



IDEAL FUTURE

Integrated Digital Educational Leadership
for the Future

Facilitator Guide

Using IDEAL futures Professional Learning Sessions Support Digital Leadership

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Contents

1. Introduction.....	4
2. About the IDEAL Future Materials.....	5
3. The Pedagogical Model: Levels and Proficiency.....	6
4. Your Role as Facilitator.....	8
5. Designing Sessions at Organisational Level.....	9
6. Designing Sessions at Inter-Organisational Level.....	12
7. Mapping Hub Strands to Challenges and Workshop Themes.....	13
8. Using the Challenges in Live Sessions.....	14
9. Sample Workshop Plans.....	15
10. Supporting Ongoing Learning: Mentoring and Follow-Up.....	18
11. Adapting for Pre-Service Teacher Education.....	20
12. Practical Checklist for Facilitators.....	20
13. Evaluating Your Session.....	21
Appendix A: Full List of Challenges.....	21
Appendix B: Full List of Hub Courses.....	23
Appendix C: Mentoring Templates Quick Reference.....	24
Appendix D: Pedagogical Model Quick Reference.....	25
Appendix E: Useful Links.....	25

1. Introduction

1.1 Purpose of this guide

This guide is for facilitators who intend to plan and run professional learning using the IDEAL Future teacher academy outputs for educational leaders, educators, teacher educators, and pre-service/future teachers. IDEAL Future supports the development of digital education leadership competence using an amended version of DIGCOMPEDU and aims to support the continuum from digital competence to digital leadership through three levels of proficiency, awareness, deepening and leadership. This guide brings together the outputs of the project into a single practical resource so that a facilitator does not need to read the entire project before running a session.

The IDEAL Future Hub provides self-study material that participants can work through independently. This guide focuses on the provision of facilitated professional learning events or sessions that complement the self-study material, challenge-based scenarios and mentoring guides. It outlines how to bring people together to discuss, apply, and contextualise what they are learning, and how to support them to grow as digital leaders in their own setting based on evidence gathered throughout the three-year teacher academy.

1.2 Who this guide is for?

- Continuing Professional Learning (CPL) providers and coordinators running workshops for in-service teachers and school leaders.
- Initial Teacher Education (ITE) lecturers and practicum supervisors who want to use IDEAL Future material with pre-service teachers.
- Mentors and digital leaders in schools who are supporting colleagues through a structured learning plan.
- Anyone coordinating a Community of Practice built around the IDEAL Future outputs.

1.3 How this guide fits with the other IDEAL Future outputs

This guide was developed in response to the recommendations of Work Package 6 (Piloting) and 7 (Sustainability of the Project), which found that professional learning providers value the IDEAL Future outputs but need support to use them technically and pedagogically. It found that live sessions and mentoring approaches need to continue to help contextualise the material for a specific school or system and provide opportunities for participants to engage in real time transformative discussion. Given that the funding is no longer available to the project team to run these sessions WP7 recommended four outputs to support sustainability of running sessions: a dissemination plan, a mentor and facilitator guide, a technical guide to the Hub, and case studies. This document is the mentor and facilitator guide.

This guide draws on:

- The IDEAL Future Pedagogical Model (WP3), the underpinning pedagogical approach.
- The IDEAL Future Literature Review (WP3). the evidence base for professional learning approaches that support digital transformation.
- The Hub self-study courses, the practical activities participants complete independently.
- The Challenges (WP2), short video scenarios with structured discussion prompts, for use in live sessions.

- The Mentoring templates, consultation, individual learning plan, and monthly mentoring formats.

A companion Technical Guide (covering how to navigate the Hub, download resources and manage course delivery) is recommended as a separate resource. However, see section 12 for a short technical checklist in the meantime.

2. About the IDEAL Future Materials

2.1 The Hub self-study courses

The Hub (<https://hub.ideal-future.eu/>) hosts self-study courses organised into four strands, each containing several courses released across the programme. Participants log in and work through the practical activities independently; live sessions are designed to complement, not repeat, this material.

Strand	Course	Who it is targeted at	Hub link
1. Professional engagement	Reflective practice for digital leaders	Two courses one for teachers and one for leaders	Open course
1. Professional engagement	Professional Collaboration	Two courses one for teachers and one for leaders	Open course
1. Professional engagement	Organisational communication	Two courses one for teachers and one for leaders	Open course
1. Professional engagement	Digital CPD	Two courses one for teachers and one for leaders	Open course
2. Digital resources	Mastering digital resource selection and implementation in education	Two courses one for teachers and one for leaders	Open course
2. Digital resources	Fundamentals of digital resource creation, modification, and AI integration in education	Two courses one for teachers and one for leaders	Open course
2. Digital resources	Managing, securing, and strategically implementing digital resources and AI in education	Two courses one for teachers and one for leaders	Open course
3. Teaching and learning	Digital teaching and learning in an age of emerging technologies	Two courses one for teachers and one for leaders	Open course
3. Teaching and learning	Supporting learners in a digital environment within and beyond the classroom	Two courses one for teachers and one for leaders	Open course
3. Teaching and learning	Collaborative and Human Centred approaches to digital learning	Two courses one for teachers and one for leaders	Open course
3. Teaching and learning	Supporting self regulated learning and learner agency through digital technologies	Two courses one for teachers and one for leaders	Open course
4. Assessment	Assessment strategies	Two courses one for teachers and one for leaders	Open course
4. Assessment	Analysing evidence	Two courses one for teachers and one for leaders	Open course

