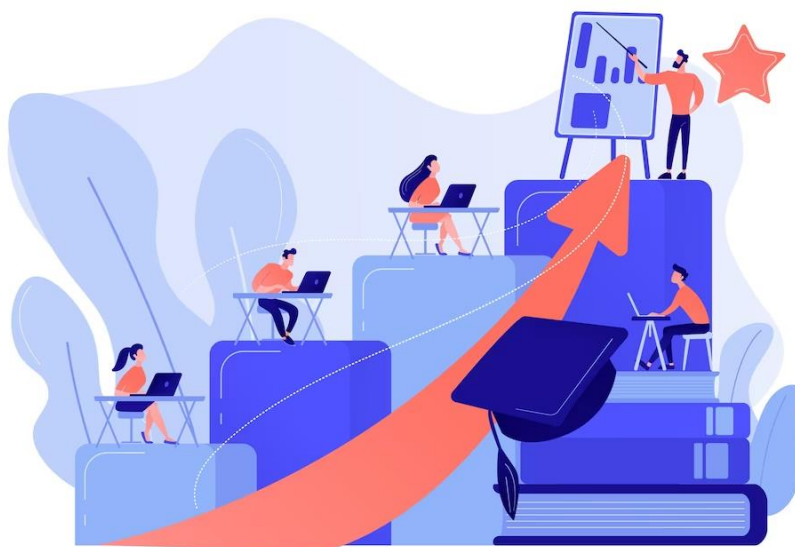**The School 4 The Schools: an effective Leadership in challenging times**

2022-1-IT02-KA220-SCH-000089769

WP2: Training Curriculum for Schoolteachers on educational leadership

Data analysis and curriculum proposal

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1. INTRODUCTION

S4S is a project based on the idea of developing transferable educational leadership competence. Within this context project objectives are:

- train teachers to apply educational leadership to resolve without fear critical situations in the post-pandemic setting without,
- strengthen school leadership to improve teaching and learning, eliminate disparities and
- promote the digitalization of education.

It is divided into 5 WPs, specifically:

1. Project Management
2. Training Curriculum for schoolteachers on educational Upskilled leadership,
3. A Leadership Education Blended course for teachers,
4. LET - Leadership Education for Teachers Online Space,
5. Online Collection of Good Practices an e-handbook readable from mobile for applying pedagogical leadership for teachers inside and outside the classroom.

WP2 Training Curriculum for schoolteachers on educational leadership focuses on upskilling schoolteachers on (educational) leadership and effective approaches needed to overcome both daily and unexpected critical situations that may occur in or out of their classes. The curriculum proposal aims at determining the optimal methodologies and training pathways that couple the main leadership needs of teachers with the appropriate knowledge and optimal usage of mentoring, assessment, collaboration, and digital skills, technologies, and tools.

This document is part of WP2 and includes the curriculum proposal including the results from the data analysis after the desk and field research implemented in Bulgaria, Greece, Italy, Poland Romania, Spain, and Sweden, in the period February-May 2023, which has been the bases of this data analysis and Transversal Training Curriculum proposal.

These data analyzed in the desk and field research are complemented in this document by EQF and NQF considerations from the countries involved: Bulgaria, Greece, Italy, Poland Romania, Spain, and Sweden, and a competence matrix proposal enriched with the development of the curriculum based on 3 modules:

1. sociocultural dimensions regarding the integration of technology in education,
2. educational process in the new context,
3. management of schools in the new context,

2. RESULTS FROM DESK AND FIELD RESEARCH

A leader is best when people barely know s/he exists, when the work is done, the aim fulfilled, they will say: we did it ourselves. —Lao Tzu

2.1 Results from Desk Research

POLICIES AND GENERAL STATE OF THE ART

Below we have presented a summary of the policies researched and the general state of the situation in the countries involved.

In Bulgaria, the COVID-19 pandemic and the ongoing war in Ukraine have posed significant challenges for educational institutions, requiring teachers and trainers to develop leadership skills to effectively manage these crises. In response, the Bulgarian government and educational institutions have implemented various policies and initiatives aimed at providing learning opportunities for teachers and trainers to develop their leadership skills and related areas in times of crisis. One such initiative is the "Leadership and Management in Education" program, which is supported by the Bulgarian Ministry of Education and Science and is designed to provide leadership training for school principals and administrators. The program includes courses on crisis management, strategic planning, and team building, among others (Cholakova & Belcheva, 2019).

In Greece, the pandemic established and familiarized a wide range of professionals with online training courses and seminars. School leadership training programs should offer specialized and specific knowledge and skills to understand schools' specific circumstances, and how to respond to them. These programs need to ensure that school leaders are prepared to focus on issues that are more characteristic of disadvantaged schools. The requirements for school leaders need to be linked to a shared vision of effective schooling. Research evidence shows that effective teachers work collaboratively with their colleagues to improve their teaching, and school leaders have a vital role in establishing such a collaborative approach (Pont, Nusche, and Moorman, 2008).

In Italy, since 2021 there is a great demand from the school setting for leadership competencies. The Italian school is a complex system in which teachers are still unaccustomed to coordination roles and confrontation. They often prefer perfecting their skills and strategies linked to the teaching discipline to confrontation. Today's challenge is, therefore, the ability to cope with and manage the constantly evolving change because the school needs to return to being not only a place of education but also of education to live with others, of collaboration, confrontation, and sharing. Since 2013 there has been a widespread debate in Italy centered on the need to restructure the Italian school system. The autonomy of individual schools, affirmed with Law 59 of 1997, represents a radical innovation that envisages an overturning of the centralist aspects of all school processes that are always regulated from above.

In Poland, the literature on teacher educational leadership is extensive but lacks consensus. There are a wide variety of approaches and definitions of teacher leadership. However, despite this variation in the use of the term, teacher leadership is seen as a key element in improving the quality of education (Stevenson,2012). It is argued that much of the topic of teacher educational leadership 'is rooted in the mainstream discussion of leadership and management in education and fails to answer more fundamental questions about the nature of leadership in educational contexts'. The educational policy and the general state of knowledge in the field of teacher leadership in Poland are dynamic and may be changing. Most activities focus on in-service teacher training and master's degree programs to develop these skills. Educational initiatives are directed at providing teachers with tools and strategies to better cope with the challenges of school management and effective teaching. most activities focus on in-service teacher training and master's degree programs to develop these skills.

In Romania, the pandemic period, which represented a transformational change, led us to approach the teaching process from a different perspective by completely replacing face-to-face interactions with students and colleagues with meetings mediated by applications in the virtual environment. The transition from the instructive-educational process carried out within the educational group and based on direct, immediate psychological relationships, of the face-to-face type, to the development of didactic activities, exclusively through modern means of online communication, can lead to perceptual changes in the educational paradigm. This new approach must be supported in the spirit of developing the self-education of both teachers and students because no one has been prepared for learning entirely online. Teachers were challenged to adapt quickly and convey an important message to pupils/students.

In Spain, since 2021 there is a new generation of education Law (Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education) where the director of an educational center becomes a manager of pedagogical, organizational and economic initiatives, which are approved by the collegiate bodies of the educational center. The new law introduces a new model that "*has to combine the institutional responsibility of the management of the center as an organization, with the administrative management, resource management and leadership and pedagogical revitalization, from a collaborative approach, and the logic of seeking the balance between administrative and pedagogical tasks*" (article 131.1 incorporated by the LOMLOE). The pandemic has shown that school leadership and management functions are a fundamental part of the educational process and that this relevance is even greater in the context of the recent crisis that requires specific skills and abilities, such as flexibility, risk management, or prioritization of objectives which are generally not addressed in the preparation of educational leaders, and which should be considered in the future (Bolivar et al, 2022).

In Sweden, Teacher leadership is an old concept that has been extensively discussed in the literature by scholars due to its crucial role in improving education systems across the globe (Shah, 2017). Nowadays current teachers are supposed to execute multiple leadership responsibilities that include the provision of learning resources, facilitating learning, mentoring and coaching students, and acting as curriculum and instructional specialists. Following these diverse roles, teachers in schools are widely referred to as teacher leaders, while the implementation of leadership responsibilities in the classroom is referred to as teacher leadership (Shah, 2017). In the Swedish education system, it is important to identify the types of leadership styles.

PRACTICES AND TEACHER LEARNING OPPORTUNITIES

In Bulgaria, we can find 3 examples of practices of teacher training regarding leadership skills and its related areas in times of crisis:

- Online training programs: Several universities and institutes in Bulgaria offer online training programs for teachers and trainers to develop leadership skills and related areas in times of crisis. For example, the Sofia University "St. Kliment Ohridski" offers an online course on crisis management, while the Bulgarian Institute of Management offers an online course on strategic thinking in times of crisis.
- Workshops and seminars: Many educational institutions in Bulgaria organize workshops and seminars for teachers and trainers to develop leadership skills in times of crisis. For example, the "Education Leaders Forum" is an annual event organized by the Bulgarian School Principals Association, which brings together school leaders from across the country to share best practices and learn from each other.
- Mentoring programs: Some educational institutions in Bulgaria have established mentoring programs to support teachers and trainers in developing leadership skills in times of crisis. For example, the "Mentor-mentee" program at the Plovdiv University "Paisii Hilendarski" pairs experienced teachers with less experienced ones, to provide guidance and support

In Greece, most initiatives are whether at continuing professional development (lifelong education) level or a master's degree course. Most of the University Institutions of Greece offer a variety of seminars and training programs in a non-formal and informal online educational context, aiming at the development of skills and educational digital competence. As to **master's degrees,** the same institutions offer a great variety of in-person, online, or blended courses.

