Project Results 3 (PR3): Guidance tool for teacher training and self-assessment

Design and Development Report

EXCIITE- Enabling eXtremely Creative, Inclusive, Inspiring Teachers for Europe
Erasmus+ KA2 2021 project- Cooperation partnerships in school education
December 2021 – November 2024

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Keywords	Self-assessment; Guidance Tool; Inclusiveness; Creativity; Innovation; Digital.
Description	The PR3 project represents a forward-thinking effort to enhance teachers' professional development by providing a comprehensive self-assessment tool and personalized learning pathways. This initiative is grounded in a theoretical framework that integrates key educational priorities: inclusivity, creativity, innovation, and digitalization. By aligning these pillars, the project addresses both individual competency needs and systemic educational challenges. The design process of the PR3 guidance tool involved extensive collaboration among international partners, combining research-based insights with practical applications. Initial phases included mapping core competencies and designing a self-assessment questionnaire aligned with the EXCIITE framework. Teachers who participated in the pilot phase utilized the tool to evaluate their skills in four critical areas, generating individualized learning paths enriched with activities such as peer collaboration, lesson studies, and experimentation in school settings. The project emphasizes the importance of contextual adaptation and transnational cooperation, fostering a professional community capable of exchanging innovative practices. By bridging theoretical research with practical implementation, PR3 aims to transform schools into dynamic, inclusive learning ecosystems while supporting teachers in navigating complex educational landscapes.
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1. Introduction

To effectively learn about and deepen the understanding of the four subjects—inclusion, digitalization, creativity, and innovation—it was essential to identify a starting point that would allow the learner to assess their current knowledge. This report outlines the development of a guidance tool (PR3) that focuses on core competency elements identified in the framework development (PR1) and the Initial Needs Assessment and Research (PR1, PR2). The tool integrates existing training opportunities into personalized learning paths tailored to the user's competencies. Before engaging in a Continuing Professional Development (CPD) learning and qualification path, users underwent a self-assessment test based on the competence map derived from PR1.

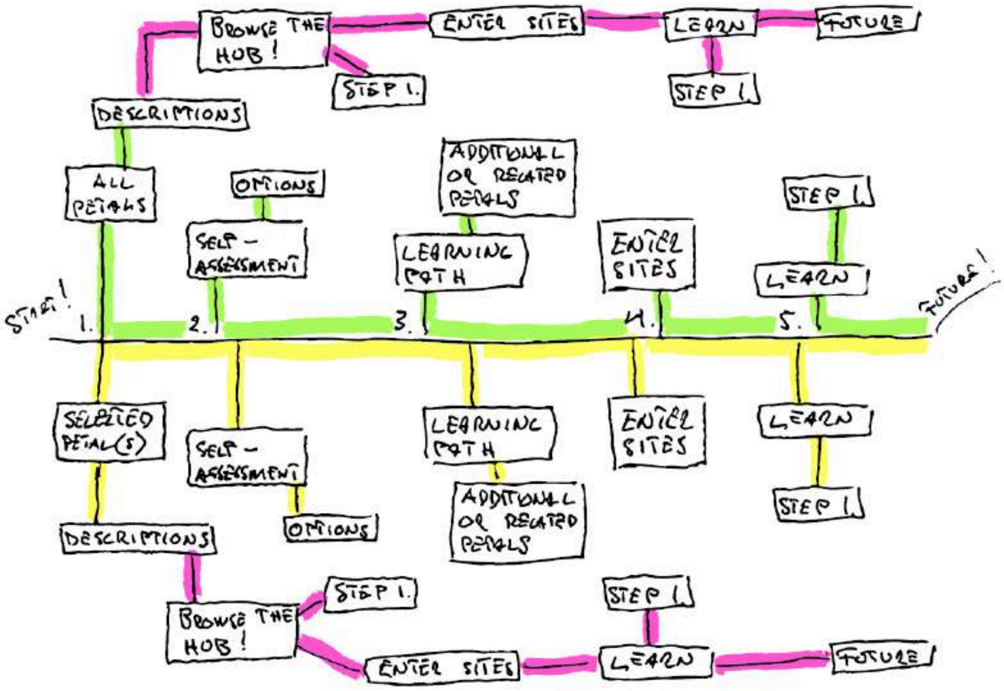

Fig.1: Map presented at the 3rd transnational project meeting

The self-assessment test included several questions about the main themes and sub-areas (GPEs) that emerged from PR1. Teachers participated by answering statements about a relevant topic on a Likert scale. Their responses created a mapping of each participant's self-assessment regarding their current knowledge of the topic, which then provided an individualized learning path that included various learning activities. These activities included for example Lesson Studies, experimentation in school environments, and peer reviews of progress (learning outcomes, learner reactions, and school impact). The proposed learning paths also featured technology-supported collaboration among teachers from various countries. This collaboration enabled the sharing of experiences and helped develop the ability to differentiate between context-dependent and transferable elements of innovative practices. The innovative aspects of this framework included individualization, work-based learning, transnational cooperation, peer review, and integrated impact assessment. This phase served as a test bed for implementing the Framework developed in PR1.

