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eTwinning Schools  
Online Annual Conference 2022

# eTwinning Schools as Inclusive and Innovative Learning Organisations

7-9 December 2022

#eTwinning



Funded by  
the European Union

- Sport
- Jean Monnet
- Youth
- Higher education
- Vocational education and training
- Adult education

**School education**

# PROGRAMME

The overall goal of the Conference is to identify, highlight, share, promote, disseminate and further establish inclusive and innovative practices of eTwinning Schools also by triggering synergies between the elements of the eTwinning Schools Mission which highlight aspects of an inclusive approach. For instance:

- Inclusive practices among the teaching staff
- Inclusive classrooms (multilingualism, special educational needs, refugees-migrants, different socio-economic backgrounds)
- Innovative pedagogies (flipped classroom, different learning spaces, blended learning etc.)

Participants will deepen their knowledge on the notion of inclusion and inclusiveness, explore how these may contribute to their work and analyse the adaptations and changes needed to tackle the challenges in the new reality,

including the pandemic and the recent refugee crisis. Examples of good practice, along with theoretical and conceptual framing, will allow participants to fully capitalise on the results achieved and further develop as role models, promoters and multipliers for other schools. The conference will:

- introduce the concept of 'inclusive and innovative learning organisations' via expert contributions, practices and examples,
- reflect on the pedagogical elements of the eTwinning School Mission related to inclusion,
- equip participants with tools, methods and practices to implement high-quality, inclusive and accessible digital education,
- guide participants in drafting a multidimensional inclusive strategy based on the steps described here and here and the resources of the European toolkit for inclusive schools.

## DAY 1

**Wednesday 7 December** *(Open to the public)*

15:00 – 15:30

Welcoming playground activities (optional)

15:30 – 16:00

Welcome address, European Commission

*Recent EU initiatives to foster inclusion in school education*, Annalisa Cannoni, European Commission

16:00 – 16:30

**Keynote 1** – *Inclusive organisations: from policy to innovative practices*, Miles Madison

16:30 – 17:00

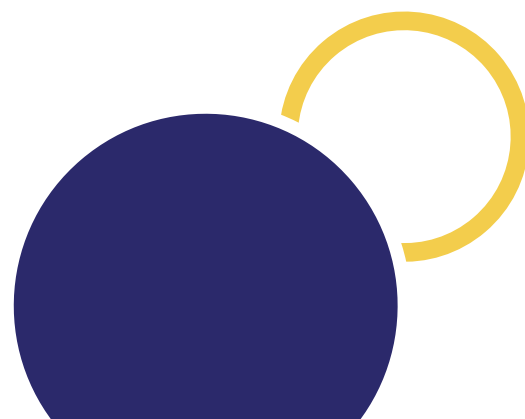
**Keynote 2** – *The role of student-teacher partnerships in realizing inclusive learning organizations in the field of education*, Naomi van Stapele

17:00 – 17:15

Short break

17:15 – 18:00

Networking



## DAY 2

**Thursday 8 December** (Closed - only for registered participants)

**15:00 – 15:30** **Keynote 3** – *Making innovative practices work for all students: the role of self-regulated learning skills in increasing inclusion*, Jeltsen Peeters

**15:30 – 15:45** *Short break*

**15:45 – 17:00** **Workshop slot 1** – 5 workshops run in parallel on

- WS1** Inclusive learning environments in schools (pupils, teachers), *Michal Keim*
- WS2** Gamification - enhancing collaboration, responsibility and decision-making among students, teachers, parents, *Loredana Popa*
- WS3** Project-based and Problem-based learning via eTwinning, *Natalia Tzitzis and Angeliki Kougiourouki*
- WS4** Inquiry-based and Phenomenon-based learning: Pupils as Agents of Change, *Ritva Metso and Jenni Decandia*
- WS5** Powering up learning through flipped classrooms, *Adil Tugyan*