In Italy, most initiatives are whether at **continuing professional development** level or a **master's degree course**. There are free courses offered by INDIRE, one of which is **"Learning Leadership for Change: Shared Leadership in Your School"** Four modules 20 hours: *Shared Leadership – What Is It All About?; Shared Leadership in a School Context; Teacher Leaders and Sharing Leaders; Our Shared Leadership Action Plan*. Italian Ministry Of Education offers initiatives and courses: Face-to-face seminar organized by ISIS Valdarno for school heads in Tuscany, from 3 May to 5 May 2023, 'Leadership in the age of new humanism and creativity' (the last one).

In Poland, most initiatives relate to universities (University of Warsaw, Jagiellonian University, Warsaw School of Economics …) and institutes (such as the Educational Research Institute) that offer online training programs for teachers and trainers to develop leadership skills, providing provide flexible and accessible learning opportunities for educators who want to enhance their leadership abilities. Moreover, there is a growing interest in the development of leadership skills among teachers in Poland. In recent years, several initiatives, training, and programs aimed at teachers have emerged to support them in developing leadership skills.

In Romania, different ways of developing skills in the field of educational management/leadership are regulated by national procedures. We can find university master's study programs (Bologna Cycle II) - they are organized in state or private universities and offer 120 ECTS. Moreover, we can also find online programs, and several universities offer programs in the field of educational management, most of which are provided in the blended learning system. As continuing professional development programs, accredited providers (Higher education institutions, teaching staff institutions, certified continuing education centers, educational units such as application schools, and Romanian Academy) offer accredited programs for acquiring or developing leadership skills, guidance, and control (20-40 ECTS), provided in the blended learning/online system. Also, continuous training providers offer training courses, quantified in hours, to develop the managerial skills of the trainees; they are recognized based on specific methodologies for the recognition and validation of skills acquired in a formal/non-formal context.

In Spain, most initiatives are whether at **continuing professional development** level or a **master's degree course,** and a variety of online courses (open for all) provided by the National Institute of Educational Technologies and Teacher Training (INTEF), the unit of the ES Ministry of Education and Vocational Training responsible for the integration of ICT and Teacher Training in non-university educational stages.

In Sweden, most initiatives are whether at **continuing professional development level or a master's degree course**. The University of Gothenburg offers courses and programs in the areas of leadership, education, and teaching and learning among children, adolescents, and adults. The Centre for Educational Leadership and Excellence facilitates the accumulation of knowledge and expertise regarding leadership. Their topics include leadership and organization of schools, staffing, and career management in schooling, working conditions for students and educators, and how to enhance students' educational achievements. They work with researchers in educational sciences, psychology, economics, management, and sociology in Sweden as well as internationally.

We present on the following page a table with the situation of Continuing professional development for teachers in the countries involved according to EURYDICE.

Table 1. Comparative table CPD- All countries involved. Own elaboration adapted from Euridice (2023).

Country	Continuing Professional Development (CPD) for schoolteachers
Bulgaria	National educational policies aim at providing highly educated and qualified personnel at all levels of the educational system in the Republic of Bulgaria – pre-school, school, and higher education. At the same time, the policy is designed to stimulate the upgrading of qualifications and realization of the principle of lifelong learning as a guarantee for a better quality of education and a more socio-economically developed society.
Greece	In collaboration with the Institute of Educational Policy (IEP), the body responsible for the design of training programs (L.1566/1985), the process is being strengthened, to effectively transition to a modern training model. The National Centre for Public Administration and Self-Government is added to the institutions and institutions for the training of primary and secondary education teachers. Teacher training is distinguished between mandatory and optional.
Italy	Central legislation and the national labor contracts guarantee the rights and duties of teachers of State schools, CPD included. Training initiatives are generally not part of the teaching timetable and teachers have the right to participate as CPD contributes to the development of their professional life. Furthermore, teachers have the right to have five days with exemption from service during the school year to participate in training initiatives. In-service training is currently undergoing a reform process according to the framework established by Law 79/2022. The main changes under the reform are summarized in the National Reforms in School Education section.
Poland	Teachers are required to develop their professional competence in line with the needs of their schools. Professional development is a statutory duty of every teacher; thus, a teacher may not refuse to participate in professional development / in-service training activities related to his / her position. Continuing professional development (CPD) activities can take place in the country and abroad. Participation in in-service training / CPD activities is also necessary for teacher performance appraisal. The CPD system for teachers covers three levels: central/national, regional, and local.
Romania	For teaching, management, guidance, and control staff, continuing training is a right and an obligation (Law1/2011, art. 245). Teaching staff, as well as the management, guidance, and control staff in the pre-university education, are obliged to participate periodically in the continuous training programs, to accumulate, at each consecutive interval of 5 years minimum of 90 professional credits transferable (Law 1/2011, art. 145).
Spain	Continuing professional development is both a right and a duty of all teachers, as well as the responsibility of the education authorities and the educational institutions themselves. These activities consist of regular actions for the updating of their scientific, educational, and professional expertise. Participation is voluntary.
Sweden	In Sweden, the involvement of teachers in continuing professional development is not stated in terms of professional duty or directly linked to promotion mechanisms. On occasions, certain CPD courses become necessary for some groups of teachers in the wake of fresh legislation. Following the endorsement of new qualification requirements by the 2010 Education Act, teachers who did not meet them were expected to take certain CPD courses to teach particular age groups or subjects. The only general admission requirement for competence development courses is that the teacher is employed at a school.

Hereby we present 14 practices of teacher training regarding leadership skills and its related areas in the countries involved:

Table 2. Summary of GOOD PRACTICES proposed - All countries. Own elaboration.

Country and Name of Good Practice	Description	The potential of transferability to S4S R2 and R3
BULGARIA 1 The Sofia University "St. Kliment Ohridski" Master's degree program in Educational Management	This program covers a range of topics related to leadership, such as strategic planning, change management, and organizational development, and is designed to help teachers and trainers develop the skills they need to lead effectively in complex and challenging environments.	Key topics: At the end of their studies, students should have professional competencies in the areas of planning, organizing, carrying out, and assessing management activities at all levels of education.
BULGARIA 2 American University in Bulgaria - Executive MBA Program	The Executive MBA program at the American University in Bulgaria (AUBG) is designed for experienced professionals seeking to enhance their leadership skills and advance their careers. The program is taught in English and follows the North American MBA model, with a focus on global business and leadership	The focus is on global business and leadership.
GREECE 1 Economics, Special Education and Education	Training and Lifelong Learning Centre of the University of Piraeus training course for Primary/Secondary teachers of all specialties, General or Special Education, Special scientific staff, Special Support Personnel, Special Education students, parents, childcare workers, and psychologists.	Teaching in the program is conducted exclusively remotely, offering the student "autonomy". Participation and reflection are key. We propose to transform this in S4S into a "community of practice" perspective in which the participants learn, apply what they have learned, and share.
GREECE 2 Positive Psychology in Education	Training and Lifelong Learning Centre of Panteion University of Social and Political Sciences training course health and mental health professionals, teachers of all levels, as well as professionals from the field of human resource management	All courses combine the provision of knowledge and information with experiential exercises and incorporate the personal experience of the participants from their exposure to Positive Psychology in the field of education.
ITALY 1 Learning Leadership for Change (L2C) (INDIRE, 2020)	Research project in continuity with the European project Learning Leadership for Change (L2C), in which INDIRE participated as a partner and which had Shared Leadership as its central theme.	The methodology: The course will provide attendees with an opportunity to gain knowledge on the multiple aspects of shared leadership, in theory, and bring it to action, while at the same time learning from other schools' practices on the topic and exchanging good practices with others.

Country and Name of Good Practice. Cont.	Description	The potential of transferability to S4S R2 and R3
ITALY 2 Light educational leadership (Associazione Senza Zaino)	A Master's degree in management of educational centers extends the training of teaching professionals who wish to prepare themselves to become headmasters and directors of VET centers.	Contents: It is based on: nudging, boosting, gamification, behavioral economics, smart simplicity, global curriculum approach, coaching, empowerment and of delegation, evidence-based education, innovative learning environments, learning architectures, educating community, educational poverty, Agenda 2030, and NRP.
POLAND 1: Pedagogical leadership development for Teachers	Comprehensive training program implemented by the Educational Research Institute in Poland to support the development of teachers' leadership. It offers modules on leadership theory, communication, relationship building, and working with a team. The program enables you to acquire the practical skills and knowledge you need to be an effective educational leader.	Mainly the contents: Effective communication - Guiding active listening, Teamwork, and collaboration - Suggesting strategies for creating a positive team culture, Reflective practices - Incorporating reflective exercises and self-assessment tools to support teachers' continuous professional development and improvement
POLAND 2: University of Warsaw Leadership Development online course.	It aims at developing leadership skills in participants, designed to support and enhance leadership skills in various spheres of professional life: it covers the theoretical elements of leadership and self-efficacy, combined to integrate and transform this knowledge into routine behavior. This will be enabled by a course structure combining lectures and workshops	Multi-faceted approach addressing different aspects of teaching and implementation. Including interactive resources such as instructional videos, case studies, sample lesson plans, and practical examples and suggestions for monitoring progress and encouraging reflection. Self-assessment tools and reflection prompts offer opportunities for teachers to analyze their teaching practices
ROMANIA 1 PROFESSIONALIZATION of the teaching career – PROF	The project aims to develop a continuous training system in the field of teaching career mentoring to adapt the changing roles and actions of teachers to the current specifics of the Romanian school, including the global context of the digitization of education, at the levels and in the areas identified as sensitive/vulnerable areas, within the Romanian pre-university educational system.	Good practice: Applying the mentorship training model in a peer-learning context at the level of the learning community, through blended/online activities.

