

Erasmus + National Agency Luxembourg Annual Conference

Luxembourg – 11 December 2018

Driving innovation in education : How far have we come and where are we going ?

IMPORTANCE OF DIGITAL SKILLS

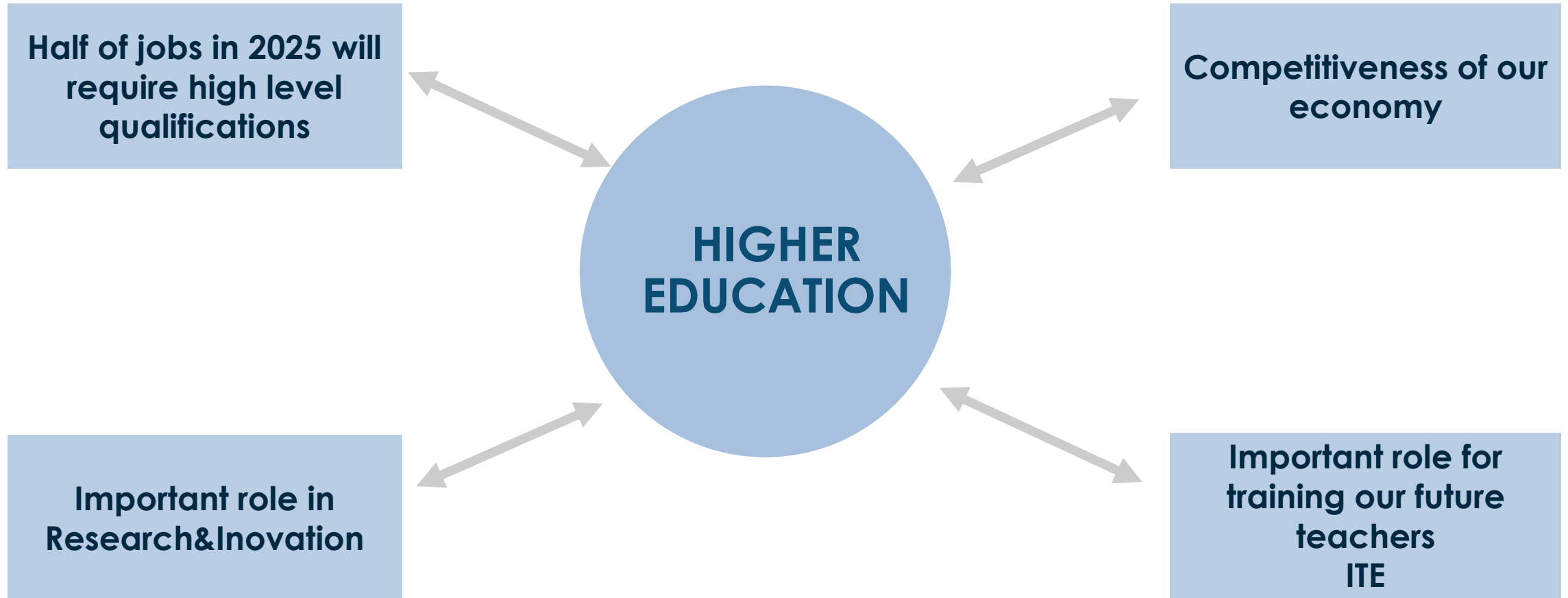
Digital society & digital economy
are now a fact of life

Innovative capacity of technology is conditioned by
the level of digital skills of the population

