ERASMUS+ Teacher Academies and Multilingualism: Impact and sustainability

Round Table

Implementing an ERASMUS+ Teacher Academy project

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ECSPM
European Civil Society Platform for Multilingualism

Actions for social justice in multilingual societies
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ERASMUS+ Teacher Academies- Overview

"Develop new means to train and support competent, motivated and highly qualified teachers, trainers, early childhood education and care (ECEC) staff, school leaders and other staff, and promote their continuous professional development and high-quality, research-based teacher education". 2019 Council Resolution on further developing the **European Education Area**

launched by the European Commission in 2022, involves the creation of networks focused on initial teacher education (ITE) and professional development (PD) providers and other relevant stakeholders across Europe. These partnerships are intended to create communities of practice among teachers, developing and testing different models of mobility in teacher education, including virtual, physical, and blended formats

The initiative is seen as part of broader efforts to create a European Education Area (EEA) by 2025. The overarching goal is to develop a European and international outlook in teacher education that contributes to the EEA objectives.

2021 Call: The inaugural call resulted in the selection of 11 Teacher Academies, from 56 applications.

2022 Call: 105 applications submitted. Sixteen projects were selected for funding, bringing the total number of academies to 27.

·**2024 Call**: After a pause in 2023, the 2024 call attracted 118 applications. 16 new projects were awarded funding, increasing the cumulative number of Erasmus+ Teacher Academies to 43.

2025 call……

ERASMUS+ Teacher Academies and multiligualism

"Erasmus+ Teacher Academies create European partnerships and promote cooperation between teacher education institutions and training providers. Their objective is to offer support for teachers at the beginning of their career and strengthen their professional development. They encourage **multilingualism**, language awareness, cultural diversity, and deep transnational cooperation between teacher training institutions"

https://education.ec.europa.eu/education-levels/school-education/erasmus-teacher-academies

Themes of the Teacher Academy Activities

1. Inclusion and diversity, notably:

To help teachers acquire the necessary knowledge, skills and competences for the educational inclusion of children/students with fewer opportunities, with disabilities or special needs, with a migrant background, living in rural and remote areas such as outermost regions, children/students facing gender inequalities, socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation …. Examples include: **Developing competences to teach in multilingual and multicultural settings**, on gender-sensitive practices,…..

2. Environment and fight against climate change, notably: To offer (future) teachers professional training/education about climate change and how to best teach it

3. Addressing digital transformation through development of digital readiness, resilience and capacity, notably: To support the purposeful use of digital technologies for teaching, learning, assessment and engagement

4. Common values, civic engagement and participation, notably: To train and equip (future) teachers:

- To promote active citizenship and ethics in their teaching, and foster the development of **social and intercultural competences**, critical thinking and media literacy.
- To offer opportunities for children/students' participation in democratic life, social and civic engagement notably through formal or non-formal learning activities.
- To raise awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and **diversity,** as well as their cultural identity, cultural awareness and their social and historical heritage.

5. (2025 call) **Well-being**, notably: To fully integrate well-being principles into Initial Teacher Education (ITE) programs: set the foundation to empower future teachers to take ownership of their well-being

6. (2025 call) **STEM and STEAM**: To help teachers acquire necessary competences through initial teacher training and continuous professional development to make STEM teaching and learning more relevant and inclusive …. addressing the needs of students from diverse cultural and socio-economic background.

Themes of the Teacher Academy Activities

Teacher Academy	Focal Areas
GEO-Academy	Digital, geospatial tools (GIS, RS, EO) for STEAM and sustainability education
Nature-based Solutions (NBS) Academy	Nature-based solutions, blended mobility, cultural diversity
Co-constructing ITE & CPD Continuum	Digital tools for professional engagement, joint international modules
Creative & Inclusive Learning Academy	Creative methods for inclusive classrooms, diverse training formats
Teacher Education Academy for Music (TEAM)	Music teacher education, digitisation, intercultural mobility, sustainability
Academy for Creative, Innovative, Inclusive Schools	Drama and digital drama tools for inclusion and diverse learners
SciLMi Academy	Meta-scientific literacy, critical thinking, digital and inclusive teaching strategies
acaSTEMy	Transversal competence, sustainability, and mobility in STEM teacher education
STEAME Academy	STEAM + entrepreneurship, professional development, teacher co-creation
IDEAL Futures Academy	Digital educational leadership, collaborative digital hub, vision development
TASC Academy	Sustainable communication, prevention of violence, discrimination, exclusion
21st Century European Teachers	Teaching emerging topics: tech empowerment, sustainability, entrepreneurship, playful learning
TEFF Academy	Digital, green, inclusion, well-being, European collaboration
School Education for Sustainable Inclusion	Inclusive, meaningful history classroom experiences
SYNAPSES	Sustainability citizenship, innovative instruction methods (e.g., inquiry-based)

Teacher Academy	Focal Areas
EQui-T	Inclusive education, open inclusive educational resources, transnational collaboration
TAP-TS	Sustainability competences, learning & teaching packages, online workshops, summer schools
ALTA	Teaching allophone (non-native speaking) pupils, inclusion, language of instruction
CLIMADEMY	Climate change education, community of practice, innovative strategies
DigitalTA	Digital transition platform, problem-based learning, reflective practice for new teachers
EduSTA	Sustainability competences, digital badges, multimodal learning
PhysEd-Academy	Improving PE quality, teacher education, youth health outcomes
ICSE Academy	STEM teaching improvement, mobility, European priority topics
SpicE	Inclusive STEAM in special education, community of practice
TESTEd	Global challenges in teacher education, interdisciplinary European syllabus
UNI-T Academy	European civic awareness, mobility, digital world, sustainability, equity
EU-SIDE	Social innovation, democratic education, pedagogical innovation
AI2PI	AI in education, microcredentials, AI literacy competence framework
LiTE Academy	Digital, inclusive, multilingual teaching practices, professional development
TUTOR	Holistic inclusivity: LGBTQI+, migrant, refugee, socioeconomically disadvantaged students

