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|  |  |  | ***Application Form***  **Selection: 2016**  **KA2 –** Cooperation for innovation and the exchange of good practices – **Capacity Building in the field of Higher Education** |
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**Call for Proposal EAC/A04/2015**

Promoting teachers' success in their induction period

PROTEACH ["P\_TEACH" in eForm]

**DETAILED DESCRIPTION OF THE PROJECT**

***(To be attached to the eForm)***

***Version 1 (2016) – 20.10.2015***

# PART D - Quality of the project team and the cooperation arrangements

# D.1. Organisations and activities

*This part must be completed separately by each organisation participating in the project (applicant and partners).*

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| **Partner number** |  | | **P1** |
| **Organisation name & acronym** | Kibbutzim College of Education (SMKB) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Established in 1939, Kibbutzim College of Education was envisioned as the source of educational leadership for the kibbutz movement. The founders wished to propagate progressive approaches to Judaism, values of social justice, democracy, environmental conservation and interpersonal mutual responsibility. These are the mainstays of a humanitarian and democratic society.  The College's philosophy combines a democratic and progressive approach to education with the principles of a creative artistic experience, multicultural and intellectual worldview. Didactic and pedagogical counseling by faculty members direct students toward critical thinking and prepares them to meet social changes in various educational settings.  Today, it is Israel’s largest college of education with a student population of more than 6,000. There are more than 30 undergraduate programs and 9 graduate programs on a diverse range of educational subjects. The College’s unique projects include two teacher leadership programs:  1) **Educational, Social, and Environmental Innovation Hub**: Employing the Critical-Dialogic Approach, this program trains educators who have demonstrated their ability to innovate within the instruction-learning process. In collaboration with the Institute for Democratic Education, the hub offers an alternative approach to teacher training, inspired by democratic education.  **2) Educational Pioneers**, which invests in the development of emerging young educators (novice and mid-career) as leaders within the formal education system. These leaders are integrated and tracked for management within schools located in central cities in Israel, which are considered the social periphery.  Programs promoting the social and community involvement of education students are also stressed by the College (e.g. “There Is a Way”).  Additionally, the College is home to the **Institute for Progressive Education (UNESCO Chair in Humanistic Education)**, which combines theory, research and practice, **The MAHUT Center** (for people with learning disabilities), and its own **Research and Evaluation authority**.  As part of Kibbutzim College’s efforts at internationalization, it collaborates with other academic institutions in Europe and in Israel on the sixth Tempus project: Life Long Learning in Applied Fields. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| The College will be responsible for managing PROTEACH (in close cooperation with P2 and P3 as well as with P4, P8, P9, P10), and for WPs 2.1 and 5.1. It will play a key role in all WPs, and coordinate the submission of deliverables and reports.  The College will bring to PROTEACH its extensive knowledge and experience in humanistic, democratic and pluralistic education, in fostering processes of change within schools and communities, in advancingHEI-school partnerships and in creating hubs for nascent teachers during their internship year. It will facilitate the formation of Multi-player Induction Teams (MITs) in Israel's social periphery in particular, which will help beginning teachers transition into the field of teaching, fostering a democratic, activist, and enabling environment and increasing these teachers' influence, voices, and leadership skills.  The Kibbutzim College will be responsible for implementing and coordinating the MITs, along with related tools and materials. It will also be responsible for establishing ties between the various organizations involved, including the Ministry of Education, municipalities, and schools, in addition to creating a platform to facilitate communication between these entities. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Prof. Zipi Libman** | | Prof. Libman is the president of the Kibutzim College of Education since 2012. Her academic background is educational research focusing on evaluation of instructions and teachers, emphasizing also on constructivist approach to teaching and learning. Prof. Libman has a vast experience with initiating new program at the college and nationwide, pushing for excellence in teaching and high achieverment at colleges. Prof. Libman will serve as the coordinator of the PROTEACH project.  Her research background and publications are related to assessing licensing procedures and teacher effectiveness, as well as promoting standards of teaching and teacher tests.  Her recent related publications include:  Libman, Z. (2012) Licensing Procedures, Teacher Effectiveness and Reasonable Expectations. *International Review of Education***,** *58*(2), 151-171  Libman, Z. (2010). Integrating Real-Life Data Analysis in Teaching Descriptive Statistics: A Constructivist Approach. *Journal of Statistics Education, 18*(1)  Libman, Z. (2009). Teacher licensing examinations: True progress or an illusion? *Studies in Educational Evaluation, 35(1),* 7 – 15 | |
| **Dr. Irit Levy-Feldman** | | Dr. Levy-Feldman is currently the Director of the Research Authority at The Kibbutzim College of Education. Her academic background is in educational research, measurement and evaluation with specific emphasis on program evaluation. She will serve as the contact person for projects partners at The Kibbutzim College, and coordinate project activities across institutions (in close contact with P2).  Her research interests and publications relate to teacher education, teacher development in different stages of their career, teacher assessment and educational program evaluation. Her current research is on utilization-focused program evaluation and evaluation of organizational change. She is also involved in an intercollege research authority at the Mofet Institute (P2) regarding alternative teacher education programs.  Her recent relevant publications include:  Levy-Feldman, I., & Nevo, D. (2013). Perceptions regarding the accomplished teacher among teacher educators in “research oriented” and “teaching oriented” institutes in Israel. *Studies in Educational Evaluation. Vol 39(3). pp 153-160.*  Levy-Feldman, I., & Nevo, D. (2011). The accomplished teacher in Israel. *Dapim*, 52. (in Hebrew.) | |
| **Dr. Dafna Hammer-Budnaro** | | Since 2012, Dr. Hammer-Budnaro is the Director of the Unit for Internships and Entry into the Field of Instruction at The Kibbutzim College. In the past, she has served as pedagogical instructor and facilitator of induction workshops at the College (altogether for over a decade).  Her fields of expertise include: teacher induction (interns and new teachers), pedagogical guidance, online internships vs. face-to-face internships, principals’ considerations in evaluating interns, special education, diagnosis of learning disabilities, and educational counseling.  She will be responsible for establishing and running the teams for the MIT pilot at the College. | |
| **Prof. Nimrod Alony** | | Director and Chair of Institute for Progressive Education at the Kibbutzim College, will advise the project on his fields of expertise: philosophy and professional ethics, social involvement and pluralism.  PROTEACH will also utilize his contacts with the Ministry of Education and other policymakers to implement and disseminate the program. | |

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| **Partner number** |  | | **P2** |
| **Organisation name & acronym** | Mofet Institute (MOFET) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The Mofet Institute is a national intercollegial center for the research and development of programs in teacher education and teaching in the colleges. The Institute constitutes a unique framework both in Israel and worldwide for supporting teacher educators’ professional development.  It was founded in 1983 as a non-profit organization with the support of the department of teacher education at the Ministry of Education, and has enjoyed a close professional connection with this department ever since.  The Institute's mission is to serve as a professional meeting-place for teacher educators to facilitate an educational dialogue among colleagues in the teacher education system, education policymakers and schools' staffs. It aspires to raise the standard of education to face the most demanding challenges of the rapidly changing modern world. The Institute’s academic staff is comprised of teacher educators recruited from Israeli colleges of education and universities.  In order to accomplish its missions, the Mofet Institute has developed various channels of action offered to teacher educators:  *The* *Studies Channel* offers short workshops for teacher educators on subjects in the field of teacher education.  *The Writing Channel* offers opportunities for teacher educators to transform their personal theoretical and practical knowledge into public knowledge for all.  The Institute’s Research Authority has three main goals: to empower education researchers, to promote research on teacher education and teacher educators, and to disseminate the accumulated knowledge within educational policy makers, schools and other HEI.  *The International Channel*undertakes to form strong contacts with colleagues worldwide to be available to the global community of teachers.  *The Communications Center* provides communication services and develops state-of-the-art online technologies for academic institutions.It was established with the assistance of the Israel Ministry of Education in order to meet the technological-pedagogical needs of the various HEI and education institutions in Israel. The objective of the center is to advance teachers' and students' pedagogical and technological needs. The Center's professional services include providing assistance in online and computer-mediated learning so as to improve teaching and learning skills. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| P2 was assigned to lead WP1.1 (recruitment of staff, stockholders and participants), WP1.3 (Preparation: Content, methods and activities) and WP3.1 (Quality planning and monitoring). Bearing on the its connections with 27 academic colleges for teacher training in Israel as well as its advanced contacts with the Ministry of education especially with the unit in charge of new teachers' entrance into schools, P2 will be able to contribute its contacts and coordination abilities to the success of the project and the dissemination and exploitation of its principles, experience and outcomes. P2 will be responsible for selecting and supervising a subcontractor to perform significant portions of the project’s quality planning, monitoring and evaluation process. It will also be responsible for involving at least 2 more Israeli HEIs in PROTEACH activities as participants in workshops at HEIs and schools, the Steering Committee and other dissemination activities undertaken by the project. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Dr. Sara Ziv** | | Dr. Sara Ziv serves since 2007 as the Director of the International Channel at the Mofet Institute, which she has founded. The International Channel aims to disseminate to the world the extensive knowledge and experience gathered at Mofet in the fields of teacher education and the professional development of teacher educators. In this role, she focuses on the establishing of training systems and professional development worldwide, on professional development of training and instruction teams worldwide and in the Jewish Diaspora, and on development and adaptation of pedagogical and technological infrastructures as a tool and as a purpose in itself (international content portals, on-line academia for didactics of various teaching subjects, etc.).  In her past role as the Director of Mofet (1985-1993), she was responsible for research and development of teacher education programs and curricula, under the Department of Teacher Education at the Ministry of Education, a department which she later came to manage (until 2007). As the director of this department at the Ministry, she was responsible for the colleges of education in all the educational sectors: public state-run, religious state-run and ultra-Orthodox. Inter alia, she worked towards the academization of the teaching profession, specialized in induction/internship programs for beginning teachers and advanced training for teacher coaches/mentors, and promoted training procedures and innovative models for the integration of ICT into HEIs.  Dr. Ziv holds a Ph.D. from the Hebrew University of Jerusalem, specializing in teacher education programs with an emphasis on practical experience in teaching (thesis title: "Alternative Approaches to Practical Experience in Teacher Education”), as well as an additional Ph.D. specializing in Yiddish literature. Her M.A. from Tel Aviv University focused on curriculum planning and programming.  Dr. Ziv has decades of experience as a teacher, school principal, director of departments at HEIs (The Lander Institute, Levinsky College of Education) and Ministry of Education policymaker. She has served in many academic positions, including Chairperson of the Fifth International Conference: "Teacher Education at a Crossroads", Chairperson of the Fourth International Conference: "Teacher Education as a Social Mission – A Key to the Future", and member of the Science Committee of the International Congress of Self-Managed Schools. In 2013, Dr. Ziv received the Prof. Moshe Silberstein award for her life-work in teacher education, granted by The Ministry of Education, The MOFET Institute and The David Yellin College of Education.  Some of Dr. Ziv’s related publications include:  Silberstein, M., Ben-Peretz, M., Ziv, S., eds. (1998) – Reflectiveness in education: A central route in the development of a teacher. Mofet Institute, School of Research and Development of Training Programs for Education Workers in Colleges. (in Hebrew.)  Ziv, S. (1990). Practical Experience in Teacher Training – Problems and Approaches. "Dapim" 10, Mofet Institute, Branch for Training Education Workers, pp. 43-95. (in Hebrew.)  Ziv, S. (1991) – The Coaching Teacher in Teacher Training, Problems and Methods of Coping. "Dapim" 13, Mofet Institute, Branch for Training Education Workers, pp. 24-35. (in Hebrew.)  Ziv, S. (1996). Strengthening Academization in the Training System for Education Workers. "Dapim" 23, Mofet Institute, Branch for Training Education Workers, pp. 91-111. (in Hebrew.)  Ziv, S., Katz, P., Tamir, P. Silberstein, M. (1995) – Characteristics of the Work of Pedagogical Instructors in Training Teachers. Research Report. (in Hebrew.)  Ziv, S., Silberstein, M. Tamir, P. (1993). Discrepant Evaluation of Student Teacher Performances, Education Research and Perspectives. The University of Australia, Vol, 20, No. 2, pp. 15-23.  Ziv, S., Silberstein, M., Tamir, P. (1994). Increasing the Effectiveness of Learning how to Teach in Preservice Education. Interchange, Vol. 25/2, pp. 157-170. | |
| **Dr. Reuma De-Groot** | | Since 2013, Dr. De-Groot is the Head of the European Union Unit for Projects' Coordination at Mofet Institute. She has extensive experience in management of EU-funded large-scale European projects and other complex inter-institution collaborations, proposal and report writing, multi-player educational teams, academy/field collaborations, pedagogical guidance of teachers, in research and development of innovative educational practices and tools (including ICT), teaching, and lecturing.  Capitalizing on her experience and expertise, both managerial and educational, Dr. De-Groot will coordinate all the international contacts of the project in close connection with P1, including organizing and monitoring the Project Management Board.  Dr. De-Groot holds an M.A in Education from the Hebrew University of Jerusalem (with a focus on curriculum design for teaching argumentation in classrooms), and a Ph.D. from the same university (thesis titled “Expansive Learning in Meetings among Teachers and Researchers in the context of a Program for Fostering Argumentation in Classes”).  Inter alia, she has worked at the Hebrew University of Jerusalem (HUJI), Kaye College of Education, the Israeli Ministry of Education. Notably, as part of HUJI’s Kishurim team at its School of Education, Dr. De-Groot managed and coordinated the EC/FP-sponsored international R&D projects DUNES, ARGUNAUT, ESCALATE, METAFORA, as well as managing specific WPs within an additional project, KP-Lab. These projects all involved multiple Israeli and European partners of differnet types (e.g, HEIs, companies), development of ICT tools and related pedagogies, piloting and and implementation at schools, HEIs and/or other institutions, research and dissemination/exploitation efforts. Dr. De-Groot was also a leading member in international projects and initiatives in non-European frameworks, participating or co-leading educational projects with Colombian and Chilean universities, making use of the tools and pedagogies co-developed by our team in the European projects.  Some of her related publications are:  De-Groot, R. (2012). Do we really understand each other? Following teachers and researches talk in a “design team” for fostering argumentative activities, European Association for Practitioner Research on Improving Learning, in education and professional practice EAPRIL, JAMK University of Applied Sciences - Jyväskylä, Finland.  De-Groot, R. (2011) Exploring new directions in teachers' professional development: Monitoring teachers' fidelity of implementation of (argumentative) dialogue in Editors: in Hans Spada, Gerry Stahl, Naomi Miyake, Nancy Law (Eds.) connecting research to policy and practice proceeding of the CSCL conference Vol. II P. 952-954.  De-Groot, R., & Schwarz, B. (2006). Navigating in the sea of competence: Developing tools for argumentative discussion within a community of teachers and researchers. Paper presented at the European Practice Based and Practitioners Research – (PBPR) Confer­ence on Learning and Instruction. University of Leuven.  De-Groot, R. Gazit, Y, Ashkenazi, R., & Alon. G, (2011) Coaching teachers for using computers in their classroom a joint initiative of the Hebrew University and the Amal network In: Y. Eshet-Alkalai, A. Caspi, & N. Geri (Eds), P*r*oceed*in*gs of *the* 2011 Chais Confe*r*ence on *In*st*r*uctional Technologies *R*esea*r*ch: Lea*r*n*in*g *in* *the* technological e*r*a. Raanana: Open University Press.  De-Groot, R.,Haim, Y., Riskin, L., & Eisenmann, T. (2008). The Teacher and the Student in an Online Learning Environment: A Model for Professional Development Training. In: Y. Eshet-Alkalai, A. Caspi, & N. Geri (Eds), P*r*oceed*in*gs of *the* 2008 Chais Confe*r*ence on *In*st*r*uctional Technologies *R*esea*r*ch: Lea*r*n*in*g *in* *the* technological e*r*a. Raanana: Open University Press.  De-Groot, R., Hoppe, U. Hever, R.(2008). Design workshops as means to involve teachers and other end-users in the process of CSCL tool development. In International Conference of the Learning Sciences (ICLS), Utrecht, the Netherlands.  Schwarz, B. & De-Groot, R. (2010) Breakdowns between teachers, educators and designers in elaborating new technologies as precursors of change in education to dialogic thinking. In Lund, A., Säljö,. R, Ludvigsen, S, (ed)*Social practices ICT and new artifacts - transformation of social and cultural practices*. In EARLI series: Advances in Learning. Pergamon | |
| Dr. Raul Drachman | | Dr. Raul Drachman, graduated in Economics and Statistics from the Hebrew University of Jerusalem (HUJI), has extensive experience in economic and managerial activities in the government, high-technology industry, university teaching, banking and private sectors. His expertise in financial consulting and the preparation of business plans, as well as his inventions in many fields (some of which with granted patents), are of great value successful project management. In his former position at HUJI, he had collaborated in the preparation of proposals and in the subsequent management of several multidisciplinary research, development and implementation / intervention projects in the education field. This included five projects in the European Unions’ Fifth, Sixth and Seventh Framework Programmes and other projects in Israel, Europe and South America, for which he provided also many of their original ideas and contributed to their further conceptual development and exploitation. Together with Dr. De-Groot, Dr. Drachman is in charge of EU projects at the International Channel of MOFET. From this position, and building on the aforementioned experience, he will be active in the general management and coordination functions in PROTEACH, bringing of his knowledge and closely collaborating with his colleagues at SMKB, the project’s coordinator. | |