The purpose of the guidance tool and personal learning paths was to improve teachers' professional development significantly. The scheme aimed to enhance teachers' competencies and promote intra-EU communication, collaboration, and mobility by integrating personalized learning paths, standard assessment procedures, and transnational collaboration. However, the expected impact of this scheme extended beyond enhancing teachers' competencies. It also aimed to serve as an exemplary innovation path involving the entire school, supported by a substantial preparation phase that included all stakeholder categories.

2. Development Process

PR3 was coordinated by Örebro, with other partners actively collaborating in the activities to prepare the ground for future long-term collaboration within the European Education Area Teachers Academies perspective framework. The project was carried out through the following three phases:

During the first phase, partners consolidated a competence map and descriptors associated with the EXCIITE aims and framework, starting from the four main areas. Different learning paths were collectively discussed and reviewed, corresponding to diverse entry profiles of teachers, including their level and degree of school, discipline, previous experience, available and recognizable competencies, and desired progress in relevant competence areas. Various approaches to teacher professional development were considered, including Lesson Study and its adaptations to different cultural contexts and education systems. During this phase, TMP2 (Budapest) played a crucial role, where the guidance tool was presented and changed following workshops with all EXCIITE partners. As a result, major changes were implemented, and the design of the guidance tool was significantly improved.

In the second phase, the guidance tool and proposed training paths were introduced to partner schools, where teachers volunteered to pilot the guidance tool and its associated activities. Progress was discussed during transnational meetings, showcasing participants' views and evaluations of the guidance tool and its potential impact on training school activities and the surrounding context. Additionally, the processes for contextualization and adaptation necessary for the model to function effectively across different countries were examined to understand the required flexibility.

In the final phase, results from the validation processes were analyzed, and a revised version of the entire PR3 was made available online. This version was accessible to non-partner institutions and teachers willing to undertake a guidance, qualification, and training path following the proposed EXCIITE scheme.

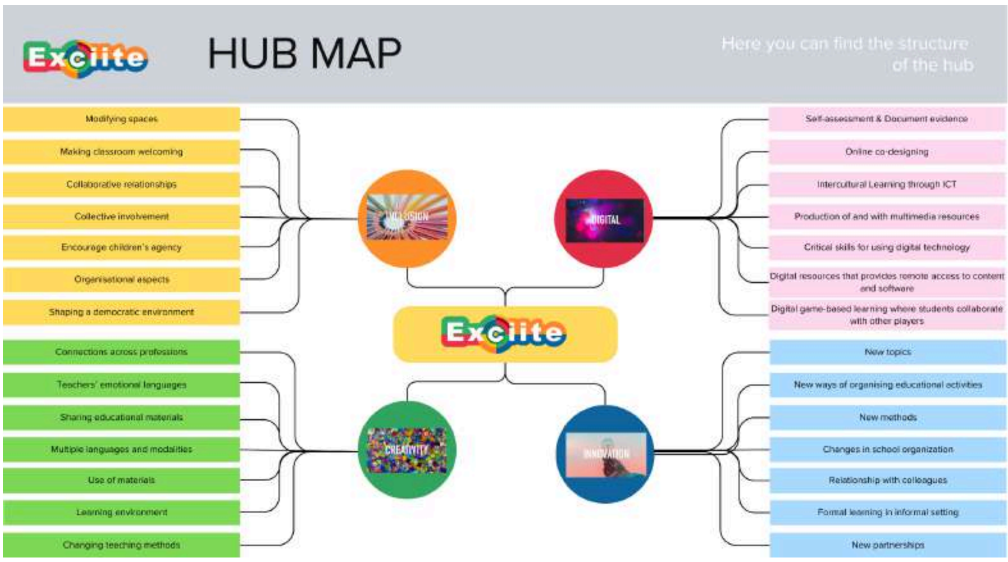

Fig. 2: The Hub Map

3. Description of the Guidance Tool

Instructions for answering the self-assessment questions [A text like this will be at the start of every questionnaire]

«This is a self-assessment questionnaire that aims to measure your self-perceived level of satisfaction with various aspects of your work. Please read each statement carefully and indicate how well it aligns with your skills by choosing a number from 1 to 4, where 1 means that you think you have less competence and 4 that you think you have more competence. Remember, there are no right or wrong answers, so please be honest and answer based on your own experience.»

