to enrol in the training courses planned by the institution ...takes part in training courses which he or she considers to be linked to the school project...	...is happy to enrol in the training courses planned by the institution ...takes part in training courses which he or she considers to be linked to the school project...	...is happy to enrol in the training courses planned by the institution ...participates in training courses that he or she feels are linked to the project of his or her university teaching institution...	...willingly participates in the educational activities planned by the institution ...takes part in training courses which he or she considers to be linked to the school project ...
P4	Proactively solicits training or coaching opportunities to contribute to the development of their institution's project.	...seeks training courses that will be adapted to the new orientations of the establishment project ...requests support from a person who has led an innovation in order to carry out his or her own innovationseeks training courses that will be adapted to the new orientations of the establishment project ...requests support from a person who has led an innovation in order to carry out his or her own innovationlooks for training courses that will be adapted to the new orientations of his or her institution's project ...requests support from a colleague who has led an innovation in order to carry out his own innovationlooks for training courses that will be adapted to the new orientations of his or her institution's project ...requests support from a partner who has carried out an innovation in order to carry out his or her own innovation

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P5	Willingness to participate in training courses to contribute to the co-construction of the pan-European project	<p>...is happy to take part in the training courses planned by the ANGE project.</p> <p>...participates in training courses offered to him and in connection with the development of the European classlab</p> <p>...</p>	<p>...is happy to take part in the training courses planned by the ANGE project.</p> <p>...participates in training courses offered to him and in connection with the development of the European classlab</p> <p>...</p>	<p>...is happy to take part in the training courses planned by the ANGE project.</p> <p>...participates in training courses offered to him and in connection with the development of the European classlab</p> <p>...</p>	<p>...is happy to take part in the training courses planned by the ANGE project.</p> <p>...participates in training courses offered to him and in connection with the development of the European classlab.</p> <p>...</p>
P6	Proactively soliciting training or coaching opportunities to contribute to the construction of the pan-European project	<p>...is looking for training courses that will enable progress to be made in the construction of the European classlab...</p> <p>...request support from a European partner to register in a European Education Area</p> <p>...</p>	<p>...is looking for training courses that will enable progress to be made in the construction of the European classlab...</p> <p>...request support from a European partner to register in a European Education Area</p> <p>...</p>	<p>...is looking for training courses that will enable progress to be made in the construction of the European classlab...</p> <p>...request support from a European partner to register in a European Education Area</p> <p>...</p>	<p>...is looking for training courses that will enable progress to be made in the construction of the European classlab...</p> <p>...request support from a European partner to register in a European Education Area</p> <p>...</p>
P7	Mobilises its acquired expertise to support external staff and institutional professional development projects	<p>...is considered internationally as an expert with a major contribution in the field of professional development and coaching...</p>	<p>...is considered internationally as an expert with a major contribution in the field of professional development and coaching...</p>	<p>...is considered internationally as an expert with a major contribution in the field of professional development and coaching...</p>	<p>...is considered as an expert with a major contribution in the field of tutoring of pupils with difficulties</p>

