

02

Acting as an Innovator

# PROGRAM MODULE

#Innovate4Palestine

# TABLE OF CONTENT

<b>Program module overview</b>	<b>03</b>
<b>Sprints of innovation: overview and expected outcomes</b>	<b>05</b>
Sprint one: Having an Innovator's Mindset	06
Sprint two: From Ideas to Innovations	07
Sprint three: Innovation in Action	08
Sprint four: From Piloting to Practice	09
<b>Wrap up and Assessment</b>	<b>10</b>

# PROGRAM MODULE OVERVIEW

The Acting as an Innovator training module is a combination of different elements and formats that aim to spark a positive and innovative digitally inclined development mindset among teachers in Palestine. The module includes synchronous and asynchronous training, interactive exercises, presentations by experts, group activities, small and peer group mentoring etc. Participants will use a digital platform to facilitate exchange and learning.

The program module is five months long i.e. one academic semester, forming a cycle made up of four month-long “sprints of innovation” plus one month for project presentations and assessment. During this program cycle, participants will work on developing and implementing innovative digital solutions to pre-selected challenges identified as priorities to Palestinian educations.

Each sprint of innovation is made up of four week-long stages: learn, plan, apply, reflect/develop. These stages are organized through online activities, peer group and mentor meetings, as well as hands-on implementation in the school.

<b>Sprint 1</b> Having an Innovator's Mindset				<b>Sprint 2</b> From Ideas to Innovations				<b>Sprint 3</b> Innovation in Action				<b>Sprint 4</b> From Piloting to Practice				<b>Wrap-up and Assessment</b>
Week one – <b>learn</b>	Week two – <b>plan</b>	Week three – <b>apply</b>	Week four – <b>reflect &amp; develop</b>	Week one – <b>learn: going digital plan</b>	Week two – <b>plan</b>	Week three – <b>apply</b>	Week four – <b>reflect &amp; develop</b>	Week one – <b>learn</b>	Week two – <b>plan</b>	Week three – <b>apply</b>	Week four – <b>reflect &amp; develop</b>	Week one – <b>plan</b>	Week two – <b>plan</b>	Week three – <b>apply</b>	Week four – <b>reflect &amp; develop</b>	
One month				One month				One month				One month				
5-month program cycle																

# SPRINTS OF INNOVATION: OVERVIEW AND EXPECTED OUTCOMES

## SPRINT ONE (ONE MONTH)

## HAVING AN INNOVATOR'S MINDSET

- Introduction to innovation and a culture of digital experimentation.
- Benchmarking innovative digital education projects as best practices to learn from.

### EXPECTED OUTCOMES

- Participants **understand** the characteristics that are important for being innovative and for creating a culture of experimentation.
- Participants **receive** inspiration and ideas for starting their own innovation projects and start developing an innovator's mindset.
- Participants **share** insights on innovative ideas for school-related problems
- Participants **understand** what a learning project will entail.
- Participants **are prepared** to start their own development projects.

### PARTICIPANT JOURNEY OVER THE SPRINT STAGES

- **Week one – Learn:**
  - ◇ Answer an online questionnaire about “The Innovator Within Me”.
  - ◇ Two hours of self-study of material on digital innovations at the school level, and introduction to project design.
  - ◇ Two workshops on “The Innovator’s Mindset” (two hours each).
- **Week Two – Plan:**
  - ◇ Two-hour preparation for digital innovation around: “What is the level of digitalization within my school?”
  - ◇ Two-hour meeting with own school group and mentor discussing innovation and digitalization in the school.
- **Week Three – Apply:**
  - ◇ Application in the classroom: what’s innovation for the participant’s students, and what level are their digital skills?
- **Week Four – Reflect & Develop:**
  - ◇ Sharing results between the mentor groups and with OEP experts.

# SPRINT TWO FROM IDEAS TO INNOVATIONS

## (ONE MONTH)

- Identifying solutions to defined challenges.
- Devising action plans.

