

Evidence-based practice in a digital teacher community- Digital TA, the Erasmus+ Teacher Academy project

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OUTLINE



1. Teacher Academy and DigitalTA
2. Literature review
3. Research in Poland and Spain
4. Practical solutions
5. Conclusions



PROJECT DATA

Call for proposals : Partnership for Excellence - Erasmus+ Teacher Academies 2021

Duration: 3 years

Leader: Universidad Europea del Atlántico (Spain)

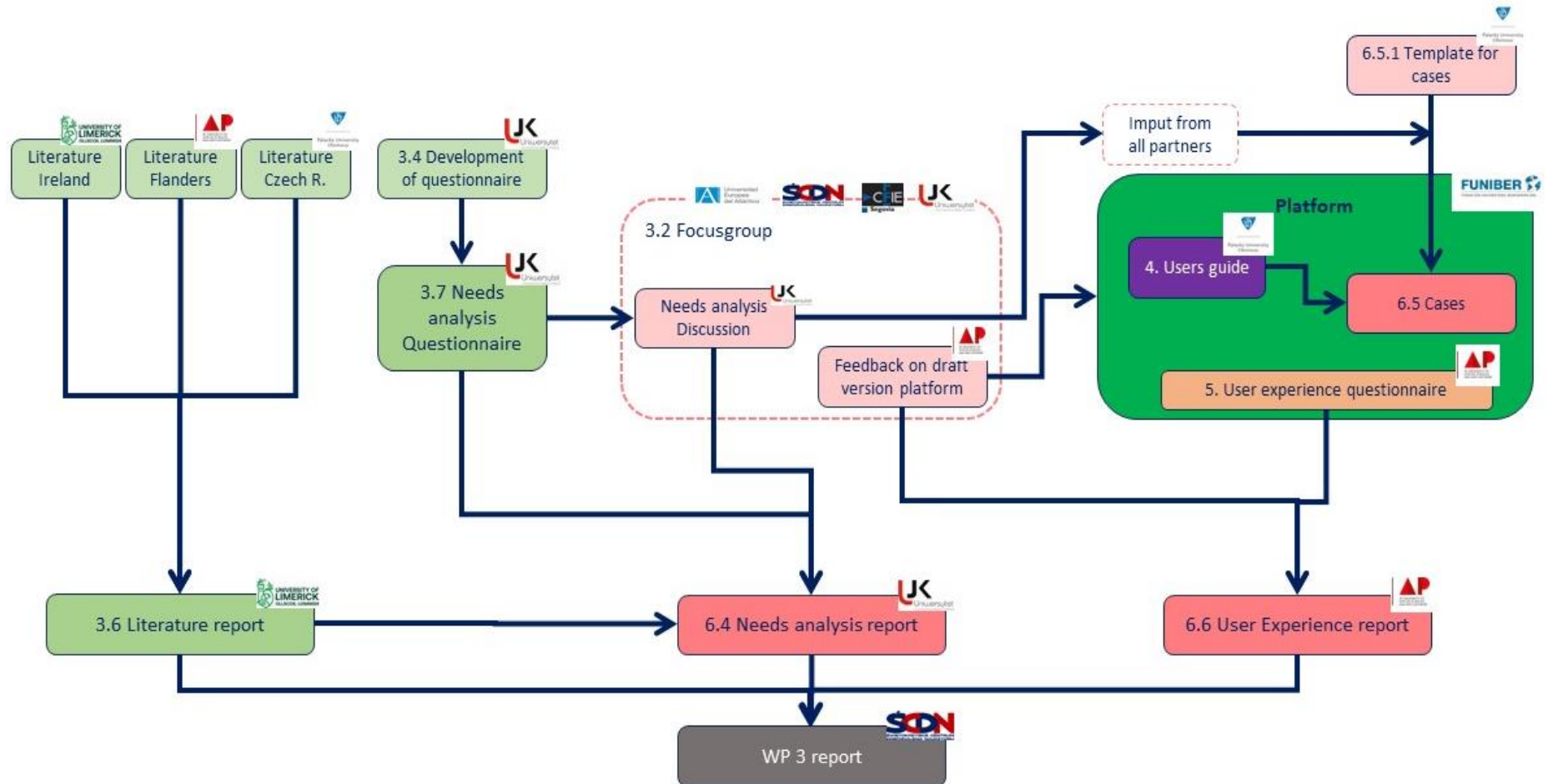
Partners:

1. University of Limerick (Ireland)
2. AP University Antwerpen (Belgium)
3. Uniwersytet Jana Kochanowskiego w Kielcach (Poland)
4. Univerzita Palackého v Olomouci (Czech Republic)
5. Świętokrzyskie Centrum Doskonalenia Nauczycieli (Poland)
6. Centro De Formación Del Profesorado e Innovación Educativa de Segovia (Spain)
7. Fundación Universitaria Iberoamericana (Spain)

MAIN NEEDS DETECTED IN THE PARTICIPATING COUNTRIES

- ❑ Alleviating teacher attrition and the impact of school socialisation on student teachers and newly qualified teachers.
- ❑ Connect teacher education institutions into a community of practice for holistic teacher development.
- ❑ Develop formal school-university and school-teacher training centre links.
- ❑ Support students and newly qualified teachers to consider intercultural perspectives in their daily teaching.
- ❑ Use digital platforms to support teaching and learning.

