Empowering eTwinning Schools:
Leading, Learning, Sharing

Conference proceedings

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Empowering eTwinning Schools:
Leading, Learning, Sharing

Conference proceedings

This publication is a collection of the proceedings of the eTwinning Thematic Conference "Empowering eTwinning Schools: Leading, Learning, Sharing", held in Rome (Italy) on May 14-16, 2018.

Hosted by the Italian eTwinning National Support Service (NSS), the Conference was organized in collaboration with the eTwinning Central Support Service (CSS), EACEA, the European Commission, the Italian National Agency Erasmus+/INDIRE, and the other NSSs and PSAs participating in the event.

Context

The eTwinning School Label recognises the work of schools who are deeply engaged in eTwinning and encourages these leading schools to become proactive in supporting and become a model for other schools at local and national level. The concept of "eTwinning school" is multifaceted. On one side, it is closely aligned to the educational policy priorities of the European Commission as outlined in a recent report "Teachers and school leaders in schools as learning organisations". On the other, it makes indirect reference to the concept, expounded in educational research studies, that teachers are "leaders of change" by establishing new forms of professional relationships with their colleagues based on sharing and peer mentoring. The individual teacher can make significant change in the school when management creates the necessary conditions that favour collaboration amongst colleagues.

The eTwinning School also makes reference to the notion of "Distributed leadership" and the capability of the school management to recognise the in-depth knowledge and the expertise of teacher leaders. This is implemented by creating the opportunities for teachers to develop further, and through identifying and enhancing the conditions in the school for the sharing of experiences and good practice, thus making the school a "learning organisation".

Such elements are certainly present in all eTwinning Schools to various degrees, but they may not be necessarily visible, formalised, sharable and scalable.

Conference objectives

The overall goal of the Conference was to identify, highlight, feature, recognise and promote the elements which characterise the eTwinning Schools, so that they can be further nurtured within and beyond the school itself. Only schools who fully capitalise on the results achieved will be able to act as models, promoters and multipliers for others.

More specifically, the conference aimed at:

- Featuring and further reflect on the pedagogical, organisational, communication and promotional elements of the eTwinning School

- Providing participants tools and methods to leverage on the success of the eTwinning School to become a stronger 'learning organisation'

- Validating the idea of a network of eTwinning Schools

- Preparing the ground for the further development of the eTwinning School concept

Event Details

Participating countries: Armenia, Austria, Azerbaijan, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Lithuania, Luxembourg, Malta, Moldova, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Turkey, Ukraine, United Kingdom.

Working language: English

Size of the event: 250 participants

Audience: School Heads, Deputies, school teachers with special coordinating tasks

Online Materials

All the materials (presentations and multimedia resources) are available at http://etwinning. indire.it/etwinning-thematic-conference-rome-2018/

Contacts

More info on www.etwinning.net

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Anne Gilleran
European Schoolnet

Building the future together

Anne Gilleran, eTwinning Senior Pedagogical Adviser European Schoolnet

When preparing this presentation, the word future in the title was a cause of contemplation as to which future we are thinking about here, the future of eTwinning?, the future of our schools?, the future of our society?, the future of education in Europe?, the future of Europe itself? In fact we need to think about all of these to some degree.

The It goes without saying that we live in a world today that is in a constant state of flux, change and uncertainty. The educational needs of our young people are on one hand a constant, they still need to be competent in literacy & numeracy but this is not enough anymore to help their resilience to the changing nature of the world they live in.

Take for example the graph[1] below. It plots the decline in manual and cognitive tasks of a simple nature against the rise of analytic and interpersonal tasks in the labour market in the USA. Our students need to be prepared for the tasks of interpersonal work style and in-depth analysis of problems.
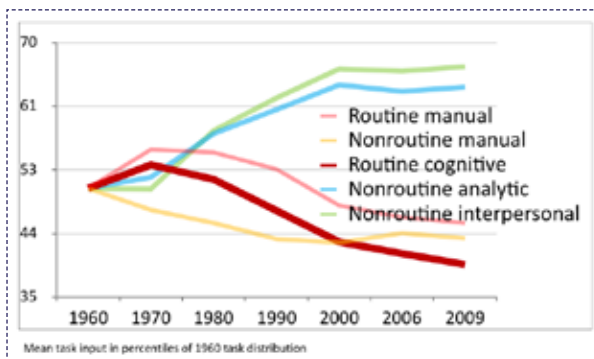
Let us look now at the priorities for European Education as stated in the Horizon 2020 manifesto

Priorities for the 2016-2020:

- Relevant and high-quality skills and competences for employability, innovation, active citizenship and well-being (e.g. creativity, sense of initiative and critical thinking);

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[1] Source: Autor, David H. and Brendan M. Price. 2013. "The Changing Task Composition of the US Labor Market: An Update of Autor, Levy, and Murnane (2003)." MIT Mimeograph, June.

- Inclusive education (i.e. including the increasing diversity of learners), equality, non-discrimination and the promotion of civic competences (e.g. mutual understanding and democratic values);

- Open and innovative education and training, including fully embracing the digital era;

- Strong support for educators (e.g. improved recruitment, selection and training processes as well as continuing professional development)

These priorities touch not only the lives of our students, but also our lives as teachers as the objectives here go way beyond the traditional subject based curriculum into the interpersonal and analytic trend as we saw in the graph earlier. For us as teachers to achieve this, we need to be committed to long term continuing professional development.

So how does eTwinning fit into this picture? Let's look at the diagram below which cites eTwinning among 7 examples of innovation in ICT – enabled learning from Europe & Asia. So already eTwinning is receiving world-wide recognition as means of changing the educational paradigm.
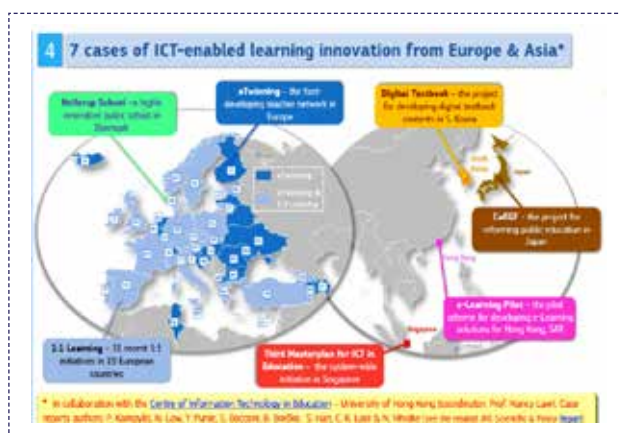
In 2018 eTwinning developed a new initiative. For the first time recognition for work done was extended to schools as a whole organisation to complement the long standing recognition in the form of quality labels for the work of individual teachers. This new initiative for schools is known as the eTwinning School Label. In April 2018, 1211 schools were awarded this label having passes two rigorous rounds of assessment[2] But what

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[2] Further information on the criteria and assessment procedures may be found at https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm

does it mean to be an eTwinning School? The title of this conference is 'Empowering eTwinning Schools, Leading, Learning. Sharing'; the vision for eTwinning schools is just that, that they will be leaders in spreading the word of eTwinning, becoming hubs in their communities of innovation and creativity. Our vision is that eTwinning Schools will have a transformative effect on education, regionally, nationally and on a European level. We see eTwinning schools as the professional development network for eTwinning School leaders and teachers to build schools as learning organisations support systemic educational change. Our challenge is how best to help the 1211 schools to act as agents of change in their educational arenas.

A start has been made in several ways:

- By providing symbols of recognition and leadership such as the eTwinning School Plaque, the letter from the European Commissioner, the digital badge for use on websites and printed material.

- By providing tools of empowerment and sharing such as:

  - A dedicated eTwinning Group for all eTwinning Schools

  - Quarterly online meetings open to all eTwinning Schools

  - 4 dedicated newsletters a year for eTwinning Schools

  - An annual event for eTwinning Schools giving opportunity for them to meet and exchange

- By providing continuous learning opportunities such as a specific online Professional development for eTwinning Schools in the form of a 6 weeks online course, specific learning events and online seminars

In addition to the above there is the ongoing work with the Ministries of Education and the National Support Services for eTwinning.. We meet the representatives of the Ministries twice a year to discuss eTwinning. During these meetings we will continue to promote the potential of the eTwinning Schools in national educational agendas, particularly in those countries who see the development of digital competence as a priority and those who are working on programmes of integration and inclusion. Our aim is that together we will build an active dynamic network to work on making the future of education a reality at systemic level.

You may ask yourselves the question ' where do we begin?' The answer to that is, that

it is probably best to begin at home. The table below shows the number of eTwinning schools in a country v the number of registered eTwinning Schools in that country. As you can see there is certainly work to be done, and the new Erasmus+ eTwinning School Partnerships, recently announced by the European Commission, will certainly play a role here.

N schools awarded the eTwinning School Label v number of registered schools in the country April 2018
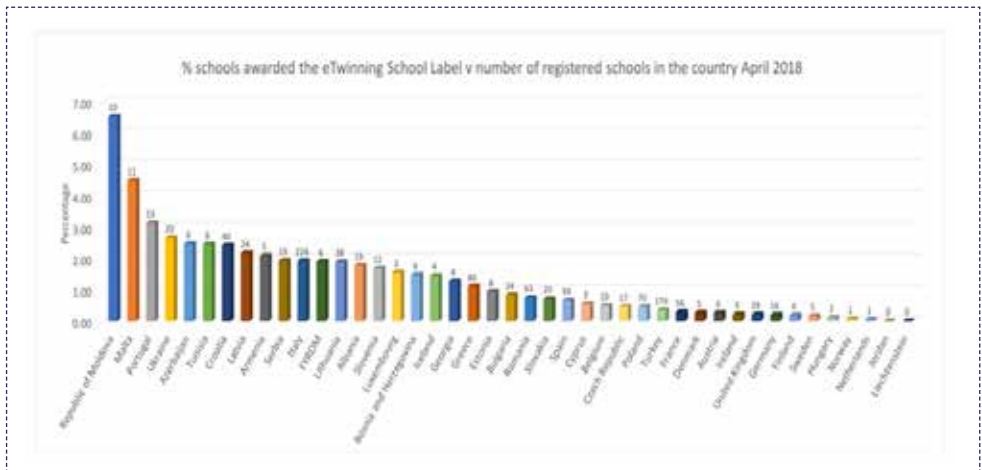
So now you are eTwinning Schools, and your rewards have been mentioned and to a certain degree what you can expect to receive, but what are your responsibilities? The notion of distributed leadership has been discussed a lot during this conference and this is your main responsibility: to share this leadership at every level, to promote eTwinning and its opportunities, to encourage other schools to emulate your achievements, to train other teachers and leaders and at all time to lead discussion about education, educational change and what is best for our students in this time and this place, to truly become hubs of innovation and agents of change.