Structure	**Example**
Core Element	**Creativity**
#inspiring topics	#4 Multiple languages and modalities
Subtitle	*enhancing creativity by connecting pupils with multiple languages and modalities*
Description	A learning environment that combines, through new modalities, unstructured and tangible physical or natural materials with digital technology (computers, tablets, webcams, microscopes, programming software) provides pupils with different stimuli and the possibility to integrate them in creative ways.
Examples	• combining experiences that foster the ability to connect different language modalities and creative domains; • creating education activities in transdisciplinary context, i.e. museums; • designing the combination of technology, narratives, and coding within school activities, to enhance creativity both in pupils and teachers.
Questions 1. ***I have knowledge*** … 2. ***I can use*** …	1. ***I have knowledge*** about how creativity can be enhanced by using multimodal learning materials and environments. 1□ 2□ 3□ 4□ 2. ***I can design*** a learning environment that provides multiple languages and modalities to enhance creativity.

	1□ 2□ 3□ 4□

3.1 Self-assessment guidance tool-Email notification & links

Dear Teacher,

Welcome to the EXCIITE platform!
To enhance your browsing experience, we invite you to complete a self-assessment questionnaire, designed to help you reflect on key competencies central to the teaching profession.
The questionnaire consists of four sections: Inclusion, Digital, Innovation, and Creativity (the four core elements of the EXCIITE project). Each section contains 14 questions that explore both "theoretical knowledge" and "practical skills" related to these competencies.
You can complete one section at a time, and if needed, you may pause the process at any moment. Your responses will be evaluated on a 4-point scale, and at the end, you will receive feedback indicating your overall level of competency mastery: **Basic** (14-28 points), **Intermediate** (29-42 points), or **Advanced** (43-56 points).
The questionnaire serves as a self-assessment tool for your competencies and complements the resources available on the website to help identify potential learning pathways for teachers.
Thank you for your participation!

	GUIDANCE TOOL - INCLUSION
	GUIDANCE TOOL - CREATIVITY
	GUIDANCE TOOL - DIGITAL

GUIDANCE TOOL - INNOVATION

3.2 Output

Minimum score: 14

Maximum score: 56

Level	Score	Output
BASIC	14-28	By exploring the hub's resources in this area, you can find answers to some of the questions you still have on the topic.
INTERMEDIATE	29-42	In this area, you already have knowledge and experience. If you want to keep improving, the hub offers plenty of materials to deepen your understanding of key concepts or to put your knowledge into practice.
ADVANCED	43-56	Congratulations! You are truly an expert in this area! You can explore the materials and suggest how to expand our offerings by contacting us to share materials or reflections.

4. Conclusion

The development of a guidance tool, including a self-assessment questionnaire and subsequent learning path, was initiated to raise participants' awareness of their competencies within four main areas. This initiative aimed to provide a fruitful starting point for Continuous Professional Development (CPD). The guidance tool's design aligns well with its intended purposes. Raising participants' awareness of their competencies is an effective starting point in CPD. The self-assessment questionnaire and learning path are crucial components that contribute to this alignment.

The tool should facilitate the creation of individual learning paths that can be added or joined together to form collective paths. This feature would better support collaboration among local, national, and transnational colleagues, fostering a more integrated approach to professional development. To enhance the effectiveness of the guidance tool, its knowledge base could be extended. Anchoring the four main areas more firmly in research would make the tool more specific and powerful. This would provide a more robust foundation for the tool, ensuring its relevance and applicability.

The initial idea for the guidance tool needed to be simplified relative to the technological possibilities available for its implementation. Developing a guidance tool of this nature demands extensive technological infrastructure and knowledge. Unfortunately, such knowledge was limited among the partners involved in the project. This limitation posed significant challenges to the development and implementation of the tool. Additionally, the character of the basic data it was supposed to build upon needed to be more comprehensive. This mismatch between academic ideas and the capabilities of the contracted company further diminished the extent of the guidance tool and its potential.

In conclusion, while the guidance tool aligns well with its intended purposes and has the potential to contribute to CPD significantly, several areas need improvement. Extending its knowledge base, simplifying its design, and ensuring better alignment between academic ideas and technological capabilities are essential steps for future development. Despite the challenges faced, the project provides valuable insights and a foundation for further advancements in creating effective guidance tools for professional development.