Evidence-based Practice Model

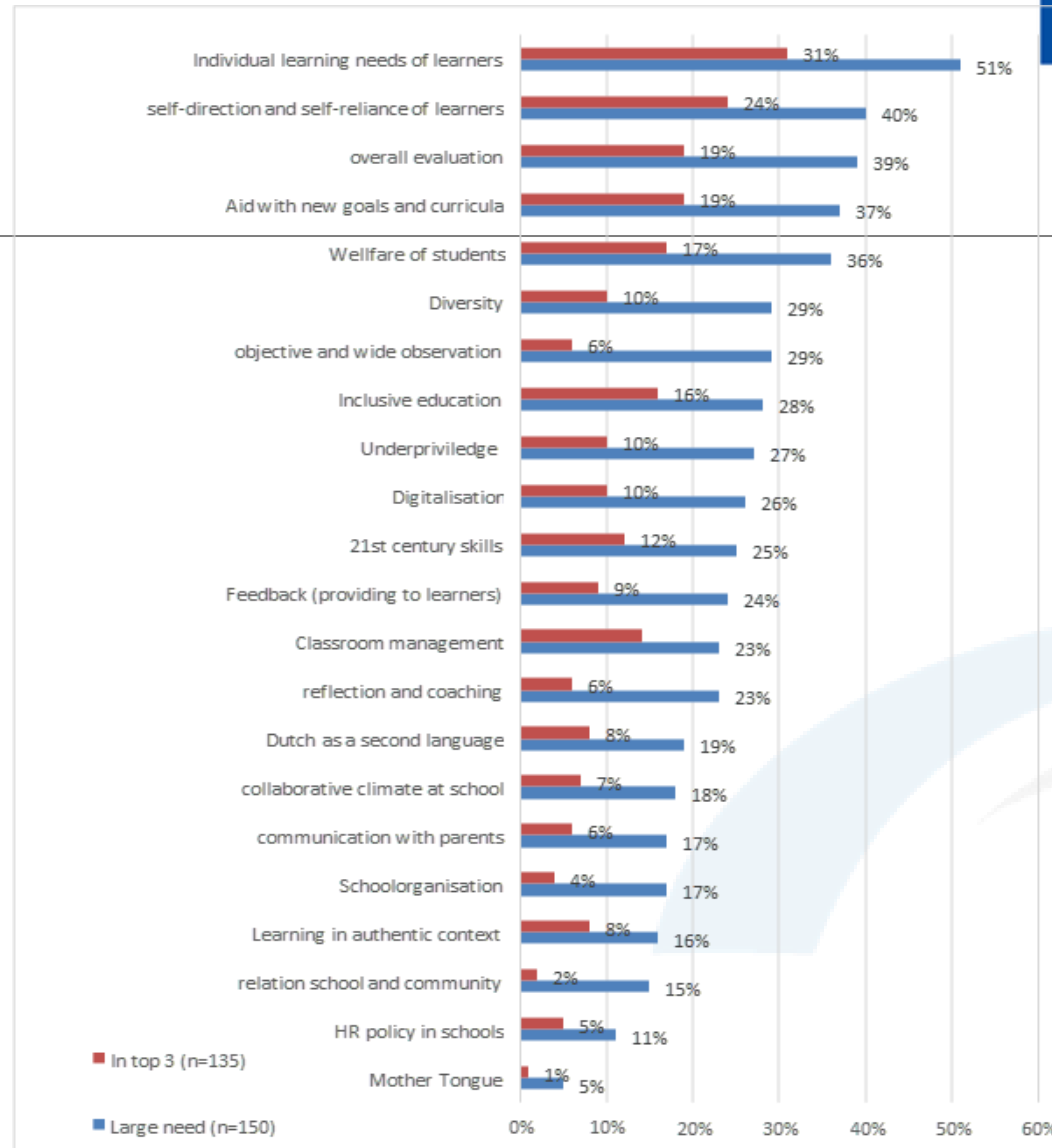


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Literature review



BELGIUM



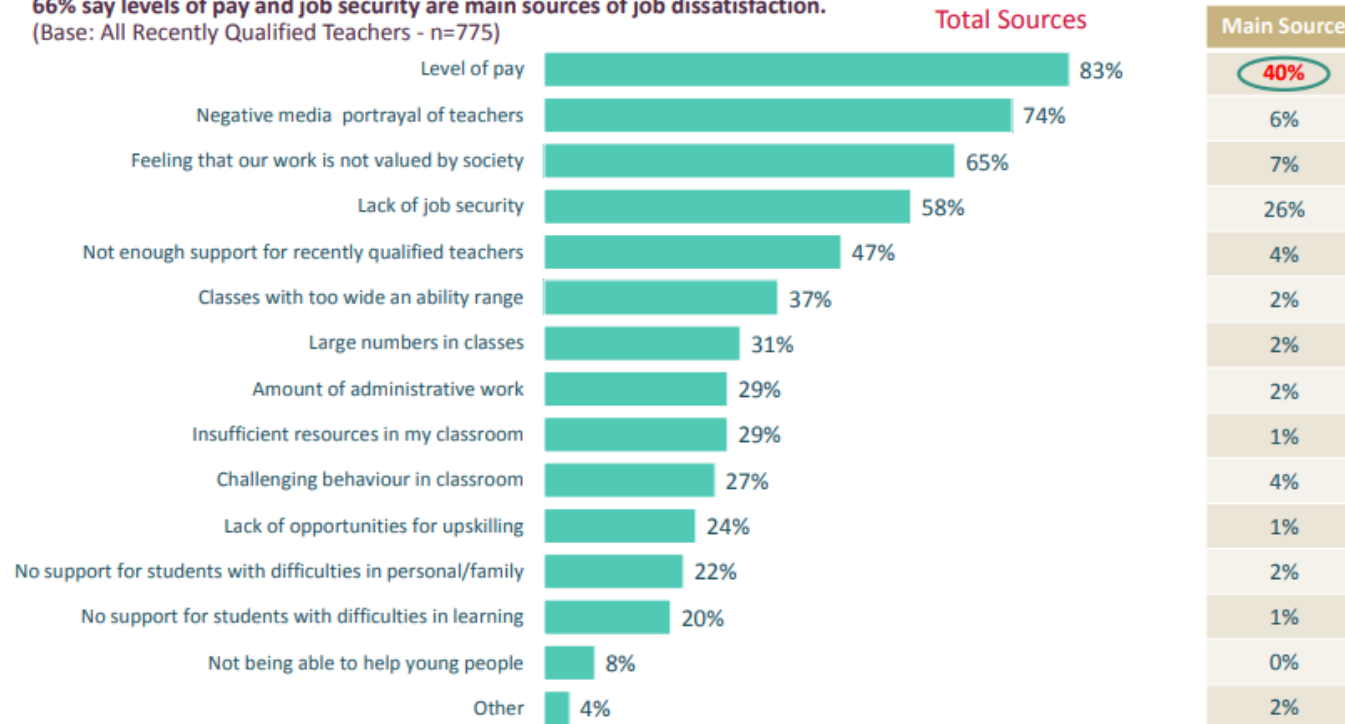
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Needs/challenges - Belgium

- Differentiation, individual learning needs of students (in metropolitan contexts)
- Classroom management
- Broad evaluation
- Self-management and self-reliance of students/pupils (40%)
- Workload (to combine with social and family life, to combine with didactic innovation)
- Collective support and collaboration among teachers (as in professional learning communities)
- Mentoring
- Teacher efficacy (having a sense of effect on students)
- Extrinsic characteristics of the job (employment opportunity and tenure, salary)
- Clear educational vision (with a fitting balance between leadership and autonomy)

What gives teachers job dissatisfaction?

66% say levels of pay and job security are main sources of job dissatisfaction.
(Base: All Recently Qualified Teachers - n=775)



Q: What are the main sources of dissatisfaction in your teaching career to date?