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| **Partner number** | |  | **P3** |
| **Organisation name & acronym** | | Beit Berl College (BBC) | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Beit Berl College (BBC), one of Israel’s oldest and largest public colleges, is a multidisciplinary and multicultural leading academic institution in the areas of education, society and the arts. BBC was fully licensed as an academic college in 1979. Jews and Arabs work and study side by side at BBC, where education is considered a means for improving educational achievements, effecting social change and advancing social justice. BBC offers undergraduate (B.Ed./B.Ed.FA) and graduate (M.Ed., M.Teach., M.A.AT) degrees, as well as teaching certification in the faculties of Education, Arts, and Society and Culture.  The BBC Faculty of Education’s renowned rigorous and entrepreneurial approach to community education and initial teacher education, offers training programs ranging from early childhood to secondary education, informal education, at-risk youth and special education. It comprises the Arab Academic Institute of Education, which trains teachers for the Israeli Arab education system in Arabic, and has research and library facilities focusing on Arabic language and culture. The Faculty of Arts trains teachers in art, video, digital media and film, intertwining the Arts and education in innovative ways. The Faculty of Society and Culture constitutes programs and disciplines in social sciences and Humanities.  For two decades, BBC has worked on the improvement of its pre-service programs developing multiple clinical approaches like Professional Development in School (PDS), Teach First and the Residency model. At the same time, the College paid special attention to the induction stage of beginning teachers and the life-long-learning opportunities of practicing teachers. This provided a more cohesive and coherent transition from pre-service into incipient stages in the field. In particular, BBC's unique experience in supporting novices in their first years in practice has proved to be very effective and needs to be further explored in order to extend its scale and guarantee its long-term success (see also section E1). This is at the heart of the PROTEACH Project.  BBC is a partner in the TEMPUS IV project: ***Fostering Academic International Relations in Israeli Colleges to Promote Education, Research and Innovation (IRIS).*** The College also expands its international academic relations to enhance student and faculty mobility. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| BBC will take part in all WPs in the project. Based on its vast experience in PDS, BBC will lead two WPs - WP1.2 and WP2.2 - in the Preparation and Implementation WP groups, respectively. The former will cover tasks such as the detailed planning of the activities and devising means for amplifying beginning teachers' voices (BTV) in schools and in colleges, and the latter the implementation of the new curricula and carrying out workshops in schools and colleges, and training mentors and beginning teachers.  BBC, with its knowledge and experience in the operation and activation of teachers’ professional forums, will be responsible for WP2.1 tasks in managing the communication platform and coordinating the actions to create among all involved players’ (teachers, mentors, policy makers) awareness of the complexity of and the mutual commitment required for amplifying BTV.  BBC will also be involved in WP5.1, entailing some of the management tasks at the project level. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | | |
| **Dr. Orit Dahan** | Dr. Orit Dahan is the head of BBC’s “Spreading Wings” unit for the transition from pre-service to induction and support of beginning teachers. She is also a PDS-liaison in five secondary schools where BBC’s students do field practice. Dr. Dahan has also been involved in the establishment and advancement of the Support Center for Students with Learning Disabilities (SCSLD) at the College, and coordinates the Forum of Directors of SCSLD’s of all colleges in Israel and the Mofet Institute. Dr. Dahan is also a consultant for young adults with learning disabilities at the Ministry of Economy in Israel. She has published extensively in all these areas.  Publications of particular relevance for the PROTEACH project include:  Dror, I. & Dahan, O. (2013). Dialog of pedagogic Instructors in learners’ communities in a PDS model-based teaching training framework. *Dapim* *56*, 194-210. Mofet, Tel Aviv  (in Hebrew)  Dahan, O., Dror, I., Kliger, A., Saggi, H., Oster-Levintz, A., & Saggi, T. (2010). The role of the pedagogic instructor in teacher capacity building based on the PDS model for middle school level at Beit Berl College. *Dapei Yozma*, *6*, 9-25. Tel Aviv: Mofet Institute. (in Hebrew)  Dahan, O., Even, G. Farman, I., Moshekowize, S., & Russak, S. (2012). A framework for students’ support for professional development schools at the “Dror“ Experimental Educational Village and at the “Ami Assaf“ highschool. In Kliger, A. & Hoffman, A. (Eds.), *It is all a matter of initiative: Professional development-advancing initiatives in college-field partnerships*, (pp. 62-84). Tel Aviv: Mofet Institute. (in Hebrew)  Imanuel, D., Azuz, Y., Gonen, L., Dror, I., Ginzberg, H., Dahan, O., Maori, A., & Ambus, E. (2006). Change-generating leadership: A partnership develops between the Beit Berl College and the Sharet Mid-School. In: Silberstein, M., Ben-Peretz, M., & Greenfeld, N. (Eds.). *A new approach in the teachers’ capacity builiding program – The partnership between colleges and schools: The Israeli story* (pp. 198-249), Tel Aviv: Mofet Institute. (in Hebrew) | | |
| **Dr. Dalia Imanuel-Noy** | Dr. Dalia Imanuel-Noy, currently the head of the Curriculum & Assessment M.Ed. program and a senior lecturer at Beit Berl College. She also serves as the director of the Academy-Classroom Partnership Program of the Israeli Ministry of Education.    Dr. Imanuel-Noy was involved in the establishment and advancement of the "Spreading Wing" induction program for beginning teachers at BBC. She also served as an advisor for the College’s partnership programs (among academia, schools, regional councils and local municipalities).    Her professional expertise includes: curriculum development, assessment and evaluation, educational reforms, teacher education in PDS programs, and induction of beginning teachers.    Dr. Imanuel-Noy’s relevant publications include:  Imanuel, D. (2001). ”Collaboration among a community of schools who designed a learning environment that promotes self-regulated learning: An action research”. Paper presented at AERA - American Educational Research Association, Seattle, April, 10-14.  Imanuel, D. (2001) "Collaboration among a community of schools while creating self-regulation-promoting learning environments: Applications for teacher’s education". Paper presented at the International Symposium on Teacher Education - Achvaa College.  July, 4-7.  Imanuel, D. (2003). Self-regulation in learning - Challenge for a school growth: Description of action research. Tel-Aviv: Ramot publication (in Hebrew).  Ariav, T., & Imanuel, D. (2003). The Professional Development School partnership between the secondary education department (Beit Berl College) and the schools "Sharet" and "Dror": A formative evaluation with an emphasis on the mentors' perceptions, action and contributions. Tel Aviv: MOFET Institute.  Ariav, T., & Imanuel. D. (2003). “Mentor Teachers in Professional Development Schools (PDS) Perceive their Professional Growth:  Barriers and Opportunities. Paper presented at AERA - American Educational Research Association, Chicago, April.  Imanuel, D., & Ariav T. (2003).”How Mentor Teachers in Professional Development Schools (PDS) Perceive their Professional Growth: Barriers and Opportunities”. Paper presented. The Fifth International Conference on Teacher Education: “Teacher Education at a Crossroads” June 25-28.  Ariav, T., & Imanuel, D.  (2004). “Teachers' growth through professional development schools partnership.”  Paper presented at the ATEE - Annual Conference of the Association for teacher Education in Europe, Agrigento, Italy, October, 23-27.  Imanuel, D., Azuz, Y., Gonen, L., Dror, I., Ginzberg, H., Dahan, O., Maori, A., & Ambus, E. (2006). Change-generating leadership: A partnership develops between the Beit Berl College and the Sharet Mid-School. In: Silberstein, M., Ben-Peretz, M., & Greenfeld, N. (Eds.). A new approach in the teachers’ capacity building program – The partnership between colleges and schools: The Israeli story (pp. 198-249), Tel Aviv: Mofet Institute. (in Hebrew)  Imanuel, D., Maram, B., Diamant, I., Moshekowize, S., Ben-Porat, O. (2013). “Induction Nursery for beginning teachers: An Alternative Model of School-College partnership". The 6th International Conference of Teacher Education. Changing Reality Through Education. Mofet Institute and David Yellin Academic College, July 2-4, 2013.  Imanuel, D., & Wagner, T. (2013). Student Teachers and Graduates Motives and Sense of Efficacy in Alternatives Programs, for Teachers Education, that Choose Teaching Profession as a Second Career. The 6th International Conference of Teacher Education. Changing Reality through Education. Mofet Institute and David Yellin Academic College, July, 2-4, 2013.  Imanuel, D., & Wagner, T. (2014).  Are they genuinely novice teachers? Motivations and self-efficacy of those who choose teaching as a second Career.  PA: Philadelphia, USA April. 4-7, 2014.  Wagner, T., & Imanuel-Noy, D. (2014). Are they Genuinely Novice Teachers?  Motivations and Self-Efficacy of those who Choose Teaching as a Second Career. Australian Journal of Teacher Education, 39(7).<http://dx.doi.org/10.14221/ajte.2014v39n7.5> | | |
| **Belrose Maram** | Under the auspices of the “Spreading Wings” unit at Beit Berl, Ms. Belrose Maram coordinates the school’s "Educational Incubators" at nine different schools (Elementary and High schools).  At the College, she is a Lecturer and the Coordinator of all the courses on Curriculum Planning. She also lectures in courses of Diversity as a Challenge in Education and courses on Value Education.  She is additionally a member of the Ministry of Education’s Steering Committee for the Integration of Social-Values Education and responsible for its implementation at the different Educational Colleges and conducting a forum of academic leaders to develop Social and Activism Standards in academic education.  Ms. Maram is currently a doctoral student at the University of Haifa, Israel, and her thesis's subject is "Structuring Value and Professional Identities in Professional Learning Communities". Her work is relevant for PROTEACH in the context of Curriculum Planning and Structuring Learning Communities on multicultural aspects of beginning teachers’ work and identity, for example:  Maram, B. & Answel, G. (2011). Belonging to Israel yesterday and today: A curriculum for Israeli involvement. Makom, Jewish Agency for Israel. Jerusalem. | | |
| **Dr. Maya Sheinbein-Levanon** | Dr. Sheinbein-Levanon is Lecturer at BBC's Department of Education. A large piece of this position includes mentoring pre-service teachers during their last year as students. She is also a Program Developer at the Teacher Leadership Project at the college's Center for Professional Development, Merkaz Keshet. Prior to this position Dr. Sheinbein-Levanon was an instructor at a Graduate teachers' program at National Louis Univesity's interdisciplinary studies in curriculum and assessment, a unique program that aims at teachers finding their unique voice through action research. Her expertise include but not limited to Community of Learning, Learning Circle, Dialogical Pedagogies, Philosophical Education with both children and educators, and Journaling. Dr. Sheinbein-Levanon is an experienced instructor in both face-to-face model as well as in online learning, with pre-service, in service teachers, and children. She appeared in multiple international conferences, where she presented her own work as served as a committee reviewer as well. Her publications include:  *When the Student is ready a Teacher is Born:* https://www.interdisciplinarypress.net/index2.php?page=shop.product\_details&product\_id=297&flypage=flypage.tpl&pop=1&option=com\_virtuemart&Itemid=28  - *The Dialogical Path to Wisdom Education* (pp. 64-69). In Analytic teaching and Philosophical Praxis, Vol. 31(1), 2011. (http://www.viterbo.edu/atpp/)  - *Being a Spiritual Teacher*. In: Philosophy of Education: Modern and Contemporary Ideas at Play. (Second Edition). 2009. IA: Kendall-Hunt  *Pedagogy of Recovery*. In: Teaching Philosophy. 2009. London: The Continuum International Publishing group. | | |
| **Dr. Orly Haim** | Dr. Orly Haim holds a PhD in language education from Tel Aviv University. She is currently doing her post doctorate at the Faculty of Education in Haifa University focusing on the induction process of EFL teachers in the Jewish and Arab sectors.  Orly is the head of the English Language and Literature Department at Beit Berl College. She works at Beit Berl College of Education as a pedagogical advisor and an instructor. Specialties include: acquisition of second and third language, literacy development in EFL/ESL contexts, teacher cognition (teacher knowledge, beliefs, learning and performance), grammar teaching and learning, task-based learning, incorporating technology in the classroom, teaching and assessing immigrant students, and Content Based Instruction. Orly has worked for many years as a teacher counselor for the Israeli Ministry of Education and Culture, and has conducted numerous workshops on issues and topics relevant to EFL teaching in Israel as well as in other countries around the world (e.g. Germany, Poland, Australia). She currently sits on the advisory committee to the Chief Inspector for Language Education in Israel.  Selected Recent Publications:  Haim, O. (2010). The subject-matter of English language teachers. *Bitaon MOFET, 44*, 67-73.  Haim, O. (2014). Factors predicting academic success in second and third language among Russian-speaking immigrant students studying in Israeli schools. International Journal of Multilingualism. http://dx.doi.org/10.1080/14790718.2013.829069  Haim, O. (2015). Investigating Transfer of Academic Proficiency among Trilingual Immigrant Seutudents: A Tri-Directional Holistic Approach. Modern Language Journal, 94 (4), 696-717.  Haim, O. (accepted). The Effect of Age of Arrival on Bilingual and trilingual Academic Proficiency. Israel Studies in Language and Society.  Haim, O., & Amdur, L. (accepted). Teacher Perspectives on Their Alternative Fast-Track Induction. Teaching Education. | | |
| **Dr. Safieh Hassunh Arafat** | Safieh Hassunh Arafat works as the major coordinator of the long teaching unit in the Institute. She was an academic coordinator in the Arab Academic Institute of Education at the Beit Berl College. She is a member of several committees: Instruction Committee, Administration Committee, Acceptance Committee, Script Management Association. Safieh has specialized in literacy and language acquisition in early childhood among Arabic-speaking children. Her thesis dealt with Maternal Mediation during a Shared Book-Reading Activity and its Contribution to Children’ Literacy in Kindergarten and First Grade: Evidence from the Arab Family. Her work is a pioneering study among the Arabic-speaking population in Israel.  Publications of particular relevance for the PROTEACH project include:  Korat, O., Hassunh Arafat, S., Aram, D., & Klein, P. [(2014](tel:%282012)).  Book reading mediation, SES, home literacy environment and children’s literacy: Evidence from Arabic-speaking families. First Language  vol. 34no. 1 24-42  Aram, D., Korat, O., & Hassunha Arafat, S. [(2013](tel:%282012)). The contribution of early home literacy activities to reading and writing in Arabic in first grade. [Reading and Writing](http://rd.springer.com/journal/11145), Volume 26,[Issue 9,](http://rd.springer.com/journal/11145/26/9/page/1) pp 1517-1536  Hassunah Arafat, S., Korat, O., Aram, D., Saiegh-Haddad, E. (in press). Continuity in Literacy Development from Kindergarten to First Grade: A Longitudinal Study of Arabic Speaking Children. Reading and Writing: An Interdisciplinary Journal  Hassunha-Arafat, S., Korat, O., & Aram, D. (in press). Shared book reading and its contribution to children's literacy among Arab families. In G. Ruso-Zimet, M. Ziv, & A. Masarwa (Eds.). Early Childhood within the Arab Society in Israel. Tel Aviv: MOFET Publishing House. (Hebrew). | | |

