



Teachers' HAVEN

D4.1 Training Program Structure and Methodology

Teachers' Self-Efficacy for Professional Versatility

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1. Introduction

The Teachers' HAVEN Academy is a European initiative aimed at **offering an innovative, high quality, research based, blended training programs and resources centered on enhancing the inner equilibrium and well-being**, as well as on **building a confident foundation in the application of professional skills and increasing professional self-efficacy of both novice and experienced teachers**. This focus is expected to yield positive outcomes in classroom performance and increase the attractiveness of the teacher's profession. Additionally, the academy aims to foster a supportive network comprising experienced teachers, experts, and peers who can provide guidance, counseling, and assistance.

At the core of the project lies a needs analysis conducted across different countries and educational contexts. This investigation provided a shared understanding of the main challenges teachers face today and confirmed the importance of addressing both personal and professional dimensions of teaching in a coherent and integrated way. Based on this framework, the project has been designed around two closely connected learning pathways.

The first focuses on teachers' inner well-being, supporting personal awareness, emotional balance, and the development of internal resources necessary to cope with stress and complexity. The second pathway, which is the focus of this document, addresses teachers' professional growth, understood as the ability to translate awareness into effective action within teaching practice, classroom management, pedagogical choices, and collaboration within the school environment.

The Training Program presented in this document aims to:

- strengthen teachers' confidence in their professional role and everyday teaching practice;
- reinforce teachers' professional self-efficacy, understood as the belief in their ability to act effectively in complex educational contexts;
- support the development of pedagogical, didactic, and transversal skills relevant to classroom management and professional relationships;
- enhance teachers' capacity to address key challenges of contemporary education, including behavioural issues, diversity, learning difficulties, and the intentional use of technology;
- foster reflective, motivated, and innovative teachers who are aware of their impact on students' learning processes and personal growth.
- foster effective teamwork and collaborative practices within the school environment, recognising collegial cooperation as a key factor for professional effectiveness and well-being;

The primary target group includes both **in-training teachers and in-service teachers**. The program is structured to be inclusive of different levels of professional experience, allowing



participants to engage with the same learning objectives and pedagogical structure while adapting activities and applications to their specific contexts.

2. Structure of the Training Program

The Training Program is structured around four main areas that reflect key dimensions of teachers' professional practice. These areas were identified during the initial design of the project as essential domains for strengthening teachers' professional growth and self-efficacy.

Each area addresses a specific aspect of the teaching role, while contributing to a coherent and integrated training pathway:

- **Role of the Teacher**
This area focuses on professional identity, relationships with parents, and teachers' positioning within the school system. It supports teachers in strengthening their sense of role, agency, and professional legitimacy.
- **Innovation in Pedagogy and Didactics**
This area addresses pedagogical innovation and teaching practices, including active learning, neurodidactics, and the intentional use of digital tools and technology to enhance learning and inclusion.
- **Classroom Management**
This area focuses on relational authority, classroom climate, motivation, and the management of diversity and special educational needs, with an emphasis on practical and accessible strategies.
- **Effective Working Environment**
This area explores collaboration, collegial support, and the relationship between school and the wider community, highlighting the role of supportive environments in sustaining teachers' professional effectiveness over time.

Together, the four areas provide a comprehensive framework that supports teachers in translating professional awareness into effective and sustainable practice.



Figure 1. Four main areas of the Training Program

Their relevance was further confirmed through a comprehensive needs analysis involving in-service teachers, in-training teachers, school leaders, and key educational stakeholders across different European contexts. The analysis was conducted in several participating countries and adopted a mixed-methods approach, combining large-scale quantitative data with in-depth qualitative insights.

Quantitative data were collected through structured online questionnaires exploring dimensions such as professional well-being, emotional resources, self-efficacy, work engagement, perceived social support, and key professional challenges. At the same time, qualitative data were gathered through focus groups, interviews, and round-table discussions, allowing participants to reflect on their experiences, expectations, and support

needs within their institutional and social contexts.

This combined evidence provided a multifaceted picture of teachers' professional realities, highlighting recurring patterns across countries and educational systems. In particular, the findings emphasised the importance of professional identity and role awareness, the need for continuous pedagogical and methodological innovation, the centrality of effective classroom management, and the crucial role of collaborative and supportive working environments.

