

Faculty
of Education

Digital academies 17.5.2022

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PROJECT

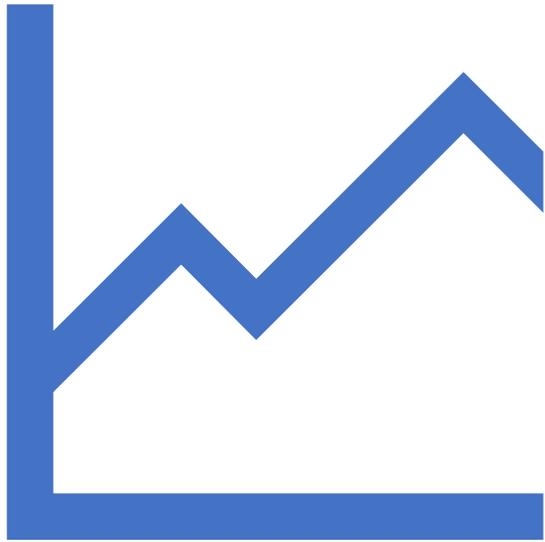
Project name:	Digital Academy in teaching Practice for a seamless transition from pre-Service to in-Service
Project acronym:	DigitalTA
Coordinator contact:	Fundación Universidad Europea del Atlántico





How did it start?

By e-mail communication



Don't be
affraid



Budget 20%





Universidad
Europea
del Atlántico



UNIVERSITY
of
LIMERICK
OLLSCOIL LUIMNIGH



AP UNIVERSITY OF
APPLIED SCIENCES
AND ARTS ANTWERP



Uniwersytet
Jana Kochanowskiego
w Kielcach



Palacký University
Olomouc



ATEE
Association for Teacher Education in Europe



Faculty
of Education



FULL or associate or supporting?

- 1) Full partners
 - Full partners' consortium is composed by HEIs (5) and continuous training education institutions (3), distributed in Spain, Ireland, Belgium, Poland and Czech Republic. These partners will be responsible of the project development, with Erasmus + funding support.
- (2) Associated partners
 - Project's associated partners will participate in different project activities, including co-design phases, the project dissemination (outputs dissemination, local events, conferences) and also in pilot phases. Associated partners are public administrations, practice/training school and schools of placement, continuous training education institutions and other relevant organizations.
 - We may mention the relevance of the received support explicitly expressed by the Association of Teacher Education in Europe (ATEE).
 - The project includes the support in each participating country of actors from local and national levels, as well as public authorities.
- (3) Supporting Partners
 - Some partners will support the project in the pilots and dissemination

Duration of the project and specification



36 months



Approved



Waiting for minor cosmetic changes in proposal and newly added partners (polishing stage)



Kick-off (July 2022)

Cycle of dealing of the project



Be motivated



Be online



Stay focused



Don't be broken after
news about your
application



Life is life (you may
submit an application
next time)



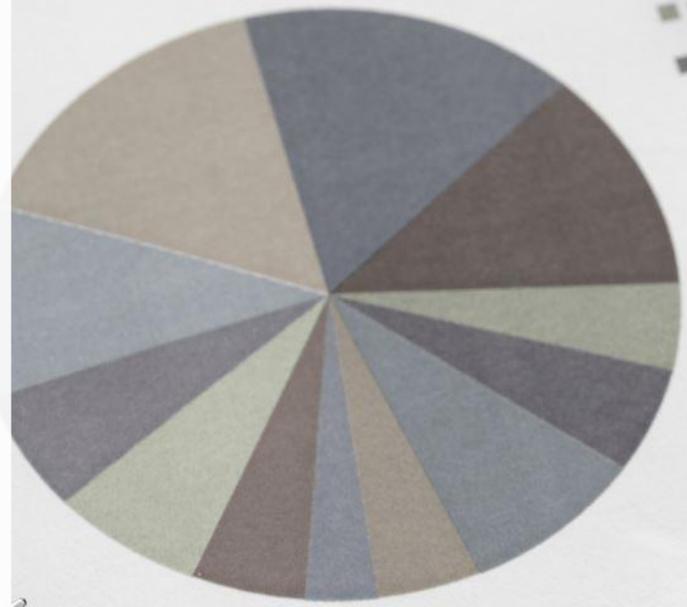
Be patiente



Teamwork (you are not
alone for it!)

