



**DESK RESEARCH REPORT ON
TEN MOST RELEVANT
EUROPEAN COMMISSION
FUNDED PROJECTS
for teachers' and school leaders'
more attractive career paths**

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INTRODUCTION

How to make career paths for teachers and school leaders more attractive – Suggestions for 10 most relevant EC-funded projects

The searching for European Commission's funded projects was based on the conversations held in the EEPN kick-off meeting in Amsterdam February 2019, in which several factors affecting teachers' and school heads' work were brought up. These included teachers' and school principals' health, professional development opportunities, increasing professional demands and the need for more support. During these conversations, the participants also brought up several EC-funded projects, many of which have been selected in the list of suggestions for the 10 most relevant EC-funded projects.

To expand on the topic, a search in the Tempus project database as well as the databases for Erasmus Key Action 2 (KA2) and Key Action 3 (KA3) was performed. The Tempus programme ran between 2007-2013. It promoted institutional cooperation between the EU and Partner Countries and focused on the reform and modernisation of higher education systems in the Partner Countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. As for Erasmus KA2, the focus area is Cooperation for innovation and the exchange of good practices. Erasmus KA3 funds projects supporting policy reform.

In this report, the member organizations of European Education Policy Network (EEPN) decided to focus on the description of the most relevant project supported financially by the European Commission without stating any particular policy recommendations on the matter. Therefore, unlike in the other reports delivered within the framework of this project, the authors provide the readers with a comprehensive discussion on the most interesting and relevant projects devoted to teachers and school leaders.

BRIEF PROJECT SUMMARIES

In the search, the following sub-categories were distinguished and some projects under them selected. The project descriptions can be found on pages 2-13.

1. Diversity in schools and adapting to local needs

"Diversity" as a topic was selected because this often brings new requirements for teachers, including teaching the curriculum to children who come from different cultural backgrounds and who may have difficulties with the teaching language. Such issues are addressed in the **NAOS** project.

2. School Innovation

The topic of school innovation is being addressed in the **Open Schools for Open Societies (OSOS)** project. This project's approach is to describe and implement a process that will facilitate the transformation of schools into innovative ecosystems. The ecosystems are to be acting as shared sites of science learning for which leaders, teachers, students and the local community share responsibility, over which they share authority, and from which they all benefit through the increase of their communities' science capital and the development of responsible citizenship.

3. Well-being and emotional intelligence



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School staff's social and emotional competencies have been recognised as being vital for the development of students' social and emotional competencies, behavioural and academic achievement and learning and development in general, and for school staff's own well-being. Weighing in to the importance of the topic, two projects in the area of well-being and emotional intelligence were selected: the **Hand in Hand** project, which also addresses the whole-school approach, and the **Learning in a new key** project, which built on improving teachers' competences in the teaching arts as a tool of inclusion.

4. Developing teacher education

Under the realm of developing teacher education, the following two projects were selected:

Education For Future - Partnership Development for a joint and sustainable International Master's Level Programme for Education Professionals developed, tested, evaluated, adapted and implemented a joint international Master's level in-service programme for teachers, school leaders and other educational specialists. The programme created a context for supporting these education professionals to strengthen their leadership capacities and their expertise with respect to school development and innovation. **European Joint Doctorate in Teacher Education (Edite)** is creating the first ever transnational doctoral degree for professionals in the field of teacher education.

5. Support, mentoring and teacher development

Concerning projects related to support, mentoring and teacher development, the following four were selected. In two of them, *Etwinning* and *We think everywhere*, the focus area is on the use of ICT and digital media.

Mentoring between teachers in secondary and high schools. This project developed an elaborated model of mentoring between teachers with a universal character and could be used in the primary and secondary schools in all European countries, despite the differences in educational systems.

Leadership capacity building for career development of educational staff targeted headteachers, teachers and policy makers. The project developed school leadership knowledge and skills for career development of educational staff.

