



Digital Accelerator - digital training and educational technology mentoring for school teams



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Introduction of Digital Accelerator



AIMS

The aim of the Digital Accelerator Program is to support the digital capability and overall readiness for digital and distance learning of school teams through intensive training and educational technology mentoring. Combines mentoring process phases 4. Mapping joint learning and development aims, 5. *Acquiring new perspectives*, 6. *Collaborative development actions* and 7. *Reflection*.



DESCRIPTION

During the six-month program, school teams get basic, advanced and leadership training and educational technology mentoring.



CONTEXT

Training and educational technology mentoring focuses on creating a unite platform for each school to implement the digital learning and tools within every day teaching and learning processes.



REQUIREMENTS

Schools have to have computer lab or provide laptops for teachers to participate in the training.



Structure of the Digital Accelerator Program



A. Focus

Preparation phase to put in place the main focus of trainings and mentoring for each school team in general and for each individual teacher.



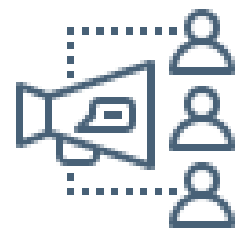
B. Empower

Main phase for mentoring and trainings in each participating school with the special attention to the cooperation and digital safety.



C. Extend

Follow-up phase for final mentoring seminar with the local government to assess the overall progress in each school.

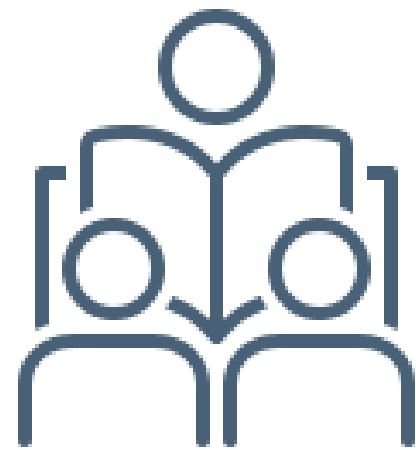


D. Impact

Conclusion phase to analyze the survey results of all participating schools to make changes for the program and additions for the compendium of best practices.



A. Preparation phase: Focus



- Short individual interviews with headmasters and local government representatives to get an overview about digital learning situation and specific needs for training and mentoring.
- Surveys about digital practice of teachers and digital infrastructure of schools give detailed input for the mentoring and trainings.
- Individual educational technology mentoring to follow up the survey results, to assess the level of expertise of each teacher, and to identify specific topics for the trainings.

Beginning of the first phase, there is also preparations for the whole program, for example training about counseling for educational technology mentors, seminar for trainers and educational technology mentors and preparing online work environment for the trainers and educational technology mentors.



B. Main phase: Empower



- Educational technology mentoring (individual and group) for teachers and for the school management, mentoring varies between 35-80 academic hours based on the size of the school team.
- Basic training (32 hours) for teachers is in the fundamentals of integrating digital technologies into the learning process to develop students' digital competence.
- Advanced training (30 hours) for teachers focuses on teachers who are more experienced in the field of educational technology addressing the specific topics based on school needs.
- In addition, management is schooled in digital leadership (39 hours), which consists of key topics about digital technology (digital safety and infrastructure, digital competence in school curricula etc.) and digital development project implementation.
- Virtual tours within digitally excelled schools to learn from best practices.

During the intensive mentoring and training period, special attention is on the digital safety and cooperation between teachers, to empower the grass-root level innovation.



C. Follow up phase: Extend

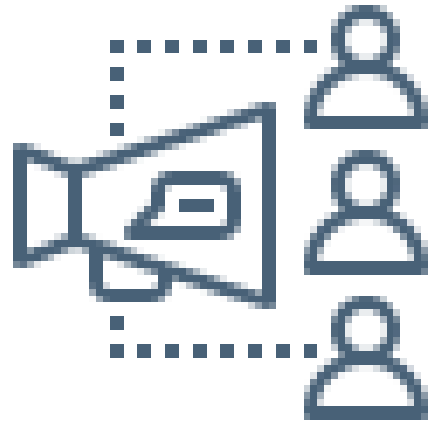


- Mentoring seminar for the school management and local government representative to assess the school digital development project and overall progress in the Digital Accelerator Program, also to make suggestions for further developments and trainings.

