



FINAL REPORT OF PROJECT DI.SCOL.A.

The Council of Lisbon and the objectives of the Declaration of Copenhagen traced an ambitious path to be completed within 2010: *build an European educative space, promoting the quality of the formative institutions (Schools, Universities, Research Centres) and reducing consequently the scholastic wastage.*

By "wastage" we mean not only the scholastic deflection, but also and above all the failed introduction of pupils in the working market and in the social world.

With this in mind, the Project **DI.SCOL.A. – The teacher professionalism to guarantee the scholastic success** developed a formative process able to lessen the scholastic wastage by improving the quality of teachers' vocational training of secondary schools and. Thus, it intended to contribute

- to introduce elements of quality for the scholastic training;
- to conduct a study and an experimental research about the methodologies and the innovative strategies by which the teachers can improve the pupils' scholastic success;
- to elaborate and validate a Dynamical Model of Teacher Professionalism Formation.

The end of DI.SCOL.A. has been to promote in teachers, with 14-16 years old students (when higher is the percentage of school wastage), the acquisition of new competences in the teaching methodologies, in order to contribute to build a common European educative space and to satisfy the need to learn of teachers.

After an accurate analysis of cases (part 1 of the book), a Case Bank has been realized, which will remain as European Documentation Archive on different experiences and experimentations of Best Practices of teachers training, about cases of scholastic success. This European Documentation Archive, placed on the website www.discola.eu, will be enriched during the next years by other experiences and studies, contributions and experimentations researches and it will hopefully become a real point of reference to an European and international level.

The next step has been to think, elaborate, define and build the DI.SCOL.A. dynamic model (part 2 of the book), which has the following characteristics:

- a simple structure, easily sharable, transferable and repeatable for schools from Bulgaria to Spain, from Ireland to Greece;
- training processes characterized by autonomy, flexibility and dynamism, always considering the cultural and educative ecosystems of each country and of each social context which will be implemented in; as matter of fact, in the first area of Audit, teachers are free to chose the training themes and in the next area of Planning the teachers themselves elaborate the project;
- easily to use tools, respectful of the characteristics of share, significance and innovation, able to brief detect the needs, to plan and perform the training paths and to evaluate processes and results;
- an engine, like the shared planning of the GOPP (Goal Oriented Project Planning) Laboratory, which makes the Model move in an effective and active way, according to the complexity and the uniqueness of each scholastic environment;
- an innovative way to carry the training paths out, working in Community of Practice and Learning Community, which let teachers learn cooperatively and collaboratively, by means of a shared networked reflection about the training activities and processes;
- a pedagogical route, immediately readable and relevant in the implementation and development of the training paths;
- clear, definite, effective and meaningful quality indicators and criteria to evaluate the processes activated during each phase of training, in order to implement the needed adjustment during the



development and to evaluate the produced results according to the rules of the scientific documentation and of the best practice.

The DI.SCOL.A. Dynamic Model defined is showed at the end of this conclusion.

The final step has been the validation of the DI.SCOL.A. Dynamic Model (part 3 of the book).

The validation phase has given some useful operational suggestions to a concrete and effective application of the model. The following conclusions have been reached:

- the model has been validated by means a definite procedure,
- some concrete examples of application of the model have been produced,
- a first seed of an European Community of Practice about the Scholastic Wastage has been drop.

The development of DI.SCOL.A. project has been a powerful effort of involvement of scholastic institutions, universities and research centres:

- of 7 European countries (Belgium, Bulgaria, Greece, Ireland, Italy, Romania, Spain),
- with an involvement to a different grade and with different tasks of the 14 partners (the validity and relevance of the scientific level of their research and training can be understood by visiting their websites; URL in the cover),
- of 536 teachers which works in 57 secondary schools.

This group of teachers represents a first embryo of an European Community of Practice on the theme of training in service of teachers in order to diminish the scholastic wastage or, saying it better, to favour the formative success of the students. As a matter of fact, everyone, even though involved to a different grade and with different tasks, shared the DI.SCOL.A. Dynamic Model elaborated and experimented and expressed an opinion on some aspects.

The first result of this process is a validated model, not only because produced by a trans-national partnership which has guaranteed the scientific quality of actions, paths and products, but also because the model itself has been analysed and discussed/experimented by its first users, the teachers.

