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.
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).
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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