



# Process model for school-to-school peer learning

Minna Lakkala (UH), Liisa Ilomäki (UH)

March 2022





# This material is part of the **School mentoring model**



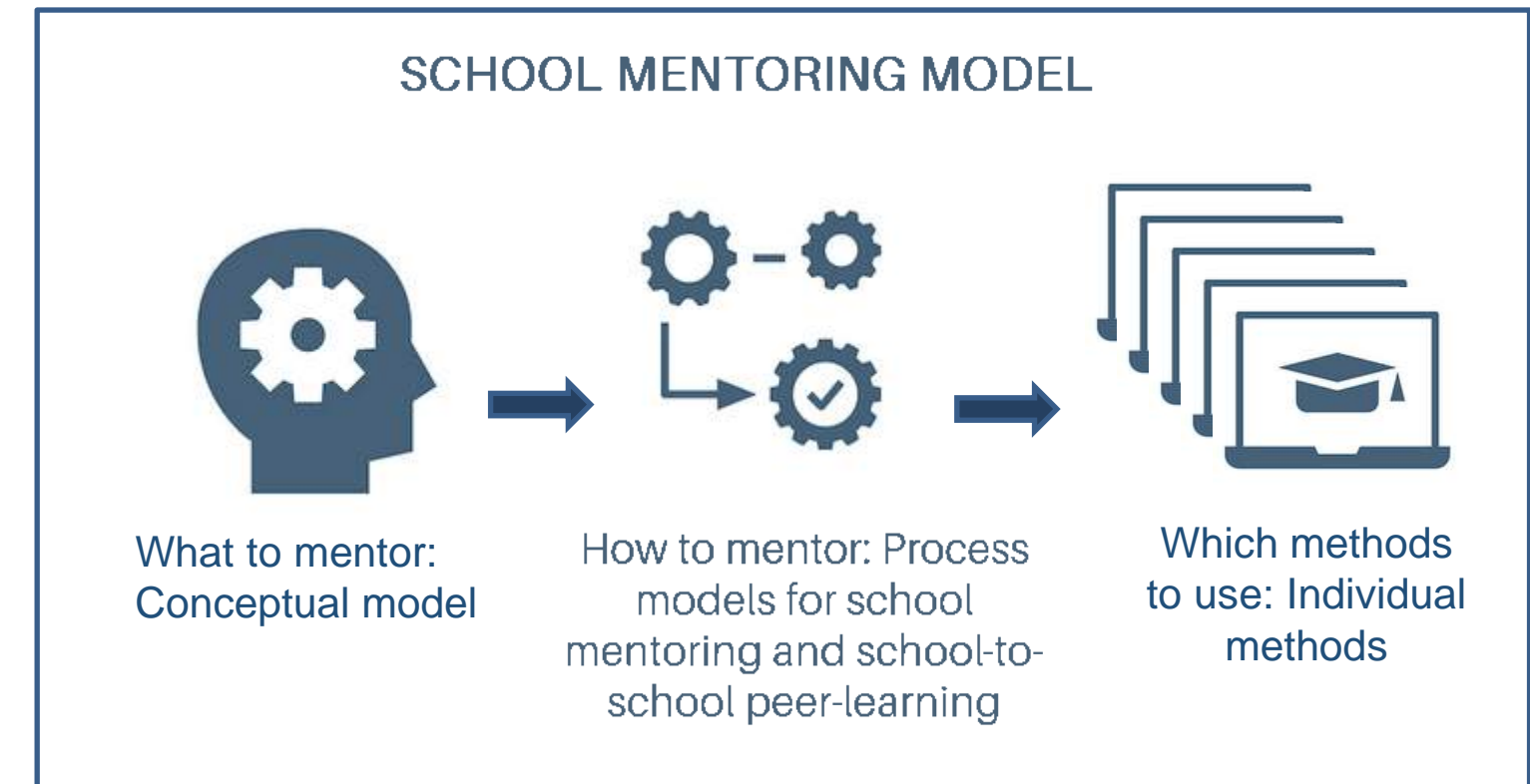
The aim of the model is to foster the adoption of digital innovation at school level.

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 to the Process model for school-to-school peer learning



## AIMS

To support the organizing of collaboration and peer learning between schools related to implementing and adopting digital innovation. The model promotes schools to learn from each other's digital practices and develop them together.



## DESCRIPTION

The model emphasises sharing and co-creation. 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.