Strand	Course	Who it is targeted at	Hub link
4. Assessment	Feedback and planning	Two courses one for teachers and one for leaders	Open course

Table 1: List of courses

Course list: ideal-future.eu | Login: hub.ideal-future.eu | For enrolment contact: emma.obrien@mic.ul.ie

2.2 The Challenges -video scenarios for live sessions

In addition, the project developed 25 challenge-based scenarios to support live professional learning sessions. These were developed from interviews with teachers and digital leaders. The Challenges are short first-person video scenarios describing a real digital leadership problem, written to be authentic and emotionally engaging. Each Challenge follows a 3Cs structure Context, Content, Connection and is followed by prompt questions for a learning activity, based on a Research–Reasoning–Reflection (3R) structure. These are designed to be used in a live session, not the self-study material, and give participants a shared, realistic problem to discuss together.

There are 13 core Challenges (available in a common version, "All") plus additional Challenges localised for Ireland, Latvia, Spain and France that reflect country-specific issues. The full list is in Appendix A.

Videos for these challenges are available in our you tube channel here [IDEAL Future challenge play list](#)

Text versions are [available on the website here](#)

2.3 The Mentoring templates

Three templates support one-to-one or small-team mentoring alongside the workshops: an Initial Consultation Template, an Individual Learning Plan, and a Monthly Mentoring Plan. These are covered in detail in Section 10 and are provided as editable Word documents in [appendix E](#)

3. The Pedagogical Model: Levels and Proficiency

The IDEAL Future Pedagogical Model is built around two dimensions that, together, guide you what kind of session to run and for whom. This section explains both, and is the key reference point for the rest of this guide.

3.1 Three levels of actors: who is learning together

The model recognises that professional learning happens at three levels, based on who the participant is learning alongside. Structuring learning this way rather than only at individual level allows new knowledge to flow into and beyond a single organisation, not stay bounded within it.

Level	What it means	In practice
Individual	A single participant learning largely independently.	The Hub self-study courses (Section 2.1). Participants log in and work through material at their own pace.

Level	What it means	In practice
Organisational	Participants collaborating with colleagues inside their own school or organisation.	Internal facilitated sessions staff workshops, department meetings, twilight sessions, whole-school Inservice, and mentoring within the school. This is the primary focus of this guide (Sections 5 and 9).
Inter-organisational	Participants collaborating with people from other schools, sectors, countries, or disciplines.	Cross-school and international facilitated sessions cluster meetings, cross-country webinars, joint Challenges with partner schools, national or European Communities of Practice, and dissemination events (Section 6).

Table 2: Levels of participation and collaboration**In short, for facilitators:**

- Individual level = the Hub self-study courses (participants learn on their own).
- Organisational level = the internal facilitated sessions you run within your own school or organisation the main focus of this guide.
- Inter-organisational level = facilitated sessions across schools, sectors or countries cluster, national or international sessions (Section 6).

3.2 Three levels of proficiency: what participants are working towards

Alongside the three levels of actors, the model consolidates competency frameworks such as DigCompEdu into three levels of proficiency. Participants move between activities at each level; the level shapes how directed or open the learning activities should be. The facilitator focus shifts as the participants become more proficient, moving from guided application to experimentation to actively planning and co-creating new approaches

Level	Outcome	Facilitator Focus
Knowledge awareness	Awareness of the pedagogical and professional potential of digital learning technologies.	Supporting participants to understand their own beliefs about digital learning technology, building critical understanding, and encouraging them to apply it to their practice.
Knowledge deepening	Engaging in critical discourse with stakeholders about the selection and application of digital learning; discussing experiences with peers, students and other stakeholders and adapting practice based on this dialogue.	Reflective experimentation, collaboration, and knowledge exchange, encouraging participants to try things, test and discuss the impact.
Leadership	Developing critical thought leaders in digital learning who question the adequacy of current digital and pedagogical practices, support a culture of innovation, and collaborate with organisations nationally and internationally.	Supporting participants to plan and actively collaborate on projects and problems, co-create outputs, conduct action-based research, and disseminate findings.

Table 3: Levels of proficiency and facilitator role

4. Your Role as Facilitator

4.1 Complement, don't repeat, the self-study material

The Hub already contains a large amount of practical, self-contained activity at individual level. Your job as facilitator is to support the below (at organisational or

- Giving participants a reason to engage with the self-study material by anchoring it in a real problem (a Challenge).
- Creating opportunities for sharing, discussion, questioning and disagreement that a self-study resource cannot provide on its own.
- Providing space for experimentation and the co-create of resources, content or knowledge that can be applied within participants own context.
- Helping participants connect the content to their own school, subject, learners and system.
- Supporting participants to plan a concrete next step or pilot in their own context.
- Sustaining motivation and providing recognition research from WP6 and WP7 found that good content alone does not sustain engagement; people need someone supporting them after the first session.