We can even talk in ideal terms of what attributes an eTwinning School may aspire to

Main attributes of the Ideal eTwinning School

1. Leadership

The school principal understands the possibilities offered by eTwinning both at a pedagogical and professional level and is actively supporting staff involvement in eTwinning activities

2. Collaboration and team work

The teachers in the school work together as a team to plan their eTwinning activities and share their experiences and practices with their other eTwinning colleagues. They collaborate on providing an eTwinning action plan for their school

3. Communication

The eTwinning teachers disseminate their experiences of their eTwinning activities with the appropriate audiences, other non-eTwinning colleagues, parents, local community representatives

4.Promotion

The school is committed to becoming a centre of excellence for other schools in their area/region actively promoting eTwinning through as many means as possible.

5. Commitment to Professional Development

The eTwinning teachers in the school show commitment not only to their own professional development but also the Professional Development of interested colleagues in their own and other schools in their area. Any activities undertaken here are supported by the School Principal

6. Involvement of pupils and students as eTwinning Ambassadors

If teachers and principals are the main leaders in the transformation of the school, pupils should be seen as an essential element and actor in such transformation. Their role must be foreseen as promoters towards other teachers but also as the most important sounding board for all innovations taking place in pedagogy and use of ICT in education.

If all the eTwinning Schools can reach this ideal, grow it and encourage others to grow with them, then they can change the path of educations for future generations. It is fitting to end with a quote that is of the utmost relevance here: "We did not come here to fear the future. We came here to change it", Barack Obama.

KEYNOTE SPEECHES

Shared leadership: a mindset and a tool to empower eTwinning Schools

Patricia Wastiau, Principal Adviser for Research and Studies, European Schoolnet

Shared leadership is presented as a process of social influence focusing on interactions between individuals in a school, enabling them to reach their objectives. Revealing all teachers and other school staff's potential and expertise, it builds the collective capacity for teaching and school improvement. Applied within eTwinning, shared leadership can reinforce professional development networking of change agents with an influence within the classroom and the school, between schools, and beyond. Patricia Wastiau articulated her key note speech around three main ideas. She first discussed the concept of shared leadership and its purpose. She then explored the conditions for shared leadership to be implemented and the challenges to be overcome. She finally addressed the purpose of implementing shared leadership in eTwinning schools.

What is shared leadership and why does it matter?

Management versus leadership - Management focuses on the maintenance of current organizational arrangements and ways of doing business (planning, organising, coordinating people, goods, finances, etc.). While sometimes understood as a synonym (especially by non-native English speakers), leadership is a different concept concerned with shaping the future, inspiring people and motivating them to achieve their aims and vision through a clear strategy. Leadership often focuses on actions intended to influence relationships that are tied to the school's core work defined as teaching and learning; some practitioners and experts nonetheless (correctly) point out that for school staff, the core work might be preserving the school and their positions. Management activities, which are designed to produce stability, may differ substantially from leadership activities designed to promote change. In school daily practice though, what leaders do for management purpose, may nonetheless be an essential component of leadership in general, and leadership for instruction in particular. For example, maintaining scheduling arrangements (a typical action of management) for teachers for them to meet with one another can enable instructional innovation (what

is part of the leadership vision). Leaders who neglect managerial concerns, such as respecting the constraints on the daily schedule, may have difficulties leading change. Such observation from daily practice underlines that, while the management versus leadership distinction is helpful for practitioners to efficiently and purposefully design actions and strategy, it may be difficult to classify real context actions once implemented as purely managerial or purely leadership as the same activity can be designed to meet both organisational and leadership goals.

From leadership to shared leadership – Looking at school leadership often dwells on leaders and leadership structures, functions, and roles, focusing mostly on leaders in formal roles and on what they do in broad and general terms. Knowing what leaders in formal roles do is one thing, but a rich understanding of how, why, when, and with whom they do it, is essential. Shared leadership supports such richer and more qualitative approach, envisaging school leadership as emanating from a group of multiple leaders, some in formal role, others in informal ones (like group work or specific projects) even sometimes temporary. That way, shared leadership adopts a practice or action perspective, by looking at the school daily reality as a matter of actions and interactions between a set of players/actors (not only rules, decisions, etc.) sharing a common vision, able to inspire and motivate others, deliver and build a school community. Two key aspects are usually to be associated to shared leadership. First, shared leadership needs to be aligned to the core of learning and teaching if it is to really make a difference to learner outcomes. Second, to be most effective, the diagnostic and design elements associated with shared leadership need to be firmly located within a clear, overarching model of professional collaboration and learning, aiming at the development of the whole school collective professional capacity.

Does shared leadership matter, and to what extent?

Evidence from research reports that shared leadership can make a positive difference to school organisational outcomes and student learning, especially when student learning is at the core of it. Contemporary research in various sectors, education and health included, underlines that performing organisations is a matter of choice coupled with focused and deliberate collaboration action. Research reveals that continued transformation of organisations is dependent upon the quality, nature, and stability of the interdependent relationship they establish. Staying at the top and remaining relevant is no longer only related to the quality of people hired, but rather fundamentally determined by social capital, that is, the way the organisation functions as a collective, productive unit or team. The top performing schools and education systems around the world invest in collective professional capacity rather than individual expertise indeed. They ensure that their teachers continue to learn and are deeply engaged in collaborative professional learning, investing in social capital and collective professional learning. In spite of that evidence, some systems are nonetheless still wedded to improving one school, or one teacher at a time. This individualised, fragmented, and incremental approach to change seems not only inherently slow but also unlikely to bring about lasting improvement, particularly at scale. Shared leadership at teacher, school and system level may reveal all teachers and other school staff potential; and is suited to develop new models of schooling in complex environment, what public education has become no doubt. Shared leadership indeed reflects changes in leadership practices of many schools where the idea of the 'single leader' declines. Whatever named collaborative, distributed, rotated, etc., shared leadership in practice reveals, encourages and supports leadership capability of all players in the school. In that sense, it can represent a way for eTwinning teachers to be given in their school the opportunity to act as change agents.

If carefully planned and supported, shared leadership can be a potentially powerful force for teaching and learning improvement. It is nonetheless important to acknowledge that as each school is different, inevitably, shared leadership implementation, while sticking to the intention at its core, will be different in each context and setting and that there is no blueprint. Ultimately, leadership will be dependent upon the individuals within an organisation, their particular expertise, and the unique set of relational dynamics.

What are the conditions and challenges of implementing shared leadership at school level?

Shared leadership, or indeed any leadership practice, can be used for good or ill. Evidence from research clearly states that shared leadership has a true potential to have a positive influence on organisational change and improvement in student learning and achievement provided it is implemented under the right conditions. The pace of change, the pressures of the external climate, and the internal demands make it clear that the job of the school leader is now quite big for one, what in turn urges for a better understanding of what such positive conditions can be.

Clear and grounded orientations for the school, the competences required to implement them, and collaboration processes within the school are needed for shared leadership to flourish. Orientations must be specific and relevant to the school context; knowledge as well as social, interpersonal and communication are part of the competences to be acquired; collaboration has to be well organised, focused, and effective. Empathy, invitational style and trust become part of the mind set and daily attitudes. Team configuration, time and work load are usual pitfalls. The main conditions to be guaranteed can be summarised the following way:

Ensuring a common understanding of what shared leadership is in practice - The first condition to be present is to distinguish shared leadership from cosy consensus or unfocused cooperation. Shared leadership is not about locating, reinforcing, or celebrating sameness or interacting only with the like-minded. Shared leadership is about collaboration in a right mixture of established relationships and newcomers, in a way that supports effective interdependent working.

Planning workload and time management – Shared leadership approaches will inevitably and prematurely create problems if perceived by those within the organisation to

simply be the allocation of more work. In addressing this question, it is important to ask whether there is anything more important than developing others or anything more pressing than organisational improvement. Furthermore, in most schools as in any human organisation, a great deal of time is devoted to routine and sometimes unproductive meetings. The real issue may not be about finding extra time but in using existing time more productively, and for purposeful actions directly supporting student learning.

Nurture a supportive school culture - The school existing culture is an important factor for shared leadership practice to be successfully implemented. But the way leadership is shared and distributed can, in itself, have a powerful impact on cultural norms within the school. When the pre-existing school culture is not fully aligned to shared leadership approach, preliminary action may therefore be about generating some structural change within the organisation to start to disrupt and alter the current ways of working and to instigate some changes that will require greater teamwork and collaborative practices.

Formal leadership balance – Last but not least, a distributed framework for leadership doesn't mean giving minimal attention to the roles, responsibilities or circumstances under which the formal leader (i.e. the principal) must exercise leadership. To simply ignore the legislation and policies that define the role of the principal, and hold principals accountable for their actions and school-based results, would pose significant ethical, professional and organisation concerns. The contracted duties and responsibilities of those in formal leadership roles should not be, and indeed cannot be ignored or reallocated. Maintaining a balance is critically important. Whatever the pattern of distribution, it will be essential that the formal leadership set the boundaries plus the overall direction and do not relinquish control over final decision making. Those in formal leadership positions will need to ensure that effective monitoring and feed-back systems are in place so any issues or problems come to the surface quickly, so they can be dealt with openly and transparently. Formal leaders also have to keep the growing flow for different leaders at different times to emerge because of their particular experience and expertise, as a way of keeping distributed leadership fluid. Finally, within the organisation, it needs to be clear that the informal leadership is not fixed or permanent and can be recalibrated at any time.

How does shared leadership align with the moral purpose and empowerment of eTwinning?

Shared leadership is not about giving away power, authority or control. It is about providing opportunities for any teacher in the school to come forward as informal leader on specific aspects or activities; it is about increasing the global school leadership capacity. Till eTwinning school label was implemented, the change unit for better student learning was the classroom level. Thanks to shared leadership approaches the school, and possibly groups or networks of schools, can become such change unit.