**17:00 – 17:15** *Short break*

**17:15 – 18:30** **Workshop slot 2** – 5 workshops run in parallel on

- WS1** Inclusive learning environments in schools (pupils, teachers), *Michal Keim*
- WS2** Gamification - enhancing collaboration, responsibility and decision-making among students, teachers, parents, *Loredana Popa*
- WS3** Project-based and Problem-based learning via eTwinning, *Natalia Tzitzis and Angeliki Kougiourouki*
- WS4** Inquiry-based and Phenomenon-based learning: Pupils as Agents of Change, *Ritva Metso and Jenni Decandia*
- WS5** Powering up learning through flipped classrooms, *Adil Tugyan*

## DAY 3

**Friday 9 December** (Closed - only for registered participants)

**15:00 – 15:30** **Keynote 4** – *eTwinning Schools: creating inclusive and innovative practices*, CSS

**15:30 – 15:45** *Short break*

**15:45 – 17:00** **Interactive Session** – *Strengthening inclusion in my eTwinning School through innovative practices*

*In this session, participants will work in groups in order to identify their needs in relation to inclusion and reflect on innovative actions that they can apply in order to ensure positive change in their eTwinning School.*

**17:00 – 17:15** *Short break*

**17:15 – 18:00** **Interactive Session** – *Presentation of Groupwork*

*In this session, participants will present the work completed in the previous session.*

**18:00 – 18:15** *Wrap up by CSS and closing by European Commission*

# Keynotes

## KN 1

### **Inclusive organisations: from policy to innovative practices** Miles Madison

7 December, 16:00 – 16:30

While creating inclusive learning organisations requires articulated policies, which are then implemented through good practices, real inclusion should be grounded in continuous reflection and innovation promoting connectedness and well-being. At an organisational level, inclusion involves a process of systemic refinement which embodies changes and modifications in content, methods, approaches, structures and strategies to overcome barriers with a vision serving to provide all students with an equitable and participatory learning experience and all school staff the environment that will optimise their professional practices. Given that eTwinning Schools are committed to inclusion and innovation, one needs to ensure that such traits will be sustained and further strengthened, while inspiring and supporting other schools on their inclusive and innovative journey.

**Miles Madison** has worked extensively over a 25-year career

in both state and European international schools to develop teaching practices and philosophies in social/emotional learning, collaborative learning skills and virtue/character development. His work within European international schools has focused on supporting teachers and schools to foster inclusive, collaborative classroom and organizational cultures where authentic, agentic learning occurs. He holds a MEd. in Character Education from University of Birmingham, a Postgraduate certificate in Applied Positive Psychology from University of East London, as well as multiple certifications in Cognitive Coaching, Educational Leadership and Management and Collaborative Learning.



## KN 2

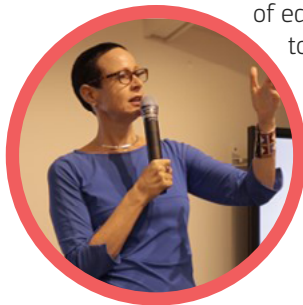
### **The role of student-teacher partnerships in realizing inclusive learning organizations in the field of education** Naomi van Stapele

7 December, 16:30 – 17:00

Student and teacher partnerships in classrooms, at curriculum and at program/year-level are discussed as catalysts for organisational learning towards increased inclusivity within educational institutions. Several ongoing research projects at different levels of educational organizations are taken together to explore how such partnerships encourage organizational learning and action and how these pertain to widely held ambitions of becoming more inclusive educational institutions.

**Dr. Naomi van Stapele** is a professor in Inclusive Education at The Hague University

of Applied Sciences (THUAS). As an educational anthropologist, she researches in- and exclusion mechanisms in higher education at home in The Netherlands and abroad (including in Kenya), together with members of marginalized and criminalized groups as co-researchers in order to counteract dominant power relations and work towards transformative education. Her research projects include working with undocumented students, young (queer) refugees, young sex workers, young delinquents and many other groups that are racialised, classed and in other ways othered and excluded in education in many different places in the world.