Basic knowledge of digital technologies
is vital for daily life

DIGITAL SKILLS ARE ESSENTIAL

SITUATION IN HIGHER EDUCATION



CHALLENGES FACED BY HIGHER EDUCATION

Mismatch between the **skills Europe needs** and the **skills Europe has**

Poor basic skills – literacy, numeracy, digital

ICT professionals, medical doctors, STEM professionals, nurses and teachers

Persistent and growing social divisions

Innovation gap – innovation varies strongly between European regions

Higher Education as part of the education continuum

TECHNOLOGY TRANSFORMATION

80% of technology which will be used in 10 years is not yet invented

To be implemented by 80% of people already in activities

50% of current jobs worldwide (30% in EU) will disappear in 25 years

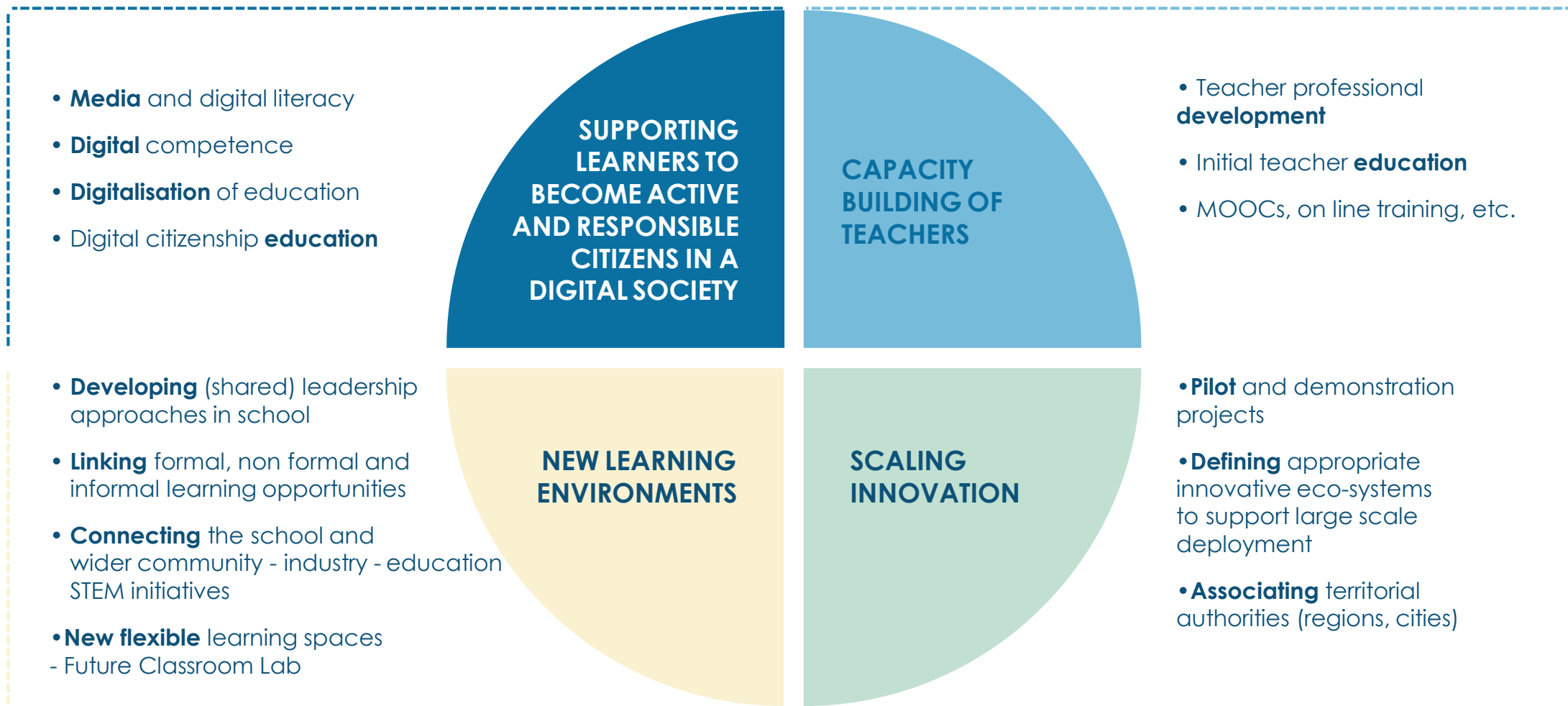
9 out of 10 jobs will require digital skills

44% of the EU population (ages 16 ≈ 74) lack basic digital skills

Towards a **new social divide** ?

IT IS ESSENTIAL THAT EDUCATION INSTITUTIONS PREPARE STUDENTS AND TEACHERS FOR THIS RAPID ECONOMIC AND SOCIAL CHANGES

WHAT SHOULD OUR EDUCATION SYSTEMS DO ?

