

Priority 10: Mobility of Teachers / context

- The **Council conclusions on enhancing teachers' and trainers' mobility** (2022) stresses the benefits of mobility of teachers and future teachers

-for the professional development of teachers themselves during their initial and in-service education and training

-for the European development of education and training institutions

-for the education and training systems.

It can also contribute to the attractiveness of the teaching profession and reduce teacher shortages across Europe.

Priority 10: Mobility of Teachers / expected impact

Expected impact :

- To develop, test and share practices and innovative mechanisms for overcoming the main obstacles to mobility of teachers (see Council conclusions on enhancing teachers' and trainers' mobility).
- Maximising impact by :
 - ensuring that the identified solutions are open, widely accessible, scalable and transferable.
 - bringing together expertise of policy makers in school education, local and regional coordinators, school owners and other coordination bodies, schools, and especially Erasmus+ accredited schools.

Priority 10: Mobility of Teachers / set of activities 1/2

Projects should implement at least 2 of the following activities:

- **Set up mobility offices, reference points, mobility coordinators** or similar public support services providing administrative, practical, legal and policy advice to schools developing internationalisation strategies and wanting to implement cross-border learning mobility activities;
- Establish **structured opportunities for peer-learning and mentoring between teachers** and schools experienced in implementation of learning mobility, and those that are less experienced;
- Define and test simplified practices for ensuring **substitute teachers** during learning mobility periods (e.g. through pooling of teacher resources or simplified hiring procedures);
- Gather information on legal possibilities **to recognize project management work** performed by school staff as part of their regular (remunerated) work tasks, producing practical guidance to implement such possibilities and testing them;
- Create **partnerships between education and training institutions and other public and private organisations** (social partners, NGOs) that can contribute to the quality of teacher mobility

Priority 10: Mobility of Teachers / set of activities 2/2

In addition, projects should implement at least 2 of the following activities:

- Test **practical and procedural solutions for removing administrative barriers** and structural obstacles to the mobility of teachers (including reciprocal_exchanges of teachers on teaching assignments);
- Gather and structure information about **existing practices and procedures for recognising and rewarding learning outcomes of mobility periods** abroad as a legitimate and valuable part of teachers' professional development activities;
- Define and test **mobility windows in the school year**: a period during the school year in which sending and hosting teachers and future teachers is appropriate and easy to implement (e.g. in terms of easily available substitutes);
- Design and implement **modules dedicated to acquiring the skills necessary to organise learning mobility** periods abroad for use in initial teacher education and continuous professional development for teachers (e.g., language skills, intercultural mediation, digital skills, comparative curriculum analysis).

Priority 10: Mobility of Teachers / other activities 1/2

Projects can improve their impact by implementing additional activities, including (but not limited to):

- **Creating stable partnerships between schools** from different Member States to implement regular and reciprocal mobility activities integrated into the school curricula;
- Creating **synergies** between Erasmus+ and other local, regional, national and EU funding mechanisms;
- Improving the capacity of education and training institutions **to host** teachers and teachers in training from abroad;
- Training school leaders to better understand and use the potential of learning mobility as **an instrument to improve the school's everyday work and development strategies**;
- Designing or significantly improving **simplified procedures for financial management of EU grants** for schools (in the context of national financing and accounting rules);

Priority 10: Mobility of Teachers / other activities 2/2

Cooperating with Erasmus+ Teacher Academies, in particular to integrate and standardize teacher mobility into teacher training programmes;

Creating training programmes, learning tools, and/or materials to train school staff in preparation, implementation, and follow-up of learning mobility.

Thank you!



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