Practical action

In our organisation ConnectFutures we work with young people using this theory of change as outlined above: we introduce turbulence by bringing different groups together and then teach discussion and debating skills around controversial issues. We provide media training and constructive use of Twitter etc. We televise them doing instant debates on controversial issues. Participants gain confidence and potential resilience to extremist messaging, with an understanding of how arguments are made and can be countered. Sessions on problem solving with the police similarly gives insights on both sides on how a community is seen and social problems constructed. This is more than a bland peace education: we do not try to make students more harmonious, quite the opposite in some ways. It is about enabling them to be strategic thinkers, within a framework of the right to be heard. We want to do more now on networking and possibly twinning, so that their energy is harnessed to be campaigners for non-violent solutions.

Developing a whole school approach for promoting inclusive systems in and around schools: Some issues for eTwinning?

Paul Downes, Associate Professor of Education, Director, Educational Disadvantage Centre, Dublin City University

eTwinning can develop to play a notable role in promoting inclusive systems in and around schools for early school leaving prevention. It offers potential for issues such as student loneliness, students' voices, challenging authoritarian teaching and discriminatory bullying for a more positive school climate that distributes power around the school, as well as parental engagement, including marginalized groups, as well as for developing schools into community lifelong learning centres. It may offer potential for better communication regarding school transitions strategies and project work regarding health promotion issues such as sleep deprivation. eTwinning is not a panacea for early school leaving or bullying prevention, but one aspect within a wider strategy.

Inclusive Systems in and around schools

The concept of inclusive systems is a broadening of focus of inclusive education from simply students with special educational needs. Adopting a systemic focus, it recognizes that need for a common system sets of supports for problems traditionally viewed as distinct, such as early school leaving and bullying prevention. Rather than simply focusing on preventing, it seeks to promote a school system that meets the needs of all kinds of students. The inclusive systems concept seeks to challenge the more individualistic view that concentrates on individual resilience; it seeks system strategies so that students do not need to be exceptional to thrive in adversity. Such strategies frequently require bridges between health and education systems.

Recently our report published by the Commission, identified a range of key principles to underpin the concept of inclusive system. These key principles for inclusive systems include a UN Convention on the Rights of the Child focus on children's voices. Active participation of parents in school, including marginalised parents as well as a principle of equality and non-discrimination is identified (Tab. 1).

Countries	I feel like I belong at school, % Agree (S.E)	I feel like an outsider (or left out of things at school), % Disagree (S.E)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
Luxembourg	71.9 (1.7)	85.9 (1.2)
Netherlands	82.4 (1.7)	89.8 (1.3)
Norway	83.5 (1.5)	89.1 (1.0)
OECD Average	**78.1 (0.3)**	**86.2 (0.2)**

Tab.1

Holistic Systemic Issues: Percentage of Socioeconomically Disadvantaged Students who Agree/ Disagree with the Following Statements: School Belonging and Feeling Like an Outsider (PISA 2012) (OECD 2012)

Inclusive systems seek a holistic approach which recognises the social, emotional and physical needs, not simply the academic and cognitive needs, of both children/young people and their parents. It involves building on strengths to challenge the negative deficit labelling of vulnerable groups, and seeks to promote growth (both for individuals' personal and educational development and for system level development) rather than simply prevent. Representation and participation of marginalised groups in school structures and processes are another key principle. It is also to be emphasised that multidisciplinarity approaches are required for inclusion, as a multifaceted response for students with complex needs. Differentiating needs of students is key for system level

interventions. A range of actively collaborating professionals is needed to address the complex, multifaceted needs of marginalised groups. Lifelong learning, from the cradle onwards, requires a distinct educational focus on active citizenship, personal and social fulfilment, intercultural dialogue across communities, and additionally on poverty, social inclusion, and employment. It embraces informal learning, as well as non-formal and formal education classes relying on active learning methodologies.

A further dimension of the conceptual underpinning of inclusive systems is to interpret them in terms of relational spaces. This builds on an initial distinction between spatially structured systems, recognised by Lévi-Strauss' structural anthropology, based on a range of observations across diverse cultural contexts, namely, between diametric and concentric structures. A diametric spatial structure is one where a circle is split in half by a line which is its diameter, or where a square or rectangle is similarly divided into two equal halves (see Fig. 1). In a concentric spatial structure, one circle is inscribed in another larger circle (or square); in pure form, the circles share a common central point (see Fig. 1-2).

Fig. 1 Diametric Dualism   **Fig. 2** Concentric Dualism
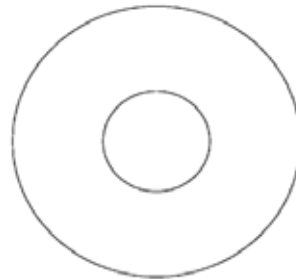
Viewing them as mutually compensatory related systems, Lévi-Strauss observed basic contrasts between diametric and concentric spatial systems, including that the latter are more open and interactive with background than the former. He also observed diametric systems as ones of mirror image reverse symmetry, for example, making power related distinctions between high/low, good/bad, sacred/profane. While Lévi-Strauss focused on these spatial structures of relation for understanding myths and physical structures, the domain of their relevance has been expanded to wider social systems, including school systems.

A key relative contrast between concentric and diametric spaces was overlooked by

Lévi-Strauss. It is evident that the inner and outer poles of concentric structures are more fundamentally attached to each other than diametric structures. Both concentric poles coexist in the same space so that the outer circle overlaps the space of the inner one, with their shared co-centre. The outer circle surrounds and contains the inner circle. In contrast, diametric oppositional realms are both basically detached and can be further smoothly detached from the other. A concentric relation assumes connection between its parts and any separation is on the basis of assumed connection, whereas diametric opposition assumes separation and any connection between the parts is on the basis of this assumed separation. A concentric spatial relation is a structure of inclusion compared to a diametric spatial structure of exclusion. In Bachelard's words, pertinent to diametric space, 'simple geometrical opposition becomes tinged with aggressivity'. From this vantage point, promoting inclusive systems is interpreted as developing concentric spatial systems of assumed connection in and around schools, it challenges and reconstructs diametric spatial systems of assumed separation and power based hierarchies, as mirror image reverse symmetry relations in school systems.

Developing a whole school approach for promoting inclusive systems in and around schools: some issues for eTwinning?

This keynote presentation raises some challenges for eTwinning to develop, as part of an agenda for promoting inclusive systems in and around schools, relevant for early school leaving and bullying prevention. eTwinning can play a part in the shift from diametric spatial systems of opposition, blockage and hierarchy to concentric spaces of assumed connection. It can help create a more democratic school climate that allows for a greater variety of identities in school; it offers not only distributed leadership as multiple opportunities for leadership, but also distributed identities to provide more opportunities for diverse identities to be recognised in the school environment. eTwinning can contribute to a shift in power relations across the school, to offer more scope for students' and parents' voices, including marginalised students and parents, in communication between schools; these voices can be involved in promoting whole school strategies on themes such as early school leaving and bullying prevention. eTwinning needs to dismantle the hegemony of a sole majority culture in school to facilitate diverse voices and cultures.

A number of issues regarding promotion of inclusive systems as relational spaces may invite a future role for eTwinning. Loneliness is increasingly being recognized as a key issue affecting children and young people staying in school. eTwinning may offer opportunities for students to communicate with a broader range of students in the other school, to help the student's understanding of self and other, to foster bridges to overcome loneliness. It may offer bridges for ethnic minority groups in a school to connect with students from the other school with a similar background, to foster their cultural confidence. Research highlights that the teacher plays a key role in inclusion in the classroom, so that where the teacher displays discrimination against minority groups, this tends to transfer into bullying of those groups by the students. eTwinning can help challenge the diametric space of them-versus-us underpinning discriminatory bullying. It can facilitate concentric spatial-relational networks of assumed connection between minority student groups for empowerment. Students' voices and pathways to communication through eTwinning in school policy development can challenge diametric us/them spatial hierarchies in the school institutional culture, as a force for reform. It offers potential for challenging authoritarian teaching for a more positive school climate that distributes power around the school.

The need for students' voices in curricular material for bullying prevention is increasingly being recognised in international research. eTwinning can support this, for example, through bullying awareness videos developed between schools, that need to include minorities and migrants voices and networks. Such cross-school initiatives can involve teacher mutual support in developing positive inclusive school climate and whole school approaches to prevention of bullying and early school leaving. Inclusive systems committees in each school, including students and parents, offer a key role in driving school reform; through such multiple leaders there is a role for eTwinning here for dialogue between schools in the implementation of such inclusive systems committees.

eTwinning is not a panacea for early school leaving or bullying prevention, but one aspect within a wider strategy. It is not suited for the chronic needs, Indicated prevention level which requires multidisciplinary teams for intensive individual support. It is more suited for universal and moderated risk (selected prevention level, Fig. 3) whole school approaches and for engaging peer groups of students for meeting the needs of some students experiencing moderate risk of early school leaving.
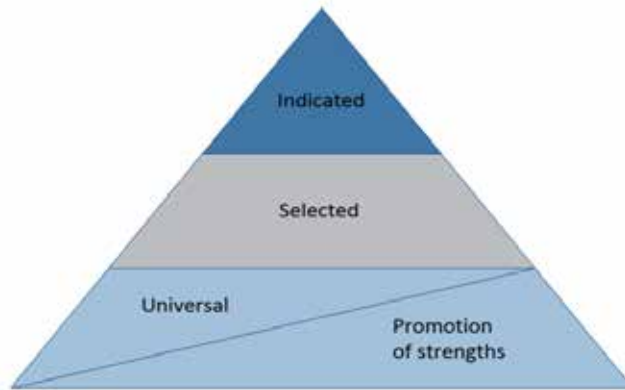
Fig. 3. Building on Strengths and Differentiated Levels of Need: Promotion and Prevention Levels

Other project based approaches relevant to early school leaving where eTwinning could play a role, include transitions from primary to post-primary school, and awareness of the health and educational importance of sufficient sleep. eTwinning may facilitate exchange of common strategies between teachers and schools for providing system supports for transitions. eTwinning can support a whole school approach to sleep health promotion, for example, through shared project work for younger students for awareness raising, dialogue between parents on this issue, reflective diaries of students to raise awareness of their sleep patterns. On the issue of overcoming sleep deficits, this needs to be actively led by students.

