


Empowering teachers

Phase	Empowerment	How/tools
Before /at the beginning of the project (Preparatory phase)	Creating a supportive and professional project teams of responsibility in the whole partnership and locally.	Defining roles
At the start of project work (Initial Phase)	Defining project objectives after expert comments and budget cuts.	Gantt chart table published on twin-space.
At the start of project work (Initial Phase)	Diagnosing areas which need improvement.	Dropout rates, Hattie's research on measuring educational impact on teaching/learning. Hattie's checklist diagnostic tools
During the project life cycle (Intervention phase)	Raising awareness , expanding knowledge and skills. Addressing implications. Developing knowledge about Hattie's 8 Mind frames,	VT4P Erasmus plus information corners in local schools.
Sustainable empowerment	Building expertise on visible learning and teaching Building confidence	Moers, London, Oulu expert trainings CPD ,.....
Sustainable empowerment	Learning how to empower students in learning to learn/ using effective learning strategies/ meta-cognition	Participating and preparing open to teachers student training in Varna. OERs published on twinspace.

Sustainable empowerment	Acquiring the skills to foster effective feedback culture and create a friendly and supportive environment, getting practice in collecting/receiving feedback and acting upon it.	feedback forms , exit tickets, P2P observation sheets/ creating opportunities for participating in P2P observation: lessons in Italy, lesson of Portuguese in Oliveira do Bairro, lesson of Bulgarian, photography, diary keeping in Varna, Lesson of Polish in Rybnik, Google forms
Sustainable empowerment	Promoting inclusive approach and openness for change/ Promoting collective efficacy/collaboration	Including SEN students and disadvantaged students in mobilities and project activities.
	Creating opportunities to exchange best practices during international meetings and local events. School teachers and guest teachers from local schools as well as teachers across Europe attending local events/ having access to the project website	TPMs, project meetings. School open days, training events for local teachers and external guests, “bar camps” in France,
	Acquiring knowledge about self evaluation impact self-assessment forms. Awareness of the need to develop assessment –capable visible learners	Teacher Training in Oulu Book: “Developing Assessment-capable Visible Learners” by N. Frey, J. Hattie, D. Fisher : 2018 Corwin Literacy resources.corwin.com/assessment-capable

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During project life cycle/sustainable	Having access to chronological/thematic project outputs and results and safe working environment	Twin-space (well-organized project depository)
	Building further knowledge on visible teaching	Professional sources of knowledge about visible teaching. Books By J. Hattiearticles on metacognition : Metacognition and self-regulated learning. Guidance report published by Education Endowment foundation
During project life cycle/sustainable	Exchanging good practices, enhancing international collaboration, developing professional language skills and project management skills	engaging staff in project mobility
Sustainable empowerment	Recognition of acquired skills and international experience	Validated Mobility Europass certification after training in Moers and Oulu
Sustainable empowerment	Equipping teachers with tools to implement methods and approaches	OERs on twinspace
Sustainable empowerment	Implementing effective methods, High impact interventions,	Jigsaw,..... (Feedback ,

During project life and possibly beyond	Expanding expert knowledge	Cooperation with Osiris Educational, NAs, other relevant institutions.
Further sustainable empowerment		

What further activities will empower you/ teachers in your school?

Other aspects to consider:

(OER, changed approach, expertise , project outputs and results, need and incentive for further development, challenge, clarity, Jigsaw method, meta-cognition, collecting student voice, acting upon student feedback, treating mistakes as opportunities
ICT tools/ concept maps/ diagnostic questionnaires, etc....)

Discussion

1. What does it mean to be an empowered teacher?
2. How has the participation in the project empowered you?