Introduction

With the participation of 15 partners, the two-year Living Schools Lab project promoted a whole school approach to ICT use, scaling up best practices in the use of ICT between schools with varying levels of technological proficiency. Visits to the project’s Advanced Schools in 12 countries were carried out to observe school’s best practices leading to a report and recommendations on developing and mainstreaming of whole school approaches to ICT.

In addition to this, twelve case studies present the evidence gathered as part of the school observation visits to two Advanced Schools in each of the 12 countries: Austria, Belgium, Cyprus, Czech Republic, Finland, France, Ireland, Italy, Lithuania, Norway, Portugal, and the United Kingdom. Alongside the case studies, each Link Observation Visit was detailed in a blog post, along with useful links and practical ideas to try in the classroom: http://lsl.eun.org/observation-visits.

A framework of eight main questions was used to develop the case studies:

1. What types of technologies and resources are available in the Advanced Schools?
2. Are there recent national initiatives that have had an impact upon whole school development of ICT?
3. Who leads the decisions about the development of ICT?
4. What types of training and professional development are available to teachers?
5. How is ICT being used in different subjects?
6. What kinds of research and development are the teachers engaged with?
7. Are the Advanced Schools engaged in any partnerships or networks?
8. Are there particular areas that could be mainstreamed or replicated?

All case studies contain information that has been reviewed by National Co-ordinators. The studies outline evidence gathered as part of the Link Observation Visits and throughout the Living Schools Lab project. Further information is available on each school website about the individual school, although this may be in the home language.

All of the school visits were undertaken by Diana Bannister MBE, University of Wolverhampton. These case studies should be read in conjunction with the project’s Link Observation Visits final report available at http://fcl.eun.org/lsl.
### Observation Case Studies: France

**EPPU Ingrandes sur Loire | France**

<table>
<thead>
<tr>
<th>Number of students</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group of students</td>
<td>5–11 years</td>
</tr>
<tr>
<td>Name of principal</td>
<td>Anne-Sophie Picard</td>
</tr>
<tr>
<td>LSL project Lead Teacher</td>
<td>Anne-Sophie Picard</td>
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</tbody>
</table>

**Lycée Pilote Innovant International | France**

<table>
<thead>
<tr>
<th>Number of students</th>
<th>500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group of students</td>
<td>14–18 years – Upper Secondary</td>
</tr>
<tr>
<td>School website</td>
<td>Lycée Pilot Innovant International</td>
</tr>
<tr>
<td>Name of principal</td>
<td>Madame Evelyne Azihari</td>
</tr>
<tr>
<td>LSL project Lead Teachers</td>
<td>Xavier Garnier, Joel Coutable</td>
</tr>
</tbody>
</table>
1. What types of technologies and resources are available in the Advanced Schools?

At Lycée Pilote Innovant International, every student has his or her own tablet. The use of tablets has allowed the school to gather everything together in one tool in a digital workspace. The school wanted to photocopy less, use less paper and make full use of the 50 minute lesson time.

In the primary school there is one computer lab, but this is in need of updating. In the classroom, there is an interactive whiteboard; this is on wheels and “parked” at the side of the classroom. At the front, the teacher has access to a chalkboard and a dry wipe board. There is an Internet connection throughout the school.

EducElem is a portal that is provides a range of software that has been put together by teachers. There are exercises for the pre-school and primary age group. Teachers have to validate the resources. Teachers are allowed to take the resources in Educelem to adapt and improve them.

2. Are there recent national initiatives that have had an impact upon whole school development of ICT?

The leading teacher described how in France CNDP\(^1\) is the national centre for pedagogical documentation, not just ICT, supporting the national plan. Priority has been given to digital workspaces with 4,000 schools equipped = 6,000,000 students; they want 6,000 schools for 2014. The digital homework notebook and lesson plan is compulsory across France. There are experiments in e-books in 69 secondary schools involving 15,000 students. There are experiments in the use of tablet computers. The leading teacher described how every secondary school student has a competency assessment on the use of the Internet, called B2i (“Brevet Informatique et Internet” since 2011 for primary, lower and high secondary schools). B2i is now included in “Socle commun de connaissances et compétences”, the French version of OECD Key competencies (2005). There is an assessment for teachers and a priority for digital safety called C2i: “Certificat informatique et Internet” (2005). It exists for several professional fields.\(^2\)

Lycée Pilote Innovant International School is the only school in France that has been identified to implement whole school change and it receives extra funding for this. This is why the school was able to give tablets to all the students.