Diametric spatial systems are closed ones. Again eTwinning can challenge such diametric spaces in the school by helping to develop the school as an afterschool community lifelong learning centre, where parents and students can be in communication with the twinned school and wider clusters of schools; marginalised parents could then have a space to meet for mutual support and to play a role in the development of the school. eTwinning can potentially help marginalised parent groups, including migrants, for confidence through bridge building with parents with similar experiences. There is also the need for visual representation of minority groups in the school environment to celebrate their identities and eTwinning can contribute to this process.

Educational Leadership and school improvement: the role of principals and teachers in a distributed model of leadership

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In school organizations, the most valuable human capabilities are those that tend not to be operated within an approach of "command and control", but those which involve autonomy, professional freedom, involvement, and identification of purposes. Initiative, creativity and passion are valuable qualities that teachers decide to share in the school environment or keep for them. Connecting leadership practices with teaching and learning is essential for school improvement. Distributed Leadership is the basis of the mobilization of teacher professional capacity.

Instructional and transformational leadership

The literature on leadership constructs oscillate between two approaches, which are characterized, on one hand, by a top-down and strong coordination and control mechanisms of the teaching and learning processes either by central/regional authorities or by the headteacher (instructional leadership), and, on the other hand, by a bottom up approaches, with a strong commitment to sharing, support and intellectual stimulation of teachers, promotion of the sense of community inside and outside the school (transformational leadership).

Both of these approaches are always present in school leadership, being more a question of gradation in the adaptation to the context than a rigid dichotomous selection between two extremes. Their results also suggest that coexistence of high levels of transformational and shared instructional leadership ('integrated leadership') are related to high-quality pedagogy and student performance.

The integration between instructional and transformational leadership does not only concern the 'what', that is the different leadership practices, but also the 'how' they

are exercised and 'who' exercises this leadership. An integrated model of leadership for learning does not simply reflect the actions of the headteacher, but also the interactions with teachers and between teachers, configured as distributed, collaborative or shared leadership.

Although there is no single and precise definition of teacher leadership, generally, definitions of teacher leaders concern teachers that both maintain responsibility of teaching in classroom and exercise leadership towards their peers and the school community as a whole. Leading activities may be carried out from formal leadership positions or informally. We attempt to measure instructional leadership exercised by all teachers and not only by those that hold formal leadership positions since we adopt the distributed leadership perspective which concerns leadership practices that may be enacted by all organizational members regardless of their formal roles. This perspective comes from the constructivist approach to leadership where all members of school staff collaborate in constructing school improvement.

Research suggests that the teacher leaders' impact on educational practices occurs through support they give to their colleagues' professional learning and promotion of feelings of empowerment and self-confidence. Teacher leadership also supports the development of professional learning communities at school (Fig. 1).
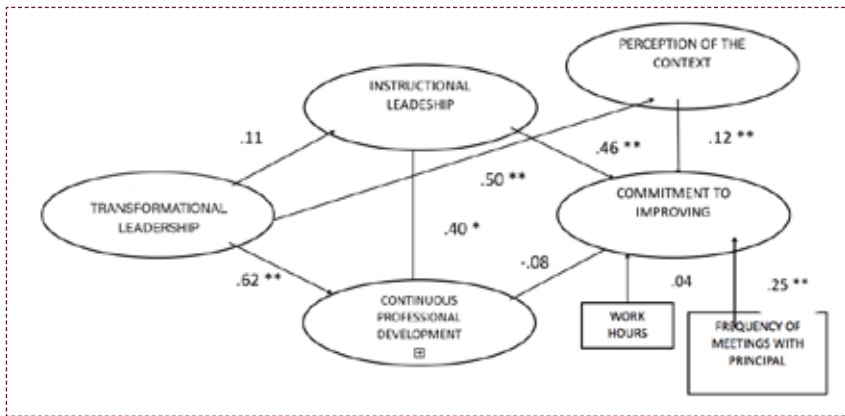

Fig. 1 - Proposed causal model between transformational leadership, instructional leadership, continuous professional development and commitment to improvement, considering the effect of perception of contexts and individual characteristics (standardized coefficients; *p = .004; **p = .000)

The results of the structural equation model confirm the direct effect of transformational leadership on the construction of organizational capacity for improvement and the indirect effect on teachers' improvement efforts. Continuing professional development appears to have a direct effect on teacher's instructional leadership, while instructional leadership has a direct effect on the commitment to improvement of teachers themselves. The commitment to improvement is also determined by teachers' perceptions of the local, provincial and national context, in terms of constraints and opportunities. In this regard it is significant to underline that the transformational leadership of the principal has a direct effect on the perception of contexts, which means that the role of school leaders is very important in building meaning and giving meaning to the work of teachers.

Teachers leadership

Some teachers, sometimes informally, play an important function on organizational integration, cross-cutting the professional groups and systematically linking the functioning of the school, mitigating the lack of homogeneity of teaching, allowing the recognition and diffusion of innovation, making professional practices "public" and good practices replicable. In fact, in a context where the school principal is increasingly encouraged to deal with administrative issues, they can help to supervise the instructional leadership. The schools, however, are not the same, so that while some figures can be considered permanent and common (deputy principal, departmental coordinators, teaching coordinators, responsible for professional development activities, responsible for evaluation), other figures must be identified by the individual schools according to present problem specifications in the various contexts and strategies pursued.

The organizational skills of coordination, planning, evaluation, management of networks, which teachers demonstrate to acquire both with traditional training, but especially in the field with the daily practice of the profession, should be able to be recognizable, certifiable and expendable both within the school of belonging is more widely in favor of the educational system, of the world of work, not least in terms of importance, as a basic requirement for access to the managerial career in the school. Actually, the lack of regulation on these intermediate figures with high professionalism, prevents a stable and cohesive distributed leadership. There being no recognition for the increased workload, career paths and salary levels sufficiently differentiated,

extrinsic incentives to attract and retain quality figures are lacking. A long and patient investment on intellectual resources and based in trust relationships, towards these figures can be dissolved quickly without any possibility for the school communities to retain key skills that contribute in the stability and the quality of educational practices.

In cases such as digitalization, CLIL, didactics for problem solving skills, etc., the direct intervention of the school principal is aimed at supervising change by guiding first-hand strategic projects to bring out innovation from below and in a shared way. These initiatives are not necessarily planned and are not structured in formal processes. The principal acts as a first among peers, takes direct responsibility for affirming the sense of priority and collective commitment, sometimes intervening with advisory and specialist roles, relying on previous experience and professional background rather than formal authority. The school principals act from "Leader to leader".

The organizational behaviors of teachers who occupy formal positions of organizational and didactic coordination (instrumental functions, coordinators of the educational segment, department heads, etc.), normally aren't legible with the typical categories of "middle management". These are not liaison officers in the meaning that this word has assumed in hierarchical structures where intermediate managers have the main task of facilitating the flow of information from the top down or vice versa, through communication and control. The collaborators of the principal, widely understood, exercise a real educational leadership; their role is also that of sensors located inside and outside the school to disseminate and collect information. Besides this, they intervene in surveillance, support, coaching, observation and feedback of their colleagues, sharing of materials and practices, and many other activities of coordination, of teaching and learning processes that without their contribution would remain out of reach of the school principal.

WORKSHOPS

The eTwinning School Label

Speaker Donatella Nucci, Italian eTwinning National Support Service

Purposes of the workshop

The eTwinning School Label recognises the work of schools who are deeply engaged in eTwinning and encourages these leading schools to become proactive in supporting and become a model for other schools at local and national level. The workshop intended to present the rationale for this new eTwinning recognition in relation to European educational policies and then explore the procedure for requesting the eTwinning School Label, examining the different criteria for the obtainment of this recognition.

Workshop activities

The presentation started by reminding the audience that the eTwinning School Label was introduced for the first time in 2017 and the first nominations came in 2018. Recognitions in eTwinning have always existed – National and European Quality Labels; eTwinning Prizes -, but all these recognitions focus on the work of the individual teacher. Especially in the early years of this Action, it was very frequent that the participation of schools coincided with the activity of just one teacher – with the exception of countries like Cyprus, Iceland and Malta. Now the European average is nearly 3 teachers in each registered school: this is an average in many cases there is a higher number of registered teachers belonging to the same school.

This is an important development in the light of Diffusion of Innovation theories, bearing in mind that innovation needs to go beyond the effort of the individual, in order to affect the entire school system.

A recommendation of the European Commission working groups on Education and Training 2020 is that schools

should function as Learning Organisations and an "eTwinning school" does function as a Learning Organisation. Management is able to tap on innovation introduced by teachers and create the necessary conditions in the school for peer-to-peer training.

The workshop progressed with examining more closely the process for requesting and issuing the eTwinning School Label:

- Criteria A - The school must demonstrate activities that prove teachers'/pupils' awareness of responsible use of the internet.
- Criteria B - The school must demonstrate that there is active collaboration between a group of three or more teachers in eTwinning activities.
- Criteria C - The school must demonstrate that at least two groups of pupils in the school are involved in eTwinning projects.
- Criteria D - The school must demonstrate that two active eTwinning teachers from the school have participated in one or more eTwinning educational events and their contribution to the strategic development of the school.
- Criteria E - The school must publically show its involvement in eTwinning.
- Criteria F - The school must demonstrate that an eTwinning promotional activity has taken place within the school or in the local community in the year of the award.

Results The participants were informed of the value of the eTwinning School Label. They had the opportunity to get to know the procedure to apply and were able to put questions.

Online safety for eTwinning schools: Building an eSafety eco-system

Speaker

Sabrina Vorbau, Project Officer and eSafety Label project Coordinator Digital Citizenship Team, European Schoolnet

Purposes of the workshop

Nowadays children and young people are carrying with them increasingly powerful access devices and are linking to social network sites, building their own online communities, and creating and sharing content. Schools and parents cannot impose all-encompassing restrictions on the use of technology in order to protect young people. Hence, online safety plays an important role when applying to become an eTwinning school. In this context, and in order to provide practical solutions to this challenge, European Schoolnet has set up the eSafety Label project (www.esafetylabel.eu), a European-wide accreditation and support service for schools. This represents a major step forward in the drive to develop and maintain high standards of eSafety.

In this workshop participants learned about the latest trends and issues when being online and how they can set-up an effective eSafety eco-system for their school. In addition, participants received further eSafety advice and guidance and were introduced to a set of resources, useful for their own professional development as well as for their pupils.

