EEPN

NEWSLETTER
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Welcome to the second newsletter of second year of the EEPN project! EEPN uses the newsletter to provide significant updates regarding the project outcomes and activities. We want this newsletter to be valuable for you so please share your feedback and suggestions to help us improve.

The European Education Policy Network on Teachers and School Leaders aims to promote co-operation, policy development and implementation at different governance levels, and to support the European Commission's policy work on teachers and school leaders.

In its second year, the project is looking into a number of topics related to **new roles and competences of teachers and school leaders in the digital age for inclusive quality education in all European Union Member States,** a theme that has been made more relevant than ever by the school closures all over Europe and beyond. It brings together recent education research with inspiring practice policy, carrying in the views of various education stakeholders.

Using the same working cycle as last year, the network published **five desk researches** based on inputs by its members, approaching the topic of digital age from different perspectives.

Digital technical tools, skills and competences supporting teaching and learning

This paper reports on how digital technologies are used to support and enhance pedagogy and formative assessment in schools with the aim of improving student outcomes, and includes a number of examples of inspiring policy and practice from across Europe.

A good practice to be checked out: "**Flipped classrooms**". The traditional approach, where content is introduced at school and practiced in homework tasks and assignments, is reversed. Digital technologies are often employed to introduce new ideas and areas of understanding through pre-recorded videos and reading material.

A policy example to be checked out: The use of digital platforms is well-developed in Estonia, largely as a result of the national Lifelong Learning Strategy 2020. Two platforms, eKool4 and Stuudium5, bring students and their families together with schools and school authorities.

Read the full paper here.

Collaborative learning and collaborative school leadership in the digital age

This report captures how collaborative learning and collaborative school leadership are carried out in the digital age, with support from various digital tools.
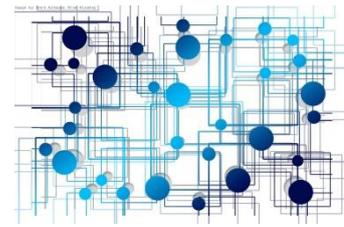
An innovative practice to be checked out: **School Gardens for Future Citizens** (eSGarden). The core of the project is an innovative technology which transfers the observations and work done in the school garden to the classroom activities. Expected outcomes are the creation of a community between the formal and non-formal educational organizations that addresses the integration of ICT in schools in a collaborative way and the development of a new methodology for adopting the school gardens in school's curriculum with the support of ICT tools.

A recommendation to be checked out: Collaborative school leadership should be practiced in schools without hesitation because this way of leading the school has shown to improve the study outcomes and have several other benefits.

Read the full paper here.

Entrepreneurial skills and competences in learning, teaching and school leadership in the digital age

At a European level, entrepreneurial competences are among the European Union's eight key competences necessary for all members of a knowledge-based society. Entrepreneurial behaviour of teachers and school leaders is often linked directly with education innovation and transformational – teacher as well as institutional – leadership. This research paper informs on the new roles and competences required of teachers and school leaders in the digital age for inclusive quality education.

A good practice to be checked out: **Entrepreneurial Competences for School Leadership Teams** (EC4SLT). The project aimed at at improving the quality and efficiency of school leadership through improved creativity, innovation and entrepreneurship, adapting them to a school leadership context and developing training modules to equip school leadership teams for accelerating the pace of school improvement as well as to enhance their ability to lead and manage in an environment of greater school autonomy.

A conclusion to be checked out: Research confirms that entrepreneurial competences are necessary for teachers and school leaders, and it is especially true when it comes to transforming education to fit realities of the digital age – a period that has been a global reality for decades now, but largely escaped formal education until the Covid-19 school closures.

Read the full paper here.

Communication, literacies, multilingual and critical thinking skills and competences for teaching and learning in the digital age

The papers looks into the relevant competences of teachers and school leaders as professional traits, and the roles and competences required for supporting skills and competences development in their students in the area of communication, literacies and critical thinking, using multilingualism as a scaffold, in the context of the digital age.

 A good practice to be checked out: Open School Doors (OSD).

School Doors is a programme aiming at reducing disparities in learning outcomes affecting learners with disadvantaged backgrounds and improving their school inclusion with special focus on newly arrived migrant children primarily by enhanced home school communication. The programme is based on experiences with failed parental engagement as a result of misunderstandings and mostly unconscious bias by teachers.

A learning point to be checked out: Monolingual schools are becoming outdated with technology being increasingly available for supporting mutual understanding.

Read the full paper here.

 # Active citizenship skills and active digital citizenship skills in teaching and learning in the digital age

This desk research explores the work that has been developed in the field of active digital citizenship education in terms of policies, practices and research after the year 2000 in Europe and around the world.

A policy practice to be checked out: **School Participatory Budgeting** (OPE). This is a national level measure (Portugal) proposed by the Ministry of Education that involves students from the 3rd cycle of basic education and/or secondary education who attend public schools. The measure intends to give students a voice and the possibility to identify what they want for their schools and thus influence political decision and investment in the school. It promotes young people's participation and decision, valuing their opinions, their argumentative capacity, collective mobilization and practical knowledge as basic mechanisms of democratic life.

A recommendation to be checked out: "Empowering": Developing educational communities where teachers and school leaders act as role models of active digital citizens; Increasing youth opportunities regarding their participation in school daily life, policymaking and curricular processes.

Read the full paper here.

Upcoming event: EEPN Annual Conference in Barcelona

We are very pleased to announce that EEPN started with the organisation of its second Annual Conference, which will be held in Barcelona, Spain. The event conclusions will inform the co-creation of related policy recommendations for European, national, regional and local education decision makers.

Visit EEPN website in the upcoming weeks for updates regarding the registration and date!