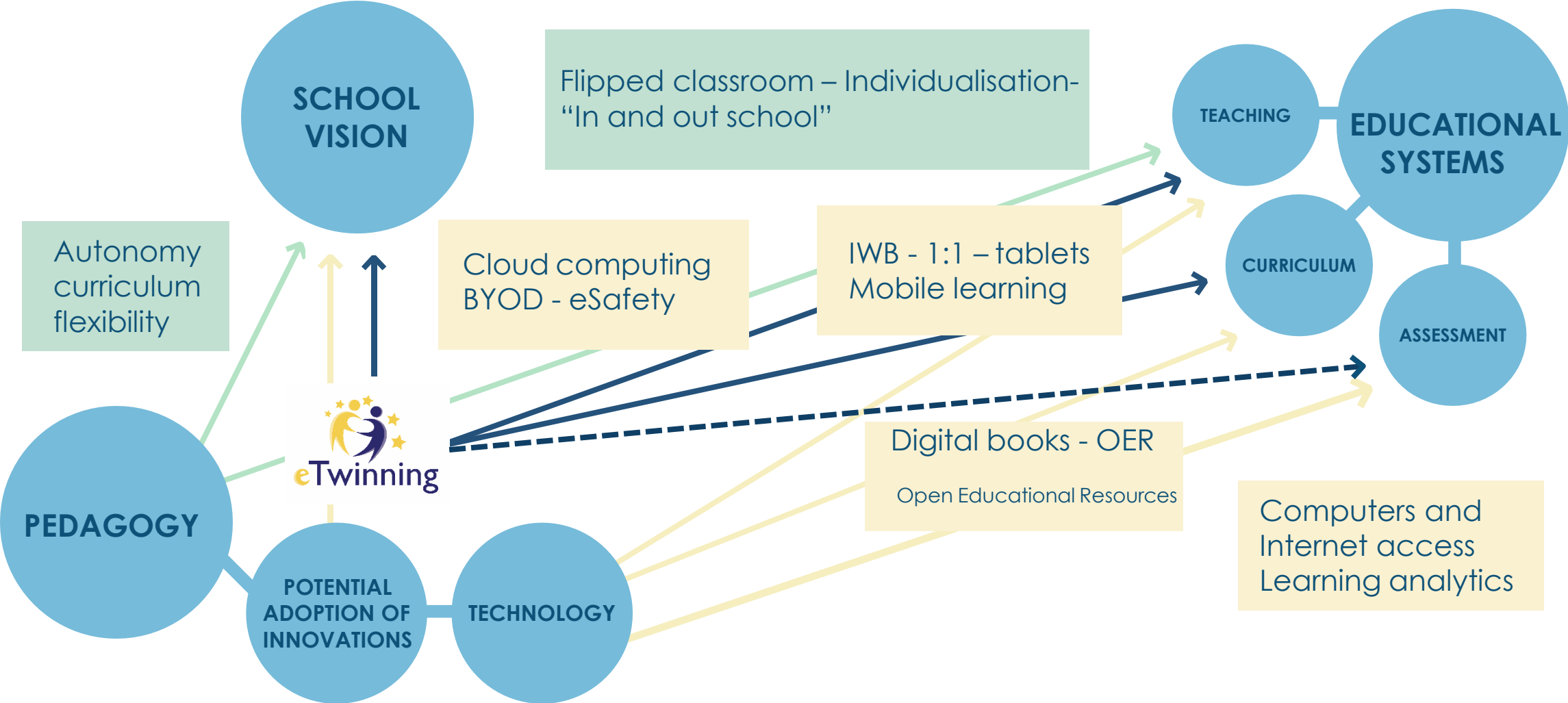


PEDAGOGY AND TECHNOLOGY

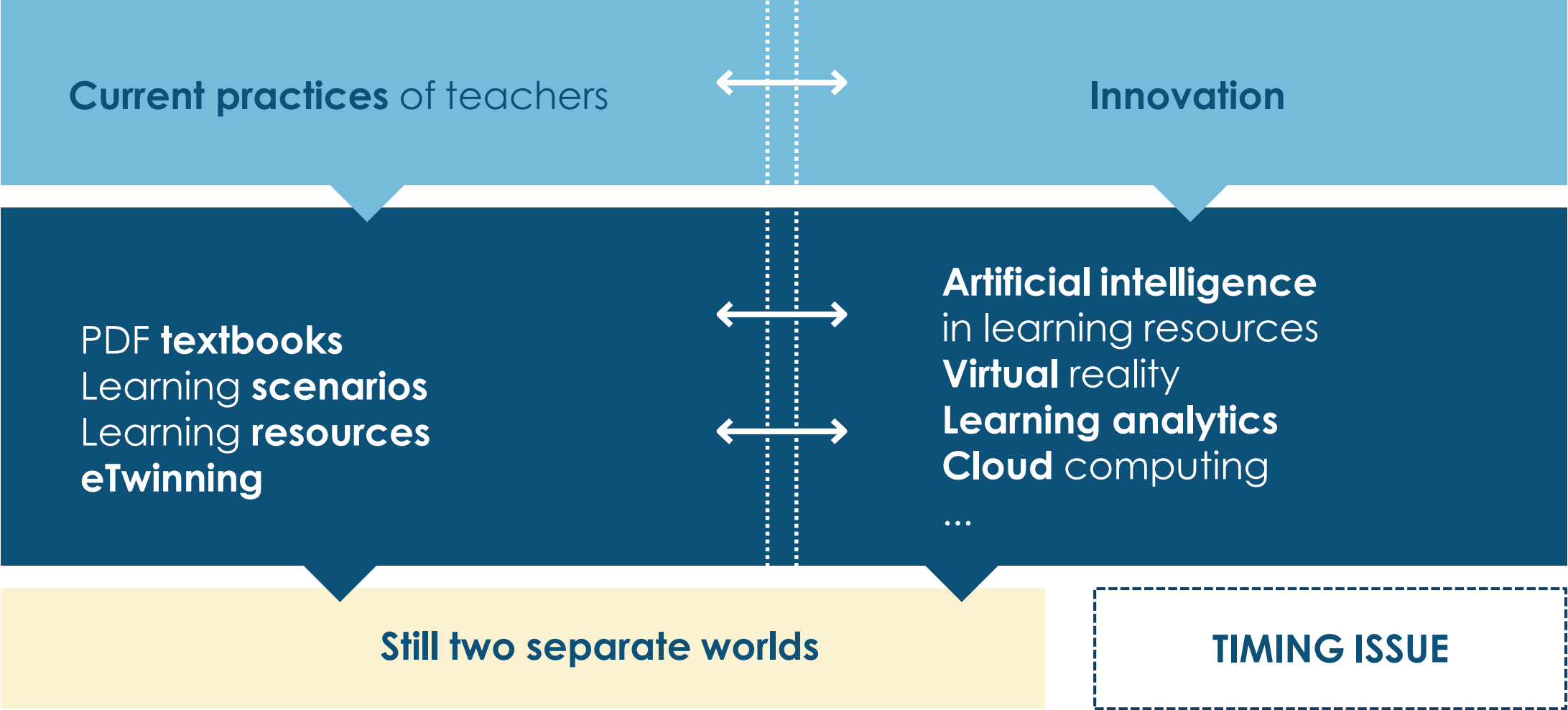
If we get the **pedagogy right** and incorporate technology accordingly, **learning will become easier, deeper and more engaging**

Never think of technology without worrying about teachers.
Teachers with technology will make the difference with their students