4.2 Five design principles for your sessions

These principles emerged from the WP7 research with teacher educators, CPL providers and European digital-education organisations, and should guide how you plan every live session, alongside the pedagogical model in Section 3.

Principle	What it means	For your session
Pedagogy before technology	Start from a real learning or professional need, not the tool. Make the educational reasoning explicit before choosing a technology.	Open every session with the problem of practice, not the app. Use the Challenges to surface a real need before pointing to Hub content or tools.
Flexibility and modularity	Clearly defined units with their own outcomes, time and resources; different pathways for individuals, teams and cross-school groups.	Treat each Hub course and Challenge as a building block. Combine, shorten or reorder them to fit the time you have and the group in front of you.
Authenticity and practice orientation	Use real or realistic problems, implementation in practice, evidence from the classroom or school, and visible constraints.	Use the Challenge videos and scripts as the anchor for discussion. Ask participants to bring their own examples and constraints, not idealised scenarios.
Inclusion and accessibility	Make equity, participation and ethical use explicit, rather than assuming they are automatically covered by 'good pedagogy'.	Build in time to discuss who is included or excluded by a practice or technology, and check that activities work for participants with different starting points, roles and confidence levels.

Principle	What it means	For your session
Sustainability and transferability	Integrate into existing programmes and responsibilities rather than depending on one-off funding; keep resources editable, portable, and owned by the institution.	Link every workshop to an ongoing structure: a mentoring conversation, an individual learning plan, a school digital plan so the learning continues after the live session ends.

Table 4: Applying the design principles to professional learning sessions

4.3 Where your sessions sit on the digital leadership continuum

IDEAL Future recognises a continuum of digital leadership development:

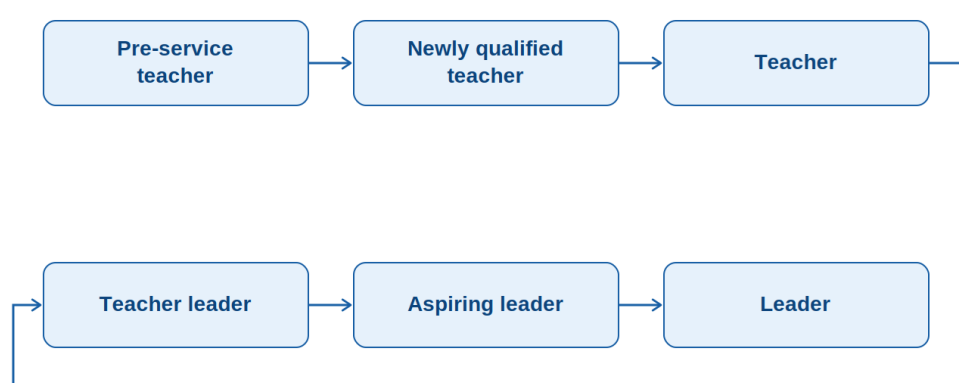


Figure 1: Digital education leadership continuum

Participants in your sessions may sit at different points on this continuum, sometimes within the same room, and this maps loosely onto the three proficiency levels [in Section 3.2](#).

- With pre-service teachers, focus on building Awareness: digital leadership as more than tool use, connecting technology to change, collaboration and professional judgement ([see Section 11](#)).
- With in-service teachers and teacher leaders, focus on Deepening: applying ideas to a live problem in their own classroom or school, and building the confidence to lead others.
- With aspiring and current leaders, focus on Leadership: organisational and system-level questions, culture, policy, equity, and sustaining change, often at inter-organisational level (Section 6).

You do not need separate sessions for every stage: the same Challenge can be pitched differently by adjusting the discussion prompts ([see Section 8.3](#)).

5. Designing Sessions at Organisational Level

This section covers the organisational level of the model ([Section 3.1](#)) facilitated sessions within your own school or organisation. For sessions across schools, sectors or countries, see Section 6.

5.1 The basic building block

Every IDEAL Future live session, whatever its length, is built from the same core sequence:

1. **Connect** link to prior self-study, a school priority, or a live problem.
2. **Confront** present a Challenge (video and/or script) that makes the problem concrete.
3. **Discuss** use the Research–Reasoning–Reflection prompts in small groups.
4. **Consolidate** connect discussion back to relevant Hub content and the Pedagogical Model.
5. **Commit** participants identify one concrete action, pilot or next step.

5.2 Using the Research–Reasoning–Reflection (3R) prompts

Each Challenge text can be accessed [here](#) it includes prompt questions structured around three moves. Use them to structure small-group or paired discussion after watching or reading the Challenge:

- **Research** participants investigate the issue: what does the evidence, literature, or a relevant framework say? Who else has faced this?
- **Reasoning** participants reason about competing priorities in their own context: why might people disagree, and how do you balance the tensions involved?
- **Reflection** participants reflect on current practice and what could gradually change, including what support could be reduced over time.

The Challenge scripts already provide tips for each of these three prompts read them before the session and adapt them to your group.

