



Living
Schools
Lab

Trainer's Guide

Collaborative Schools Development Course



A whole
school approach
to technology-
supported
change



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Introduction

This Continuing Professional Development (CPD) course has been written by Diana Bannister, University of Wolverhampton, as a deliverable for the Living Schools Lab project (D5.3). It is based on extensive consultation with the LSL project manager, representatives from Direção-Geral da Educação (DGE), Portugal, representatives from European Schoolnet, other project partners and working closely with schools within the Living Schools Lab network.

The Living Schools Lab network has been developed across 12 countries and a significant part of the first stage of the project was Link Observation Visits to each country. The purpose of these visits was to observe and document practice in the Advanced Schools and to work with all the schools in a National Focus Group to define the different ways in which ICT can be mainstreamed across the whole school. The course outline reflects the findings from the observations and case studies developed within the Living Schools Lab project and more detail is available in the Link Observation Visits final report.

At the beginning of the project, DGE defined the various aspects of Continuing Professional Development. As the course development has progressed, one of the most significant points is recognising teachers working together, supporting each other in their own school, but also understanding the benefits of working with other schools. Throughout this project, this has been termed Collaborative Schools Development. In the earlier iterations of the course, Collaborative Schools Development was considered as the title, but it was agreed that there did need to be an emphasis placed on the use of technology. As a result the title is "Collaborative Schools Development: a whole school approach to technology-supported change". The emphasis on the technology comes with a cautionary note, that the course is not targeted at the "techie", but towards aspiring school leaders who want to understand how to use technology to support whole school development.

The course materials were first reviewed in an online webinar with LSL teachers; this was followed by a two-day workshop in April 2014 with teacher representatives from all 12 countries in the Living Schools Lab project. The materials were then developed and some ideas were explored further during the LSL Summer School in Dublin May 2014. Finally, a group of headteachers from LSL schools and iTEC met as part of a two-day workshop in July

2014 and this included time to review the course content. The course development consultation involved questions about who should participate in the course, the types of investigations that would be most beneficial to teachers, the amount of time and commitment that would be involved and the types of outputs that teachers would be asked to produce. The outcome of these consultations has informed the development of the course.

The course documents have been written for the trainer of the course, but also provide an outline for potential participants. The course outlines a series of ten investigations that can be undertaken by teachers within their own schools, with a strong focus on mainstreaming the use of ICT to support whole school development. From the outset, potential participants have been identified as aspiring school leaders. The recommendation has also been for pairs of participants either from the same school or same locality. One participant would be identified as an **Investigation Leader (IL)** focusing on developments at whole school level. The second participant would be identified as an **Investigation Practitioner (IP)** focusing on development at classroom level.

The course, as presented here, is written as a one year "extended programme", assuming that teachers will undertake some core investigations and some optional investigations. This is the ideal, but with funding and time presenting significant challenges, the course framework is flexible and other options are proposed. For the purpose of this document, the assumption is that the face-to-face workshops are conducted in the Future Classroom Lab in Brussels¹. However, this is not essential. This document also presents examples of how parts of the course could be presented as a short face-to-face workshop and there is an outline of the types of activities that may be adopted for an online course.

1 <http://fcl.eun.org>



Technology has opened up many more informal opportunities for professional development; teachers have always learnt from their colleagues, but in the last three to five years, social media have enabled strangers to become professional colleagues, connecting on collaborative themes. The LSL project has seen teachers asserting themselves as pedagogical experts, willing to demonstrate professional practice to their colleagues in other countries. The community of practice has enabled teachers to share resources and ask questions; this has been extended with other online communities such as Facebook and Twitter.

Classroom observation is common practice in some countries, but all too often associated with inspection or judgment. In this project, classroom observation has been used to allow teachers to showcase and demonstrate practice, to allow the researcher to observe and document. Classroom observation has also been modelled and extended to teachers as good practice, suggesting that teachers can learn from watching each other.

In the project's Link Observation Visits final report (Bannister, 2014), the Framework for Mainstreaming Change defines four types of Advanced School: Reactive, Responsive, Connected (Investigative) and Interconnected (Collaborative), recognising that whilst some schools have access to technology, there is much more to be done to address pedagogical change. It is these practices that have been integrated into this course. The key actions that have been defined within the framework are embedded within the investigations in the course, for example "Developing a whole school focus"; "Developing Partnerships and Networks".

At the time of writing this course, it is acknowledged that it would be possible to appoint Course Advisers or Lead Trainers and scale up the delivery of the course to enable it to be delivered in any location. Equally, it is possible to deliver the course online, with final outputs assessed by a Course Leader. Participants will benefit from bespoke feedback provided by an approved course leader, but inevitably, this is an expensive option; however, online courses would give the option for peers to approve outputs that have been produced. Ultimately, this will depend on the accreditation that is offered with the course.