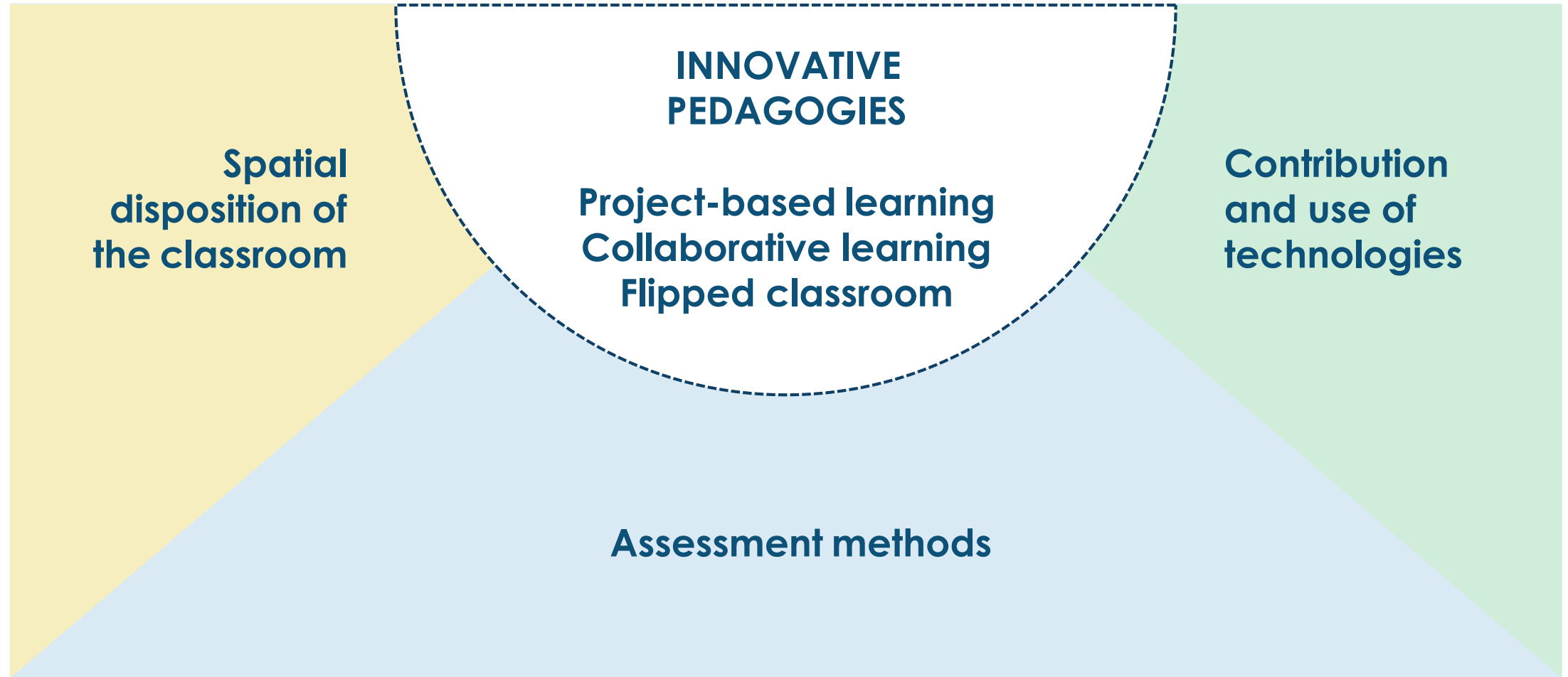
INNOVATION IN EDUCATION – A COMPLEX PROCESS



ADOPTION OF INNOVATION IN DAILY PRACTICES



CHANGES RESULTING FROM NEW PEDAGOGICAL APPROACHES



STEM EDUCATION - NECESSITY TO CHANGE OF APPROACH

“How to”

- Apply “recipes” to already known problems
- Factual recall

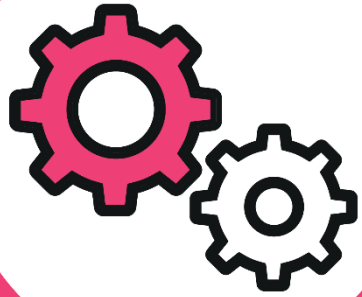


“Why”

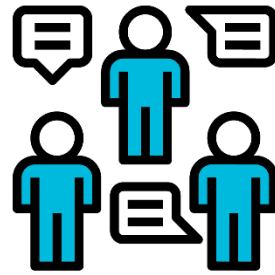
- Inquiring about problems that are not yet documented



FOUR MAJOR ISSUES TO BE ADDRESSED FOR COLLABORATIVE LEARNING



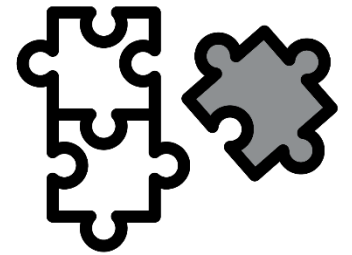
**working
together**



**responsibility
sharing**



**substantive
decisions**



**interdependent
work**

A STILL TRADITIONAL ASSESSMENT

Teachers encourage students to work together, to use technology and to be creative.