Focal Area	percentage	Teacher Academy
Sustainability / climate / green transition	33%	TAP-TS, CLIMADEMY, EduSTA, TESTEd, SYNAPSES, TEFF, acaSTEMy
Digital transformation / edtech	30%	IDEAL Futures, AI2PI, DigitalTA, LinguaTech (LiTE), GEO-Academy, SciLMi
Inclusion / diversity / equity /multilingualism	27%	ALTA, EQui-T, TUTOR, LiTE, UNI-T, SpicE, Academy for Creative, Innovative and Inclusive Schools
Internationalisation / mobility & European dimension	25%	UNI-T, TEAM (Music), acaSTEMy, EU-SIDE, CLIMADEMY, ICSE Academy
Creative & innovative pedagogies (drama, arts, playful learning)	20%	STEAME Academy, SpicE, Academy for Creative & Inclusive Learning, PhysEd Academy, TEAM
STEM / STEAM / transversal skills	20%	acaSTEMy, ICSE, SpicE, GEO-Academy, SciLMi
Social innovation, civic education & democratic values	15%	EU-SIDE, UNI-T, TASC

Teacher Academies which focus on multilingualism

Name	Focus/objective	Website	Multilingualism
ALTA – Allophone Teachers' Academy	promoting the inclusion of allophone and multilingual students in education systems through innovative teaching materials for **the mastery of the language of instruction;** Trains teachers to **adapt subject teaching** (e.g., math, science) to support language acquisition.	English, Spanish, Bulgarian, French	No explicit reference to or definition of multilingualism but Develops **cross-linguistic tools** (e.g., scaffolding techniques, visual aids) and Multilingual teacher training modules.
UNI-T – European Civic Teacher Academy	to improve the European dimension and internationalisation of teacher training; Emphasizes **European civic education** through multilingual approaches (e.g., comparing EU languages/cultures).	French, Greek, German, Spanish, Italian	Recognized as a key priority, aiming to raise awareness and competence in multilingual and culturally diverse settings (19 blended courses but only one on plurilingual and pluricultural approaches in different school contexts)
LiTE – LinguaTech Language in Teacher Education	improving the competencies of pre-service and in-service teachers through integrating Digital tools, Inclusive practices, and Multilingual pedagogies	Not avaliable (yet)	Integrates **digital tools** (e.g., apps for translation, subtitling) to support multilingual learners. Promotes **translanguaging** (using students' home languages as a resource). Offers **policy recommendations** for multilingual education at the EU level

Projects with Multilingualism as a *Secondary* Component

Name	Focus/objective	Website	Multilingualism
TUTOR – Teacher Training for Inclusion	Preparing teachers for inclusive education environments; Development of an innovative Joint Curriculum on Inclusivity	Greek, English, Turkish, German	No specific definition provided
Innovative digital GEO	Tools for enhancing teachers' digital, green and spatial skills towards an effective STEAM Education for Sustainable Development'	English, German, Portuguese, Greek, Bulgarian, Swedish and French	The material will be developed in English, German, Portuguese, Greek, Bulgarian and French.
ACIIS – Academy for Creative, Innovative and Inclusive Schools	Promoting inclusive education through creative teaching methods.		Not explicitly defined- Our mission is to empower primary school teachers with innovative teaching methods and digital tools that celebrate diversity and ensure that every child's unique learning journey is valued and supported
EQui-T – Equity and Quality in Inclusive Teacher Education	Enhancing inclusive education through Open Inclusive Educational Resources; Developing criteria for evaluating OIER that support inclusive teaching	German, Italian, Spanish, Estonian, English	While not explicitly defined, the project recognizes of linguistic diversity as a component of inclusive education

- Multilingualism and teacher academies

- Impacts of Teacher Academies on teacher education for multilingualism and cultural diversity

- Council of Europe work on language teaching and learning?

- Impact of policy briefs

Some concerns with the impact of Teacher Academies

Teacher Academies are under-researched

- As Galvin et al (2024) state, despite the fact that the Erasmus+ Teacher Academies Action offers a unique, once-off window of opportunity for research into a widely-cast exercise in how teachers are educated and trained in Europe, it is surprising that the work and activities of these academies has, so far, attracted very little research interest among the teacher education community across Europe.

Galvin, C., Madalinska-Michalak J.& Revyakina, E. (2024). The European Union Erasmus+ Teacher Academies Action. Complementing and Supplementing European Teacher Education and Teacher Education Research? In Symeonidis, V. (ed) Enhancing the Value of Teacher Education: Research Implications for Policy and Practice

Research Questions regarding impact of Teacher Academies

- What are project attainments and impacts in relation to teacher education on multilingualism and cultural diversity?

- Have project learning materials and resources been incorporated and used in the pre-service teacher education curricula of partner institutions (at least)?

- How influential has policy advocacy been? Have suggestions been taken up for the development of a European teacher education policy? Is this feasible given the high diversity across European education systems which makes uniform regulations difficult? Has the aim of creating a european and international dimension in teacher education been achieved?

- Has there been cross-project collaboration? Have outputs from one Academy been used or enriched in another?

- Is dissemination of project activities limited to the partner institutions? How far have other pre-service teacher institutions benefitted from Teacher Academy project outputs?

- Are Teacher Academy networks (at the level of partner institutions and communities of practice) sustainable or do they operate within the lifespan of the project?