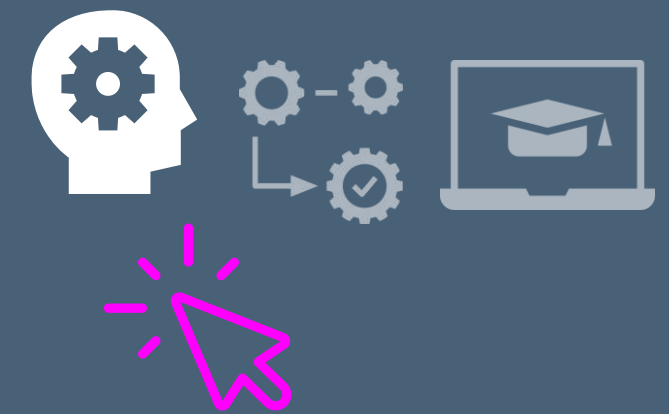




Conceptual model of a digitally innovative school



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This material is part of the School mentoring model



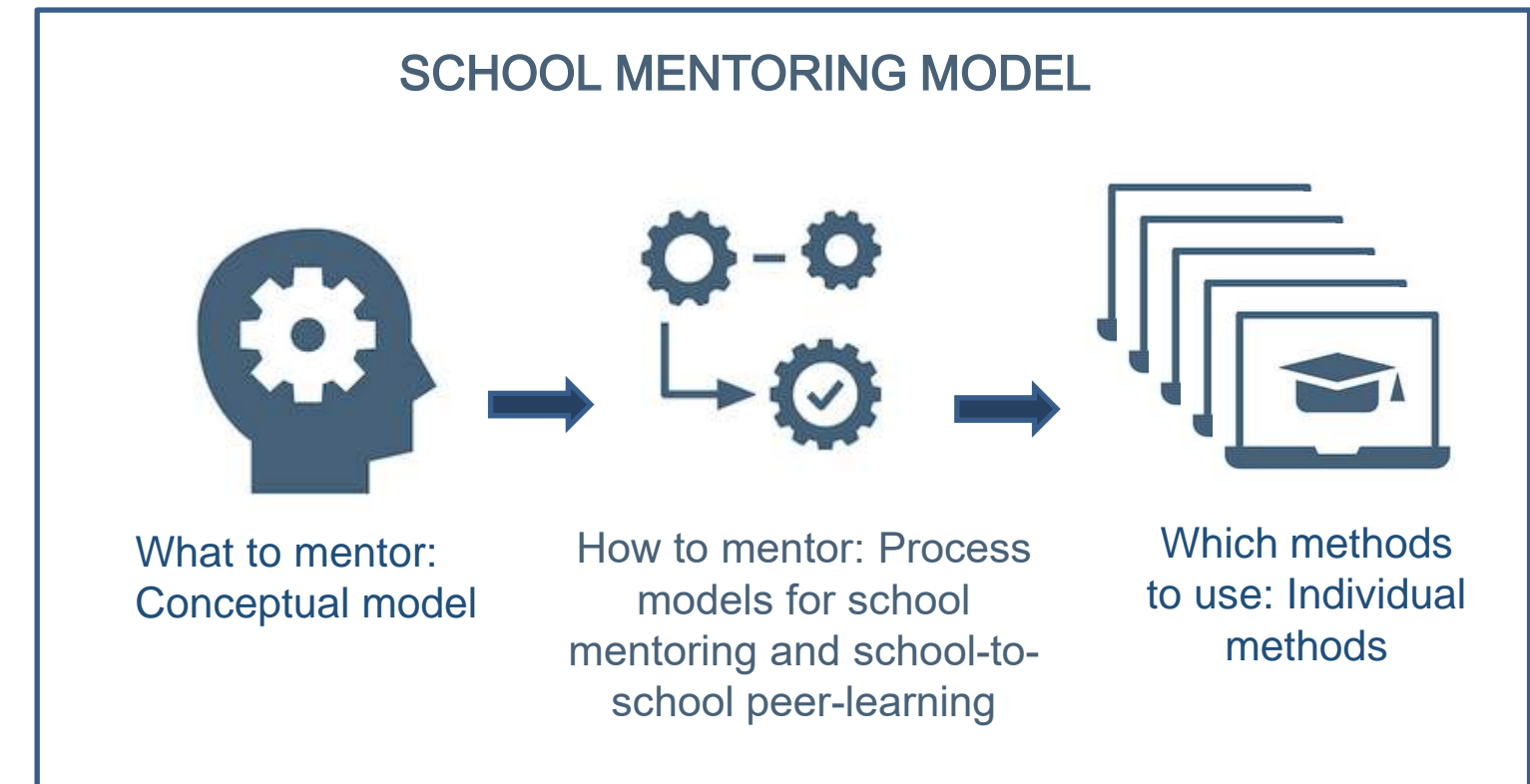
The aim of the model is to foster the adoption of digital innovation at school level.

