



# Process model for school mentoring



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March 2022



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# This material is part of the School mentoring model



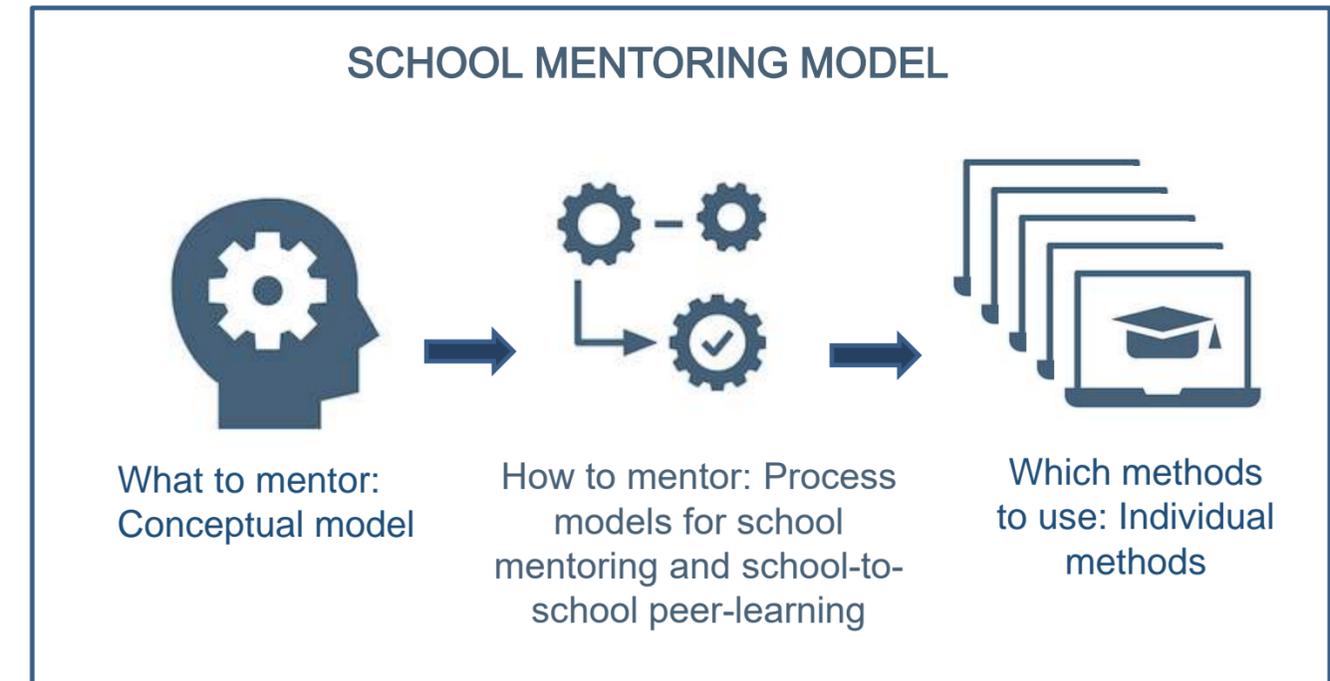
The aim of the model is to foster the adoption of digital innovation at school level.

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 Process model for school mentoring



## AIMS

To provide school leaders, teachers, mentors and teacher trainers a model of organising a development process in schools. The focus is on implementing and adopting digital innovation.



## DESCRIPTION

The model emphasises co-creation and evidence-based development. The model consists of various activity steps in the process. Each of the numbered steps will be described separately. The idea is that users (mentors and schools) choose which of the steps they want to apply; none of the steps are obligatory.