5.3 A generic 90-minute workshop agenda

Time	Activity	Facilitator notes
0–10 min	Welcome and framing	Link the session to the Hub course(s) already assigned and to a shared purpose (e.g. a school digital plan).
10–20 min	Watch/read the Challenge	Show the Challenge video, or read the script aloud if video is not being used.
20–45 min	Small group discussion	Use the Research–Reasoning–Reflection prompts. 3–4 people per group works well.
45–60 min	Whole-group sharing	Each group shares one insight or tension; note common themes on a shared board.
60–75 min	Connect to Hub content	Point to the specific Hub course/activity that extends the discussion; give time to explore it if possible.
75–85 min	Commit to an action	Each participant (or team) names one thing they will try before the next session.
85–90 min	Close and next steps	Confirm the follow-up: next Hub content, next workshop, or next mentoring conversation.

Table 5: Sample workshop agenda

Shorter formats (e.g. a 45-minute staff-meeting slot) can use steps 2, 3 and 5 only. Longer formats (a half-day) can run two Challenges, or add hands-on time to try a tool referenced in the Hub course.

5.4 General facilitation tips

- Keep groups small (3–4) so quieter participants engage; rotate group membership across sessions.
- Name the constraints openly time, infrastructure, confidence rather than assuming an idealised classroom.
- Use a shared, low-tech way to capture discussion (flipchart, shared doc, Padlet) so themes are visible to everyone.
- Model uncertainty. Facilitators do not need to have the 'answer' to a Challenge the goal is structured, evidence-informed discussion.
- Protect time for the 'Commit' step. Sessions that end with discussion but no next step are less likely to change practice.

6. Designing Sessions at Inter-Organisational Level

Inter-organisational sessions bring participants together across schools, sectors or countries. The model shows these are especially valuable at Leadership level, but they can support Awareness and Deepening too

6.1 Why run sessions across organisations

New knowledge often does not flow into a school unless there is a deliberate channel bringing it in. WP7's interviews with European digital-education organisations echoed this: participants valued IDEAL Future precisely because it connected technology to change, collaboration and professional development across contexts, not just within one school.

6.2 Formats to consider

Format	Best suited to	Notes
Cluster or network meeting (a small group of partner schools)	Deepening, Leadership	Use a shared Challenge as the discussion anchor; each school brings its own context and constraints.
Cross-country webinar or online session	Awareness, Deepening	Good for check-ins, evaluating examples, or a short shared Challenge discussion (see the 'Awareness' row of Section 3.3).
Community of Practice / Community of Inquiry	Deepening, Leadership	Ongoing, self-sustaining group; a facilitator moderates rather than delivers content. Can run alongside individual mentoring (Section 10).
Peer visits / school exchanges	Deepening, Leadership	Structured observation and discussion between schools; pair with a reflection task before and after.
Joint dissemination or research event	Leadership	Participants present a pilot, contribute to a case study, or disseminate findings to a wider network.

Table 6: Sample formats

6.3 Facilitation differences from organisational sessions

- Expect a wider range of starting contexts (infrastructure, governance, language) build in time to surface these rather than assuming a shared baseline.
- Favour formats that let participants bring and compare artefacts from their own setting (a lesson, a policy, a challenge they are facing) rather than working from a single shared scenario throughout.
- Plan for a lighter facilitator role at Leadership level the model recommends coaching, questioning and acting as a research consultant, rather than delivering content.
- Where possible, connect participants back to their own organisational-level sessions (Section 5) so inter-organisational learning is brought home, not left at the network level.

7. Mapping Hub Strands to Challenges and Workshop Themes

Use this table to quickly identify a Challenge that pairs well with a Hub strand, or to build a themed sequence of workshops across a term or year.

Note the full play [list for all challenges is here](#), the full text and discussion prompts [for challenges is available here](#)

Hub strand	Suggested Challenge(s)	Workshop focus	Typical proficiency
1. Professional engagement	Disparate digital skills of teachers Teacher wellbeing and digital technology use	Reflective practice, peer support and sustainable professional learning habits.	Awareness
2. Digital resources	Time to prepare lessons using technology Time searching for digital resources and difficulty evaluating its quality (IE)	Efficient, quality-assured resource selection and creation, including AI tools.	Awareness / Deepening
3. Teaching and learning	Using technology to replicate existing practices Encouraging human centred approaches to digital learning Encouraging experimentation with digital learning technologies	Moving from substitution to meaningful redesign of teaching and learning.	Deepening
4. Assessment	Encouraging evidence based approaches to digital learning	Using digital tools and evidence to strengthen assessment and feedback.	Deepening / Leadership
Cross-cutting: inclusion & wellbeing	Home access to digital learning technologies Students' personal use of technology impacting school life Privacy in online environments	Equity, safety and ethical use suitable as a standalone session at any point in the programme.	Awareness
Cross-cutting: leading change	Balancing the integration of technology with traditional teaching Negative experience with technology and reverting back to traditional approaches Lack of motivation to use technology regularly	Leading whole-staff or whole-school change and managing resistance.	Leadership

Table 7: Types of challenges, levels of proficiency and workshop focus

[See Section 8.3](#) for pitching the same Challenge at different levels.

8. Using the Challenges in Live Sessions

8.1 What you have

Each Challenge has a video and an accompanying script. The script provides an overview of the problem outlined in the video in text form, and Prompt questions for learning activities (the Research–Reasoning–Reflection prompts, with facilitator tips).