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| **Partner number** |  | | **P4** |
| **Organisation name & acronym** | Kaye Academic College (KAYE) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Kaye College is located in Beersheba, in the southern periphery of Israel, and serves a yearly number of 4,000 students in B.Ed, M.Ed, M.Teach programs and teachers in various courses for professional development.  The served population is socio-economically and ethnically diverse, including religious and secular Jews, Ethiopian and former Soviet union immigrants, Bedouin (about 48% of all students), and Arab students.  It features a Center for Motivation and Self-Determination, as well as a Multiculturalism Center. In 1996 and 2007, the college received awards from UNESCO for its contribution to Jewish-Arab coexistence.  **The college educates democratic values, coexistence in a multicultural society, and communal, social, and civil activism and leadership. Its pedagogy is focused on the active learner, who is self-determined and autonomously motivated.**  It has developed innovative programs in cooperation with the Ministry of Education, such as “Shachaf,” which focuses on the development of second-career teachers’ professional identity through educational dialogue that constructs meaning within the context of multiculturalism.  **The college has unique knowledge and experience in promoting growth processes among teachers from different sectors in Israel's social periphery.** The widening gaps between the Israeli center and periphery are increasing the need for training and retention of quality teachers, in order to provide students in the southern region with a chance to succeed. Each year, the college's unit for Internships and Entry into the Field of Instruction offers fifty courses that guide new teachers through their internship and first year of work, alongside courses for mentors of the emerging teachers. This year, for the first time, the program is operating “educational incubators” within two secondary schools, one Jewish and the other Bedouin.  In addition to its work on other international and Israeli inter-institutional projects, Kaye College is currently involved in 2 international collaborative projects funded by the European Union: TEMPUS IRIS, which focuses on the internalization of higher education and on fostering academic international relations in Israeli academic colleges, and TEMPUS DOIT, aimed at building a curriculum for academic institutions on multiculturalism. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| Kaye College will bring to PROTEACH its pedagogical approach, unique set of methods, and expertise in supporting teachers' autonomy, self-determination, and pro-activity, amplifying their voices both in the induction process and in the school itself. The Unit for Internships and Entry into the Field of Instruction at Kaye employs a perspective focused on teachers’ abilities and strengths. The College has extensive experience leading partnerships with schools, as well as a unique set of methods and skills to empower new teachers (e.g., fostering skills for self-representation to decision-makers, providing psychological support).  Kaye will also be responsible for implementing the MITs located in the southern periphery, including a Bedouin school and a city-wide inter-school MIT model in Beersheba. It will also develop questionnaires for schools based on self-determination theory, which will provide the PROTEACH team and the new teachers with feedback on the processes they are experiencing.  Finally, the College will be responsible for dissemination and exploitation (leading WP4), and, together with P3, for preparing contents, methods and activities (WP2). | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Dr. Haya Kaplan** | | Dr. Kaplan is currently the Director of the Unit for Internships and Entry into the Field of Instruction at Kaye College of Education, as well as the Director of its Center for Motivation and Self Determination. Additionally, she serves as a counselor on the College’s academic curriculum for teachers.  She holds an M.A. in Educational Psychology and a PhD. in Psychology, with an emphasis on motivation. Her professional experience includes serving as educational counselor, guidance advisor for counselors, and senior lecturer, and teaching training courses to undergraduate and graduate students.  Dr. Kaplan has conducted expert research in the field of motivation and self-determination processes among teachers and students. She is a faculty member at the international community of self determination theory (<http://www.selfdeterminationtheory.org/faculty/>), and an expert on motivation among teachers, specifically new teachers. She has extensive experience in leading processes of change and academic advising within the education system and within numerous systems, including the Ministry of Education and other authorities (see Feinberg, Kaplan, Assor, & Kanat-Maymon, 2008, in Hebrew). Today, she leads a network of schools oriented towards self-determination in Beersheba, two of which were designated as experiential schools by the Ministry of Education.  Dr. Kaplan also has experience in running educational programs involving the Bedouin community, including the promotion of excellence and self-determination among students at the El Faruk High School in Kuseife, in cooperation with the Ministry for the Development of the Negev and Galilee, and developing curricula for advanced students together with Israel's Association for Community Centers.  Related publications (only international publications listed):  Assor, A., Kaplan, H., Feinberg, O., & Tal, K. (2009). Combining vision with voice: A learning and implementation structure promoting teachers' internalization of practices based on self-determination theory. *Theory and Research in Education,* 7, 234-243.  Kaplan, H., & Assor, A. (2012). Enhancing autonomy-supportive i-thou dialogue in schools: Conceptualization and Socio-emotional effects of an intervention program. *Social Psychology of Education*, *15*, 251-269.  Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Perceived autonomy in teaching: How self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology*, *99*, 761-774. | |
| **Rachel Zafrir** | | Ms. Zafrir serves as the Internship Coordinator at Kaye’s Unit for Internships and Entry into the Field of Instruction, as well as the director of the Kaye’s pilot “educational incubator” project.  She holds an M.A. in Educational Psychology, and her past professional experience includes work as an educational advisor. Her expertise focuses on work with interns and new teachers, and on facilitator workshops on a variety of topics, including internships, life skills, and special education (diagnosis of learning disabilities, working with students with special needs, pedagogical counseling). | |
| **Dr. Amnon Glassner** | | Dr. Glassner is Director of Kaye College’s Department of Education, as well as of its Internships in Informal Education.  He has also served at Kaye as a pedagogical counselor in the Shachaf program, aimed at people entering teaching as a second career, as a lecturer for graduate students, facilitator for professional development courses on project-based learning (for students, educators and administrators), and trainer of faculty to serve as mentors for project-based learning.  Additionaly, working for Mofet Institute, Dr. Glassner served as the director of the think tank to promote a culture of active and involved learning in teacher training.  He is an educator and researcher in the combined fields of critical thinking and creativity in learning and teaching; managing class discourse; project-based learning and relevant learning; and the integration of information technologies and instruction.  Related publications (only international publications listed):  Glassner, A. & Schwarz, B.B. (2007).What stands and develops between Creative and Critical Thinking? Argumentation? *Journal of Thinking Skills and Creativity*,*2,*10-18. | |
| **Haled El Said** | | Mr. El Said is currently finishing his doctoral studies at Ben Gurion University of the Negev. He serves as lecturer at Kaye College, and also as a facilitator of workshops for teachers during their internship and first year of work. He is pedagogical counselor and lecturer in the Shachaf program and also an advisor and coordinator of the “incubator” pilot at a Bedouin school.  In another capacity, he also serves as an educational counselor, guide for new educational counselors, and academic coordinator for the advanced student program in Bedouin schools.  Mr. Said has extensive experience in working in Bedouin schools (secondary school, school for advanced students), in a variety of roles, including: teacher, counselor, director of pedagogy, vice principal, guidance for counselors (stress, life skill), and guiding teachers through processes of professional development, including new teachers. Liaison between the field of education and the Bedouin community in a variety of ways, such as selecting candidates for nursing programs, promoting advanced programs in Bedouin schools, and academic advising for Bedouin students enrolled in higher education. | |