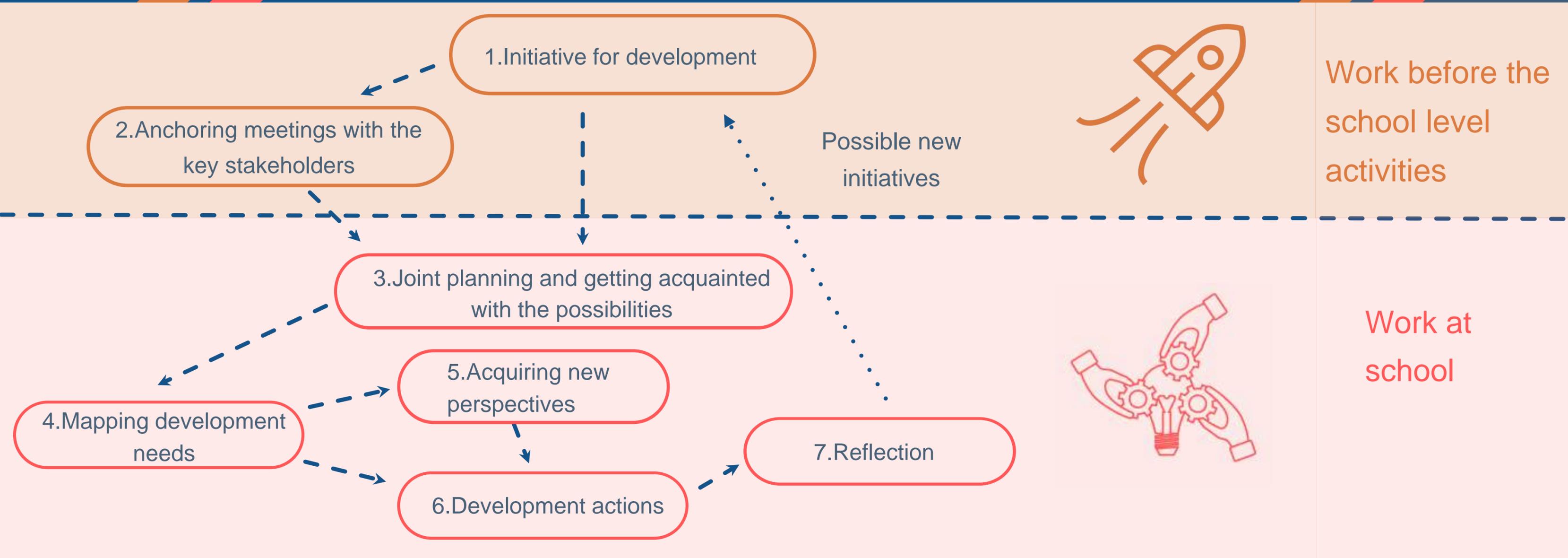


## CONTEXT

Schools that want to start an improvement and development process in the use of digital technology in pedagogical and community practices. National differences, size of the school, level of the school, the school's culture for development and innovations as well as teachers' various competencies affect the implementation of the model.

# Structure of the Process model for school mentoring

## The process of the development phases



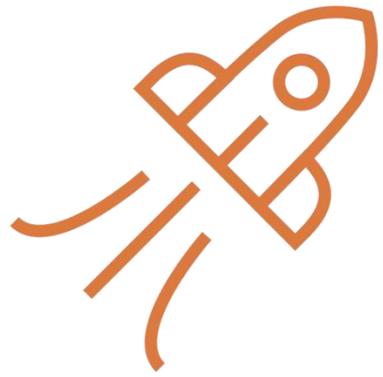
# 1. Initiative for development



Work before the  
school level  
activities

- Initiatives come from different directions: from the school or from some teachers, local administrators, researchers, or other external stakeholders. The reasons for suggesting the development work vary, there might be even contradictory reasons.
- Invitations to schools and selection of schools, e.g., based on applications from the schools.
- It is important to find benefits to school!

# 1. Initiative for development: Examples



Work before the  
school level  
activities

- In Case Porvoo the initiative came from the researchers and the aim was to have collaboration with the school for iHub4Schoolproject. The researchers contacted two principals about the preliminary interest, the principals were willing, so the next step was to wait for the project acceptance.
- For UiB the initiative came from the researchers with a suggestion of the participation of one school based on previous collaboration. The researchers contacted a school leader and the school accepted to be part of the project application.

## 2. Anchoring meetings with the key stakeholders

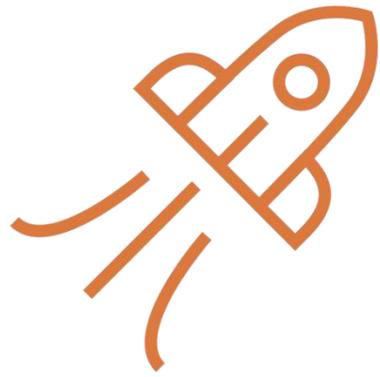


Work before the  
school level  
activities

**Meeting with the relevant school authorities** (principals, vice principals, ICT coordinators/tutor teachers, interested teachers, etc.) about their needs.

The aim is to get the representatives of the schools acquainted with the models supporting school mentoring and make agreements about the participation in the process. It is recommended that each school appoints a core team (2-3 persons) to coordinate the participation.