Workshop activities

- The workshop started with an introduction to online safety presenting the latest trends and risk online across Europe. Participants were introduced to a range of resources such as the Better Internet for Kids (BIK) portal (www. betterinternetforkids.eu), the Insafe Helpline repository (www.helplines.betterinternetforkids.eu) and the BIK Policy Map (www.betterinternetforkids.eu/web/portal/policy/bikmap).

- Following, participants started discussing in smaller groups how they can build an online safe eco-system at their school, developing an according infrastructure, policy and practices.

- After presenting their group work, the workshop closed with a presentation of the eSafety Label project (www. esafetylabel.eu) which provides practical tips and solutions for schools to set up their eSafety eco-system.

Results

- As online safety trends and issues are changing rapidly, participants realized that there is a clear need to stay up to date (even if this proofs challenging sometimes), in order to provide according support to pupils, parents and other peers. Hence, participants appreciated the range of resources and tools they have been introduced to during this workshop.

- Moreover, the workshop provided a great opportunity for participants to exchange about online safety approaches at their schools.

- Furthermore, the interactive group work evoked participant's interest to further develop their eSafety infrastructure, policy and practices when back at school.

Treasure your eTwinning school team!

Speakers Laura Maffei, ICS 2 Arnolfo di Cambio, Colle di Val d'Elsa (SI) Silvana Rampone, Piemonte Regional School Authority

Purposes of the workshop

The strength and continuity of the eTwinning action in any school can be hindered by many factors: staff turnover, bureaucracy, lack of time, lack of resources.

The workshop aimed at giving teachers and principals instruments to deal with these issues. Moderators and participants tried to develop together strategies and tips to successfully maintain, develop and disseminate the eTwinning outputs and outcomes, through transmission of skills. That is the magic of the eTwinning Teams.

Workshop activities

The workshop was structured as a sample eTwinning lesson: as a tuning-in activity participants were introduced to a brainstorming, where they had to tell in a word what "eTwinning Teams" made them think of.

After a short introduction by the moderators on the benefits and characteristics of eTwinning Teams, teachers and principals named the most common obstacles they met in their eTwinning experience. Video messages by expert eTwinners and School Directors were presented, in order to offer different perspectives and inspiration on how and why working together in eTwinning can improve the quality of education.

Participants then split into groups and worked together to find strategies to face the challenges and issues that can have a school drop out of eTwinning – that is out of a shared European dimension in education. Eventually, the groups reported their ideas and were given feedback. They all were surprised at how the beautiful, yet theoretical words of the warming up activity had turned into practical ideas that could be put into practice in any school.

Results Participants found out that the eTwinning School Label is not a finish line, but a starting point. It is important to give continuity and stability to the eTwinning action – a goal that can be achieved only by giving the teachers incentives, training, recognition, appreciation.

A successful team is made of happy, satisfied individuals. And to their surprise, participants discovered that it is always possible to keep the teachers involved and motivated by rewarding them for the good job they are doing, taking advantage of the opportunities offered by the eTwinning community (for instance, in terms of quality training) and those provided by Ministries of Education, stakeholders, local authorities.

Redesign the school space

Speakers   Giuseppina Cannella, Raffaella Carro, Researchers at Indire

Purposes of the workshop

The workshop presented the Innovative teaching Spaces Manifesto developed by Indire's researchers, using video case studies that explore the interconnection between space and pedagogies. These video case studies document the modification of schools' buildings and learning environments in terms of learning space and teaching practices.

Workshop activities

After the video projection, the participants worked in groups and reflected on their own situation, exploring ideas to change their school spaces. Each group focused on a different environment among those proposed by the Innovative teaching Spaces Manifesto, as follows:

- group learning space - group area that enables multiple flexible settings and solutions to meet the needs of different types of learning activities;
- informal area - area for relax and informal meetings;
- individual area - quiet zone to catch up on working, studying, reading, writing, taking a test or reflecting; it can offer pods, caves, reserved zones with reading/writing tools;
- agorà - space for the whole school community;
- exploration lab - exploration and discovery zone.

Example of key questions:

- What do you think about the different interpretation of "group learning space" and what is its role in the pedagogical project of the school case study?
- How is the "group learning space" conceived in your school?
- What functions should the "group learning space" have within a new pedagogical school project that looks at the future (based on the group's discussion)?

Results The workshop reached its main objective: sharing with the audience the idea that new teaching approaches require new setting and learning environment.

The awareness about the role of the space as "third teacher" emerged sharing different experiences of teachers coming from different European countries. In some European countries (i.e. Ireland, Poland, France) the debate on the relation between space and pedagogy has not started yet, hence for the workshop participants coming from these countries the video shown represented a completely new source of inspiration for school innovation. In some other European countries, such as Italy, Germany and Denmark, some schools have already modified their physical space.

The workshop was organised into two parts. In the first part, Indire researchers introduced the main focus and key ideas of their research, and explained the Manifesto. Then, the video case studies - one case associated to each of the innovative learning spaces - were shown to the audience.

In the second part of the workshop, the audience was divided into small groups; each group reflected and commented on one video answering to the proposed questions. In some cases participants described their personal experience of change.

Project-based Learning in the eTwinning School

Speaker

Irene Pateraki, Pedagogical and Monitoring Manager, Central Support Service

Purposes of the workshop

Project Based Learning (PBL) is an effective teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, a real-world problem, or challenge. Today's students often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning. In the 21st century workplace, success requires more than basic knowledge and skills. In PBL, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, develop critical 21st century learning skills and be creative innovators. Project based learning has 'shown to be more effective than traditional methods for teaching maths, economics, language, science, and other disciplines' (Beckett & Miller, 2006). An eTwinning School can work towards this direction and create the environment and materials that will engage students in learning and help them become 21st century citizens.

Theoretical framework

Project-based learning is not a new concept. Early philosophers and modern educators stated that critical thinking and inquiry enable students to become engaged builders of a new knowledge and become active lifelong learners. There are 6 steps for implementing Project-Based learning in the school:

- Start with the driving question, an open-ended question that poses a problem or a situation and there is no one answer

- Design a plan for the project by involving the students and by selecting activities that support the question and integrate many subjects

- Create a schedule but be flexible to possible changes

- Assess the outcomes by providing feedback

- Evaluate the experience by taking time to reflect, discuss what worked well and what needs to change.

Project-based learning is a big process and teachers should start small and keep the project short and the learning goals limited. In many cases, it is difficult to apply it, taking into account that teachers have to follow the curriculum. However, it is really important for the school to establish systems and structures that allow teachers to collaborate and share their plans. Also, the rearranging of the physical space in the school by creating learning zones e.g collaborative zone, play zone, maker zone etc. can help students interact better with each other. Students working in a project usually create a mess by moving, doing, arguing, discussing and creating, but this is a creative mess that help them learn what they need to learn.

Workshop Activities

During the workshop, participants were split into groups of 4-6 people. Each group had at least one head teacher and teachers teaching several subjects from the same age-group. Each group used resources from the Buck Institute for Education to create

their collaborate project. They used Tubric 2.0 to write their Driving Question by framing initial words, person or entity, action or challenge and audience/purpose.

Once they decided the driving question, they were asked to complete the rubrics and decide:

- 1the name of the project
- the duration
- the age of the students
- the subjects
- the skills that students will acquire e.g critical thinking, self-management, collaboration.

Results All groups presented their project at the end of the workshop and they discussed how eTwinning Schools can or already use elements of Project-based learning approach. eTwinning School can work on this direction by encouraging teachers to work together and students collaborate by developing their skills and their talents.

Use your voice to make your school known

Speaker
Claire Morvan, Communication Manager, eTwinning Central Support Service

Purposes of the workshop
This workshop explored the beauty of public speaking and how to best exploit it to increase school's influence and strengthen its identity at both national and European level. Interactivity and case studies were presented during the 90-minute-session, which allowed participants to bring concrete tips back to their schools.

Workshop activities
The first part of the workshop explored theory on public speaking and basic communication skills (e.g. how to prepare a speech, how to structure it, how to identify main messages, how to better target).

Then, participants had some time to prepare in small groups a presentation on eTwinning schools. The voice of each group was heard, and a feedback to improve was given by the moderator.

Results
Workshop participants had the chance to practice and get from the moderator an immediate feedback on their voice, gesture, structure of speech, targeting. Peer assessment was also encouraged, which led to collaborative spirit and each other support. Participants realized the importance of a good preparation and targeting in order to reach goals.

Shared leadership in practice discussing case studies from schools

Speaker
Alexandra Hanna Licht, Pedagogical and Scientific assistant, European Schoolnet

Purposes of the workshop
Carefully designed, focused and effective, distributed/shared leadership can make a significant difference in students' learning outcome. This requires high level of engagement and collaboration between teachers-skills that need to be enquired and practiced. So how can we encourage teachers to work interdependently rather than independently? How can we foster school leaders, formal and non-formal, to create together a shared vision and define a strategy for change for a school?

Workshop activities
In this workshop, through various case studies, eTwinners discussed about ways to implement distributed/shared leadership in schools. Solutions were proposed to face every day problems at school. Furthermore, participants examined how shared leadership is exercised through different roles: teachers, school heads, students, policy makers and the educational community.

The activity started with a definition of what shared leadership is. Leadership is a social process of influence, mobilising others' efforts to reach specific objectives serving a vision. Shared leadership, or Distributed leadership included the following key elements: setting a clear direction, putting students' learning in the center, developing people, developing the school as a learning organization. Following, participants divided in working groups. Each group received two case studies of school in Italy, each group was asked to identify and analyse the elements of shared leadership present in the schools.

After each group presented and reflected on their peer's answers, a discussion was held on the they ways leadership is practiced in their schools.

Following the discussion, participants viewed a video case study from the US and continued to analyse the various conditions that allowed shared leadership to be practiced successfully in that school.

The workshop followed with a conclusive activity, where in groups, participants were asked to "practice shared leadership" from different perspectives: each group member was given a different "hat": school head, experienced teacher, beginner teacher, administrative/support staff, students' representative, parents' representative. The group was asked to plan How would they make their school an eTwinning school- they designed and drafted an action plan while implementing shared leadership approach.

Each group presented their remarks and the main elements of shared leadership they have found in other's presentations.

The workshop concluded with a call for action - each participant was asked to think - "What can I do in my school in order to implement an action/vision/strategy while adopting a shared leadership approach?