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| **Partner number** |  | | **P5** |
| **Organisation name & acronym** | University of Bucharest (UB) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The University of Bucharest is Romania’s largest academic center, and it adheres to the principles of academic integrity and critical thinking. The University is one the leading higher education institutions in South-East Europe at large, actively contributing to the scientific community through research and teaching, the development and the use of knowledge. The University's main objectives are to offer high-quality academic program and research facilities to its staff and students, and to be at the forefront of research and teaching. UB offers numerous study programs, from Bachelor degrees to PhD programs, as well as lifelong learning and Erasmus programs.  The Faculty of Psychology and Educational Sciences (FPES) at UB offers studies in the full 3-cycle Bologna structure, in 5 departments: Psychology, Educational Sciences, Special Needs Education, Teacher Training - Initial Training for Kindergarten and Primary School Teachers, Initial and Continuous Training for Teachers in the Secondary Education. FPES has over 3200 enrolled students, challenged by qualitative learning experiences focused on reflection, plurality of perspectives, inclusive approaches and collaborative spirit. The faculty engages in cooperation programs at the international level (exchange students, research, academic projects) and also at the national level. The Faculty has cooperation projects on different topics with prestigious universities from Europe and United States, among which we can mention: Universite Libre de Bruxelles (Belgium), Universitet Liepzid (Germany), Via University College (Danemark), University of Limerick (Ireland), Universita degli sudi di Padova (Italy), Warsaw School of Social Sciences and Humanities (Poland), Altaturk University (Turky), Amsterdam University of applied Sciences (Holland), University of Helsinky (Finland), Aristotel University of Thessaloniki (Greece).  The Faculty constantly seeks to increase its institutional visibility and social responsibility in public life. This is achieved primarily by involving teachers and students in programs with explicit social purpose, such as: expert advice given to national bodies and non-profit organizations to support programs for various categories of people, socio-educational assistance to disadvantaged groups, various psychological recovery and reintegration projects for social, urban education projects, etc. Along with social involvement of members of the academic staff, it is worth mentioning the contribution of our experts to the development, foundation and / or implementation of public policies and sectoral strategies at national or international level in our fields of activity (education policy, social work etc.). Faculty members contributed valued expertise to a multitude of documents and initiatives (e.g., Romania’s national curriculum framework, teacher training policies or socio-educational strategies for persons with special educational needs). | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| The purpose of UB in the PROTEACH project, through its FPES, is contribute its knowledge and experiences in the field of induction of beginning teachers. The primary focus in this regard will be on: 1) the connections and mutual relationships between initial teacher education (ITE), continuous teacher development and the professional development of induction mentors; 2) The feedback that programs for novice teachers can provide for the ITE institutions and the subsequent additional support they can create for teachers' continuing education and professional development; 3) The training needs and importance of teacher mentors in the induction process (e.g., Iucu and Stîngu, 2013). UB will contribute towards WPs 1.3 (in particular to the preparation of materials for mentors); 2.2 (attending international workshops and events and organizing one 14-day course on a theme related to its fields of unique expertise); 3.1 and 5.1. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project** | | | |
| **Professor Romiță Iucu, PhD** | | Vice-rector of the University of Bucharest and professor of the Education Sciences Department at the University of Bucharest, Psychology and Education Sciences Faculty. He has been involved in a varios projects at national and international level in the field of teacher education: EDITE - European Doctorate in Teacher Education (LLP Programme), The Reorganization of Live long learning of teachers form pre-university thru the generalization (by generalizing the) of transferability of professional credits (National EU funded project), Tehnical Assistance for Developing Continuing Training for Pre-University Education Staff (WYG European Program) “Institutional Innovation in Teacher Education” - National Council for Financing Higher Education in Romania. He is member of national and european professional bodies involved in teacher education: ENTEP – European Network on Teacher Education Policies (president), European Commission – Cluster Teachers and Trainers (member), CEI – Central European Initiave – University Network, (member in Executive Board), ARACIS – Romanian Agency for Higher Education Quality Assurance (member of the council).  He has published extensively, but he highlighst the following as particularly relevant for the PROTEACH project:  *European Doctorate in Teacher Education,* Iucu Romita; Schratz Michael, 9th International Conference eLerning and Software for Education, eLerning and Software for Education, pg:15-22, 25-26 aprilie 2013, Bucharest, Romania**,** ISSN: 2066-026X;  Training induction mentors: alternative policy scenarios of Romanian education system, Iucu Romita; Stingu Mihaela, Procedia Social and Behavioral Sciences, 5th International Conference EDU-WORLD – Education Facing Contemporary World Issues, 29 november - 01 december 2012, pg: 931-934 published in 2013, Pitesti, Romania, ISSN:1877-0428;  Iucu, R., Ciolan, L., Stingu, M., 2012, Developing Newly Qualified Teachers Competences in Dealing with Students Violent Behavior, in Violence Among Adolescents. Proceedings of the 3rd International Conference "Social Work Perspectives on Quasi-Coercive Treatment of Offenders (Timisoara, 10-12 May 2012). Editor: M. Tomita  *„Teachers educators in Romania. A quality approach”,* Romita Iucu, Codorean Gabriela, Preparing workforce for the Information Society, Lifelonflearning institue Iasi, 2010  *„Initial teacher education in teaching context in Romania”,* Proceeding Potrugal Presidency of the Council of the European Union, , Conferinta Techer professional development for the quality and equity of livelong learning, Portugalia 27-28 septembrie 2007 | |
| **Professor Lucian Ciolan, PhD** | | Dean of the Faculty of Psychology and Educational Sciences and professor of the Education Sciences Department at the University of Bucharest, Psychology and Education Sciences Faculty. He has been involved in a varios projects at national and international level in the field of teacher education: ETF project *Strategic Competence Development through creating nucleus of change in schools*(consultant), ETF consultant for teacher training in TVET, WYG International – TA for Phare project on Teacher Training (expert), European Training Foundation Project *Organization of learning processes and teacher training – VET teacher training experts (international expert), Institutional Models for Teacher Education [within Higher Educatio] in Europe Region.*  He has published extensively, but he highlighst the following as particularly relevant for the PROTEACH project:  Ciolan, L., Stingu, M. & Marin, E., 2014, *The Human Factor: Training and Professional Development as a Policy Tool.* Transylvanian Review of Administrative Sciences, 43E/2014, 48-67.  Shades of gray. Teachers Beliefs and The Shaping of Democratic Education. (in colaborare). Repere 2/2009  From teaching to Learning. And from Policy copying to policy learning for teachers? (with S.Nielsen). In: Vocational Education: Research and Reality (Profesinis Rengimas. Tyrimai Ir Realijos). 8/2010, p.34-49  Ciolan, L., Nielsen, S., 2011, From Teaching to Learning and from Policy Copying to Policy Learning for Teachers? , in Vocational Education: Research and Reality,8.  Ciolan, L., 2012, Training Better Teachers for Better Schools. The position and role of higher education in the training process, in Proceedings of the International Conference "Education facing contemporary world issues" (Pitesti, 29 November - 1 December 2012).  Iucu, R., Ciolan, L., Stingu, M., 2012, Developing Newly Qualified Teachers Competences in Dealing with Students Violent Behavior, in Violence Among Adolescents. Proceedings of the 3rd International Conference "Social Work Perspectives on Quasi-Coercive Treatment of Offenders (Timisoara, 10-12 May 2012). Editor: M. Tomita | |
| **Assistant Lecturer Mihaela Stîngu, PhD** | | Dr. Stîngu is currently assistant lecturer at the Education Sciences Department at the University of Bucharest, Faculty of Psychology and Education Sciences and helds seminars on: Research methodology, Training methods, Fundamentals of Pedagogy, Practicum module for BA cycle, Pedagogy courses (Fundamentals of Pedagogy, Curriculum, Theory and methodology of instruction, Theory and practice of evaluation) for students in Psychology thet want to become teachers. She was team member of varios projects in the field of teacher education:„ School as it is – a research on the portrait of the pupils, teachers and of their interaction” – UNICEF-CEDU 2000+ (researcher, 2008-2009), *“Blended learning courses for academics’ coninuous professional development” (expert, 2009-2012),* The Reorganization of Live long learning of teachers form pre-university thru the generalization (by generalizing the) of transferability of professional credits (National EU funded project) (expert, 2011), Nationa database of continuing professional development of teachers in undergraduate education in romania (National EU funded project) (expert, 2011), Romanian-Danish Center for Integrated Education (International Project-Funded by Velux Foundation) (trainer, 2012-2015)  She has published extensively, but she highlighst the following as particularly relevant for the PROTEACH project:  Induction of newly qualified teachers in secondary education: needs, implications and oportunities – Doctoral Dissertation (2013)  Stîngu, M. (2011). *Reflexive practice in teacher education: facts and trends*. Proceedings of the 2nd Edition of the International Conference “Psychology and the Realities of the Contemporary World”- PSIWORLD 2011 <http://dx.doi.org/10.1016/j.sbspro.2012.01.195>  Iucu,R., Ciolan, L. & Stîngu, M. (2012). Developing newly qualified teachers’ competencies in dealing with students’ violent behavior. In: Tomita, M (ed) (3rd International Conference on Social Work Perspectives on Quasi-Coercive Treatment of Offenders - Violence Among Adolescents SPECTO) Medimond, ISI Proceedings ISBN: 978-88-7587-639-5  Iucu, R., Stîngu, M. (2013). *Training induction mentors: alternative policy scenarios*. In: 5th International Conference EDU-WORLD 2012 - Education Facing Contemporary World Issues, [Procedia - Social and Behavioral Sciences](http://www.sciencedirect.com/science/journal/18770428), [Volume 76](http://www.sciencedirect.com/science/journal/18770428/76/supp/C), 931–934. <http://dx.doi.org/10.1016/j.sbspro.2013.04.237>  Stîngu, M. (2013). Induction of newly qualified teachers: limits, needs and opportunities*. In:Kobylarek, A. (ed)* Journal of Education, Culture and Society 1/2013, 148-157 Wroclaw [*http://www.joedcuso.eu/Content/Issues/2013/01/Articles/148\_Journal\_1\_2013.pdf*](http://www.joedcuso.eu/Content/Issues/2013/01/Articles/148_Journal_1_2013.pdf)  Ciolan, L., Stingu, M. & Marin, E., 2014, *The Human Factor: Training and Professional Development as a Policy Tool.* Transylvanian Review of Administrative Sciences, 43E/2014, 48-67, **Impact Factor: 0,532** | |
| **Assistant Lecturer Elena Marin** | | Ms. Marin is an assistant lecturer at the Education Sciences Department at the University of Bucharest, Faculty of Psychology and Education Sciences and is in charge with the Theory and Methodology of Instruction seminar, the Classroom Management seminar, and also coordinates students teaching practice. The professional main interest is related to initial teaching training and continuing professional development. Another field of interest is related to inclusive education that can be observed in the doctoral thesis. It also took part in several projects such as: "Continuing professional development using a „blended learning” approach (POS DRU 26646); Restructuring the continuous training of school education through professional generalization of transferable credits (POS DRU 3777); and EDiTE (European Doctorate in Teacher Education) She is a first stage researcher in the Centre for Development and Training in Higher Education (CDFIS). She has a series of collaborations with the National Center for Training (CNFP) and the National Agency for Community Programmes in Education and Vocational Training (ANPCEDEPF).  She has published extensively, but she highlighst the following as particularly relevant for the PROTEACH project:  Marin, E., (2012) *Impact of Comenius Assistantships in Choosing a Teaching Career.* Proceedings in Advanced Research in Scientific Areas, Slovak Republic, ISBN 978-80-554-0606-0, ISSN 1338-9831  Iucu, R., Mironov, C., Borzea, A., & Marin, E., (2013) *Some Insights into the Approaches to Selecting Potential Candidates to Become Student Teacher.* Education and Psychology Challenges - Teachers for the Knowledge Society. **Published in Procedia Social and Behavioral Sciences by Elsevier. Indexed by Science Direct, Scopus, Thomson Reuters (ISI Proceedings).**  Marin, E., (2014) *Are today's general education teachers prepared to face inclusion in the classroom?*. The Fourth International Conference on Adult Education Adult Education in Universities. Local and Regional Perspectives. Journal indexed in: Thomson Reuters Web of Science (ISI)  Iucu, R., & Marin, E., (2014) *Authentic Learning in Adult Education*. The Fourth International Conference on Adult Education Adult Education in Universities. Local and Regional Perspectives. Journal indexed in: Thomson Reuters Web of Science (ISI)  Ciolan, L., Stîngu, M., Marin, M., (2014) *The Human Factor: Training and Professional Development as a Policy Tool,* Transylvanian Review of Administrative Sciences. | |