## KN 3

### **Making innovative practices work for all students: the role of self-regulated learning skills in increasing inclusion** Jeltsen Peeters

8 December, 15:00 – 15:30

Many schools introduce innovative practices such as student-centred learning and personalized learning tracks. It allows teachers to better attend to individual students' strengths and needs. For these to work, all students should have the self-regulation skills needed to thrive within those innovative learning environments. Many teachers, especially in innovative schools, do already support these skills to some extent. Research, however, shows we can still increase the effectiveness of our support. The good news? Based on research evidence, we already know what works and what doesn't. Do you? Come and have a listen! Spoiler alert: teachers too should be supported in their self-regulation skills so they too can effectively reach their personal and shared objectives.

**Dr. Jeltsen Peeters** works in the interesting area of research, policy and practice. She currently works for GO! Education in the Flemish Community, where she supports the implementation of self-regulated learning. As co-founder of the Self-Regulated Learning Collective and active advisory board member of multiple research projects, she continues to help bridge the research-practice gap. Besides, she is also a guest professor at Ghent University where she teaches the subject Educational Innovation.



## KN 4

### Building an inclusive strategy in your eTwinning School Irene Pateraki and

Nikolaos Mouratoglou

9 December, 15:00 – 15:30

Changing from a traditional school to one that is inclusive and innovative is a transformative process which requires a shift of attitudes. It takes time and teamwork among the school staff, the students but also the community. In this session, we will present the main elements such as school policies, teachers' professional development, curriculum activities etc. that the eTwinning Schools have to consider in order to reinforce their inclusive practices in innovative ways.

**Irene Pateraki** is working as Pedagogical and Monitoring Manager in European Schoolnet for the project eTwinning. She holds a master's degree in Multicultural Education, and she has worked for several years as a kindergarten teacher. For six years, she was seconded in the Greek Ministry of Education and worked as pedagogical expert in the National Support Service of eTwinning. She has also organized and facilitated several online courses, webinars, conferences and workshops for teachers from



44 countries. She has presented her work at various educational conferences.

**Dr. Nikolaos Mouratoglou** is the Pedagogical and Monitoring Officer of eTwinning working at the Central Support Service at European Schoolnet. He closely collaborates with teachers around Europe and beyond, manages and coordinates the available eTwinning Professional Development activities and monitors the impact of eTwinning via policy reports and research publications. Nikos holds a bachelor's in Philosophy and Pedagogy, three Masters (ICT in Education, Career Guidance, Adult Learning) and a Doctorate in Educational Psychology and Educational Technology. He has vivid professional and academic experience and has authored more than 45 publications in (inter-) national journals and conferences.



## Workshops

### WS 1

#### Inclusive learning environments in schools focusing on pupils and teachers

Michal Keim

8 December, 15:45 – 17:00 and 17:15 – 18:30

We will introduce you an interactive blended tool for teachers and educators "Stories that Move" that cope with topics as identity, diversity, discrimination, stereotypes, media literacy and civic engagement. Stories that move helps teacher and educators to shape students' opinions, values and attitudes. The core of the project is based of peer education via video testimonials – the stories of teenagers facing discrimination.

**Michal Keim** is a project manager and a trainer in Milan Šimečka Foundation, Slovakia. Originally a historian with teaching experience, leading non-formal education programs for 12 years.

Michal is leading the Stories that Move project in Slovakia and trains teachers. His expertise is remembrance education, intercultural education and value-based education, soft-skills development of teachers and students. He got experience with the International award of Duke of Edinburgh in Slovakia, Outward Bound in Slovakia, Germany and Hong Kong.



### WS 2

#### Gamification - enhancing collaboration, responsibility and decision-making among students, teachers, parents

Loredana Popa

8 December, 15:45 – 17:00 and 17:15 – 18:30

The workshop will present various gamification techniques used to take the learning outside the classroom. The students use their parents as resource, have mission-based activities, take on different roles in their teams and assume responsibility for their decisions. You will learn more about Classcraft, treasure hunts in the city, virtual museum visits and how gamification enhances students' intrinsic motivation and promotes self-awareness.