Where possible, use the video with the group or share prior with some considerations. If not technically feasible to show or share the video, read the script aloud, ask a participant to read it, or share it as a short pre-read before the session.

Videos for these challenges are available in our you tube channel here [IDEAL Future - Challenge scenarios playlist](#)

Text versions are [available on the website here](#)

8.2 Choosing a Challenge

- Start from a real, current tension in your group's context (a staff meeting complaint, a recurring support request, a school-plan priority) and pick the Challenge closest to it.
- Use the mapping table in [Section 7](#) if you are building a themed programme rather than responding to a single issue.

8.3 Pitching a Challenge for different audiences

Audience	How to adapt the discussion
Pre-service teachers	Focus the Research and Reasoning prompts on noticing the organisational and ethical dimensions behind the problem, not just the technical fix. Ask what they would need to know before forming a view.
In-service teachers	Focus on the Reflection prompt: what would change in their own classroom, this term, given their real constraints.
Teacher leaders / aspiring leaders	Add a fourth question: how would you support a colleague who is stuck at the point described in the Challenge?
School/organisational leaders	Focus on the Research prompt and system-level solutions: policy, resourcing, culture, and how progress would be recognised.

Table 8: Adapting challenges for different audiences

8.4 Adapting or creating your own Challenges

WP7 recommends increasing the number of Challenges available over time and providing templates so teachers can create their own Challenges to share for professional learning. If you or your participants identify a recurring problem not yet covered, use the same structure to write a new one:

1. **Context** describe the setting in the first person: what has been tried, and what the starting point was.
2. **Content** describe the impact on the educational community: staff, students, families.
3. **Connection** close with an honest, unresolved tension, not a tidy solution.

4. Add 3–4 Research / Reasoning / Reflection prompt questions, each with a short facilitator tip.

9. Sample Workshop Plans

Four worked examples, ready to adapt. Each is tagged with its level ([Section 3.1](#)) and proficiency stage ([Section 3.2](#)), and combines a Hub course, a Challenge, and a mentoring or follow-up connection.

[A link to full play list of all videos to the challenges is available here](#)

Workshop 1: Starting the conversation on digital skills

Level / proficiency: Organisational Awareness

Audience: Mixed-experience staff group; good as an opening session in a programme

Hub course: 1. Professional engagement Reflective practice for digital leaders

Challenge: Disparate digital skills of teachers

Agenda

- Welcome: ask participants to silently rate their own confidence with technology (1–5) do not share yet.
- Watch/read the [Challenge on disparate digital skills](#).
- Small groups: Research what approaches exist to support teacher agency in technology use?
Reasoning why do some staff progress and others not; how do we balance support with autonomy?
Reflection which current supports could be gradually reduced?
- Reveal the confidence ratings from the opening as a simple show of hands; discuss what this means for how the group works together.
- Link to the Hub course on reflective practice: what structured reflection routine could the group commit to?
- Commit: each participant names one small, specific step for the next fortnight.

Follow-up

Offer an optional Initial Consultation ([Section 10.1](#)) to any participant who would like individual support, and revisit the confidence ratings at the next session.

Workshop 2: From finding to creating digital resources

Level / proficiency: Organisational Awareness / Deepening

Audience: Teachers and teacher educators short on preparation time

Hub course: 2. Digital resources Fundamentals of digital resource creation, modification, and AI integration in education

Challenge: Time to prepare lessons using technology

Agenda

- Welcome: quick poll how much time did participants spend last week searching for or adapting digital resources?
- Watch/read the Challenge on time pressure. [Challenge #16: Time to prepare lessons using technology](#)
- Small groups discuss the Research/Reasoning/Reflection prompts, focusing on what 'good enough' resource use looks like under real time constraints.
- Live walk-through of one strategy from the Hub course (e.g. AI-supported adaptation of an existing resource), tried hands-on in pairs.
- Whole group: share one resource created or adapted during the session.
- Commit: identify one recurring lesson/topic to build a reusable resource for.

Follow-up

Use the Individual Learning Plan ([Section 10.2](#)) to schedule protected time for resource development over the coming month, and log outputs in the Monthly Mentoring Plan.

Workshop 3: Moving beyond substitution: human-centred digital teaching

Level / proficiency: Organisational Deepening

Audience: Teacher leaders and school digital leadership teams

Hub course: 3. Teaching and learning Collaborative and Human Centred approaches to digital learning

Challenge: Encouraging human centred approaches to digital learning / Using technology to replicate existing practices [Challenge #25: Encouraging human centred approaches to digital learning](#)

Agenda

- Welcome: participants bring one example of a lesson where technology was used mainly to replicate a paper-based task.
- Watch/read one or both Challenges, depending on time available.
- Small groups: Research current approaches; Reasoning about the tension between efficiency and genuine redesign; Reflection on what a human-centred redesign of the shared example could look like.
- Connect to the Hub course on collaborative, human-centred approaches; identify one practical strategy to trial.
- Whole group: co-design a simple 'before/after' redesign for the shared example.
- Commit: each team pilots the redesign with one class group before the next session.

Follow-up

Bring pilot outcomes to the next Monthly Mentoring meeting (Section 10.3) as the basis for the reflection discussion, and consider sharing strong examples as future case studies.