A new Law was passed July 8, 2013 which promotes a new strategy “Bringing all schools into the Digital Age”: this strategy supports educational innovation to contribute to the development of innovative projects and educational experiments promoting the digital use in schools.

A “Directorate of Digital Education” was created in the Ministry of Education to organise and lead the digital strategy through the network of “Digital Academics”.

Section 18 of the Law establishes governance based on new relationship between the state and the regional and local authorities for shared management responsibilities, particularly in terms of equipment, maintenance and digital resources. A contractual policy is based on new partnership agreements between the state, regional and local authorities.

Section 53 of the Law establishes also “Media and Information literacy” in the curriculum through the digital support.

Section 68 creates the Higher Schools of Teaching and Education: to ensure consistency between initial and continuing training of teachers with new teaching and learning practices mediated by digital technology.

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1 CNDP = Centre National de Documentation Pédagogique: [www.cndp.fr](http://www.cndp.fr) (CNDP is now called “Canopé”)
2 [http://c2i.education.fr](http://c2i.education.fr)
Web-based platforms M@gistère (Primary) and P@airformance (Secondary) are available for teachers. The creation of Viaéduc, a professional social network, offers teachers a platform for exchange.

Two new experiments were initiated in September 2013. The objectives are to study the effects of digital technology in teaching practices and develop effective strategies for educational uses of digital tools and resources.

- Provide personalized assistance to the first year of secondary school pupils: 30,000 pupils involved in a programme named D’Col based on hybrid accompaniment with digital resources and CNED services (National Centre for Distance Learning).
- Connecting secondary schools: 20 schools having a high-speed connection, existing uses of digital technology and a sustainable team. Objective: To study the impact of digital technology on all developed educational uses in order to establish a deployment strategy for the devices. 100 connected secondary schools expected towards 2015.

3. Who leads the decisions about the development of ICT?

The National Agency for ICT is a service of CNDP. In France, the high schools are led at a regional level. There are regional projects and this means that the schools can access additional funding to participate and receive specific support. The Living Cloud Project is a regional project which should grow. The lead teacher Xavier Garnier said: “Innovation can come from adapting to the new students that we have, we continue to be reflective over the kind of environment we are in.”

Regional support offers Internet connection to families at home for a cheaper price.

There are two institutions providing support; the MoE is responsible for staffing and advice, whilst technology and services are provided by the district.

The deputy principal of the school is responsible for ICT, but there is a collective team who undertake the work in the classrooms. The school has a four year project called “The Living Cloud”, which is not viewed as an ICT project but as an innovation project for the whole school.

The lead teacher outlined that there is no fixed management team in schools. However, there are several teachers who work together to lead projects. There is a pedagogical council at a regional level which has lead teachers from across the projects. Joel Coutable describes how all of the ideas for change are “user centred, it answers their needs.”

In the primary school, the headteacher leads by example, and is responsible for the day to day management of the school. However, the decisions about the development of the school are made at a regional level with the board of the school. The primary school teachers are observed by the inspector and recommendations are then made about the regional training requirements and school needs including pedagogical support. The local city council is responsible for buildings, furniture and equipment, including ICT devices, provided to the pre-primary and primary schools.

The LSL lead teacher Xavier Garnier says: “The role of the ICT facilitator is to help, to train, but not to force the teacher. It is not possible to fit the teacher to a template. He can motivate the teacher and respect pedagogical freedom, which is important in France.”

In the primary school, the headteacher says that there is no vision for the school, because there is focus on the current day to day success. “It is a heavy curriculum and a need to maintain standards to prepare the students for secondary school. Traditions have challenged innovation.”

Advisers are trained by the inspector or other advisers. They can choose a subject to be trained in, they never work alone. As far as possible, the advisers work in teams but work with seconded teachers. They try to discuss, provide peer to peer support and collate good examples from the area.

Now called: “direction de la recherché et du développement sur les usages du numérique éducatif” (directorat of research and development on the uses of digital technologies for education)
4. What types of training and professional development are available to teachers?

