http://lsl.eun.org

D1.1 Charter for Associate Partners

v1 March 2013

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Summary

The Charter for Associate Partners is for both public and private sector organisations interested in participating in the Living Schools Lab Project (LSL). The role of an Associate Partner in the project is unfunded.

It is envisaged that there will be three, different types of Associate Partners involved with the LSL project:

Types of LSL Associate Partners:	Coming through:
1. Ministries of Education, regional and municipal education authorities wanting to introduce LSL to their own network of schools.	○ Other Ministries of Education (AS/AP schools) ○ Regional Authorities (AS/AP schools)
2. Projects/organisations wanting to pilot/test their findings/products or services with the LSL network of schools through the LSL validation service.	○ Other Commission funded projects (FP7, LLP…) ○ Industry ○ ICT start-ups
3. Organisations wanting to share in the research and learning of the project.	○ Universities ○ Research organisations ○ Wider education community

The project is looking to welcome enquiries from organisations interested in becoming LSL Associate Partners from the summer 2013. This follows the establishment of the LSL network, with the first group of Advanced Schools[1] joining the network in December 2012, followed by the first group of Advanced Practitioner schools in February/March 2013.

To understand the project and terminology, interested organisations are encouraged to read the LSL Network Operations Manual (ref: D2.1 LSL Network Operations Manual), which is available from the LSL website: http://lsl.eun.org/.

The Charter for LSL Associate Partners is a document under version control. It will be revised and updated throughout the project as deemed necessary by the LSL Steering Committee as part of an on-going analysis of Associate Partners' contributions to the project.

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[1] Reference: D2.1 LSL Network Operations Manual for explanation of project and terminology.

Background: LSL – a network of 'living schools'

The LSL project is funded under the EU's Seventh Framework Programme (FP7). It is a Coordination and Support Action, listed under e) Exploratory activities for:

- Fundamentally new forms of learning through ICT; establishment of a pan-European network of living schools for validations, demonstrations and showcases.

The project is looking to build a sustainable network of 'living schools', which can offer a validation service to support:

- Commission funded projects;
- Industry partners;
- ICT startups.

The key objective of the LSL project is to develop a pan-European network of 'living schools' demonstrating and showcasing a diverse range of innovative pedagogical practice involving ICT:

- a sustainable LSL network of schools offering a baseline validation methodology and service for future projects and research;
- a dynamic system of 'living schools' encouraging change and organic growth with new schools joining the network of LSL schools;
- a strong community of teachers, with access to continuous professional development to help them with changing pedagogical practice;
- identifying successful strategies for change management – from ICT being used with a single class to being embedded across the whole school.

The Living Schools Lab project will achieve its objective by coordinating and building upon a core group of Advanced Schools[2] (AS –technology embedded across the whole school) and Advanced Practitioner schools (AP – a number of advanced practitioners working within the school) selected by each of the country partners. This core group of schools will form the foundation of the LSL network, sharing practice through a series of Themes selected by the schools themselves. Schools will work together through:

1. LSL Community of Practice (CoP) – sharing practice, knowledge and resources across the whole LSL network. Showcasing and demonstrating practice around the selected Themes. Participating in collaborative school development opportunities through forum discussions, webinars, 'Learning Space' workshops.

2. Regional hubs: created between AS/AP schools to benefit from local exchange of practice and support.

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[2] Ref: D2.1 Network Operations Manual which describes the project and terminology used (http://lsl.eun.org/)

Once this core group of schools is established, new schools will be encouraged to join the network through existing partners, and Associate Partners.

The LSL project is coordinated by European Schoolnet (EUN). The project has 14 project partners from 12 countries (reference the project website for further details: http://lsl.eun.org).

Role of LSL Associate Partners

Through LSL Associate Partners, the project is looking to:

○ extend the reach of the LSL network to encourage and support new schools to join and benefit from being part of the LSL network of 'living schools';

○ create a sustainable, self-supporting network of 'living schools' offering a channel for research and validation services amongst other FP7 projects, industry and ICT start-ups.

This is an unfunded role. LSL Associate Partners are unable to receive project funding under the terms of the contract with the European Commission.

The table below summarises the benefits of being involved in the LSL project for each of the different types of associate partner.

Benefits of becoming an LSL Associate Partner

LSL Associate Partners	Benefits of being involved
1. MoE/regions wanting to become an active member of the LSL network of schools.	○ Opportunities to involve schools in the LSL network showcase of innovative practice, validation service and Community of Practice (CoP). ○ Access to the collaborative school development model being built and shared between the LSL network schools through the LSL Community of Practice (CoP), ○ Opportunities to participate in teacher professional development online 'Learning Lab' sessions, webinars, and specialist forum groups for schools, head teachers/senior management, teaching professionals. ○ Access to innovative ideas, case studies, and videos from across the different partner countries covering the sharing of practice both at classroom level and at whole school level, with a focus on embedding ICT across the whole school. ○ LSL network newsletters, invitations to participate in CPD workshops and the 2014 summer school (self-funded). ○ Access to open source materials that can be adapted and localised (Creative Commons Licence Attribution – Share Alike 3.0.) ○ Permission to use LSL project logos and branding.