ETwinning offers a platform for staff (teachers, headteachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and be part of a pan-European learning community through the use of Information and Communication Technologies (ICT).

'We Think Everywhere' - New Pedagogies - Embracing the Digital World of Children investigated and developed innovative pedagogical methods in which digital media is used to generate thinking, knowledge and learning in very young children.

[Detailed project descriptions](#)

The selected EC funded projects focusing on these topics are presented below.

1. Professional capacity dealing with diversity (NAOS)



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Start: 01-09-2014 - End: 01-09-2017 (Erasmus+ Good Practice example). **Topic addressed: Diversity in schools and adapting to local needs**

The NAOS project focused on the professional capacity of teachers concerning dealing with diversity related to migration (in all its different forms). The professional capacity actions included innovative forms of cooperation between educational professionals and other professionals dealing with children.

The objective of this project was to strengthen professional capacity of teachers in the partner countries. The project partners were chosen on the basis of complex migration histories (Netherlands and Belgium), language instruction (Estonia and Lithuania), a variety of strategies for building professional capacity.

(Norway and Lithuania), economic crisis in combination with educational issues (Portugal and Greece) and new EU countries facing future immigrants and educational challenges (Croatia and Cyprus). The ultimate goal was to increase educational attainment and to reduce drop out and unemployment among groups of migrant children.

In the project, a literature review was conducted which identified five important areas for improving professional capacity: language development, teachers' competence in using didactic resources that support the learning of all pupils, social psychology issues, engaging the parents and co-operating with community organisations. Based on the literature review, the nine NAOS partner countries collected and exchanged information in each of these areas on effective pre-service teacher training as well as in-service professional development activities. This work comprised a mapping exercise in teacher training in primary education and producing a handbook of good practices in initial teacher training in secondary education.

As regards professional development, ten study visits in the nine partner countries were conducted. In the study visits, good practice schools were visited using methodology specifically developed for these visits (using a theoretical framework, a setup and an interview instrument). Furthermore, all partners produced a video clip on an innovative project in the area of professional capacity building and, finally NAOS' three so-called collaborative partners from the UK, Latvia and Germany conducted case studies.

NAOS also convened in five transnational meetings and presented its findings in a final big meeting (the multiplier event). Some of the observations on professional development from this event include:

- in about half of the schools visited there may not be sufficient resources for teachers to attend professionalisation programmes on a frequent basis, yet committed teachers are learning by doing, and are often very happy to put in the extra hours
- the other half of the schools have established stand-alone courses, elaborate integral programmes, peer-learning strategies, collaboration with universities
- curriculum reforms in teacher training are essential and necessary

Project website: <http://naos.risbo.org/>

2. Open Schools for Open Societies

Start: 01-04-2017 - End: 31-03-2020



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Topic addressed: School Innovation

The Open Schools for Open Societies (OSOS) targets school heads, educators, museum professionals, researchers, parents associations and students. The consortium of the OSOS project is composed of a total of 19 partners representing ten European (Greece, Finland, Germany, Spain, Netherlands, Bulgaria, Italy, France, Portugal, and Ireland) and three non-European countries (Israel, Australia and the US). OSOS partners vary from school authorities, to science centres and museums, policy making organisations, universities and European associations, bringing in a variety of expertise in different contexts.

This project is funded under the European Union's Horizon 2020 research and innovation programme, and it aims to help a thousand European primary and secondary schools with opening up to their own local communities. In its holistic approach, the OSOS project's goal is to describe and implement at scale a process that will facilitate the transformation of schools to innovative ecosystems. The ecosystems are to be acting as shared sites of science learning for which leaders, teachers, students and the local community share responsibility, over which they share authority, and from which they all benefit through the increase of their communities' science capital and the development of responsible citizenship.