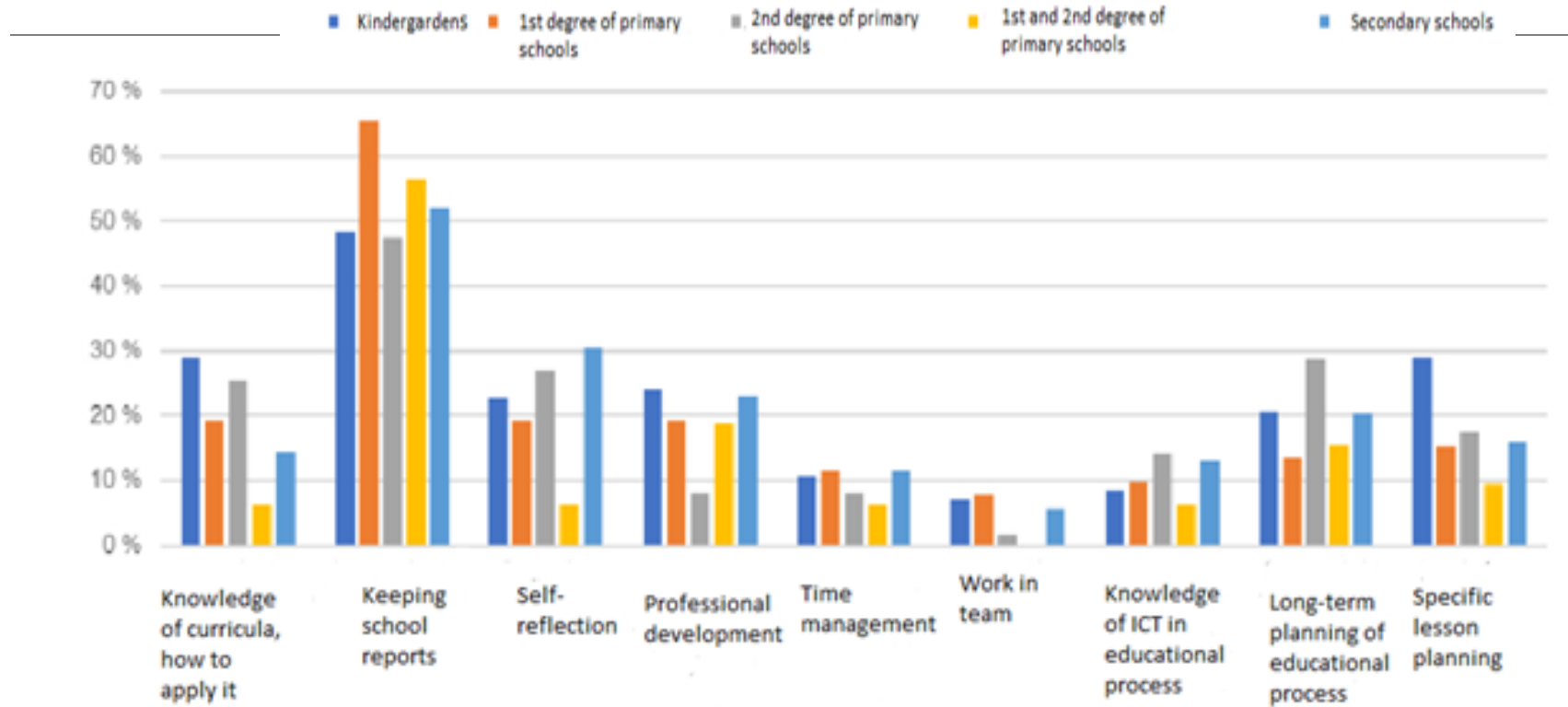
Q: What is the one main source of dissatisfaction in your teaching career to date?

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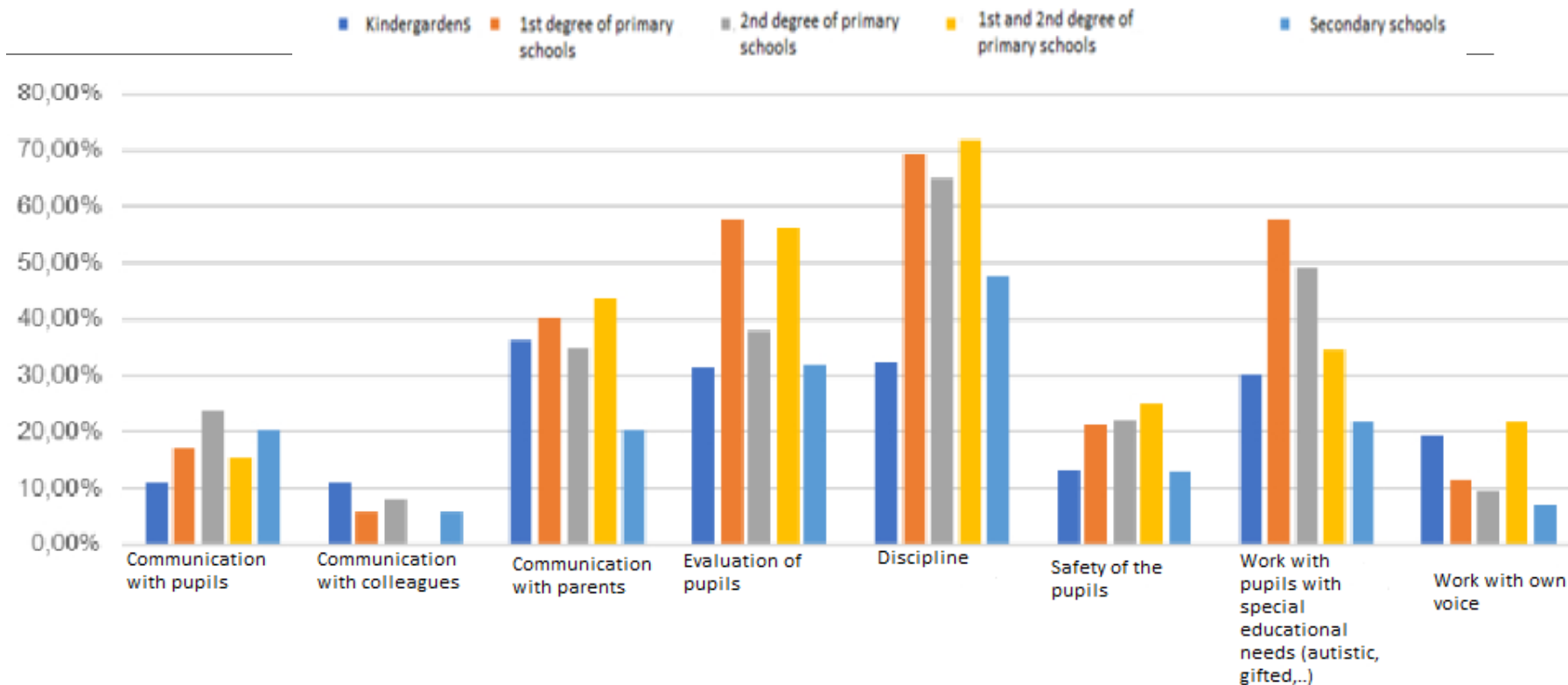
Needs/challenges - Ireland

