



Collegial tutoring

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iHub4Schools

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This material is part of the School mentoring model

The aim of the model is to foster the adoption of digital innovation at school level.

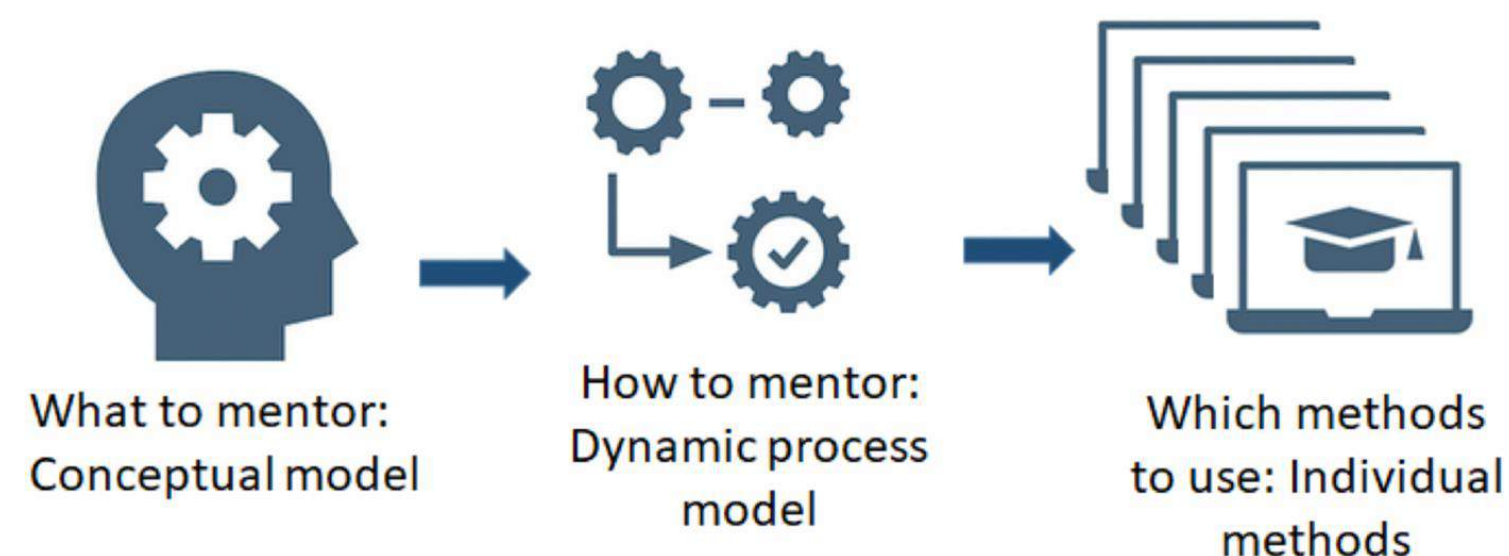
The focus is on teachers' understanding of digital technology and practices to implement technology in a pedagogically meaningful way.

The model promotes teachers' professional learning with peers and school management to create the culture and practices for evidence-informed implementation of digital innovation.

The model is created in the iHub4Schools project (2021-2023). More information of the model:

<https://www.ihub4schools.eu/mentoring-model/>

School mentoring model





Introduction



AIM

Collegial tutoring provides a method to disseminate experienced teachers' pedagogical practices with digital technology. The method is designed to be a practical and easy method for organizing collegial support inside school embedded in everyday school work.



DESCRIPTION

In the process, a digitally experienced teacher (Tutor) introduces good examples of using digital technology in teaching and then helps the less-experienced colleague (Tutee) to design and implement his/her own scenario. The process and the implementation are evaluated together in a joint reflective discussions.



CONTEXT

Can be used in any educational institution between two colleagues who have differing expertise in practices of using digital technologies in teaching. The same teacher can be a tutor in some practices and a tutee in others depending on the competence.



REQUIREMENTS

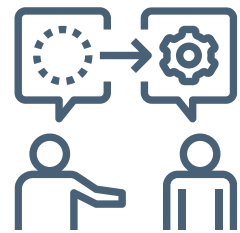
The teachers have to be able to reserve some working time for joint planning, guidance and reflection discussions and/or supervision in the classroom.

Overall structure of the method



A. Orientation

Tutee examines Tutor's pedagogical practices with digital technology



B. 1st meeting

Tutor helps Tutee to start planning the teaching experiment



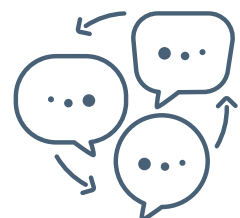
C. 2nd meeting

Tutor provides help for improving the plan and preparing for implementation



D. Supported implementation

Tutee runs the lessons in classroom with the help of Tutor



E. Final discussion

Evaluating the success of the teaching experiment and lessons learned

Structure - A. Orientation

Tutee examines Tutor's pedagogical practices with digital technology

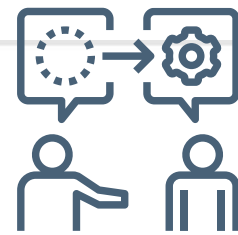


Tutor shares material of his/her teaching practices with digital technology for Tutee. The material can be written scenarios, teaching material, student assignments (instructions, working templates), online platform content, videos, etc.