The project's overall approach is based on the provision of the necessary support to schools in their attempt to evolve, transform and reinvent their structures towards more open, localised and socially responsible learning environments. In this framework, schools will facilitate open, more effective and efficient co-design, co-creation, and use of educational content (both from formal and informal providers), tools and services for personalised science learning and teaching that will form the basic ingredients for innovative student projects. Such projects, understood as best practices, are the so-called incubators and accelerators on school innovation.

An open school is a more engaging environment for students and will raise their motivation: student projects are connected to real needs from the community and can draw upon local expertise and experience. In addition, open schools will be inspired by their communities and they can use these new insights to innovate their education.

In this project, schools can count on support around curriculum, pedagogy and assessment. This includes guidelines and advice on different issues such as staff development, redesigning time, and partnerships with, for instance, local industries, businesses, research centres, parents and policy makers. Finally, schools can count on a range of possible implementation models and a database full of existing 'open school' projects. Schools that will participate in the first round of implementations, school year 2017-2018, will act as HUBs for the schools participating in the second round of this project. This method stimulates growing support networks between schools.

Results gained so far

The project team is working with numerous experts and with national coordinators who are researching the specific context and work with local governments to build the capacity of themselves as well as of school leaders and teachers in a select number of schools, to establish the desired open schooling cultures. A tailored package of supporting materials, including an Open Schooling Roadmap, Open Schooling Strategies for different schools, an Open School self-assessment instrument and an Open School Development Plan, have been developed to support schools as they transform themselves into Open Schooling Hubs. Guidance is also provided to local and system-level stakeholders. Up to now, more than 100 schools have been involved in the project.

More than 400 teachers and 8000 students are currently involved in the project activities. They have developed 50 online communities where they are exchanging experiences and best practices. They



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have developed more than 200 school-based projects that focus on local needs and problems. The initial data from the pilot implementation (based on data from 100 schools and 900 students) demonstrate significant opportunities for schools to act as hubs of innovation in their local communities and significant increase to students' interest and motivation in science.

Project website: <https://www.openschools.eu/>

3. Hand in Hand: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach)

Start: 28-02-2017 - End: 27-02-2020

Topic addressed: Well-being and emotional intelligence

Hand in Hand: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach) is an Erasmus+ funded European policy experimentation project. It will develop an open-access systemic policy tool – an EU-based universal social-emotional and intercultural (SEI) learning programme: the HAND in HAND programme. The project targets the need experienced in Europe and more internationally to develop inclusive societies for every student to feel accepted and to be able to achieve their potential. The HAND in HAND programme for students and school staff builds on the importance of the relationship for human development and learning.

The project brings together expertise from eight different institutions across five European countries (Croatia, Denmark, Germany, Slovenia and Sweden) and forms a collaborative approach by researchers, teachers and other school staff, students, trainers, and policy makers. The programme will be developed within the consortium based on the extensive expertise of VIA University College (Denmark).

Even though the SEI competencies have proven to have positive effects on individual- and school-level outcomes, so far they are not explicitly included in all national education systems across Europe. The project aims to change the role of SEI competencies in educational settings. It envisions the following systemic impact:

- a) introduction of the Hand in Hand topic in programmes for initial and continuous professional development of school staff and other educational staff;
- b) introduction of the Hand in Hand topic in curricula and extracurricular activities for students in the whole vertical of the education system;
- c) legislative changes, enabling full implementation of the whole-school approach; and
- d) an overall value change within education systems in terms of transforming the highly competitive culture found in European schools to become more socially and emotionally emphatic, which may be considered an alternative route to bringing about high-student achievement.

The project will test the Hand in Hand programme's effectiveness using a quasi-experimental design across partner countries and develop HAND in HAND guidelines for both policy and practice.

The Hand in Hand programme's overall goal is to help build inclusive societies by improving the social, emotional and intercultural competencies of students and school staff – the whole-school approach. The whole-school approach engages the entire school community (in this project's case: students of one class, their teachers, counsellors and principal) in a cohesive, collective and collaborative effort.