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/>





Introduction of the Conceptual model



AIMS

The aim of the Conceptual model is to clarify the focus and principles of the School mentoring model, the various elements and their mutual connections.



DESCRIPTION

The Conceptual model defines the main elements of digitally innovative schools fostering whole-school level adoption of innovation. Schools with the support of mentors should decide which elements they focus in the development or school-to-school peer learning process.

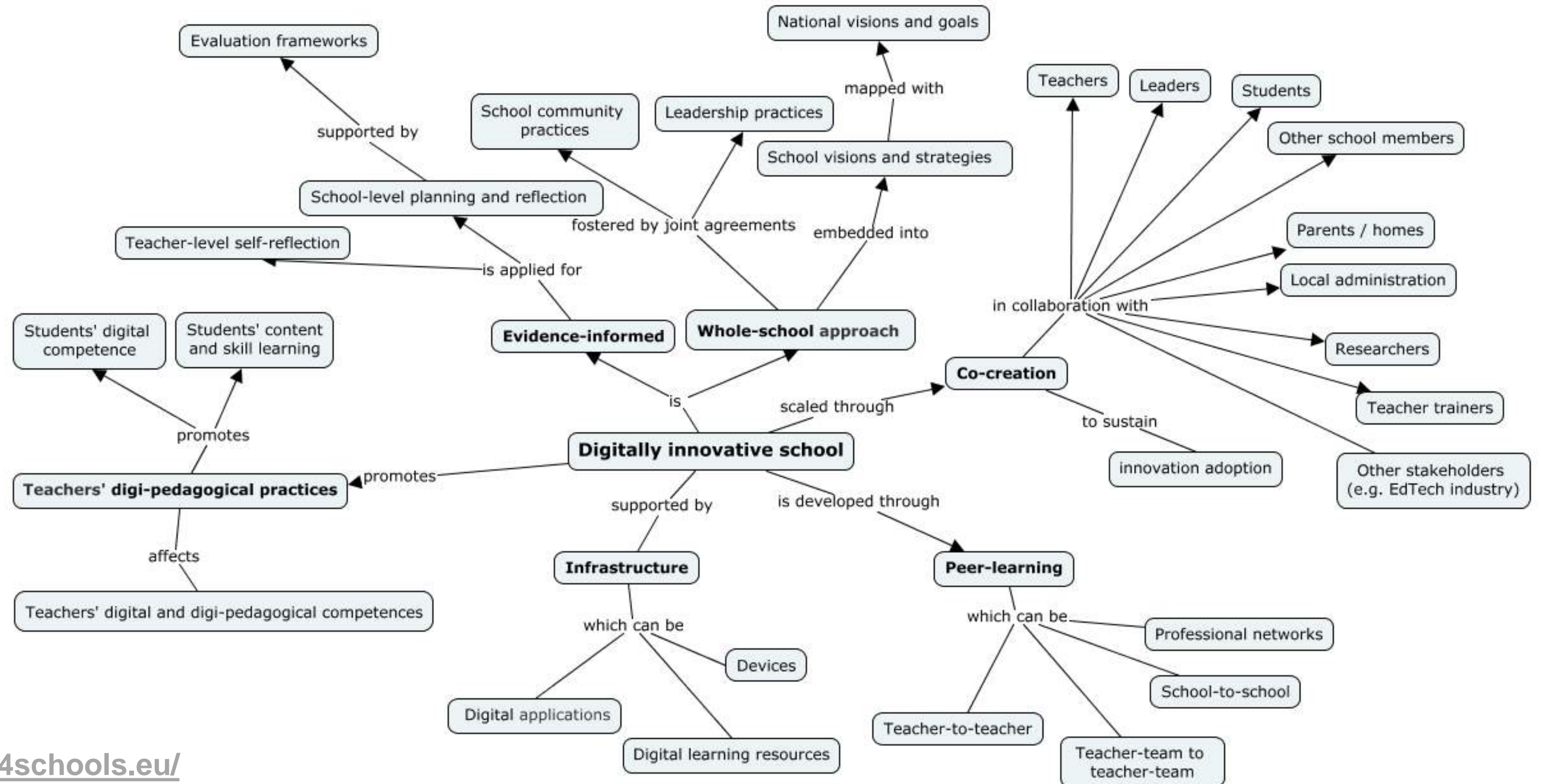


BACKGROUND

The Conceptual model is based on two previous models: the Innovative digital school model (Ilomäki & Lakkala, 2018) and Schools' Digital Maturity framework (Pata, Tammets, Väljataga et al., 2021)



Structure of the Conceptual model



A. Whole-school approach



- For improving students' learning, the key is to improve the practices in the whole school level.
- Schools should become learning communities, in which all members participate in the school development, following the commonly agreed visions and strategies.
- The whole school community is responsible for the vision, collaborative practices, ways of working with digital technology, etc.

→ The focus is on supporting the whole teacher community and working closely with the management of the school.

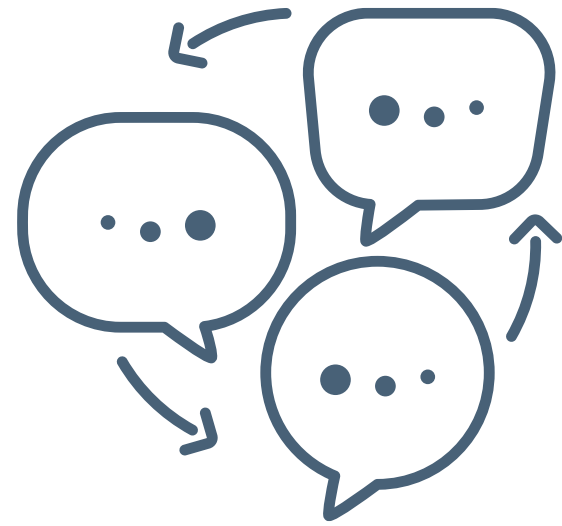
B. Evidence-informed



- Schools need reliable evidence for making decisions about the improvement and development needs.
- In some countries, official school assessments give feedback to schools and teachers.
- Schools can also use existing tools for self-reflection (e.g., SELFIE for evaluating teachers' and students' digital skills or the school's digital practices)
- Some individual methods documented in the iHub4Schools project include templates, which help teachers and schools to reflect on their competencies and practices, and through that decide together the development needs (e.g., Digipeda workshop).



C. Co-creation



- For the digital and pedagogical innovations to be relevant and applicable, teachers themselves should participate as actors in creating and developing them together with other stakeholders.
- Co-created ideas, plans, pedagogical scenarios and teaching/learning materials work as boundary objects between various parties to combine their expertise and develop innovations iteratively.
- Co-creation methods that engage teachers and other staff of the school, encourage bottom-up diffusion of innovation.

D. Teachers' digi-pedagogical practices



- Teachers' pedagogical practices with digital technology are based on their professional education, national aims and curriculum, their own pedagogical thinking, and practices of the school.
- Changing practices is a profound process and a short-term training does only seldom have a lasting effects on them.
- Mentors and the school community should together decide which methods they use for improving the varying competencies of their staff.
- In the iHub4Schools project we focus on pedagogical practices following students' activity and participation, students' collaboration and co-creation, and innovative use of digital technology.