## 2. Anchoring meetings with the key stakeholders: Examples



Work before the  
school level  
activities

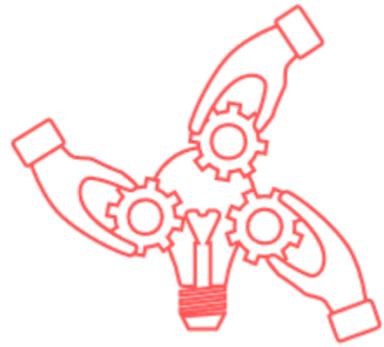
### 1. Meetings with schools in the Norway case:

- First meeting with school leaders (different selected teachers working on innovation or technology): Presentation of schools, expectations. How will we work: What models will be presented (e.g., TISL, practice inquiry method). (2h)
- Second meeting: Needs, and suggested plan from the schools. Time frame. (2h)
- Third meeting: Dates and planed time for autumn 2021 and spring 2022. (2h)

### 2. Meetings with schools in the Finnish case:

- After the iHub4Schools started, researchers organized the first meeting. It was a virtual meeting with principals and 1-2 teachers responsible for the ICT development, mainly discussion of the development possibilities and the acute needs of the schools. (2 h)
- Second meeting: active teachers who were responsible for some activities in May (1 h) -> decision to have short presentations to teachers in May 2021 in order to start easier in autumn.

### 3. Joint planning and getting acquainted with the possibilities



#### Work at school

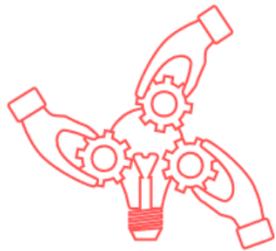
- Joint meeting with the staff, school teams (responsible for the development activities) or all relevant persons who will participate in the development process.
- If possible, the staff should reflect on the current status of the school and, based on this, create ideas about how to continue the work.
- Schools have various needs and these individual needs are answered with different steps, models and tools and for this reason the various individual methods or digital tools will be applied in many ways.



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## 4. Mapping development needs

Work at school



**Examples of questions that help to choose the method(s):**

1. What is the problem of our school with digital technology in teaching and learning/adopting the suggested digital innovation?
2. What are the concrete development needs of our school and individual teachers?
3. What are our development goals?

**Possible methods to use (under construction):**

### Frameworks for mapping development needs

Innovative Digital School model

DigCompEdu

Critical Digital Literacies

Digital Mirror Framework

### Practical methods for mapping development needs

Digipeda workshop

Future School: Evidence-informed school improvement

Inquiry Practice Method

### Digital tools and instruments for mapping development needs

SELFIE for schools

TET-SAT tool (MenTep)