Workshop 4: Leading change across schools

Level / proficiency: Inter-organisational Leadership

Audience: Digital leaders and aspiring leaders from a cluster of partner schools, or a national/European network

Hub course: 1. Professional engagement Digital CPD, and 4. Assessment Analysing evidence

Challenge: Balancing the [integration of technology with traditional teaching](#) / [Negative experience with technology and reverting back to traditional approaches](#)

Agenda

- Welcome: each school/organisation shares one current tension in leading digital change, in one sentence.
- Watch/read the Challenge(s); use the Research prompt to identify what evidence or literature is relevant across contexts.
- Small mixed-organisation groups: Reasoning what design principles (Section 4.2) are hardest to hold onto under pressure to revert to traditional approaches, and why do these pressures differ (or not) across contexts?
- Whole group: co-design one shared idea, pilot, or piece of evidence-gathering that two or more organisations could carry out together.
- Reflection: what would need to change locally, in each organisation, to sustain this?
- Commit: each organisation names a contact point and a next check-in date.

Follow-up

Set up a lightweight cross-organisation Community of Practice ([Section 6.2](#)) to carry the commitment forward; feed outcomes into future case studies and, where appropriate, a dissemination event.

10. Supporting Ongoing Learning: Mentoring and Follow-Up

WP7 found that good content is not enough on its own: participants need someone supporting them, recognising their progress, and helping them keep going after the first workshop. The mentoring templates provided alongside this guide are designed to give that ongoing structure. A suggested flow:

- Initial Consultation: a conversation to understand where a school or individual currently stands.
- Individual Learning Plan: a shared plan connecting goals to specific Hub content and a realistic weekly time commitment.
- Monthly Mentoring: short, regular check-ins tied to the plan, alongside the live workshops.

10.1 Initial Consultation Template

In the initial conversation you can use this template to guide discussion to understand the context and what the mentee(s) objectives are. It is possible to work with an individual, a subject team, or a school digital leadership team. The template is aimed as a guide to understand their current experience of digital education, what is already working well, what they want to enhance, their goals for the next nine months across. Consider this in the context of the

- Desired outcomes for their students
- Desired learners experience they or their students want
- Desired teachers' practice
- What they and their students might consider success to look like.

In the initial conversation you will also as the mentor need to discuss how the mentee might measure progress, the time they can realistically commit, how they would like to be recognised for their learning, and anything that would help you support them (e.g. preferred ways of learning or engaging with peers).

10.2 Individual Learning Plan

Following the consultation, the mentor breaks the end goal or objective into a simple month-by-month plan that connects a small number of goals to specific content focuses, expected outputs, and the focus of each mentoring meeting. Keep the weekly time commitment explicit and realistic (the template example uses 30 minutes per week plus a monthly mentor meeting and an optional monthly Community of Practice session) this protects the plan from becoming another unfunded add-on. By adopting this approach the mentee(s) are incrementally building towards the final goal they set out initially.

10.3 Monthly Mentoring Plan

For each month, list the specific Hub pages or learning themes assigned for each week, a short reflective task or question connected to that content, and the focus questions for the mentor meeting. This keeps mentoring conversations concrete and tied to what participants have actually done, rather than generic check-ins.

10.4 Connecting mentoring to your workshops

- Use mentoring conversations to identify a participant's next best Hub course or Challenge.

- Where possible, form a small Community of Practice with mentees working on similar goals. They could deliver a workshop or share their learnings with other participants so peer support continues between sessions participants in the pilot and in WP7 noted this can be as valuable as the content itself.

11. Adapting for Pre-Service Teacher Education

Teacher educators told WP7 that student teachers can be fascinated by new technology without necessarily recognising the organisational or ethical implications of introducing it. This guide's materials can be embedded directly into ITE programmes, with a few adjustments:

- Embed a Challenge and its 3R discussion into an existing module session or practicum seminar, rather than running a separate stand-alone event reflecting the model's Awareness focus for this group ([Section 3.2](#)).
- Use the Reasoning prompts to explicitly surface organisational, ethical and equity dimensions this is where WP7 found student teachers most need support.
- Connect the practicum placement to the Hub content: ask students to identify one Hub activity relevant to something they observed or tried on placement.
- Use a lighter-touch version of the mentoring templates (e.g. a short reflective log instead of the full monthly plan) matched to a semester timeline.
- Position digital leadership as part of professional identity from the start connecting technology to change, collaboration and professional judgement, not only to classroom tools.

The Literature Review recommends that pre-service professional learning in digital education extend beyond short, isolated modules and be integrated across the whole ITE programme rather than treated as a one-off add-on.

12. Practical Checklist for Facilitators

12.1 Before the session

- Identify material from the hub participants need to review before the session (<http://hub.ideal-future.eu>). Ensure you are realistic about the time to complete this, no more than 30 minutes is recommended
- Circulate an email or send a message via the hub at least 5 days prior. Inform the participants of where the session will be on, the length of the sessions, the expectations and goals of the session and the material they need to engage with
- Choose and review your Challenge (video and/or script) and prepare the Research/Reasoning/Reflection prompts for your specific audience ([Section 8.3](#)).
- Prepare a shared space for capturing discussion (flipchart, shared document, or online board).
- If using mentoring templates with this group, have blank copies ready to introduce or complete.
- Identify post workshop activities the participants need to complete on the hub

12.2 During the session

- Keep to the Connect, Confront, Discuss, Consolidate, Commit sequence ([Section 5.1](#)).
- Protect time for the Commit step, do not let discussion run over at its expense.
- Note any recurring themes or unresolved tensions; these are strong candidates for future Challenges or case studies.