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		...is called upon internationally to support the setting up of a professional development network for the education stakeholders concerned.is being called upon internationally to support the establishment of a teacher professional development network...is called upon internationally to support the setting up of a professional development network for the education stakeholders concerned.is called upon internationally to support the establishment of a network for reflection and development on the student's profession.
REFLECTIVE POLE					
CR2 Adopt a critical and metacognitive stance in analysing its CETA practices					
		School Principal	Teacher	Researcher/Trainer	Student
P1	Regularly evaluates the effects of the practices carried out in his or her daily work environment on the actors he or she is in charge of.	...regularly assesses with his or her colleagues on the management committee the progress made in terms of learning. ...before the beginning of each term or year, takes stock of the needs to be met in the institution... ...	...regularly assess with pupils or parents in terms of learning progress... ...before the beginning of each quarter or year, take stock of the practices that have worked or not worked...	...regularly reviews education and training activities with his or her colleagues on the Education Commission ...takes stock, before the start of each term or year, of the needs to be met in his or her education...	...takes the trouble to self-evaluate his or her own productions and compare them with those of his or her peers ...exchange on the effects of class council practices.
P2	Analyses what in its daily functioning (practices, postures, desired effects) needs to be regulated or questioned.	...tries to identify, through the assessments carried out, the causes of what has worked more or less well, both in its own practices and in those of other actors ...tries to identify what, in the coordination activities for which it is responsible, relates	...tries to identify, through the assessments carried out, the causes of what has worked more or less well, both in its own practices and in those of other actors ...tries to identify what, in the learning sequences, is more or less good use of digital technology or conditions of use or pedagogical aspects, etc.	...tries to identify, through the assessments carried out, the causes of what has worked more or less well, both in its own practices and in those of other actors ...tries to identify what, in the coordination activities for which it is responsible, relates	...identifies its margins of progress within the framework of class life and class councils, ...assesses autonomously, among peers or with his or her teacher, his or her daily functioning, which

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		to the more or less good use of digital technology or to the conditions of use or educational aspects, etc.	to the more or less good use of digital technology or to the conditions of use or educational aspects, etc. ...	needs to be regulated or questioned.
P3	Co-evaluates with colleagues the effects of the practices carried out with reference to the establishment project	...participates in meetings with colleagues from the institution to review the implementation of digital anchoring... ...participates with colleagues in meetings on the use of the reverse classroom in the school...	...participates in meetings with colleagues from the institution to review the implementation of digital anchoring... ...participates with colleagues in meetings on the use of the reverse classroom in the school...	...participates in meetings with colleagues from the institution to review the implementation of digital anchoring... ...participates with colleagues in meetings on the use of the reverse classroom in the school...	...participates in the school life councils ...participates in quality control activities in his or her institution
P4	Co-analyses with colleagues what in the institutional functioning needs to be regulated	...tries to identify, through the assessments carried out on the development of digital anchoring in the institution, the causes of what has worked more or less well, both in its practices and in those of the other players... ...tries to identify what, in the exchanges on the development of the reverse class in his or her school, can improve my own way of doing thingstries to identify, through the assessments carried out on the development of digital anchoring in the institution, the causes of what has worked more or less well, both in its practices and in those of the other players... ...tries to identify what, in the exchanges on the development of the reverse class in his or her school, can improve my own way of doing thingstries to identify, through the assessments carried out on the development of digital anchoring in the institution, the causes of what has worked more or less well, both in its practices and in those of the other players... ...tries to identify what, in the exchanges on the development of the reverse class in his or her school, can improve its own way of doing thingsidentifies the elements of regulation in situations of conflict and tension in its establishment ...tries to identify, through the assessments carried out on the development of digital anchoring in the institution, the causes of what has worked more or less well, both in its practices and in those of the other players...