Country and Name of Good Practice. Cont.	Description	The potential of transferability to S4S R2 and R3
ROMANIA 2 Management University master's study program (120 ECTS), fundamental field Social Sciences – University of Pitești	2-year 120 master's degree aimed at the professionalization in the field of educational management through the development of a functional system of knowledge, competencies, and abilities specific to the field and specialization, as well as the development of a system of attitudes that allows timely and effective adaptation to the changes related to pre-university education	The potential of applying a model for deepening managerial skills by integrating the theoretical component, but especially the practical–action one, which involves several categories of representatives of the educational community.
SPAIN 1 Pedagogical leadership for the educational success of all students (INTEF, 2022)	It focuses on the (3) three major challenges for the future: 1.- Managing the pandemic and/or its post-pandemic effects on student learning. 2.- Apply the new Education Law in Spain (LOMLOE), especially in its objectives of modernizing the educational system, deepening equity and inclusion, and improving the results and the transversal axis of Education for sustainable development. 3. -Achieve the EU educational objectives for 2025 and 2030 in the context of the Sustainable development goals (2030), and the educational policies of the State and communities autonomous (ES regions).	The methodology: the course distinguishes two areas of learning: the conceptual, called "Share and learn", where knowledge is discovered and shared, and the practical one, "Apply to your field of work", in which the acquired knowledge and accumulated experience are used in the design of a strategic improvement plan. Participation and reflection are key. We propose to transform this in S4S into a "community of practice" perspective in which the participants learn, apply what they have learned, and share.
SPAIN 2 UNIR - master's degree in leadership and management of educational Centres	The Official master's degree in leadership and management of educational centers focuses on the necessary skills to be responsible for schools, institutes, and other educational centers. The skills concern planning, promoting, and evaluating successful measures that improve the school community.	Practical orientation on effective leadership engaging teachers, parents, and students.

Country and Name of Good Practice. Cont.	Description	The potential of transferability to S4S R2 and R3
SWEDEN 1 Educational leadership	The course content is Leadership and organizations based on different theories; how individuals, groups, and the social context influence and are influenced by the leader; leadership from a gender and equality perspective; leadership in conflicts and conflict management; critical processing of information from different sources; planning, implementation, documentation, and evaluation; Interaction and communication; role and importance of educators and other adults in learning and growing; professional role and leadership; collaboration in work teams + with other professional groups.	The above core content can be used as a basis for working on the following tasks, in terms of understanding what topics to focus on and what information to provide in the developed deliverables.
SWEDEN 2 Stockholm University Educational Management and Leadership course	The course deals with issues related to leadership and school effectiveness, including effective leadership, types of leadership, and assessment demands of organizations. More specifically, practical and theoretical concepts related to management and leadership are processed in the course concerning different themes and topics within leadership studies, such as educational leadership and learning, international comparisons as well as leadership and management for change.	Practical orientation on effective leadership engaging teachers, parents, students, group work, stakeholders, etc.

2.2 Results from the field research: focus groups

The focus group was divided, as suggested in the guidelines planning document onto 4 phases:

1) Before the Focus Group: Before the focus group took place, the facilitator read all the questions thoroughly to ensure that the participants were familiar with the topics and the structure of the discussion: they were introduced in a ppt in Spanish.

2) During the Focus Group: Introduction Phase (15 minutes):
   o Presentation of participants: Self-introduction of facilitator and partner's organization and presentation of the participants
   o S4S project presentation: Brief description of the S4S project, the purpose of the focus group, and how the results will be analyzed and reported.
   o Confidentiality and recording: Explanation of how issues of confidentiality will be dealt with (e.g., Privacy); request permission to record the discussion (see the link with recording, if available)
   o Setting the ground rules: duration; there are no right or wrong answers; respect towards the views of other participants etc.

3) Main Phase (45 minutes): the discussion was implemented around the 5 blocks provided below. Each of the questions was presented one by one and in the order below. All the participants were asked if they had any questions regarding the project and/or the focus group and they all replied no.

4) Closure: Thank everyone and ask if there is anything else to be dealt with. Close the Focus group. The emails of the participants were collected after the Focus group.

The following table summarises the key information about the focus groups, including the participation of **37 teachers**:

Table 3 Key data about the focus group – All countries. Own elaboration.

Country	Date	Participants	Link
Bulgaria	25/04/2023 from 13.30 to 14.30	5 teachers	N/A
Greece	09/04/2023 from 18.00 to 19.00	5 stakeholders	https://www.youtube.com/watch?v=zlmNslYGmDI
Italy	18/04/2023 from 14.30 to 15.30	7 teachers	Meeting: https://meet.google.com/egv-vuau-zbm
Poland	14/04/2023 from 12.00 to 13.00	5 teachers	N/A
Romania	15/03/2023 from 14.30 to 15.30	5 teachers	On laptop
Spain	31/03/2023 from 13.00 to 14.00	5 teachers	Recordinghttps://unir.adobeconnect.com/pc17iqtibhjr/ Note: all participants agreed to record the focus group and were informed about data protection issues
Sweden	25/04/2023	5 teachers	N/A
37 participants in the focus groups			

This chapter is divided onto 5 blocks:

2.2.1 Modules proposed.

In all countries, all the modules were presented to the participants:
- ***MODULE I - SOCIOCULTURAL DIMENSIONS REGARDING THE INTEGRATION OF TECHNOLOGY IN EDUCATION: TOPICS:*** *technology as an educational environment/resource; the virtual educational environment and its dimensions; the digital competencies of the human resource in the educational system - managers, teachers, students*
- ***MODULE II - THE EDUCATIONAL PROCESS IN THE NEW CONTEXT: TOPICS****: training models in the blended education process, organizational communication in the technological educational environment, relationships, and interactions in the blended education system.*
- ***MODULE III - MANAGEMENT OF SCHOOLS IN THE NEW CONTEXT: TOPICS:*** *resolving conflicts in the educational environment, time management, stress management, collaborative learning, individualized learning profile.*

And it is important to mention that they were all considered by the participants as important and necessary.

2.2.2 Topics to be covered under each module.

In Bulgaria:
- Module 1: The topics are considered important as they provide insights into the use of technology in education, and how it can be utilized to enhance learning experiences for students. With the increasing prevalence of technology in society, teachers must be able to incorporate it effectively into their teaching practices.
- Module 2: Training models in the blended education process are important because they provide the teachers with the skills and knowledge needed to effectively implement and manage blended learning environments. Teachers need to understand the different models of blended learning, how to design effective online learning materials, and how to manage online interactions with students.
- Module 3: All the topics are important for teachers to be effective and successful in their roles. Topics may vary depending on the specific context and needs of the teacher and their students.

In Greece, before the pandemic, students' access and connection with technology were largely determined by family income, experiences, and needs shaped by modern processes. The pandemic has dramatically affected the way new technologies had to be integrated into school practices. The new framework not only exposed inequalities in accessibility, particularly for students from lower socio-economic backgrounds but also highlighted the gap between digital natives (students) and educators who were forced to adapt to the new reality. Additionally, the issue of socialization and isolation has arisen in the context of distance learning. However, some positive dimensions have also been highlighted, including the need for digital tools, which facilitate access to information and feedback, as well as the value of interaction obtained through new technologies. Regarding school management in the new context, there

is a need to analyze the sociocultural context of each school and investigate needs accordingly. All participants emphasized the need to integrate technology into the educational process in a way that eliminates sociocultural inequalities (e.g. allowing the use of mobile phones when access to a PC is not available). According to the teacher's point of view, the biggest challenge is **managing and revising teaching practices to make them more interactive and engaging**. From the students' perspective, there is a need for collaboration using new technologies. Furthermore, the new reality has highlighted social inequalities, making it clear that collaborative and transformative work is necessary.

In Italy:
- Module 1: Teachers were urgently forced to integrate new technologies into traditional teaching because of the pandemic. Now their use is constant (e.g., classrooms for assigning tasks, or platforms for doing research). The emergency has accelerated digitization but not enough. The control of what you propose to the students also has its limits.
- Module 2: The blended model is important and can give new perspectives in the training/educational process. In this mode, the self-assessment process is also important to check whether the strategies were effective. Blended learning has the advantage of reaching everyone in the various learning locations but has the disadvantage of social isolation and giving in to distractions.
- Module 3: soft skills are of fundamental importance to find strategies to improve not only one's performance but also to create a positive climate. the LIDO project mentioned had a very positive impact on school life. It emphasized the importance of topics such as assertive communication, leadership, time management, and conducting productive meetings. Moreover, managing children's stress, parental judgment, and confrontation with peers. How to manage students' performance anxiety; give tools for time management and weekly plan.

In Poland, teachers' feedback suggests that they are ready to expand their skills and knowledge on the use of technology in education. They believe that Module I will provide them with the right tools and perspectives to help them better integrate technology into their daily teaching work. There is a strong interest in two key areas:
- Technology integration in education: Polish teachers show great interest in exploring the socio-cultural dimensions of technology integration in education. They are keen to understand how technology can be used as an educational environment and resource.
- Developing digital competencies: Polish teachers recognize the importance of equipping themselves with digital competencies to effectively teach and communicate in the digital era.

In Romania, the teachers who participated in the focus group believe that the modules cover several new topics that are necessary for the panoply of competencies and knowledge of teachers. In this frame:
- Module I is interesting because it brings into the plan the need to develop the digital skills of all educational actors.
- Module III, which refers to the resolution of conflicts in the educational environment, is appropriate to real situations in schools in our country. There are quite a few situations in which children are affected by the phenomenon of bullying, and teachers do not have enough skills to properly manage these situations.

In Spain was mentioned that there is quite a lot of interest in the teaching staff regarding 3 key areas:

- How to apply the new Education Law in Spain (LOMLOE), especially in its objectives of modernizing the educational system, deepening equity and inclusion, and improving the results and the transversal axis of Education for sustainable development.
- How to manage the effects of the pandemic regarding student learning.
- 3 How to achieve the EU educational objectives for 2025 and 2030 in the context of the Sustainable development goals (2030), and the educational policies of the State and autonomous communities (ES regions).

