

PROJECT DI.SCOLA.

The project DI.SCOLA. "Farewell to Early School Leaving – Teaching Proficiency to Guarantee School Success" is the result of the need to find a solution for *improving the continuous professional training quality and for facilitating the access to the programmes* and to respond to the priority 4 of the Leonardo 1 Programme: *to promote the continuous training of teachers and educators*; therefore, its aim is to contribute to the fulfillment of the foreseen construction of an European Educational Space as requested by the Lisbon Council and by the statement of Copenhagen. The project aims to develop a training process able to reduce the early school leaving phenomenon by improving the quality of education for the students of the secondary school and for promoting the continuous professional training of teachers and educators. The project aims then to contribute to the introduction of elements relative to the Quality of school Education, macro-indicators which identify the teaching proficiency and the structuring of an experimental study and research on the innovative methodologies and strategies to improve school success of the students. The project targets at improving the educating proficiency of teachers by promoting the acquisition of new competences in teaching methodologies, creating a common European Educational Space able to satisfy the needs of learning of both teachers and educators.

A. General intents of the project

The inspiring principle resides in improving teachers' proficiency for the promotion of school success. So, the direct recipients of the Project are the teachers and educators who work with students from 14 to 16, the age range where the early school leaving is more common; the indirect recipients are Educational Institutions and Public Institutions.

B. Specific targets of the project

Among the specific targets of the project we may list:

- creation of a web site to facilitate the interaction among the partners to constitute an Educators Community who experiment the educational fulfillment of the Project;
- research on the part of each partner Country on teachers training by means of case studies and of successful experimentation of the adopted methodologies;
- implementation of a teaching quality model for improving teaching proficiency; planning of one or more dynamic training models for teaching proficiency, in a way that it can be put in context and experimented by the various partners;
- definition of training paths on the basis of the implementation of planned models;
- evaluation of the paths by means of an experimental pilot study.

C. Organisation of the project

The two-year project has six phases; each of which has a minimum duration of 2 months and a maximum of 7, organized as follows:

- Phase I: *construction of the Website DI.SCOLA*
- Phase II: *research, selection and implementation of successful cases in the area of teachers training programmes*
- Phase III: *definition of teaching quality macro-indicators according to the EFQM model*
- Phase IV: *planning of training dynamic models on teaching proficiency on the basis of macro-indicators*
- Phase V: *elaboration of real training paths based on selected model/s*
- Phase VI: *Validation of models and training paths*

Finally, the *Valorisation* phase is particularly important for the use of the DI.SCOLA. model in the educational context.

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D. Achieved innovation

In order to reach the specific objectives, the targeted results are:

- creation of a web site to document, communicate and distribute the outcomes and the results of the research, of the elaborated methods and completed stages;
- creation of an European archive for the documentation on the different and multiform cases of school success;
- drawing up of a handbook for planning processes and systems aimed to improve the teaching quality, the training paths and the evaluation of the completed stages.

E . Logical frame of the project

The DI.SCOL.A. project can be schematically represented by the following Logical Frame

LOGIC FRAME

GENERAL PURPOSES	to reduce early school leaving				
TARGET	to get a better European teachers proficiency, by improving the continuing training and facilitating the access to the programmes				
RESULTS	dynamic model of teachers training	National practical communities on web (500 participants)	training modules	innovative training paths	participated planning methodology (GOPP)
ACTIVITY	RESEARCH SUCCESSFUL EXPERIENCES IN EACH OF THE 7 PARTNER COUNTRIES BUILD UP AN EUROPEAN ARCHIVE OF SUCCESSFUL EXPERIENCES TO DEFINE EUROPEAN MACROINDICATORS FOR TEACHING QUALITY TO DEFINE THE STRUCTURE OF THE PROFICIENCY TEACHING MODEL BASED ON MACRO INDICATORS	CREATION OF A WEB SITE IN THREE LANGUAGES REALISATION OF A TECHNOLOGICAL ENVIRONMENT FOR LEARNING CHOSE A NUMBER OF SCHOOLS FOR EACH COUNTRY AS A STANDARD MODEL ANALYSE THE EDUCATIONAL CONTEXT OF EACH COUNTRY	TO DEFINE THE ESSENTIAL EDUCATIONAL ELEMENTS FOR TEACHING PROFICIENCY TO DEFINE THE MODULES FOR TEACHING PROFICIENCY COURSES	TO CREATE A COMPARATIVE SCHEME TO TEST THE EUROPEAN COMPATIBILITY OF THE MODEL TO DEFINE EDUCATIONAL PATHS BASED ON THE MODEL AND THE MODULES	GOPP SYSTEM IN SCHOOL INSTITUTIONS WITH THE RECIPIENTS TO SHARE THE CHOICE OF THE MODEL AND PATHS APPLICATION OF THE PATHS WITHIN THE PRACTICAL COMMUNITIES

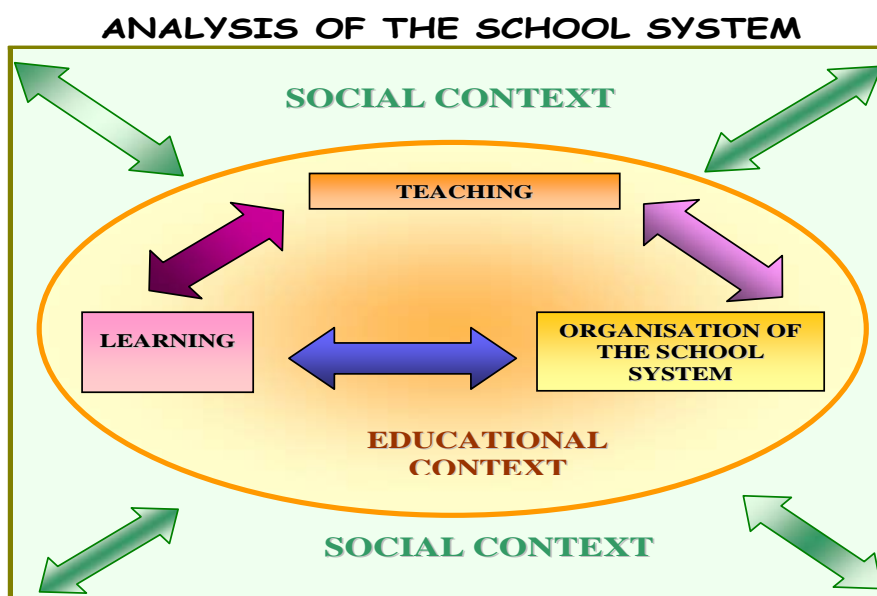
F. School system and scholastic success

The DI.SCOL.A. project is based on the following concepts:

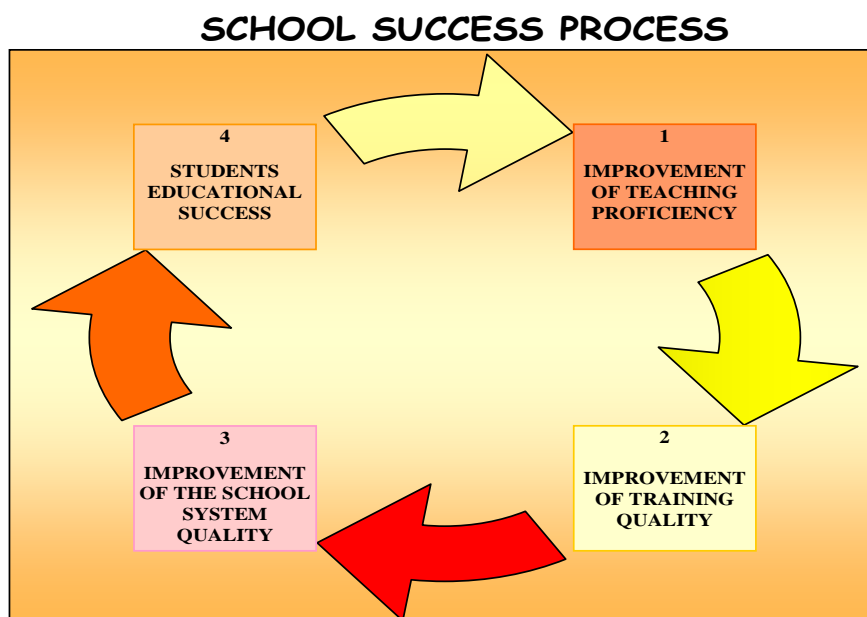
a. the school system is characterised by 4 aspects:

- Social context,
- Teaching,
- Learning,
- School organisation

The interrelation among different aspects are illustrated in the following scheme.



b. The school success is a consequence of the Improvement of Teaching Proficiency, according to a virtuous and recursive circle represented below.

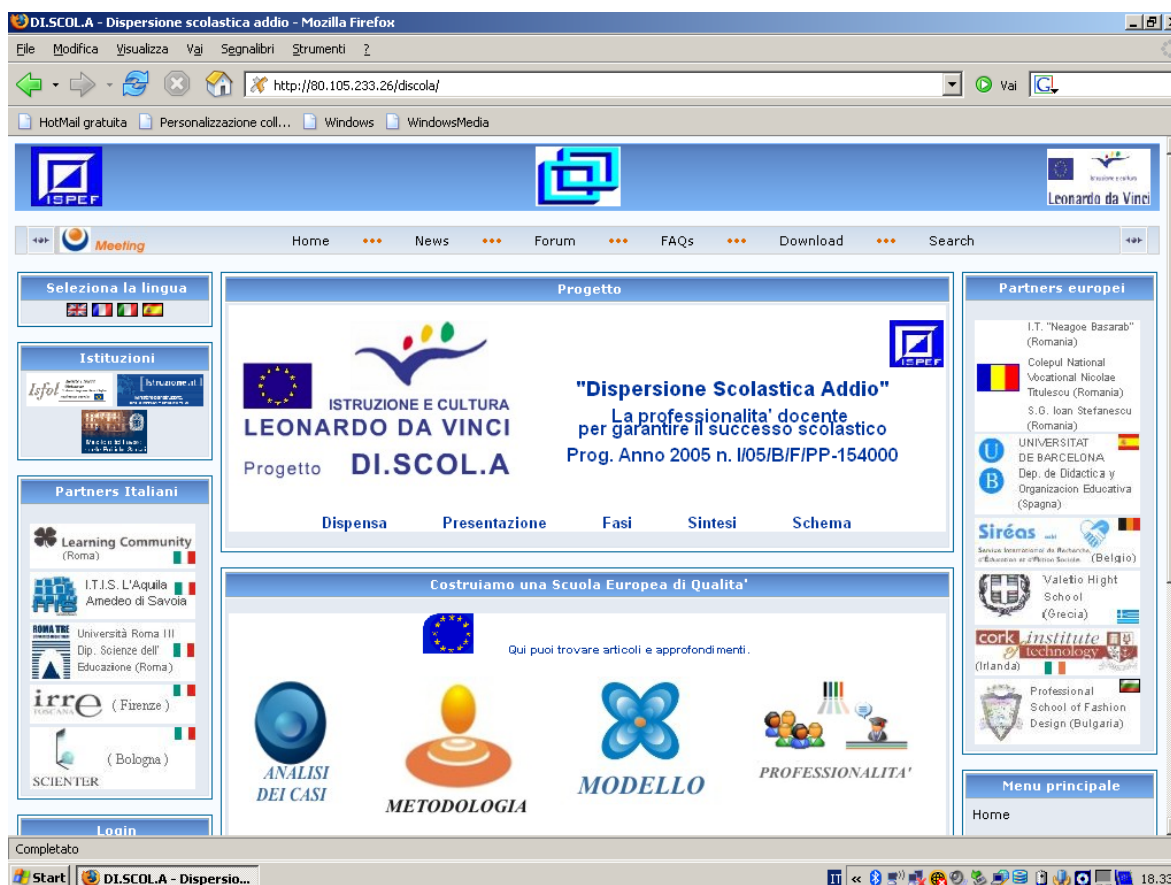


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G. The portal of the DI.SCOL.A. project: www.discola.eu

The portal of the DI.SCOL.A. project is organized in the following way:



To visit the DI.SCOL.A. porta is necessary for the following reasons:

- to check the performed paths;
- to analyse the best practices documentation and the documents elaborated during the development of the project;
- to be aware of the validation protocol;
- to participate to the project network for the model valorization;
- to be able to test the model, communicate results and compare experiences.