The purpose of the additional mentoring module is to ensure the implementation of the digital development project, which is initiated during digital leadership training, and to give school management the possibility to analyze the whole process, also to get the feedback about the whole program.



D. Conclusion phase: Impact



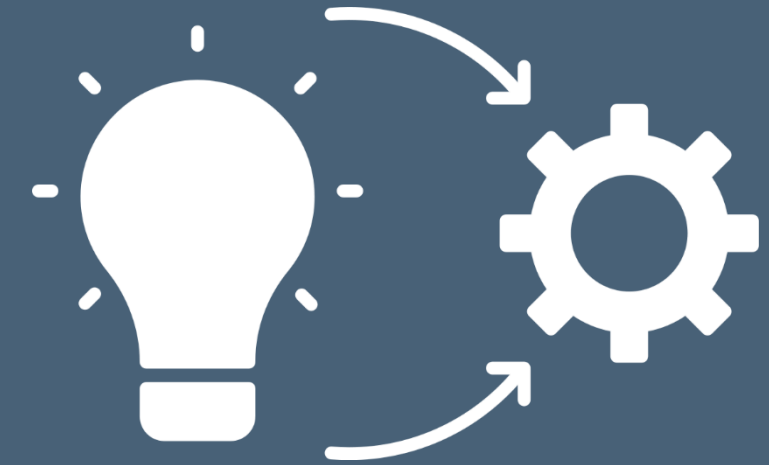
- School pedagogical staff and management fill out digital practice survey before the program and the year later. During the fourth phase, there is thorough analysis of the collected data to improve the program for the next period and to assess overall impact.
- The program has its own compendium, which describes main topics important to the development of digital learning and technology within each school: mapping school needs, strategical planning of digital learning, new learning and teaching discourse, digital safety and digital infrastructure. During the impact phase, there are new chapters created for the compendium, based on the good practices from different schools, identified during the program.

Survey analysis gives validated proof for the effectiveness of the program and the best practice compendium gives additional value in a sense that it creates an important framework to follow for each school interested in improving in digital technology implementation and distance learning.



Recommendations

Ideas and guidelines



Preparations for the program have to include the readiness to switch the trainings and the mentoring sessions online at anytime to continue the program during the pandemic.

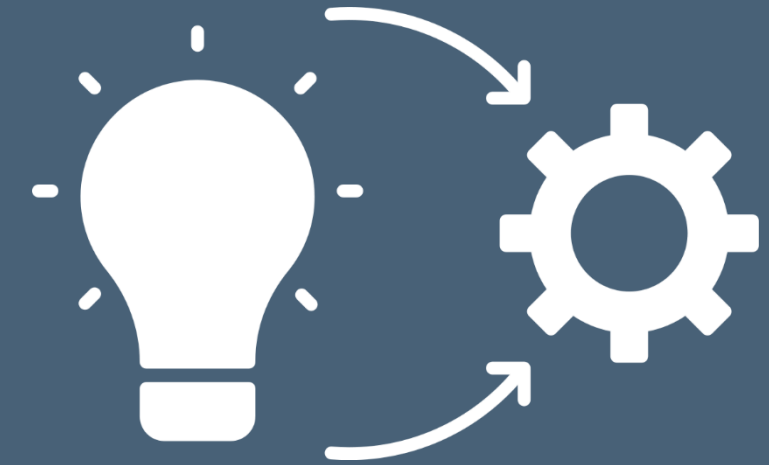


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Recommendations

Preceding and following actions



During the program there is also an underlying activity, which is to support the learning community within mentors and trainers by sharing experience, digital tools and materials.