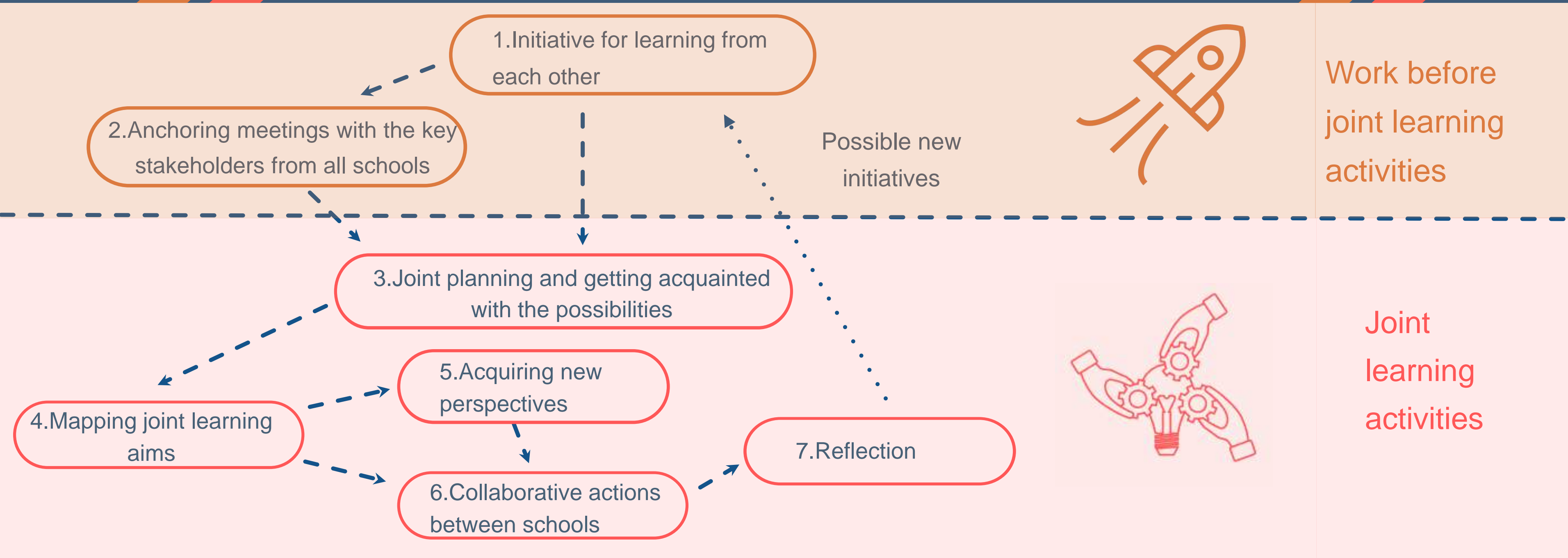
## CONTEXT

Collaboration can take place either between digitally advanced and less advanced schools, or between schools with complementing digital competencies among their teachers. Internal or external mentors are needed to take care that the process is progressing and provide models and support mechanisms for structured collaboration.



# Structure of the Process model for school-to-school peer learning

## The process of collaboration phases



# 1. Initiative for learning from each other



**Work before  
joint learning  
activities**

Initiatives come from different directions: from the school, individual teachers, teacher teams, local administrators, researchers, or other external stakeholders.

The reasons for suggesting school-to-school collaboration vary: they might relate, e.g., to close location of schools, similar interests in digital practices, or differences in the digital maturity of the schools.

**It is important to find benefits for all participating schools!**

## 2. Anchoring meetings with the key stakeholders from the schools



**Work before  
joint learning  
activities**

A meeting with the relevant school authorities between the participating schools (principals, vice principals, ICT coordinators/tutor teachers, interested teachers, etc.) about their initial ideas and hopes for school collaboration.

The aim is to get the representatives of the schools acquainted with the models supporting school-to-school peer learning 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.



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



#### Joint learning activities

Joint meetings between representatives from each school, school teams responsible for the peer learning activities or all relevant persons who will participate in the collaboration process.

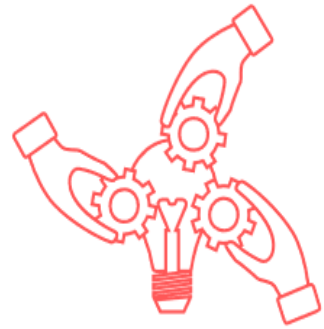
For example, in addition to several meetings between coordination teams, the peer-learning initiative could be introduced to all teachers of the participating schools in a joint kick-off event.

If possible, the participants should reflect on the current status of the schools and, based on this, create ideas about how to continue the joint peer-learning process.



## 4. Mapping joint learning aims

### Joint learning activities



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

1. What are each schools' problems and development needs with digital technology in teaching and learning/adopting the suggested digital innovation?
2. Which development goals all schools share and can start achieving together?
3. What existing digital practices the schools and teachers can adopt and learn from each other?