GOOD EUROPEAN PRACTICES

A. GOOD european practices and consequent models

From the good European practices selected result the consequent models which point out, on a larger or smaller scale, the following essential elements:

1. The level of integration among Systems (school, university, formal and informal learning environments) / system logic.
2. Multi-acting and interaction among systems to give a precise answer to the needs of the individuals and their community.
3. Integration of the TIC within the curriculum / within the subject
4. Teachers professionalisation (initial training, continuous professional development)
5. Support to collaborative learning processes
6. Evaluation systems based on transversal abilities
7. Sustainability of the model

The development of the DI.SCOLA. model kept in wide consideration the results of the best practice research.

1. As far as the *level of integration system* is concerned, it appears to be more present in Belgian practices but it is however pursued in all other analyzed practices on a larger or smaller scale. It is definitely an essential element of the DI.SCOLA. model as it allows the opening of the educational school system to all other needs of the world outside the school. It is rightly considered as an integrating level to underline the equal dignity, and active participation, of all Institutions collaborating with the school world. In the DI.SCOLA. model the integration level is particularly present in the development of the analysis and audit areas, where one determines in the initial phase the development of the territory in terms of activities and the number of external resources which may be available for future activities currently under planning.
2. As far as *the multi-actors* and *systems interaction* is concerned, they are recurrent elements in the best practices selected. At the same time, the model include them in all the for areas; in fact, the use of the Goal Oriented Project Planning methodology (which is characterized by multhe presence of key actors belonging to different systems kept together by the common goal of planning activities in the scholastic field) during both the actual planning phase and the evaluation phase determines the centrality of this element inside the dynamic model.
3. As far as the *Integration of the ICT within the curriculum / within the subject* is concerned, it is substantially utilised in all the best practices selected, particularly referring to:
 1. relationship between learning and the web, teaching and technology;
 2. impact of web technologies on the organisation and technologies on the system of external relations.Consequently, the research let us to obtain useful data both to understand the different cognitive approach to teaching/learning by teachers and learners in the use of ICT in educational processes and the importance of the web and its impact inside and outside the school world. The model received the suggestions given by the resarch, particularly in the articulation of the third area of the model, which is the use of the GOPP laboratories in order to develop educative projects; as a matter of fact, the Communities of Practice use the web as a means of communication and evolution.



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4. As far as the *Teachers professionalisation* in some good practices is concerned, teachers have the possibility of operating as distance trainers having the role of tutors, facilitators and stimulators within the new educational environment, also constituting a team of expert teachers able to plan and lead the experimental activities and to transfer the methodological-didactic models to other educational realities, to develop and confirm schemes, models and flexible programmes for distance tutoring. In the DI.SCOL.A. model this element has been applied both in the planning-validating phase, from which the new professional figure of the facilitator emerges, and in the phase of planning development of the practical community on line where teachers can develop both their tutoring action for the students and a professional growth through their contact with qualified external bodies. The model always provides for a consistent professional growth of the teachers who thus become protagonists in the new learning processes of the students.
5. As far as the *Support to collaborative learning processes* is concerned, many of the good practices selected have developed environments for distance collaborative learning (computer supported collaborative learning) and continuous opportunities of comparison, tasks and objectives sharing, gathering individual knowledge for the benefit of the group. This appears to be very important as a planning element for the model DI.SCOL.A. which considers as its main purpose (in area 3) the growth of collaborative learning processes and the creation of on-line learning environments where these processes can be developed and sustained. Research on good practices has underlined the importance of utilizing environments for distance collaborative learning (computer supported collaborative learning) and the effectiveness of continuous incitement towards of positive comparison, of tasks and goals sharing, where individual competences are placed at the group's disposal. The DI.SCOL.A. model promotes, at its turn, collaborative processes, particularly in the 3rd area (Educational paths) and the creation of learning environments on line where these processes can evolve and support themselves.
6. As far as the *Evaluation systems based on transversal abilities* are concerned it results that in some good practices it is a very important and innovative element. For instance, in an good Italian practice a model for certification of recognised transversal skills both at National and European level has been experimented. In the planning activity the co-operative ability in completing a task according to the GOPP system where decisions are shared has been noted. The task which will permit to evaluate the transversal skills will be implemented through co-operation, pointing out the informal competences and the talents of the individuals. In the model DI.SCOL.A. this has been considered during the phase of the intermediate and final evaluation – to be developed according to the GOPP methodology – and within each practical community to bring out the growing process – of the team and individual – in terms of general competences and knowledge of the disciplines. It emerged an important and innovative element from the analysis of good practices, for instance of a good practice found in Italy, where it has been tested a national and european wide recognized certification model for transversal competences. Even though not expressly aimed to the certification of competences, the utilization of the GOPP laboratories makes it possible, within the DI.SCOL.A. model, to evaluate transversal competences, highlighting all competences acquired thanks to not formal and unformal learning. Further this, within communities of practice, the model promotes the individual awareness of increasing own competences (also disciplinary ones) within and through the group's upgrowth.
7. As far as the *Sustainability of the model* is concerned, this appears to be present in some of the good practices selected. It is however an important characteristic of the model DI.SCOL.A. as it integrates with the traditional educational process and is related to it, continuously and permanently influencing its transformations and innovations.
This appears to be present in some of the selected good practices, but it has been highlighted by the research as an element of particular significance: the DI.SCOL.A. model assumes sustainability as a planning principle,

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seen that it integrates itself into the traditional educational process, intending to affect it in a continuous and permanent manner , transforming and innovating it.

B. The Good Practices of the DI.SCOL.A. Project

The partnership has individuated and filed 25 successful cases of teachers' educational training. Hereby it will be presented a list of those cases, which description is to be found on the DI.SCOL.A. portal.