5. Annex

5.1 Guidance tool - INNOVATION
5.2 Guidance tool - INCLUSION
5.3 Guidance tool - CREATIVITY
5.4 Guidance tool - DIGITAL

5.1 Guidance tool - INNOVATION

In accordance with international practice (OECD/Eurostat, 2018), we start with the definition of innovation as a new or improved educational practice, or teaching and learning methods, or organisational structure (or combination thereof) that aims to promote desirable changes or introduce new procedures functional to solve perceived needs (Cardarello, 2012). This implies for educational services:

(1) new or significantly changed processes for delivering their educational services, such as new pedagogies or new mixes of pedagogies, including e-learning services;

(2) new ways of organising their activities, for example by changing how teachers work together, how they group students and manage other aspects of their learning;

(3) new relations with stakeholders, such as new forms of communication with students and parents, new partnerships with local public institutions and both profit and non-profit organisations.

 # 31 New topics: *new teaching topics, to bring real life into the classroom*

School should open to unusual topics, connected to students' everyday life, allowing them to work on competencies in a way that becomes meaningful because deeply connected to students' experience.
Examples:

- food as a source of well-being of new generations, communities and the environment.
- sustainability and recycling: waste as an educational resource.
- robotics and AI
- art and ecology ("working with stones", sculpture), empathy (theatre, images and emotions) and connection to the past (home photography).

1. I have knowledge about practices regarding new topics to bring real life into the classroom

1📚 2📚 3📚 4📚

2. I can use practices regarding new topics to bring real life into the classroom

1📚 2📚 3📚 4📚

#2 New ways of organising educational activities: *new ways of organizing educational activities, introducing tools and reshaping the learning environment*

Innovation can be supported by changes in the way educational activities are organised, such as the way they group students and manage other aspects of their

learning. In this sense, training is a tool for innovation and rethinking the way teaching activities, tools and learning environments are organised.
Examples:

- discussion, cooperative learning to allow active and productive participation;
- methodologies and tools for inclusion;
- artistic-creative and socio-affective methodology;
- innovative approaches related to peace education;
- creating organized learning structures with new technologies, outside the classroom.

1. I have knowledge about rethinking the way I organize educational activities.

1📚 2📚 3📚 4📚

2. I can rethink the way I organize educational activities.

1📚 2📚 3📚 4📚

#3 New methods: *new or rethought teaching practices, new approaches/methods to teaching-learning*

In this topic we find approaches that support education towards innovative changes, transforming learning from a more transmissive to a more active and socio-constructive mode and promoting the development of critical and complexity-oriented thinking.
In the training practices we have collected there is a shift from a transmissive approach to one that pushes students toward open-ended problem-solving, information-seeking and solution-finding.
Examples:

- *not "transfer", but "construction" of original and contextual know-how;*
- *open dialogue between the school and the outside world, through school leadership;*

- *active and creative participation of the adults combining theory and concreteness, where the experience with learning becomes multisensory, creative and engaging.*

1. I have knowledge about new approaches/methods to teaching and learning.

1📚 2📚 3📚 4📚

2. I can adopt new approaches/methods to teaching and learning.

1📚 2📚 3📚 4📚

#4 Changes in school organization: *changes in organizational structures within the school.*

Teaching innovation is also promoted through new ways of settling school structure and organization in order to create new transformative educational opportunities. In addition, the school organization itself conveys an implicit idea of social structure, which can be made innovative by finding new meeting points with the community in which the school is embedded.
Examples:

- *new social spaces within the school, to re-imagine the school as a community;*
- *workshop-spaces self-managed by the pupils, external expert and teachers;*
- *official collaboration with external institutions.*

1. I have knowledge about changes in organizational structure within school.

1 2 3 4

2. I can apply changes in organizational structure within school.

1 2 3 4

#5 Relationship with colleagues: *new ways of designing activities and teaching together with colleagues*

Teaching innovations are supported and can be shared through collaborative relationships with other teachers both within the same and among different schools. Creating opportunities for discussion and exchange of experiences among teachers might require organizational and structural changes.