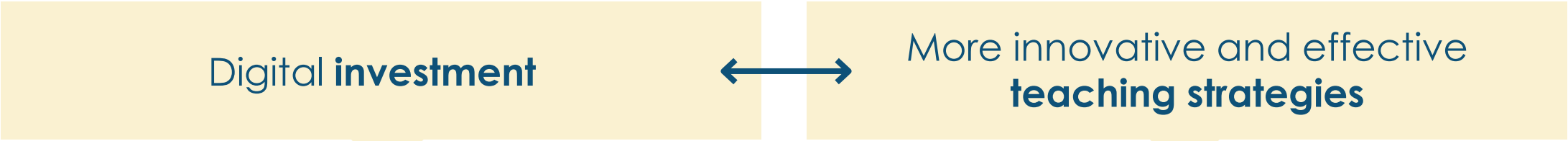
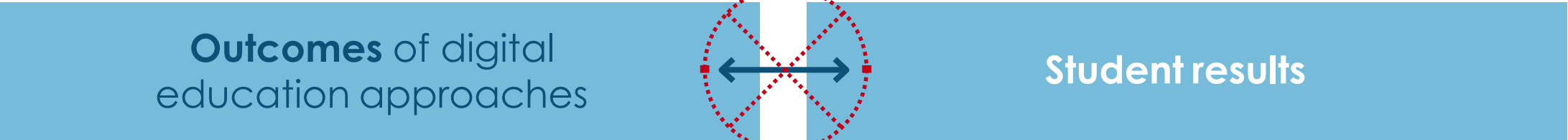


PARADOX

Students are expected to demonstrate what they have learned by sitting in a row and completing a summative assessment in isolation.



CONTRIBUTION OF THE EDUCATIONAL TECHNOLOGIES



Raise the question of introducing digital technology in terms of renewing teaching practices



New learning spaces

NEW PEDAGOGIES ARE REQUIRED



L'école de demain, cela reste en premier lieu l'enseignant.

Malgré les promesses de cours en ligne révolutionnaires, l'impact de ces enseignements au niveau mondial reste modeste. Pour l'heure, les grandes tentatives menées pour numériser l'enseignement sont plus ou moins des échecs. On voit bien que, finalement, ce qui compte ce n'est pas le médium, la technologie, mais **la relation humaine entre l'enseignant et l'élève ou l'étudiant.**

Cela demeurera; j'y crois profondément.

Interview Le Monde - 03.01.2017

Cedric Villani - Fields medal

INNOVATIVE PEDAGOGIES ARE REQUIRED

Greater **modularity**

Frequent **changes of activity**

Group work involving the movement of students

Creating, developing

Experimenting, exchanging

**NEW SPACES AND FRAMEWORKS FOR
LEARNING - LEARNING LABS - ETWINNING**

ENCOUNTERED CHALLENGES

Lack of sufficient pedagogical reflection

Lack of adapted training for teachers (initial and continuous)

Lack of trust and autonomy granted to pedagogical teams

How to use the flexibility and autonomy left to schools?

Difficulty to encourage, support and valorize experiments and innovations

NEED TO CHANGE POSITIONS AT ALL LEVELS

Consolidate, support and valorize

School authorities (Heads of schools, Inspectors) – facilitate – coordinate collective thinking

Isolation of teachers vs. communities of practice

Role of headteachers – shared leadership – digital strategy

New training modalities (professional development, action research)

WHY DOES SHARED LEADERSHIP MATTER?