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| **Partner number** |  | | **P6** |
| **Organisation name & acronym** | University of Exeter (Exeter or UNEXE) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The University of Exeter is the leading research-led university in the South West peninsular of the UK and was recognised by the prestigious invitation in 2012 to join the Russell Group of research-intensive UK universities. The result of the 2014 REF exercise confirms Exeter's position as one of the UK’s leading research-intensive universities. Over 80% of our research is world-leading or internationally excellent. Our market share of world-leading or internationally excellent research has increased by 22%. Including Education, we have eight Units of Assessment in the top 10 nationally for world-leading or internationally excellent research. Exeter ranks 16th nationally for world-leading (4\*) publications and 11th in the Russell Group. Overall, 44% of the research for The Graduate School of Education (GSE) was graded at 4\* and for its research environment it achieved a score of 88 % at 4 star.    With a turnover of over £200 million, the University of Exeter has 17,500 registered students and over 3,000 staff. In 2012 Exeter was awarded the accolade of ‘Sunday Times University of the Year 2012/13’, ranked 7th in the Sunday Times league table of UK universities and 10th in the latest Times and Guardian league tables. More recently (2016), the University was ranked 93rd in the Times Higher Education World University Rankings, placing it among the very best institutions across the globe. The new ranking marks a significant rise for the University, having leapt from 154th last year, and cements its position as being amongst the top 1 per cent of universities worldwide. The 2015-16 Times Higher Education World University Rankings are arguably the world’s most prestigious and widely referenced university rankings, playing a significant role in global degree recognition. The rankings are the only global university performance tables to judge research-intensive universities across all of their core missions - teaching, research, knowledge transfer and international outlook.  The GSE has over 165 years of experience in Education. It offers a wide range of initial teacher education (PGCE) and postgraduate programmes, for both full-time and part-time study, and is recognised us as one of the top Education research schools in the country. GSE is part of the College of Social Sciences and International Studies (SSIS) at the University of Exeter. It boasts a thriving research culture and was ranked 5th in the UK for world leading and internationally excellent research in Education and influencer of national education policy. The school has focused key areas of its research around five distinct but interdisciplinary research centres including the Centre for Research in Professional Learning.  In addition, the GSE is amongst the top three university providers of initial teacher training (*Good Teacher Training Guide 2013)* and is consistently recognised by Ofsted and the National College for Teaching & Leadership as an outstanding provider of initial teacher education. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| The University of Exeter’s role in the project is to build upon previous research undertaken as part of the RETAIN project and to work with project partners to develop, trial, and refine materials to:   1. Enable school mentors and university/academy tutors to work together to support the induction of newly qualified teachers, and 2. Empower beginning teachers to contribute towards the development and shaping of policy, classroom practice, and initial teacher education programmes   Specifically, the University of Exeter will be involved in WPs 1.3, 2.2, 3.1, 4.1 and 5.1.  The project team at the University of Exeter will work collaboratively with project partners; members of the senior management teams, induction mentors, and newly qualified teachers (NQTs) in four schools in the UK (two primary and two secondary); academic and professional services colleagues involved in ITE in the UK; and representatives from policy making bodies in the UK, to develop, trial and refine materials for implementation (as outlined in the project proposal). This will include running workshops for schools; attending partner meetings in Israel; and hosting partner meetings in the UK. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Dr Karen Walshe** | | *Research and Teaching Lead - UK*  Dr Karen Walshe is a Senior Lecturer at the Graduate School of Education (GSE), University of Exeter. She is module leader for the Secondary Postgraduate Certificate in Education (PGCE) in Religious Education and from September 2015, will lead the Effective Mentoring module on the MA in Education Programme. Her teaching commitments at the University of Exeter, therefore, is clearly centered around both initial teacher education (ITE) and teachers’ continuing professional development (CPD).  This interest in both the initial and continuing education of teachers is evident in other aspects of Karen’s work in that she supervises a number of EdD and PhD students whose research is in this area. Furthermore, Karen is currently Chief External Examiner for the Secondary PGCE programme at Bath Spa university and External Examiner for the MA in Religious Education course at the University of Warwick.  Karen was recently awarded part-time Study Leave for 2014-2015 having held the post of Director of Secondary PGCE Programmes for the last five years at the GSE. In this role, Karen had overall managerial responsibilities for the three secondary initial teacher education programmes at GSE, namely: PGCE; School Direct PGCE; and Teach First PGCE – two of which are school led ITE programmes. From September 2015 Karen will take on the role of Programme Director for the new MA Education programme at Exeter. This programme has been designed to help teachers, both new to the profession and more experienced, to undertake classroom based research and thereby enhance their professional practice.  Karen’s research interests are also firmly situated in the fields of initial and continuing teacher education. She is currently Principal Investigator for the RETAIN project at Exeter. RETAIN is a European Comenius project which set out to investigate issues relating to teacher retention in the five participating countries and to develop and trial a set of materials (toolbox) designed to help participating schools become more creative and inclusive environments. It is anticipated that the project team at Exeter will publish at least two academic papers arising out of this research.  In addition, Karen leads the Religion, Spirituality and Education Network at GSE and is a member of the Centre for Professional Learning.  Recent publications include:  Larkin, S., Freathy, R., Walshe, K., & Doney, J. (2014). Creating metacognitive environments in primary school RE classrooms Journal of Beliefs and Values: studies in religion and education 2(35):175-186  Walshe, K., and Teece, G. (2013). Understanding 'understanding' in Religious Education British Journal of Religious Education 35(3):313-325  Freathy. R, Aylward, K (previously Walshe) (2010). 'Everything is in parables': An exploration of pupils' difficulties in understanding Christian beliefs concerning Jesus Religious Education (USA) 105(1):86-102 | |
| **Dr Lindsay Hetherington** | | Dr Lindsay Hetherington is a Lecturer at the Graduate School of Education (GSE), University of Exeter. She is Director of Secondary PGCE Programmes, a role which involves overall managerial responsibility for the three secondary initial teacher education programmes at GSE, namely: PGCE; School Direct PGCE; and Teach First PGCE – two of which are school led ITE programmes. Lindsay is also module leader for the Secondary PGCE in Science and from September 2015, will lead two Science Education modules on the MA in Education Programme. Her teaching commitments at the University of Exeter therefore include both initial teacher education (ITE) and teachers’ continuing professional development (CPD). In addition, Lindsay supervises EdD and PhD students who are exploring teachers’ professional development, with a particular emphasis on teachers’ experiences of curriculum change. Lindsay is also External Examiner for Secondary Science at Bath Spa University.  Lindsay’s research interests focus on exploring teaching and learning in contexts of ‘enabling constraints’, and to this end she is currently working on EU funded research projects into inquiry-based learning in science education (INSTEM and Young Enquiring Minds) and teacher retention (RETAIN). RETAIN is a European Comenius project which set out to investigate issues relating to teacher retention in the five participating countries and to develop and trial a set of materials (toolbox) designed to help participating schools become more creative and inclusive environments. In this project, Lindsay has a particular interest in the concept of teacher resilience in terms of balancing creativity and innovation with external pressures of performance management. Lindsay is also interested in educational research methodology, particularly informed by complexity theory and new materialism.  Recent publications include:  Hetherington, LEJ. (2013) Complexity Thinking and Methodology: The Potential of ‘Complex Case Study’ for Educational Research. Complicity: an international journal of complexity theory and education 10(1/2):71-85  Wegerif R, Postlethwaite KP, Skinner N, Mansour N, Morgan A, Hetherington LEJ (2013) Dialogic Science Education for Diversity. In Science Education for Diversity: Theory and Practice. Editors: Wegerif R, Mansour N. 2013. Springer.  Hetherington, LEJ. (2012) Enmeshing Interruption in Assessment of Teacher Education: Response to Bernard Ricca. Complicity: an international journal of complexity in education 9(2):62-66 | |
| **Laura Webb (MSc)** | | Laura Webb is a Teacher Education Research Fellow at the Graduate School of Education (GSE), University of Exeter. She is module leader for the Secondary Postgraduate Certificate in Education (PGCE) in History and she also teaches on the postgraduate Education and Professional Studies module. In addition, she has an assessment role on the undergraduate Learning for Teaching module. Her teaching commitments are very clearly centred around both initial teacher education (ITE) and teachers’ continuing professional development (CPD).  Laura’s research interests are also very firmly situated in the field of ITE. Her ongoing doctoral research is a qualitative case study focussed on trainee teachers’ perceptions of their own professional learning across the three secondary ITE programmes here at the GSE: PGCE; School Direct PGCE; and Teach First PGCE. Laura is a core member of the Centre for Research in Professional Learning at the GSE and she is currently involved in the early stages of a collaborative project between ITE colleagues and colleagues in the Exeter Medical School which is looking at both teacher and medical education. | |