These results reinforced the original project framework and provided empirical support for the four areas, demonstrating their close connection with teachers' everyday practice, professional development needs, and institutional contexts. On this basis, the training program was further refined to ensure alignment between empirical evidence, pedagogical choices, and learning objectives.

3. Key Design Constraints

The Training Program has been designed taking into account a set of key principles intended to ensure feasibility, coherence, and relevance for teachers working in diverse educational contexts. These principles reflect both the professional realities of in-training and in-service teachers and the overall objectives of the training pathway.

First, the training program is conceived as a **manageable and sustainable learning experience**, compatible with teachers' workload and time constraints. The overall structure and duration are designed to allow meaningful engagement without adding excessive pressure to participants' professional responsibilities.

Second, the course is developed as a **blended pathway**, combining self-paced online learning with interactive and collaborative moments. This approach supports flexibility, accessibility, and active participation, while allowing teachers to connect learning content with their own professional contexts.

Particular attention is given to **coherence across the training experience**. The course is structured to ensure continuity between modules and alignment between learning objectives, activities, and evidence of participation. The program is also designed to integrate effectively with complementary training initiatives, allowing learning to be reinforced through practice-oriented and collaborative formats.

The training pathway is intended to be **inclusive of teachers at different stages of their professional journey**, including both in-training and in-service teachers. While the overall structure and learning objectives remain the same, activities and applications are designed to be adaptable to different levels of experience and access to classroom contexts.

Finally, the course design takes into account the importance of **recognition and transferability**. The structure and learning evidence are conceived to support formal recognition where relevant, while ensuring that acquired competencies can be meaningfully transferred to everyday teaching practice.

4. Pedagogical Foundation of the Training Program: from Kolb to ARAS

Experiential learning is a well-established pedagogical approach in adult education, based on the idea that learning occurs through a continuous process of experience, reflection, conceptualization, and experimentation. Among the most widely recognized frameworks in this field is Kolb's Experiential Learning Cycle, which conceptualizes learning as a dynamic and iterative process connecting experience and action.

According to Kolb (Kolb, 1984), effective learning unfolds through four interconnected phases:

Concrete Experience, where learners engage in an experience.

Reflective Observation, where they reflect on that experience.

Abstract Conceptualisation, where reflections are connected to theoretical concepts.

Active Experimentation, where new understandings are tested in practice.

Kolb's Learning Cycle

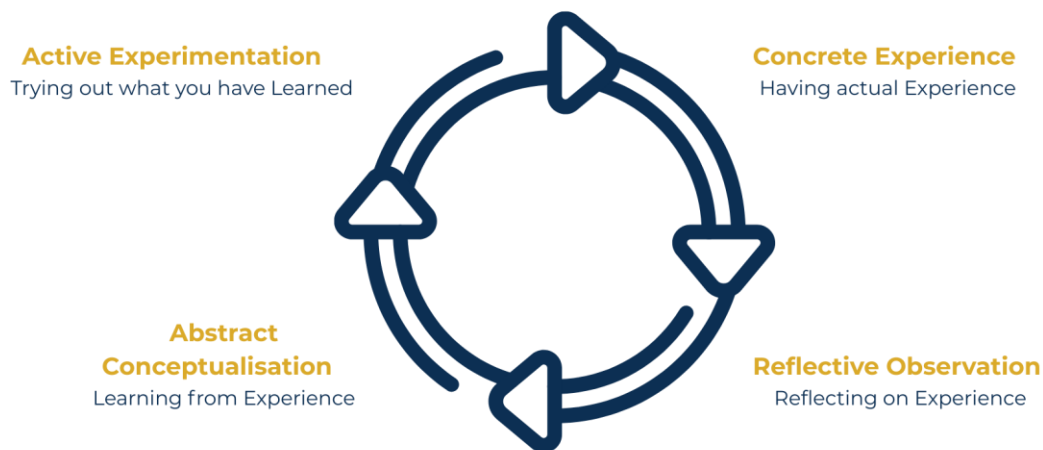


Figure 2. Kolb's Learning Cycle

Although Kolb's experiential learning cycle is a well-established pedagogical model, in blended and online training environments, the direct implementation of the Concrete Experience phase can be challenging, as learners may not share the same contexts or opportunities for immediate practice. As a result, the training programme follows an adapted experiential learning cycle, specifically designed to respond to these contextual constraints.

