

Eminent/eTwinning Conference 2011
Parallel session: Teacher assessment and recognition
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Case studies in 2010 on

strategies enablers and barriers

concerning recognition for work in
eTwinning carried out by teachers (and
pupils)

What has been looked at

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ways in which the work of teachers (and pupils) involved in eTwinning projects and other related activities such as training courses, promotion activities, online groups, etc. receives formal or informal recognition at various levels including school, community, local, regional, national and European or international levels

Interviewed teachers:

- Mostly working at secondary education levels
- Teaching in different subjects
- Experienced teachers and eTwinning teachers

What to be recognised?

Time invested and increased competence

eTwinning as being a safe laboratory to:

- ✓ test innovative pedagogies
- ✓ gain confidence in project management (as a pedagogical tool)
- ✓ improve teaching methods by sharing practice and ideas with peers
- ✓ invest in ICT
- ✓ specialise in specific fields of competence

eTwinning as the only opportunity to do that, except when the school is engaged in innovation

Recognition at school and community level

Reported forms of recognition:

- ✓ mutual help between colleagues
- ✓ school celebrations sometimes including parents and the local community
- ✓ dissemination of information about the projects running through the school magazine, press and the media
- ✓ more basically positive reactions and supportive comments

- ✓ flexibility in timetable management and reduction of teaching hours
- ✓ equipment (rare)
- ✓ financial compensations (very rare)

.....and better learning results achieved by the pupils

Recognition at school and community level

What is praised by teachers:

- ✓ school ceremony inviting parents and the community
- ✓ sending letters to parents about their pupils' achievements through eTwinning projects
- ✓ memorial plaques to be put on the school wall, etc.

Teachers conscious about more investment needed at their level to *'spread the word'*

Recognition at local, regional, national and European level

Awards, quality labels, professional development

- ✓ define and implement quality labels for innovative teaching and learning projects to be recognised, valued and taken seriously
- ✓ Also for pupils (eTwinning pupils ambassadors for a metacognition of what they do in eTwinning)
- ✓ more professional development activities for teachers, as well as seminars also accessible to pupils accompanied by teachers

What and how to recognise?

What and how to assess ?

Rosabeth Moss Kanter :
Harvard Business School

'After all, everything looks like a failure in the middle'