### EXPECTED OUTCOMES

- Participants **know** how to implement a development project, documenting progress with digital tools.
- Participants **have a detailed plan** for trying out innovative ideas related to the thematic area they have selected.
- Participants are **prepared** to share the ideas at their own workplace (school or organization).
- Participants **have hands-on** methods for involving their colleagues in the process of experimenting new solutions.

### PARTICIPANT JOURNEY OVER THE SPRINT STAGES

- **Week one – Learn:**
  - ◇ Two hours of self-study and experimenting with suggested tools and themes.
  - ◇ Two workshops on digitalizing schoolwork in a collaborative and creative way (two hours each).
  - ◇ Short tutorials on digital tools selected for documenting participant's progress within the program.
- **Week Two – Plan:**
  - ◇ Mentor introduces the innovation project canvas planning tool during mentor groups meeting.
  - ◇ Participants draft the project they will be working on and discuss the idea within their group.
- **Week Three – Apply:**
  - ◇ Application in the classroom: Sharing the project idea in class with their students and getting their input on the project.
- **Week Four – Reflect & Develop:**
  - ◇ Discussing student feedback with mentor and OEP experts.
  - ◇ Refining project with students continues.

# SPRINT THREE INNOVATION IN ACTION

## (ONE MONTH)

- Enhancing the learning process with digital tools.
- Hands-on piloting.
- Measuring impact.

### EXPECTED OUTCOMES

- Participants implement their in-school projects and measure impact.
- Participants understand how to scale their ideas and help others benefit from them as well.
- Participants have hands-on methods for co-creation.

### PARTICIPANT JOURNEY OVER THE SPRINT STAGES

- **Week one – Learn:**
  - ◇ Two hours of self-study on project implementation related topics.
  - ◇ Two workshops on how to measure impact within a project and how to communicate about projects (two hours each).
  - ◇ Setting goals that will be measured related to the projects.
  - ◇ Implementing project with students.
- **Week Two – Plan:**
  - ◇ Sharing and discussing project-related challenges and goals at the school level.
  - ◇ Implementing project with students continues.
- **Week Three – Apply:**
  - ◇ Implementing project with students continues.
- **Week Four – Reflect & Develop:**
  - ◇ Sharing student feedback about the project idea with mentor and OEP experts.
  - ◇ Implementing project with students continues.

# SPRINT FOUR FROM PILOTING TO PRACTICE

## (ONE MONTH)

- Scaling in practice.
- Creating learning communities.

### EXPECTED OUTCOMES

- Participants learn from each other's experiences.
- Participants build their professional network and form learning communities.
- Participants form connections with people who can help them further develop their ideas.
- Best practices are shared widely online.
- Tangible and measurable results are presented.

### PARTICIPANT JOURNEY OVER THE SPRINT STAGES

- **Week one – Plan:**
  - ◇ Two hours of self-study including benchmarking a peer project.
  - ◇ Two workshops on scaling projects and refining to the level of best practice (two hours each).
  - ◇ Implementing project with students.
- **Week Two – Plan:**
  - ◇ Sharing results with peer group.
  - ◇ Discussing how can others benefit from my project?
  - ◇ Implementing project with students continues.
- **Week Three – Apply:**
  - ◇ Gathering final feedback from students.
- **Week Four – Reflect & Develop:**
  - ◇ Sharing final feedback and lessons learned.
  - ◇ Two final joint workshops (two hours each).

# WRAP-UP AND ASSESSMENT

Presenting projects and innovation portfolio.

Final presentation and assessment for the participants.

- Participants prepare materials for assessment.
- Mentors give final assessment for each participant.
- Mentors give final assessment per participant to OEP.
- OEP processing of assessment.
- Awarding of module diplomas.



To learn more about Acting as an Innovator,  
please refer to:

**About the Program**

**Program Implementation in Palestine**

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