This cycle is represented by the **ARAS model (Awareness – Reflection – Action – Sustain)**, which constitutes the reference pedagogical framework for the programme. It preserves the core logic of experiential learning, while ensuring feasibility, coherence, and continuity in digitally mediated and blended contexts.

- **Awareness** supports personal engagement with the topic and its relevance for teaching practice.
- **Reflection** provides conceptual input and guided meaning-making.
- **Action** involves a small, feasible professional experiment or application in a real or simulated teaching context.
- **Sustain** supports consolidation over time through reflection, peer exchange, or follow-up activities.



Figure 3. ARAS Model

The two models are closely linked: a choice was made to merge Kolb's first two phases into **Awareness**, a moment where teachers connect personally with the topic and recognize its relevance for their professional growth – a key principle in adult learning.

At the same time, a fourth phase was added, **Sustain**, to support the creation of peer networks, ongoing reflection, and professional communities, which is an explicit requirement of the project and strongly reflected in the needs analysis. In this way, ARAS preserves the experiential logic of Kolb while making it more realistic for online delivery, more aligned with teachers' needs, and more supportive of long-term professional well-being and collaboration.

Kolb's Model

CONCRETE EXPERIENCE

REFLECTIVE OBSERVATION

ABSTRACT CONCEPTUALISATION

ACTIVE EXPERIMENTATION



ARAS Model

AWARENESS

REFLECTION

ACTION

SUSTAINABILITY

Figure 4. Comparison of Kolb's Cycle and ARAS Model

To illustrate how the ARAS model operates in practice, a module may, for example, start from a situation in which a teacher becomes aware of a recurring classroom challenge, such as low student engagement during group work (**Awareness**). Through theoretical input and guided reflection, the teacher explores possible explanations and pedagogical approaches related to motivation and participation (**Reflection**). This process may then lead to testing a small, feasible change in practice, such as introducing clearer roles within group activities or adjusting instructions (**Action**). The experience can subsequently be revisited through reflection or peer exchange to consolidate learning and inform future practice (**Sustain**).

These expectations define minimum common ground, while allowing variation in methods and tools. In particular, the Sustain phase is an integral part of the learning process, not an optional extension. Its role is to reinforce learning over time, support peer connection, and encourage continuity of practice beyond the individual module, in line with the program's emphasis on professional sustainability and collaboration.

5. Instructional Design Choices

The proposed structure is partly rigid, so as to ensure a certain degree of uniformity and recognizability throughout the course, and partly flexible, so that the online course delivery methods can be chosen in a manner appropriate to the course content.

Within the ARAS framework, each phase plays a specific role in supporting teachers' learning and professional development. Instructional design choices are therefore aligned with all four phases, ensuring coherence between personal engagement, conceptual understanding, practical application, and long-term consolidation.

During the **Awareness** phase, learning activities are designed to support teachers in recognising the relevance of each topic for their own professional context. Short introductory materials and reflective prompts encourage participants to connect training content with their personal experiences and current challenges.

The **Reflection** phase focuses on providing theoretical input and guided meaning-making. Through short lessons, readings, or interviews, teachers are supported in analysing their experiences, linking them to pedagogical concepts, and developing informed perspectives on their practice.

Regarding **ACTION phase**, the following aspects were taken into account.

1) The teacher's field of action takes place schematically on three levels:

- a) personal level
- b) with the class
- c) with the school as a whole (colleagues and other staff) and the community

Levels a) and b) are considered in the ACTION phase, both or just one, depending on the content.

Level c) is considered in the **SUSTAIN phase**.

2) The courses must be differentiated in some way for **in-training teachers and in-service teachers**. The differentiation between in-training and in-service teachers does not imply separate curricula, but a flexible adaptation of learning activities and expectations to different levels of professional experience and contextual access to classrooms. Across modules, both groups follow the same pedagogical structure and learning objectives. Differences mainly concern the nature of the Action phase and related learning evidence. In-service teachers are expected to apply or test practices within their own classrooms or school contexts, while in-training teachers may work through observation, simulation, or guided practice with a mentor. This approach ensures inclusiveness and feasibility while preserving coherence across the training program.