**Loredana Popa** is an eTwinning, Erasmus and Scientix ambassador who has been teaching ESL for 20 years. She is interested in innovation, encouraging students to know their strengths and work on their weaknesses through collaboration, shared leadership in their teams and being protagonists of their learning. She also focuses on learning STEM through a foreign language, which gives students useful terminology they might need in the future.

### WS 3

#### Project-based and Problem-based learning via eTwinning Natalia Tzitzis and Angeliki Kougiourouki

Angeliki Kougiourouki

8 December, 15:45 – 17:00 and 17:15 – 18:30

Teachers need to prepare students for an ever-changing world and an unpredictable future where machines will take on mundane tasks, but humans will still be irreplaceable thanks to their human attributes such as empathy, intuition and foresight according to the futurist Leonhard Gerd. Students need to be prepared to develop collaborative and problem-solving skills. They should use technology and their imagination to come up with creative solutions. Within this context, eTwinning schools or any school for that matter should re-design their curriculum and offer learning experiences exploiting project- and problem-based methodologies. The workshop on project-based and problem-based learning will provide the participants with ideas, hands-on tools and strategies to engage students in innovative and inclusive activities.

**Natalia Tzitzis** is from Aegina, a small island in the Saronic Gulf, close to Peiraias, the central harbour of Greece. She teaches English at the 10th Helioupolis Primary School in a town close to the city centre of Athens. After completing her master's degree (MEd in TEFL), she was

looking for something fun and motivating for her students and challenging for her to do in class. That's when she came across eTwinning and it was ... love at first sight! Ever since she joined the eTwinning action back in 2005, she has had the opportunity to work with fellow eTwinners from all over Europe (and beyond) on a variety of project topics using different methods.

**Angeliki Kougiourouki** comes from Alexandroupoli, North-East Greece. She works as a primary school teacher, recently detached in Belgium to teach Greek Language and culture. She holds a MEd in Visual Culture and one of her interests is to search and find the hidden tips in images (did you ever notice that we meet them everywhere?). As an addicted lifelong learner, she found that eTwinning motivates her with a million opportunities to learn either from collaboration, communication and project development with partners from all over Europe.



### WS 4

#### Inquiry-based and Phenomenon-based learning: Pupils as Agents of Change

Jenni Decandia and Ritva Metso

8 December, 15:45 – 17:00 and 17:15 – 18:30

How to implement inquiry- and phenomenon-based learning through an eTwinning project? How to plan a multi-disciplinary learning entity? Examples of a Finnish eTwinning school. This workshop offers the participants some easy and practical hands-on tools.

**Jenni Decandia** and **Ritva Metso** are experienced Finnish eTwinning ambassadors. Jenni works as an education coordinator and Ritva works as an English

teacher in an eTwinning school. Jenni also has experience in working as a foreign language teacher. Ritva presently works in a comprehensive school after working more than ten years in a vocational school. They both have been awarded several national and European eTwinning quality labels and national eTwinning prizes.



### WS 5

#### Powering up learning through flipped classrooms Adil Tugyan

8 December, 15:45 – 17:00 and 17:15 – 18:30

In this workshop we will shortly introduce the flipped classroom method, the implementation models, as well as the Web 2.0 and 3.0 tools that teachers can use. These tools include the following learning practices: interacting, communicating and collaborating, assigning tasks and creating, teaching and learning through multimedia content. The workshop will be interactive with hands on practices that will guide and hopefully inspire both school leaders and experienced teachers to promote and embed flipped classrooms in their school curricula and mainly in their eTwinning

projects and activities.

**Adil Tugyan** is an eTwinning, Future Classroom Lab, EU Codeweek and Scientix Ambassador. He is also in EU Climate Change Pact/ Young Action eLearning Expert, Course Designer and Moderator, Microsoft Innovative Educator Fellow and Learning Designer and Content Developer for MoNE.