How can I bring shared leadership approach to be practiced in my school"

Results   Quotes from the video that participants discussed:

"It is all about how the whole organisation functions- our school heads need to be learners; otherwise they won't continue to be leaders. Therefore, also we, as teachers need to be learners- that is what makes leadership powerful. Our principles are learners- that's why teachers follow them, our teachers are learners- that why their colleagues follow them"

"Leadership emerges based on the quality of the work, this is different than previously when leadership emerged because you were assigned leadership".

Leadership for Resilient schools and communities

Speaker

Patrizia Garista, Researcher at Indire

Purposes of the workshop

Resilience is becoming a very common term in relation to inclusion, disability, life skills, teachers' training, leadership, mentoring, and guidance. The most important factor is its capacity to create new opportunities, new resources, new skills; in other words, new learning, emerging from a stressful, disadvantaged or traumatic situation.

The workshop focused on tools which could be used in a multi-country perspective, as the eTwinning one, to analyse deficits and strengths within a school in order to support its resiliency.

Workshop activities

The workshop started defining resilience in the eTwinning context. Then a reflective activity, for knowing each other and the motivations towards resilience schools, was introduced.

Resilience could be understood as a metaphor of learning and culture, being a process capable of transforming people, their knowledge and abilities to cope situations and solve problems. Anyway there is another side of resilience, and this dark side teaches us not to abuse of it, not to blame people who cannot show his/her resilience, and, above all, not to abandon anybody, and to take care of people (students/teacher/families) who appear resilient as well as of people who do not.

According to this premise each workshop participant thought about an idea of resilience concerning professional identity as a teacher/head teacher and how to support resilience in school, and drew a resilience picture, a metaphor, with a brief written explanation.

Two different models in approaching resilience education in schools were presented for introducing the second activity.

Both models define resilience as a process and not as an outcome; they try to promote an approach focusing on protective factors to foster resilience in youth and to support teachers resilience.

We know that teachers facing challenges may respond positively or negatively, so a resilient leadership could help them in fostering both the individual (or biographical) and the collective capacity to cope with these stressful situations. There is no magic formula for making a school become resilient, but the quality of the teaching and learning environment, cooperative organisation, a whole-school vision, a sense of school belonging, social networking, and, above all, connectedness, can help and promote the resilient process. eTwinning represents one of the best way to create (digital) resilience through connectedness and social networking among schools, teachers and pupils.

Finally, two cooperative groups discussed a resilient perspective in planning school activities and developing a leadership to foster resilience.

Results During the first activity, everybody thought about resilience; some participants created a metaphor and drew a resilience picture with a brief written explanation. The importance of offering, without forcing, different kind of tools for communicating thoughts, emotions and experiences was discussed. Resilience pictured in drawings was situated among relationships where "sharing" and "trusting" could help teachers to solve problems, where eTwinning projects were present or where a colleague presence and support could help another not falling down as shown by the drawings below.

Becoming self-aware of one's own resilience will help to recognize needs and resources in other people. Reflecting on weakness and strengths will help teachers to observe, analyse and move towards transformation.

The two cooperative groups deepen discussion on the "resilience wheel" and its dimensions (positive connections; clear, consistent and appropriate behaviours; life guiding skills; nurture and support; purposes and expectations; meaningful participation) in order to recognize complex dimensions of resilience education in one's own country and school.

Participants shared their own experiences in resilience education making them become explicit and visible (in some countries they are present and well implemented, in others resilience education and resilient leadership for schools remain a new topic for training and for developing project based learning). Participants agreed on the importance of sharing practices and problems, without fixing actions or dimensions of resilience. The risk could be to exclude and not to include, to judge and not to help. We didn't talk explicitly about leadership but at the end we acted as leaders in fostering resilience: participating, observing, reflecting, transforming.
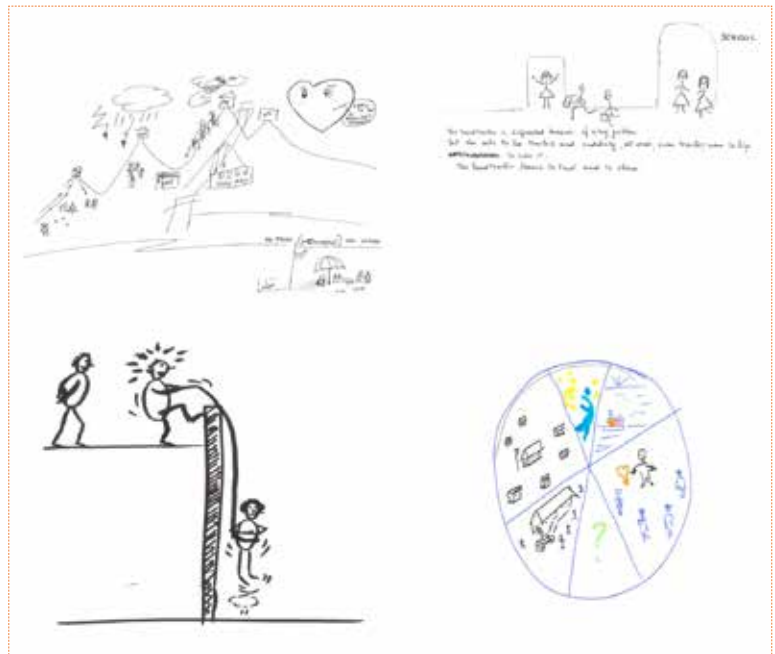
New accountability systems to promote change in teacher practices

Speaker **Genc Alimehmeti,** Bologna Business School – University of Bologna

Purposes of the workshop Recently, education policy-makers have introduced new requirements for schools in implementing processes of self-evaluation, strategic planning for school improvement and results' reporting. The aim of the workshop was to explore how this new leadership approach is affecting the practices of teachers by building organizational capacity for improvement, using self-evaluation and improvement processes. Distributed leadership appears to be crucial in promoting change in teaching and teacher commitment to the improvement of professional practices.

Workshop activities School principals may represent the most important component of education systems to foster school improvement and effectiveness. The question is not 'whether the principals make the difference', but instead 'how and through which practices they contribute to developing effective organizational and professional environment for teaching and learning' (Day, Gu & Sammons, 2016). Changes in the accountability system in Italy follow general trends observable in other countries (OECD, 2013; European Commission/EACEA/Eurydice, 2015). Most European and many OECD education systems are trying to combine external and internal school evaluation and to put emphasis on self-evaluation in order to foster authentic improvement processes. In order to guarantee a successful implementation of school evaluation and improvement processes, active involvement of educational communities should be ensured. Within this new context, principals are reinterpreting their role. In particular, the new accountability system is affecting the work of the principal in aligning the organization to the strategic objectives using school evaluation and improvement processes.

It was argued that the principal leadership is a significant factor in accomplishing the goals of the new accountability system by promoting change in teachers' professional practices and teaching methods.

The workshop had a threefold objective:

- discuss the changes required by the new accountability systems.
- discuss the indirect effects that principal leadership has an on the teachers' change in professional practices and teaching methods, mediated by the organizational capacities for improvement; and analyse the role of the principal and use self-evaluation tools to measure how the participants exercise their leadership at school.

Results   Evidence shows that the principal can make the difference, placing him/herself in the centre of the school management model based on developing organizational capacity for improvement. Teachers' professional practices and teaching methods are affected by the principal's strategic leadership and guidance of the self-evaluation and improvement processes in an indirect way. Research results provide indications about constraints and opportunities related to the new educational accountability policies.

The self-evaluation activities show that some principals have a 'tight' control over the school, tending to centralize decisions and activities. Despite the better control they are able to exercise, they tend to overload themselves with tasks that can be delegated. The delegation of responsibilities is paramount given the excessive work load and growing demands being made from new accountability systems. The principals show a clear preference for engaging in aspects of their work that would help to enhance student achievement, but growing demands means that they have to learn to delegate work to others which sees them sharing and distributing work more and more.

A centralised context can dictate practices that are more administrative or managerial in nature.

Fulfilling objectives or targets set can be the rule of the day. Principals show that for a clear vision to be set, for objectives to be reached, they need to ensure that staff are on task, that they are there to ensure that they have the resources and the opportunities to take on the challenges facing them. They lead through example, persuasion and support, hence the time spent on being with people, in engaging in supportive and transformative ways. That is why principals focus on sharpening their soft skills: they give people time to talk, they listen attentively, take notes and then act. The staff and the community are aware of this and respond in similar fashion.

Leadership is less about giving orders and more about leading through persuasion, idealism and intellectual excitement.

From out of the map to the center of Europe: building a culture of inclusion through eTwinning

Speaker   Vittoria Volterrani, eTwinning Ambassador and teacher at IC Bobbio

Purposes of the workshop   For the small Comprehensive Institute of Bobbio (northern Italy, province of Piacenza), geographical isolation was a big obstacle that highly risked to limit students and teachers' growth. Thanks to eTwinning, the school started an internationalization process that went beyond expectations, continuing in Erasmus and creating a system concretely integrating to the Ministerial actions.

Passion, vision, system, management, group, storytelling, determination are all essential components to develop a culture of inclusion and a sense of European belonging.

Workshop activities   The two workshop sessions focused on the step by step path to get out of isolation and exclusion, run by the Comprehensive Institute of Bobbio in the last 5 years. In both sessions, participants have been involved actively through brainstorming, sharing, role playing and other activities promoted to stimulate participation and metacognitive revision.

Main points faced during the workshop:

- Presentation of the school – context and position
- Building a culture of inclusion being an isolated school
- Risks and obstacles for the students' future
- 21st century education
- eTwinning revolution
- Europe: the answer
- SWOT analysis toward Europeanization
- European development plan
- eTwinning and Erasmus+: European projects to change the paradigm in education

- Teamworking for Europe
- The role of the School Principal
- Erasmus+ projects born in eTwinning related to new active methods – inclusion – ICT- Innovation
- eTwinning and the Ministerial actions: PNSD (National Plan for School Digitalization) – PTFD (3-year-plan for Teachers Training)
- How to empower and systematize innovation
- Growth Mindset and Systemic Dissemination: regenerate and enlarge
- Impact and Sustainability – How to remain in the center of Europe: the right words to communicate and make a supportive net around the school

Results Inclusion can have many meanings.

In the experience presented, the most heartfelt of them is to feel not excluded, even living in an isolated and remote place. On the contrary, inclusion is to feel part of the European Community, and guarantee kids significant opportunities, experiences, meetings to allow them to become   aware and active citizens, skilled people, trained workers.