In **Sweden**, all three modules were presented to the participants, but they were particularly interested in Module 2: *THE EDUCATIONAL PROCESS IN THE NEW CONTEXT.* Today, there are many multicultural classes in Swedish schools with children from different backgrounds. Over the past year, due to the Russian invasion of Ukraine, the number of multicultural classes has increased, but there is still no method/approach to teaching in such mixed classes. It was mentioned that in Sweden there is quite a lot of interest in the teaching staff regarding 2 key areas:

- Teaching students in multilingual and multicultural classrooms
- Gaining skills in teaching and communicating with students in a multicultural classroom

2.2.3 Media
The media were presented:
- *Printable worksheets*
- *Infographics*
- *Animated presentations*
- *Slides for overhead projector.*
- *Everyday objects*
- *Internet link lists*
- *Audio and video files*
- *Learning platforms*
- *Other, please specify.*

And they were all considered important. Teachers mentioned the importance of using a variety of media including audio and video files, learning platforms, animations, individual choice of the best online material, animations, infographics, and podcasts.

It was emphasized to **make sure the technology needed was provided with examples**, that is, simple available programs of free apps to use. As an example: to use infographics, maybe it would be a good idea to explain how Canva.com works and make sure they understand they can use Canva to make up an infographic and even ask students to make it to show they have learned.

It is worth noting the flexibility of educational resources offered by the virtual training environment in relation to the needs of teachers, as well as the advantages given by asynchronous communication for adults. Combining the platform with the use of a mobile phone was also mentioned.

The educational resources are adaptable to the curriculum proposed in the training program. The proposed educational resources make access to any type of information possible.

2.2.4 Methods
Different methods were presented:

- *Frontal instruction*
- *Group work*
- *Role-playing*
- *Storytelling*
- *Stories and case studies*

They were all considered important, including video recording PowerPoint and Canva presentations with explanations, and podcasts, or even they added the **FLIPPED CLASSROOM APPROACH** to increase student engagement and learning by having pupils complete readings at home and work on live problem-solving during class time. However, in Greece, focus group members noted that despite the benefits of the flipped classroom teaching method, it presents difficulties for students in terms of organization and engagement - particularly for younger students. They suggested that the flipped classroom method might be better suited for other educational systems in which school duties end with the completion of the timetable. The benefits of collaborative learning because of the opportunities offered by interactive communication and training applications were also mentioned.

It emphasized the importance of facilitating teachers' competencies regarding online recording of classes, promotion of collaboration in online discussions, how to carry out research at home, while actively engaging concepts in the classroom, and being trained in participating in the process as a mentor.

Moreover, it was mentioned the importance of considering active teaching, exercise methodologies, working in groups (also online), and changes of stimuli/methods during the lesson to maintain active participation.

It was pointed out that role-playing can have some difficulties in using it in online training activities.

the selection criteria should be based on the teaching context, learning needs (e.g., teaching unit, number of students), and the way each method is used. The inquiry-based method, which includes experimentation, problem-solving, and case studies, was identified as the most appropriate teaching method. Additionally, participants recognized the need for differentiated learning to be integrated into the learning process and applied to all methods.

Some participants ranked cooperative teaching as the priority, as it teaches students the importance of cooperation in all aspects of their lives. The STEM and experiential methods were also deemed interesting and effective when applied appropriately.

However, some focus group members noted that despite the benefits of the flipped classroom teaching method, it presents difficulties for students in terms of organization and engagement - particularly for younger students. They mentioned that the implementation of this method in the Greek educational system could be a significant burden for students, as their schedules are already loaded with extracurricular activities. They suggested that the flipped classroom method might be better suited for other educational systems in which school duties end with the completion of the timetable.

3.5 Good practices

In Bulgaria, Spain, Italy, and Sweden, there were no good practices reported by the participants.

In Romania, the following good practices were mentioned:
- Good practices in a hybrid format - training course offered by the NATIONAL ASSESSMENT CENTER - training course with evaluators in which teamwork was highlighted (rooms - group activity between evaluators at different levels of schooling)
- Teaching Staff Institution course - MANAGEMENT OF SCHOOL BULLYING, online activity (discussions, etc.) to identify bullying situations and debate concrete cases; the focus is on discussions, ways of intervention, and programs to identify situations.
- LEADERSHIP AND MANAGERIAL SUCCESS course – a real success for soft skills (e.g., solving stressful situations);
- ORGANIZATIONAL COMMUNICATION training course
- Teaching Staff Institution course - ACTIVELY PARTICIPATORY METHODS FOCUSED ON STUDENT NEEDS – the needs of teachers to develop their professional competencies to cope with post-Covid situations, to move from content-centered learning to competence-centered learning effectively - in practice, not just in theory.

In Greece, they mentioned educational activities and seminars organized by the Institute of Educational Policy, universities, the National Centre for Public Administration and Local Government, B-level ICT Teacher Training, eTwinning, Erasmus programs, and in-school training at the school unit level. Additionally, the importance of an "open-door policy" and observing others in the teaching process was emphasized, as important knowledge is produced within the classroom that must be disseminated, and this also contributes to self-evaluation and reflection on the educational process. Finally, in the context of good practices, active online learning communities (such as distance learning) were also mentioned to gain multiple benefits.

## 2.3 Results from the field research: Online survey

This section is divided onto 3 blocks:

1. GENERAL INFORMATION about Participants and Educational Institution plus

2. TOPICS should we include in our learning (based on 3 pillars: 1. sociocultural dimensions regarding the integration of technology in education, 2. educational process in the new context, 3. management of schools in the new context) plus media and methods?

3. OPEN QUESTIONS about their opinion on what would make the materials interesting for them, suggestions to design the curriculum, and main concerns about upskilling regarding the educational leadership competence.

The link to the questionnaires in all languages can be found in Annex 2.

The partners managed to involve a total of **123 respondents** which goes beyond the initial indicator of 70, highlighting that in Bulgaria 51 teachers participated in the survey. The following figure illustrates the percentages of survey inputs by country:

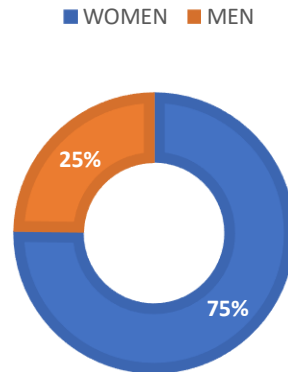*Figure 1: Percentage of respondents from all countries. Own elaboration.*
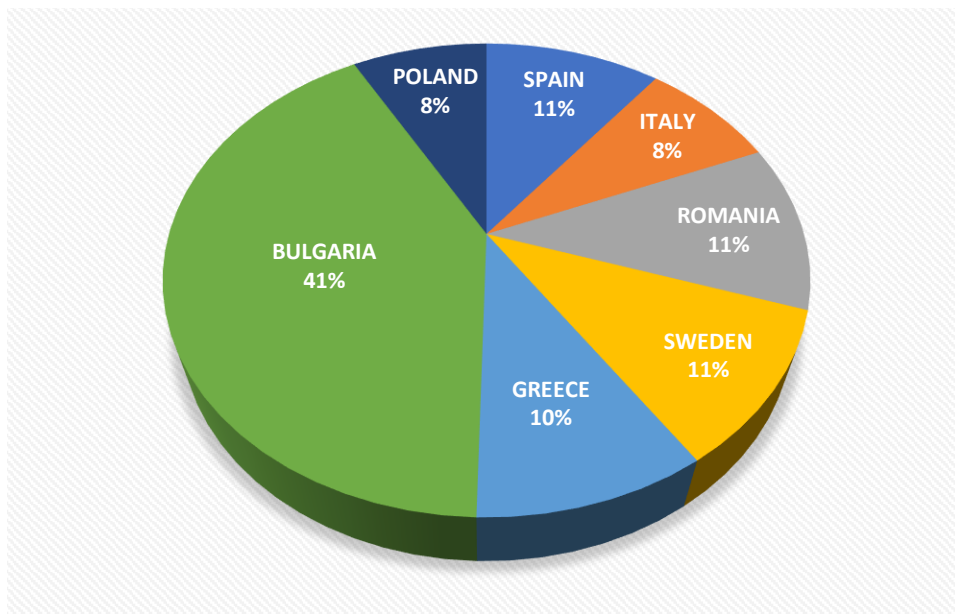
2.3.1 General Information about Participants and Educational Institution

Regarding **gender** (it was non-compulsory information), most participants were women, as shown in Figure 2:

Figure 2: Gender of the survey respondents – all countries involved. Own elaboration.

As to the **age group**, most participants were from the age group 30-39 age range followed by the 40-49 age range, as shown in Figure 3:

Figure 3: Age range of the survey respondents – all countries involved. Own elaboration.
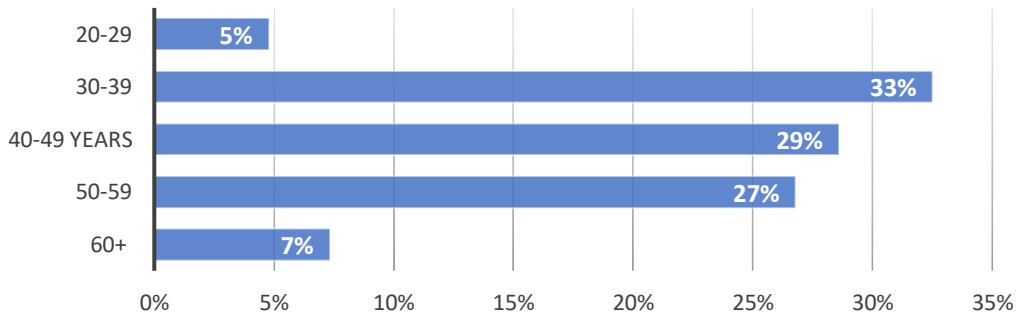
Regarding the **Length of service** as educator/teacher, the average was 14,7 years of service.