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| **Partner number** |  | | **P7** |
| **Organisation name & acronym** | Tallinn University (TLU) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Tallinn University (TLU) is Estonia’s largest university, and is a leader in the field of teacher education and induction. Teacher education in Estonia has for some years focused on developing support structures for novice teachers in the early stages of their career. In Estonia, TLU’s support program for novice teachers is part of the national teacher education curriculum since 2004. The aim of the induction year at the base of this program is to foster novice teacher’s socialization to the educational organization and to offer support in solving problems that stem from lack of experience. Several participants  are involved in the implementation of the induction year: school leaders – responsible for implementation of induction year at school; novice teachers – teacher education graduates starting work at school; mentors – facilitators of professional development and self-reflection for novice teachers.  The induction year program at TLU offers:   * Seminars to support novice teachers’ professional development (e.g., skills for developing curricula and lesson plans) and self-reflection; * Mentor training; * Monitoring and improvement of the induction process. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| TLU will contribute to PROTEACH its unique knowledge and experiences in the field of induction of beginning teachers, specifically its expertise as regards induction partnerships within schools involving several type of players (academic trainers, teacher mentors and novice teachhers) and the empowerment of new teachers (e.g., skills for developing curricula and lesson plans, self-reflection, self-analysis). TLU will contribute towards WPs 1.3 (in particular to the preparation of materials for mentors and novice teachers); 2.2 (attending international workshops and events and organizing one 14-day course on a theme related to its fields of unique expertise); 3.1 and 5.1. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Dr. Katrin Poom-Valickis** | | Dr. Poom-Valickis is an experienced teacher trainer, currently serving as associate professor at Tallinn University’s Institute of Educational Sciences. Her research interests include teacher professional development, teacher induction and teacher beliefs.  Her recent publications include :  [Aus, K., Jõgi, A. L., Poom-Valickis, K., Eisenschmidt, E.,Kikas, E. (2014). Associations of Newly Qualified Teachers’ Beliefs with Classroom Management Practices and Approaches to Instruction over One School-Year. European Journal of Teacher Education, 00 [in print]](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl02$LinkButton1',''))  [Poom-Valickis, Katrin (2014). Novice Teachers’ Professional Development During the Induction Year . Procedia - Social and Behavioral Sciences (764 - 774).Elsevier](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl11$LinkButton1',''))  [Löfström, E; Poom-Valickis, K. (2013). Beliefs about teaching: Persistent or malleable? A longitudinal study of prospective student teachers' beliefs. Teaching and Teacher Education, 35, 104 - 113.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl03$LinkButton1',''))  [Katrin Poom-Valickis, Tuuli Oder, Kirsti Kislenko, Leida Talts, Tiina Elvisto, Madis Lepik (2014). Teachers’ Beliefs Regarding their Professional Role. A.Liimets, M.Veisson (Toim.). Teachers and Youth in Educational Reality (61 - 80).Peter Lang Verlag](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl12$LinkButton1',''))  [Poom-Valickis , K.; Oder , T.; Lepik , M. (2012). Teachers' Beliefs Regarding their Professional Role: a Gardener, Lighthouse or Circus Director? Bekirogullari, Z. (Toim.). International Conference on Education & Educational Psychology (ICEEPSY 2012) (233 - 241).Elsevier](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl13$LinkButton1',''))  [Poom-Valickis, K. ; Mathews, S. (2013). Reflecting others and own Practice: an Analysis of Novice Teachers’ Reflection Skills . Reflective Practice, 14, 420 - 434.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl06$LinkButton1',''))  [Löfström, Erika; Poom-Valickis, Katrin; Hannula, Markku; Mathews, Samuel (2010). Supporting emerging teacher identities: can we identify teacher potential among students? European Journal of Teacher Education, 2, 167 - 184.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl04$LinkButton1',''))  [Löfström, Erika; Anspal, Tiina; Hannula, Markku.S; Poom-Valickis, Katrin (2010). Metaphors About ‘The Teacher’: Gendered, Discipline-Specific and Persistent? . Jaan Mikk, Marika Veisson, Piret Luik (Toim.). Teacher’s Personality and Professionalism Estonian Studies in Education (105 - 122). Frankfurt am Main: Peter Lang Publishers House](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl14$LinkButton1',''))  [Poom-Valickis, Katrin; Elvisto, Tiina (2009). Students Motives and Satisfaction with Studies in the Area of Natural Sciences and Their Willingness to Continue Studies in Teacher Education . Teacher Education / Mokytojų ugdymas, 11(2), 41 - 50.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl07$LinkButton1',''))  [Karm, Mari; Poom-Valickis, Katrin (2006). Reflective Writings in University Classroom. Thinking classroom : a journal of reading, writing and critical reflection, 31 - 37.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl08$LinkButton1','')) | |
| **Kaia Köster** | | Ms. Köster is an experienced teacher-trainer, currently working towards her Ph.D at TLU. Her research is concentrated on educational sciences, teaching and learning, educational psychology, positive psychology and drama in education. She works as a lecturer at Tallinn University. | |
| **Dr. Eve Eisenschmidt** | | Dr. Eisenschmidt is an experienced teacher trainer, currently serving as the Vice-Rector for Development at TLU. She has been one of the main authors of the induction year program. Her research interests include teacher education, novice teachers’ development and mentoring.  Her recent related publications include:  [Nemeržitski, Stanislav; Loogma, Krista; Heinla, Eda; Eisenschmidt, Eve (2013). Constructing model of teachers' innovative behaviour in school environment. Teachers and Teaching: Theory and Practice, 19(4), 398 - 418.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl03$LinkButton1',''))  [Eisenschmidt, E.; Niglas, K. (2014). Implementing a Design Research Approach and Facilitating Networking in the Process of Educational Change. International Journal of Multiple Research Approaches, 1 - 26. [in print]](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl06$LinkButton1',''))  [Eisenschmidt, E., Oder, T., Reiska, E. (2013). The Induction Programme - Teachers' Experience after Five Years of Practice. Mentoring & Tutoring: Partnership in Learning, 21, 241 - 257.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl07$LinkButton1',''))  [Torm, T., Löfström, E., Eisenschmidt, E., Palm, K. (2012). Developing the policy of teaching practice in teacher education at the national level. Reflectiong Education, 8(2), 126 - 139.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl08$LinkButton1',''))  [Anspal, T.; Eisenschmidt, E.; Löfström, E. (2012). Finding Myself as a Teacher - Exploring the shaping of teacher identities through student teachers’ narratives. Teachers and Teaching: Theory and Practice, 18(2), 197 - 216.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl04$LinkButton1',''))  [Löfström, Erika; Eisenschmidt, Eve (2009). Novice teachers’ perspectives on mentoring: The case of the Estonian induction year. Teaching and Teacher Education, 25(5), 681 - 689.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl05$LinkButton1',''))  [Morberg, Asa; Eisenschmidt, Eve (2008). Second-Phase Induction for Teacher Educators: Challenges and Possibilities. Anja Swennen, Marcel van der Klink (Toim.). Becoming a Teacher Educator: Theory and Practice for Novice Teacher (105 - 118).Springer](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl15$LinkButton1',''))  [Eisenschmidt, Eve; Poom-Valickis, Katrin; Oder, Tuuli (2008). Supporting Novice Teachers’ Professional Development: Monitoring the Induction Year Experience in Estonia. Mikk, J.; Veisson, M.; Luik, P. (Toim.). Reforms and innovations in Estonian education (77 - 92).Peter Lang Publishers House](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl17$LinkButton1','')) | |
| **Merilyn Meristo** | | Ms. Meristo is an experienced teacher trainer, currently working towards her Ph.D. at TLU. Her research focuses on novice teachers’ first professional years, namely on motivation to work and self-efficacy beliefs. She works both as a university lecturer at TLU and as a teacher at comprehensive school.  Her recent related publications include :  [Meristo, Merilyn; Eisenschmidt, Eve (2014). Novice Teachers' Perceptions of School Climate and Self-Efficacy. International Journal of Educational Research, Vol 67, 1 - 10.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl02$LinkButton1',''))  [Meristo, Merilyn; Ljalikova, Aleksandra; Löfström, Erika (2013). Looking back on experienced teachers’ reflections: How did pre-service school practice support the development of self-efficacy? European Journal of Teacher Education, 36(4), 428 - 444.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl03$LinkButton1',''))  [Meristo, Merilyn; Eisenschmidt, Eve (2012). Does Induction Programme Support Novice Teachers’ Intrinsic Motivation to Work? . Bekirogullari, Z. (Toim.). International Conference on Education & Educational Psychology (ICEEPSY 2012) (1497 - 1504).Elsevier](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl13$LinkButton1',''))  [Meristo, Merilyn; Eisenschmidt, Eve (2012). Does Induction Programme Support Novice Teachers’ Intrinsic Motivation to Work? . Bekirogullari, Z. (Toim.). International Conference on Education & Educational Psychology (ICEEPSY 2012) (1497 - 1504).Elsevier](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl06$LinkButton1',''))  [Eisenschmidt, E.; Oder, T.; Meristo, M. (2010). With Five Years of Teaching Experience: Professional Aims and Tenure . Jaan Mikk, Marika Veisson, Piret Luik (Toim.). Teacher’s Personality and Professionalism. Estonian Studies in Education (159 - 174). Frankfurt am Main, et al: Peter Lang Publishers House](javascript:__doPostBack('ctl00$ContentPlaceHolder1$PortaalIsikuPublikatsioonid1$GridView1$ctl14$LinkButton1','')) | |
| **Reili Pae** | | Ms. Pae is an experienced teacher trainer, currently working towards her Ph.D at TLU. Her research concentrates on teachers´ professional development and teaching and learning in higher education. She gives lectures in adult education and works as the Teachers´ Academy Head of Development. | |
| **Sirje Ideon** | | Ms. Ideon is an experienced teacher trainer. She works as an Induction Year Project Manager and organizes different trainings, seminars and workshops for novice teachers, mentors and school leaders. | |

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| **Partner number** |  | | **P8** |
| **Organisation name & acronym** | Gordon Academic College of Education (GACE) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The Gordon Academic College of Education (GACE) was established in 1953 and is accredited to bestow the B.Ed. and M.Ed. degrees. Located in Haifa, GACE serves Israel's northern peripheral areas and populations. It is a multicultural institution and its 2,500 students and over 250 faculty members represent the ethnic, religious and cultural groups of Israel's North (Jews, Muslims, Christians, and Druse). It is the only teaching college that has a program to teach about Druze Traditions for the Druze Educational trend of Israel's Ministry of Education. Dedicated to excellence in teacher training and involvement in the community, GACE was the first teaching college in Israel to establish a Multicultural Educational Resource Center - MERC. Its goals include training teachers in cultural diversity and developing educational programs which promote pluralistic values and leadership based on mutual respect and understanding, and enhance attitudes of tolerance and co-existence among different groups in Israel. GACE has implemented community programs in Israel that include a mentoring program for Ethiopian Children, tolerance educational programs in Hebrew and in Arabic-speaking schools, a program that empowers Ethiopians to be teachers in Israel. GACE also has experience in international collaboration. Since 2002 it has been involved in the training of staff and experts in special education in Ukraine (the Dnepropetrovsk-Haifa-Boston tri-city project). GACE is coordinating a TEMPUS IV 5th project ***Development of an International Model for Curriculum Reform in Multicultural Education and Diversity Training (DOIT***). This project promotes multicultural education in teaching-training programs in Israel and Georgia. In addition GACE is a member of several EU programs (TEMPUS and ERASMUS+). | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| GACE will bring to PROTEACH its pedagogical approach and unique set of methods and expertise in supporting teachers' multicultural approach towards teaching and being a member in a multicultural teachers' community. Taking its vast experience with working with minorities in Israel - Druze, Muslims and Christian - GACE will prepare special training materials to serve the MITs that work with the heterogeneous populations of those minorities and Jews that characterize many schools in Israel and in Europe. We expect the College to provide information related to the multicultural aspects of teachers' communities in Israel throughout the work that will be done in all WPs in this project.  GACE will be responsible for one of the MITs to be carried out in this project. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Dr. Liron Onn** | | Dr. Liron Onn is an educational psychologist with the following academic degrees:   B.A., M.A. and PhD from Tel Aviv University, Israel.   He is the Head of Gordon Academic College’s Department for Supporting New Teachers during their Internship Phase of their work career.  He also lectures in psychology  and trains in-service teachers who mentor new teachers.  In addition to Dr. Onn serves as coordinator of violence prevention in the Haifa District on behalf of the Counseling Services of the Ministry of Education.  He has experience in training special educators at the Special Needs Initiative Center in Dnepropetrovsk, Ukraine through workshops and video conferencing lecturing. | |
| **Hava Santo** | | Hava Santo, MA in Teaching English as a foreign language from Stanton University, Stanton, New Jersey.   From 1987-2000 Ms. Santo was teaching English in elementary and junior high schools.  Santo was a Regional Advisor for English for Haifa during 1991-2008. In 1998 Santo has been working at GACE as a lecture in the English department and as a pedagogical advisor. From 2009 Ms. Santo has been responsible for overseeing the induction year for new teachers in schools for GACE graduates. | |
| **Dr. Rhonda Sofer** | | Rhonda Sofer, is an applied anthropologist (BA, Fairleigh Dickinson U and M.Phil and PhD from Rutgers). She has coordinated a Tempus IV fifth Call project DOIT and is the Director of GACE's Center of International Relations, Programs and Multicultural Education. Lecturing in HEI in Israel since 1979, Dr. Sofer has trained thousands of Jews and Arab students and teachers and has provided workshops for academic faculty in universities on the topic of teaching in a multicultural classroom**.** She is an expert on Israeli Minority and Ethnic groups and is involved in developing innovative teaching pedagogy for teaching this topic. She is experienced in coordinating international projects and has written a Handbook: *Tips for Coordinating an International Curriculum Reform Program for Higher Educational Institutions* <http://tempus-doit.sapir.ac.il/mod/resource/view.php?id=1481> | |