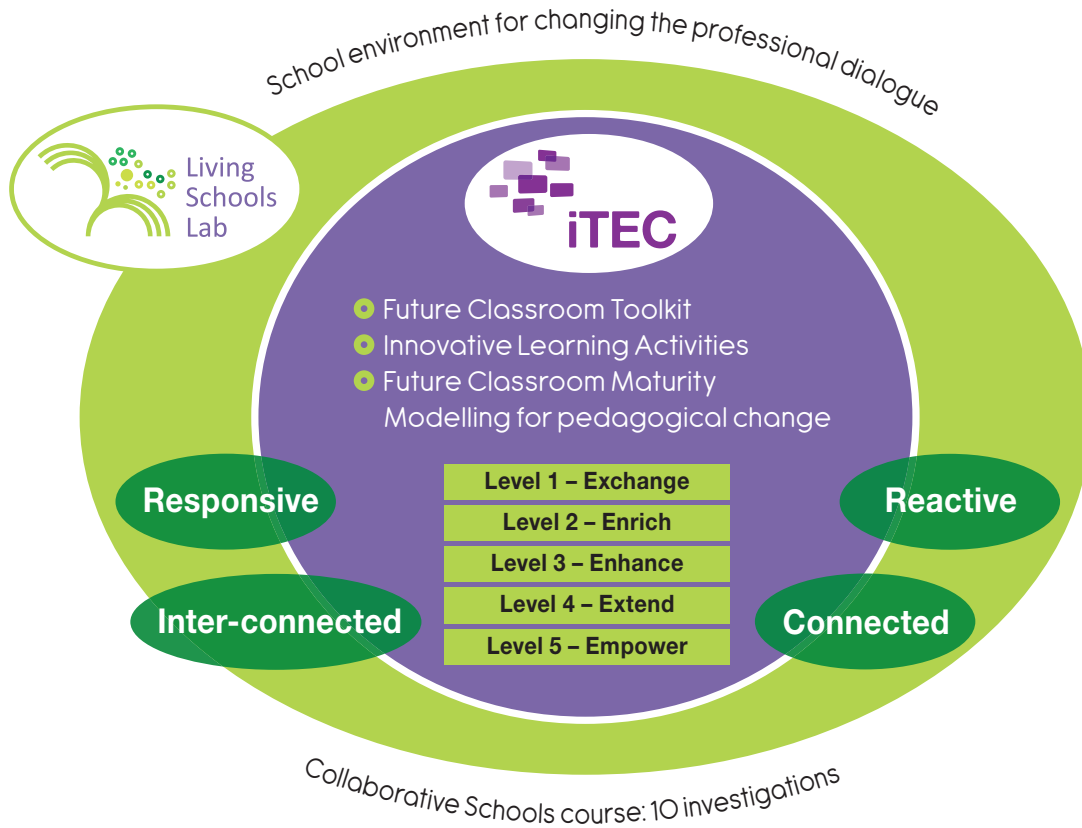


Figure 1: Whole school focus – connecting Living Schools Lab and iTEC projects

It should be stressed that **the course is not a model for pedagogical change** across the whole school. That has been the focus of the iTEC project. Figure 1 shows how the two projects are connected. For pedagogical change, the iTEC project has developed a methodology based on models of e-maturity deployed in countries such as Norway and the UK. It has developed an online “Future Classroom Maturity Methodology”² for schools to follow to achieve pedagogical change, moving to higher levels of empowerment across the school, teachers and learners. It is supported by a series of innovative learning activities for other schools to follow, which have been piloted in over 20 countries and 2,500 classrooms.

The aim is that this course, along with the Future Classroom course that has resulted from the iTEC project, will become

part of the regular Future Classroom Lab CPD course programme after the end of the project. With funding programmes supporting teacher professional development in schools, such as Erasmus+³ and eTwinning⁴, the hope is that it will be delivered in a flexible manner pending demand: as a face-to-face extended programme, a series of shorter workshops and as an online course. The course is licensed under a Creative Commons Attribution – ShareAlike 3.0 Unported Licence. This open and flexible licence has been selected to encourage its widespread adoption by other training providers.

³ <http://ec.europa.eu/programmes/erasmus-plus/>

⁴ <http://www.etwinning.net>

Course summary

Collaborative Schools Development: a whole school approach to technology-supported change

What is the aim of the course?

To develop a whole school approach to embedding the use of technology in teaching and learning.

What are the proposed objectives for the course?

- To understand how to showcase, demonstrate and validate ICT developments in the school.
- To explore strategies for whole school development and improvement using technology.
- To understand the main issues for mainstreaming best practice.
- To identify a specific development focus at classroom level and school level.
- To implement change with peer support.
- To set personal goals for whole school development.
- To collaborate on a specific theme with colleagues from across Europe.
- To engage in online CPD and develop virtual professional networks.
- To exchange knowledge and experiences with colleagues from across Europe.
- To engage in peer exchange, learning from and with each other.

What's the Unique Selling Point?

- Exchanges knowledge and ideas from pan-European observations
- Building capacity through online CPD and virtual networks
- Engages teachers in peer exchange, learning from each other
- Opportunity to visit other classrooms in Europe

Who is the course aimed at?

Aspiring senior leaders: The participants are most likely to have a teaching role in school (not a technical role). However, the teacher may already have a reduced timetable to support teacher training in school. There are no pre-course requirements to have a specific level of ICT skills, however, throughout the course, the teachers involved will be expected to work with other teachers to demonstrate effective practice within their own school. It is expected that the teachers will know how to use a computer and communicate via the Internet/email. Participants will need access to a computer and Internet connection.



Who should participate?

School senior leader to focus on development across the whole school plus leading teacher to focus on practice at classroom level.

- The aim is for schools to encourage paired participants. The two teachers do not have to be from the same school, but ideally, they should be from similar communities and be able to work together regularly. E.g. school in the same neighbourhood/locality (from the same regional hub).
- One of the participants should aim to focus on the development of classroom practice: this person is called the Investigation Practitioner (IP).
- The other participant should aim to focus on the development of the use of ICT across the whole school. This person is called the Investigation Leader (IL).
- The practitioners will work through a series of investigations led by a Course Facilitator.
- The findings from each investigation should be shared with other participants and documented in some way – either by online presentation or in written form. There will be outputs for each investigation. There will also be opportunities to share developments and outputs with a wider audience.

Number of days

Various options available including:

- Online Course
- 2 day/3 day courses
- Blended Course
- Extended One Year Programme (or longer if funding is agreed.)

In the descriptions for each investigation, there are a number of weeks identified, these have been defined as a guide for the participants, using a school year; the course reviewers suggested that shorter investigations would take up to a half term, whilst longer investigations should take a whole term, depending on the circumstances. It is anticipated that participants would commit to approximately two hours per week to undertake each investigation. This may vary slightly depending on individual circumstances. For example, the investigation on classroom observation is 4-6 weeks long. If the teacher observes two teachers for 50 minutes and gives each one feedback, this may take approximately four hours, however, the participant would also be expected to do some further reading about observation, develop appropriate proformas for the individual school and consider the action plan for any future classroom observations that would support school development.

Who will lead the course?

The course facilitator will be identified by EUN to deliver the course at the Future Classroom Lab in Brussels. At the time of writing this course, it is acknowledged that it would be possible to appoint Course Advisers or Lead Trainers and scale up the delivery of the course to enable it to be delivered in any location. Equally, it is possible to deliver the course online, with final outputs assessed by a Course Leader. Participants will benefit from bespoke feedback provided by an approved course leader, but inevitably, this is an expensive option; however, online courses would give the option for peers to approve outputs that have been produced. Ultimately, this will depend on the accreditation that is offered with the course.

Venue

This course can be delivered at any face-to-face venue. There is no direct need for specific technologies as long as the Course Leader has access to the Internet and a data projector. However, the Future Classroom Lab in Brussels provides access to technologies that may be helpful for participants to inspire ideas and to demonstrate to their peers. During the one year programme, meetings can be delivered online from the Future Classroom Lab via Cisco's WebEx system. However, other training companies may have their own online provision.