2.3.2 Topics, Media, and Methods

Regarding the topics, the teachers were asked to provide their opinion using a rating *1 Definitely disagree to 5 Definitely agree* regarding the 3 topics already identified that is: 1. sociocultural dimensions regarding the integration of technology in education, 2. educational process in the new context, 3. management of schools in the new context.

Regarding the first block, sociocultural dimensions regarding the integration of technology in education module, table 4 shows that the ratings in the different countries involved were similar with ratings above 4 but in Italy:

Table 4. Per country and overall average rating about the topics of the sociocultural dimensions regarding the integration of technology in education module. Own elaboration.

AVERAGE RATINGS								
I. SOCIOCULTURAL DIMENSIONS REGARDING THE INTEGRATION OF TECHNOLOGY IN EDUCATION								
Countries	**BU**	**GR**	**IT**	**PO**	**RO**	**ES**	**SE**	**ALL**
Technology as an educational environment/resource	**4,3**	**4,3**	**3,3**	**4,2**	**4,7**	**4,8**	**4,8**	**4,3**
The virtual educational environment and its dimensions	**4,1**	**3,9**	**3,5**	**4,2**	**4,4**	**4,1**	**4,6**	**4,1**
The digital competencies of the human resource in the educational system – managers, teachers, students	**4,3**	**4,6**	**3,4**	**4,3**	**4,7**	**4**	**4,6**	**4,3**
Average rating block I	**4,2**							

We can see illustrated in Figure 4 below that the sociocultural dimensions regarding the integration of technology in education module, table 4 shows that the most valued topic was "Technology as an educational environment/resource with 4,4:

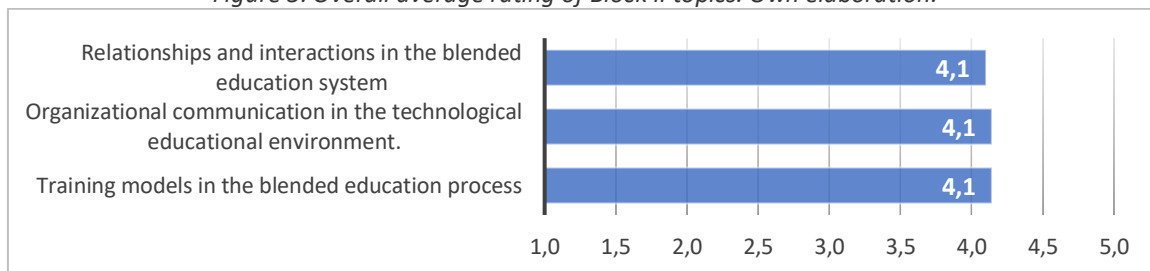*Figure 4: Overall average rating Block I topics. Own elaboration.*
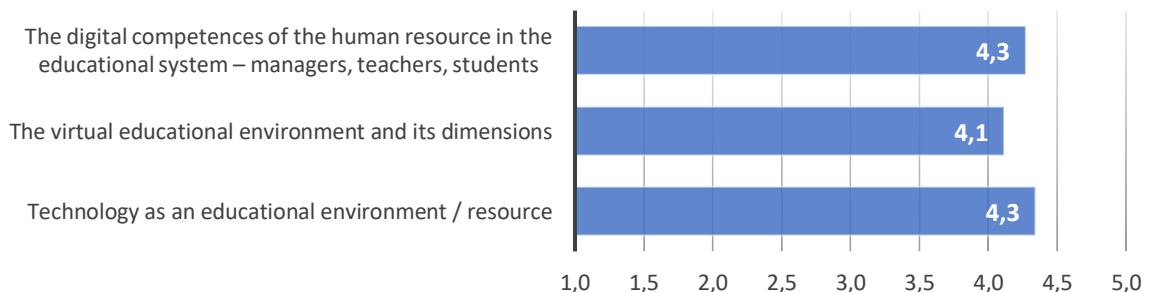
As to the second block, *educational process in the new context*, table 5 shows that the ratings in the different countries involved were similar with ratings above 4 but in Italy and Spain that were lower:

Table 5. Per country and overall average rating about the topics of the educational process in the new context module. Own elaboration.

AVERAGE RATINGS								
II. EDUCATIONAL PROCESS IN THE NEW CONTEXT								
Countries	**BU**	**GR**	**IT**	**PO**	**RO**	**ES**	**SE**	**ALL**
Training models in the blended education process	**4,2**	**4,3**	**3,6**	**4,2**	**4,3**	**3,8**	**4,6**	**4,1**
Organizational communication in the technological educational environment.	**4,3**	**4,0**	**3,5**	**3,7**	**4,7**	**4,2**	**4,6**	**4,1**
Relationships and Interactions in the blended education system	**4,3**	**4,3**	**3,6**	**4,1**	**4,4**	**3,7**	**4,3**	**4,1**
Average rating Block II	**4,1**							

Figure 5 below shows that the most valued topic *was "Organizational communication in the technological educational environment" with 4,2:*

Figure 5: Overall average rating of Block II topics. Own elaboration.

Regarding the third block, M*anagement of schools in the new context*, table 5 shows in this case a more similar rating of the topics throughout the countries involved:

Table 6. Per country and overall average rating about the topics of the management of schools in the new context module. Own elaboration.

AVERAGE RATINGS								
III. MANAGEMENT OF SCHOOLS IN THE NEW CONTEXT								
Countries	**BU**	**GR**	**IT**	**PO**	**RO**	**ES**	**SE**	**ALL**
Resolving conflicts in the educational environment	**4,6**	**4,6**	**4,2**	**4,3**	**4,8**	**4,8**	**4,9**	**4,6**
Time management.	**4,4**	**4,0**	**4**	**4,4**	**4,6**	**4,7**	**4,7**	**4,4**
Stress management	**4,5**	**4,3**	**4,1**	**4,4**	**4,7**	**4,5**	**4,9**	**4,5**
Collaborative learning	**4,3**	**4,5**	**3,8**	**3,8**	**4,6**	**4,6**	**4,8**	**4,3**
Individualized learning profile	**4**	**4,6**	**3,9**	**3,9**	**4,6**	**4,7**	**4,7**	**4,3**
Average rating Block II	**4,5**							

Figure 6 shows that the most valued topic was "Resolving conflicts in the educational environment with 4,7: closely followed by *stress management* with 4,5:

Figure 6: Overall average rating of Block III topics. Own elaboration.

Regarding other topics, these were the answers:
- ✓ *Student motivation*
- ✓ *E-learning and the development of virtual books.*
- ✓ *Mental health*
- ✓ *Emotional learning (not just stress management).*

Regarding the **Choice of Media and Educational Materials**, we can see some disparity: in Sweden, all the media proposed were considered very important while in Italy and Spain, the ratings were lower as we can see in Table 7:

Table 7 Per country and overall average rating about the media. Own elaboration.

MEDIA								
Countries	**BU**	**GR**	**IT**	**PO**	**RO**	**ES**	**SE**	**ALL**
Printable worksheets	4,3	4,0	3,5	3,4	4,0	3,5	4,3	3,9
Infographics	3,8	3,8	3,1	4,2	4,1	4,1	4,1	3,9
Animated presentations	4,5	3,8	3,6	4,1	4,6	4,5	4,5	4,2
Slides for overhead projector	3,3	3,7	3,4	3,4	4,3	3,4	4,7	3,7
Open educational resources (OER)	4,3	4,1	3,5	4,4	4,7	3,8	4,9	4,2
Internet link lists	4	3,9	3,2	3,9	4,3	4,2	4,7	4,0
Audio and video files	4,5	4,1	3,2	4,4	4,6	4,5	4,9	4,3

Figure 7 shows the averages where animated presentations together with audio and video files obtained the highest rating (4,3) followed by OER (4,2):

Figure 7: Overall average rating about learning media. Own elaboration.

Regarding other media:

- ✓ *Digital books*
- ✓ *Interactive board*

Regarding the **Choice of Methods**, table 8 also shows some disparity between ratings by country, again in Sweden, all the methods proposed were rated over 4 while in Italy, and, in some cases in Greece, Bulgaria, and Spain, the ratings were lower as we can see in Table:

Table 8. Per country and overall average rating about the methods. Own elaboration.

METHODS								
Countries	BU	GR	IT	PO	RO	ES	SE	ALL
Frontal instruction	3,8	3,2	3,1	3,9	4,4	3,8	4,1	3,8
Group work	4,5	4,8	3,9	4,4	4,8	4,6	4,8	4,5
Self-learning	4,1	3,7	3,1	3,9	4,5	4,3	4,7	4,0
Role-playing	4,4	4,4	3,7	3,6	4,6	4,2	4,5	4,2
Storytelling	3,9	3,9	3,5	3,8	4,3	4,1	4,7	4,0
Stories and case studies	4,5	4,5	4	4,1	4,4	4,2	4,8	4,4

Figure 8 shows all the suggested methods, but frontal instruction surpassed 4. The most voted was group work:

Figure 8: Overall average rating about learning Methods. Own elaboration.

Regarding other methods, these were the answers:
- ✓ *Theatre*
- ✓ *Digital escape rooms, puzzle solving.*

As to the time they believed they could devote to the course, we can see in Figure 8 below that the range covered from 10 to 15 hours was most selected followed by less than 10 hours.