E. Peer-learning



- Peer learning can take place in different settings: between individual teachers or teacher teams in one school or across schools, between whole schools in organized events, or in professional networks.
- Digital platforms enable sharing and dissemination of knowledge and materials widely.
- Relevant is to promote peer learning in organized ways, not relying on teachers' spontaneous collaboration.
- Peer-learning activities are relevant to be implemented also between digitally advanced and less advanced teachers and schools.



F. Infrastructure

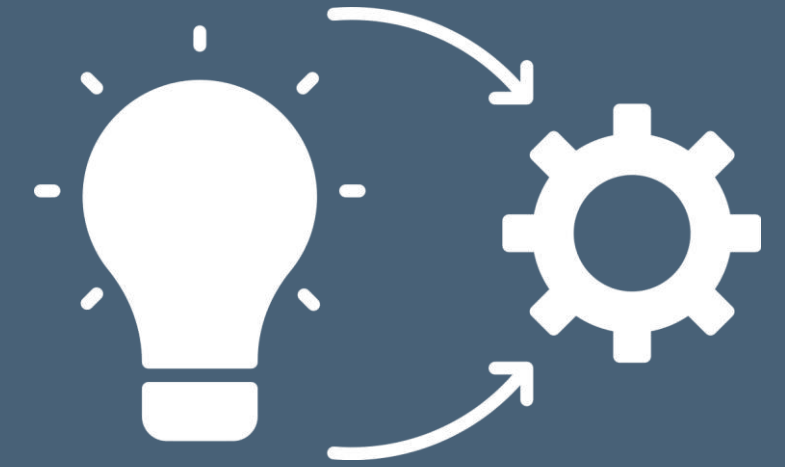


- Technical infrastructure is one of the cornerstones for a digitally innovative school.
- In the iHub4Schools project, technical infrastructure is not in the focus, because the aim is to promote collegial and school-to-school practices that are applicable and improvable regardless of technical resources.
- However, individual schools might have technical infrastructure as one of the elements that they need or want to improve during the mentoring process.



Recommendations

Examples and additional information



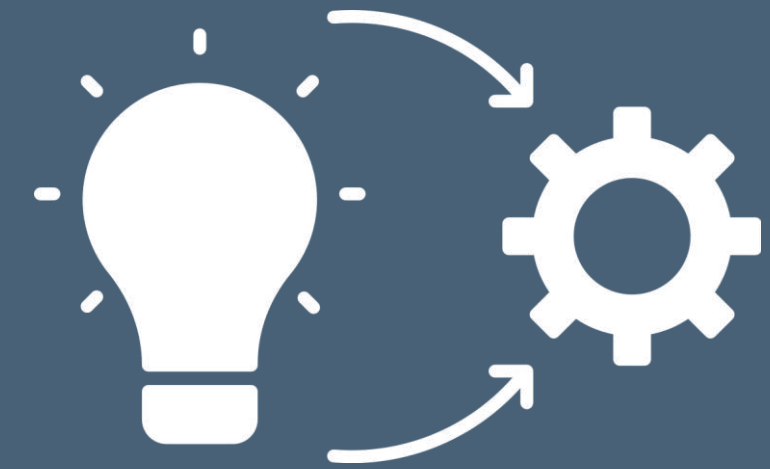
Click to find additional information:

- Ilomäki, L., & Lakkala, M. (2018). Digital technology and practices for school improvement: Innovative digital school model. *Research and practice in technology enhanced learning*, 13(25). <https://doi.org/10.1186/s41039-018-0094-8>
- Pata, K., Tammets, K., Väljataga, T. et al. (2021). The patterns of school improvement in digitally innovative schools. *Technology, Knowledge and Learning*. <https://doi.org/10.1007/s10758-021-09514-5>



Recommendations

Examples and additional information



Click to find examples and additional information:

- Tammets, K., Ilomäki, L., & Lakkala, M. (2021). *D3.1 Initial mentoring model. Report M6.* iHub4Schools project.



- 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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