During the Link Observation Visit to the primary school, there was opportunity to interview one of the local ICT advisers. He commented: "Advisers have to take the teachers from the level they are working at." The adviser explained that the inspector was able to focus the professional development in the area to ICT development across the different subjects in the curriculum. Alongside this, the inspector has been able to arrange for any companies providing equipment to all the schools through regional procurement must provide the training with the equipment. The local adviser has delivered the training at a regional level for four years and he knows the level the teachers are working at. The inspector has gone into every single classroom over the past four years and he is beginning to see some of the schools for a second time now.

At present, there is a virtual learning environment being implemented at a regional level. The advisers will provide 2 days’ training for 15 teachers. Every district can choose the VLE that they want. This Advanced School adopted the virtual learning environment (the portal is called “e-primo”) from the company called itslearning chosen by the district.

At Lycée Pilote Innovant International there are workshops twice a year where the school looks at what has been achieved and plans the next set of actions. The heads of department meets once a month to discuss the pedagogical needs of the teachers. Teachers are curious and want to initiate ideas. Two teachers have recently been given a rare opportunity of a reduced teaching timetable to look at the use of tablets and to explore the practice across the school and to support other teachers for approximately 4.5 hours per week.

5. How is ICT being used in different subjects?

There is an ICT curriculum, but the teacher can choose to deliver this in any way and this means that there is a huge variation between teachers. In the primary school identified within this project, the headteacher has largely focussed on developing the use of ICT in mathematics at this stage.

Students are given individual support during mentoring time called Needs Deepening Mentor time (NDM) and a mentor teacher will have 10 students. Mentors change each year and they have to keep records to ensure that information can be passed on. There is a teacher in school who is responsible for individual target setting, but part of the mentoring time is for this. Each student has a web folio and the teacher aims to use this to enable the student to include some of their development and achievements. The school has lessons called IDM which stands for interdisciplinary modules; in these lessons at the core of this, students cover various curriculum topics ensuring that mathematics and the use of languages is interwoven with ICT. There should be further consideration to how ICT leads to changes in the curriculum and this needs to progress through with the students from primary to secondary school.

4 http://ecoleprimairepublique-ingrandessurloire-e-primo.fr/
5 www.itslearning.com/
6 www.translit.fr
6. What kinds of research and development are the teachers engaged with?

Lycée Pilote Innovant International is working on two research projects at present: one with Poitiers University and Techne laboratory about pedagogical issues and results with tablets; the second project is with several French universities, especially Université Sorbonne Nouvelle - Paris 3 (Divina Frau-Meigs) about Transliteracy (project funded by National Agency for Research).6

As a school, the secondary teachers have identified an innovation team and have begun to keep a blog to log their progress and their challenges. This has a section of frequently asked questions. As part of the Living Schools Lab project, the secondary school has made the blog available to other schools within the Regional Hub in Poitiers.

7. Are the Advanced Schools engaged in any partnerships or networks?

The lead teacher highlighted some of the potential benefits of the school partnerships. This school belongs to a network of innovative schools in France (FESPI Network7). The schools are progressive and radical with their innovations. One of the benefits of these partnerships is that it has enabled the schools to provide common training. The schools have a virtual platform where teachers can share digital resources.

At a national level, the schools are generally more nervous of commercial partners because they are conscious of the legalities attached to following procurement guidelines. However, schools welcome the opportunity to work with a single supplier to provide resources and training for the teachers. For example, the teacher refers to recent provision of equipment and materials by Acer.
8. Are there particular areas that could be mainstreamed or replicated?

- At LPII, the teachers are keeping a blog to talk about their implementation of tablets and to encourage the teachers to support one another.
- The digital portfolio at the secondary school allows the mentors to see the comments that the teachers are making across the individual student profile.
- In the secondary school, the science teacher has worked with a local expert to create resources.
- In the primary school the teacher uses digital templates to give the students more time to concentrate on their lesson to gather the information.
Observation Case Studies

France

**Author**  
Diana Bannister MBE  
University of Wolverhampton  
reviewed by National Co-ordinators for the LSL project

**Publisher**  
European Schoolnet  
(EUN Partnership AISBL)  
Rue de Trèves 61  
1040 Brussels  
Belgium

**Picture credits**  
Shireland Collegiate Academy  
Manfred Fleck  
Angelo Bardini

**Design**  
Hofi Studio, CZ

**Published**  
September 2014

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The work presented in this publication is supported by the European Commission's FP7 programme – project Living Schools Lab (Grant agreement Nº 317587). The content of this document is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.

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http://fcl.eun.org/lsl