



The Open Schooling Hub

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OSOS and Hubs - Schools

- The OSOS project will create a core network of 100 Open Schooling Hubs in 11 countries.
- Each one of these schools will develop a network of at least 9 additional schools to form a national network of schools where the Open School Culture is introduced.



HUB?

An Open Schooling Hub is an open, **questioning**, welcoming, democratic environment that supports the development of innovative and creative projects and educational activities. It is an environment that **facilitates** the process for envisioning, managing and monitoring **change** in school settings by providing a simple and flexible framework, so that school leaders and teachers can **innovate** in ways appropriate for schools' local **needs**.



HUB?

It provides a powerful framework for school leaders to engage, discuss and explore:

- how schools need to evolve, transform and reinvent;
- how schools will facilitate open, more effective and efficient co-design, co-creation, and use of educational content (both from formal and informal providers), tools and services for personalized learning and teaching;
- how schools can become innovation incubators.



HUB?

Many teachers are **stepping out of the classroom** to encourage real world learning and self-discovery, and the benefit extends far beyond school.

Creativity, activity, experiences and **projects** give students the opportunity to **think global but act local**, making a real difference in their communities.

Community engagement projects allow for students to learn in highly effective ways while helping a community address its needs – while students learn from the community, the community benefits/learns from the student's service.

Students find these projects highly engaging because they are conducting work that is meaningful, to them and their families or communities.



HUB? (stakeholders)

The Open Schooling Hub should include several stakeholders that could lead to a successful school project.

The composition is not a set structure and should fulfil the needs of the project.

Participation requirements aren't the same for everyone associated with the project.

Instead, participation expectations depend on the degree of a project stakeholder's direct or indirect involvement.

Because of this, it's vital to a project's successful completion to accurately identify project stakeholders, set participation expectations and communicate accordingly



categories of stakeholders

- stakeholders actively involved in the project; [L] [SEP]
- individuals or organizations whose interests are influenced or benefited by the finished result; [L] [SEP]
- actors that exert a degree of influence over the project or project outputs.
 - family (e.g. parents association, family nucleus); [L] [SEP]
 - the school community (e.g. teachers, technicians, and other school staff); [L] [SEP]
 - universities and research institutes (e.g. researchers or research managers and innovators); [L] [SEP]
 - museums, science centres and other cultural institutions (e.g. zoological gardens, botanical [L] [SEP] gardens, planetaria, observatories); [L] [SEP]
 - local communities (e.g. industry, companies, local community and society organizations, [L] [SEP] municipalities).



Hubs and earthquakes

Schools Study Earthquakes Ellinogermaniki

The aim of the activities of the accelerator is to create a network of OSOS schools that will be active in citizen seismology.



Hubs and gardens

My school garden – 9th Primary School of Rethymno

Started as a small local project

Over 70 schools in Greece

Constant collaboration



And you

- What do you need in your efforts?
- Which accelerator?
- Which issue?
- Which project?
- Already established collaborations?