As the timing suggested in the proposal for the whole learning course was 20 hours, it is suggested that the possibility to follow only part of the course is allowed to cover all time ranges:

Figure 9 Per country and overall time to be devoted to the course Own elaboration.
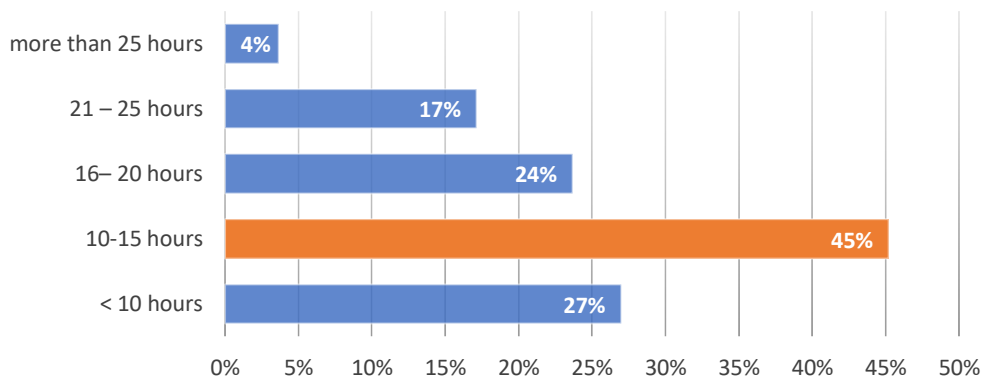
In the following sections, we will include open questions regarding:

1. what would make the materials interesting for teachers.
2. suggestions to design the curriculum.
3. the teachers' main concerns about upskilling regarding the educational leadership competence

This information is very valuable to complement with qualitative information, the quantitative data analysed so far.

3.3.3 open questions

Finally, when they were asked about their opinion about **what would make the materials interesting for them**, these were the answers: we can state that the winner was to include examples and practical resources to apply in the classroom:

- ✓ *A good design*
- ✓ *Improve my skills!*
- ✓ *Practical examples to apply to the classroom (Physical or virtual).*
- ✓ *Practical and real situations to be carried out in the educational context.*
- ✓ *Real proposals and 100% applicable in the classroom.*
- ✓ *Blended course.*
- ✓ *It should be aimed at promoting a critical spirit in leadership.*
- ✓ *Organisation, conflict resolution, motivation, etc.*
- ✓ *The proportion of useful resources to put into practice in the classroom.*
- ✓ *The most interesting thing is that what has been learned can be feasibly put into practice.*
- ✓ *Group activities*
- ✓ *Shared educational practices in this regard.*
- ✓ *Case resolution; Time management*
- ✓ *Innovations for the application of technology in an educational environment. More approaches to deal with different situations*
- ✓ *Evidence of personal and professional development tools.*
- ✓ *To be adapted to the new changes in education*
- ✓ *The novelty, the communication, the exchange of experience*
- ✓ *The approach, the applicability in practice, the correlation with the current society and its requirements*
- ✓ *Active participatory methods*
- ✓ *The practical, applied character centered on the concrete tasks of the teacher and school manager.*
- ✓ *Each is encouraged to act as a leader, depending on purpose and context.*
- ✓ *Interactive presentation of the course*
- ✓ *The Importance of Inclusion and Diversity in Leadership*
- ✓ *New, innovative things*
- ✓ *New approaches*
- ✓ *YouTube*
- ✓ *Imagination creative education*
- ✓ *Accuracy*
- ✓ *Digital literacy*
- ✓ *Make it interactive (with Interactive activities)*
- ✓ *Varied content and easily digestible*
- ✓ *Specifics concerning management, also in the context of education law.*
- ✓ *Clearly formulated and having interesting tasks or questions related to the curriculum.*

When asked about their **suggestions to design the curriculum**, they noted that:

- ✓ *How to cope with the excessive bureaucracy* *that teachers must deal with to do all this.*
- ✓ *I hope to improve my knowledge in this area.*
- ✓ *How to implement discipline in the class.*
- ✓ *We must improve the quality of teaching, but without forgetting that the most important thing is our students.*
- ✓ *Real and efficient evaluation.*
- ✓ *Lack of attention*
- ✓ *Good management of learning outside and inside the classroom.*
- ✓ *Support for the educational community.*
- ✓ *Specific role plays by groups.*
- ✓ *Creating key educational competencies, the skills to involve and engage students in the educational process, without affecting the acquisition of knowledge at an individual level and without making the educational process difficult.*
- ✓ *It would be good to have more activities that are practical.*
- ✓ *Goal setting, creative breaks, accountability*
- ✓ *Sharing good practices*
- ✓ *Conflict resolution, time management*
- ✓ *Topics such as Conflict Resolution in the Educational Environment, Time Management, Stress Management*
- ✓ *To have more practical tasks and solve specific problems.*
- ✓ *To encourage the creative and emotional growth of teachers and students.*
- ✓ *Interactive activities*
- ✓ *Transparency in communication, prompt information of teaching staff regarding new developments in educational leadership*
- ✓ *Let it be as approachable and integrated into the reality of our schools!*
- ✓ *The theoretical course should be given to the students, for individual study, and the applied activities should be carried out during the course.*
- ✓ *Case study*
- ✓ *Related key competencies: learning to learn, cultural awareness and expression, initiative, and entrepreneurship.*
- ✓ **Ensure an appropriate ratio of live teaching (20% of total teaching hours) and distance *(synchronous-asynchronous) teaching (80% of total teaching hours).***
- ✓ *Allow for a longer period for implementation of training to avoid workload pressure.*
- ✓ *Include case studies and role plays between trainees within the curriculum to facilitate an experiential approach.*
- ✓ *Be more accurate.*
- ✓ *Not boring with useful material*
- ✓ *Must be simple and informative with lots of visuals.*
- ✓ *Putting more emphasis on distance learning (e-learning)*
- ✓ *Use of good practice examples*
- ✓ *Development of soft skills*
- ✓ *Application of various training methods in the course.*

And finally, when asked about their **main concerns** about upskilling regarding educational leadership competence. These were the answers:

- ✓ *Blended learning*
- ✓ *Supporting, evaluating, and promoting teacher quality.*
- ✓ *How to implement Goal setting in educational organizations, evaluation, and accountability, in terms of setting strategic directions, designing school plans and targets to monitor progress.*
- ✓ *Strategic human resource and financial management administration*
- ✓ *Collaboration with other schools, with other actors in the school environment, and in their community.*
- ✓ *Developing skills for working in a multicultural environment*
- ✓ *Interactivity in learning*
- ✓ ***Group work***
- ✓ *The specified topics*
- ✓ ***Meetings or webinars with successful leaders in different environments****.*
- ✓ *Developing the ability to communicate*
- ✓ *Legislative news*
- ✓ *Understanding **how to apply the concept of educational leadership.***
- ✓ *Knowledge, awareness, consolidation*
- ✓ *Reading books in the field, participating in pieces of training in the field in the country and abroad, and applying ideas/practices learned in projects as examples of good practices.*
- ✓ *Classroom management, effective communication, persuasion*
- ✓ *Concrete leadership behavior in specific contexts*
- ✓ *Specialized reading, online courses, and leadership skills enhance powerful, impactful learning experiences, and opportunities to practice leadership support learning.*
- ✓ *Developing digital skills*
- ✓ ***Developing the ability to communicate***
- ✓ That everything is adapted for multilingual and multicultural students
- ✓ **If it is time-consuming**
- ✓ *Age of socialization*
- ✓ *Many things need to be considered.*
- ✓ *Improving soft skills*
- ✓ *Lack of teachers' time getting used to old habits/practices.*

3. CONCLUSIONS from desk and field research

Regarding desk research, **7 reports were completed with a total of 35 references** used in the national reports **plus 9** for the elaboration of this collated report. As to **Field research, 37 teachers were involved in the Focus Groups and 123 teachers were involved in the survey.**

Regarding DESK RESEARCH:

- In Bulgaria, the COVID-19 pandemic and the ongoing war in Ukraine have posed significant challenges for educational institutions, requiring teachers and trainers to develop leadership skills to effectively manage these crises. Research on the topic in Bulgaria has focused on the impact of the COVID-19 pandemic on education and leadership development, with studies examining the challenges faced by educational institutions and the strategies used to overcome these challenges. For example, a study by Stoyanova and Mavrodieva (2020) examined the impact of the COVID-19 pandemic on education and leadership development in Bulgaria, while a study by Sedefchov and Ivanova (2020) focused on leadership development and training in times of crisis.
- In Greece, the pandemic established and familiarized a wide range of professionals with online training courses and seminars. School leadership training programs should offer specialized and specific knowledge and skills to understand schools' specific circumstances, and how to respond to them. These programs need to ensure that school leaders are prepared to focus on issues that are more characteristic of disadvantaged schools. The requirements for school leaders need to be linked to a shared vision of effective schooling. Research evidence shows that effective teachers work collaboratively with their colleagues to improve their teaching, and school leaders have a vital role in establishing such a collaborative approach (Pont, Nusche, and Moorman, 2008).
- In Italy, since 2021 there is a great demand from the school setting for leadership competencies. The Italian school is a complex system in which teachers are still unaccustomed to coordination roles and confrontation. They often prefer perfecting their skills and strategies linked to the teaching discipline to confrontation. **Today's challenge is, therefore, the ability to cope with and manage the constantly evolving change because the school needs to return to being not only a place of education but also of education to live with others, of collaboration, confrontation, and sharing.** Since 2013 there has been a widespread debate in Italy centered on the need to restructure the Italian school system. The autonomy of individual schools, affirmed with Law 59 of 1997, represents a radical innovation that envisages an overturning of the centralist aspects of all school processes that are always regulated from the top.
- In Poland, the literature on teacher educational leadership is extensive but lacks consensus. There are a wide variety of approaches and definitions of teacher leadership. It is argued that much of the topic of teacher educational leadership 'is rooted in the mainstream discussion of leadership and management in education and fails to answer more fundamental questions about the nature of leadership in educational contexts'. The educational policy and the general state of knowledge in the field of teacher leadership in Poland are dynamic and may be changing. Most activities focus on in-service teacher training and master's degree programs to develop

these skills. Educational initiatives are directed at providing teachers with tools and strategies to better cope with the challenges of school management and effective teaching.