<i>Best Practices of Teachers Training of ITALIAN PARTNERS</i>
<i>EDUCATIONAL TRAINING OF NEW RECRUITED TEACHING STAFF</i> (ITI L'Aquila)
<i>ATLAS</i> (Scienter)
<i>MANAGERIAL TRAINING FOR TEACHERS</i> (Roma III)
<i>E-MUSICNET</i> (Roma III)
<i>ETTCAMPUS</i> (Scienter)
<i>FORTIC</i> (Roma III)
<i>Pedagogical ICT licence</i> (Scienter)
<i>DIDACTICS OF ITALIAN LANGUAGE L2 (ITALIAN AS SECOND LANGUAGE)</i> (IRRE Toscana)
<i>LIFE STYLES – HEALTH PROMOTING SCHOOL</i> (IRRE Toscana)
<i>FROM THE PROVINCE WORKSHOP TO THE PROVINCIAL WORKSHOP</i> (ISPEF)
<i>“TEACHING ” – “WORKSHOP PROVINCE” FOR QUALITY IMPROVEMENT OF TEACHING PROFICIENCY</i> (ISPEF)
<i>TEACHERS' TRAINING TO FACILITATION PROCESS</i> (AN EXPERT OF THE MINISTRY OF PUBLIC INSTRUCTION)
<i>Best Practices of Teachers Training of BELGIAN PARTNER</i>
<i>MULTI-DISCIPLINARY STAGE FOR PHYSIQUE EDUCATION AT SCHOOL</i> (SIREAS - Belgium)
<i>Best Practices of Teachers Training of BURLGARIAN PARTNER</i>
<i>“OPEN-DOOR” (DEMONSTRATIONAL) LESSON</i> (Professional School of Fashion Design - Bulgaria)
<i>Best Practices of Teachers Training of GREEK PARTNER</i>
<i>ART DIDACTICS</i> (“Valetio” High School Ios Cyclades Greece)
<i>TEACHERS' TRAINING IN THE USE OF ITC</i> (“Valetio” High School Ios Cyclades Greecs)



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<i>Best Practices of Teachers Training of ROMANIAN PARTNERS</i>
<i>MATHEMATICS AND SCIENCE DIDACTICS</i> (Lycée Theoretique "Neagoe Basarab"- Romania)
<i>INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND CALARASI DISTRICTS</i> (School Nr. 1 Romania)
<i>PROGRAMME OF CURRICULUM RATIFICATION</i> (The Theoretical High School "Neagoe Basarab – Romania)
<i>MANAGEMENT FOR EDUCATION</i> (Groupe Scolaire "Nicolae Bălcescu" – Romania)
<i>MAN'S RIGHTS</i> (L'Ecole 2, Oltenița, Romania)
<i>TECHNOLOGIES OF INFORMATION AND OF COMMUNICATION IN THE LEARNING PROCESSES</i> (The School Group "Ioan C. Stefanescu" Iasi-Romania)
<i>RUMANIAN LANGUAGE AND LITERATURE TEACHERS' LIFE LONG LEARNING</i> (The School Group "Ioan C. Stefanescu" Iasi-Romania)
<i>COOPERATIVE PROJECT</i> (N.Titulescu" College Romania)

THE DYNAMIC MODEL DI.SCOLA.A.

Together with the characteristics which emerged from the good European practices selected – and taking into consideration the initial researches of the project – further macro-indicators to define the project, the learning environment and the organisational context, can also be considered. They are:

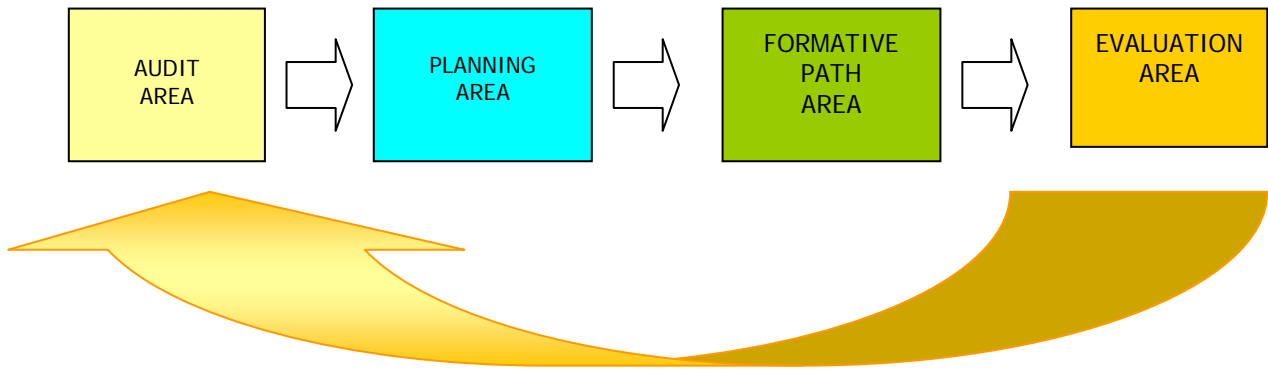
1. a planning method based on the goals and on the participation of multiple key agents
2. a co-operative or collaborative learning, also with school agents from the external
3. the consideration of the competences obtained by each teacher through formal or informal paths
4. research-action as the main working method
5. punctual knowledge of the problems within the context where the teaching activity is developed
6. flexible teaching action also based on the "learning by doing" and the "work based learning"
7. acquisition of skills for planning the educational paths
8. choice of the subjects according to the "bottom up" system, directly from the teachers of the community the educational action included within a logic system
9. the educational process included within a micro-innovation

The Dynamic Model DI.SCOLA.A. which emerges from the above mentioned considerations, foresees the realisation of four educational areas of the teaching proficiency, in 4 interconnected phases in a cyclic and hierarchic way:

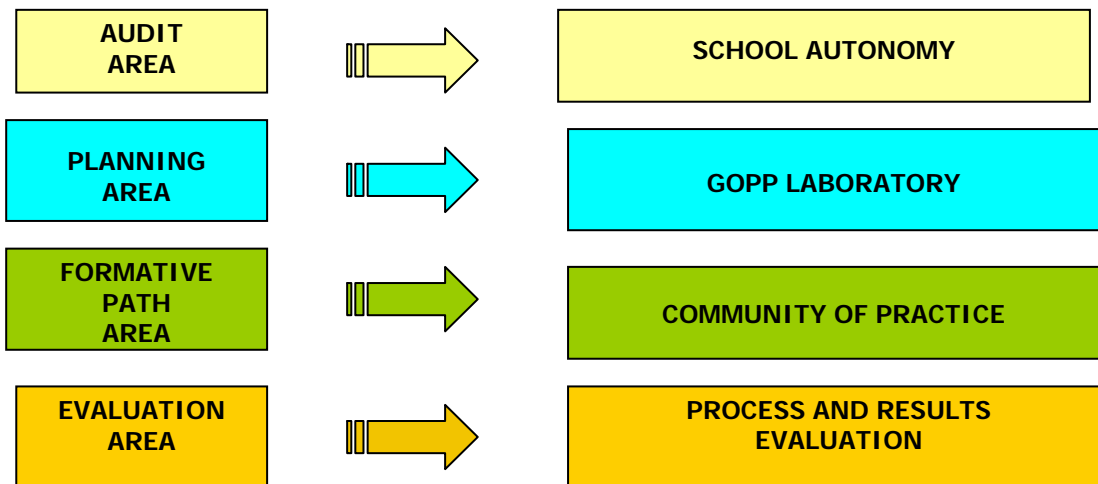
1. Audit of resources area
2. Projecting area
3. Training paths area
4. Evaluation area

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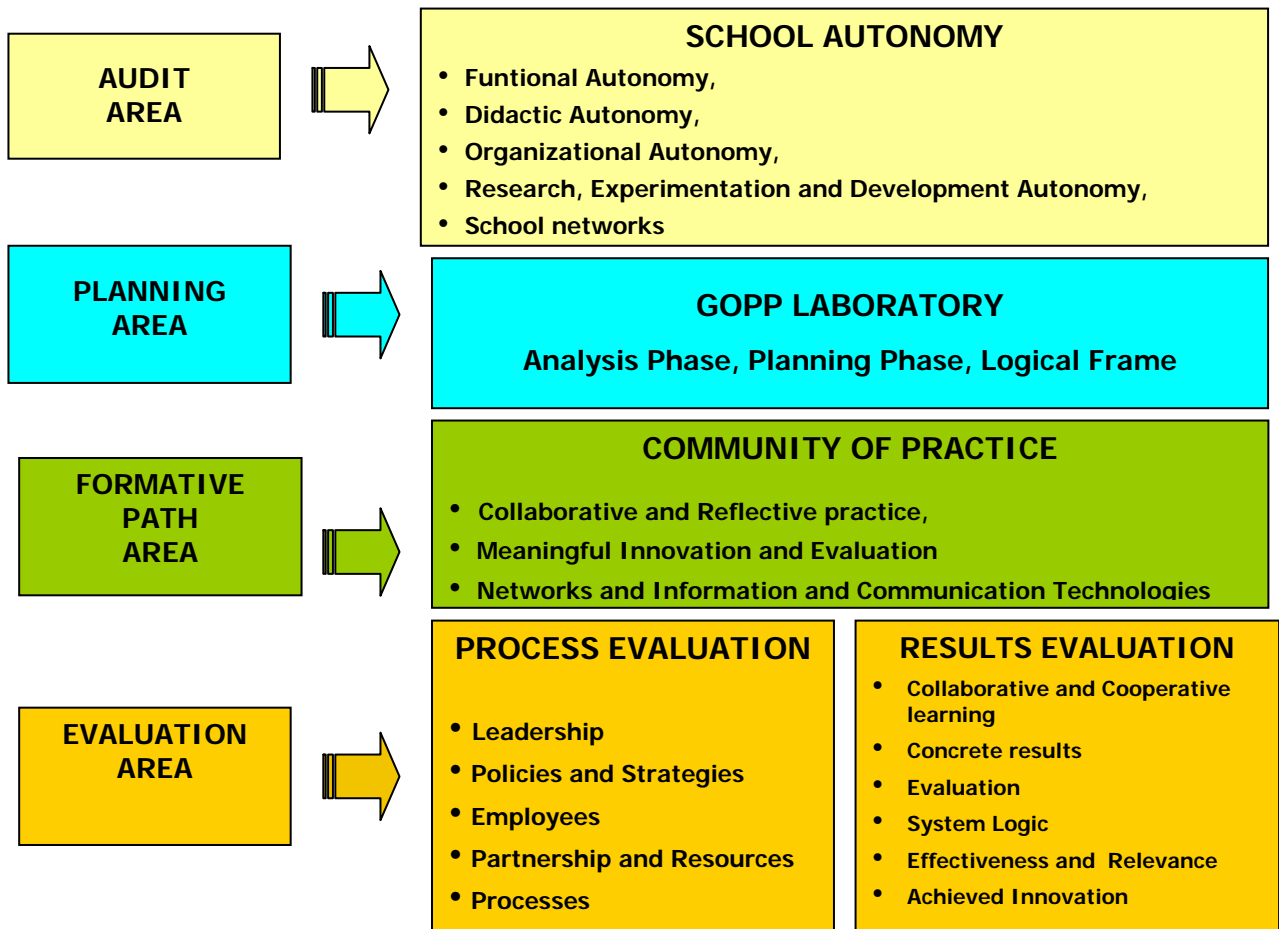
The four phases of the DI.SCOL.A. dynamic model are characterized by the following **METHODOLOGICAL STRUCTURE**:



The metodological structure is developed as follows:

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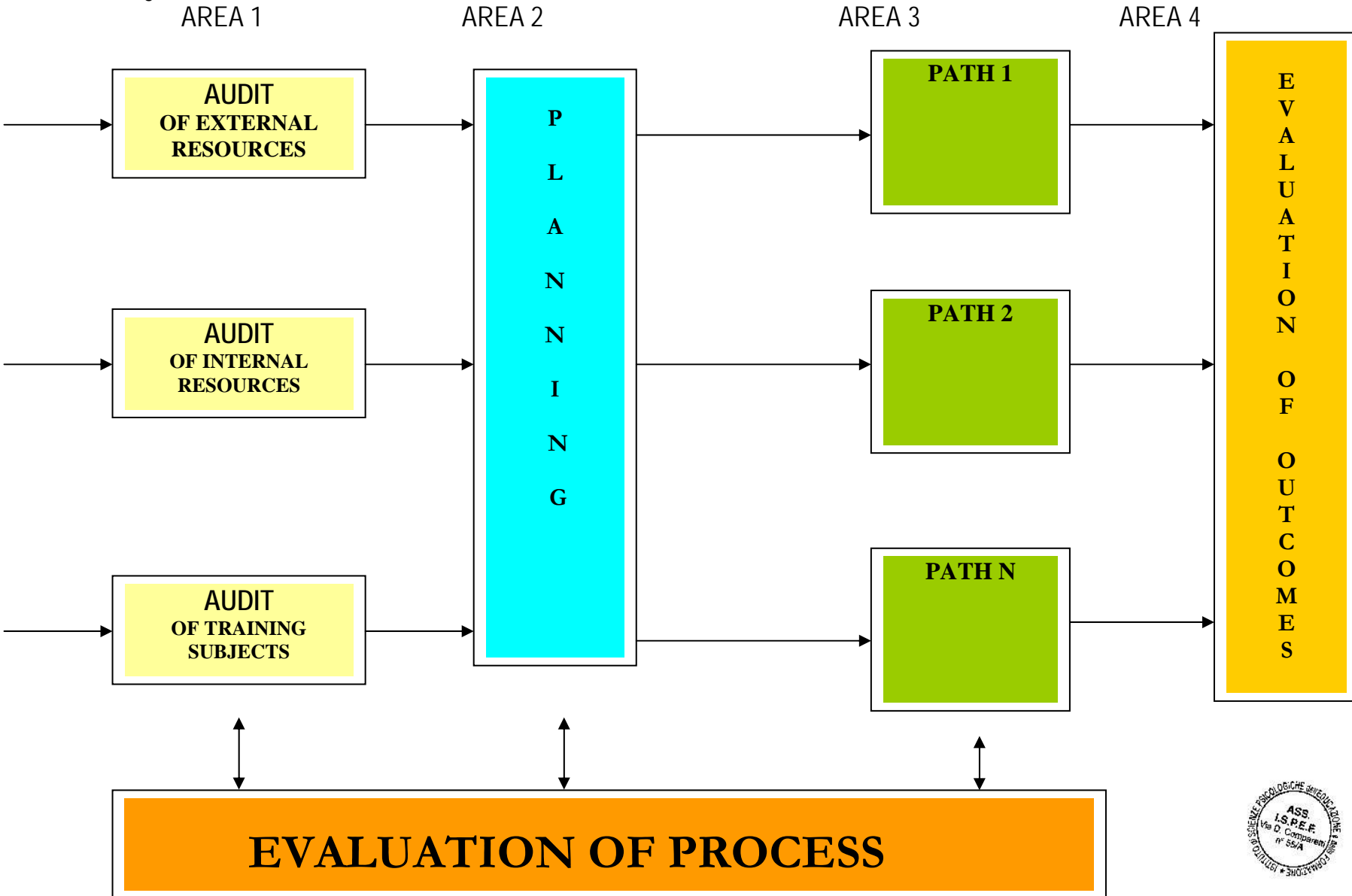




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The resulting model follows:





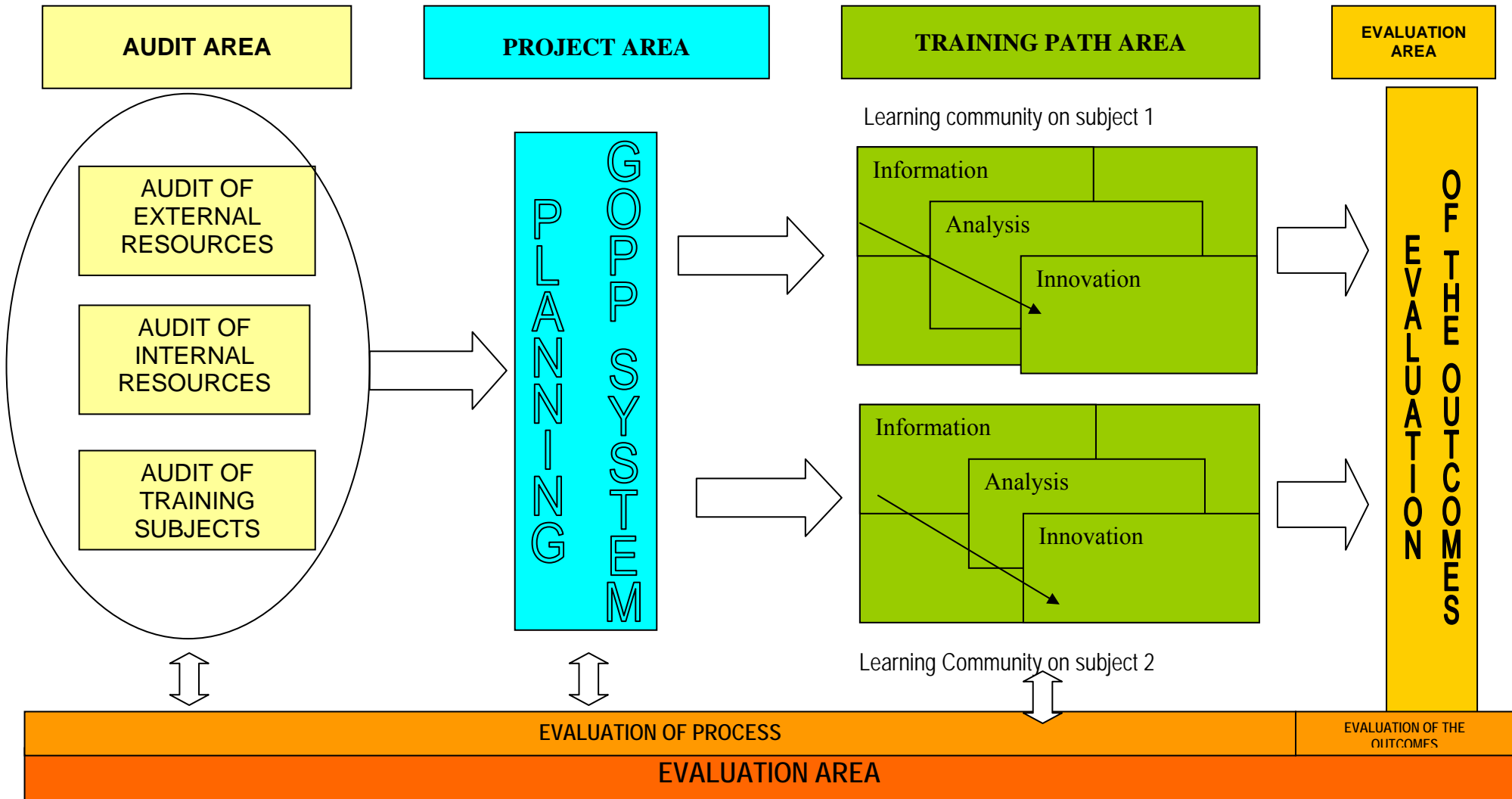
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In the following pages a general scheme of the model is given, together with a brief description of the characteristics and the structure of each single phase.