Prior to the course

Some of the investigations require the teachers who are involved in the work to engage with the wider school. It is therefore important that the leadership team in the school give the teachers full support. (This could include written agreement from the school leadership team for the participants to attend the course.) Whilst there is an investigation lead and investigation practitioner proposed for the course, it is anticipated that there will be other staff who are willing to support the work that is being undertaken. For example, during the investigation that requires a whole school focus, it may be that one particular department is involved within the course, but the work that is done will be applicable to many staff within school.

The school leadership team should be kept fully informed about the work of the participants and provide support. Prior to the course, it may be useful to identify colleagues who are willing to be observed or to contribute to the course. At the start of the course, it is recommended that the participant agrees at least one day per term to be released from lessons to work on materials for the course.

Core and optional investigations

There are five core investigations proposed:

- 2 x Peer Exchange workshops (1 at the beginning and 1 at the end)
- Observing and Reflecting on Classroom Practice in my school
- Developing a Whole School Focus
- Peer Exchange visit

There are five optional investigations:

- Building a Professional Development Framework for Staff
- Students as Digital Leaders
- Developing Partnerships and Networks
- Sharing Practice with others
- Collaborative Schools

It has been proposed that participants should all do five core investigations and then opt to do different optional investigations depending on their level of funding, commitment and accreditation options available.

The optional investigations should demonstrate that the teachers have engaged in online CPD and virtual professional networks.

Funding sources

Mixture: Erasmus+ programme, self-funded, free online – this will depend on the accreditation offered.

Bespoke support

The Living Schools Lab project has provided bespoke support to all of the Advanced Schools and some of the Advanced Practitioners. This has included observation of lessons and school visits working with a pedagogical expert with feedback. This could be made available at an additional cost.

Accreditation

Various options available

Course delivery options

There are several options for delivery of the Living Schools Lab course. At the focus group in April 2014, participants considered some of the options. The table below captures some of the main discussion points:

Extended Programme

A one-year extended programme will require a significant time commitment from two teachers. However, it is important for schools to recognise from the outset that change is not going to happen overnight and there is no quick fix solution. A significant advantage of the one year commitment is time for participants and schools to embed some of the ideas and for the staff involved to consider different options. The extended programme gives the opportunity to provide more bespoke feedback and support to individual schools; however, this would need to be costed into any model developed.

Blended Model

This mode of delivery would function in a similar way to the extended programme, assuming that teachers would do a number of core investigations and agree a number of optional investigations, depending on their funding and level of time commitment.

For example: if the participants have had the opportunity to meet each other at the beginning of the course in a face-to-face workshop, then all future investigations and support could be delivered online.

Two/Three-day short courses

A short two-day course is also desirable for teachers who are unable to commit to a one year programme. Similar length courses are already available at the Future Classroom Lab and this course could be offered within the programme. One of the main challenges is to ensure that participants understand that whole school change will take time to implement, and therefore the two-day face-to-face course would need to be supported with online follow up. Bespoke support could be made available for schools as an additional costed option.

An Online Course (MOOC)

A fully online course would allow the materials to be available to a wider audience and enable learners to log in during their own time. The massive open online course (MOOC) could be made available through the European Schoolnet Academy.⁵ The costs of developing a MOOC are more readily calculated, and it may be that if the preferred method is for the teachers to undertake this as an online course, then bespoke support could be added at an additional cost.

- Retention rates online for MOOCs are generally poor
- It is difficult to monitor progress
- However, a larger participant rate would enable self-review or peer-coaching schemes.

Outline of investigations and delivery options

Investigation	When	Mode of delivery	Key staff	Length and time commitment	Core
1. Course Introduction: Peer Exchange Workshop¹	Summer/ early autumn	Face-to-face	Course Leader, IL and IP	1.5 to 2 days in the Future Classroom Lab in Brussels or other agreed venue for all participants	✓
2. Observing and Reflecting on Classroom Practice in my school	Early autumn	<ul style="list-style-type: none"> Online introduction MOOC option 	IL + IP	4-6 weeks (1.5 hours per week)	✓
3. Developing a Whole School Focus	Mid autumn	<ul style="list-style-type: none"> Online introduction MOOC option 	IL + IP	6-10 weeks (1 hour per week)	✓
4. Building a Professional Development Framework for Staff	Late autumn	<ul style="list-style-type: none"> Online introduction MOOC option 	IL + IP	10 weeks (1 hour per week, including final marketplace activities)	
5. Peer Exchange Visit	Spring/ summer	5 days including travel and write up.	IL + IP HT	2-day visit + 1 day travel + 1 day write up	✓
6. Students as Digital Leaders	Spring/ summer	<ul style="list-style-type: none"> Online introduction MOOC option 	IL + IP	10 weeks	
7. Developing Partnerships and Networks	Spring/ summer	<ul style="list-style-type: none"> Online introduction and presentation of learning snack MOOC option 	IL + IP	6-10 weeks	
8. Sharing Practice with others	Spring/ summer	<ul style="list-style-type: none"> Online introduction and presentation of learning snack MOOC option 	IL + IP	6-10 weeks	
9. Collaborative Schools	Spring/ summer	Online introduction, ongoing collaboration and presentation of webinar	IL + IP	10 weeks	
10. Peer Exchange Workshop 2: Presentation of Findings and Outputs	Summer	Face-to-face	IL + IP	Will require preparation time for the two days	✓

Investigations

Investigation 1

Introduction and Peer Exchange Workshop 1

Key Objectives

By the end of this investigation, participants will have had the opportunity to:

- Meet other participants from across Europe who are taking part in the course.
- Explore areas where the teachers could collaborate.
- Explore the objectives of the course.
- Explore in detail the core investigations that all participants will complete.
- Begin to identify the optional investigations that participants will choose.
- Develop timelines for the project and understand scheduled meeting dates.
- Look at different types of evidence and outputs required for the course.
- Ensure that all participants understand the terms Showcase, Demonstrate and Validate.

Length of Investigation

2 day workshop – additional time will be needed to prepare presentations

Mode of Delivery

Face-to-face

Key Questions

- What will the course involve? (including timeline of activities)
- What tools will teachers need to use?
- How can teachers disseminate their work?
- What outputs will need to be produced?
- How will teachers communicate during the course?

Resources

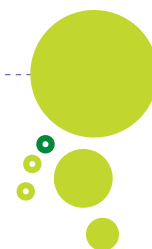
Day 1: All participants should be asked, in advance, to prepare and bring with them a short video or series of photos to describe the use of ICT within learning and teaching within the school where they work.

Day 2: All participants should present an initial challenge that they would like to focus on in their schools.

This investigation will introduce the Framework for Mainstreaming Change.