6. Evidence and completion system

In online and blended learning environments, the use of structured evidence and completion mechanisms is a well-established practice to support the effective closure of learning modules and to ensure meaningful participant engagement. Within this framework, the Training Program includes an Evidence and Completion System designed to support learning, reflection, and recognition of participation in a coherent and sustainable way.

In addition, participants may be required, in different institutional or professional contexts, to demonstrate that they have effectively completed the training pathway, particularly in relation to accreditation, certification, or professional development requirements. The Evidence and Completion System therefore also responds to the need for transparent and reliable documentation of participation and learning activities.

Rather than functioning as a control mechanism, this system aims to help participants document their learning process, consolidate key insights, and reflect on their professional development throughout the training pathway.

The system is aligned with the ARAS pedagogical model and is structured according to the specific function of each learning phase. In this way, learning evidence is closely connected to pedagogical objectives and learning activities.

During the **Awareness** phase, evidence focuses on supporting personal engagement with the topic and its relevance for professional practice. Participants are invited to reflect on their motivations, expectations, and initial perceptions through short prompts or self-check activities. Typical evidence in this phase may include short reflective inputs, brief questionnaires, or self-assessment questions aimed at fostering conscious engagement with the learning content.

In the **Reflection** phase, evidence is oriented towards conceptual understanding and meaning making. Participants are encouraged to demonstrate their comprehension of key concepts and their ability to connect theory with experience. This is typically supported through short quizzes, guided reflection activities, or brief written or audio contributions that consolidate learning and support metacognitive awareness.

The **Action** phase focuses on practical application and experimentation. Evidence in this phase documents the implementation of small, feasible professional actions in real or simulated teaching contexts. Participants are invited to report on their experiences through short completion forms, reflective notes, or structured prompts addressing what was implemented, observed, and learned. This supports both accountability and reflective practice.

In the **Sustain** phase, evidence is oriented towards consolidation, peer exchange, and continuity of learning. Participants are encouraged to share reflections, participate in collaborative activities, or document follow-up developments over time. Learning evidence in this phase may include reflection posts, peer feedback, participation records in live

sessions, or short follow-up updates.

Schematically

Awareness / Reflection ► quiz

Action ► short evidence form

Sustain ► reflection post or participation in live session

Figure 5. Evidence and completion system of ARAS Model

Across all phases, the Evidence and Completion System is designed to be proportionate, feasible, and compatible with teachers' professional workload. It supports coherence between learning objectives, activities, and outcomes, while also providing a transparent basis for participation recognition and, where applicable, formal accreditation. By aligning learning evidence with pedagogical intent, the system contributes to quality assurance, sustainability, and the overall effectiveness of the training program. Module completion is therefore based on the presence of documented learning evidence across all core phases of the ARAS model. Certification and recognition are granted when participants have completed the required activities and submitted the corresponding evidence in each phase, according to shared quality criteria defined at program level.

This approach ensures that assessment is not limited to isolated knowledge checks, but reflects sustained engagement, reflective capacity, and practical application. In this sense, the existing learning evidence functions as the main assessment tool for certification purposes.

7. Training course outline

This section presents the reference outline for training modules structured according to the ARAS pedagogical model. It illustrates how the four learning phases—Awareness, Reflection, Action, and Sustain—are translated into a coherent sequence of activities, learning materials, and evidence of participation within each module of the program.

The outline defines the **common structural framework** that guides the development of all modules, ensuring consistency with the overall pedagogical approach and learning objectives. At the same time, **it allows for adaptation to different topics, educational contexts, and learner profiles**. It does not prescribe fixed formats or methods but highlights the core elements and functions associated with each phase, preserving flexibility and encouraging contextualisation and innovation in instructional design.

Each module is designed as a blended learning experience combining different training formats. These may include:

- self-study materials such as video lessons, texts, worksheets, podcasts, reflective diaries, expert interviews, and self-assessment tools;
- synchronous online activities such as live lectures, webinars, Q&A sessions, or FAQ formats with short video responses; and, where foreseen,
- in-person learning activities during intensive residential events or mobilities.