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

#### Frameworks for mapping joint learning aims

Innovative Digital School  
model

DigCompEdu

Critical Digital  
Literacies

Digital Mirror  
Framework

#### Practical methods for mapping joint learning aims

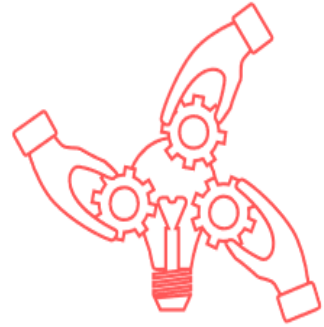
Digipeda workshop

Inquiry Practice Method



## 5. Acquiring new perspectives

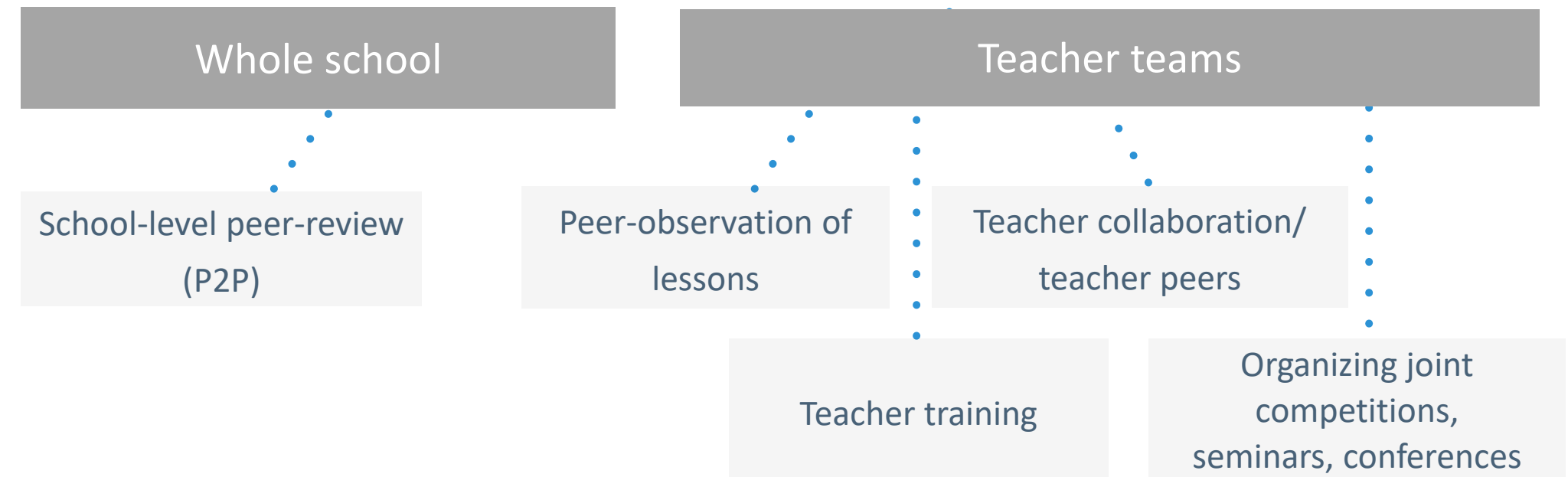
### Joint learning activities



The aim of this phase is that teachers from different schools get acquainted with each others' digital practices and share their own best practices with the help of chosen method(s).

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

#### Practical methods for acquiring new perspectives

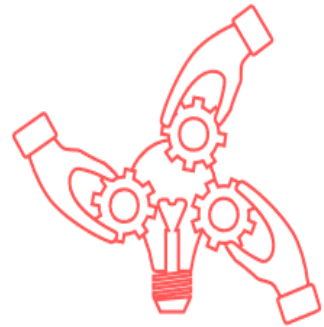


#### Frameworks for acquiring new perspectives

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)