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The project goal of the Hand in Hand programme for school staff is to develop a set of learning activities (a combination of personal development activities and classroom-based activities) to increase the SEI competencies of school staff, including their relational competence.

Project website: <http://handinhand.si/>

4. Learning in a New Key. Engaging Vulnerable Young People in School Education.

Start: 19-09-2015 - End: 18-09-2017 (Erasmus+ Good Practice example)

Topic addressed: Well-being and emotional intelligence

Learning in a New Key. Engaging Vulnerable Young People in School Education (LINK) has explored the power of therapeutic music and arts-centred experiences to alter emotional states and engender the positive engagement of self with the world in the context of classrooms. The partnership comprised four schools and five supporting institutions from four different European regions (the United Kingdom, Poland, Portugal, Italy) with a spread of proven expertise in teaching, social care, therapeutic intervention, music therapy training, educational intervention, education management and educational research.

Through carefully planned teacher training activities / experiences, teachers have been supported in extending their professional capacities as classroom-based therapeutic practitioners who can create safe, enriched, aesthetic and transformative learning environments for vulnerable young people who risk becoming early school leavers because of their poor emotional and mental health. The use of action enquiry approaches has meant that the teacher training programmes have evolved in different ways in each country.

The project extended school-based provisions for young people who often continue to face exclusion from social and educational opportunities due to personal conditions that result from their trauma histories. The LINK project team has found high levels of such psychological distress to exist within each of the project schools. The project is called 'Learning in a New Key' as a reminder that this target group need to experience newly attuned ways of learning in European classrooms.

Findings from the LINK Project are already published in five papers in a dedicated Edition of the Journal Education, Society and Culture. These papers include discussion of evidence from teacher training programmes, from teachers' responses about their professional learning and from enquiries about young people's sensory and relational engagement during music / arts-based activities.

The new LINK Project teacher training programmes, associated resources and evidence from the impact studies are already providing a substantial base to support the development of accredited learning programmes 'Promoting Relational Health in Schools' in the newly funded continuation ERASMUS + project Sustaining Teachers and Learners with the Arts (STALWARTS).

5. European Joint Doctorate in Teacher Education (EdiTE)

Start: 01-10-2015 - End: 30-09-2019

Topic addressed: Developing teacher education

The European Joint Doctorate in Teacher Education (EdiTE) project is supported by the European Union's Horizon 2020 research and innovation programme. Under the project, fifteen Early Stage Researchers from eleven countries (Bhutan, Czech Republic, Ecuador, Germany, Greece, Hungary, Nepal, Poland, Serbia,



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Syria, USA) are employed by five partner universities, where they work closely with supervisors and pursue individual research projects in the framework of the EDiTE joint research programme. The research is conducted on the theme of 'transformative teacher learning for better student learning in an emerging European context'. The three pillars of the research theme function as a continuing research dimension into each EDiTE researcher's work.

EdiTe is a response to the current challenges in the complex process of transformation of teachers' lifelong professional development. On one hand, teaching in European countries becomes increasingly assimilated through the backwash effect of global large-scale assessment activities, such as PISA, or through ground-breaking research, such as Hattie's Visible Learning (2009), which implies that teaching and learning should become more responsive processes across country borders. On the other hand, there are many national traits of what it means to teach in a particular country, making it difficult for teachers to move their employment in different countries, while little has changed nationally with a cultural perspective towards Europe in mind.

EDiTE was developed by a consortium of five universities from the field of European higher education, over the course of two projects, pursuing the following goals: (a) to develop an original, transnational and interdisciplinary joint doctoral programme in teacher education; (b) to create a closer link between practice and theory in teacher education; (c) to move transnational research in teacher education nearer to national educational institutions; (d) to provide a forum for sharing theoretical knowledge and good practice from a European perspective; and (e) to promote standards, procedures and unifying principles for the design, organisation and development of doctoral study programmes in teacher education (Schratz, 2014). The programme architecture, its transnational and collaborative character offer a leading-edge contribution to provision and qualification in European higher education.