These formats are integrated within the ARAS structure and distributed across its phases according to pedagogical objectives, ensuring continuity between individual study, interaction, and experiential learning.

Across the program, modules are designed as concise and manageable learning units. Each training module has a duration of approximately 6,5-7 hours. Within each thematic area, three modules are delivered, resulting in **a total of 19,5-21 instructional hours per area**. Across the four thematic areas included in the program, the **overall duration of the training amounts to 80 hours (corresponding to 3 ECTS)**.

Within this framework, learning formats are selected in relation to the specific function of each ARAS phase. During the **Awareness** phase, activities are designed to stimulate personal engagement and relevance through introductory materials, reflective prompts, or self-assessment tools that activate prior experience and highlight key professional challenges. The **Reflection** phase supports conceptual understanding and guided meaning-making through short lessons, readings, expert inputs, or facilitated discussions. The **Action** phase focuses on practical experimentation through small-scale professional applications, simulations, or classroom-based activities supported by structured reflection. Finally, the **Sustain** phase promotes consolidation and continuity over time through peer exchange, follow-up activities, and collaborative reflection.

Figure 6 illustrates the exemplary structure of a single Training Program module. The figure specifies the pedagogical design aligned with the phases of the ARAS model and details the corresponding training formats and instructional resources employed at each phase.

For every phase of the ARAS model within a module, the figure provides: (a) the types of learning formats/activities implemented and/or the resources utilized (e.g., lectures, workshops, case-based learning, digital resources), (b) the expected learning evidence generated by participants, (c) the approximate time allocation. Furthermore, the figure presents the total duration allocated to each ARAS phase within one module, ensuring transparency in workload distribution and instructional balance.



ARAS Phase	Learning Materials and Activities	Learning Evidence	Total Duration
AWARENESS	<p>1 introductory video (10 min)</p> <p>1 podcast/interview (10min)</p> <p>1 YouTube video (15 min) with guided viewing grid</p> <p>Written contextual brief (6–8 pages) - practical orientation, case studies. The aim is to make teachers feel that the topic is relevant to them.</p> <p>Guided reflection (bullet format, 400–500 words.) The aim is to make teachers feel that the topic is relevant to them)</p> <p>Self-positioning grid (rating + short comments)</p>	<p>Quiz (multiple-choice test)</p> <p>Submission of guided reflection</p> <p>Completion of self-positioning grid</p>	<p>Video: 10 min Podcast: 10 min YouTube: 15 min Reading: 45 min Reflection writing: 30 min Self-positioning tool and Quiz: 10 min</p> <p>Total duration of the Awareness phase: approximately 2 hours</p>



<p>REFLECTION</p>	<p>1 core video lesson (10 min)</p> <p>1 podcast/interview (10 min)</p> <p>2 YouTube videos (10 min each)</p> <p>Core reading (10–12 pages, applied focus)</p> <p>Structured analytical worksheet (short-answer boxes, max 1 page equivalent)</p> <p>1 live webinar (45–60 min)</p>	<p>Consolidation quiz (10–12 scenario-based questions)</p> <p>Submission of structured analytical worksheet</p>	<p>Video: 10 min Podcast: 10 min YouTube: 10 min Reading: 60 min Worksheet drafting: 20 min Live session: 45-60 min Quiz: 10 min</p> <p>Total duration of the Reflection phase: approximately 3 hours</p>
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ACTION	<p>Short operational Action Guide (3–4 pages)</p> <p>Level A – Individual Micro-Action Small personal experiment or observation (e.g., testing a communication strategy, tracking classroom climate).</p> <p>Level B – Classroom / School Application For in-service: try in class. For in-training: observe or co-teach with a mentor.</p> <p>Micro-Action implementation (30–45 min)</p> <p>Structured Action Report (checkbox + bullet answers, max 500 words)</p> <p>Self-evaluation checklist</p>	<p>Submission of Action Report</p> <p>Completion of self-evaluation checklist</p>	<p>Reading guide: 20 min Implementation: 45 min Report drafting: 30 min Self-evaluation: 15 min</p> <p>Total duration of the Action phase: approximately 1.5 hours</p>
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SUSTAIN	<p>Participants shall complete 1 of the structured options (all equivalent workload):</p> <p>Option A – Peer Interaction Comment on 1 peer Action Report</p> <p>Option B – Reflective Synthesis Structured synthesis template (text bullet format, 400–500 words)</p> <p>Option C – Audio/Video Reflection 3–5 min recorded reflection using guided prompts</p> <p>Option D - Live mini-session / peer Q&A</p> <p>Follow-up short quiz</p>	<p>Submission of chosen option</p> <p>peer comment OR written synthesis OR video reflection</p> <p>Completion of follow-up quiz</p>	<p>Chosen option: 35–40 min Quiz: 10 min</p> <p>Total duration of the Sustain phase: approximately 1 hour</p>
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Figure 6. Exemplary structure of the Training Program module