Tutee examines the material before the first meeting. Tutee can also observe Tutor's lessons where Tutor uses digital technology in teaching.

Structure - B. 1st meeting

Tutor helps Tutee to start planning the teaching experiment



Tutor and Tutee meet and discuss questions and comments raised by the materials shared about Tutor's pedagogical practices with digital technology.

Tutor and Tutee start creating ideas for Tutee's teaching experiment based on his/her interests and goals.

Tutee starts writing down the ideas for his/her teaching experiment in a planning document using a template provided by the Tutor. Tutee continues writing the plan and preparing the teaching experiment after the meeting.

TITLE OF THE PLAN:

Author:
School:
Development needs:
Preliminary ideas:

Pedagogical sequence/unit: [Theme]	
Subject(s)	
Class level/students	
Duration of sequence/unit	
Digital tools	
Tool 1	
Tool 2	
Tool 3	
Materials	
Material 1	
Material 2	
Material 3	
Preparations before starting	
To-do 1	
To-do 2	
Description of the sequence/unit	
Learning objectives	
Description of the phases of the sequence/unit	Phase/lesson 1: Phase/lesson 2: Phase/lesson 3: ...
Assessment	

Structure - C. 2nd meeting

Tutor provides help for improving the plan and preparing for implementation



Tutor answers Tutee's questions and gives recommendations about what to take into account and how to improve the plan and continue with the preparations. The discussion can relate to pedagogical approaches and solutions, digital tools and skills to use them, task designs, classroom management etc. depending on the needs of the Tutee.

The Tutee modifies and improves the plan based on the discussions and continues with preparing the implementation.

Structure - D. Supported implementation

Tutee runs the lessons in classroom with the help of Tutor

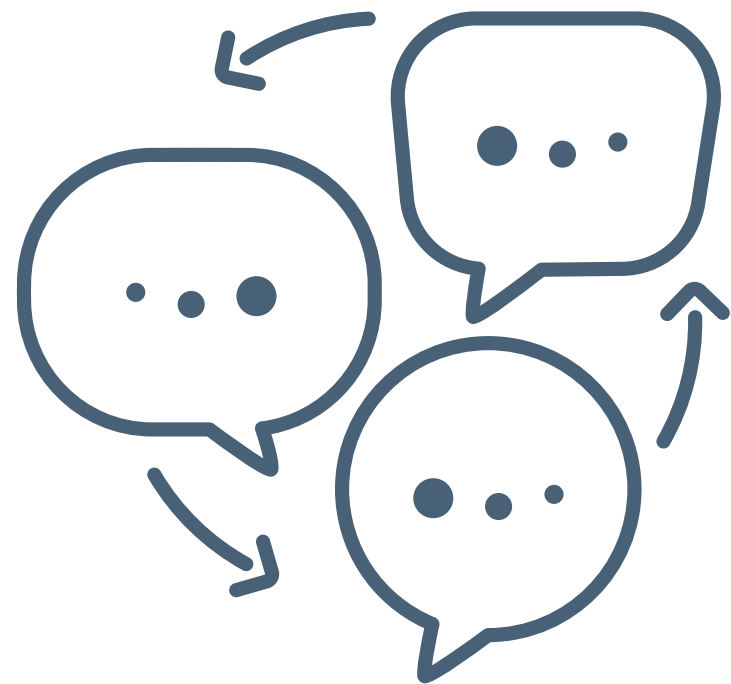


Tutee implements the teaching experiment in his/her classroom according to the plan.

Tutor helps Tutee when needed. The guidance methods are agreed case-by-case depending on the resources of Tutor and wishes of Tutee. They can be short face-to-face discussions between lessons, Tutor's presence in the classroom, communication via phone, e-mail or other forums, etc.