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 STEPS plan for schools
- 2 “Showcase, Demonstrate, Validate” definition
- 3 Lesson Observation record
- 4 Whole School Observation record
- 5 Framework for Mainstreaming Change using ICT
- 6 Future Classroom Toolkit, <http://fcl.eun.org/toolkit>



Description and Course Activities

Participants in the one-year course will meet together in Europe to explore the different investigations and to plan their main work commitments within the course.

During the two days participants will make a short presentation about their school and look at the current use of technologies within learning and teaching.

Prior to the course, the trainer should explore if there are specific tools that the teachers would like more experience of. These can be integrated into the course as appropriate.

This workshop should include sessions on

- Lesson Observation
- A closer look at a school vision
- Exploring the investigations for the course
- Introduction to the STEPS plan as a way of planning
- Hands on use of online tools for collaboration between teachers
- A look at the Future Classroom Toolkit

Suggested Day One Activities

- Peer Exchange: Participants should have the opportunity to watch each other's videos and identify:
 - Common areas of interest
 - Examples of good practice
 - Challenges/Opportunities at a local/national/European Level
 - Priority areas for training and professional development
- Each group should have the opportunity to present.
- In the second session, participants should take one of the priorities/key issues for training and professional development. Teachers have to prepare an action plan to show how they are going to tackle this issue within their school and to identify how they could then support local/national/European schools.
- At the end of day, the course leader should then take a closer look at some of the core investigations and optional investigations for the course and give participants time to discuss/define what they would like to achieve from the course.

Suggested Day Two Activities

- Participants should share their initial challenge – what is it that they would like to focus on and why?
- Teachers should work together across the different groups to develop an action plan in a short space of time.
- Participants should look at "lesson observation" and consider how this would work effectively. Participants should also look at feedback.
- Finally, participants should explore the challenges of mainstreaming practice across the school and to look at how to "profile" best practice.
- Participants will need some development time to decide on the most appropriate investigations that they will undertake.
- Participants will also be introduced to the idea of the STEPS plan so that they can begin to prepare this in advance of the online session.

Evidence and Outputs

- All participants will have had the opportunity to explore the content of the course.
 - All participants will understand the core investigations of the course that they will need to complete.
 - All participants will begin to identify the optional investigations of the course that they will need to complete.
-

Investigation 2

Observing and Reflecting on Classroom Practice in my School

Key Objectives

By the end of this investigation, participants will:

- Look at current practice using ICT in the classroom, including the observation of at least two colleagues.
- Teach a lesson that is observed by a colleague and receive feedback.
- Identify how the use of technology could be developed in the classroom/in a specific subject/across the curriculum
- Consider how the use of ICT could be developed across the school.
- Identify the key areas of focus for the development of ICT across the School.
- Gather evidence of current practice in other schools that they would like to investigate.
- Identify examples of technologies that are being used well within the classroom
- Identify technologies that could be introduced

Length of Investigation

4-6 weeks

Mode of Delivery

Online introduction + 3 hours for observations and 1 hour total for post-lesson reflection and feedback (20 minutes per lesson).

Key Questions

- What technologies are used in learning and teaching?
- How is technology used in learning and teaching across the school?
- What could we do to improve the use of technology within learning and teaching?
- How can observation of practice develop our understanding of whole school needs?
- What examples can we find of current practice that we would like to implement in our school?

Resources

- Observation proformas from LSL Project; other examples of Observation proformas
- This investigation will address the Key Actions from the Framework for Mainstreaming Change, in particular Innovation and Whole School change.

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 Whole School and Lesson Observation record templates
- 2 "Showcase, Demonstrate, Validate" definition
- 3 Observation blog, <http://lsl.eun.org/observation-visits>
- 4 LSL Learning Snack "Scoop Ducks", <http://lsl.eun.org/snack21>
- 5 Video: How to start a blog, <http://lsl.eun.org/videos/-/blogs/2743809>





Description and Course Activities

- The aim of this investigation is to give the IL + IP time to observe and reflect on current practice across the school. This will encourage the teachers to consider how technology is being used across the school, to highlight the current best practice and to consider what the school could do to develop practice.
- The investigation practitioner should prioritise looking at practice within his/her own classroom and the school. The investigation practitioner should also try to gather realistic examples of other practice that the school would like to introduce/replicate.
- Understanding Whole School Practice and the terminology “showcase”, “demonstrate” and “validate”.
- It is important for both of the teachers involved in the investigation to identify the challenges in terms of:
 - Resources
 - Learning spaces
 - Curriculum
 - The role of the teacher
 - The role of the students – the school may even consider that it would be effective to include the students in the “evaluation” of some lessons.

Activities

- Teach a lesson using technology and ask a colleague to observe you.
- You should then try to observe at least two other colleagues teaching a lesson.
 - Identify the use of technology
 - Reflect on how the use of technology could be improved and developed.
- Gather evidence of examples of current practice in other schools that you would like to investigate further.

Evidence and Outputs

- Observation Proforma and Reflection Feedback
 - Write a blog about the use of ICT within learning and teaching at your school.
 - Teacher is able to articulate the key points from the lesson observation and recognise areas that he/she would like to develop.
 - Capture photostory/short video to “showcase” learning and teaching using technology in your classroom and school.
 - Gather evidence of examples from other schools to highlight how technology has been implemented. (Try to identify not just what has been done, but how.)
 - A record of key observations
 - A record of how technology is being used across the school
-

Investigation 3

Developing a Whole School Focus

Key Objectives

By the end of this investigation, the participants will:

- Understand the importance of technology within the vision for whole school development.
- Identify part of the whole school vision and development plan that could be addressed
- Identify specific questions and actions for the development
- Set realistic goals for development. This should include examples of short term goals and medium term goals.
- Begin to establish a small team of colleagues who will engage in the initiative.

Length of Investigation

6-10 weeks, but this could also be ongoing so that the IL and IP use this as a working document to revisit and enable them to demonstrate their progress.

Suggested time commitment: two hours per week

Mode of Delivery

Online introduction to STEPS plan.

Key Questions

- Have you got a vision for ICT development in your school?
- How do you profile the school focus to internal staff, to the students and also to visitors to the school?
- After the webinar, each teacher will complete a blog/task.

Resources

This investigation will build on the Framework for Mainstreaming change, in particular, the key actions on innovation and whole school change.