2.	Projects/organisations wanting to pilot/test their findings/products or services with the LSL network of schools through the LSL validation service.	⭕ Access to a turnkey validation service coordinated by EUN, bringing expert validation knowledge from previous projects and research validation studies.
		⭕ Opportunities to work with committed, leading-edge schools and innovative practitioners in different countries. The LSL network of schools is pan-European. It currently covers 12 countries, offering a network of 84 schools. 24 Advanced Schools lead on embedding ICT across the whole school, working closely with 60 Advanced Practitioner schools that are at varying stages of moving from classroom to a whole school approach.
		⭕ Cost-effective action research pilots including :
		o single partner or multi-stakeholder validations, with the latter offering economies of scale by sharing costs and knowledge across several partners.
		o validation methodologies that include both low-cost, online evaluation instruments as well as direct classroom observation.
		⭕ Opportunities to understand, test and validate:
		o assumptions being made concerning the usability and appeal of key product/service features and functionality;
		o current and future needs of schools, teachers and learners in different environments and countries;
		o alternative solutions and options;
		o ease of implementation, flagging any issues and/or barriers that need to be overcome.
3.	Organisations wanting to share in the research and learning of the project.	⭕ Early access to project results and deliverables.
		⭕ Possibilities to contribute to development of the LSL validation model and showcase of innovative practice.
		⭕ Opportunities to participate in, as well as lead, a webinar and/or forum with the LSL network schools around a particular research topic.
		⭕ Opportunities to develop links with teachers/schools within the LSL network, interested in becoming involved in new action research projects.

Responsibilities of being an LSL Associate Partners

Types of LSL Associate Partners	Responsibilities

1. MoE/regions wanting to become an active member of the LSL network of schools.	⊙ To propose schools wanting to become part of the LSL network by :
	   ○ Applying agreed school selection criteria.
	   ○ Agreeing to support these national/regional schools so that they become fully integrated in the LSL network working together to meet the LSL objectives.
	   ○ Submitting a formal letter of application to join the network to the LSL Project Manager.
	 ⊙ Signing a Memorandum of Understanding, particularly covering the support to be provided to local schools, as well as conditions for access to the LSL Community of Practice (CoP):
	   ○ respect the guidelines for involvement in the CoP;
	   ○ adhere to existing IPR and copyright licence terms ; i.e. share any additional materials created to support the LSL network under the same licence type: Creative Commons License Attribution-Share Alike 3.0.
	   ○ respect LSL logos and use in accordance with branding guidelines;
	   ○ use appropriate referencing when using LSL materials in other environments.
	   ○ To actively support LSL network in showcasing, demonstrating and validation, encouraging the on-going growth and long term sustainability of the LSL network.
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2. Projects/organisations wanting to pilot/test their findings/products or services with the LSL network of schools through the LSL validation service.	⊙ To submit an initial proposal for the project/product or service they want to have validated by LSL network that clearly defines the aims, objectives and timeframe for the validation exercise plus any incentives/rewards that can be provided for participating teachers. ⊙ Following discussion and agreement on the validation service, and approval by the LSL project, to sign a validation contract, setting out the objective, scope, timeframes, validation methodology and agreed ways of

		working, resourcing, reporting and results, together with budgets and payment profile.

3.	Organisations wanting to share in the research and learning of the project.	⊙ To submit a request outlining areas of interest and reasons for wanting to be involved.
		
		⊙ Following discussion and agreement, to sign up to the LSL Memorandum of Understanding, as well as to conditions for access to the LSL Community of Practice (CoP):
		
		   o respect the guidelines for involvement in the CoP;
		
		   o adhere to existing IPR and copyright licence terms ; i.e. share any additional materials created to support the LSL network under the same licence type: Creative Commons License Attribution-Share Alike 3.0.
		
		   o respect LSL logos and use in accordance with branding guidelines;
		
		   o use appropriate referencing when using LSL materials in other environments.
		
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The process of becoming an LSL Associate Partner

1. Click on the LSL project website to find out more about the project and read the relevant, supporting documents;
2. Email an initial expression of interest to lsl-info@eun.org;
3. Discuss your requirements with the LSL project team;
4. Send a formal application, together with supporting details to the LSL project manager;
5. Following receipt of your application the LSL project team will check that it:
   a. aligns with the LSL project objectives;
   b. is of interest to the LSL network schools (subset);
   c. is viable within the LSL network of school;
   d. meets with the approval of the LSL steering committee, which comprises the work package leads responsible for delivering the LSL project;
   e. meets with the approval of the majority of the LSL project partners.
6. Once accepted by the Consortium, this application will form the basis for a Memorandum of Understanding or contract (where Associate Partners wish to use the LSL validation service) that will be signed by both parties.

If you would like to help us extend the network of LSL schools and create a sustainable, self-supporting network of 'living schools' we would love to hear from you.

The project is looking to welcome enquiries from organisations interested in becoming LSL Associate Partners from early summer 2013.