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| **Partner number** |  | | **P9** |
| **Organisation name & acronym** | The College of Sakhnin (Sakh) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Sakhnin Academic College trains educators, teachers and kindergarten teachers toward B.Ed. and M.Ed. degrees and/or a teaching certificate. Students study within one of the following tracks and areas of specialization: Early Education; Special Education (for teaching in schools and classrooms of special education within the regular educational system); Junior High School (specializations in English, Math and computer sciences); Elementary Schools (spec. in English, Arabic, Math and science); Master's degree in management and organization of education systems, educational consulting, school assessment and special education; Academic Preparatory Program, qualifying students to study in a variety of universities in Israel; Professional Development Center (studies toward a diploma and advanced study); Guidance in planning, building and career development of students (grade 9-12 at schools, building on the Arab human capital, nurturing and exploiting their abilities and skills); and the very relevant for PROTEACH Induction and Beginning Teachers Center, to empower these teachers by developing their professional capacities and strengths and supporting them in their new role, increasing their satisfaction, motivation and self-determination, resulting also in positive changes in their schools and communities.  Sakhnin College aims to fulfill a range of vital needs of the Arab population in the Galilee, where more than half of the Arabic speakers in Israel live - Muslims, Christians, Druze and Bedouin. There is no other college in the region which trains Arabic speaking educators, providing greater and more diverse opportunities for study for Arab students, and especially for women.  The College, with a current enrollment of 3,000 students, is accredited by the Israeli Council of Higher Education. The Ministry of Education has awarded the College in many opportunities in recognition for the quality and value of its educational accomplishments.  Sakhnin College strongly believes in Jewish-Arab partnerships and employs both Jewish and Arab teachers in its faculty. It views itself as an agent to initiate change in the educational atmosphere within the Arab population and significantly contribute to Arab society in subjects that are on the academic and public agendas. The college operates a volunteer program that places students in voluntary organizations that address vital needs within the Arab community with a special emphasis on education and informal education. Students in the academic departments provide mentoring to students enrolled in the preparatory program and accompany them as needed. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| The college seeks to prepare its graduates to become educators who respect, value and nurture cultural, linguistic and traditional values in the Arab community as is true within every nation, language and culture in the modern world. These kinds of teachers are autonomous, with the capacity to continually learn and develop professionally so that they can develop within an educational system that is constantly changing, growing and improving. Together with P1, Sakh will contribute to advancing the teachers participating in the MITs to take a leading approach in their schools. Building on democratic as well as Arab values, the college will bring to PROTEACH it special approach, in which teachers see themselves not only as leaders within their own culture but also as agents change in their schools. This distinctive approach will strengthen both HEI's syllabi taken as part of teachers' preparation and accreditations, and the MITs, thereby contributing to all WPs in the project. Sakh is planned to execute one MIT in the project. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Dr. Waleed Dallasheh** | | Waleed Dallasheh, PhD in educational administration, is the Head of the Induction Department at the Arab Academic College for Teacher Education in Sakhnin, Galilee, Israel. He is a senior lecturer in educational studies and also serves as a coordinator of internships and of graduate students’ theses. Among his recent studies is “An assessment of demographic, emotional-social and educational-academic aspects of social anxiety in student teachers”, a study which won the support of the Mofet Institute. Two further research proposals were recently submitted by Dr. Dallasheh with direct relevance for PROTEACH: “Relationships between resiliency and demographic, educational and socio-emotional characteristics among beginning teachers and interns in teaching” (also to Mofet), and "Optimal absorption of beginning teachers as a lever to reduce the loss of teachers working within the first years in school system" (to the Chief Scientist of Israel's Ministry of Education).  Dr. Dallasheh presented his research in international and national conferences and published papers in international and national refereed journals. Recently, he participated in two international conferences:  - VII Congreso Internacional y XIII Nacional de Sicologia Clinica, in Granada, Spain, on the subject: "Learning motivation levels among student teachers - Differences in depression and self-esteem"; and  - 36th Annual Conference of the Stress and Anxiety Research Society (STAR). Lecture: "Relationship between social anxiety and perceived social support, depression, self-esteem and learning motivation among student teachers", at Tel Aviv University.  In January this year Dr. Dallasheh organized a national seminar on the topic: “Challenges and difficulties hiring beginning teachers and inductions”.  His research interests span also areas of science teachers' education and is a member of national education committees for science teacher’s education development. | |
| **Prof. Mahmood Khalil** | | Mahmood Khalil is a Professor of Science Education and Biology. He serves as the President of the Arab Academic College for Teacher Education in Sakhnin, Galilee, Israel. He received his B.Sc. in Biology at the Hebrew University of Jerusalem and his M.Sc, Ph.D., and Certificate of Teaching from the Department of Education in Technology and Science at the Technion – Israel Institute of Technology, Haifa, Israel. His research interests lie in the areas of science teachers' education and the integration of new pedagogical methods of instruction in teaching biology (STS and STEPS). In addition to presenting his research studies at international and national conferences, he has published papers in international and national refereed journals, textbooks for high schools in Arabic, English and Hebrew, and books on education and science education for teachers and student teachers. He is a member of editorial boards of journals, both in Israel and abroad, and serves as a member of national education committees for science curriculum development, education for gifted students, and in-service teacher education. | |

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| **Partner number** |  | | **P10** |
| **Organisation name & acronym** | Talpiot Academic College (Talpiot) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| Talpiot College was established 80 years ago as a teacher training institute, a source of educational leadership for the Religious Zionist community in Israel. Its founders believed that teacher training was a national challenge, a credo that still guides the college's policy. Talpiot aims to train educators whose values are planted in Jewish roots, open to others, and aware of the changes taking place in our globalized world. The use of updated teaching methods and technologies for the 21st century skills - fostering critical thinking, intellectual curiosity and leadership among its students - is central in the College. The academic administration in the College applies quality control mechanisms, and encourages academic research in education, society and in the various disciplines taught in the college.  Talpiot offers an undergraduate degree (B.Ed.) in five target-age-based divisions: Early Childhood, Elementary Education, Junior High School, Multi-age track in the Arts and Multi- Age Special Education. Students choose to gain expertise in one or two of the following depts.: the Arts, Bible, English, Literature, Math, Oral Torah, Sciences and Special Education.  Among the various Ministry of Education-sponsored special initiatives in which the College is involved, of particular relevance for PROTEACH is "Academia–Classroom", in which 3rd-year students co-teach in schools three days a week. The College also takes part in the national effort to establish and implement a core-curriculum program in ultra-orthodox schools, and it has initiated academic programs for teachers from this sector. The location of the College in the midst of a low socioeconomic neighborhood provides our students with opportunities to engage in communal educational and social involvement as part of their professional training.  In the past five years the College has developed a program for in-service teachers, especially those in their first year of teaching, currently involving some 600 students, 300 of which novices. The program empowers the novice teachers by promoting close cooperation between the administration and staff of their schools and Talpiot's lecturers. The College's Research Authority is engaged in evaluating this program. | | | |
| Please describe also the role of your organisation in the project (limit 1000 characters). | | | |
| Talpiot College will contribute of its unique knowledge and the experience of its academic trainers, teacher mentors and first year teachers to the PROTEACH project. It will implement one of the projected MITs in the project and contribute to all activities, in conjunction with the other colleague institutions, for the preparation and execution of all involved activites and support material, as well as to the planned evaluation and dissemination efforts. Based on its knowledge and vast experience with the orthodox population in Israel, the college is expected to contribute of its special approach to and knowledge on this issue to various portions of the project's work. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Dr. Avigaiel Tzabary** | | Dr. Avigaeil Tzabary is the Director of the Research Authority at Talpiot College of Education. Her academic background is in educational research, focusing on *Teacher Training*, *Thinking Processes* and *Mathematics Education*.  Her studies are implemented with an integrated research genre which integrates quantitative and qualitative research. In her professional academic background, she filled various positions, such as: head of the Mathematics Department in Talpiot College, coordinator of the Mathematics Teachers Forum at the Mofet Institute, evaluator of research proposals submitted to Mofet, mentor of teachers and novice teachers, and initiator of change in pedagogical instruction at Talpiot College according to the P.D.S. model (Professional Development Schools).  Dr. Tzabari is a member of various Talpiot College committees such as the principal academic board, education committee, the committee for quality evaluation, the steering committee for establishing an ethics unit in the College of Education. As well, she is a member of the editorial staff of the College Academic journal, and served as the academic chairperson of two official conferences which took place at Talpiot College and dealt with teacher training.  Her recent relevant publications include:  Tzabary, A., Shkolnik, D. & Winograd-Jan, T. (2013) Window to Understanding Teacher Retention, Proceedings of the 6th International Conference on Teacher Education *Changing Reality through Education*. David Yellin Academic College of Education and The MOFET Institute, Israel.  Tzabary, A., Rubin, O. (2013). A Guidance Workshop for Internship Tutors, *P*roceedings of the 6th International Conference on TeacherEducation *Changing Reality through Education*. David Yellin Academic College of Education and The MOFET Institute, Israel. | |
| **Idit Pasternak** | | Idit Pasternak is the Director of the Unit for Internships and Entry into the Field of Instruction in Talpiot College since 2010. The unit accompanies the beginning teacher for the first three years of work in the field of education.  Ms. Pasternak is an expert with much experience in the subject of teacher training, group guidance, and the realm of new teachers. She also accompanies mentor courses. Her additional expertise is in training teachers in special education, both in its academic and organizational aspects as well as its practical side. She served as the Head of the Special Education stream in the College, and in the course of her work, advanced and researched exclusive programs in the stream, both academically as well as in communicating with the field.  Among Ms. Pasternak's lectures in the field of special education are the following academic courses: Integrating the exceptional child, Families with special needs, Pedagogic and Didactic Principles, Specialization workshop for beginning teachers.  Ms. Pasternak is a preeminent pedagogical supervisor of practical training with much experience in guiding students in a variety of field experiences while advancing the PDS (Professional Development Schools) model, which constitutes one of the leading examples of partnership models in teacher training. She has an MA degree in Special Education from the Hebrew University in Jerusalem, is a trained family counselor who also diagnoses learning disabilities.  Ms. Pasternak will be responsible for coordinating the program in the College, and for guiding participating groups in the PROTEACH pilot. | |
| **Dr. Reina Rutlinger-Reiner** | | Dr. Reina Rutlinger-Reiner is an experienced English teacher and has taught English and Drama in high schools in Tel Aviv and Jerusalem for over twenty five years. Since 1991, she has been a staff member of Talpiot Academic College. She completed her Ph.D from Hebrew University in 2004. In 2008, she was head of the *Teacher Training Course in English for New Immigrants* in the college and from 2009-2013 she was head of the English Department. She is a member of the research committee of the college. Rutlinger-Reiner has initiated special educational projects including a 'hands-on' course in Drama for English teachers which includes students' performances in schools in the Holon vicinity, presenting an M.Ed program to the Committee of Higher Education, creating and teaching a course in *Literature Written in English*, as part of the TEC initiatives of the Mofet Institute.  Dr. Rutlinger-Reiner deals with interdisciplinary qualitative research in the field of cultural anthropology on questions connected to gender, religion and the arts. Her book *The Audacity of Holiness: Orthodox Women's Theater in Israel* was published in Hebrew in 2007 and won a translation award from the Hadassah Brandeis Institute for the Research on Jewish Women. She was a resident scholar at Brandeis University in the summer of 2007. The English version of the book (<http://bir.brandeis.edu/handle/10192/28912>) appears in Brandeis University Library Repository. In 2011-12 she participated in a joint research group (Van Leer and Brandeis University) and from 2011-13 she was head of a research group in the Van Leer Institute, Jerusalem, together with Prof. Sylvia Fogiel- Bijaoui on *Rethinking the Family in Israel: Individualization, Gender, Religion and Human Rights*. Together they co-edited a special edition of a peer- reviewed journal *Israel Studies Review (28,2)* on this topic. Between 2009- 12, she was a member of the repertoire committee of the Jerusalem Theater and since 2013, she is a member of the Hadassah Brandeis Institute Academic Advisory.  In 2013, she received a Frankhouis and Woolfe Foundation grant for research on Dutch Jewry and a grant from Talpiot College to develop an auto- ethnographic project based on letters written in post–war Holland. In 2014 she received a grant from the SCMI (Stichting Collective Marorgelden Israel) for this project. Recent publications:  Rutlinger-Reiner, Reina, (2014). The Genre of the Believing Public. In Shimon Levy & Olga Levitan (eds.), Multicultural Theater in Israel. Safra Pub. (forthcoming).  Rutlinger-Reiner, Reina, & Cofman-Simhon, Sarit, (2014). 'Onstage Peacocks and Offstage be Modest?' The Dilemma of Israeli Orthodox Actresses. The University of Toronto Journal of Jewish Thought (4). <http://tjjt.cjs.utoronto.ca/articles-2/>  Rutlinger-Reiner, Reina, (2013).  Crises in Orthodox Israeli Family Life Onstage. Israel Studies Review, 28(2), 83-101. | |
| **Dr. Miriam Neumeier** | | Dr. Miriam Neumeier serves as Head of the Academic Administration Department of Talpiot College, and as a Professor of psychology.  Her job description includes being responsible for the ongoing academic activity in the College. This includes submitting curricula for the Board of Higher Education (BHE) and the council for higher education approval, reviewing and approving syllabi, regular supervision of syllabi standards including exams and academic requirements of students, administration of quality evaluation procedures as required by the council for higher education, and responsibility for the agenda of the Academic Board and the Education Committee.  Dr. Neumeier participates in various College committees: Credentials Committee, Research Authority, Discipline, Library, Academic and Education.  She serves as Head of the Education courses in the College, is a member of the editorial staff of the College Periodical and is on the "Educational Advisor" staff.  She is also a member of the professional committee for the high schools Social Studies Program (Education Ministry).  Dr. Neumeier collaborated with Dr. Tzipi Bar-El in authoring the book series "Encounters with Psychology" (general psychology, developmental psychology, social psychology), which is periodically updated.  Her main contribution in this research will be in the psychological areas. | |