Given the flexible nature of the program, particular attention is paid to **ensuring coherence and quality across modules**. To this end, a set of shared quality principles guides module development and implementation, supporting alignment while respecting contextual adaptation.

These principles focus on consistency with the pedagogical model, clarity of learning objectives, feasibility of proposed activities, and coherence between learning activities and evidence of completion. As an example, each module will include **a short introductory section** aimed at situating the topic within the overall training pathway and supporting a shared *fil rouge* across modules. These elements are intended to provide a common reference framework, rather than a prescriptive or standardised approach.

8. Training Program Content

The following modules have been designed in accordance with the results obtained from need analysis research to which explicit reference is made.

Area	Module	Link to the Research & Content Suggestions
1. Role of the Teacher	1.1 The Relationship with Parents	<p>All countries report that relationships with parents are one of the strongest stressors, especially for young or early-career teachers. Teachers feel judged, pressured, and often unsupported. The module should focus on communication strategies, boundary-setting, and building collaborative partnerships with families.</p>
	1.2 The Dignity of the Role	<p>Across countries, teachers express a sense of devaluation and a need for recognition. Feeling valued is strongly linked to motivation and well-being. The module should address professional identity, empowerment, and strategies to reclaim the dignity and meaning of the profession.</p>
	1.3 The Teacher in the School System	<p>The research highlights systemic challenges: lack of mentoring, limited leadership support, unclear school policies, and fragmented professional structures. Teachers need to better understand how the school ecosystem works to navigate it effectively. The module should cover organisational dynamics, leadership interaction, and how teachers can position themselves within the wider system.</p>
2. Innovation in Pedagogy &	2.1 Neurodidactics	<p>The research shows strong requests for more effective instructional strategies, inclusive approaches, and tools to manage attention, motivation, and emotional dynamics in the classroom. Neurodidactics can offer scientific</p>



Area	Module	Link to the Research & Content Suggestions
<p>Didactics</p>		<p>foundations to address these challenges.</p>
	<p>2.2 Teaching and Technology</p>	<p>Teachers mention ICT as a useful tool but often feel inadequately prepared. Technology is also essential for inclusion and engagement. The module can focus on intentional, evidence-based use of digital tools and AI.</p>
	<p>2.3 Active & Cooperative Learning (Practice-Based)</p>	<p>A cross-country finding: teachers want less theory and more practical, active, experiential learning. These methods support collaboration, classroom climate, and self-efficacy. The module should include concrete strategies and micro-practices.</p>
<p>3. Classroom Management</p>	<p>3.1 Authority through Relationship-Building</p>	<p>Research shows that discipline problems, boundary management, and relational challenges are central stressors. Teachers feel insecure about setting limits while maintaining trust. This module would focus on relational authority, co-regulation, and preventive strategies.</p>
	<p>3.2 Managing Diversity & Special Needs</p>	<p>All countries report strong difficulties with inclusion, special needs, heterogeneity, and lack of trained staff. The module should provide practical, accessible tools for inclusive practice.</p>
	<p>3.3 Developing Intrinsic Motivation</p>	<p>Teachers feel overwhelmed by disengagement and behavioural challenges. They report that motivation increases when students feel connected, involved, and emotionally safe. The module focuses on motivational climates, autonomy-supportive teaching, and engagement strategies.</p>

