



Identifying the real needs of your school

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Areas of focus

- **Organisational and Cultural Change**
- **Sustainability and Cost Effectiveness:** activities in socially disadvantaged areas would be 'worth' more in terms of social value generated. Measurements can be done on the basis of, as examples: number of partnerships between schools, local communities and local industry; number of stakeholders involved and interactions; structured or flexible interactions: equity of social capital/ social power of stakeholders in the process; tools and skills acquired by the stakeholders as a result of open schooling activities; tools and skills attachment to pedagogical goals
- **Pedagogy**
- **Technology – tools, services and infrastructure**



School's openness

Assesing School's Openness

Organisational
Change



**Rethinking How
School Works**

RRI
Integration

Sustainability

Motivation



**Students
as Creators**

Interest

Deeper
Learning
Approaches



Driving Forces	Evidence of Openness and Growth	Indicators
Rethinking How Schools Work	Holistic school approach and vision	<ul style="list-style-type: none"> • The school has a clear vision and strategy towards open schooling • At least one appointed teacher with clearly defined actions to support the open schooling strategy • Strategies to encourage Problem Solving, Team Work, Active Citizenship, Critical Thinking and Gender Equality exist • Approaches aimed at replacing competitive type classroom environment with more collaborative working approaches (that also addresses gender equality and inclusion) exist • Plans for professional development of teachers for School Staff to foster a change in behaviour, enabling teachers to adapt to the open schooling culture • Strategies for teachers to participate in international mobility actions are in place • A motivation mechanism is set-up for teachers/students undertaking innovative projects and social entrepreneurial behaviour. Brokers, central connectors, and energizers are getting in action. • The school supports the development of an interdisciplinary environment where students/teachers are encouraged try new ideas and approaches exists • Parental engagement is integrated into the school planning structure

Driving Forces	Evidence of Openness and Growth	Indicators
Rethinking How Schools Work	Effective introduction of RRI principles in the school operation	<ul style="list-style-type: none"> • School supports and introduces student-led social enterprise start-ups community-focused courses • School has an ongoing system of teacher and student self-reflection, discussion and learning set-up • Teachers/students engage in platforms for sharing best practice and lessons learned • Schools set up a system to reflect, track and monitor how open school practices have shaped the school organisational culture • Parents actively collaborate with the OSOS projects organised by the school • There is a commitment to changing the school at all levels • Students and teachers incorporate a process of ongoing learning and evaluation into lessons and projects • Students and teachers receive feedback from community partners and adapt projects, where possible, based on this feedback • Schools encourage and engage in reflection, discussion and debates on scientific and societal issues • All actors mutually benefit from the engagement in the projects and incorporate learnings into their systems and processes i.e. Industry update their CSR/business strategy, there is an economic cost-benefit • There is evidence of an economic benefit-associated engagement of all partners

Driving Forces	Evidence of Openness and Growth	Indicators
Rethinking How Schools Work	Effective and sustainable partnerships with external stakeholders	<ul style="list-style-type: none"> • School has a system in place which captures the profiles, needs, contributions and relationships of all relevant external stakeholders • Students identify and align stakeholder needs with matters of local social and economic concern • School actively promotes the collaboration with non-formal and informal education providers, enterprises and civil society organisations • School engages in a number of projects which demonstrate stakeholder inclusion • School engages with outreach groups of research organisations to gain further insight into the life and careers of scientists/engineers (paying special attention into providing role models for all genders) • There is evidence of parental engagement in school projects • Schools increase the science capital of their communities • Local/regional/national businesses and organisations share their infrastructures and collaborate or work within the school projects • School works with research centres and science museums to develop initiatives using co-creative approaches, and vice versa • Visits to research centres, science centres and museums are becoming the norm • Formal procedures for stakeholder’s involvement • Participation and engagement of policy makers from key organisations in school projects and initiatives.

Driving Forces	Evidence of Openness and Growth	Indicators
<p>Shift from Students as Consumers to Creators</p>	<p>Educational resources generated in school settings according the local needs</p>	<ul style="list-style-type: none"> • Schools show evidence of engaging in virtual and physical platforms to develop new innovative projects, share ideas, identify and collaborate with other schools to develop innovative projects aimed at addressing the grand societal challenges • Schools projects and activities are related to issues of national or local interest in connection with the grand challenges • Schools share Open Schooling approaches with other schools and external agencies on regional and national levels • Development of a support infrastructure for teachers and students to organise local conferences, workshops, cafes, exhibitions open days in the school with stakeholder involvement exists

Driving Forces	Evidence of Openness and Growth	Indicators
Shift from Students as Consumers to Creators	Increased Interest and Motivation	<ul style="list-style-type: none">• Positive impact on learning outcomes – increased student motivation, increased interest in science, achievement of higher levels of problem solving competence and collaboration

Driving Forces	Evidence of Openness and Growth	Indicators
Shift from Students as Consumers to Creators	Development of key skills – Deeper Learning	<ol style="list-style-type: none">1. Master core academic content2. Think critically and solve complex problems3. Work collaboratively4. Communicate effectively5. Learn how to learn6. Develop academic mindsets

Activity

- Form pairs
- Try to describe your school to each other
- Pose questions – reflect of the indicators
- Present each other's school