- Planning for Special Education Needs
- Differentiation (catering for the needs of a diversity of learners)
- Inclusion
- Teaching students from disadvantaged backgrounds
- Multi-cultural education
- Planning (in general)
- Classroom/Behaviour management
- Relevant knowledge with regards school/education policies and resources

Czech Republic



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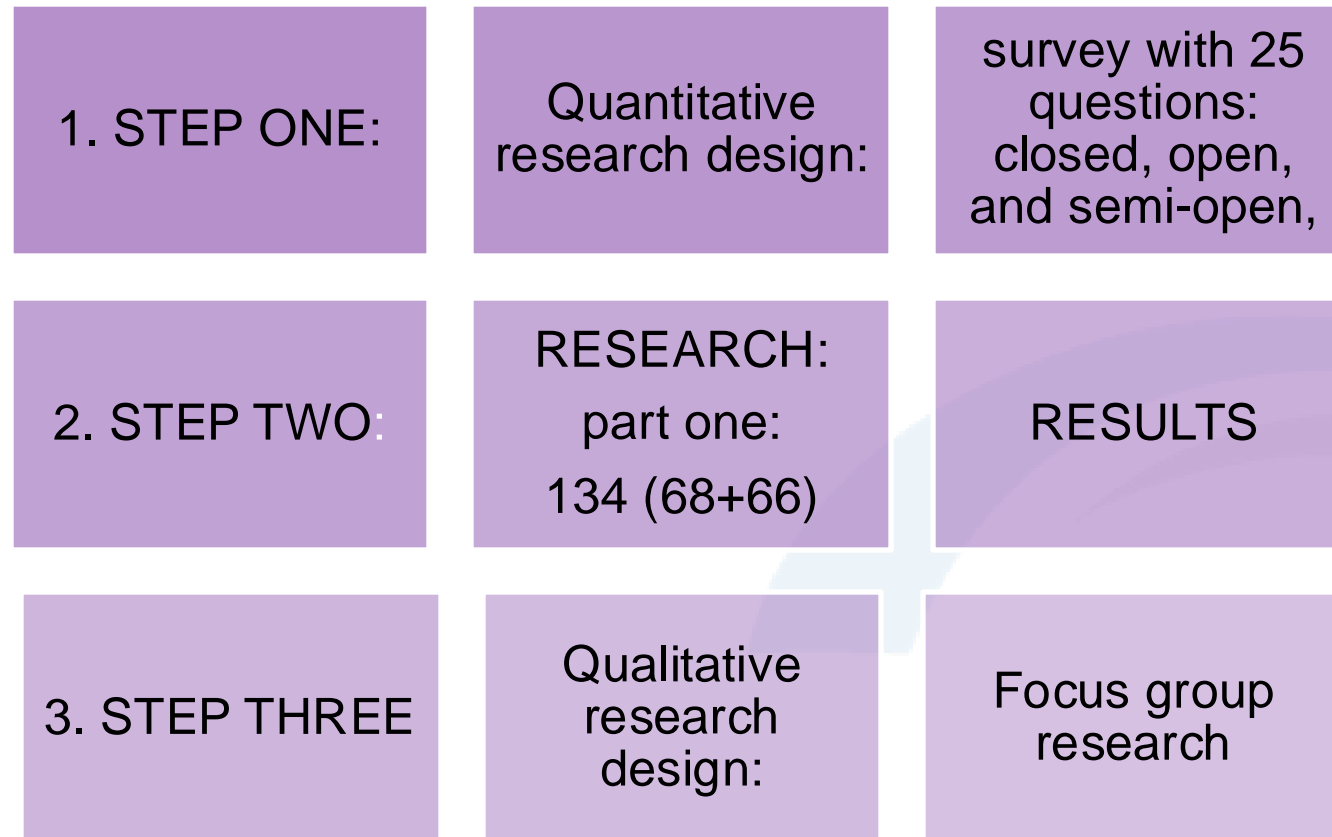
Needs/challenges – The Czech Republik

- School discipline
- Relationships between teachers and assistant students
- Inclusive education
- Evaluation and assessment

Methodological Approach



Research design



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Survey: Research areas

Respondents' professional needs

Personal relationships in a new context

Ways to learn

Development of teaching competences

Teacher education at the university

Personal development

Professional development.

Target group

Respondents' workplace	Poland		Spain	
	N	%	N	%
Elementary school	46	68.0	48	72.7
Secondary school	11	16.0	12	18.2
Vocational school (trade school, technical secondary school)	4	6.0	1	1.5
Other	7	10.0	5	7.6
Total	68	100.0	66	100.0

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Needs/challenges – Poland

- **DIFFICULTIES** in building relationships with learners and their parents, with parents, other teachers and the headmaster;
 - Stereotypes in assessment,
 - Lack of psychological knowledge,
 - Poor administrative skills, no team-building activities in schools, high level of formalization,
 - Low salary, working conditions in schools, no financial support for PD, many working hours
-
- **THE NEED** to work in a **positive atmosphere**, for good work organization,
 - For developing **autonomy**, to have a close friend or belong to a group of friends, need for professional development

Needs/challenges – Spain

Problems in three types of areas:

- Teaching (Planning and organization of the subject, Teaching methodology, Updating of materials and contents, Insecurity and lack of experience)
- Interpersonal relations (Effectiveness of tutorial action, group management)
- Management (Workload, Excess of bureaucracy, and paperwork to be delivered)

The problems perceived by teachers are as follows:

1. Motivation of students.
2. Classroom discipline.
3. Class size.
4. Assessment of students' work.
5. Effective use of different teaching methods.
6. Lack of school equipment.