+

Cycle of dealing and teamwork



125,058	154,568	95,054	124,500
125,487	56,845	97,511	125,000
124,000	110,000	99,011	154,000
1450	150,000	99,216	95,000
	35,000	101,090	154,200
		101,684	110,000
		101,962	89,000
			50,000
			10,700

Administration process

- Start of dealing – one person up to 3 persons
- Administration part – voluntary (recommend one flexible person for communication and some part of team for paper administration polishing work)
- After proceeding same as in the administration part
- Management structure – extra cost of employees

Phases of dealing



Phases



Optimal dealing (individual) 3 months until submission of application



Waiting phase



Administration phase



DoH (Declaration of Honour) etc.



Polishing of the submitted proposal and partners' teamwork schedule



E-mails



Kick-off meeting

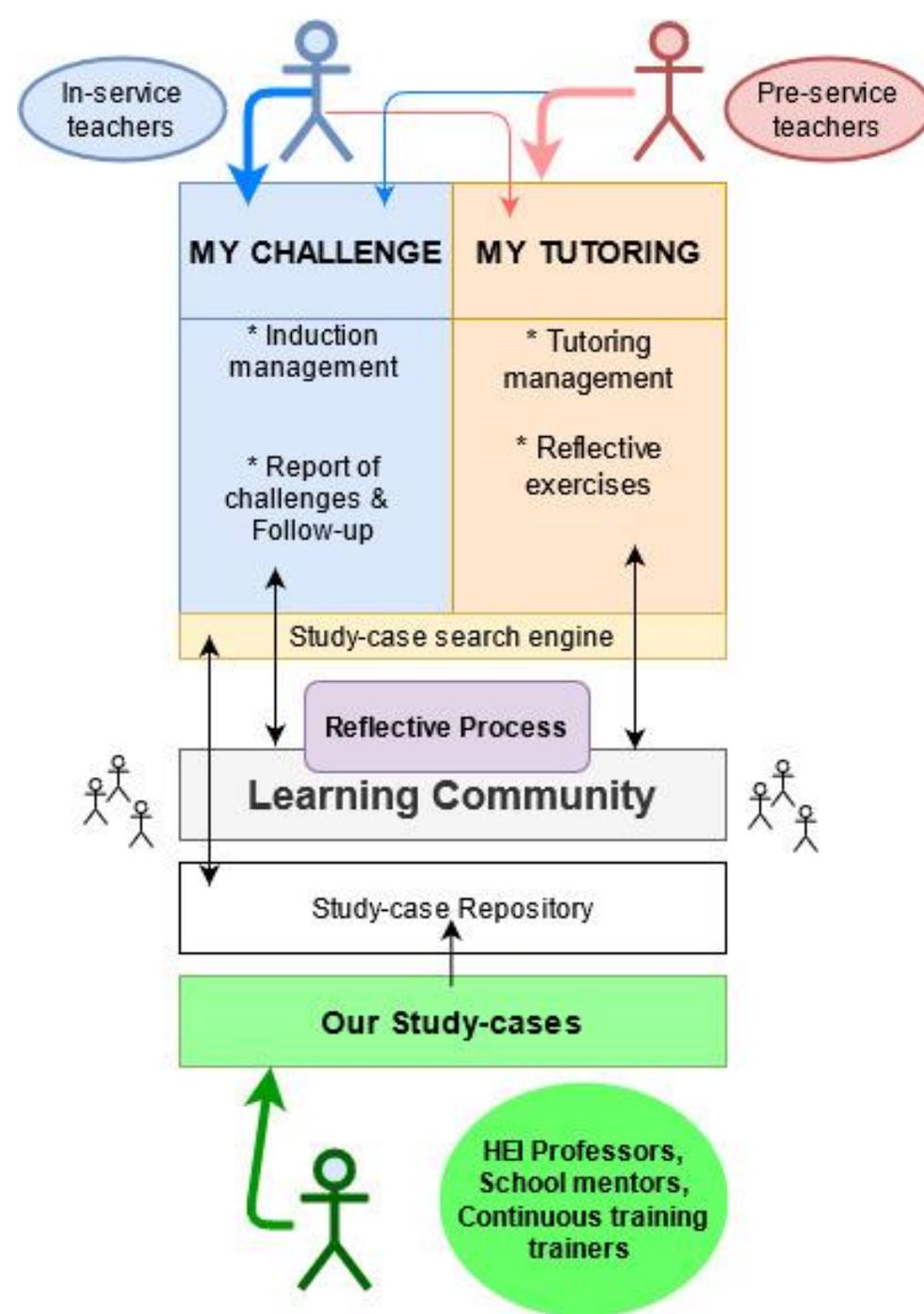
Monitoring of needs

- **N6. Digital platforms to support teaching and learning**
- The Digital Action Plan, adopted by UE commission in January 2018 identified “urgent need to boost digital competences in Europe”.
- Influenced by EU policy frameworks (Digital Agenda for Europe, 2014), national policies of participating partners have developed Digital Strategies for School, and the Roadmap for Digital Learning in Higher Education (Ball, 2015). The increasing focus on technology and the supportive use of digital platforms is evident in recently revised teaching standards.
- Furthermore, the Digital Strategy for Schools identifies “a need for experimentation and reflection in relation to how ICT can be integrated into teaching, learning and assessment activities” (Digital Strategy for Schools, 2015, p. 37). Integrating technology into learning can support “engaged thinkers, active learners, knowledge constructors and global citizens” (Digital Strategy for School, 2015, p. 5).

Monitoring of needs

- Considering the detected needs, our approach includes objectives and results oriented to propose:
- **1. A tool for pre-service and in-service teachers' daily challenges**
- Providing specific peer-to-peer social network combined with one-to-one support to student and newly qualified teachers during their initial and induction stages, this project aims to address and alleviate some of the concerns that causes these teachers to consider leaving the profession.
- **2. A European platform for an effective learning thanks to the development of a community of practice**
- Effective learning will be possible through a Community of Practice. This project will provide effective teacher development thanks to community of practice for pre-service teachers and in-service newly qualified teachers, including a critical reflection around their practice.