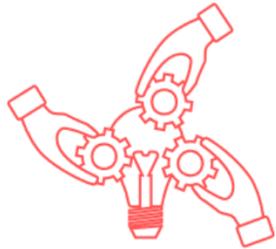
School's own instruments

SELFIE for teachers

National instruments:  
Finland: e.g. OPEKA  
Estonia: Digital Mirror

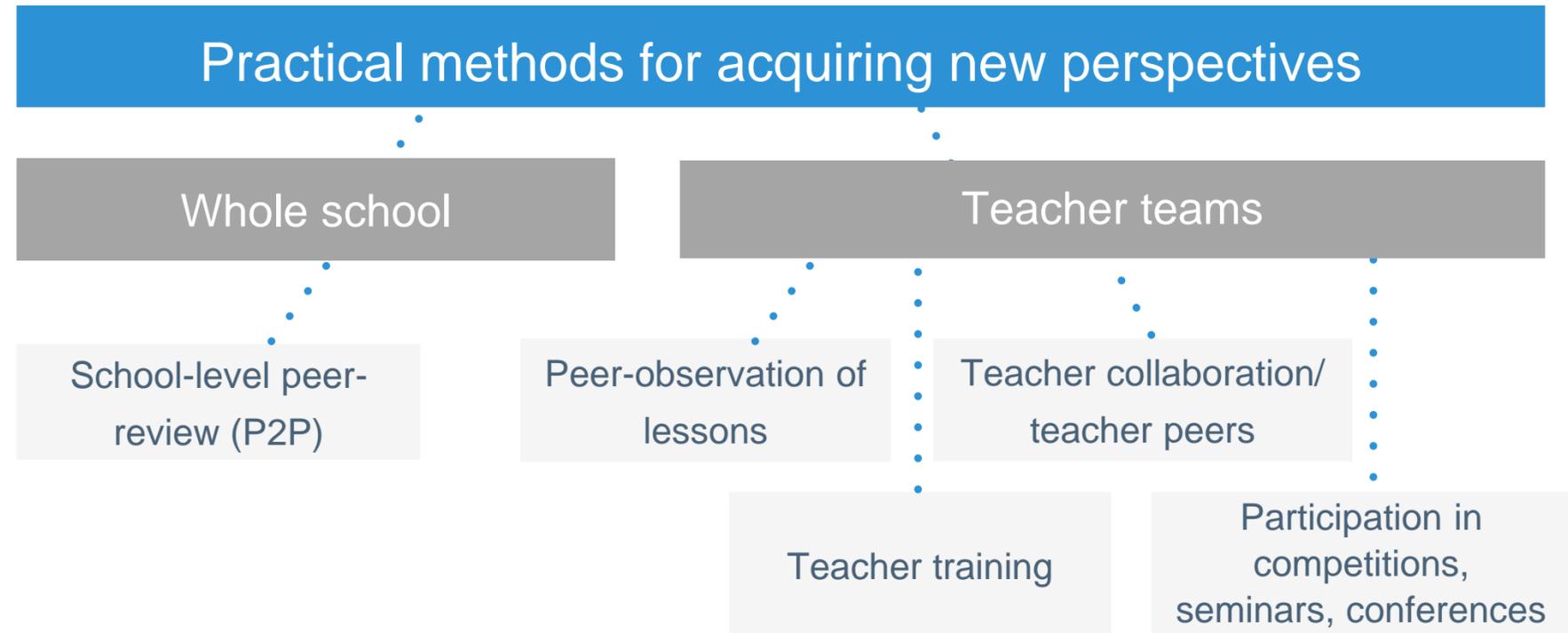
# 5. Acquiring new perspectives

## Work at school



The aim of this phase is that teachers search for new information, experiences and inspiration for their development work with the help of chosen method(s).

## Possible methods to use (under construction):

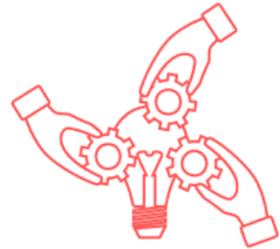


## Frameworks for acquiring new perspectives

Frameworks can be used to help benchmarking (e.g., Innovative Digital School model to structured School-level peer-reviews, Pedagogical Infrastructure Framework to structure Peer-observation of lessons)