Optional investigation: the Future Classroom Toolkit

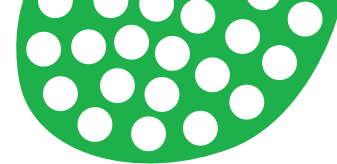
Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 Future Classroom Toolkit, <http://fcl.eun.org/toolkit>
- 2 STEPS plan template
- 3 Selection of LSL videos
- 4 Selection of Learning Snacks
- 5 European Schoolnet Academy, <http://eunacademy.eu/>

Description and Course Activities

- Investigation lead and investigation practitioner should meet to review the current school vision for the use of technology. This should also include review of the whole school development plan and consideration for how ICT is part of this.
- The investigation practitioner should consider how to demonstrate the vision at classroom level. Identify part of the school vision that will be your focus for the next school year.
- Using the STEPS plan, try to outline what you would like to achieve and the action plan (with dates and milestones). Using the LSL Framework for Mainstreaming Change using ICT, the school should be able to review how the use of technology is reflected across the whole school.
- Participants will write a STEPS plan for classroom level development and whole school development. These should be interlinked.
- Participants will engage a small team of colleagues in school who are willing to engage with the investigation lead and investigation practitioner to share their practice, to enable them to have real examples.
- The ultimate aim of this investigation is to consider the whole school use of technology; however, this does not mean that the whole school needs to be involved in the work that is undertaken by the IL and IP for the investigation; there does need to be some consideration of how the ideas could be scaled up.





Evidence and Outputs

The teachers should present their STEPS plan to the course facilitator outlining the areas for development. The teachers should present their school/classroom focus in three slides with a brief description for other schools in the project to review. An investigation template can be provided for this. Short videos of current practice.

Investigation 4

Building a Professional Development Framework for Staff

Key Objectives

By the end of this investigation, participants will:

- have a clear understanding of their own personal goals for the use of ICT within learning and teaching.
- have undertaken an investigation in school to understand the professional development needs of all staff using ICT across the curriculum.
- have led a professional development activity encouraging staff to share practice.

Length of Investigation

10 weeks – suggested time commitment, two hours per week

Mode of Delivery

Investigation Introduction online followed by in school activity

Key Questions

- What professional development is available to teachers in your school?
- What professional development do your teachers need?
- What are your own goals for professional development?
- How is professional development currently delivered?
- How do you profile the professional development to Senior Management and other staff across the school?
- How do you work with other schools/training partners to meet your school needs?

Resources

Participants should undertake a survey of a sample of teachers in school to show how the types of CPD undertaken by teachers and the priorities for CPD within school. Consider if any external/FCL partners can support. This investigation will build upon the Framework for Mainstreaming Change, in particular the module on Professional Development.

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 Selection of videos on CPD
- 2 Observation blog on CPD
- 3 Guide to organise a public webinar with WebEx
- 4 Selection of Learning Snacks on CPD

Description and Course Activities

During the online session participants will explore how professional development needs are currently assessed in school. Participants will consider how they could collate data on the types of professional development that are available to staff.

- Identify 5-10 key areas for ICT training in your school.
- Identify staff who can deliver a marketplace activity to show how to use the technology within learning and teaching.
- The investigation lead and investigation practitioners will identify a team of staff to demonstrate to other staff effective use of learning and teaching across the school. (This investigation could involve the use of external support, but this may require additional funding.)

Evidence and Outputs

- Short presentation of the activities that the teachers have undertaken to establish the current status of professional development.
- Evidence of how the activity was “profiled” across the whole school
- Evidence of how you were able to engage other members of staff.
- Digital evidence (photographic/video) of the activity in progress
- Short presentation outlining the benefits and next steps.
- Evidence of how teachers currently access CPD within school
- Participants could make a case study of particular staff members

Investigation 5

Peer Exchange Visit

Key Objectives

By the end of this investigation:

- Participants will have undertaken a peer exchange visit to another school.
- Produced a short report outlining the key observations from the visit
- Disseminated the findings from the visit to colleagues within school and where appropriate to a wider audience.

Length of Investigation

5 days (2 days for the visit time; 1.5 days travel time maximum and 1.5 days write up/dissemination)

The dates of the visits should be agreed at least 6 weeks in advance. A plan will need to be agreed in advance to show the aims of the visits and the focus questions /areas of research. Travel arrangements will need to be defined for each participant; this will depend on the funding for the course.

Mode of Delivery

Face to face – online write up (if funding is available, the headteacher may also wish to be involved in the school visit).

Key Questions

Prior to the visit, teachers should identify questions that they want to explore and report on after the visit. This could be a general report or focus upon a specific area.

- How is technology being used in another school?
- What are the practices that we could learn from?
- What curriculum changes have taken place within the school?
- How has technology contributed to whole school change?
- How has the school implemented 1:1 technologies?
- In what ways does the school use technology across different areas of the curriculum?

Resources

This investigation will build upon the Framework for Mainstreaming Change, in particular the Key Actions for Connected Schools.

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 Framework for Mainstreaming Change
- 2 Peer Learning Toolkit homepage, <http://bit.ly/1qBCin9>
- 3 Peer Learning Toolkit publication, <http://bit.ly/1rpc2ld>
- 4 eTwinning, www.etwinning.net



Description and Course Activities

By the end of this investigation, participants will have undertaken a peer exchange visit to another school to look at the education system and to consider how the school has implemented their vision for ICT development. (The peer exchange visit could include a visit to a school in another country or job shadowing – this will need to be agreed between the schools and the participants.)

Evidence and Outputs

- Short presentation of the activity
- Evidence of how the activity was “profiled” across the whole school
- Evidence of how you were able to engage other members of staff.
- Video evidence of the activity in progress
- Short presentation outlining the benefits and next steps.
- Short report
- Schools could undertake additional peer exchange visits depending on the amount of funding available.

Investigation 6

Students as Digital Leaders

Key Objectives

By the end of this investigation, participants will have had the opportunity to:

- Consider the role of students as digital leaders
- Explore opportunities to train students to support teaching staff
- Look at how students can contribute to innovative developments in school and support whole school change
- Examine effective ways of collecting data from students about learning
- Explore opportunities for students to take responsibility for raising the digital profile of the school.

Length of Investigation

10 weeks: Suggested time commitment two hours per week

Mode of Delivery

Initial Online session and then 1.5 hours per week in school

Key Questions

- How can we optimise the role of students as digital leaders in our school?
- In what ways can we expect that identified students could support our teaching staff?
- How can students contribute to innovation in our school?
- How can we demonstrate the technologies in use across the curriculum?
- How do we collate evidence of student progress?
- What opportunities are students given to provide feedback on whole school change?
- How do you collate feedback on students' views on learning and teaching?

Resources

This investigation will draw upon the key actions on student involvement that are detailed in the final report.