Area	Module	Link to the Research & Content Suggestions
4. Effective Working Environment	4.1 Classroom Climate	<p>Classroom climate is repeatedly described as a major protective factor and a determinant of both well-being and self-efficacy. The module focuses on emotional climate, belonging, routines, and micro-actions that improve the learning atmosphere.</p>
	4.2 Building Collegial Collaboration & Co-Planning	<p>One of the strongest findings: collegial support is the most important protective factor for both in-service and in-training teachers. Teachers who collaborate feel more effective and less stressed. The module covers co-planning, teamwork, peer exchange, and creating supportive micro-communities.</p>
	4.3 Involving the Community	<p>This module explores the idea that the school is part of a larger ecosystem—families, local organizations, associations, municipalities, and wider civic networks—that can act as protective factors for teachers' well-being and professional sustainability. In the qualitative research, several teachers described how support from families, community services (e.g., psychologists, NGOs), and informal networks reduced stress, created a sense of belonging, and enhanced school climate. Content may include mapping community resources, creating partnerships with local associations, involving parents constructively, designing community-based learning initiatives, and understanding how broader social ecosystems can sustain teacher motivation and reduce isolation.</p>

Figure 7. Training Program content

Each module within the training programme is designed around a limited and focused set of learning objectives, typically ranging from two to three per module. This approach supports clarity, feasibility, and meaningful engagement, allowing participants to concentrate on key professional competences and practical applications.

Learning objectives are defined in close connection with the module topic and the ARAS pedagogical structure. They guide the selection of learning activities, materials, and evidence, ensuring coherence between intended outcomes and learning processes.

In line with this design, modules are conceived as concise and manageable learning units. Their duration is adapted to the complexity of the topic and the scope of the learning objectives, with an average workload of approximately 6,5-7 hours of total duration of each module.

Area	Module	Learning Objectives
1. Role of the Teacher	1.1 The Relationship with Parents	<ul style="list-style-type: none"> • Strengthen communication skills to manage complex conversations with families. • Set healthy professional boundaries in parent–teacher interactions. • Build constructive, collaborative partnerships with parents.
	1.2 The Dignity of the Role	<ul style="list-style-type: none"> • Reflect on the meaning and value of being a teacher in today's context. • Develop strategies to reinforce self-esteem, agency, and professional pride. • Recognise devaluation dynamics and respond through empowered identity.
	1.3 The Teacher in the School System	<ul style="list-style-type: none"> • Improve navigation of institutional processes and communication channels. • Strengthen one's role as an integrated professional actor within the system where there are requests and relationships in which it is important to create synergy. • Develop an attitude of “contribution” to the system that helps to experience “bureaucracy” in a more emotionally lighthearted way.
2. Innovation in Pedagogy & Didactics	2.1 Neurodidactics	<ul style="list-style-type: none"> • Understand some basic principles of how the brain learns and processes information. • Apply strategies that enhance attention, motivation, and emotional regulation. • Connect neurodidactic principles to inclusive and effective instruction.
	2.2 Teaching and Technology	<ul style="list-style-type: none"> • Use digital tools and AI intentionally and safely to support learning. • Integrate technology to increase inclusion, engagement, and access. • Evaluate which digital practices are evidence-based and pedagogically sound.
	2.3 Active & Cooperative Learning (Practice-Based)	<ul style="list-style-type: none"> • Adopt active, cooperative, and experiential learning strategies. • Facilitate student collaboration and positive classroom interactions. • Increase instructional effectiveness through hands-on, low-theory approaches.
3. Classroom Management	3.1 Authority through Relationship-Building	<ul style="list-style-type: none"> • Apply relational approaches to establish respectful authority in class. • Balance limit-setting with empathy and trust-building. • Strengthen confidence in handling complex relational dynamics.
	3.2 Managing Diversity & Special Needs	<ul style="list-style-type: none"> • Understand some core principles of inclusive teaching. • Apply simple, accessible tools for supporting diverse learners. • Collaborate with specialists and families to create inclusive pathways.