A. DI.SCOL.A dynamic model: general scheme



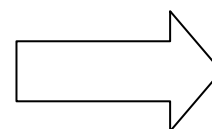
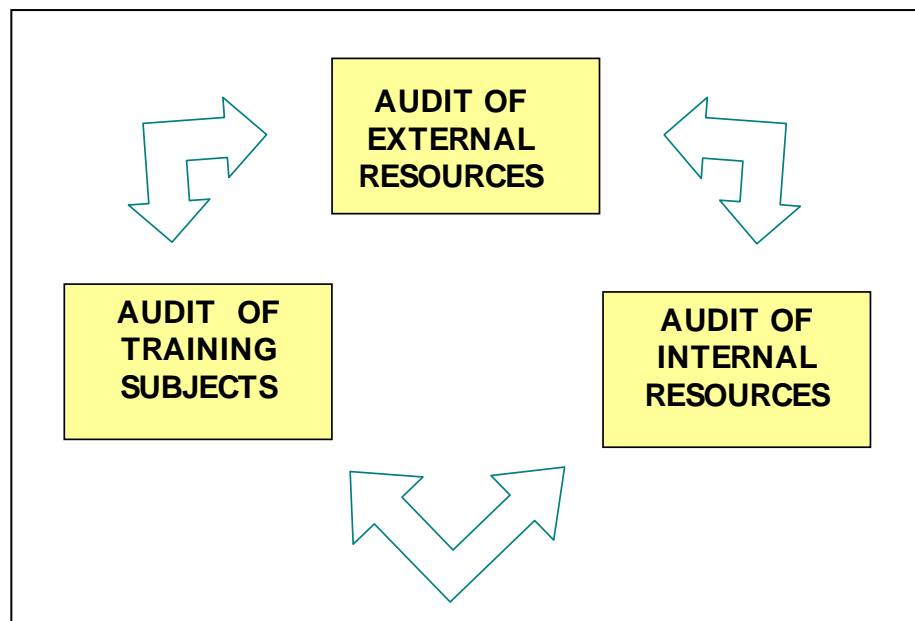


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B. Area of AUDITING



PLANNING AREA

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In the area of auditing the following activities are developed:

1. Auditing of the key-members on the territory
2. Auditing of activities of interest on the territory
3. Auditing of the internal resources (teachers)
4. Auditing of the students' resources
5. Auditing of educational subjects of interest for the Institution

In particular, in the Dynamic model, proposed after the phase of auditing, a list of themes of interest to be developed in the school with the participated and shared method emerges. This choice will be shared by both the teachers and the students of the biennial stage; the practical communities on line with the same learning subjects, as decided by the school will be individuated; teachers and students will join them according to their interests.





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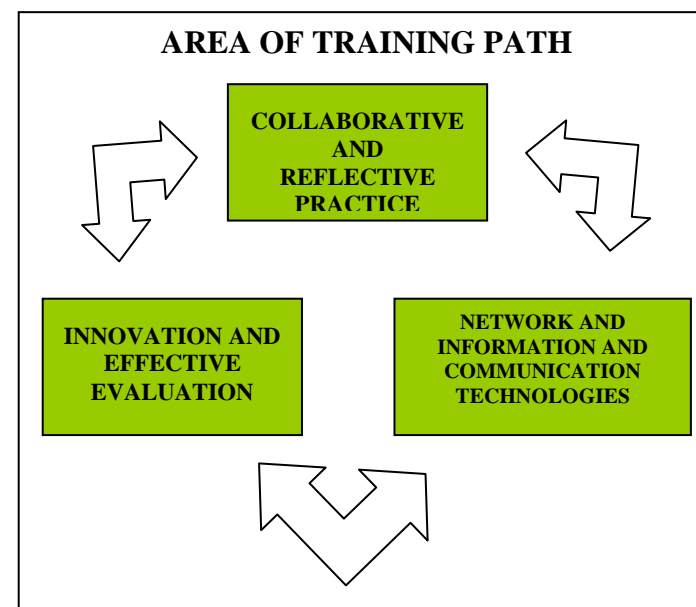
C. Area of PLANNING

In the Area of Planning, the Planning Workshop is developed through multi-acting and activity sharing, starting from the results of the audit phase.



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In this area the GOPP METHOD is used
It is a method which co-ordinates the several phases of the system activities following the shared planning method, involving participants in an active, constructive and collaborative approach.



