

Co-funded by the
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TiLL

Teachers Inspiring Lifelong Learning

TiLL final conference

5th May 2020- Brussels

We will talk about:

- Teacher Qualification
- Professional development
- Young lifelong learners
- inspiring classrooms

**Campus Higher Institute
for Family Science**

**Hamoirlaan 136,
1030 Brussels**

<http://www.till.org.uk/>





Come to Brussels on the 5th of May

- ◆ to find out what teachers need to inspire young people to be lifelong learners
- ◆ to contribute with your ideas to a lively debate on how to develop a new field in teacher's qualification

The final conference of the TiLL project will

- ◆ present the competence framework for Teachers Inspiring Lifelong Learning
- ◆ discuss how teachers mobility and teachers qualification may benefit from a European certificate
- ◆ propose implementation strategies that incentivise teachers to undertake continuing professional development in the core area of their profession

The conference is for

- ◆ school teachers and their associations
- ◆ policy-makers in the field of school education
- ◆ teachers training organisations and certification bodies
- ◆ stakeholders networks (students, parents, unions)



PARTNERS OF THE EVENT





TiLL final conference – May 5th

THE CONFERENCE IN A FEW SENTENCES...

The demands of education are changing rapidly. Teachers need to be lifelong learners and inspire lifelong learning amongst their students. This meeting is the culmination of a 3- Year Erasmus + project which has designed, developed and tested a competency-based tool to inspire lifelong learning in the teachers and in learning more generally. The conference will focus on **WHAT** and **HOW** through a series of case studies, highlighting strategies used and best practices. We will gather people with the right capabilities, to identify the right opportunities and align with the right partners to explore the potential of the tool to inspire lifelong learning

THE OVERALL AIMS

- ◆ **Bring** together stakeholders from a range of sectors including teachers, school leadership, policy-makers, national and international businesses, research and higher education sectors, and innovators
- ◆ **Amplify** the importance of lifelong learning and the adoption and expansion of the TiLL tools
- ◆ Form an influential **network** of key stakeholders who can expand the adoption of a lifelong learning tool and become the core of the verification partners
- ◆ **Empower** attendees to co-create and immerse themselves in the event to build new knowledge and to build new relationships

WHAT CAN I DO?

- ◆ Attend the event
- ◆ Bring along thoughts, ideas, needs and what is working
- ◆ Network, share and exchange with other people
- ◆ Be future partners in TiLL
- ◆ Support the development, piloting and dissemination of the TiLL tool to transform the way we assess lifelong learning skills and create teachers who are inspiring, skilled, knowledgeable and competent

Register [here](#) !

(Registration is free but seats are limited)





The Teachers Inspiring Lifelong Learning project (TiLL)

BACKGROUND OF THE PROJECT

The Teachers Inspiring Lifelong Learning (TiLL) project is focused on developing a Lifelong Learning European qualification for teachers at all stages of their careers. The project began with investigating the current conditions of initial teacher education (ITE) and continuing professional development and learning (CPDL) across all the European Member States, including analysing how these existing programmes do, or do not, prepare teachers with the competencies needed for future education and/or build the desire amongst teachers to be lifelong learners to gain these future qualities.

The research demonstrates that, except for a few countries (Finland and Ireland), very little attention is being given to the lifelong learning of teachers. There is a lack of recognition of the importance of the development of fusion skills and the programmes are largely based on subject knowledge and behaviour management. As a result of the initial research, a **Competency Framework for Lifelong learning** was developed. This has been trialled with over 150 teachers at different stages of their careers to determine the relevance and efficacy of the system.

TiLL ONLINE SYSTEM

This online system allowed teachers to assess themselves against criteria based on the fusion or future skills they needed to be able to effectively inspire lifelong learning in both themselves and in their pupils. Aimed at a Europe-wide accreditation qualification, the online system is supported by a system of peer and school-based assessment of lifelong learning portfolios. These can be moderated through local verification organisations ensuring both rigor and consistency, while supporting self- and peer-assessment and reflection.





The online prototype enables meta-data to be collected, which shows individual, local, national and even international skills shortages or needs of teachers and can also be nuanced by stage of career, phase of education, national and regional levels. This means that policy-makers and individual schools can effectively target the Continuing Professional Development and Learning (CPDL) of teachers, leading to more bespoke and relevant training and less wastage of both resources and time. The TiLL tool is online system of four related lifelong learning competency areas.

Meta-cognition
and
self-regulation

Emotional
Self-Regulation

Building on
individual
differences

Generating a
creative learning
environment

According to Andreas Schleicher, Director for the Directorate of Education and Skills for the OECD :

“Teachers used to be instructors, but tomorrow teachers will be facilitators, mentors’ coaches... we sTiLL build our schools like factories (we need to change work arrangement for teachers). Teachers should have the aspiration and ownership of professional standards. Teachers must be the agents of their own lifelong learning. The pupils won’t be lifelong learners if the teachers are not themselves lifelong learners. Teachers need systems for self-assessment and for connecting to fellow teachers.”

The TiLL online self-assessment and accreditation tool is designed to fulfil exactly this goal. It was developed to capture and embed the key knowledge and competencies around lifelong learning. The tool can be used both individually and collectively to build greater professional autonomy for teachers at different stages of their careers while concurrently providing the resources and virtual environment for sustaining greater collaborative cultures where teachers work together as a team across schools, and across countries. The focus is on teacher autonomy, but with this aligned to criteria-based assessment linked to objectives to promote reflection, collaboration, aspiration and inspiration.