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 Scoop Ducks Blog, <http://scoopducks.wordpress.com/>
- 2 Video: How to start a blog, <http://lsl.eun.org/videos/-/blogs/2743809>
- 3 Observation blog on students as digital leaders
- 4 LSL Learning Snacks





Description and Course Activities

- In this investigation the IL and IP will have 10 weeks to work with a small group of students in school to develop a new way to demonstrate that students can be digital leaders. (Small group will mean 6-15 depending upon the size of the school.)
- The students might be trained as staff trainers to use particular software or to support learning and teaching with other year groups.
- The students may do an after school activity group.
- The students may create a video or school prospectus or aspects of the schools' work to raise the digital profile of the school.

Evidence and Outputs

- Short presentation including evidence of how students have been engaged as digital leaders in school.
 - Webinar with opportunity for IL and IP to discuss how they have explored this topic.
 - Video or documentation from students themselves demonstrating the work that they have been able to do as a result of this project.
 - Evidence for how the activity will be sustained over time.
-

Investigation 7

Developing Partnerships and Networks

Key Objectives

By the end of this investigation, participants will demonstrate how they can develop an activity that demonstrates learning in partnership within their own school. This may include working with parents/local community, other schools, commercial suppliers and other non-technology related partners.

Length of Investigation

10 weeks: Suggested time commitment, two hours per week.

Mode of Delivery

Investigation Introduction online and presentation for final peer exchange workshop

Key Questions

- Who can schools develop partnerships with?
 - What are the benefits of partnerships for the school?
 - What are the challenges?
 - What do other people need to consider?
 - What are the advantages/disadvantages?
 - How do you profile this activity within school? Beyond the school?
 - How do you evaluate partnerships?
-

Resources

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

1. Regional hub template
 2. Selection of LSL videos
 3. Observation blog on partnerships
 4. Future Classroom Ambassadors
-



Description and Course Activities

- The purpose of this activity is to encourage the teachers to consider the importance of partnerships and networks for whole school change. The aim is to encourage the teachers to set up an activity that involves “external influence”. For example, this could be working with parents, a local business or a commercial supplier to improve the use of ICT across the school and the wider community. Schools may use this time to establish or develop an existing e-Twinning activity. However, the aim is to show how these activities can impact upon whole school change.
- The IL and IP will have 10 weeks to set up an in-school learning in partnership activity.
- Ideally this should also involve the students. However, you may decide to set up a partnership for staff.

Examples could include:

- Parents and students working together
- Students working with a local business
- Joint activity using technology working with a commercial supplier
- Schools may use this time to develop an eTwinning activity.

Evidence and Outputs

Short presentation of this activity at the final peer exchange workshop outlining the benefits and challenges of partnerships including:

- Evidence of how the activity was profiled across the whole school
- Evidence of how students were engaged in the activity
- Evidence of how other members of staff were engaged.
- Evidence from the partner.
- Evidence for how the activity will be sustained over time.
- Video evidence of the activity in progress

Investigation 8

Sharing Practice with Others – Preparing a Learning Snack

Key Objectives

By the end of this investigation, participants will present an online learning snack/learning event for other participants.

Length of Investigation

6-10 weeks to include preparation and delivery; suggested time commitment two hours per week

Mode of Delivery

Initial introduction online and examples are available from the Living Schools Lab project. The final webinar would be recorded and this would mean that it could be presented at a time of day to suit the individual participants. 1 hour training and support would be available prior to the event to address any technical issues.

Key Questions

- What online communities are we engaged in within our school?
- What existing communities do our teachers learn from and contribute to?
- What types of short CPD activities work best for teachers?
- What kinds of information would I need to include in a learning snack?
- Can I introduce other colleagues in school to the concept of learning snacks?
- How much preparation is involved in a learning snack?
- If I attend a learning snack, how do I share that information with other colleagues within my school?
- How can I use social media to promote the content of the learning snack?



Resources

- WebEx or other system for delivering webinar/online seminar.
- This investigation will draw upon the key actions in the Framework for Mainstreaming Change included in the final LSL report, in particular those for Connected and Interconnected Schools.

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 Selection of Learning Snacks
- 2 Guide to organise a public webinar using WebEx
- 3 Future Classroom Lab community, <http://fcl.eun.org>
- 4 eTwinning, www.etwinning.net

Description and Course Activities

The participants will prepare an online learning event/learning snack for other colleagues to learn about a specific aspect of ICT development. The participant should be prepared to lead a 15 minute session with other colleagues providing practical ideas and outlining the STEPS for implementation so that someone could follow the examples. (Not just a showcase of what is being done in their own school setting, but practical ideas that could help someone else.)

Evidence and Outputs

- Webinar available for wider audience
- Presentation of webinar materials
- Evidence of how the activity was “profiled” across the whole school
- Evidence of how you were able to engage other members of staff.
- Video evidence of the activity in progress
- The IL and IP should also share examples of links, websites, applications and reading materials to support their work.
- Short presentation outlining the benefits and next steps.

Investigation 9

Collaborative Schools

Key Objectives

By the end of this investigation, participants will have had the opportunity to work with colleagues from another school within the project to explore an identified area.

- Participants will decide together on some agreed STEPS.
- Participants will present their findings to other colleagues online.

Length of Investigation

10 weeks: Suggested time commitment, two hours per week

Mode of Delivery

Initial introduction online; colleagues could then work with collaborative tools for example Padlet, Mindomo, Google Drive, Blogs, and Web Conference tools, e.g. Skype, WebEx or Google Hangout.

Key Questions

- What kinds of ideas can we agree as a focus for the development?
- How can we work collaboratively?
- What activities would be most beneficial to colleagues within my school? Colleagues beyond the school?
- What can we produce as a learning resource to support other teachers?

Resources

Colleagues could work with collaborative tools for example Padlet, Mindomo, Google Drive, Blogs, and Web Conference tools, e.g. Skype, WebEx or Google Hangout.

Supporting resources ► <http://fcl.eun.org/lsl-cpd>

- 1 STEPS plan template
- 2 Resources from the Collaboration theme group
- 3 Guide to organising a public webinar with WebEx
- 4 Selection of LSL videos

Description and Course Activities

You have 10 weeks to collaborate with another investigation team involved in the course. You will identify an area for investigation. You will then use the skills that you have developed throughout the last year to work together on your issue, e.g. gathering evidence of examples, demonstrating effective methods of implementation and providing professional development for other teachers.

Evidence and Outputs

The investigation teams will work together to produce an online webinar to “showcase” their activities.