Structure - E. Final discussion

Evaluating the success of the teaching experiment and lessons learned



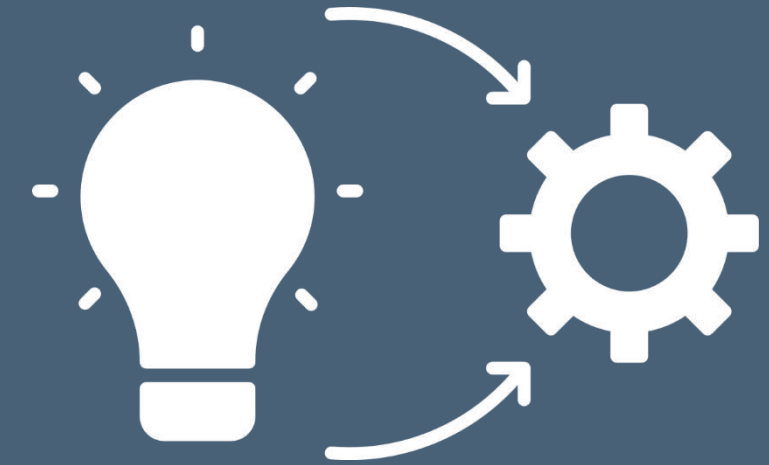
Tutor and Tutee discuss and analyse the experiences of the teaching experiment, to reflect on the classroom implementation as a whole and find points for improvement in it.

Tutor and Tutee should also discuss what Tutee learned from the experiment and what are the next steps to further develop his/her competencies in using digital technology in teaching. The reflection may focus both on digital and pedagogical competence of Tutee.



Recommendations

Ideas and guidelines



It is relevant to direct the tutoring discussions towards pedagogical improvement (not, for example, just on using digital tools) by making the deeper pedagogical ideologies, reasons, and solutions in the scenarios explicit.



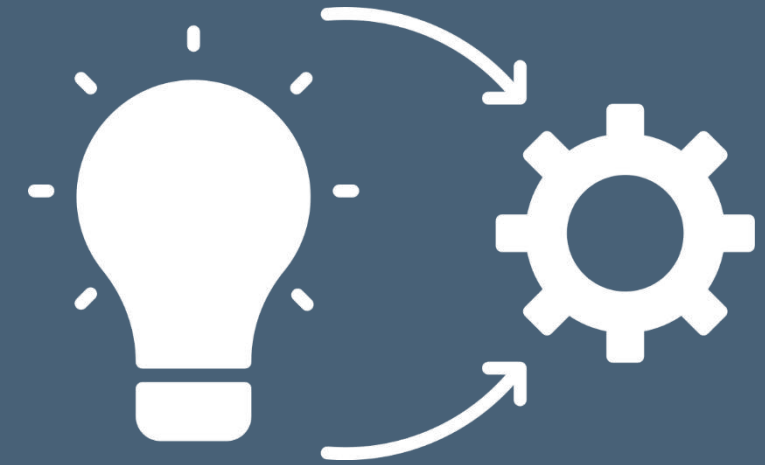
It is recommendable to offer a possibility to Tutee also to observe Tutor's teaching because it is not easy to describe all details of the pedagogical practices through discussions.





Recommendations

Preceding and following actions



The tutoring process can also include a follow-up some weeks later where Tutor observes Tutee's teaching during a different activity with digital tools to give additional advice.



It is recommendable to link collegial tutoring practice with general teacher learning strategies of the school like competency mapping or performance appraisals and development discussions.

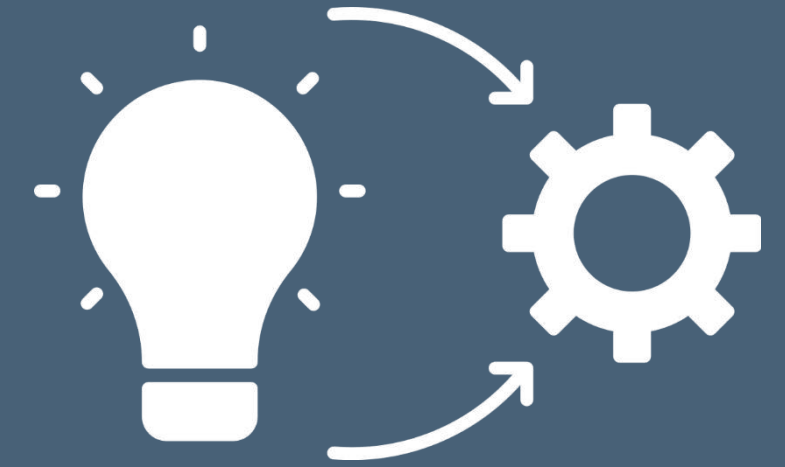


Collegial tutoring practice can be used as a systematic and established common method in the whole school so that the tutoring pairs are agreed together in teacher meetings annually.



Recommendations

Examples and additional information



Click to find examples and additional information:

- The original collegial practice transfer model was developed in an EU-funded FICTUP project and a scientific journal article has been written about the experiences (Lakkala & Ilomäki, 2015): <https://helda.helsinki.fi/handle/10138/297739>



- Support material for using various methods **during the process in separate presentations on:** <https://www.ihub4schools.eu/mentoring-model/>
- Presentation of the iHub4Schools Mentoring model





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