

EPLEFPA DE PERIGUEUX TEP and VT4P CONTEXT



2017 - 2018 : VT4P and PERIGUEUX

- End of 17, 2018: PERIGUEUX becomes familiar with the concepts given by VT4P:
- John Hattie's meta-analysis on the concept of "visible learning", which we transpose in terms of "visible teaching", which is the original purpose of VT4P (Visible Teaching For Performance)
- The Erasmus days, the open days, are the channels for transmitting information to staff and learners
- Barcamps are the common thread of the information given at each return from a meeting between partners
- The website of our school allows continuous broadcasting: it traces our journey and constitutes the documentary fund of VT4P

TEP : VT4P CONTEXT

- **VT4P is at the crossroads of the objectives in the EPLEFPA of PERIGUEUX.**
- **During its development, VT4P shed light on the challenges of the school, in its fundamental roles and in the methods implemented to achieve it: teach, as best as possible and make learners citizens that thrive freely in our European Area. As VT4P has developed (from 2017 to 2020), our school has also redefined its strategic objectives:**
- **In 2019, the school project was overhauled (regulatory obligation)**
- **In 2020, the drafting of our application for the European Charter 21-27, should allow us, if it is approved, to be able to consolidate our anchoring in the Erasmus + program.**
- **These strategic meetings of our school allow to see how VT4P fits into our aims .**
- **The empowerment by the staff of our school, of what enables learners to achieve better success is still an important step in the development of the agricultural school.**
- **Moreover and against all expectations, the episode of Covid19 gives us a striking demonstration of the importance of the parameters pointed out by VT4P by the vacuum linked to their absence.**

END OF 17 AND 2018: VT4P SETS UP IN PERIGUEUX

- End of 17, 2018: PERIGUEUX becomes familiar with the concepts given by VT4P:
- John Hattie's meta-analysis on the concept of "visible learning", which we transpose in terms of "visible teaching", which is the original purpose of VT4P (Visible Teaching For Performance)
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2019: our school PROJECT

(part 1)

- Since MLOL and INC, PERIGUEUX relies on the 8 key skills of learning:
 - reading and writing skills.
 - language skills.
 - math and science, technology and technical skills.
 - digital skills.
- With VT4P, the emphasis is on optimizing learning processes: taking into account feedback, “meta-knowledge” (of learning) of learners and their speech.
- The empowerment, by the staff of our school, of what enables learners to achieve better success is still an important step in the development of our school.

2019: our school PROJECT

(part 2)

- **Our school defines a set of strategic axes.**
- **Some axes deal directly with learners (items related to pedagogy according to the precepts of VT4P),**
- **Other axes act on the pedagogical self-emancipation of teachers, and therefore on learners,**
- **Other axes act on other various peripheral areas (on teachers, learners, the educational context, our school, etc.)**

2019: our school PROJECT (part 3)

- The following presentation lists the chronological elements of our project,
- It includes the strategy of our school and the involvement of all people for the success of learners and the methodology used to achieve this result.
- We can see the close link between local choices, the educational strategies defined according to VT4P and the appropriation of staff

2019: CHRONOLOGY OF THE PREPARATION OF THE 19-23 SCHOOL PROJECT

Etape 1 : Bilan du précédent PE, en amphi

- tableau de synthèse
- bilan par fiche action

4 février 2019/**barcamp** après **Crotone**

Etape 3 : Définition des axes thématiques, en atelier (10)

(1 animateur, 1 secrétaire)

- quels axes ou thèmes faut-il reprendre, réadapter, ou mettre de côté, en s'appuyant sur le bilan du PE précédent
- faire émerger de nouveaux axes, en utilisant les éléments de diagnostic, et les échanges dans chaque atelier

Etape 4: Validation des axes thématiques, en amphi

Restitution des propositions de chaque atelier pour synthèse commune

Etape 5: Création d'une commission pour chaque axe thématique, inscription libre dans chacune des commissions

Etape 6: chaque commission se réunit 2 ou 3 fois pour déterminer le référent de la commission et créer entre 3 et 6 fiches actions, décide de s'appuyer sur un diagnostic plus complet et propre à l'axe

Etape 7: Restitution des commissions et validation en amphi des fiches actions- 21 juin 2019/**meeting** à **Varna**

Etape 8: Validation par le CA de juin 2019/

The axes of the project (part 1)

N ° 1 Structure and offer an attractive training offer adapted to the current needs of the territory

- N ° 2 Improve synergy, pooling, and exchanges between the 7 centers of our school.
Regulatory adapt to reforms and work situation in companies
- N ° 3 Improve the methods of "living well together for learners" by relying on the school life project, individual learning contracts dealing with special needs , the empowerment of young people and education in a real and direct social link.