Examples:

- *creation of a digital platform to share;*
- *bottom-up initiative connecting teachers from all over the world;*
- *connecting pre-service and in-service teachers, newly hired with experienced teachers;*
- *school's teachers to become informal trainers of colleagues.*

1. I have knowledge about new ways of designing activities and teaching together with colleagues.

1 2 3 4

2. I can practice new ways of designing activities and teaching together with colleagues.

1 2 3 4

#6 Formal learning in informal setting: *carry out formal educational processes in informal settings co-designing activities with other educational agencies*

Agencies involved in non-formal and informal education can share their knowledge with schools and support innovation in formal learning, by becoming partners in carrying out standard curricular activities outside school building.
Innovation is a process that can involve, in addition to schools, other educational agencies or social agencies not usually connected to students' learning, fostering a change in social structures in order to support the needs of students and creating new connections between formal, non-formal and informal education.
Examples:

- *delocalizing schools in cultural sites;*
- *providing connections to workplaces and the community;*
- *implementing a training model for teachers and company trainers together;*
- practices carried out in specific socio-cultural, economic and territorial contexts.

1. I have knowledge about opportunities of formal learning in informal setting.

1 2 3 4

2. I can contribute to formal learning in informal setting.

1 2 3 4

#7 New partnerships: *forging new partnerships between school and community*

Dialogue, exchange and cross-pollination between different professionals within schools (teachers, school head, school helpers), and non-teacher educators in the community (atelieristas, cooks, ...), whether close or distant, can also contribute to the innovation of educational practices.
Examples:

- *forging new connections between institutions that generally do not work together on an equal footing;*

- *collaboration between academia and school in order to develop new knowledge relevant for teachers.*

1. I have knowledge about forming new partnerships with other organizations / the community to innovate teaching practices.

1 2 3 4

2. I can form new partnerships with other organizations / the community to innovate teaching practices.

1 2 3 4

5.2 Guidance tool - INCLUSION

#1 Modifying spaces: *modifying spaces to make them more accessible and inclusive*

Inclusion can be supported and encouraged through the design or redesign of spaces, meant as places of learning and relationship. When designing new or existing spaces, the entire school community can be involved in a dialogue involving different points of view.

Examples:

- transforming spaces to have them accessible and safe for all, also using ICT, starting from emergent children's needs;
- redesigning spaces through projects to sustain the innovative idea of school as a place where the environment has an educational value, redesigning them;
- creating new spaces in the school where children, teachers and artists can collaborate together;

QUESTIONS:

1. I have knowledge about how to modify learning spaces to make them more inclusive.
   1📚 2📚 3📚 4📚

2. I can transform, redesign and create learning spaces to make them more inclusive.
   1📚 2📚 3📚 4📚

#2 Making classroom welcoming: *making schools open to all uniqueness*

The promotion of each individual's uniqueness as a value and resource for the whole community is the base for making school welcoming. Educators support different perspectives on special needs education, as they emerge in classrooms, highlighted at individual and societal levels. Concrete opportunities for inclusion and experimentation should create an environment that enables actors in the education systems to respond to the diversity of profiles and educational and social needs, in order to facilitate learning.

Examples:

- presenting materials accessible in several languages;
- using methodological, didactic, operational and organizational strategies in order to respect the cognitive styles of pupils and their characteristics (i.e. Physical Education strategies to help children with some kind of disability to accomplish the objective of each singular activity, according to their needs);

- For the whole community approach, creating opportunities where teachers with different degrees of experience and from different countries discuss among themselves: this opens their mind to diversity.

QUESTIONS:
1. I have knowledge about how to promote a supportive environment where everyone's uniqueness is valued.
   1□ 2□ 3□ 4□

2. I can use practices to respond to the diversity of profiles and educational and social needs, in order to facilitate learning

   1□ 2□ 3□ 4□

#3 Collaborative relationships: *building collaborative relationships to promote communities of learning and practice*

The relationship among different actors is an inspiring topic as it allows information and knowledge sharing, collaboration, skill exchange, and co-design to become part of the routine of an inclusive environment, starting from the ideas of freedom of expression and participation.

Examples:

- sharing daily educational practices to create a community network in the most fragile settings;
- collaboration between different figures (teachers, pedagogue, atelieristas, cooks, school helpers), within the school, outside the school (families, third sector bodies, museums), with nationwide or transnational exchanges, to create transversal curricula.

QUESTION:
1. I have knowledge about how to promote a community of learning and practice with different actors
   1□ 2□ 3□ 4□

2. I can develop significant connections between actors from different backgrounds to promote inclusive education.
   1□ 2□ 3□ 4□

#4 Collective involvement: *encouraging a vision of learning in which all actors feel involved*

Involvement can be seen as direct experimentation with the activities proposed in the classroom or as sharing one's personal experiences with the group or as emotional connection with the learning object. Different experiential methodologies that incorporate active and reflective experiences can foster this involvement. These methodologies can positively influence the state of the group, the dynamics of cohesion, the level of participation and empathy.