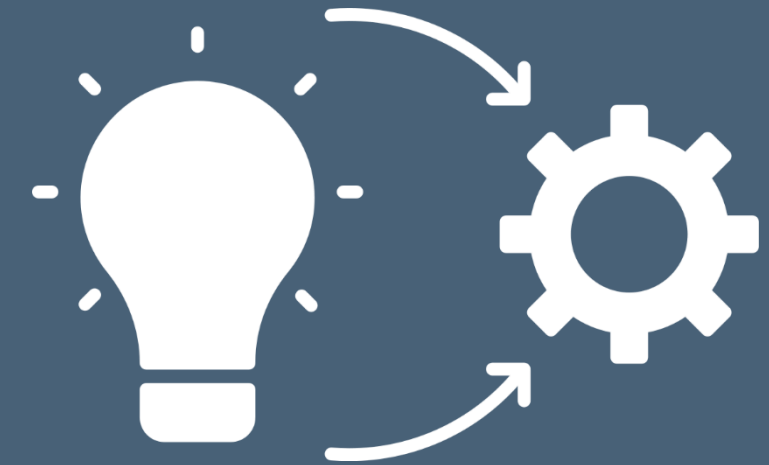


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Recommendations

Experiences from implementations



Schools describe their experience and development by creating the timeline for the whole process. Timelines are public and shared in other schools.



After each half year program period, there is a webinar to introduce the school projects and the experiences with other schools.

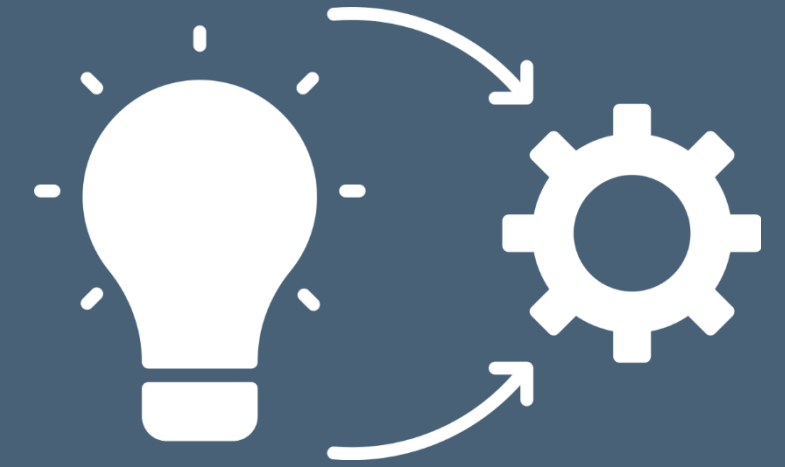


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Recommendations

Examples and additional information



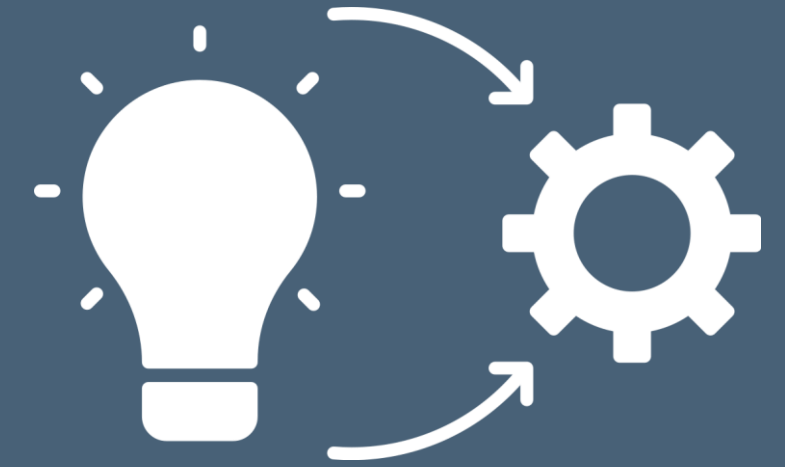
Click to find examples and additional information:

- Digital competence: teaching 21st-century skills
<https://www.educationestonia.org/digital-competence>
- Digital Competence: Empowering teachers and students
<https://www.educationestonia.org/innovation/digital-competence>
- Virtual tours for the schools
<https://www.youtube.com/playlist?list=PLi8vaYIT8tjeaTdSsdafaKvQ8sFKRIV-Vi>