- In Romania, the pandemic period has led to the approach of the teaching process from a different perspective by completely replacing face-to-face interactions with students and colleagues with meetings mediated by applications in the virtual environment. This **new approach to education must be directed in the spirit of developing the self-education of both teachers and pupils and students because no one has been prepared for learning entirely online**. Teachers were challenged to adapt quickly and convey an important message to pupils/students: **learning continues beyond school and with online tools accessible to all and a lot of determination, progress can be made, and** pupils/students can be encouraged to learn and work independently.

- In Spain, since 2021 there is a new generation of education Law and the teaching staff is struggling to implement it. The pandemic has shown that school leadership and management functions are a fundamental part of the educational process and that this relevance is even greater in the context of the recent crisis that **requires specific skills and abilities, such as flexibility, risk management, or prioritization of objectives which are generally not addressed in the preparation of educational leaders, and which should be considered in the future** (Bolivar et al, 2022).

- In Sweden, Teacher leadership is an old concept that has been extensively discussed in the literature by scholars due to its crucial role in improving education systems across the globe (Shah, 2017). Nowadays current teachers are supposed to execute multiple leadership responsibilities that include the provision of learning resources, facilitating learning, mentoring and coaching students, and acting as curriculum and instructional specialists. Following these diverse roles, teachers in schools are widely referred to as teacher leaders, while the implementation of leadership responsibilities in the classroom is referred to as teacher leadership (Shah, 2017). In the Swedish education system, it is important to identify the types of leadership styles.

Regarding FIELD research, the focus group and the survey showed that all the 3 modules (and the topics included) were considered by the participants as important and necessary. The participants emphasized the need to integrate technology into the educational process in a practical way and to aim at eliminating sociocultural inequalities. Teachers' responses regarding what would make a curriculum and blended training program for educational leadership skills interesting are particularly noteworthy: as a summary, they suggested using an experiential approach, including case studies and interactive elements in the curriculum/blended program.

The results of the analysis have allowed us to draft some implications for WP3 – Leadership Education Blended course for teachers (topics and skills analysis from surveys and interviews) we can state that:
In Italy, the most interesting areas for teachers are:
- Training is to be implemented and monitored by professional trainers.
- Active participation
- Based on study cases and real school-like scenarios
- Addressed to professional growth.
- Efficient integration of technology in teaching and learning

In Poland, the most interesting areas for teachers are:
- Integrating technology in education.
- Developing digital competencies.

In Romania, the most interesting aspects for teachers are:
- Active participatory methods
- Concrete leadership behavior in specific contexts
- Classroom management, effective communication, persuasion

In Spain, the most interesting "add-ons" for teachers are:
- How to apply the new Education Law in Spain (LOMLOE), especially in its objectives of modernizing the educational system, deepening equity, inclusion, and improving the results and the transversal axis of Education for sustainable development.
- How to manage the effects of the pandemic regarding student learning.
- How to achieve the EU educational objectives for 2025 and 2030 in the context of the Sustainable development goals (2030), and the educational policies of the State and autonomous communities (ES regions).

in Sweden, the most interesting topics for teachers are:
- Teaching students in multilingual and multicultural classrooms
- Gaining skills in teaching and communicating with students in a multicultural classroom

Very divergent were the answers on duration and time they believed they could devote to the course, which averaged 15 hours. However, as the proposed timing was 20 hours, we propose to stick to the original proposal. It is suggested that the possibility to follow only part of the course is allowed to cover all time ranges.

As to the Implications for WP4 LET online space for teachers, they ask for an active online space. Moreover, we have seen that regarding the media, **include a variety of media** to keep the learners' attention **making sure they can apply them in the classroom with their students and methods. It would be advisable to include group work as part of the training and tips on how to successfully implement it in the classroom**.

4. EQF AND NQF CONSIDERATIONS

To propose the EU framework for the S4S project, we have conducted a comparative analysis between their national qualification frameworks and the European qualification framework, on a desk research basis, finding the current state of the art of NQF implementation, correspondence between NQF and EQF levels.

Based on the partner organization's desk research about the current state of the art of the National Qualification Framework (NQF) implementation and CEDEFOP´s latest publication focused on the development of NQF among European Countries: EUROPEAN INVENTORY ON NQF (2020), we can state that currently, most partner countries have formally adopted an NQF and it is fully operational in Sweden, Bulgaria, Greece, Poland, and Italy, while in Spain they are still working on its complete operationalization.

It is possible at the time being to establish a comparative analysis by presenting each national current qualification level and its comparison with EQF, thus establishing a correspondence level among S4S Curriculum EQF level and each Partner Country NQF level, as shown in the table below:

Table 9: S4S Curriculum EQF level and each Partner Country NQF level. Adapted from Cedefop (2021)

EQF Level	Bulgaria NQF	Greece NQF	Italy NQF	Poland NQF	Romania NQF	Spain NQF	Sweden NQF
1	1	1	1	1	1		1
2	2	2	2	2	2		2
3	3	3	3	3	3		3
4	4	4	4	4	4		4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8

5. COMPETENCE AND LEARNING OUTCOME MATRIX

The S4S Transversal Training Curriculum (Competence Framework and Units of Learning Outcomes) for schoolteachers on educational leadership has been developed by Dr. Langa based on the results of the research study on competencies development needs. It mirrors its main conclusions and recommendations for the development of the S4S Curriculum.

We have focused on EQF level 5, taking into consideration the complexity and level of learning outcomes expected from teachers, as the main beneficiaries of the training. In this sense, it is a requirement that staff using the Profile have fundamental knowledge and specialized skills to be able to manage and supervise activities, responsibly and autonomously.

The profile has allocated 20 learning hours in total; organized into THREE (3) units of learning outcomes. S4S proposes to adopt a credit system of 1 ECVET point = 25 hours, so our curriculum would correspond to 0,8 ECVET points. These hours encompass contact and learning hours.

Table 10: EQF Level 5 description. European Commission (2018).

	Knowledge	Skills	Responsibility and autonomy
EQF level 5	Comprehensive, specialized, factual, and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills is required to develop creative solutions to abstract problems	• Exercise management and supervision in contexts of work or study activities where there is unpredictable change. • Review and develop the performance of self and others.

The S4S Competence matrix covers competencies of the highest importance required nowadays for secondary school teachers. We propose 3 units:

1. sociocultural dimensions regarding the integration of technology in education,
2. educational process in the new context,
3. management of schools in the new context,

It is proposed the following Draft of S4S competence framework:

Table 11: S4S competence structure. Own elaboration

Title of the Qualification	The Schools for the Schools: educational leadership in the new context		
Total ECVET points	0,8		
EQF level	Level 5		
NQF Level	IT, RO, SE, ES, PL, EL, and BG 5　5　5　5 5 5　　5		
UNITS	**UNITS**	**Total learning hours: 20**	**ECVET points**
	1. Sociocultural dimensions regarding the integration of technology in education	6 hours online = 4h synchronous and 2h asynchronous	0,24
	2. Educational process in the new context	7 hours online = 4h synchronous and 3h asynchronous	0,28
	3. Management of schools in the new context	7 hours online = 4h synchronous and 3h asynchronous	0,28

And in the table below, the Learning Outcome competence matrix is proposed:

Table 12: S4S Learning Outcomes matrix. Own elaboration

UNIT	LEARNING OUTCOMES
1. Sociocultural dimensions regarding the integration of technology in education	Knowledge: trainees will learn about the roles of information, communication, and digital technology in education, and the variables and dimensions of the virtual educational environment
	Skills: the ability to identify and apply ways to develop digital skills
	Attitudes: autonomy and responsibility in the development of digital skills, initiative in the integration of technology in education, and trust in the virtual educational environment.
2. Educational process in the new context	Knowledge: trainees will learn about training models connected to digital education, and about the specifics of communication in the technology-based educational environment, its advantages/opportunities
	Skills: trainees will be able to apply training models connected to digital education, to manifest flexible and innovative behavior toward communication and interaction with students in the technology-based educational environment
	Attitudes: responsible performance of specific tasks
3. Management of schools in the new context	Knowledge: trainees will learn about training models connected to digital education, and about the specifics of communication in the technology-based educational environment, its advantages/opportunities
	Skills: trainees will be able to apply training models connected to digital education, to manifest flexible and innovative behavior toward communication and interaction with students in the technology-based educational environment
	Attitudes: responsible performance of specific tasks

6. CURRICULUM PROPOSAL

In the following tables, we will describe the curriculum proposal based on the following structure:

- Learning objectives
- Contents: Short description of the Module contents
- 3 Units per module
- Duration: total duration per module = approx. 6-7 hours
- Learning outcomes of the whole module in terms of Knowledge, Skills, and attitudes
- Training methodology
- Training tools for innovative training delivery
- Learning materials: list of resources needed to implement the training activities.
- Assessment methodology

For module 1, *Sociocultural Dimensions Regarding the Integration of Technology In Education* as Table 13 describes, the curriculum proposal from Dr. Langa is:

Table 13: structure proposed for Module 1: Sociocultural Dimensions Regarding the Integration of Technology In Education. Own elaboration.