The axes of the project (part 2)

- N ° 4 Implement a real internal, external and transversal communication strategy
- N ° 5 Continue and strengthen international cooperation and mobility
- N ° 6 Strengthen the roles and missions of farms and technological workshops, while enhancing the value of the educational and innovative role of farms (mode of production)

The axes of the project (part 3)

- N ° 7 Question sustainable development in our designs and our activities / missions and promote actions
- N ° 8 Animate the territory and develop institutional and professional partnerships to meet the needs and challenges of the territory, societal developments and expectations + Better support learners towards school, social and professional integration

The axes of the project (part 4)

- N ° 9 Improve the quality of life at work and everyone's investment
 - -Personnel training
 - -Welcome and support for new staff in our school
- N ° 10 Innovations in teaching practices
 - - Support for students (autonomy, promote success)
 - -Coordinate the multiple educational actions according to a common thread
 - -Digital tools

Some axes are directly in phase with the themes of VT4P:

- For axis N ° 3 Improve the methods of "living well together for learners" by relying on the school life project, individual learning contracts dealing with special needs, the empowerment of young people and education in real and direct social ties.
- For axis N ° 10 "Innovations in teaching practices
- -supporting students (autonomy, promoting success)
- -coordinate the multiple educational actions according to a common thread
- -develop the use of digital tools ”

Other axes act on the pedagogical emancipation of teachers, and therefore on learners: (part 1)

Axis N ° 7 Question sustainable development in our designs and our activities / missions and promote actions

- Axis N ° 8 Animate the territory and develop institutional and professional partnerships to meet the needs and challenges of the territory, societal developments and expectations + Better support learners towards educational, social and professional integration**

Other axes act on the pedagogical emancipation of teachers, and therefore on learners: (part 2)

Axis N ° 9 Improve the quality of life at work and everyone's investment

- Individual training
- Welcome and support for new staff on our school

Other axes act on various peripheral domains (part 1)

- N ° 1 Structure and offer an attractive training offer adapted to the current needs of the territory
- No. 2 Improve synergies, pooling, and exchanges between the 7 centers of our school. Regulatory adapt to reforms and work situation in companies
- N ° 4 Implement a real internal, external and transversal communication strategy

Other axes act on various peripheral domains (part 2)

- Axis N ° 5 Continue and strengthen cooperation and international mobility (Erasmus + program)
- Axis N ° 6 Strengthen the roles and missions of our farms and technological workshops, while enhancing the value of the educational and innovative role of farms (mode of production)
- Axis N ° 8 Animate the territory and develop institutional and professional partnerships to meet the needs and challenges of the territory, societal developments and expectations + Better support learners towards educational, social and professional integration

The TEP and our school

- All these measures make it possible to define the objectives of emancipation of the personnel in our school.
- They set the objectives to be achieved and thus make it possible to register the evolution of our school through the appropriation of the pedagogy by all the participants themselves.
- The success of learners is at the heart of these actions.
- In the short and medium term, the project is supposed to make it possible to better train, to better integrate graduates into the world of work, to improve the reputation of the establishment, to better recruit: a dynamic process conceived as a synergy with consequences virtuous.

The TEP and the evaluation of results

part 1

- The bias of our TEP consists in integrating the search for a pedagogy with accents developed in the program (VT4P) in a context materially free from the material and social constraints of the learners.
- The results of these actions will be evaluated year after year on the basis of objective criteria
- the state of recruitment from one year to the next, the quality of graduates: the rate of integration into the world of work, the number and quality of further studies

The TEP and the evaluation of results part 2

- With regard to the VT4P tools, and in particular the evaluation grids for day-to-day, month-to-day and year-round teaching sessions, course monitoring elements, teachers apply individually what they have. started to use during the VT4P experiments,
- Based on the results obtained by users: more or less formalized meetings and exchanges are supposed to allow the dissemination of these practices.

Additional remark on the TEP of our school of agriculture and the impact of Covid 19 (part 1)

The pandemic and the containment episode made it possible to verify that distance learning is one of the possibilities for training learners: a key parameter developed during the meta-analysis by Dr. J. Hattie, widely commented on within the framework of VT4P, the use of digital means has been massively implemented, with the aim of consolidating the achievements, and fortunately.

- But, very quickly, the question of the concrete class group, the search for ordinary feedback, the inability to act on the metacognitive data of each learner raised questions.

Additional remark on the TEP of our school of agriculture and the impact of Covid 19 (part 2)

- The limits of the distance learning system therefore appeared very clearly and very quickly, without forgetting the effect of weariness caused by the necessary concentration in front of the screen ... in a domestic context with its constraints and / or its advantages: a certain technical and sluggish dropout has been made possible, more or less diffuse, more or less visible: learners actually connected in distance learning, who play at the play station? or answer their text messages, or even have gone for a walk ...
- This made it possible to verify the importance of the weighting assigned to key parameters, such as feedback, metacognition: already difficult to master in ordinary class, we measure poorly and we can fear how far possible related disturbances can lead. to the removal of one or more key parameters of visible education, in a distance training, by practitioners accustomed to face-to-face, except to train specifically in these techniques? ...