Recommendations



Examples and additional information



- 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



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



This material is part of the School mentoring model



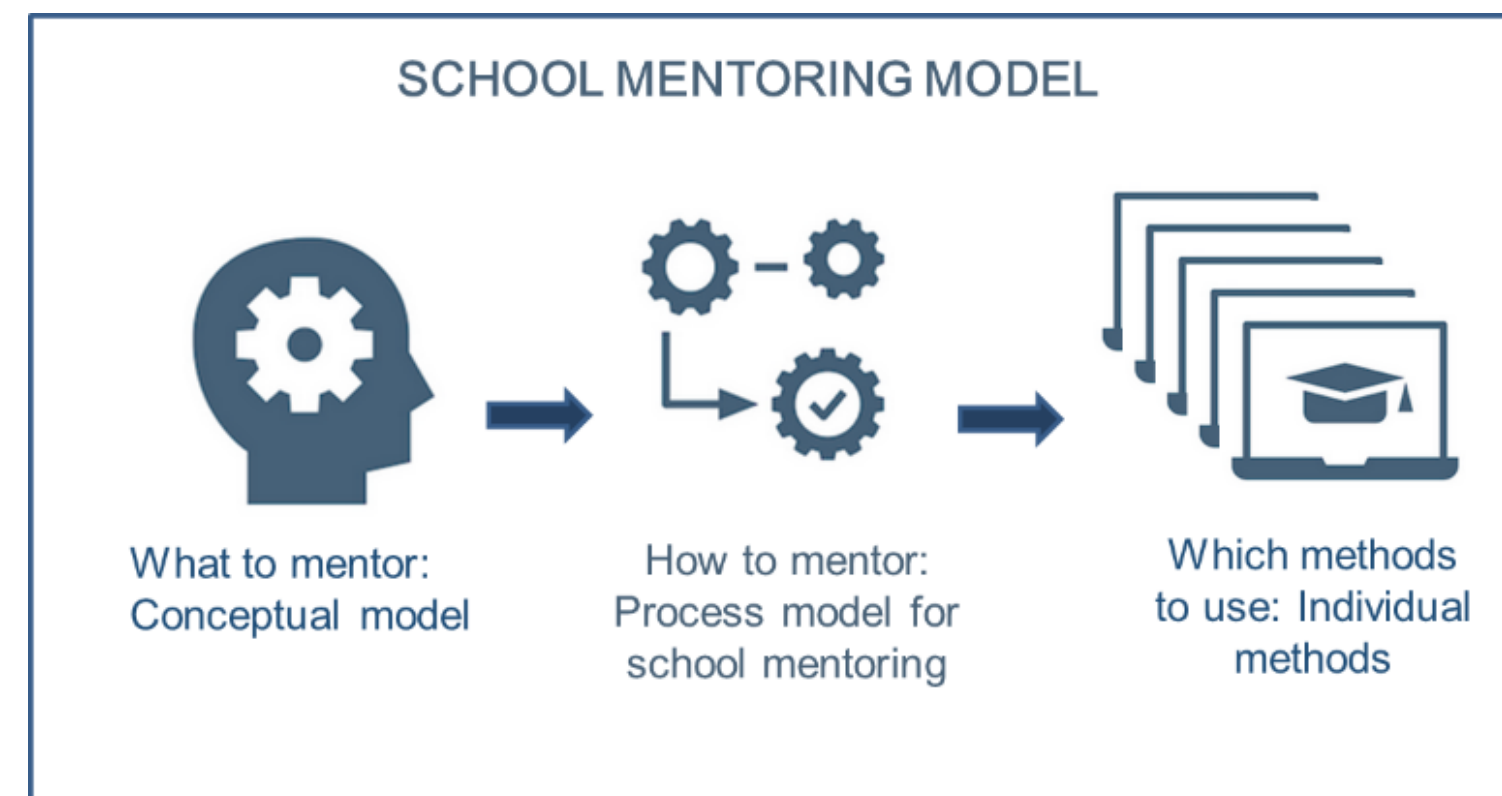
The aim of the model is to foster the adoption of digital innovation at school level.

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/>





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