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<p>P5</p>	<p>Co-evaluates with colleagues in the pan-European network the effects of the practices carried out in partnership</p>	<p>...willingly participates in the review meetings planned by the ANGE project. ...confronts with European partners the effects of the various innovations undertaken... ...</p>	<p>...willingly participates in the review meetings planned by the ANGE project. ...confronts with European partners the effects of the various innovations undertaken... ...</p>	<p>...willingly participates in the review meetings planned by the ANGE project. ...confronts with European partners the effects of the various innovations undertaken... ...</p>	<p>...takes part in review meetings in the framework of European projects ...compares the effects of the projects experienced in different European contexts</p>
<p>P6</p>	<p>Co-analyses with colleagues in the pan-European project what needs to be regulated or questioned</p>	<p>...tries to identify, through the transnational meetings of the ANGE project, what is transposable in its institution and in its own framework practice ...tries to identify what, in an output of the ANGE project for which he or she has been asked, can inspire his or her practice... ...</p>	<p>...tries to identify, through the transnational meetings of the ANGE project, what can be transposed in his or her institution and in his or her own teaching practice ...tries to identify what, in an output of the project for which he or she has been asked, can inspire his or her practice ...</p>	<p>...tries to identify, through the transnational meetings of the ANGE project, what is transposable in his or her institution and in his or her own practice as a researcher/trainer ...tries to identify what, in an output of the ANGE project for which he or she has been asked, can inspire his or her practice... ...</p>	<p>...tries to identify, through the transnational meetings of the ANGE project, what is transposable in his or her institution and in his or her own pupil practice ...tries to identify what, in an output of the project for which he or she has been asked, can inspire his or her student practice ...</p>
<p>P7</p>	<p>Mobilises its expertise to support external projects of critical and metacognitive analysis of practices.</p>	<p>...is invited to an international meeting to mobilise its expertise to critically analyse a report on digital in the European space... ...is asked by an international network to provide methodological guidance on</p>	<p>...is invited to an international meeting to mobilise its expertise to critically analyse a report on digital in the European space... ...is asked by an international network to provide methodological guidance on how to conduct a critical assessment of the activities carried out. ...</p>	<p>...is invited to an international meeting to mobilise its expertise to critically analyse a report on digital in the European space... ...is asked by an international network to provide methodological guidance on</p>	<p>...is invited to an international meeting to mobilise his or her student expertise to critically analyse a report on digital in the European space...</p>

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		how to conduct a critical assessment of the activities carried out. ...		how to conduct a critical assessment of the activities carried out.is called upon by an international network of exchanges between students to guide them methodologically on how to conduct a critical assessment of the activities carried out. ...
REFLECTIVE POLE					
CR3 Using digital resources to continue PKI training					
		School Principal	Teacher	Researcher/Trainer	Student
P1	Regularly consults information sites for professional use.	...regularly consults sites to improve its skills in the field of governance ...uses specialised sites to discover the technologies that will be used in companies tomorrow and that will have to change the way in which people learn to work. ...	...regularly consults teaching sites to improve his or her teaching skills ...uses specialised sites to discover the technologies that will be used in companies in the future and will have to develop its teaching of professional practice... ...	...regularly consults sites to improve his or her skills in education and training ...uses specialised sites to enrich the distance learning it is responsible for... ...	...regularly consults sites to acquire new skills ...regularly consults sites to enrich the skills acquired in class ...regularly consults sites to conduct classroom activities around information retrieval...
P2	Follows distance learning modules in reference to a personal professional development project	...follows a distance learning course on the use of a welding robot used in vocational training	...follows a distance learning course on the use of a welding robot used in vocational training	...undergoes distance education training on the different forms of distance	...follows distance learning in a particular context (geographical

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		<p>...is undergoing distance learning on a new application that he or she would like to use to improve his or her coordination tasks</p> <p>...</p>	<p>...takes a distance learning course on a new application that he or she would like to use in his or her classroom</p> <p>...</p>	<p>education, their possibilities and limitations</p> <p>...is following a distance learning course on a new application that he or she would like to use to improve his or her tasks as a researcher/trainer</p> <p>...</p>	<p>isolation, illness, recent pandemic context)</p> <p>...follows a distance learning course to complete his or her course knowledge (registration to Moocs platforms)</p>
P3	<p>Takes part in training modules offered by his or her institution as part of a digital development project</p>	<p>...is happy to take part in the training courses planned by the institution to develop a stronger and more appropriate digital anchorage...</p> <p>...takes part in training courses to develop collective skills in the digital field with his or her colleagues.</p> <p>...</p>	<p>...is happy to take part in the training courses planned by the institution to develop a stronger and more appropriate digital anchorage...</p> <p>...takes part in training courses to develop collective skills in the digital field with his or her colleagues.</p> <p>...</p>	<p>...willingly enrolls in the training courses planned by his higher education institution in order to develop a stronger and more suitable digital anchorage there</p> <p>...takes part in training courses to develop collective skills in the digital field with his or her colleagues.</p> <p>...</p>	<p>...is willing to enrol in the courses planned by the institution to take part in university and faculty life</p> <p>...is happy to enrol in the training courses planned by the institution to enrich his or her knowledge...</p> <p>...is happy to enrol in the courses planned by the institution to become familiar with distance learning...</p>
P4	<p>Uses digital resources to engage in a team or network of co-training and co-coaching professionals</p>	<p>...uses the institution's digital platform to create with colleagues an internal co-</p>	<p>...uses the institution's digital platform to create with colleagues an internet network for co-training and co-coaching</p>	<p>...uses the institution's digital platform to create with colleagues an internal co-</p>	<p>...uses the institution's digital platform to access course content</p>