	3.3 Developing Intrinsic Motivation	<ul style="list-style-type: none"> • Apply strategies that increase engagement and meaningful participation. • Recognise factors that reduce motivation and address them proactively. • Build routines and learning experiences that strengthen internal motivation.
4. Effective Working Environment	4.1 Classroom Climate	<ul style="list-style-type: none"> • Identify some key elements that shape the emotional and social climate. • Apply micro-actions that improve belonging, safety, and cooperation. • Recognise signs of climate deterioration and intervene early.
	4.2 Building Collegial Collaboration & Co-Planning	<ul style="list-style-type: none"> • Develop effective teamwork and co-planning habits. • Use peer exchange to reduce stress and increase self-efficacy. • Build supportive micro-communities among colleagues.
	4.3 Involving the Community	<ul style="list-style-type: none"> • Engage families, services, and associations to support school climate. • Recognise how wider ecosystems reduce teacher isolation and stress. • Design community-based learning or support initiatives.

Figure 8. Learning objectives in the Training Program



Attention to **quality, coherence, and effectiveness** will be ensured throughout the implementation of the Training Program. Monitoring and evaluation will focus on the alignment between pedagogical design, learning activities, and intended learning outcomes, as well as on the feasibility and relevance of the proposed training experiences.

9. Sustainability and Integration with University Curricula

The Training Program has been designed from the outset to ensure sustainability and long-term impact through its integration into formal education and training systems. A core objective of the Program is that its Training Modules are not delivered as standalone or oneoff activities but are embedded – either fully or partially – within the curricula, programmes, or educational offers of participating organisations across different countries.

The Training Program can be incorporated into existing academic structures to the extent permitted by national and institutional frameworks. This integration may take different forms, such as:

- a dedicated module within an existing degree programme;
- an elective or optional course offered through a relevant faculty or department (e.g. Departments of Education or Teacher Training);
- a short programme or blended learning offer;
- a recognised training pathway for teachers and education professionals.

Although the specific format may vary, the Program is explicitly designed to allow at least some of its elements to be formally delivered and recognised within institutional curricula. This ensures that the knowledge, skills, and competences developed through the Training Program become part of established learning pathways.

The Training Modules are intended to receive formal recognition through accreditation mechanisms or microcredential systems, where applicable. Depending on national regulations and institutional practices, recognition may be achieved through:

- microcredentials aligned with European and national frameworks;
- accredited modules contributing to degree or certificate programmes;
- recognition within Blended Intensive Programmes (BIPs);
- institutional certificates linked to defined learning outcomes and workload.

To support this objective, a survey was conducted in six countries - Poland, Italy, Spain, Portugal, Romania, and Cyprus – to assess the feasibility of accreditation, microcredentials, and BIPs across diverse higher education and training systems. The results confirm that there are realistic and viable pathways for the formal recognition of the Training Modules in all participating countries, although the exact modalities differ.

Based on the findings of this survey, an example framework for the formal recognition of the modules has already been developed. This framework demonstrates how the Training Program can be aligned with existing accreditation structures and provides a practical reference model for institutions seeking to integrate the modules into their educational offers.

The accreditation and recognition formats of the Training Program are intentionally flexible. This flexibility is a key strength, allowing institutions in different national contexts to adopt

the modules in ways that are both compliant with local regulations and pedagogically meaningful.

For universities, integration will primarily focus on incorporating the modules into existing curricula, for example as elective courses, curriculum components, or recognised learning units within relevant departments. In these settings, the Training Program will mainly serve undergraduate and postgraduate students.

Other participating organisations, such as **teacher training centres or educational bodies**, will primarily use the modules for the professional development and upskilling of teachers and educators. In these cases, recognition may take the form of certified training, micro-credentials, or institutionally endorsed learning outcomes.

The delivery of the Training Program through recognised curricular and training structures across multiple countries represents a sustainable outcome of the project. The Program is not only designed for immediate implementation but also for continued use and adaptation beyond the project's lifetime.

Further investigation into recognition and accreditation options is ongoing, with the aim of strengthening and expanding institutional uptake. Building on the existing survey results and example framework, a comprehensive recognition framework will be presented in a separate document. This framework will consolidate national approaches and provide clear guidance for organisations wishing to formally adopt and deliver the Training Program.



10. References

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.



Teachers' HAVEN



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