

Individual method

Combined training and peer learning

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March 2023**

1. Aims

The aim of the method is to disseminate experienced teachers' pedagogical practices with digital technology, encourage peer learning and sharing culture of good experience as well as to introduce the method which will be a practical and easy method for organising collegial support inside school embedded in everyday school work. The method is suitable to be used in phases *5. Acquiring new perspectives* and *6. Collaborative development actions* of the school mentoring process.

2. Description

In the process, a digitally experienced teacher introduces good examples of using digital technology in teaching and then helps colleagues to design and implement their own scenario. The process and the implementation are evaluated together in a joint reflective discussion in a small group.

Here the teachers themselves play a leading role. The teacher chooses how his colleagues should help him. The method is based on partnership principles and the teachers should never feel that they are being dictated to or brainstormed on how to use this or that strategy during the lesson.

3. Context

In our case, five Public Schools were selected in the same region. School levels were primary, elementary and secondary. The schools were selected according to the following criteria: experience, size, geographical area, infrastructure and teacher achievements, etc. A total of 49 teachers participated in the survey. After that, different types of training were planned and given to the teachers. The teachers then share the knowledge and skills gained during the training with each other. After the training, the teachers were again surveyed to determine how much their competencies improved through the training. The results of the survey are communicated to the teachers.

Piloting school teachers begin the process of implementing the acquired knowledge and skills in the classroom. For this, they form small groups. There are 5-6 teachers in the group, who have differing (uneven) expertise in the practices of using digital technologies in teaching.

Teachers meet periodically and share their experiences, talk about the strengths and weaknesses of the lessons/strategies used, and if desired, demonstrate the practices with video recordings of the lessons.

Being in the role of facilitator and organising the meeting is assigned to all teachers in turn.

4. Requirements for implementing and resources needed

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

5. Structure

The method includes the following phases:

- A. The representatives of the mentoring team (project staff) met with the principals of the schools about mutual cooperation in the process;
- B. The representatives of the mentoring team - personal mentors of the project are distributed in schools in order to observe the process and help teachers;
- C. Teachers form a small group (5-6 teachers) and agree on cooperation strategies;
- D. Teachers are introduced to one of the strategies in training and/or also watch a video recording as a teaching resource (example, model) and/or have a colleague demonstrate the strategy in the classroom.
- E. Teachers are grouped (maximum number of 3 in a group) and through mutual participation they observe how other teachers implement and use the strategy in the classroom.
- F. During the feedback session, teachers reflect on how they used this or that strategy in the learning process, discuss the strengths and weaknesses of the lesson/strategy used, and discuss future plans/changes to be implemented based on the feedback received from colleagues.

6. Actions after implementing the method

After the introduction of the method, a meeting was held at the university, the purpose of which was to receive feedback from teachers, evaluate the method and share experience with teachers from other schools. The meeting was attended by teachers of all five schools involved in piloting, school principals and university staff. The teachers involved in the piloting process gave presentations to the teachers of other schools about the activities implemented in their schools, talking about the positive aspects of the method, challenges and results. In the course of the meeting, it was agreed that the schools would organize internal workshops within the framework of the teachers' study groups in order to share their experiences and would involve other teachers of the school in these processes.

7. Recommendations

- a) Introduce the models and methods developed within the project to schools/school directors, so that they can develop their schools according to this model and make them digitally innovative.
- a) The fact that the teachers are more motivated and ready for development, when they have the opportunity to evaluate their own competence and to identify their own needs, has been clearly identified.
- a) Models and methods give the school more independence.

Coaching sessions conducted by trained facilitators from each school facilitated/ can facilitate:

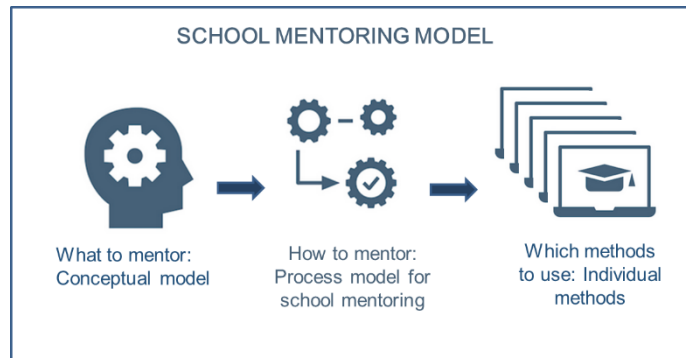
- Development of coaching and leadership skills of teachers;
- Better understanding of the needs and goals of the school;
- Strengthening cooperation and mutual agreement;
- Forming a team with high performance and potential;
- Knowledge sharing and transfer;
- Increasing involvement and accountability;
- To create opportunities for raising the quality of teaching and learning;
- Strengthening the culture of professional growth and development, etc.

The experience gained within the project and the results achieved determine its sustainability. Although the piloting process has ended, the schools have agreed to continue working together to share experiences. In addition to continuous cooperation with the mentoring team and using the acquired experience in the educational process, five public schools of the region will constantly take care of supporting other schools of the region with digital technologies and innovative approaches in order to provide a rich teaching-learning process.

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).



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