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		<p>training and co-coaching network</p> <p>...requests remote support from a person who has led an innovation in order to carry out his or her own innovation</p> <p>...</p>	<p>...requests remote support from a person who has led an innovation in order to carry out his or her own innovation</p> <p>...</p>	<p>training and co-coaching network</p> <p>...requests remote support from a person who has led an innovation in order to carry out his or her own innovation</p> <p>...</p>	<p>...uses the school's digital platform to communicate with classmates and the teaching team</p> <p>...uses the institution's digital platform to carry out collaborative activities (wiki, forum, blog)</p>
P5	<p>Participate digitally in proposed training modules organised in the framework of the pan-European project</p>	<p>...is happy to participate in the training courses planned by the ANGE project on the development of digital anchoring among the project partners.</p> <p>...participates in training courses on the use of digital technology to create a European Education Area.</p> <p>...</p>	<p>...is happy to participate in the training courses planned by the ANGE project on the development of digital anchoring among the project partners.</p> <p>...participates in training courses on the use of digital technology to create a European Education Area.</p> <p>...</p>	<p>...is happy to participate in the training courses planned by the ANGE project on the development of digital anchoring among the project partners.</p> <p>...participates in training courses on the use of digital technology to create a European Education Area.</p> <p>...</p>	<p>...participates in training courses on the use of digital technology in the framework of what is proposed in the ANGE project.</p> <p>...find out about the ANGE training modules used by teachers in its courses</p>
P6	<p>Uses digital resources to engage in a pan-European network of co-training and co-coaching</p>	<p>...is committed to the creation of a European Teaching Area using digital tools.</p> <p>...co-accompanies a European partner and is thus part of the creation of a European Education Area.</p> <p>...</p>	<p>...is committed to the creation of a European Teaching Area using digital tools.</p> <p>...co-accompanies a European partner and is thus part of the creation of a European Education Area.</p> <p>...</p>	<p>...is committed to the creation of a European Teaching Area using digital tools.</p> <p>...co-accompanies a European partner and is thus part of the creation of a European Education Area.</p> <p>...</p>	<p>...uses the teaching platforms of the Erasmus mobility programmes</p> <p>...uses digital resources from Erasmus projects to improve training</p>

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P7	Mobilises its expertise to support external projects of digital co-training and co-support networks	<p>...is considered internationally as an expert with a major contribution to the creation of digital networks for professional development and support.</p> <p>...is internationally solicited to support the members of an international network for the professional development of the education actors concerned.</p> <p>...</p>	<p>...is considered internationally as an expert with a major contribution to the creation of digital networks for professional development and support.</p> <p>...is sought after internationally to support members of an international network for teacher professional development...</p> <p>...</p>	<p>...is considered internationally as an expert with a major contribution to the creation of digital networks for professional development and support.</p> <p>...is internationally solicited to support the members of an international network for the professional development of the education stakeholders concerned.</p> <p>...</p>	<p>...shares his or her experience of the digital tools used throughout his or her schooling</p> <p>in the framework of the creation of a European network</p> <p>...runs a European network for sharing digital co-training tools.</p>

* Each partner organisation had the task of listing all the situations for a skill identified in the common frame of reference for competences.

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