This is the main concept expressed during the workshop.

Participants followed the proposed path, interacted actively, produced their own Swot analysis, shared their ideas and experiences about the essential competencies, needed for students' future. They asked questions and found some answers.

The "Exit Tickets" written by participants, confirmed that they perceived passion, determination and willing to leave positive traces in students' lives, and to make the school a European one, connected with different Countries and open to diversity and Life Long Learning.

Attendees got practical tips, received some suggestions about how to enhance a growth mindset, and had the opportunity to reflect about possible futures.

A new tendency for school improvement: rethinking schools as learning organisations

Speakers

Elettra Morini, Antonella Turchi, Researchers at Indire

Purposes of the workshop

The workshop focused on these main questions:

- "What makes a school a learning organization?" is the title of the OECD Educational Working Papers No.137 by Marko Kools and Louise Stoll, published in 2016, which was analyzed in details during the workshop.

- How to plan, realize and monitor an effective process of continuous improvement in a learning school? The PDCA (Plan – Do - Check – Act) or Deming Cycle was described and a practical exercise was proposed to the group.

Workshop activities

The starting point of the workshop was the description of the dimensions that characterize schools as learning organizations (Kolls and Stoll, OECD, 2016) concerning their capability to:

- develop and share a common vision centred on the learning of all students;

- create and support continuous learning opportunities and promote team learning and collaboration among all staff;

- promote and support a culture of inquiry and innovation;

- create systems for collecting and exchanging knowledge and learning;

- learn with and from the external environment;

- experience and develop practices of shared leadership.

Then, the PDCA cycle was described and a practical exercise was proposed aiming at explaining how to apply this model to a process of continuous improvement considering all the different dimensions of a school as learning organization.

During this second part of the workshop, participants were asked to split into 4-5 small groups. A special worksheet was provided to each group and the participants were asked to explore the practical application of the model described in a school fictitious case.

At the end, a rapporteur from each group was asked to report the main conclusions to the other groups.

Results The participants were very collaborative and agreed in saying that improvement goal(s) can be reached only through planning, acting and monitoring an improvement process with attention to several school dimensions/conditions, such as:

- learning and growing together
- inquiry and innovation
- collaboration among all staff
- creating a comfortable environment
- working as a team
- knowing each student with his/her family
- providing meeting occasion together with the students
- providing school as the meeting point for families from different countries
- targeting families, creating multicultural environment, create an empathic situation
- finding tools to monitor the atmosphere
- proposing experiences as eTwinning
- providing teacher training on specific matter
- providing extra lessons, and extra activities involving also parents, if the language is the problem.

At the end of the workshop all the participants seemed to be satisfied because they have had the occasion of comparing different solutions to the same problem (the one described in the fictitious school) that they declared to be a very common problem also in their schools.

Building safe, aware and inclusive schools in the digital era. Guidelines from the MEET project

Speaker

Maria Ranieri, Department of Education and Psychology, University of Florence

Purposes of the workshop

We are living in a world where something like a 'cognitive war' consisting in systematic manipulation of information is taking place. It is not a case that post-truth and fake news have been declared as the «words of the year» for 2016 and 2017 by some international dictionaries such us the Oxford and the Collins Dictionaries. When this tendency encounters discriminatory and anti-elitism discourses, new digital media risk to become the platforms through which certain organizations spread out hate speech making the web an unsafe and uncomfortable space. In this context the European project MEET (Media Education for Equity and Tolerance, Erasmus Plus, KA3, 2016-18) developed a methodology and a set of educational tools to tackle the new challenges raised by the information society focusing on the building up of more safe, aware and inclusive schools in Europe. The workshop has been an opportunity to get acknowledged with these tools and reflect on their transferability in specific school contexts. Project website: https://meetolerance.eu/

Workshop activities

The workshop was based on the use of videos as useful tools to document media educational practices for equity and tolerance, and train teachers, educators and headmasters on these topics. It was introduced by the moderator who explained the agenda of the day and provided the context for the activities. Specifically, the moderator showed a multimedia presentation focusing on a good educational inclusive and safe practice of new digital media use in school highlighting the main aspects of the experience and its added value. Then, attendants were invited to watch a videocapsule (15 min) capturing the most meaningful situations of the good practice previously presented.

After the video, the moderator organised the participants in groups of 3-5 people and distributed a document including the "Guidelines for designing media education activities in intercultural contexts". Then the moderator asked participants to read and reflect on these guidelines to evaluate the extent to which the video (accompanied by these guidelines) could support the transfer of educational practices to specific school contexts.

The contents presented within the workshop are part of the MEET Toolkit. This toolkit is a multimedia product aimed at training teachers about media and intercultural education to support acts of democratic citizenship at school and in the society at large. It consists of three intertwined components, namely a) a set of Guidelines for inclusive and situated learning; b) six Learning Scenarios; c) an educational documentary.

a) The Guidelines for inclusive and situated learning consist of a set of recommendations to design media and intercultural education activities in a more inclusive way. They are focused on three key concepts, that is: Understanding of media and intercultural relations in contemporary society; Expression (with and without media) in multicultural contexts, as well as self-evaluation; Engagement in the community building process and critical participation in the democratic life of the school.

b) The Learning Scenarios correspond to six learning paths on media and intercultural education, including five or more teaching units that could also be used individually. The Learning Scenarios encompass several resources (i.e. multimedia contents, worksheets and tutorials for media production) to carry out the activities in the classroom.

c) The educational documentary is an audio-visual explanation of how media education can be taught in intercultural contexts as a means to foster democratic and inclusive practices of citizenship. The video is articulated in three video-capsules, each one dedicated to one MEET key concept (i.e. Understanding, or Expression, or Engagement).

Results The main results of the workshop are listed below:

- High interest towards the topic of media education as a pedagogical strategy for inclusion, tolerance and equity: participants underlined that media is a main means to increase students' engagement at all levels, from primary school up. From this point of view, more than one participants declared the interest to replicate the practice presented.

- Reflective and critical approach to learning: participants provided a very interesting feedback on the tools presented including the video and the guidelines. The principles for designing were found useful and well conceived. However, they underlined that in order to make the guidelines more "attractive", they should be presented in a more interactive way and according to a more inductive approach. That is: asking general questions on the videos to lead teachers to inductively infer the general principles.

- Participation and exchange of experiences: all participants commented on the video and the guidelines, while sharing at the same time personal experiences and professional practices. Therefore, the analysis of a practice provided the input to exchange further practices, as it always happens in all situations inspired to cooperation and collaboration.

- Interest for the MEET theoretical and methodological framework: for example, one teacher from Germany asked to organize a webinar for e-Twinning teachers to present the pedagogical background of MEET. MEET combines the research traditions of media literacy education and intercultural education. Both traditions entail the promotion of democratic practices of citizenship. Specifically, MEET has identified four areas of competences reflecting and intersecting the aforementioned media and intercultural education aspirations. These latter can be summarised with couples of key actions connected respectively to media and intercultural education.

Specifically, the key actions of media education are a) understand and analyse and b) create and reflect, while the key practices of intercultural education correspond to c) recognise and decentre and d) dialogue and engage.

Three words/expressions may summarize the main outcomes of the day: participation, media education as a pedagogical strategy for inclusion, interactive training.

Networking innovative schools.
Avanguardie Educative, an Italian example

Speakers   **Ilaria Bucciarelli, Laura Parigi**, Researchers at Indire

Purposes of the workshop

The workshop aimed at giving a wide overview on the Avanguardie Educative movement, one of the main research project ruled by the Indire. Networking for joining forces and exchange innovative practice to transform teaching and learning: this is the pillar idea of Avanguardie Educative movement: an eco-learning system created in November 2014 out of the joint initiative of Indire and a group of 22 founding schools which experimented one or more innovative "ideas". The network of over 800 italian schools aims to steer systemic improvements to benefit student learning. The organizational model of the movement has been presented with a focus on how each school and teacher can take advantage of it. Info at: www.avanguardieeducative.indire.it

Workshop activities

Workshop instructions and timing

The participants were divided into 3 groups that were involved in the discussion on risks and opportunities of the challenging statement "We need to overcome the lecture-based model of schooling", as follows:

- **Group A - PROS** - This group identified the arguments to support the statement
- **Group B - CONS** - This group identified the arguments against the statement
- **Group C** - Observers - This group had been observing group discussions in order to indentify most controversial issues and a general view on topic

The activity of each group was structured through 4 steps, wich has been followed by a general conclusions made by the moderators.

Step 1. Personal reflection (10 minutes)

Each member of the PROS and CONS groups identified thoughts/ideas, questions, analogies to support or discuss the statement, according to the group task. Each person wrote on a post-it:

- 3 ideas
- 2 questions
- 1 analogy

Step 2. Sharing personal thoughts with the group (20 minutes)

Out of a group discussion the participants identified the arguments they consider as more relevants/sharable. Each group PROS and CONS created a poster and a rapporteur was appointed by the group for the next step.

- During the discussion, observers annotated groups dynamics and most controversial issues.

Step 3. Group presentation (20 minutes - 10 minutes for each group)

The rapporteurs presented the work of their group to the assembly.

Step 4. Final debriefing (10 minutes)

Observers reported their annotations on PROS and CONS group discussion and work trying to shape a general view on the issue.

Conclusions

Analysis of each group outcomes and researchers' general perspective.

CONS

What happens if pupils's families refuse this kind of schooling innovation? What happens if the pupils do not have the technical equipments required to carry on the activity at home? What happens if the headmaster doesn't support teachers in the implementation of the innovation?

In the light of all these questions it is really predictable that teachers decide to go back to traditional teaching approaches. It is easier to continue in the way they have always carried out their job.

Why do they have to invest time and question themselves without any advantage concerning their salary or professional growth?

Technology often means a loss in terms of passion, closeness and human relationships. Backwards, with traditional methods, teachers are the lead actors of the lesson, the "light" for the whole class. Introducing technology could switch this "light" off.

PROS

If a teacher is motivated and firmly believe in innovation and its benefit she or he will find time and will in order to face the challenges of a new schooling approach implementation.