Future conversations are underway to: see whether the prototype system could eventually be moved into an AI-enabled, blockchain-based system which would allow the system to be more personalised and individualised to each teacher and their context and needs; more accurately link CPDL activities and offers at the local level to the teachers who want or need them; provide very current meta-data of teachers needs and trends in competencies in the system so education systems are able to respond more rapidly to changes needed in education; more effectively establish local and regional 'hubs' of where there are strengths in certain competencies to enable more school-led systems of skills sharing and development; establish a culture of flexibility and lifelong learning amongst the education community which inspires them to model the best practices to the learners they serve.

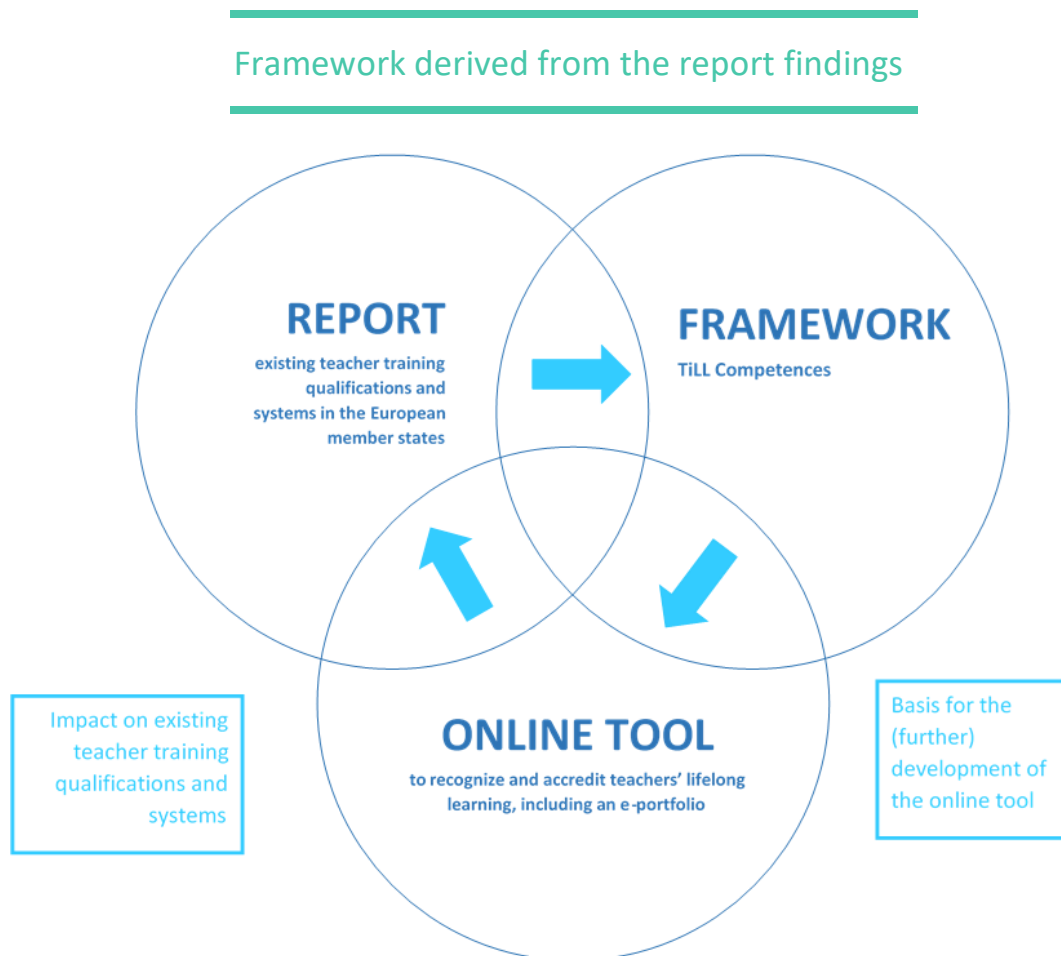
THE TiLL PROJECT PROCESS

The TiLL project has had several stages. Initially, an investigation was conducted to determine the current situation for teacher mobility and lifelong learning in the European context. This research looked at the provision in all Member States and several 'comparator' countries to determine the conditions for a successful European qualification for teachers' competencies. Based on the shortcomings, challenges and recommendations emergent from this research, the team began to look at which competencies were vital to current and future teachers. This part of the process involved the detailed investigation of exactly which competencies and how they should be arranged and grouped. Once these were agreed, further exploration occurred of competency descriptions, criterion-based measures, levels of attainment, evidence collection and presentation, documentation and arrangement of evidence, assessment, levelling and quality assurance procedures.

The tool was designed based on this initial research and then piloted, tested and refined through a series of focus groups and virtual participants. Following this process, the group met again to further refine the tool and to build consensus around the tool. Once the fundamentals of the TiLL tool had been agreed, the website was designed and developed as a prototype test website to enable larger-scale testing. This larger scale user-testing for reliability occurred from September 2019 to December 2019, when the website, TiLL tools, and associated resources went live.



The interconnected and iterative stages of the TiLL process are outlined as follows:



You can access all the project working documents, outputs and online tools on:

<http://www.till.org.uk/>

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