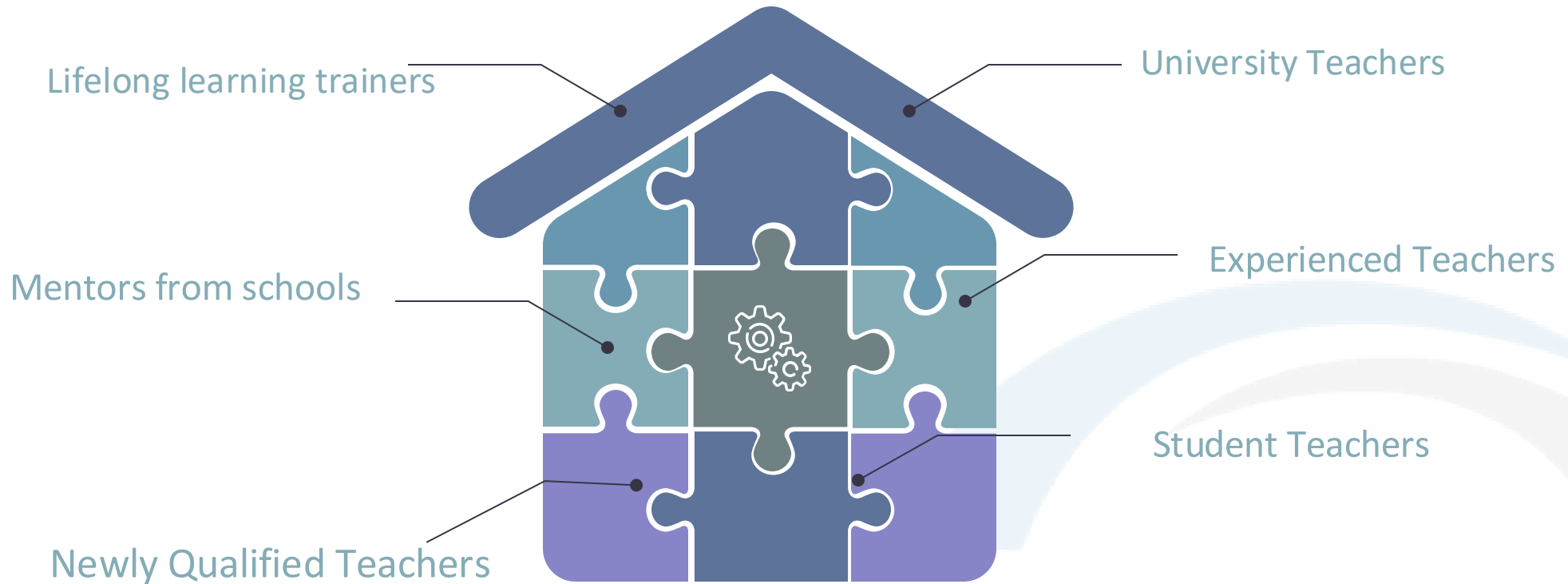
Evidence-based Practice Model



Objective:

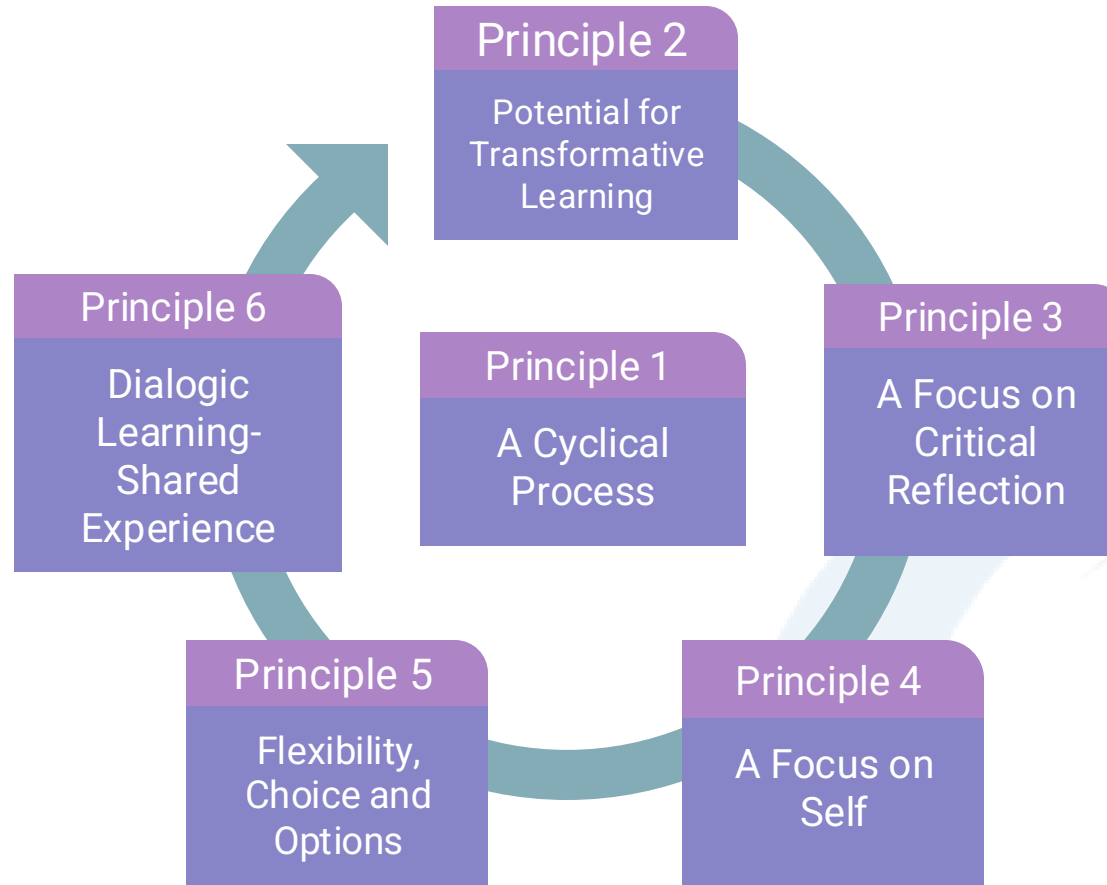


To define a “negotiated” reflective practice process for school teachers



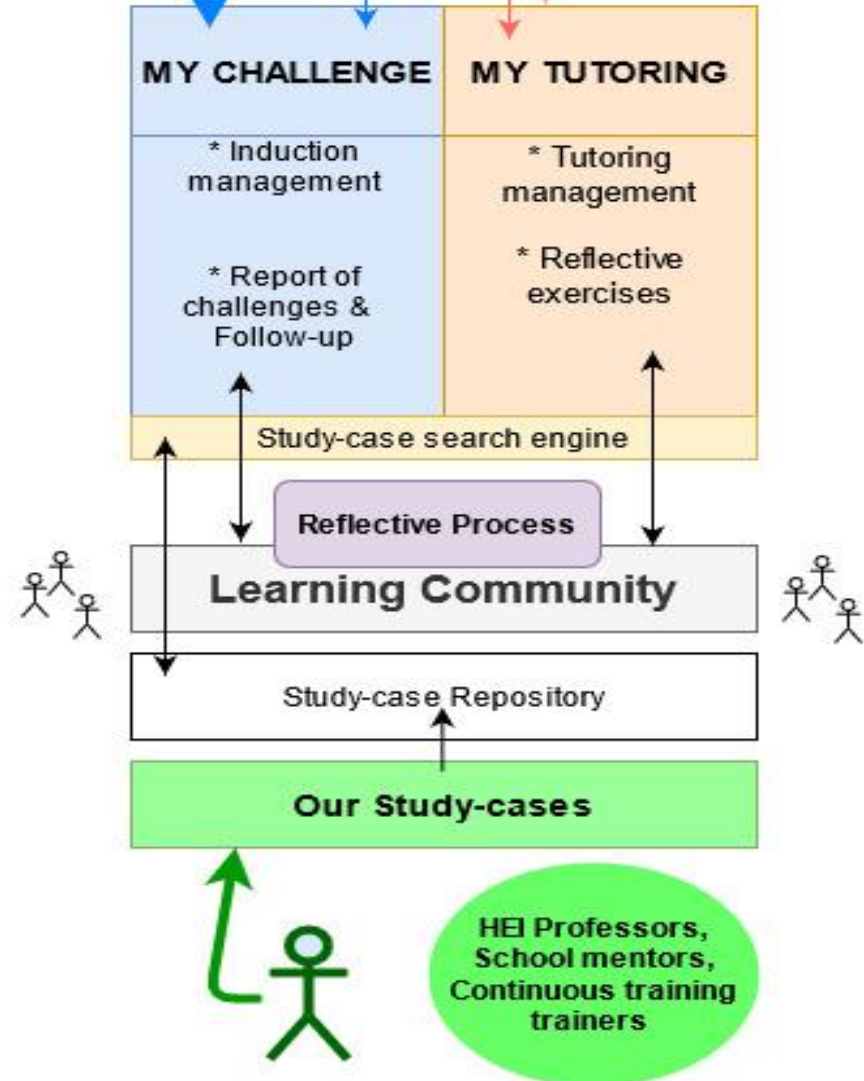
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NEGOTIATED REFLECTION