Over the course of the project, the EDiTE community envisions growing into a European network for innovation in teacher education, accessible to academics, practitioners and policy makers. It is expected to generate relevant knowledge on transformative professional learning in the field of teacher education. Through complementary expertise of partners in research approaches (e.g. action research, phenomenology, anthropology, ethnography, social action research, case study, grounded theory), insights on a European comparative level will be gained, with a focus on diversity and cross-cultural perspectives of countries, sectors, institutions, classrooms, and the target group of education professionals. Broad methodological approaches support the identification of 'Europeanness' within the dynamics of professionalism, transformation, professional learning, policy-making, and supports research as social practice and change process.

Project website: <http://www.edite.eu/>

6. Education For Future - Partnership Development for a joint and sustainable International Master's Level Programme for Education Professionals

Start: 01-09-2014 - End: 31-08-2017 (Erasmus+ Good Practice example)

Topic addressed: Developing teacher education

Within the Education for the Future (E4F) project - a joint international Master's level in-service programme for teachers, school leaders and other educational specialists - has been developed, tested, evaluated, adapted and implemented. The programme created a context for supporting teachers, school leaders and other educational specialists to strengthen their leadership capacities and their expertise with respect to school development and innovation.



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The programme was developed within a sustainable partnership between three universities and an educational authority in four different countries (Liechtenstein, Estonia, the Netherlands and Switzerland). The programme totals 12 to 15 ECTS covering both national and joint international activities, and is integrated in Master's programmes in Estonia, the Netherlands and Switzerland and accessible for participants from all four countries.

The programme is unique because it brings together teachers, school leaders and other educational innovators as partners in innovation, by stimulating international exchange at a Master's level, by stimulating intensive reflection about national systems and school practices, and by combining both individual professional development of the participants and school development within their schools through small-scale innovation projects at local level.

In the development of this joint Master's level programme a design approach was used characterised by three cycles of (re)designing-running-evaluating. Through this cyclic approach, the programme was tested, evaluated, adapted and implemented, strengthening both the quality and the sustainability of the after ending the formal project. Additionally, the project contributed to leadership development of more than 140 participants in four countries and to school improvement in their schools. Finally, the project resulted in a sustainable partnership between three universities and an educational authority based on trust, mutual recognition of expertise and shared commitment and responsibility.

Project website: <https://edu4f.wordpress.com/>

7. Mentoring between teachers in secondary and high schools

Start: 01-09-2014 - End: 31-08-2017 (Erasmus+ Good Practice example)

Topic addressed: Support, mentoring and teacher development

Mentoring between teachers in secondary and high schools aimed to elaborate an innovative method of mentoring between teachers in secondary schools. The project partners were universities and teacher training, adult education, consulting and research organisations from Poland, Spain, Greece, Turkey, Romania and Portugal.

The project implementation comprised the following activities:

- a research questionnaire was conducted, diagnosing the state of awareness of mentoring between teachers among teachers and headmasters of the secondary schools, combined with needs analysis towards this kind of teachers professional development
- desk research was done about the methods (models) of mentoring, especially between teachers in secondary and high schools in EU countries and beyond (including the USA, Australia and New Zealand)
- the method (model) of mentoring between teachers in secondary and high schools was elaborated and described in the Handbook "The method (model) of mentoring between teachers in secondary and high schools" with the Supplement comprising of additional texts
- a set of training materials were prepared and gathered in a training kit – "Manual: Training for Teachers Mentors", and the pilot Trainings for Teachers Mentors (TTM) were organised in each partner country



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- the mentoring method was tested in the chosen secondary and high schools during the school year 2016/2017
- the Guidelines “How to implement mentor model in the school - tips for the schools” were elaborated on the basis of the experiences from the testing phase at schools
- different dissemination activities were held to promote the elaborated mentoring between teachers model in the partner countries and other EU countries, including promotional seminars in the partner countries, final international conference in Lamia (Greece), as well as the activities aimed at disseminating the Memorandum of Understanding, which describes the meaning of the mentoring for the professional development of teachers.