- Inform the participants of the post activities they need to complete. This is usually connected to the task completed in the workshop and should be completed in the hub. It can involve applying something they developed in the workshop in their own practice, completing independent research or reflecting on outputs.

12.3 After the session

- Send participants the direct link to the relevant Hub course(s) and any resources referenced.
- Log commitments/actions if you are supporting participants through a mentoring plan.
- Gather brief feedback (Section 13) and note it for your own programme planning.
- A separate Technical Guide is recommended by WP7 to cover Hub administration in more depth (enrolling participants, downloading resources, managing course delivery) check with your project coordinator for the latest version.

13. Evaluating Your Session

Keep evaluation short and focused on whether the session achieved its purpose supporting participants to become digital leaders in their own context rather than general satisfaction alone. Simple prompts to use at the end of a session or by short follow-up survey:

- What is one thing you will try differently as a result of today?
- What got in the way of engaging with this topic, and what would help next time?
- How confident do you feel leading this issue with colleagues (1–5), and what would increase that confidence?
- What support do you need between now and the next session?

Where possible, revisit these questions at the start of the following session to show progress and maintain accountability this is one of the simplest ways to sustain motivation over a longer programme.

Appendix A: Full List of Challenges

A.1 Core Challenges ("All" versions)

Videos for these challenges are available in our you tube channel here [IDEAL Future challenge play list](#)

Text versions are available on the website here

1. Disparate digital skills of teachers
2. Lack of motivation to use technology regularly
3. Home access to digital learning technologies
4. Time to prepare lessons using technology
5. Using technology to replicate existing practices
6. Balancing the integration of technology with traditional teaching

7. Negative experience with technology and reverting back to traditional approaches
8. Students' personal use of technology impacting school life
9. Teacher wellbeing and digital technology use
10. Privacy in online environments
11. Encouraging experimentation with digital learning technologies
12. Encouraging evidence based approaches to digital learning
13. Encouraging human centred approaches to digital learning
14. Over reliance of students on technology
15. Time searching for digital resources and difficulty evaluating its quality
16. Lack of trust in technology
17. Supporting the inclusion of the whole educational community into digital learning
18. Adapting to rapid technological advancements
19. Teacher readiness for digital integration into education
20. Integrating technology into the curriculum
21. Infrastructure and technical support
22. Digital Citizenship and Online Safety
23. The place of the head of school or educational leaders
24. Taking into account the imaginaries and representations conveyed by digital technology
25. Developing a standard of equipment for all schools in the country

Appendix B: Full List of Hub Courses

Strand	Course	Release date	Hub link
1. Professional engagement	Reflective practice for digital leaders	16/09/2025	Open course
1. Professional engagement	Professional Collaboration	13/10/2025	Open course
1. Professional engagement	Organisational communication	10/11/2025	Open course
1. Professional engagement	Digital CPD	02/12/2025	Open course
2. Digital resources	Mastering digital resource selection and implementation in education	16/09/2025	Open course
2. Digital resources	Fundamentals of digital resource creation, modification, and AI integration in education	13/10/2025	Open course
2. Digital resources	Managing, securing, and strategically implementing digital resources and AI in education	10/11/2025	Open course
3. Teaching and learning	Digital teaching and learning in an age of emerging technologies	16/09/2025	Open course
3. Teaching and learning	Supporting learners in a digital environment within and beyond the classroom	13/10/2025	Open course
3. Teaching and learning	Collaborative and Human Centred approaches to digital learning	10/11/2025	Open course
3. Teaching and learning	Supporting self-regulated learning and learner agency through digital technologies	02/12/2025	Open course
4. Assessment	Assessment strategies	16/09/2025	Open course
4. Assessment	Analysing evidence	13/10/2025	Open course
4. Assessment	Feedback and planning	10/11/2025	Open course

Appendix C: Mentoring Templates Quick Reference

Template	When to use it	Key content
Initial Consultation Template	At the start of an engagement with an individual, team or school	Current experience, what's working, goals for the next 9 months (LAOS), success measures, time available, recognition preferences, learning preferences
Individual Learning Plan	Immediately after the consultation	Goals, month-by-month content focus, expected outputs, mentor meeting focus, weekly time commitment
Monthly Mentoring Plan	Every month, alongside workshops	Week-by-week Hub content/links, reflective tasks, mentor meeting focus questions

Editable copies of all three templates are **provided as separate Word documents alongside this guide.**

Appendix D: Pedagogical Model Quick Reference

D.1 Levels and proficiency at a glance

Level	In practice
Individual	The Hub self-study courses (Section 2.3). Participants log in and work through material at their own pace.
Organisational	Internal facilitated sessions staff workshops, department meetings, twilight sessions, whole-school INSET, and mentoring within the school. This is the primary focus of this guide (Sections 5 and 9).
Inter-organisational	Cross-school and international facilitated sessions cluster meetings, cross-country webinars, joint Challenges with partner schools, national or European Communities of Practice, and dissemination events (Section 6).