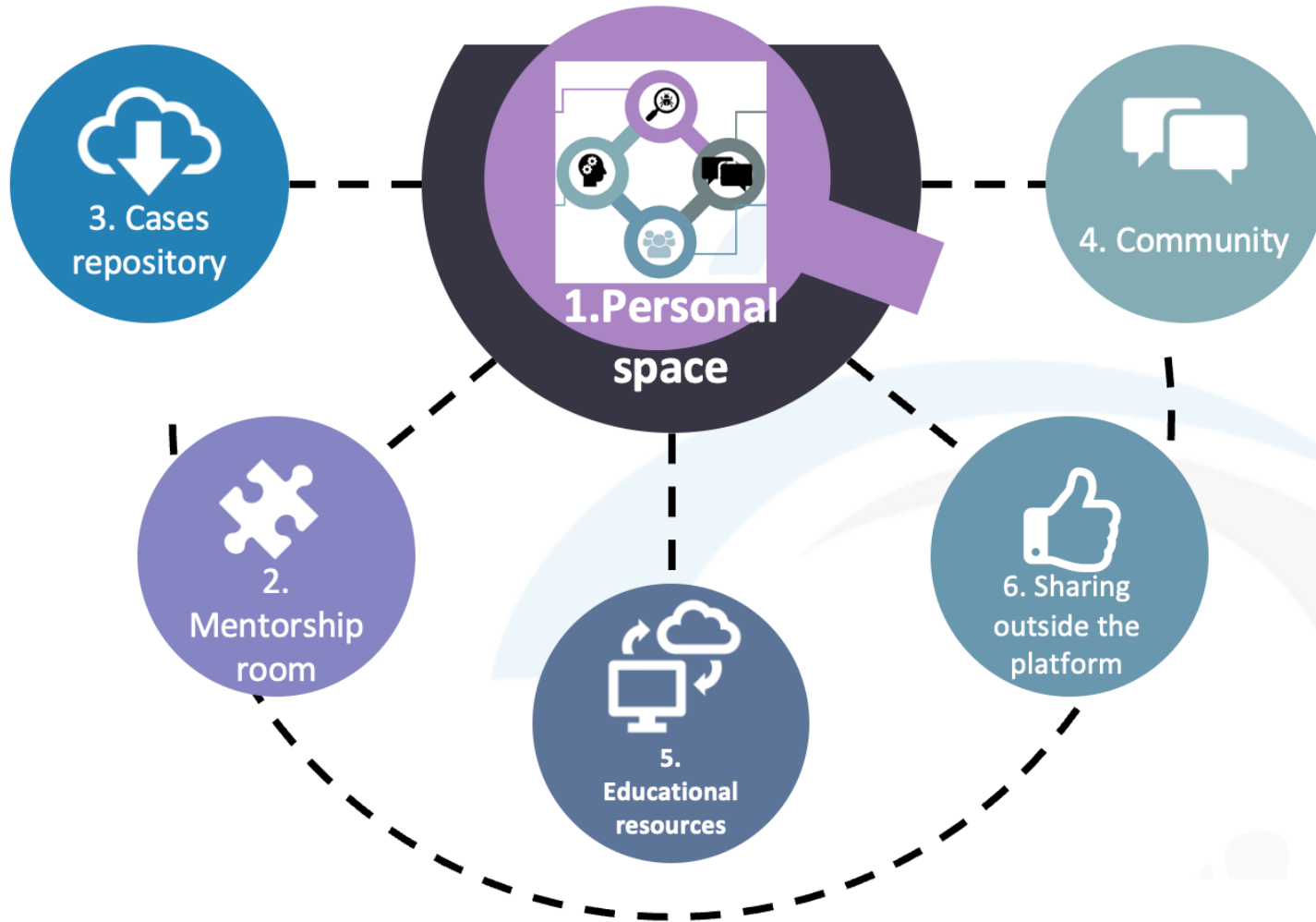




Support Model

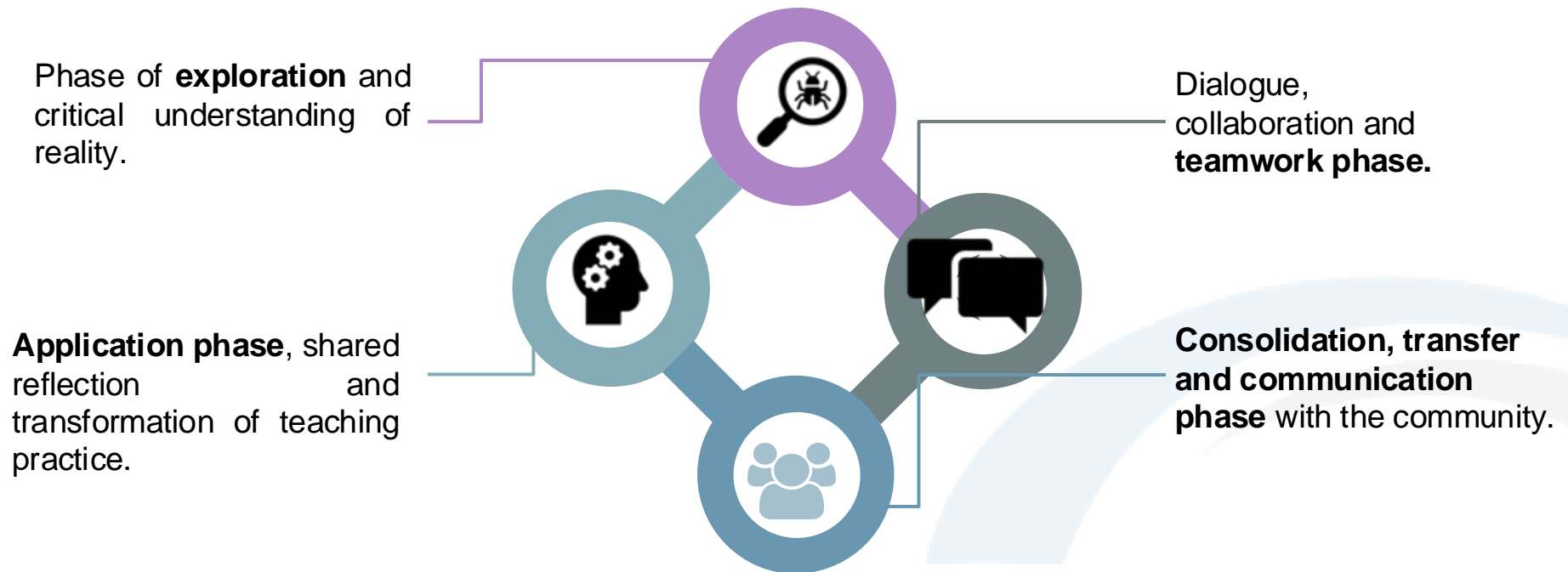


Beehive Model

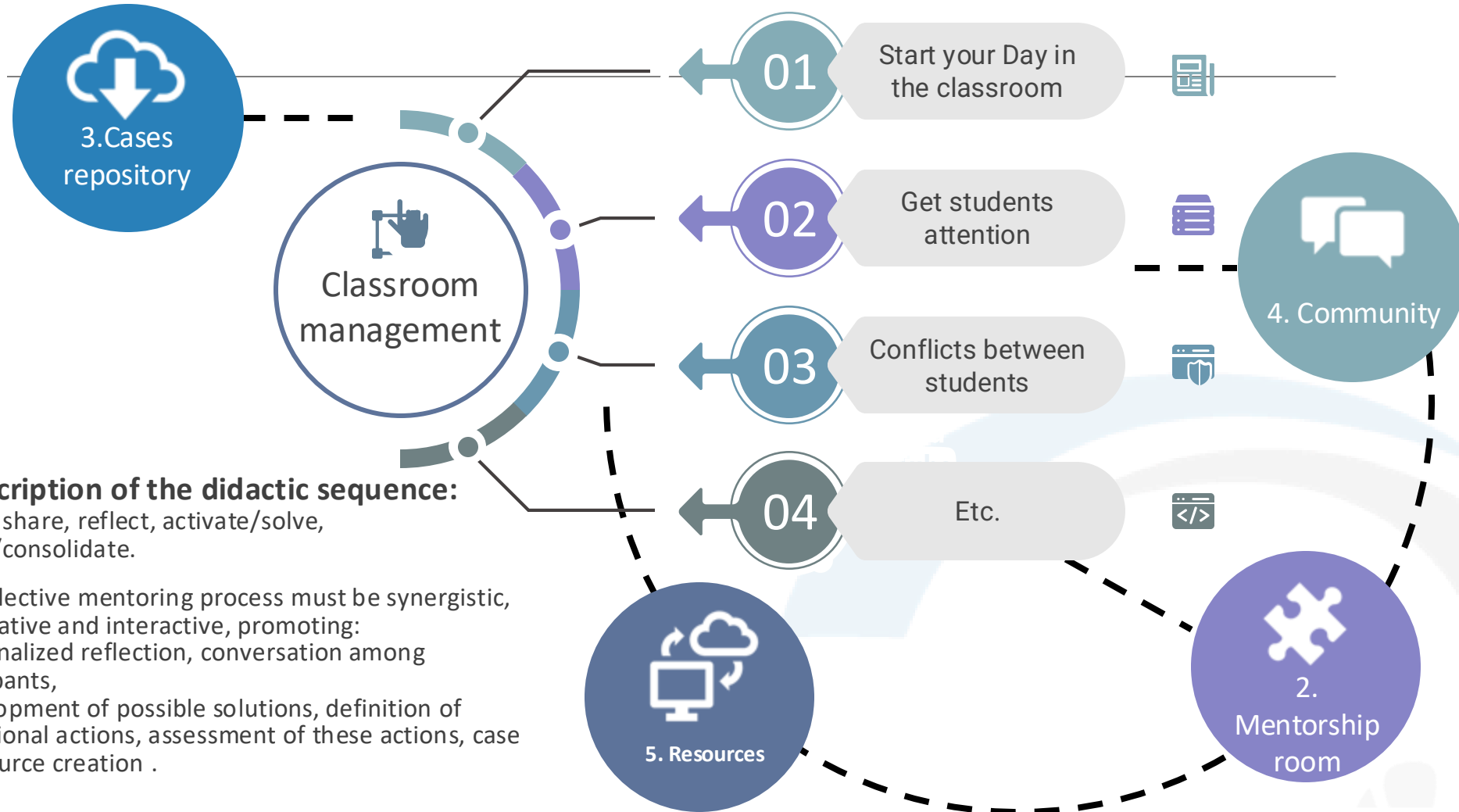


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THE PERSONAL SPACE: REFLECTIVE PROCESS FOR THE REFLECTIVE COMMUNITY around 4 main phases



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A description of the didactic sequence:

define, share, reflect, activate/solve, reflect/consolidate.

The reflective mentoring process must be synergistic, cooperative and interactive, promoting:

- personalized reflection, conversation among participants,
- development of possible solutions, definition of educational actions, assessment of these actions, case or resource creation .



DIGITALTA

TEACHER ACADEMY

Welcome to **TEACHER ACADEMY**, your collaborative space for professional growth! Here, you can explore **real-world classroom experiences**, connect with **tutors**, access a wealth of **teaching resources**, ask **questions**, and draw inspiration from diverse **teaching practices**. Embark on your journey by engaging with our vibrant community and empowering the next generation of learners. Let's transform education together!



TUTOR - UJK, WHAT DO YOU WANT TO DO TODAY?

Explore Experiences

Ask a Question

Share your Experience

Connect with Experts

Discover Resources

Get Inspired by Real
Cases

Create a New Case

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DIGITALTA

THEMES & TAGS



Explore our **themes** and **tags** to find the most relevant **experiences**, **cases**, and **resources** shared by our community.

THEMES



TAGS

test search engines teenagers pedagogia iberoamerica tecnologias emergentes creatividad tecnologias digitales behavioural strategies
 observation professional conversations collaboration professional learning trauma metodologia group dynamics conflictos
 future classroom lab active pedagogy methodology inteligencia artificial refugiado bullying acoso dinámicas de grupo linguística
 innovación assessment questioning formative assessment culture talen evaluation toddlers disciplina stres

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EXPERIENCES

SEE ORIGINAL 



Test experience



Hello community, I am having discipline problems in the classroom



Test Hector



quiver



How old is Santa Claus?



How do I ensure a permanently interesting gymnastics class?



How do I get students to remain silent for a longer period of time during an...



How can I provide additional support to students with dyslexia in the...



