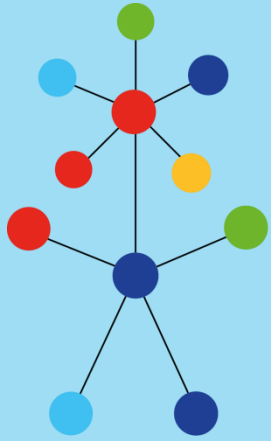


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EFFeCT

European Methodological
Framework for Facilitating Teachers'
Collaborative Learning

2015- 2018

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Welcome

This newsletter informs you of the EFFECT Consortium's project on **collaborative teacher learning** (CTL) and related actualities. In the first issue we introduce the relevance of the project and the main goal of the project that partners intend to achieve.

We hope that you can learn more about the project's ongoing work on the collaborative teacher learning through the series of newsletter and we can greet you as the regular reader of EFFECT news.

Thank you for your attention!
EFFECT project team

Why Collaborative Learning for Teachers is important?

Teachers in the 21st century need to face a rapidly changing environment characterized by fast technological progress, changing labour market needs, demographic changes, etc. In order to respond these challenges they need continuous skills development, and to co-operate with different actors in the world of education throughout their career. **During professional collaborations between teachers and other educational stakeholders, they can successfully deepen and share their knowledge of learning and teaching processes, methods, and good practices which lead to improving students' outcomes.**

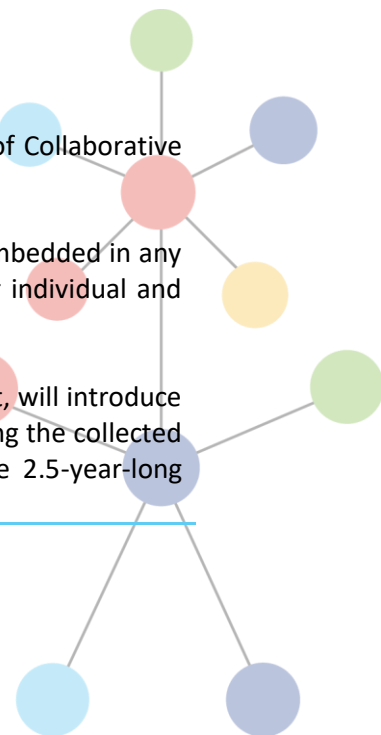
As the project title says, "Facilitating Teachers' Collaborative Learning" is the primary objective of the EFFECT project however it cannot be only of use for practicing teachers in the classrooms and schools. Everyone who is in connection with schools from policy makers in governments to those with the task of interpreting and putting policies into practice, and to local education authorities and their support's evaluation function, like authorities and providers of material, suppliers of furniture/hardware and software etc. all need to be aware of schools' needs and actualities.

In order that Collaborative Teacher Learning can be successfully taken place within any group of people, the vital need of co-operation should be realized with those involved in teaching and learning in schools. This is not easy to obtain and there are other requirements to consider on the road of collaboration as well. These requirements include strategies and practices that help fostering the growth of CTL with the significant research criteria.

- participating in a professional way at a basic level of sharing;
- development of this to a deeper level of collaboration;
- dealing with the various areas of equity;
- Stepping towards deep or holistic learning that leads to the internalisation of Collaborative Teacher Learning.

In order that successful Collaborative Teacher Learning can be taken place and be embedded in any organisation, all actors must be equally committed, share similar goals and honour individual and joint responsibilities.

The **European Methodological Framework**, as the main results of the EFFECT project, will introduce all the lessons learned from both the researches and from the practice by synthesizing the collected good practices and experiences of the implemented pilot programmes within the 2.5-year-long project.





What is EFFECT project about?

In line with the previous findings related to collaborative learning the EFFECT Project Consortium of 6 partner countries (Czech Republic, Finland, Hungary, Ireland, Latvia, and United Kingdom) has been implementing a 2,5 year-project focusing on improving teacher competencies and keeping them up-to-date through enhanced opportunities for learning throughout their career titled **European Methodological Framework for Facilitating Teachers' Collaborative Learning – EFFECT**.

The main outcome: Methodological Framework

The EFFECT project is expected to contribute to teachers' competence development through facilitating policy development and innovative improvements related to teacher learning at a system (state), a regional, a local and institutional level.

The project aims to develop a European **methodological framework (MF)** for facilitating collaborative learning of teachers, which also can be used as a guideline for policymakers and other educational stakeholders.

The MF will serve as an effective tool to foster local collaborations between teachers within and across schools; between teachers and other school staff, students and parents, local, regional and national cross-sectorial collaborations with stakeholders from other sectors.

The MF provides **guidance for teachers, teacher trainers, school leaders, educational decision-makers and developers** in the planning of professional development processes, and also provides a practical methodology that provides practical help with collaborative learning with ideas, methodological tools and other sources of information.

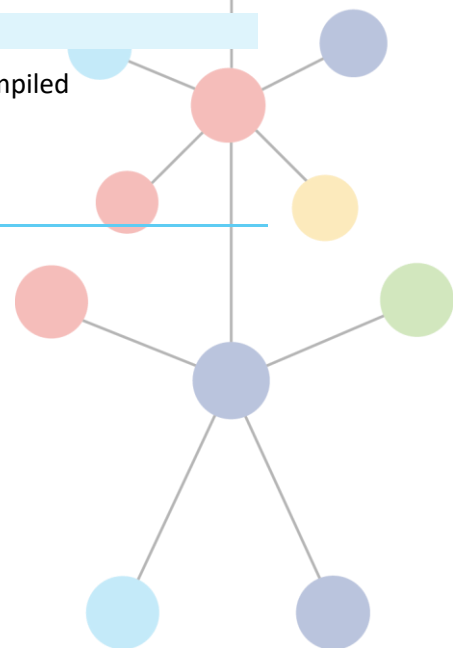
The MF will consist of the following parts:

1. Introduction, in which the audience is oriented on what this guide is about and who it is for
2. 5 WH-s: What is CTL? Why CTL is important? Who should be engaged in CTL? Where is this guide relevant? When? – Challenging issue of time and timing
3. Advice and ideas on the process and conditions of CTL: main principles and factors fostering CTL and challenges concerning CTL; strategies and capabilities, values, attitudes of Facilitating CTL
4. Evaluation, impact of the process of CTL
5. Online Resource Pool: practical tools supporting CTL



Other expected results and materials

- The MF was piloted in 3 countries, a country pilot report will be compiled
- MF will be published in an e-book
- Results will be disseminated in an international webinar and presented at relevant EU policy fora



Contacts

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