During the planning phase, the community education project will be planned and a precise work plan and of activities will be implemented using technologies, internet, audio conference meetings, e-mails, etc. In the development phase the work plan of the selected Communities of Practice will be applied. The work of each community will be monitored and evaluated as a process and for its outcomes. To evaluate the results, the various communities will be linked to the production rooms of the partner Countries.



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.D. Area OF THE TRAINING PATHS

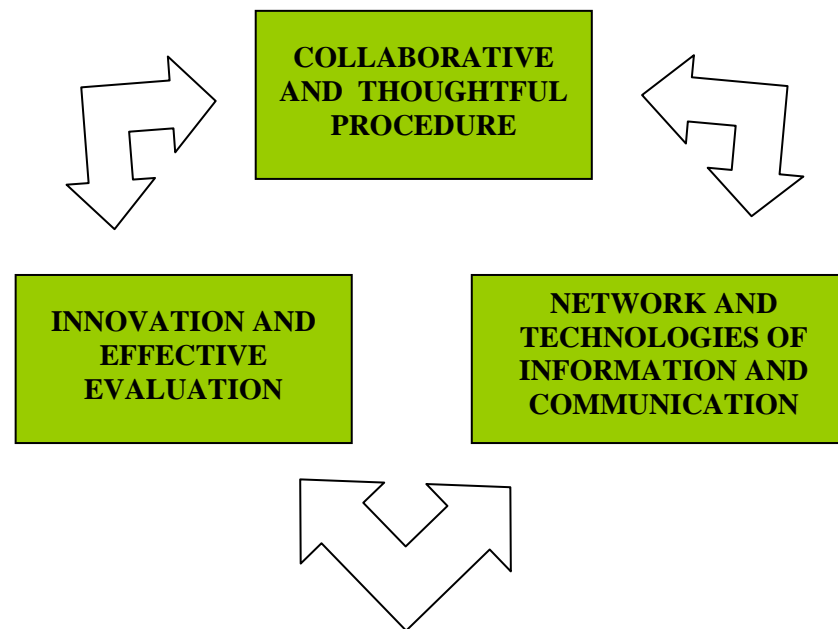
In the area of the training paths the following activities are developed:

- Teachers training in learning communities also constituted by other external members on the specific subjects
- Research and action in school on the subjects and problems arisen from the context.



The training paths are distinguished by the following macro-dimensions:

- COLLABORATIVE AND THOUGHTFUL PROCEDURE
- NETWORK AND TECHNOLOGIES OF INFORMATION AND COMMUNICATION
- INNOVATION AND EFFECTIVE EVALUATION



LEARNING COMMUNITIES

The three macro-dimensions distinguish the functioning of a virtual Learning Community of teachers of the upper school, each on a subject emerging from the initial Audit phase.



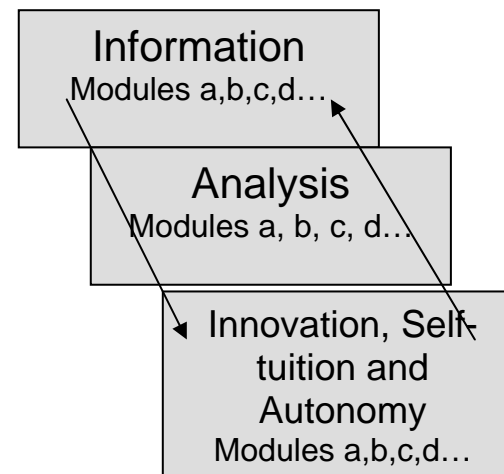
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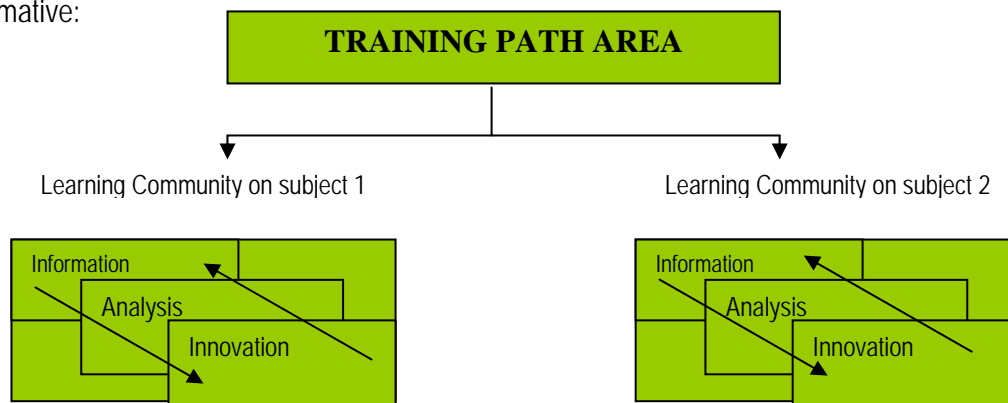
These aspects are analysed according to three stages of educational itineraries, to be considered in a flexible way (cyclical and fluctuant) and not rigidly.

The three stages are:

1. *INFORMATION: with regard to the subjects chosen for the teachers training within the learning community.*
2. *ANALYSIS: of the thematic area, developed in collaboration, within the learning community.*
3. *INNOVATION – SELF-TUITION – AUTONOMY: on the thematic area and determination of the elements of micro-innovation of the teaching proficiency.*



If, for instance, two themes are selected, two Community of Practice will be selected, each with the characteristics of the formative:





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E. Area of EVALUATION

In the area of evaluation are developed:

- the evaluation of process
- the evaluation of training and research results in each learning community
- the re-planning of training as a consequence of the feedback.



EVALUATION OF PROCESS is developed according to the five factors:

- **Leadership;**
- **Management of personnel;**
- **Policies and strategies;**
- **Partnership and Resources;**
- **Processes.**

The EVALUATION OF RESULTS is developed according to the six MACRO INDICATORS:

- **System Logic**
- **Collaborative and Co-operative Learning**
- **Evaluation**
- **Concrete results**
- **Effectiveness and relevance**
- **Achieved innovation**