Module n° 1	SOCIOCULTURAL DIMENSIONS REGARDING THE INTEGRATION OF TECHNOLOGY IN EDUCATION
Learning Objectives	O1: To learn, understand and argue the roles of information, communication, and digital technologies in education. O2: To understand, explain and exploit the dimensions of the virtual educational environment in didactic design. O3: To identify ways for developing the digital skills of human resources in the educational system and to motivate their usefulness
Contents	Economic and social changes, influenced by the integration of technology in most fields, are reflected in contemporary educational practices. The intersection of education with information, communication, and digital technologies has defined distinct roles of technology: as an environment where the educational process takes place, as an instrumental resource for knowledge, and as a facilitator for delivering educational content. This situation must be supported by the collaborative effort of the human resources involved in the educational system/process, to adapt the educational context to the challenges imposed by the infusion of technology in education, at the same time as the attention given to the training of digital skills, aimed at optimally seizing the opportunities offered by technology.
Units	1. Technology as an educational environment/resource 2. The virtual educational environment and its dimensions 3. The digital competencies of the human resource in the educational system – managers, teachers, students.
Duration	**6 hours online** = 4h synchronous and 2h asynchronous

Learning outcomes	By the end of the training participants will be able to: Knowledge: trainees will learn about the roles of information, communication, and digital technology in education, and the variables and dimensions of the virtual educational environment Skills: the ability to identify and apply ways to develop digital skills Attitudes: autonomy and responsibility in the development of digital skills, initiative in the integration of technology in education, and trust in the virtual educational environment.
Training methodology	The training program will be supported by activities carried out in interactive work teams. Instructional models adapted to digital education will be applied: the flipped classroom model, the self-regulated learning model, etc. Active/interactive training methods and techniques will be used: theoretical lecture of scientific content supported by PPT/Canva presentation, debate, individual and group exercise, case study, role play, etc.
Training tools for innovative training delivery	The training program will be supported by activities carried out in interactive work teams, facilitated by interactive communication platforms, facilitating the building of interdisciplinary teams and collaborative networks between trainees. Collaborative training activities will be designed: Mentimeter/ Padlet, Coggle, etc.
Learning materials (list of resources needed to implement the training activities)	The training program will provide materials that present the thematic areas and give information in support of the training sessions, at the same time capitalizing on the didactic/managerial experience and the scientific expertise of the trainees. Training tools and materials will be used: PPT/Canva presentations, individual/group worksheets, multimedia tools (audio-video, animated presentations, RED, digital applications)
Assessment	The assessment of the learning results and the skills acquired by the students is carried out based on the PORTFOLIO, which includes three elements: - a test to assess the knowledge acquired by the students (individual assessment) - personal reflections, and comments made during the training program - formative assessment methods (the chapter journal) At the end of the training program, each student will complete a satisfaction questionnaire regarding the training activity.

For module 2, *The Educational Process in the New Context* as described in Table 14, the curriculum proposal is:

Table 14 structure proposed for Module 2: The Educational Process in the New Context. Own elaboration.

Module n° 2	THE EDUCATIONAL PROCESS IN THE NEW CONTEXT
Learning Objectives	O1: To learn, understand, and critically analyze several models of training connected to digital education. O2: To be able to discuss and explain the specifics of communication in the technological educational environment, and its advantages/opportunities. O3: To be able to discuss and explain the system of relationships and interactions in the mixed educational system, and the ethical dimensions in open education.
Contents	The introduction of new informational, communication, and digital technologies in education requires a rethinking of the educational processes, the content delivery methods, the teaching/learning and assessment strategies, the communication process, the relational plan, etc. To provide real didactic experiences, education integrates blended learning models, which involve complementary combinations of face-to-face and online activities, synchronous and asynchronous forms of communication and collaboration, harnessing the potential of open educational practices and which are centered on teacher-student collaboration. Interactions and communication between teachers/tutors and students in the virtual space provide an opportunity for the authentic construction of knowledge.
Units	1. Models of training in the process of mixed education. 2. Organizational communication in the technology-based educational environment. 3. Relationships and interactions in the mixed educational system.
Duration	**7 hours online** = 4h synchronous and 3h asynchronous
Learning outcomes	By the end of the training participants will be able to: Knowledge: trainees will learn about training models connected to digital education, and about the specifics of communication in the technology-based educational environment, its advantages/opportunities Skills: trainees will be able to apply training models connected to digital education, to manifest flexible and innovative behavior toward communication and interaction with students in the technology-based educational environment Attitudes: responsible performance of specific tasks
Training methodology	The training program will be supported by activities carried out in interactive work teams. Instructional models adapted to digital education will be applied: the flipped classroom model, the self-regulated learning model, etc. Active/interactive training methods and techniques will be used: theoretical lecture of scientific content supported by PPT/Canva presentation, debate, individual and group exercise, case study, role play, etc.

Training tools	The training program will be supported by activities carried out in interactive work teams, facilitated by interactive communication platforms, facilitating the building of interdisciplinary teams and collaborative networks between trainees. Collaborative training activities will be designed: Mentimeter / Padlet, Coggle, etc.
Learning materials	The training program will provide materials that present the thematic areas and give information in support of the training sessions, at the same time capitalizing on the didactic/managerial experience and the scientific expertise of the trainees. Training tools and materials will be used: PPT/Canva presentations, individual/group worksheets, multimedia tools (audio-video, animated presentations, RED, digital applications)
Assessment methodology	The assessment of the learning results and the skills acquired by the students is carried out based on the PORTFOLIO, which includes three elements: - a test to assess the knowledge acquired by the students (individual assessment) - personal reflections, and comments made during the training program - formative assessment methods (the chapter journal) At the end of the training program, each student will complete a satisfaction questionnaire regarding the training activity.

For module 3, *Management of Schools in the New Context* as described in Table 15, the curriculum proposal is:

Table 15: Structure proposed for Module 3 Management of Schools In The New Context. Own elaboration.

Module n° 3	MANAGEMENT OF SCHOOLS IN THE NEW CONTEXT
Learning Objectives	O1: To design efficient strategies for conflict resolution in the virtual educational environment. O2: To identify and argue techniques of efficient time management and stress-generating sources/resources in the virtual educational environment. O3: To analyze dimensions of collaborative learning and to argue the necessity of adapting education to the individual learning profile in the virtual educational environment.
Contents	At the level of the educational community, a "learning laboratory of schools" has been developed. Collaborative learning contributes to improving school results, reducing the gap between students from disadvantaged backgrounds, and adapting the curriculum to real educational needs, so that the school prepares students for the labor market, and offers teachers opportunities for professional development. The use of technology in education is associated with the individual learning profile, which is defined for the native digital generation by the ability to use and understand digital information resources, autonomy in learning, knowledge of effective techniques for managing learning time/space, and social mediation.

Units	1. Conflict resolution in the educational environment 2. Time and stress management 3. Collaborative learning, the individual learning profile
Duration	**7 hours online** = 4h synchronous and 3h asynchronous
Learning outcomes	By the end of the training participants will be able to: Knowledge: trainees will learn about efficient strategies for conflict resolution in the virtual educational environment, techniques of efficient time management, and stress-generating sources/resources in the virtual educational environment Skills: trainees will be able to critically analyze efficient strategies of conflict resolution in the virtual educational environment, design and apply techniques of efficient time management and stress-generating sources/resources in the virtual educational environment, analyze dimensions of collaborative learning, and build an individual learning profile in the virtual educational environment. Attitudes: each trainee will be able to personally apply educational models suitable for digital education
Training methodology	The training program will be supported by activities carried out in interactive work teams. Instructional models adapted to digital education will be applied: the flipped classroom model, the self-regulated learning model, etc. Active/interactive training methods and techniques will be used: theoretical lecture of scientific content supported by PPT/Canva presentation, debate, individual and group exercise, case study, role play, etc.
Training tools	The training program will be supported by activities carried out in interactive work teams, facilitated by interactive communication platforms, facilitating the building of interdisciplinary teams and collaborative networks between trainees. Collaborative training activities will be designed: Mentimeter / Padlet, Coggle, etc.
Learning materials	The training program will provide materials that present the thematic areas and give information in support of the training sessions, at the same time capitalizing on the didactic/managerial experience and the scientific expertise of the trainees. Training tools and materials will be used: PPT/Canva presentations, individual/group worksheets, multimedia tools (audio-video, animated presentations, RED, digital applications)
Assessment methodology	The assessment of the learning results and the skills acquired by the students is carried out based on the PORTFOLIO, which includes three elements: - a test to assess the knowledge acquired by the students (individual assessment) - personal reflections, and comments made during the training program - formative assessment methods (the chapter journal) At the end of the training program, each student will complete a satisfaction questionnaire regarding the training activity.

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Annex 1: Link to the national reports

All the national reports can be found at this link:

https://ap.adminproject.eu/files/index/index/3021?qj#folder=91261

Annex 2: Links to the questionnaires in all languages

Questionnaire in EN: https://docs.google.com/forms/d/1LhKR4yADSYuQkXZb-wuCmOk2mx_e4a-3Yw3MQttiJlw/edit

Questionnaire in ES:
https://docs.google.com/forms/d/10boedlYhfh742v6yO1fqQz9hdMzWAHH99djvtzkGOx4/edit

Questionnaire in SE:
https://docs.google.com/forms/d/1odEKHFFlXNy5xIaRHmjMZqB9_tPo0RywZxd2Vh6Ej84/edit

Questionnaire in IT: https://docs.google.com/forms/d/1n6L8NXdGQClSKcAStgCbmubf-GYsiG4J-AKvSxqNYec/edit

Questionnaire in RO:
https://docs.google.com/forms/d/1vl4Yq32VS5IH8SStBZb2PzMYRzAiT2AhhUk6sE_EXL8/edit

Questionnaire in GR:
https://docs.google.com/forms/d/1UB_k030y96Yy1oJiEhUlvWPCwQVihGghKgRUoRfTn6c/edit

Questionnaire in BU:
https://docs.google.com/forms/d/1ya432MQiZEeK56588UmIoisAznY2lKZ5NBUDq88yKu0/edit

Questionnaire in PL: https://docs.google.com/forms/d/1zBMqH8mY4ijE85NNexf-QSkjLXpyNsmcz_QGtg2en-s/edit

Instructions for partners:
- **Use the *edit version* to translate.**
- **Go to SEND and copy the link to send to your participants.**
- **In the *edit version* you can check the replies on the right**
- **You can download the results in Excel to work on the results (or work using Gsheets) to summarise in your country report.**