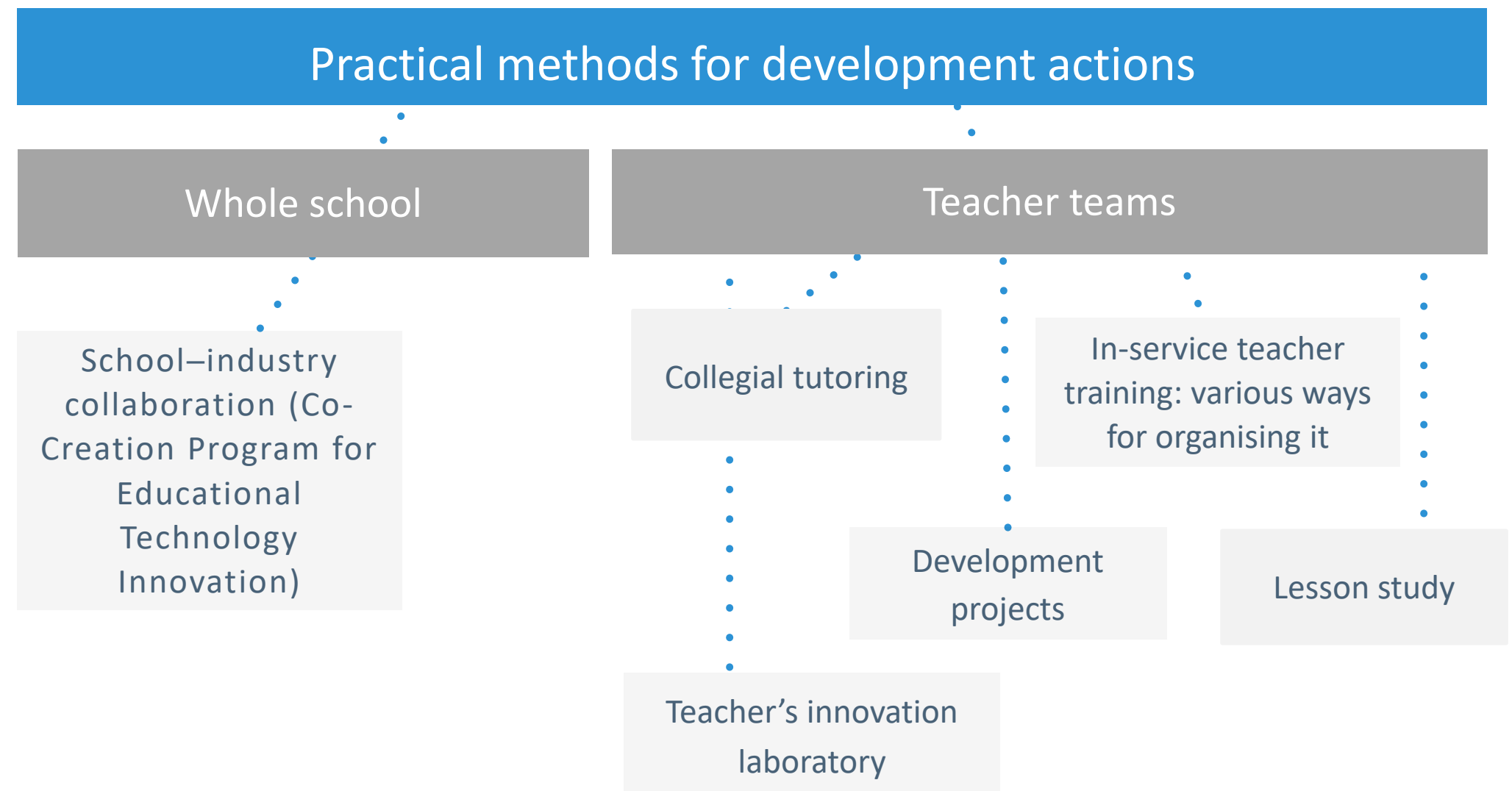
## 6. Collaborative actions between schools

### Joint learning activities



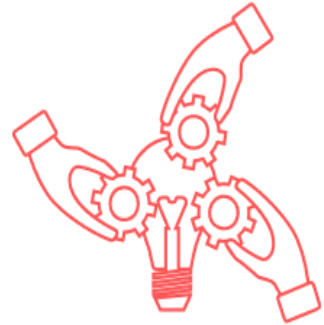
In this phase, schools (e.g., the coordination teams) decide together what peer-learning actions to carry out, what is the practical implementation plan, and how to organise the peer-learning activities between the members of different schools.

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



# 7. Reflection

## Joint learning activities



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

- How did we succeed in achieving the collaboration goals and implementing the peer-learning efforts?
- How do we know that: what evidence do we have or need to collect about the success?
- What next: How to proceed with school-to-school peer learning?

**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.





[@IHub4schools](https://twitter.com/IHub4schools)



[@iHub4schools](https://www.facebook.com/IHub4schools)



[ihub4schools.eu/](https://ihub4schools.eu/)



Tallinn University



University of Helsinki



Vilnius University



University of Bergen



STePS



University College  
London



École polytechnique  
fédérale de Lausanne



Estonian Education and  
Youth Board



Batumi Shota Rustaveli  
State University



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