Reflects current changes in leadership practices in schools

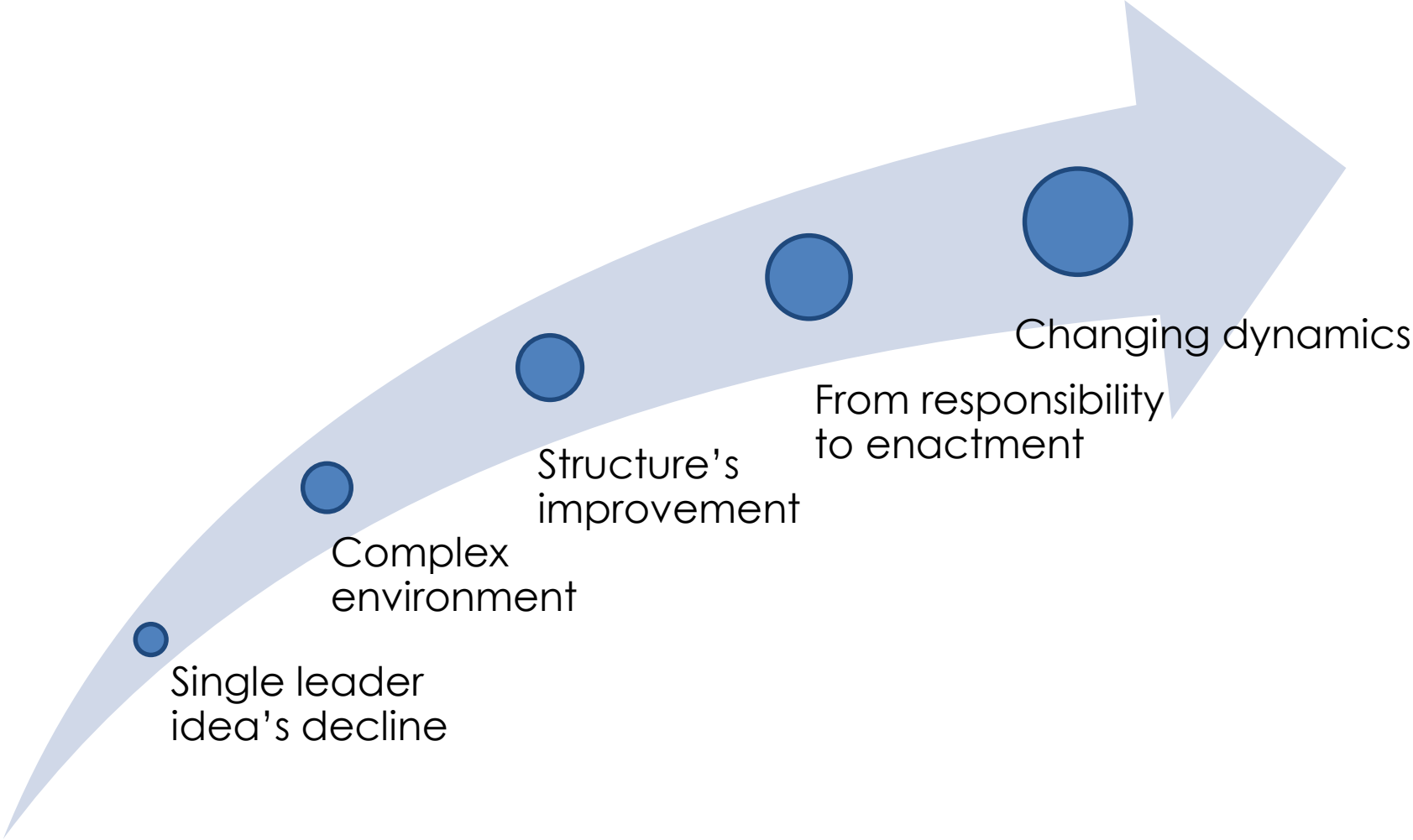
Makes a positive difference to organisational outcomes and students learning

Is suited to develop new models of schooling

Reveals all teachers potential and expertise

CHANGE OF PARADIGM ABOUT LEADERSHIP

CHANGE OF PARADIGM ABOUT LEADERSHIP



FROM LEADERSHIP ...

....TO SHARED LEADERSHIP

Leadership

- is more than an individual process
- exists in the interaction with individuals

(shared) leadership as a social process

in which formal leader(s) role is to reveal, support and encourage leadership capability of all players in the school

DIGITAL TECHNOLOGY - OPPORTUNITY TO REVIEW PROFESSIONAL PRACTICES

Clear objectives to integrate the pedagogical use of ICT accompanied by training for all stakeholders

Embrace the digital transition as part of a whole school approach

Enlighten teaching practice with new insights from research

----- **Develop new assessment criteria**

----- **Build trust at all levels**

----- **Engage practitioners in a reflective process and in research**

AREAS FOR DEVELOPMENT

Engage in initiatives

- + experiments
- + research
- + projects
- + valorization

Allow training modalities to evolve

- Need of teachers
- Exchange of practices
- Online resources
- MOOCs

From the innovative teacher to the innovative school

- Role of the headteacher
- Shared leadership
- New learning spaces
- Trust vs. control

AREAS FOR DEVELOPMENT

Large-scale implementation

- Propagation conditions
- Systemic approach
- Importance of processes

TWO MAJOR OBJECTIVES AT THE END

**INCREASE THE DESIRE TO LEARN
FOR OUR STUDENTS**

**REDISCOVER THE JOY OF
TEACHING FOR OUR TEACHERS**