Both groups believe that it is necessary to develop the useful competences and knowledge for a better teacher activity understanding and how teachers can improve their work for achieving better results. Anyway, researches told us that the future schooling tendencies will be mostly aimed to overcome the traditional lecture based model of schooling.
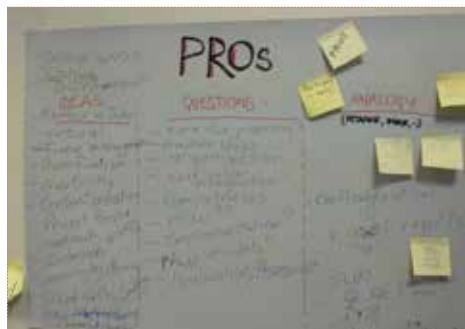
Enhancing the School Leadership using the visual analysis methodology

Speaker   Isabel de Maurissens, Researcher at Indire

Purposes of the workshop

The workshop was conducted using visual analysis, a typical method of Visual Sociology used here for educational purposes. Through this methodology, based on the polysemy of images, we tried to unveil participants' different points of view and perspectives and prompt reflection and auto-evaluation that can support School Leadership. Participants dealt with themes based on the some of the conclusions given in the report: 'Study on supporting School Innovation Across Europe, European Commission, 2018'

The workshop was articulated in two phases: Through "Photo Elicitation", a semi-structured interview based on images rather than guiding questions, participants were asked to respond to visual stimuli to describe their situation and express their impressions regarding the chosen theme, this was done working in small groups. In the second phase, "Native Image Making", participants were asked to create or select online a number of images that represent their vision of the debated theme. By translating into images their points of view, participants were encouraged to reflect on their practices and views, and to explain and make explicit what is usually taken for granted.

Workshop activities

The researcher introduced the visual analysis as an anthropological sociological qualitative research method. Mrs de Maurissens argued that Image stimulus is more personal, deep and emphatic rather than a basic questionnaire based on question and answer.

The researcher described the use of the visual analysis method in her professional experience in two different fields: in research, and in training in an education field.

The first use was in a research context with School Principals.

The aim was to develop a visual skills method of assessment for leaders; assessment being one of the obligations foreseen by the Italian National system of Assessement.

She compared the written output answers to the questionnaire represented in the Kiviat chart and the images produced in the phase of Native image Making with the caption.

The second use was done involving 600 newly qualified teachers in a training context in Tuscany. She used the visual analysis method to integrate the "Agenda 2030 for Sustainable Development" into the school curriculum. The introduction of the agenda for sustainable development is compulsory in the training of newly recruited teachers and is considered central by the Ministry of Education.

This was followed by a brief presentation by the researcher of the phases of the methodology: Photo Elicitation and Native Image Making and the experimentation of the same on the basis of some of the conclusions drawn from 'How to promote innovation in your school based on the conclusion of the' Study on supporting School Innovation Across Europe, European Commission, 2018 '

Research evidence shows that thorough and systematic self-evaluations help schools improve (Glas, Scheerens & Thomas, 2006; Jakobsen et al., 2003).

Self-evaluation deepens understandings of school education: where and how it works best, and what positive changes happen when, for example, schools engage with students, parents and teachers.

The participants actively tried out the method for the goal of Photo elicitation. They had to choose one image (a postcard) from those offered by the researcher, then connect their image with the statements they could find in the room (these statements were drawn from the conclusions from the Study on supporting School Innovation across Europe, 2018) and, at the end, discuss the image and the statement in relation to their own school's reality.

Workshop activities

In the next phase, the goal for Native Image making, yhe participants had to select an image, either online or an image on their phone, then they had to write a caption for the image and send it (image+caption) to an online google photo album

At the end of the session the participants presented images and captions.

Results

Some example of the work that emerged in the workshop are included below.

Conclusion 4
Student engagement is a major element in pedagogical and school organisational innovation, and it is an important factor for successful change at school level.

Vaida S. (Participant A)
Everyone has his/her own pace to success. The leader's aim is to support and encouragethe staff to seek for higher 'level' for the sake of better school.

Conclusion 9

Systems of professional development should better prepare school leaders and teachers for new ways of teaching, learning and school organisation.

Violeta Č. (Participant B)
New and good ideas are on the way but they stuck in our education system. Teachers need help from the higher level.

Santi Scimeca
European Schoolnet

Empowering eTwinning Schools: from theory to practice

Santi Scimeca, eTwinning Project Manager, European Schoolnet

This Conference was the opportunity to test a fascinating idea: can schools become "eTwinning Ambassadors", and, if yes, how will they play this role? During the three days of the Conference, members of eTwinning Schools went through a type of development journey. The first strand of workshops concentrated on making them aware of their strengths and assets; then a number of seminars dealt with the skills and competences they would need to act as eTwinning Schools, and finally, by working together in groups, they started designing an operational plan to do so.

On the last day, a panel discussion (see Figure 1) involved six school leaders who were encouraged to reflect on how to turn theory into practice.

Figure 1. The participants in the panel

They were asked to address several key questions, and to comment on the reaction of the audience. The Panel started with answering to "What's the role of teachers/principles in making a school an eTwinning School?". We all know that eTwinning is still mostly based on individual teachers' and principles' enthusiasm and drive, and probably the most difficult task for them is to engage colleagues who are reluctant to use more innovative pedagogical practices.

The panel unanimously agreed, also by sharing their own experience, that it's up to the pioneer eTwinners to make the way and find the best means to involve other colleagues.

Each school is different but some common features can be found. For instance:

- Pupils' motivation was seen as an essential convincing element to use with other teachers.
- eTwinners should focus on the benefit of eTwinning practice and show that everyone can do eTwinning activities, in all subjects, regardless of the level of ICT skills.
- eTwinning provides a novel way to deal with traditional curricular subjects.

The audience was also involved in the discussion. Participants were invited, via an online tool, to gather their opinion about what was needed to 'turn their school into an eTwinning School'. The figure 2 shows the answers.
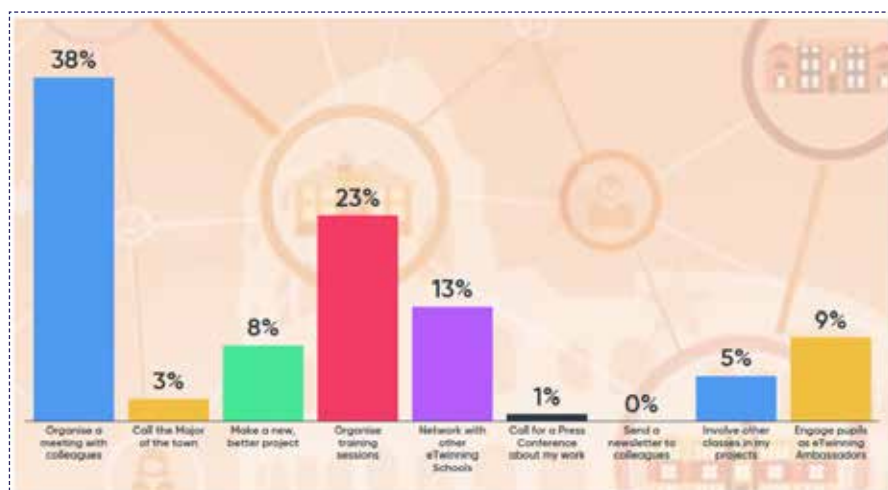

Figure 2: "To turn my school into an eTwinning School I will.."

It's not surprising that the majority of the audience identified themselves as drivers and proposed to organise meetings and training sessions with colleagues. But it's also interesting to see that some saw an opportunity to reach out to other eTwinning Schools and engage pupils as eTwinning Ambassadors.

The panellists were then asked about the role of eTwinning Schools in the local community. The spirit of eTwinning is not to create elite teachers or schools but rather to use everyone's assets to make the whole school system develop, and eTwinning Schools should play an essential role in this process. One of the panellists mentioned that her Headmaster, when notified that her school had become an eTwinning School, said something like "Great: now our school has become special and unique!". The

panellist then replied that the responsibility of the school was now to encourage the other institutions in the local community to grow and ultimately become eTwinning Schools themselves. Panellists agreed that eTwinning Schools are models to follow in the local community, and their goal should not to stick out (and be 'exceptional') but rather to drive innovation and change; and not only: schools can also play a role in the society by organising events and activities which involve parents, associations and initiatives in the context of digital citizenship, intercultural understanding and inclusion.

The last question for the panel dealt with the role of eTwinning in the national school system. In 13 years eTwinning has reached more than 500,000 teachers. But at the same time, it's still fairly unknown for the vast majority of schools. In the past years a tighter collaboration with Ministries of Education has resulted in a better recognition of eTwinning activities, for instance by the formal accreditation of eTwinning training and projects activities. But this is not enough and the panellists agreed that there is still a lot to do to make sure that eTwinners are not considered as mere pioneers but rather as "agents of change", with the legitimation of the institutional context.

The final question was for the audience: what's really important for an eTwinning School? The figure 3 shows the answers from the participants.

Figure 3: "What's really important for an eTwinning School?'

eTwinning Schools explore, collaborate, share and network using their passion and motivation. They inspire other schools because they have a vision for education. The first eTwinning Schools have been nominated this year, in early 2018, and they already have a strong role to play. It's then our duty, as eTwinning stakeholders, to prepare them, and create the most appropriate context for them to nurture, grow and reach out.

This publication is a collection of the proceedings of the eTwinning Thematic Conference "Empowering eTwinning Schools: Leading, Learning, Sharing", held in Rome (Italy) on May 14-16, 2018.

Hosted by the Italian eTwinning National Support Service (NSS), the Conference was organized in collaboration with the eTwinning Central Support Service (CSS), EACEA, the European Commission, the Italian National Agency Erasmus+/INDIRE, and the other NSSs and PSAs participating in the event.

The Conference was organized by the eTwinning Italy National Support Service, based at Indire, in collaboration with the eTwinning Central Support Services and the European Commission. The conference was attended by more than 250 teachers and school administrators coming from more than 36 countries.

The theme of the event was inspired by the Declaration "Promoting Citizenship and the Common Values of Freedom, Tolerance and Non Discrimination through Education", adopted on March 17, 2015, in Paris by the European Union. All the sessions have been linked to a common and general goal: how to assist teachers in promoting the values of the Paris Declaration, through their work on the eTwinning platform. The results achieved in over 10 years of eTwinning were also presented.

All the materials (presentations and multimedia resources) are collected online and completely available at http://etwinning.indire.it/etwinning-thematic-conference-rome-2018/

Unità Nazionale eTwinning - Indire

www.etwinning.net
www.etwinning.it