



Enhancing Learning In Teaching via e-inquiries

Briefing Documents

on/for educational policy



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WHAT IS ELITE?

ELITE is a 3-year project co-funded by the Erasmus+ programme of the European Commission. The acronym stands for *Enhancing Learning In Teaching via e-inquiries*.

ELITE is concerned with supporting STEM teachers' **development of knowledge, skills and attitudes** so that they can effectively address their roles as **lifelong learners, facilitators of students' learning and members of educational communities**. The project adopts the **inquiry-based learning (IBL) methodology** in professional learning activities as a means to facilitate STEM teachers' inquiry and reflective practice.

ELITE aims to on the one hand **highlight the links between inquiry skills practicing and STEM teachers' competence development**, and on the other to **inform curriculum development** in STEM teachers' education.

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OUTLINE

Comparative overview on STEM teachers' competences requirements

4 EU countries

The document provides an overview of STEM teachers' competences specifically required in Greece, the Netherlands, Bulgaria, and Spain under three main categories: i) knowledge/ understating ii) skills iii) dispositions/ attitudes. Addressed are requirements evidenced both in policy documents and in teachers' training and students' curricula.

Key concepts: mapping of STEM teachers' competence requirements; comparative overview for GR, NL, BG, ES

Space for intervention for supporting STEM teachers' competence development

Insights

The document provides insights on the space of intervention for supporting STEM teachers' professional learning for competence development in the educational contexts of Greece, the Netherlands, Bulgaria and Spain. Outlined are: systemic opportunities and challenges for supporting STEM teachers' professional learning for competence development in the countries; critical factors that affect STEM teachers' professional learning for competence development in the countries; recommendations for taking advantage of the opportunities, and addressing the challenges towards ensuring STEM teachers capacity building. The results aim to be a basis which education stakeholders can reflect on, and consider how to support more effectively STEM teachers' professional learning for competence development in the countries.

Key concepts: Requirements for STEM teachers' competence development in each of the national contexts of GR, NL, BG, ES; critical factors that affect STEM teachers' professional learning; Policy recommendations towards supporting STEM teachers' professional learning for competence development

Supporting STEM teachers' professional learning for competence development

Working with parents

This document reflects on the state of play on STEM teachers' competence development in four very different European countries – namely Greece, the Netherlands, Bulgaria and Spain – from the parents' perspective. The aim was to draft an ideal scenario and highlight areas to tackle on macro-, meso- and micro-systemic levels for development of STEM teaching, most of which not traditional, subject-specific areas, and to offer a starting point for training development on/for parental engagement.

Key concepts: Parental engagement & STEM teacher training; recommendations for STEM teacher training from the parents' perspective