Examples:

- active and reflective groups where emotions and feelings are valued, through socio-affective and artistic-creative dynamics;
- sustaining, also through music therapy tools, participants' emotional competence from their own personal experiences (so that are able to incorporate the training experience to deal more effectively with students' conflict situation)
- methodologies encouraging and triggering the discussion allowing everyone to feel involved with the new topic presented

QUESTIONS:

1. I have knowledge about how to develop inclusive learning where participants are active and valued.
   1□ 2□ 3□ 4□

2. I can develop inclusive learning where participants are active and valued.
   1□ 2□ 3□ 4□

#5 Encourage children's agency: *encouraging a vision of learning in which children's point of view, awareness, initiative, intentionality to learn and participate are welcomed and valued.*

In a fully inclusive classroom children and youth are active agents of their learning process. This implies that they are co-constructors of meanings in different ways. Activities should start from children's suggestions, valuing their point of view
In such classrooms knowledge is co-construct as an active process based on discussion, PBL, Inquired based learning: these approaches increase agency and fosters students' active role in their own learning.

Examples:

- using collaborative strategies such as classroom discussion as a time for collective construction of learning;
- peer collaboration during active learning experiences;
- sharing ideas among students' through digital platforms, both locally and internationally;
- using artistic processes to experience important attitudes such as perseverance, curiosity, creativity, listening, patience, kindness, etc.

QUESTIONS:

1. I have knowledge about how to encourage children's ability to influence their learning.
   1☐ 2☐ 3☐ 4☐

2. I can encourage childrens to be active agents in their own learning.

   1☐ 2☐ 3☐ 4☐

#6 Organizational aspects: *organizational and system structural aspects that promote inclusion*

Organizational and system aspects may be designed and modified to favor inclusion. This can be done through agreements between schools and educational institutions aiming to expand curriculum activities and through training among institutions to enhance the methodological, didactic, operational and organisational knowledge needed to make schools truly inclusive for pupils.

Examples:
- Community Agreement between schools, municipalities and museums that emphasizes mutual exchange inside and outside the school;
- e-learning training platforms on specific learning needs;
- expansion and diversification of interactions between children, teachers, families and other educational and cultural agents (artists and mediating artistic institutions) providing new inclusive spaces for multidirectional forms of learning.

QUESTIONS:
1. I have knowledge about how organizational and system aspects can promote inclusion.
   1☐ 2☐ 3☐ 4☐

2. I can modify organizational and system aspects to promote inclusion.
   1☐ 2☐ 3☐ 4☐

#7 Shaping a democratic environment: *promoting inclusive education as a value*

Inclusion can be supported by preventing violent radicalisation and promoting democratic values, fundamental rights, intercultural dialogue and active citizenship by bringing peace, intercultural dialogue and civic participation to the centre of educational policies and school practices.

Examples:

- promoting a democratic culture in the classroom through negotiation of rules
- promoting empathy through a reflective understanding of the various points of view;
- philosophical inquiry to enhance awareness of different world view and reframing global problems;

- developing students’ intercultural sensitivity and competence through reading and dialogue.

QUESTIONS:

1. I have knowledge about how to promote inclusive education as a democratic value.
   1□ 2□ 3□ 4□

2. I can promote inclusive education as a democratic value.
   1□ 2□ 3□ 4□

5.3 Guidance tool - CREATIVITY

 # 1 Connections across professions: *enhancing creativity through forging connections among different professionals*

When the school as an institution, its teachers and its students meet professionals from other fields in order to create common spaces, share educational proposals or conduct field training, a space for discussion emerges. These encounters lead to the combination and adaptation of elements from different domains, often creating something new. These collaborations can also potentially affect some aspects of creative personality, namely: introspection, flexibility, originality, and ability to collaborate and to take risks.

Examples:

- the joint coordination and creation of a workshop space inside the school, by pupils, a resident artist, and teachers;
- the design of artistic activities with museum educators, teachers and atelieristas;
- the interaction between cooks, teachers and pupils around the theme of food, cooking, and non-waste.

QUESTIONS:

1. I have knowledge about how creativity is enhanced through connections forged among different professionals.

   1□ 2□ 3□ 4□

2. I can enhance creativity through connections forged among different professionals.

   1□ 2□ 3□ 4□

 # 2 Teachers' emotional languages: *enhancing creativity through teachers' reflection, and experimentation with multiple modalities and emotional languages*

Teaching and learning processes take place in relational environments. In order to lead the process, teachers have to be aware of and connected with their emotions. They need to communicate through and understand different expressive modalities.

Examples:

- opportunity to directly experiment the connection between emotions and creative processes (art, music, etc.);
- the experimentation of different forms of art in order to be aware of the creative process.