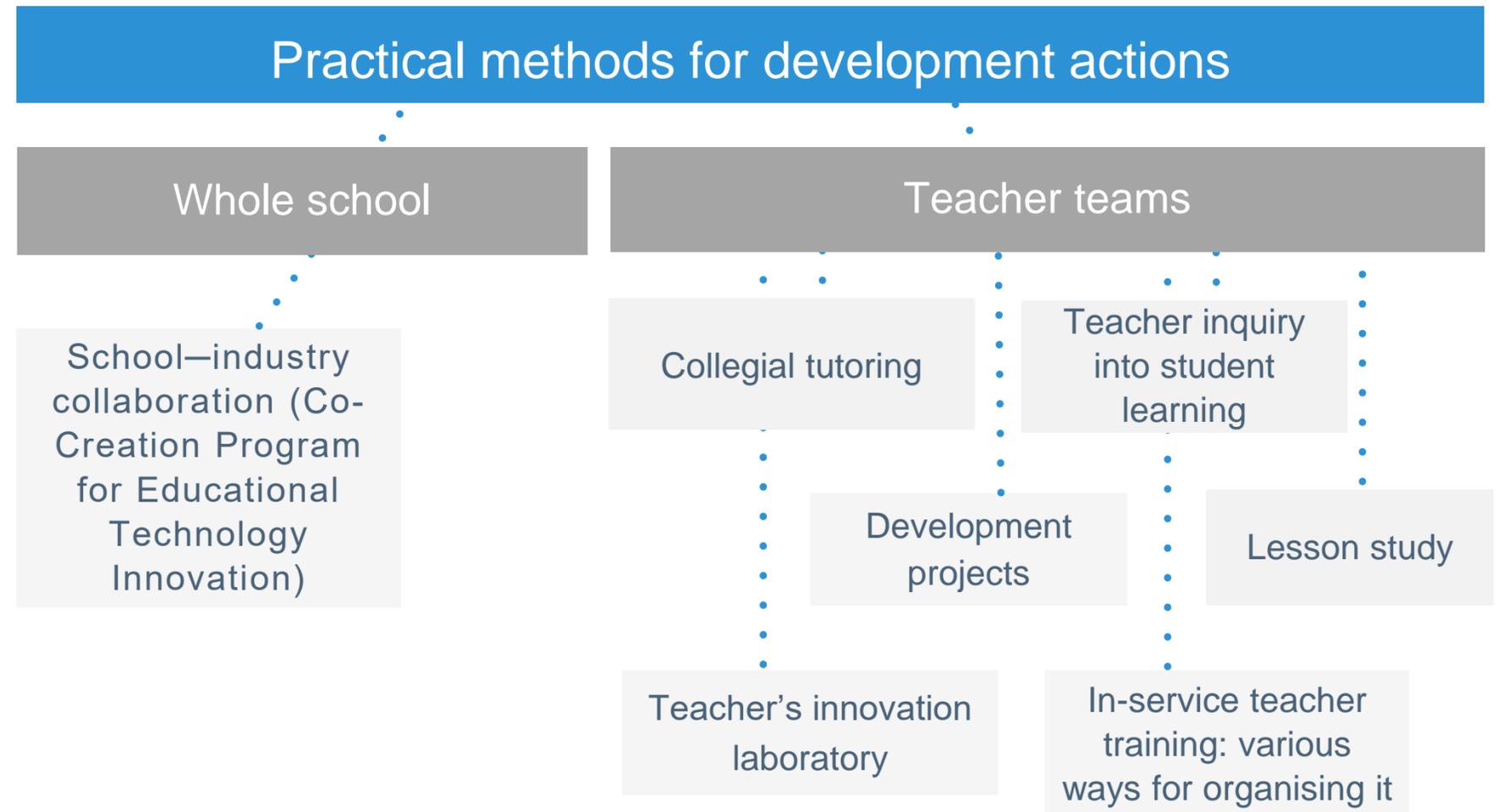
## 6. Development actions

### Work at school



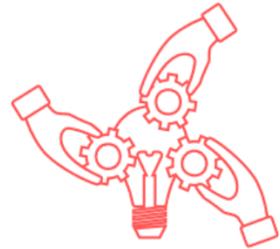
In this phase, schools and teachers need to decide what are the decisions for development actions, what is the practical implementation plan, and how to organise the development work.

Possible methods to use (under construction):



# 7. Reflection

## Work at school



**For assessing the development work conducted, in this phase the participants should answer the following questions using the chosen method(s):**

- How did we succeed in achieving the development goals and implement the development efforts?
- How do we know that: what evidence do we have or need to collect about the success?
- What next: How to proceed with continuous development?

**Possible methods to use (under construction):**

For reflection and evaluation, the same frameworks, and practical methods can be used as in the Mapping phase 4; , e.g. Innovative Digital School model or Digital Mirror.

# Example of applying the Process model in case Norway

## 1. Initiation phase

1. The school office in the municipality **initiate (1)\*** for collaboration on a specific topic. In this case, to increase school and teacher awareness on the national framework on professional digital competence.
2. Meetings with the school office to make plans on how to invite schools to participate in the project
3. Invitation text.
4. Schools apply for participation

## 2. Anchoring phase

1. First meeting with school leaders (rector, team leaders or resource teachers working with innovation or technology). Presentation of schools, expectations. How will we work: What models will be presented.
  2. Second meeting: Needs and suggested plan from the schools. Time frame.
  3. Third meeting: Dates and planned time for autumn 2021 and spring 2022.
- All these meetings are part of an **anchoring (2)** phase.

## 3. Best practice Inquiry phase

1. The school office invite selected teachers to participate in workshops to share professional practice.
2. Teachers share stories of professional practice.
3. Teachers participate in workshops on professional practice.
4. Teachers develop overview of professional practice in three scenarios: Planning, teaching, and office work. This phase will be used by schools to gain new **perspectives (5a)**.

## 4. Whole school Inquiry phase

1. Researchers bring professional practice scenarios to new schools.
2. Leaders and teacher teams: map **development needs (4)**.
3. **Develop actions**. Inquire scenarios for **new perspectives (5b)** and make inquiry questions and LD inquire own practice and the framework on professional digital competence.
4. Researchers meet with schools six times in a year for **reflections (6)**. Teachers share practice (LD) and develop new inquiry questions.





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This project has received funding from the European Union's Horizon 2020 research and innovation programme