How can you keep preschoolers engaged in a group activity for longer?

[See more](#)

[See more](#)

CASES

[How to improve my teaching?](#)

I would like to improve my teaching in the classroom.

[Designing the cross curricular course](#)

Designing the cross curricular course by brainstorming

[Planning Professional Development](#)

How to prepare my professional development plan?

[Collaborative planning](#)


At the beginning of my work, I was skeptical towards the idea of collaboration. But I quickly changed my opinion after reading some literature about group work and cooperative actions in schools.

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DIGITALTA

CASES

TRANSLATE TO ENGLISH 

Explore a collection of **cases**  shared by teachers from around the world. Each case is a detailed description of a real-world teaching experience, including the context, the problem, the actions taken, the results, and the reflections of the teacher.



 Enter the title of the case...

 Add

Filters 

HOW TO IMPROVE MY TEACHING?



Tutor - UJK DigitalTA

 6 days ago


communication and relationship building professional collaboration and development
school culture professional conversations collaboration professional learning
english



DESIGNING THE CROSS CURRICULAR COURSE



Tutor - UJK DigitalTA

 6 days ago

communication and relationship building professional collaboration and development
curriculum planning and development english



PLANNING PROFESSIONAL DEVELOPMENT




Tutor - UJK DigitalTA

 6 days ago

COLLABORATIVE PLANNING



Tutor - UJK DigitalTA

 6 days ago

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WHAT?

1. Introduction

- *What is my background as a teacher?*
- *What is the place and time of my lesson?*
- *What is the class description?*

2. Problem context

- *What happened in my class?*
- *What did I do?*
- *What others involved in the situation did?*
- *What was the immediate outcome?*
- *What were I thinking?*
- *How did I feel?*

SO WHAT?

3. Gathering more information

- *What sources on this problem did I read?*
- *Who did I ask for advice or help?*
- *What does new information tell me about my attitude/my practice/the problem?*
- *What did I base my decision/action on?*

NOW WHAT?

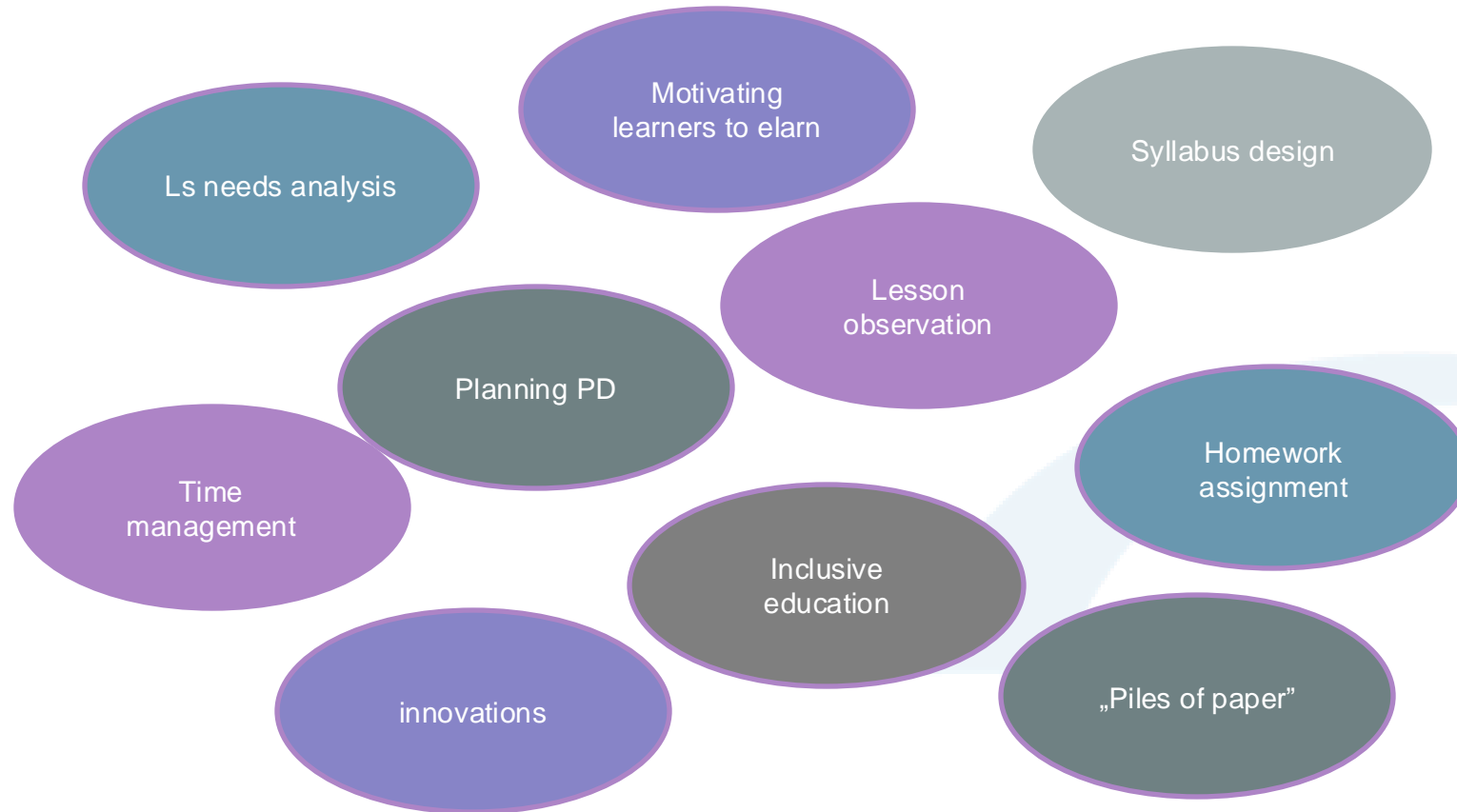
4. Action

- *What is my new understanding of the situation?*
- *What did I do and why?*
- *What happened when I tried out?*

5. Reflection

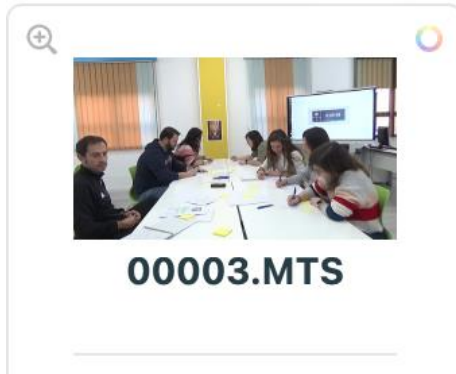
- *Now what have I learnt?*
- *What do I need to consider about me/pupils/the situation to make sure my action would be successful?*
- *What do I need to do in the future in similar situation?*

Challenges e.g.



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Piloting



1. Newly Qualified Teachers

2. Students

DICSUSSION TIME



THANK YOU



<https://digitalta.eu>

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