QUESTIONS:

1. I have knowledge about how emotional self-awareness enhances creativity.

   1□ 2□ 3□ 4□

2. I can enhance a creative environment by finding opportunities to improve and reflect on my emotional self-awareness.

   1 □   2 □   3 □   4 □

#3 Sharing educational materials: *exercising creativity through designing and sharing of educational material*

While supporting pupils in their learning processes, teachers must design activities, assess the effects of the learning path, and reshape the activities to take problems/opportunities into account. Resources that allow teachers to carry out this process within a community have great potential to increase creativity as new ideas can emerge from the group and through interaction.

Examples:

- set of modules, guiding teachers working together on the same issue, question, and material.
- online connection of professionals, also from different educational cultures and realities, to support new emerging ideas.

QUESTIONS:

1. I have knowledge about how to exercise creativity through designing and sharing of educational material.

   1 □   2 □   3 □   4 □

2. I can design and share educational materials in order to sustain creativity.

   1 □   2 □   3 □   4 □

 # 4 Multiple languages and modalities: *enhancing creativity by connecting pupils with multiple languages and modalities*

A learning environment that combines, through new modalities, unstructured and tangible physical or natural materials with digital technology (computers, tablets, webcams, microscopes, programming software) provides pupils with different stimuli and the possibility to integrate them in creative ways.

Examples:

- combining experiences that foster the ability to connect different language modalities and creative domains;
- creating education activities in transdisciplinary context, i.e. museums;
- designing the combination of technology, narratives, and coding within school activities, to enhance creativity both in pupils and teachers.

QUESTIONS:

1. I have knowledge about how creativity can be enhanced by using multimodal learning materials and environments.

   1 □   2 □   3 □   4 □

2. I can design a learning environment that provides multiple languages and modalities to enhance creativity.
   1□ 2□ 3□ 4□

#5 Use of materials: *exercising creativity through the innovative use of materials*

Creativity can be enhanced by using unorthodox materials in learning environments, such as “waste” materials, such as materials remaining from the industrial production cycle, natural organic elements, and salvaged materials of various kinds.

Examples:
- designing projects that combine a theoretical part on education for sustainability with a practical part on how deconstructed materials can be used to train creativity and lateral thinking;
- planning meetings to explore food waste as resources for play and creation, to support ecological thinking.

QUESTIONS: I have knowledge about how creativity can be exercised through innovative use of learning materials.
1□ 2□ 3□ 4□

1. I can design learning activities through the creative use of learning materials.
   1□ 2□ 3□ 4□

#6 Learning environment: *promoting autonomy, curiosity and reflexivity with innovative learning environments*

Immersion in a learning environment, which is different from the classical idea of schooling, provokes in pupils and teachers a new aesthetic pleasure related to knowledge. These spaces can support individuals' learning as well as reflective discussion among peers and with adults.

Examples:
- The juxtaposition of materials, expressive languages, and educational proposals other than formal learning, to support creative processes;
- the creation of unedited environments that foster independent and peer exploration, and curiosity, through the use of different senses.

QUESTIONS:
1. I have knowledge about the potential of challenging learning environments to foster creativity.
   1□ 2□ 3□ 4□

2. I can foster creativity through challenging learning environments.

1□ 2□ 3□ 4□

#7 Changing teaching methods: *Fostering creativity by changing teaching methods*

Some deep changes in teaching methods can foster a learning process that boosts creativity. Creativity can be enhanced through specific training that enables teachers to rethink their teaching methodologies, embracing methods that promote students' agency and active learning. Changing teaching methods starts through the conscious participation of teachers in their own creative process within a pedagogical system.

Examples:

- projects including integrative educational programmes in Volatile, Uncertain, Complex and Ambiguous (VUCA) environments;
- training and direct experimentation of specific methodologies within a community of practice;
- learning occasions to think freely about respecting and valuing others, fostering creative abilities, imagination and self-esteem.

QUESTIONS:

1. I have knowledge of a variety of teaching methods that can foster creativity.
   1□ 2□ 3□ 4□

2. I can foster creativity by shifting teaching methods.
   1□ 2□ 3□ 4□

5.4 Guidance tool - DIGITAL

#1 Self-assessment & document evidence: *self-assessment of teacher's competences as a strategy to develop awareness of emerging learning needs*

Online self-assessment of competencies for teachers is a way to develop awareness of emerging learning needs; using technology-supported documentation devices allows teachers to demonstrate their learning achievements and encourages them to progress in their professional development.