- **3. A digital platform as a tool for a formal and permanent link between training institutions**
- This project proposes to create a formal link between schools, continuous teacher training institutions and universities, during and after the project development. This is done by creating formal links all stakeholders and between experienced teachers and student/newly qualified teachers.
- **4. A platform for student teachers and newly qualified teachers' socialization support**
- Supporting student and newly qualified teachers to engage in collaborative critical reflection. In this way, we pursue avoiding conformity to the dominant practices of schooling (DeRoiste et al., 2012), and engage the participants in an enriching socialization process, improving their practices.
- **5. A European and intercultural tool**
- This project, through linking student and newly qualified teachers from different countries, will enable these teachers to explore different European and cultural perspectives. The views of other teachers from a different culture, as well as the approaches of differing education systems will enrich the new schoolteachers.

What we
want to
achieve?



Who is involve?

HEI staff

Teachers

NGO

Experts

Society

Pre-service
teachers and in-
service teachers

Target group

- **In-service teachers**, once in the classroom, have a hard time paying attention to key elements of the learning and teaching process (Star & Strickland, 2008) and to address the complexity of classroom interactions (Stokking, Leenders, de Jong and van Tartwijk, 2003). Teachers must cope with a hard transition: training in HEIs and “training” at schools (including peer tutoring), and the transition from learning to teach to teaching to learn (Herrington, Herrington, Kervin, & Ferry, 2006). This is a significant step for most young and inexperienced teachers.

Aim

- Project's aim:
- We aim to improve pre-service and in-service schoolteachers' practical training in EU countries, reducing professional attrition. In order to follow this aim, we will define and evaluate a European approach for the transition period from pre-service teacher education to in-service. This approach will include a digital platform as a common framework for teacher induction, with a learning community based on reflective practice bringing together providers of initial teacher's education (pre-service education) and continuous professional development for teachers (in-service education).



Floor is yours... questions?