# NEWSLETTER
# Year 3: November 2022

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

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

In the third and final year of the project, the focus was on the **teachers and school leaders towards a sustainable whole school approach for quality and inclusive education.**
The efforts within the Network provided the following:
- highlights report describing the research process;
- four research papers approaching the main topic from different perspectives;
- policy recommendations based on the research findings that offer a basis for policy development and implementation at different governance levels and inform the work of the European Commission (EC) on the new roles and competences required of teachers and school leaders in the digital age for inclusive quality education;
- final conference.

## Highlights report

The highlights report describes the research process and its limitations as well as the summary of the main findings, conclusions and recommendations of all four research papers on the new roles and competences required of teachers and school leaders in the digital age for inclusive quality education in all European Union Member States.
The research has been developed by members of the European Education Policy Network (EEPN) project partnership, based on resources and examples identified by partnership members.

The full report is available here.

## Research paper #1: Teachers' and School Leaders' Competences and Support for Effective Blended Learning

As recent developments and circumstances have put the spotlight on blended learning as a new desirable approach to the learning process, this research starts from "the basics", addressing the main questions, such as what defines blended learning, but also what are the types of teachers' and school leaders' competences for effective blended learning and finally how can they be supported in this process.

One of the findings is that when educational technology is combined with strong, competent teachers, it makes for a classroom where teachers are able to build powerful relationships and direct their attention where students need them most. Additionally, important avenues that can support this process according to the relevant research were identified:

- Formal Continuous Professional Development;
- Self-assessment tools;
- Teacher networks.

Read the full paper here.

## Research paper #2: A Whole School Support and Networking to Ensure School Success for All

A whole school approach (WSA) was introduced by international bodies and declarations as a key factor for quality education as well as to build up an inclusive system that provides education for all. It belongs to a learner-centred vision of education, within the frame of a communitarian sense of learning and development.

This research analysed the WSA by examining various practices, policies or models that promote a positive school culture, bring school actors and stakeholders together, involve the entire school community, etc.

Read the full paper here.

## Research paper #3: A Whole School Approach for Sustainable Development, with a Particular Focus on the Role and Competences of School Leaders to Support the Implementation of it

This research paper aims to offer an analysis of various approaches and frameworks in order to identify the role and competences of teachers and school leaders to support the implementation of a whole school approach for sustainable development, bringing together policy examples, good practice and research evidence.

One of the main findings is that ESD should be cross-disciplinary, participative, interactive, related to life, conducted in a non-authoritarian environment, cognizant of the challenges of societal diversity and co-constructed with parents and the community as well as the school. Additionally, the high potential of the notion of "Classrooms linked to communities" for supporting students to co-create social change projects was also recognized within analysed projects.

Read the full paper here.

## Research paper #4: Schools as Learning Communities to Support Teachers' and School Leaders' Professional Learning and Well-Being

Professional learning and well-being were approached in this research paper through the perspective of system theory which conceives educational organisations as open systems in interaction both with their external and internal operational environments. Researchers wanted to explore the definition and status of professional learning and well-being and expand the understanding of the role of the educational system and educational organizations in supporting it but also open the discussion about how to ensure the sustainability of that support.

Read the full paper here.

## Policy recommendations

Policy recommendations are based on the research evidence that project partners have compiled within a framework of topics for the third year within the abovementioned research papers. These recommendations provide an opportunity for policy makers and stakeholders in education to align them with different national, regional and institutional circumstances, within a framework of enhanced cooperation among different stakeholders in education that includes consultation within their own constituencies.

Read the full document here.

## Final conference

The Annual Conference of the Network was held in Trim, Ireland on 3-4 November 2022. Nearly 80 participants from all over Europe had the opportunity to discuss the complex topic of the year based on the research done and the policy recommendations published. Michael Teutsch, the Head of the Schools and Multilingualism Unit of the European Commission's Directorate General for Education, Youth, Sport and Culture emphasised the importance of research around teachers and their appreciation for the work of the Network. Harold Hislop, the recently retired Chief Inspector of Ireland gave a very interesting and in-depth presentation of the Irish school system's state of the art. The EEPN policy recommendations were debated in a lively interactive plenary session and the participants had the opportunity to share their views and own practice related to the four research topics in workshops. The conference also provided an opportunity for EEPN partners to discuss various follow-up activities they are planning once the funding period is over.

**The final edition of the EEPN newsletter will be published on the 10th of December 2022 and it will outline various initiatives EEPN partners are envisioning to continue the works started within the European Policy Network on School Leadership EPNOSoL and European Education Policy Network EEPN.**