Examples:
- using self-assessment tests to develop an awareness of degree of proficiency and learning needs in a given field of competence;
- using ePortfolios, eBadges and other digital storage tools to document evidence of learning outcomes;

QUESTIONS:

1. I know the benefits of using digital self-assessment tools to document my competence

1□ 2□ 3□ 4□

2. I can use digital self-assessment tools to document progresses in my professional development.

1□ 2□ 3□ 4□

#2 Online co-designing: *online collaboration among teachers through platforms*

Online collaboration among teachers through the use of common platforms to co-design lessons, elaborate and share innovative learning programmes and learning experiences is a way to develop a large variety of professional skills.

Examples:
- teachers online consultation on learning strategies and assessment methods;
- online comparison of educational experiences on contexts, methods and results;
- launch of new initiatives and projects through local, national and international networks;
- design lessons and learning experiences within an European community of teachers (e.g. Etwinning)

QUESTIONS:

1. I have knowledge on the use of online platforms to experience and co-design activities for education.

   1□ 2□ 3□ 4□

2. I can use online platforms to experience and co-design activities for education.

   1□ 2□ 3□ 4□

#3 Intercultural learning through ICT: *use of digital platforms to support intercultural learning experiences (Virtual Exchange, virtual mobility, etc.) involving teachers and learners from different countries*

The use of digital platforms to support transnational and intercultural learning experiences is promoted by European policies, especially after the pandemic crisis has suspended, to a large extent, the physical mobility of teachers and students.

Examples:

- using networks explicitly designed to support transnational cooperation among schools;
- participating in intercultural virtual exchange/mobility/internships;
- collaborating on online joint project work involving different countries and cultures.

QUESTIONS:

1. I have knowledge about the cultural enriching opportunities coming from attending virtual exchange in digital transnational platforms

   1□ 2□ 3□ 4□

2. I am able to use digital platforms to learn from and with teachers in other countries and offer students similar opportunities.

   1□ 2□ 3□ 4□

#4 Production of and with multimedia resources: *supporting the creation of multimedia resources by capturing contents through different technologies and students' activities*

Digital technology is used to create new multimedia resources by single teachers with students or groups of teachers, in order to enhance learning experiences. Digital skills development could be functional to the teaching and learning support actions.

Examples:

- video creation, by students and/or teachers, to document learning processes;
- digital production-oriented project work;

- use of multimedia children's products to relaunch new learning experiences.

QUESTIONS:

1. I have knowledge about the possibilities for students to produce and use multimedia content for learning achievements.
 1□ 2□ 3□ 4□

2. I can use and teach students to produce new multimedia resources to enhance their learning.
 1□ 2□ 3□ 4□

#5 Critical skills: *use of digital technology to develop critical digital skills for teachers and students (e.g., DigiComp)*

This inspiring topic is very common in ordinary school practice and in the most frequent courses for in-service teachers. Promoting those skills for responsible and conscious use of ICTs is necessary.

Examples:

- recognize tools to assign intellectual property on created resources and learn how to follow laws about it;
- Introduce to the potential of technology tools in mitigating critical issues (e.g. climate change);
- training on how to mindfully and responsibly use technology;
- focus on netiquette and non-violent language on the internet.

QUESTIONS:

1. I have knowledge about critical skills for using digital technology.
 1□ 2□ 3□ 4□

2. I can apply digital solutions to face complex problems.
 1□ 2□ 3□ 4□

#6 Digital resources that provide remote access to content and software: *learners' access to remote teachers, digital resources or to equipment not available locally*

This inspirational topic does not consist of mere access to any online learning module, but specifically to remote teachers, mentors, technical or scientific equipment or know-how that would not be easily available locally.

Examples:

- Repository of educational good practices;
- Repository of materials that support inclusion to specific groups of children;

- Digital video resources that enhance connections.

QUESTIONS:

1. I have knowledge about digital resources that provide remote access to content and software.

   1 □ 2 □ 3 □ 4 □

2. I can use remote digital resources and software to support my professional development.

   1 □ 2 □ 3 □ 4 □

#7 Digital game-based learning where students collaborate with other players: *digital game-based learning, particularly with multiple remote players*

Game-based learning is an important trend that should be consolidated at all levels of education as it enables learning through motivation and involvement.

Examples:

- offline playful ICT experiences among classroom students and teachers;
- online playful ICT activities, available in presence but also remotely, giving continuity to collaborative relationships.

QUESTIONS:

1. I have knowledge about digital game-based learning where students collaborate with other players.

   1 □ 2 □ 3 □ 4 □

2. I can use digital game-based learning where students collaborate with other players.

   1 □ 2 □ 3 □ 4 □