Proficiency	Facilitator focus
Knowledge awareness	Supporting participants to understand their own beliefs about digital learning technology, building critical understanding, and encouraging them to apply it to their practice.
Knowledge deepening	Reflective experimentation, collaboration, and knowledge exchange, moving participants towards becoming digital pedagogical leaders.
Leadership	Supporting participants to plan and actively collaborate on projects and problems, conduct action-based research, and disseminate findings.

Appendix E: Mentoring templates



SAMPLE Initial consultation template

Name:

Role:

1. Tell us about your overall school's experience with digital education?
2. To date what is working well in your school with regards to digital education in your school
3. What aspects of digital education would you like to enhance in your school
4. How would you like to enhance the following in your school over the next 9 months (LAOS(
 - Learner outcomes
 - Learner experience
 - Teachers practice
5. What would your goals be for the next 9 months- what would you like to achieve for your school

6. How would you like to measure your progress or success in this area? (e.g., student outcomes, teacher confidence, school impact)

7. What time do you have to allocate per week to this.

8. How would you like to be recognised for your learning

9. Is there anything we should know to support your learning, e.g. how you like to learn or engage with peers.



SAMPLE Individual learning plan

Name:

Role :

What would your goals be for the next 9 months- what would you like to achieve for your school?

School Is a xxx with an all students having access to an individual device. There is a strong digital learning committee with subject mentors that support the use of technology and digital resource creation in the schools. To date the focus has been on the use of technology to support content and resource creation. However with new curricula being currently introduced and new approaches for terminal examinations for high school students AI is a concern, supporting more independent and self-regulated learning is seek as critical.

The school is interested in several areas

- Universal design for learning
- Assessment and supporting assessment as learning and developing independent learning

To merge these three areas it is proposed that the goals be focused on exploring the UDL principle multiple forms of expression (assessment) with a view to supporting inclusion, technology use and assessment as learning.

- Professional learning provided to teachers in the area of self-regulated learning and universal design for learning
- Students increase their awareness of how like to express their learning
- Increase in student motivation and participation in assessment
- Piloting one activity that supports UDL/self-regulated learning with regards to multiple forms of expression (assessment)

Output: Each subject area develops one plan of how technology will be used to support the UDL principle multiple forms of expression (Assessment) and pilots it with students

Potential types of technology- XX

Courses/Materials two courses on 3.4 self-regulated learning- participants will start at the deepening/awareness course and will progress to the leadership course

Month (Dates TBC)	Content focus (30 mins per week)	Output (details to be clarified in meetings)	Mentor Meeting Focus
Jan	Self-regulated learning strategies	Reflection on current modes of assessment used in subject areas	Discussion on challenges of these modes and how to support student independent learning
Feb	Self-regulated learning and UDL Incremental assessment and emerging technologies (including AI)	Discussion with students on how they like to express their learning and why Reflection on the discussion and what was learned	Discussion on how to support student choice with regards to assessment and the choice of
March	Emerging technologies for planning	Develop a draft assessment plan for a low stakes assessment in your subject area including the types of technologies that can support students	Discussion on logistics of the plan
April	None	Pilot assessment and discussion reflecting with students	Discussion on findings and implications for further development
May	Leading self-regulated learning across the whole school	Reflection on How your learnings could be applied to whole school and digital plan for the school.	Further steps for the school

What time do you have to allocate per week to this.

- Each team member will have 30 minutes per week to allocate to professional development.
- One hour per month will be allocated to a mentor meeting.
- There will also be an optional Community of Practice meeting once per month.



Month 1: SAMPLE Mentoring plan

Name: XXX

Role : XXX

Meeting number: XXX

Meeting date: XX

Summary of plan

Week	Learning material/task
1	tal34a: Learning theme 1: SRL Teaching and learning strategies HUB tal34a: Learning theme 1: SRL Incremental assessment HUB
2	tal34a: Learning theme 1: Applying incremental assessment strategies HUB tal34a: Learning theme 2: SRL Current technologies HUB
3	tal34a: Learning theme 3: SRL Emerging technologies HUB
4	Reflection

Direct learning material from the hub

As above

Reflection e.g.

Focus on goal setting, regulation and task planning

- Which tools in our school can support these SRL activities? Try a few
- How can these tools support the teacher in enabling the student to become independent or more SRL?

Mentor Meeting: Focus

- Discussion on the tools you found useful into support goal setting, regulation and task planning in classes
- How might different teachers and subject areas perceive these tools
- What value can these tools add to teachers practices in terms of their own teaching
- Will the role of the teacher change....how might it?

Appendix F: Useful Links

- Hub login: hub.ideal-future.eu
- Hub course listing: ideal-future.eu Hub courses
- Pedagogical Model: ideal-future.eu Pedagogical Model
- Literature Review: ideal-future.eu Literature Review
- IDEAL Future project site: ideal-future.eu



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Integrated Digital Educational
Leadership for the Future

Ideal Futures

Integrated Digital Educational Leadership for the Future Teaching Academy IDEAL Futures

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