The results of the project and its impact could be seen in the following areas:

1. Helping new teachers in faster adaptation in their new working environment, that is the school, and in the same time in better integration with the other teachers, faster adjustment to the role of the teacher, and shaping better relations with the students’ parents and families, as well as the local society.
2. Development of the experienced teachers, who could use their knowledge and experience while mentoring their beginning colleagues.
3. Through the professional development of the teachers, both the beginning and experienced (mentors), the schools enlarge their potential to be innovative environments of education.

The elaborated model of mentoring between teachers has a universal character and could be used in the primary and secondary schools in all European countries, despite the differences in educational systems.

All project products have been published in English on the project website <http://edu-mentoring.eu>.

8. Leadership capacity building for career development of educational staff, LeadCareer

Start: 01-09-2015 - End: 30-11-2017 (Erasmus+ Good Practice example)

Topic addressed: Support, mentoring and teacher development

The LeadCareer project targeted headteachers, teachers and policy makers. It aimed to develop:

- a curriculum for a training programme for school leaders focused on capacity building for career development of education staff
- a strategy for implementing the programme into lifelong learning of school leaders.

This project and a comparative study as one part of it sought ways to widen the role of head teachers in providing career guidance to members of educational staff and to make the head teachers and other members of the educational staff aware of career services that currently exist. This was based on the project partners’ observation that head teachers can be considered as one of the main providers of career guidance and development for members of their educational staff, but are not necessarily trained in guidance in development. The project partners comprised Solaza Ravnateljice from Slovenia, (tertiary level education institution), the University of Innsbruck from Austria and Agencija Za Odgoj I Obrazovanje from Croatia (National Public body).



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The main objective of the project was to strengthen the capabilities of head teachers to guide the career development of educators in education. The need for the project derives from different research results and from good practice in other fields outside educational environment. The main arguments are related to the changing social environment, which requires flexible working time and educational staff that will be more and more responsible for steering their own career development. Educational staff should for reasons of irregular employment and varieties of employment know themselves well and identify opportunities for learning and work, being able to make decisions and successfully transfer and shift between their roles as students, staff members, family members and citizens.

On the other hand, school leaders should become competent in career guidance and development of educational staff. Therefore, it is necessary to offer head teachers and other educational staff training for career development, i.e. to enhance their career competence.

This topic was linked to economic and technological developments in Europe and the world, which caused radical changes in employment, both in the labour market and in work processes in institutions and organisations. As a result, individuals in their careers face different challenges and experience different periods of career development.

The results of the project are useful for the educational space of all three participating countries, as well as for the wider international space. The actions were planned and implemented in the form of the following intellectual results:

- a comparative study of the lifelong learning in career guidance
- a curriculum for capacity building of career development competences of the educational staff
- sample pedagogical materials
- recommendations for policy makers

Project website: <http://bzl.si/leadcareer/>

9. eTwinning

Topic addressed: Support, mentoring and teacher development

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and to be part of a pan-European learning community.

eTwinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. eTwinning also offers opportunities for free and continuing online Professional Development for educators.

Launched in 2005 as the main action of the European Commission's eLearning Programme, eTwinning is co-funded by Erasmus+.

The eTwinning site comprises a portal which is available in 28 languages and offers news from the eTwinning countries, professional development opportunities, information about recognition, and examples of successful projects.



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Projects – In this section, teachers find tools called “Kits” that help them to build their own projects. There is also a gallery of best-practice examples to inspire them when they design and run their own eTwinning project.

Recognition – In this section, teachers find out everything they need to know about the recognition that eTwinning offers: European Quality Labels, National Quality Labels, eTwinning Awards and eTwinning Schools.