Closing this document, we want to stress that the teacher who have participated to the diffusion forums active during the last month of project development (September 2007) have given an important input: share and activate concrete actions in order to further promote the model and to apply it within different European scholastic institutions.

We strongly hope that all these efforts do not dispel and that the DI.SCOL.A. Dynamic Model can really accomplish its own task: improve the Formation of Teacher Professionalism and lessen the school wastage.

This moment, far from being the end of the project, it is the beginning of a new engagement that make what invented really applicable.



Dr. FAUSTO PRESUTTI
President I.S.P.E.F.

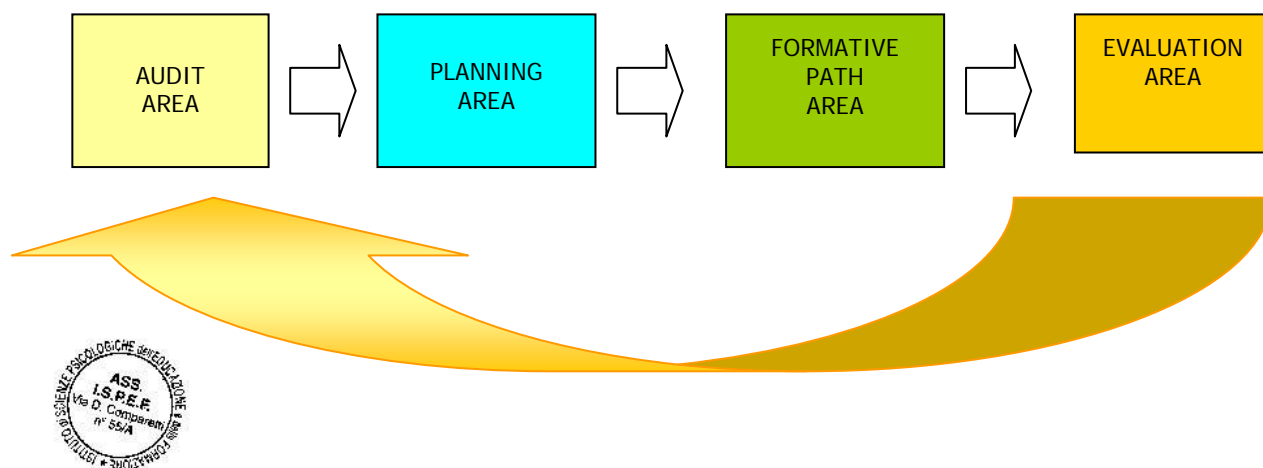
Fausto Presutti



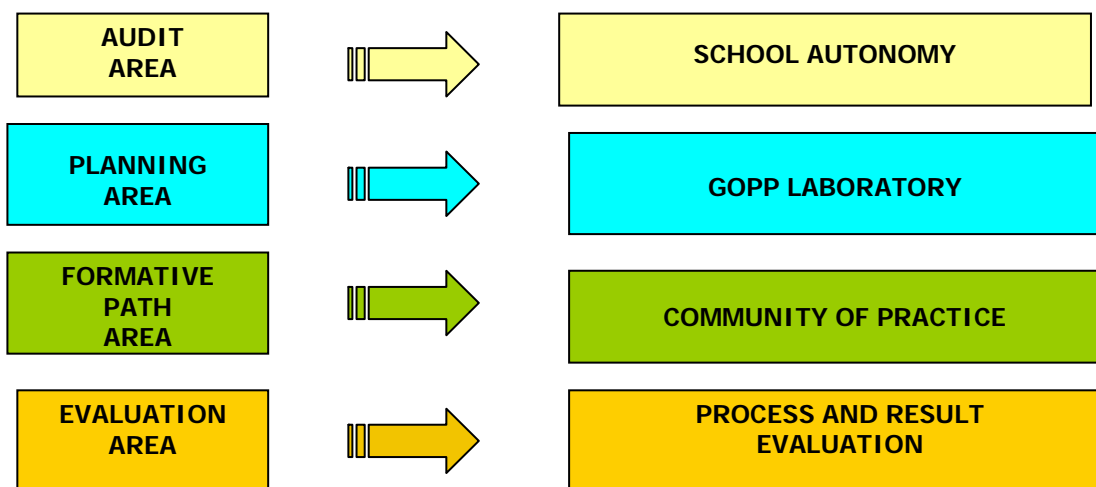
DI.SCOL.A. Dynamic Model

The Dynamic Model DI.SCOL.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

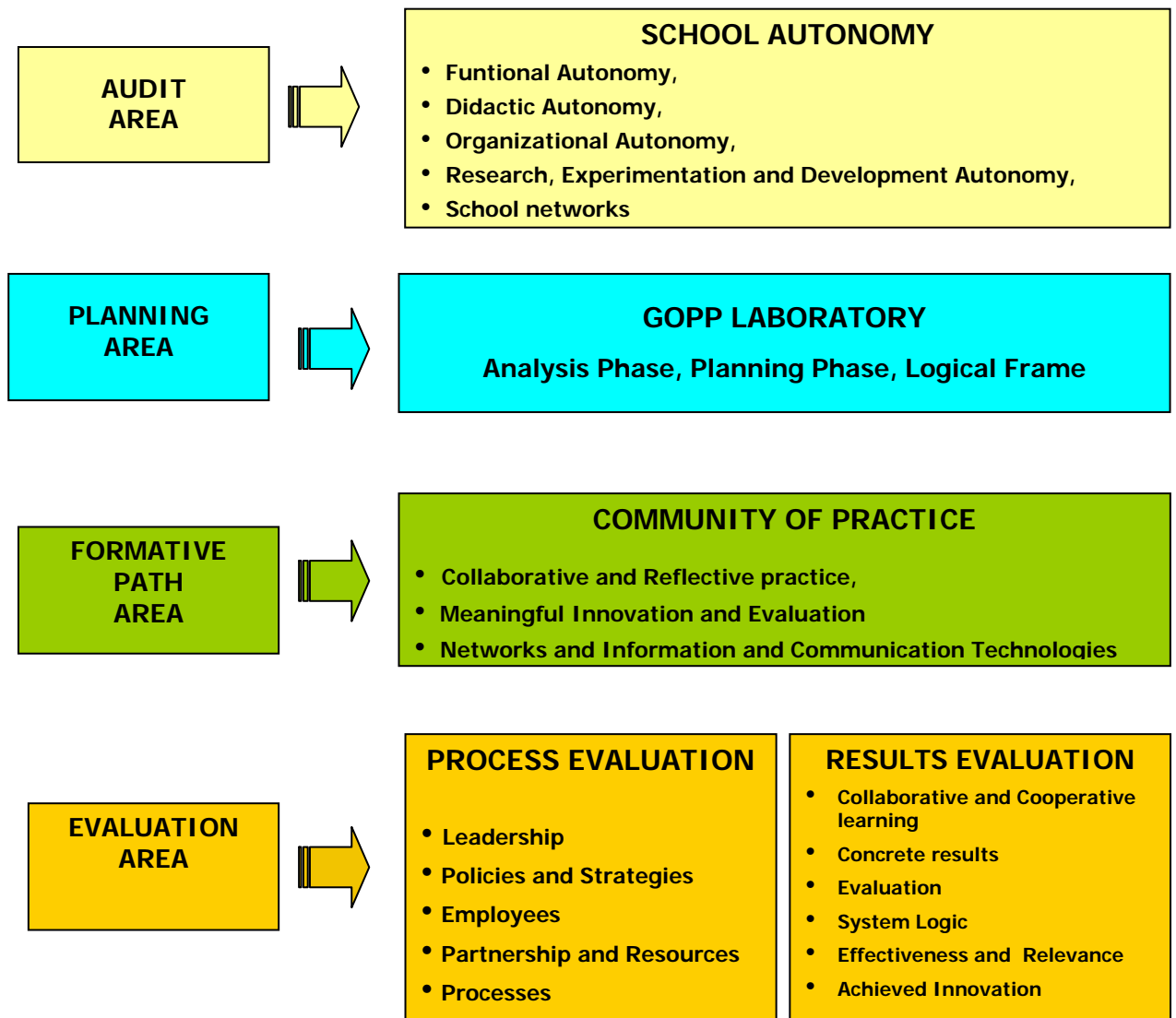


The four phases of the DI.SCOL.A. Dynamic Model are characterized by the following **METHODOLOGICAL STRUCTURE**:





The methodological structure is developed as follows:



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





"Dispersione Scolastica Addio"

La professionalità docente per garantire il successo scolastico

DI.SCOLA Dynamic Model: general scheme