- Webinar available for wider audience
- Presentation of webinar materials
- Evidence of how the activity was “profiled” within and beyond the whole school
- Evidence of how you were able to engage other members of staff.
- Video evidence of the activity in progress
- Participants will produce a resource to support staff development with regard to the chosen theme.
- Short presentation outlining the benefits and next steps.

Investigation 10

Peer Exchange Workshop 2 – Presentation of Findings and Outputs

Key Objectives

By the end of this investigation, participants will have had the opportunity to:

- Present their work with other teachers in Europe.
- Determine future actions and set new targets
- Evaluate personal progress

Length of Investigation

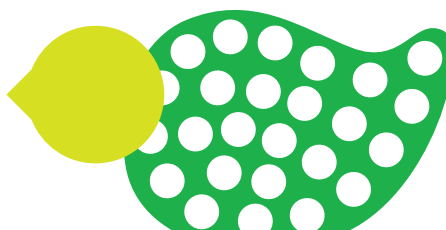
2 day workshop – additional time will be needed to prepare presentations

Mode of Delivery

Face-to-face

Key Questions

- How has technology enabled whole school change?
- What opportunities have been explored through this course?
- What outputs can be disseminated to others?
- What STEPS are next?
- What can we learn from others?
- What examples of mainstreaming technology are we able to showcase/demonstrate/validate?





Resources

Prior to the workshop, participants should prepare a 15-20 minute presentation that details the challenges that they have tried to address within the course and demonstrates evidence of outcomes.

Supporting resources – <http://fcl.eun.org/lsl-cpd>

- 1 STEPS plan template
- 2 Selection of LSL videos
- 3 Observation blog on peer-exchange
- 4 "Blog with Students" document
- 5 Collaborative Learning kit

Description and Course Activities

Participants in the one -year course will meet together in Europe to present their findings from the investigation series.

Suggested Activities Day 1

1. Postcard/Journal Entry - Highlights of key activities that have been undertaken as part of the LSL course.
2. Update from European level activities: new funding opportunities; new projects
3. Presentations from each school – to be organised so that each school gets the opportunity to present to their peers; depending on the number in the group, this may also need to be done on day two.

Suggested Activities Day 2

As above, further presentations may be done on day 2.

- **Hot Topics:** Teachers have to collaborate and produce a digital output to show how they would address a current hot topic. Participants should collaborate across the different countries.
- Groups should be identified by the lead trainer to address the "key lessons learned". What are the key actions that need to be taken to replicate or mainstream practice? What are the key messages for policy makers?

Evidence and Outputs

- Investigation Leads and Investigation Practitioners will present their findings on whole school change.
 - Each pair will make a 15-20 minute presentation which outlines the work that they have undertaken during the course of the year.
 - Each pair will produce a digital poster which captures the work that they have undertaken and to disseminate ideas to others.
-



Activity ideas

Two-Day Course

During the focus group for the Collaborative School Development Course, one of the groups worked on the development of a two-day course. The initial outline has been more fully developed by Diana Bannister. From the investigations, the group chose to develop Partnerships and Networks. However, other investigations could also be combined to develop two -day courses.

Preparation

In preparation for this course, participants should bring with them a short video/series of photos to show the use of ICT within the classroom/school.

Highlight any partners that you/your school work with. This might include parents/local community, other schools, local businesses, commercial suppliers, national/European networks that are beneficial to school development. Each participant should also bring with them evidence of particular technology tools that they are using/have used to support collaboration in schools.

It is important to note that the short two-day courses could be for individuals rather than paired participants, although the emphasis is on whole school development and the course should therefore be undertaken with agreement from the school leadership.

Day 1

Activity One

Participants should have the opportunity to share the presentations on their school and to tackle the questions below.

Objectives

- To understand the types of partners that schools have
- To understand the different ways in which schools currently work with partners
- Brainstorm with the group the types of partners that schools currently have e.g. parents, community, business, local expert, national expert, European partners
- Identify what these partners bring to the school
- To understand the benefits/challenges of working with partnerships and belonging to networks.

Length

1 hour + presentation time

Outputs

Each group should produce a 5-10 minute presentation

- 1 What are the key types of activities?
- 2 What are the benefits/challenges?
- 3 Examples of what works and what can be a problem
- 4 What further support is required?

Activity Two

- To include opportunity to explore tools such as Padlet, Google Drive, Skype, WebEx, and also social media as appropriate. These will need to be agreed in advance depending on the participants involved.
- Participants have been asked prior to the course to bring examples with them of tools that they use for collaboration.
- Participants will have time to explore online networks that others share and to consider the benefit of belonging to such communities.

Objectives

- To explore tools for collaboration
- To understand the types of tools that teachers can use both within and beyond the classroom to build opportunities for partnerships.
- To explore the types of online networks that other participants belong to.

Length

90 minutes

Outputs

- Participants get hands on experience of different tools for collaboration
- Participants have the opportunity to see how colleagues are already using the tools with specific examples.

Activity Three

Developing a partnership with parents – you will have 90 minutes to develop an activity that you could undertake to demonstrate working in partnership with parents. (This could be made more complex by giving different groups a specific topic e.g. Design a series of activities that introduce social media to parents. Design a series of activities that celebrate student success to parents.)

Consider:

- What are the advantages/disadvantages of working with parents?
- The types of resources that you would need.
- Share examples of activities that you have done previously to engage parents in school.

Objectives

- To explore the advantages and disadvantages of working with parents
- To design appropriate activities for working with parents
- To understand the types of resources that are available for working with parents.

Length

90 minutes

Outputs

- An outline of the programme/partnership activities that will be made available.
- Examples of activities, in particular for the first session.
- A poster or digital advert and invitation letter.



DAY 2

Activity One

In groups: your partner is from industry / museum / library / university / small businesses; imagine and develop a project you could do with them

- The project should last for at least one term.
- Identify the students that you would work with.
- Suggest possible activities and tools that could be used.
- Suggest anticipated outcomes
- Develop your action list to start the project and the timeline with expected activities.

Length

1 hour

Outputs

Each group will produce a 5-10 minute presentation

Activity Two

Opportunity to explore the existing eTwinning materials and Twin Space.

- Find examples of effective projects.
- Why do you think these projects would be effective?
- What works well?
- What would be more complex in your school and why?
- Prior to the course, the course leader may identify examples of 5-10 particular eTwinning projects that could be replicated.

Length

1 hour

Outputs

Defined bullet points and identified examples of eTwinning projects.

Activity Three

You now have two hours to design an example of a partnership project in your school and locality and a partnership project involving another school/small group of schools.