Professional Development – From self-assessment tools (MeTP) to self-help materials (Self Teaching Materials) and from online seminars, to learning events and peer learning through the eTwinning featured events, teachers can find an abundance of tools to help improve their teaching methods.

Highlights – News from the eTwinning community including pedagogical methods and best eTwinning practices.

By joining eTwinning, teachers can search for other registered eTwinners and schools, connect with them and follow their activities. Teachers can access all the online and on-site events created by eTwinners, and can also create their own. Furthermore, through eTwinning Live teachers can create their own projects in which they can set off activities on different topics and key competences by collaborating with two or more teachers and their students.

Platform website: <https://www.etwinning.net/en/pub/index.htm>

10. 'We Think Everywhere' - New Pedagogies - Embracing the Digital World of Children

Start: 30-09-2015 - End: 29-09-2018

Topic addressed: Support, mentoring and teacher development

'We Think Everywhere' - New Pedagogies - Embracing the Digital World of Children investigated and developed pedagogical methods in which digital media is used to generate thinking, knowledge and learning in very young children. Initial research revealed a dominant discourse where digital media was conceived as a set of tools to acquire and represent information; or as a place to use games to practice skills. The *We think everywhere* project challenged this view and developed teaching methods and learning strategies that use digital media as part of a multi-disciplinary approach involving communication, mathematics and science, humanities, social and civic competence, cultural awareness and creative expression supported, enriched and made visible to others using digital media.

This project is part of a professional development alliance that started in 2011. The alliance is a network of 5 schools in the UK and 5 in Sweden who are developing curriculum using interdisciplinary projects with young children from 1 to 6 years old.

The core objectives were to develop new teaching methods: developing environments in which digital media can be used alongside other materials and resources within flexible and inter-disciplinary approaches that

- show how teachers can offer digital media to young children that promotes independence and creative outcomes
- can be readily shared across national contexts and used by educators in ECE and beyond into primary phases of school that will be relevant when used with future digital settings.
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The pedagogies developed in the project exploit the potential of ICT. This is a key issue addressed in the Communication on Rethinking Education (European Commission, 2012; in particular, chapter 2.2 together with the enhancement of digital competence which is one of the main pillars of the Digital Agenda for Europe (European Commission, 2014), and The project one of the Europe 2020 flagship initiatives.

Within the participating schools, digital resources of all types were used during lessons by children to support learning as digital media to be part of the everyday life of pre-school as an expressive language to facilitate and support enquiry.

The project offered teachers increased complexity of understanding and increased confidence in using digital technologies in meaningful, necessary ways that support children's learning and communication. The teachers are also able to train and mentor others within and beyond the participating school at the local, regional, national and international level. The new methods are transferrable for use with different digital platforms and digital hardware.

The project will have relevance to a wide audience that can be readily shared across national contexts and used by educators in ECE and beyond into primary phases of school. It will contribute towards the goal of the EU in increasing a knowledge society with more flexibility in the labour force that can adapt more quickly to constant changes in an increasingly interconnected world.

Key outcomes as advice to educational staff working with digital tools

1. Ensure that the tools and software chosen allow children to have the maximum amount of independence and usability.
2. Sometimes free applications require you to use their preloaded images and other contents such as video or sound. It is better to pay a small amount to enable children to create and / or upload their own contents.
3. Use digital media with other sensory materials and in multimodal contexts.
4. Digital media used in classrooms should interact and adapt with children's senses.
5. Re-evaluate older or unused ICT, and if it meets the criteria in key outcomes 1, 2 and 3 use it in the classroom.
6. Digital media has great potential to connect learning in- and outdoors.
7. Consider how you introduce and offer smart devices and tablet technology. If you use pre-determined game-based applications, young children will often find it difficult to share the resources between themselves. Ensure you offer equipment for children to use in pairs or in small groups.

The project also addressed the issue of children and e-safety. Project website: <https://wethinkeverywhere.wordpress.com/>

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