You should include the key activities you would like to be able to undertake, your timelines and anticipated outcomes.

Objectives

To understand the challenges/benefits of working with another school or small group of schools.

Length

60 – 90 minutes depending on timing

Outputs

Participants should work in groups of two or three to produce example project

Activity Four

As above continued with opportunity for each pair or group of three to present for 10 minutes on each project.

Length

45 minutes to one hour depending on timing available

Outputs

Group Presentations

Plenary

The course leader will summarise the key aspects of partnerships within school and refer to other relevant examples as necessary.

Online course

Pre-requirements

It is important to note that the online course could be for individuals rather than paired participants, although the emphasis is on whole school development and the course should therefore be undertaken with agreement from the school leadership.

General idea of the online course

There will be three active online weeks spread over one school year. During those weeks the participants can study the content in their own time. Schools are free to focus on one or more themes provided in the course.



Content

Areas of Focus:	Key Activities and Outputs
<p>Week 1: Early October</p> <ul style="list-style-type: none"> Classroom Observation Understanding Practice in My School Understanding Professional Development Needs in My School Developing a Whole School Focus – Establish an Inquiry 	<p>Participants will:</p> <ul style="list-style-type: none"> Look at the advantages and disadvantages of classroom observation. Look at different ways in which observations are recorded in schools. Undertake two classroom observations and share feedback Have the opportunity to watch a video and give feedback
<p>Week 2: Mid-January</p> <ul style="list-style-type: none"> Students as Digital Leaders Raising the School Profile Using Technology 	<p>Participants will:</p> <ul style="list-style-type: none"> Share different ways in which students can be developed as digital leaders Design a brief action plan to introduce a new programme for student leaders in school Make a short video showing the role of student leaders in school
<p>Week 3: Early May</p> <ul style="list-style-type: none"> Developing Partnerships and Networks Working with other schools Making a resource for others 	<p>Participants will:</p> <ul style="list-style-type: none"> Hear from industry experts about the benefits of working with partners Hear from eTwinning experts about the benefits of being involved in an eTwinning project Hear from schools that have been involved in working with partners Design a partnership project and present their ideas within a framework

Certification, Badges and Accreditation

Accreditation of courses in the Future Classroom Lab is usually acknowledged by a Certificate of Attendance or Certificate of Participation. Accreditation of the courses being piloted in the European Schoolnet Academy has been linked to the Mozilla badging system. It is certainly important for some teachers within particular countries to have a recognised number of hours of CPD. However, there has been long discussion to enable teachers to achieve a Masters Level qualification for such courses. This may well require the course materials to be validated and the course content to be approved by a University. This is being explored by the University of Wolverhampton as a partner within LSL.

In early April 2014, there was a focus group for the LSL course and this also raised the importance of “Accreditation for teachers” and a “Quality Mark” for schools. Teachers within the LSL project have recognised that it is easier to get support within the school to engage teachers to commit to pedagogical change when the school management are involved.

European Quality Mark for Schools

During the development of this course, teachers have expressed an interest in a “European Quality Mark” that captures how technology has been used to support whole school development. This would be awarded to schools, rather than individual teachers. However, one possibility is to award teachers who attend FCL courses points towards the Quality Mark. The Framework for Mainstreaming Change identifies different types of schools and outlines how schools can become “Interconnected” and shows how they are able to collaborate with others as part of their own school development.

“Associate advisers” could also provide bespoke support for schools. This could either be done at a national level with identified trainers/FCL ambassadors who have been recognised at a European level or by pedagogical experts appointed by EUN.

Schools could present evidence to “showcase” their school as an “Interconnected (collaborative)” school and then receive an external assessment by an “associate adviser”.



Glossary

- Investigation Leader (IL): a course participant who focuses on developments at whole school level.
- Investigation Practitioner (IP): a course participant who focuses on developments at classroom level.
- Massively Open Online Courses (MOOC): online courses provided by different organisations, such as European Schoolnet Academy.
- Continuing Professional Development (CPD): training aimed at teachers and for their on-going professional development.
- Advanced Schools: schools where technology is effectively embedded in teaching and learning across the whole school.
- Advanced Practitioner Schools: schools where technology is only partially embedded in teaching and learning, for example by some innovative teachers.

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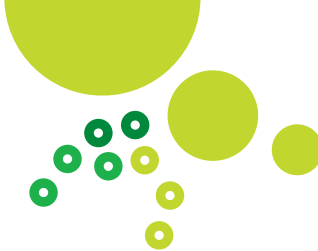
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Advanced Schools visited during the Link Observation Visits (one primary school and one secondary school were identified as Advanced Schools by the National Co-ordinators in each country):

Volksschule Gutenberg an der Raabklaam | Graz | Austria ● Salzburg Tourismsschulen | Bad Hofgastein | Austria
 De Klare Bron and De Grasmus | Belgium Flanders ● Middenschool Campus Minneplein | Belgium Flanders
 Geroskipou A' Primary School | Paphos | Cyprus ● Palouriotissa Gymnasium | Nicosia | Cyprus
 Dr Edvarda Beneše School | Čakovice | Czech Republic ● Gymnasium Teplice School | Teplice | Czech Republic
 Wäinö Aaltonen School | Turku | Finland ● Puropelto School | Turku | Finland ● Eppu Ingrandes | Sur Loire | France
 Lycée Pilote Innovant International | Poitiers | France ● Scoil na gCeithre Máistrí | Athlone | Ireland
 Coláiste Bríde, Presentation Secondary School | Clondalkin | Ireland ● Istituto Comprensivo di Cadeo | Piacenza | Italy
 ITIS Majorana | Brindisi | Italy ● Kaunas Varpelis Primary School | Lithuania ● Simono Dacho Progymnasium | Klaipėdos
 | Lithuania ● Skjelnan School | Tromsø | Norway ● Tromstun School | Tromsø | Norway ● Escola Básica Parque das
 Nações | Lisbon | Portugal ● Escola Secundária Eça de Queirós | Lisbon | Portugal ● Broadclyst Community Primary
 School | Exeter | UK ● Shireland Collegiate Academy | Sandwell | UK





Trainer's Guide

Collaborative Schools Development Course



A whole
school approach
to technology-
supported
change



futureclassroomlab



europeanschoolnet



#FCL_eu

Find training opportunities for teachers at the Future Classroom Lab website

- Free and open online training events, including short webinars and longer courses provided by the European Schoolnet Academy
- On-site training offers, like workshops, at the Future Classroom Lab
- Training materials and classroom examples for self-development and inspiration

<http://fcl.eun.org>