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| **Partner number** |  | | **P11** |
| **Organisation name & acronym** | The University of Salzburg  ["Paris-Lodron Universität Salzburg"] (PLUS) | | |
| **D.1.1 - Aims and activities of the organisation** | | | |
| *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters)*.* | | | |
| The Paris-Lodron University Salzburg (PLUS) is a University with four faculties (catholic theology, law, cultural and social sciences, natural science) and a school of education. The Department of Education is part of the Faculty of Cultural and Social Sciences. The expertise of the key person, Jean-Luc Patry, is, among others, in values education with a special focus on combining values and knowledge education with a particular model, “Values *and* Knowledge Education” (V*a*KE), which can be used in teacher training as well as in other educational contexts. Other domains of expertise are social interaction (particularly situation specificity), theory-practice relationship, subjective theories, and research methods. PLUS has participated in EU projects, many of which relevant for PROTECH. | | | |
| *Please describe also the role of your organisation in the project* (limit 1000 characters)*.* | | | |
| PLUS is expected to contribute its special approach towards supporting beginning teachers in solving professional conflicts that arise around discipline problems in their classrooms. Studies of management strategies of pre-service teachers in their induction reveal that discipline problems are one of their greatest challenges because they struggle with competing discourses concerning institutional needs for order and the individual needs of children (McNally et al. 2005; Stoughton 2007). It is expected that pre-service teachers’ moral conflicts will focus particularly on issues of discipline, putting in conflict their pedagogical beliefs and expectations from their studies with the schools' expectations to keep students' attention and calmness. To this end, solving moral conflicts becomes a necessity within teachers' professional development and thus should be seen as an issue to deal with during induction and within the MITs in this project. We find these dilemmas to re-occur in the transition stage between academia and teaching, thus addressing the issue in the MITs will contribute to the induction and to its implementation in the academia (this has strong implications re: the MIT concept's future sustainability – see section G). It is therefore important that the MIT mentors and pedagogical guides will be well aware of the model; “Values *and* Knowledge Education” (V*a*KE) developed by Prof. Jean-Luc Patry, the leader of the PLUS team in this project. PLUS is expected to contribute to the preparation of materials for the MITs and syllabi for the HEIs (WP1.2, 1.3), as well as to evaluation (WP 3.1). It will be also committed to run a 14-day training event especially for studying the VaKE model (for up to 25 students and staff). PLUS will also host a dissemination event in the third year of the project. | | | |
| **D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  *Please add lines as necessary.* | | | |
| **Name of staff member** | | *Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.* | |
| **Prof. Jean-Luc Patry** | | Full professor emeritus, Department of Education, University of Salzburg (Austria). Initiated and developed the didactic principle “V*a*KE” (Values and Knowledge Education) fifteen years ago and has performed many research studies within two research grants (68’000€ and 300’000€€) and two EU programs, the last being LLAF (TEMPUS). Directed many theses (Dissertations, Master’s theses, Bachelor’s theses) on V*a*KE. Also recognized in issues of research methods (design, assessment, etc.; research grant for evaluation, ca. 300’000€) and for the theory-practice transfer (research grants, one of >250’000€). Published widely in these areas which are relevant for the PROTEACH project, the following being a selected sample of the most recent ones:  Recent publications:  Patry, J.-L. (2012). Pedagogical tact – concretizing a tacit dimension in pedagogy and rendering it measurable. In B. Bergstedt, A. Herbert & A. Kraus (Eds.), Initiating learning (S. 99-113). Münster: Waxmann.  Patry, J.-L. (2014). Mokymas per tyrimus ir tyrimai per mokymᶏ: Moksliniᶙ ir subjektivviᶙ teorijᶙ palyginimas. Teaching through research – research through teaching: Comparing scientific and subjective theories. *Aukštojo Mokslo Kokybė/The Quality of Higher Education,* *11*, 12-43 (in Lithuanian and English). <http://dx.doi.org/10.7220/2345-0258.11.1>.  Pnevmatikos, D., & Patry, J-L. (2014). Combining values *and* knowledge teaching through the dilemma's discussion. In E. Katsarou and M. Liakopoulou (Eds.), Book Series: *Instruction and "bildung" issues in multicultural school environment: Unit 3, Students' psycho-social support: Psychological and sociological approaches* (pp. 555-575). Thessaloniki, Greece: Ministry of Education.  Weinberger, A., Patry, J.-L., & Weyringer, S. (2015). Improving Professional Practice through Practice-Based Research: VaKE (Values and Knowledge Education) in University-Based Teacher Education. Vocations and Learning, 1-22. Retrieved from <http://link.springer.com/article/10.1007/s12186-015-9141-4?email.event.1.SEM.ArticleAuthorContributingOnlineFirst>.  Upcoming publication:  Patry, J.-L., Linortner, L., Dürnberger, A., Berman, M., Levy-Feldman, I., Meilijson, S., & Weingarten, M. (2015). Group 4: Learning to Be, Teacher’s Guide. Life-Long Learning in Applied Fields. Project 543894 – TEMPUS-1-2013-1-IL-TEMPUS-JPHES. University of Salzburg. | |
| **Lydia Linortner** | | I am currently working on a project in collaboration with European and Israeli universities. I am especially interested in the new teaching method VaKE. In my master thesis (see Linortner 2014), through my experiences with this teaching method, and working with curriculum teachers for the hearing impaired, I have evaluated and adapted this method for pupils with hearing impairments.  Following on from this, with an aim to improve the transaction of 'putting theories into practice', I adapted VaKE for the Tact to be implemented in the curriculum of several universities. A pilot study in Germany Aalen was planned, operated and evaluated for optometrists in university education.  These experiences helped me to improve the Teacher Manual (2015) for Israeli universities by combining VaKE and Tact. The last assignment of VaKE-Tact was working together with the Hadassah College in Jerusalem, and the results are scheduled for the first two weeks of March 2016.  One paper I took part in is the Lifelong Learning Journal with a short description of VaKE-Tact (see Pnevmatikos, Patry, Weinberger, Linortner, Weyringer, Maron, & Gordon-Shaag, 2015).  To summarise, I carried out three types of of adaptions, implementations and evaluations with regards to the new teaching method VaKE in several fields, in kindergarten, with hearing-impaired pupils and with university students studying optometry. Each had a main focus to support teachers and offer them an easy applicable technique to improve in a contemporary way, but also as the Lifelong Learning aspect of combining VaKE and Tact and as an implementation into the curriculum.  Recent publications:  Linortner, L. 2014: “Gehört sich das?” Eine Adaption von VaKE für die Gehörlosenbildung. Masterthesis an der Paris-Lodron Universität Salzburg.  Pnevmatikos, D., Patry, J.-L., Weinberger, A., Linortner, L., Weyringer, S., Maron, R., & Gordon-Shaag, A. (2015, in press). Combining Values and Knowledge Education for Lifelong Transformative Learning. In E. Panitsides, & J. Tablot (Eds.), Lifelong Learning: Concepts, Benefits and Challenges. New York (NY): Nova Science. | |
| **Sieglinde Weyringer** | | Mag. Dr.; Senior Lecturer; research on V*a*KE (dissertation on VaKE in the education of highly gifted students) in combination with democratic citizenship education (especially on the idea of European citizenship); expert in creativity training (certificate); expert in gifted education (ECHA-diploma); teacher in primary schools; research on the education of highly gifted students; establishment of programs and training for highly gifted students; coach and mentoring of teachers in programs of gifted children; teacher training and workshops on VaKE as well as on gifted education; co-worker in programs of curriculum development and school development; workshops and lectures in teacher preservice and in service training; expert in school development programs; supervisor of Bachelor’s and Master’s Theses on VaKE and on gifted education. Several publications on VaKE and also on gifted education; presentations of research in national and international conferences (EARLI, IOSTE, AME, ECHA) | |

### *Please copy and paste tables as necessary*

### *List of Associated Partners*

*(Where applicable)*

*These organisations may provide the consortium with facilities or assistance that enhances the quality of work, but they cannot be responsible for core activities of the project (e.g. management, coordination, monitoring, leader of a work group etc.).* ***No financial contribution from the project grant will be allocated to these organisations.***

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| ***Ref.nr*** | ***Name of organisation*** | ***Type of institution*** | ***City*** | ***Country*** | ***Role in the project*** |
| P12 | Vav Khol | School, secondary level | Beer Sheva | Israel | Hosting MIT(s); training other schools to host MIT(s) |
| P13 | Dror- Kiryat Hinuch | School, secondary level | Tel Mond | Israel | Hosting MIT(s); training other schools to host MIT(s) |
| P14 | Hadassim -Vizu | School, secondary level | Even Yehuda | Israel | Hosting MIT(s) |
| P15 | Hof Hasharon | School, secondary level | Shfayim | Israel | Hosting MIT(s);  training other schools to host MIT(s) |
| P16 | YACHDAV | School, secondary level | Tel-Aviv | Israel | Hosting MIT(s) |
| P17 | Gil school | School, secondary level | Tel-Aviv | Israel | Hosting MIT(s) |
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*Please insert rows as necessary*

# D.2. Cooperation arrangements, management and communication

*This part must only be completed once by the applicant.*

**D.2.1 - Project management**

*Please define the organisation of the implementation of the project and the division of tasks between the partners. Please explain the allocation of resources for each activity.* Explain *also* how the tasks are distributed amongst the partners and how project "ownership" is ensured *(limit 3000 characters).*

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| PROTEACH will launch a large intervention program in Israel in support of beginning teachers (BT) in their induction period. Six Israeli HEIs – teacher education colleges P1,3,4,8,9,10 - take part in the project conducting the actions in schools and classrooms from which our understanding of the role of BT and the importance of giving them the tools to keep this role visible and valuable will emanate. All 6 will carry out a comparable set of activities – running one or more MITs and all tasks behind – but each will put a distinctive emphasis in its work according to its unique tradition, experience, pedagogical specialization and socio-geographical area (or target group, in the context of dissemination). P2, not formally a HEI but rather an umbrella institution for promoting quality and best practices among teacher education colleges in Israel, will support this process and lead the monitoring and evaluation work. Members of this and other partners served or still serve in positions within the Ministry of Education in the teacher training and induction areas; these contacts/background will not only facilitate PROTEACH's work but also back its dissemination and impact goals and boost its sustainability prospects. Each of the EU partners (P5,6,7,11) represents knowledge and experience in a field that is needed for the achievement of our objectives, such as BT mentoring, bringing updated pedagogical knowledge and practices to BTs’ curriculum, and fostering the appropriate atmosphere in schools for supporting and retaining BT. In addition, 6 schools participate as associate partners (and 6 more - already identified and arranged - will do so less formally).  Many of the partners have joint work experience from previous European projects, ensuring effective collaboration in this one as well. This is the case among the Israeli partners or some of their present teams, and also between some of them and European partners.  We deem the simple management structure referred in D2.2 below the best for a project that aims to effectively harness all above players. The work has been divided in 8 WPs (within the given 5 WP types), which will be headed by different partners according to their knowledge and experience. However, and consistent with the character of PROTEACH as a joint project at National level, all Israeli partners are planned to take part in all WPs (except Management). Indeed, all activities will involve each of them in a similar way (as many actions are essentially repeated in different places or contexts). This collective participation – even if one partner always takes the lead and responsibility in each WP/task – also ensures the appropriation, “ownership” of the project’s actions and results, as desired and expected in PROTEACH.  Allocation of resources (disregarding the Mobility Strand costs): 75% of the requested funding goes to the 7 Israeli partners and 25% to the 4 European ones, which appears appropriate given their different roles (essentially planning and doing vs. advising and grounding on proven European experience) while also considering their relative work costs. WP2 (Development) gets the biggest share (54.3%; see final note to H.2), whereas the other WPs are financed as follows: WP1 (Preparation, 10.6%), WP3 (Quality, 5.4%), WP4 (Diss.-Expl., 19.3%) and WP5 (Management, 10.3%). Staff expenses amount to almost 40% of total budget. This category will be complemented by externally-funded work, either in the form of contributions of staff time by some of the partners (from own institutional resources or upon the individual initiative of some staff members – these, plus other "co-finance", totalize roughly 11%), or subcontracted, as in the case of a minor portion of the evaluation work, the technical maintenance of the website and audit – overall, including other smaller items, about 6.3%. Travel+stay, very important in Cap.Building/HE actions, account for 48.7% of the budget, while equipment will be 4.9%. |

**D.2.2 - Cooperation and communication arrangements of the consortium**

*Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution* (limit 2000 characters).

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| The proposed management structure effectively links coordination and decision bodies with the WPs; it was successfully used by the managing team in previous projects. Two committees are foreseen: the Project Management Board (PMB), for all matters requiring collective deliberation at project level, and the Steering Committee (SC), for pedagogical matters. Accordingly, two foci of personal responsibility are determined: the Project Manager (PM) and the Pedagogical Leader (PL), who respectively head those Committees.  - The PMB is the central decision body, responsible for high-level management: project plans, effort/budget allocation/periodic payments, conflict resolution, risk management strategy [see H.1/5.1], ethical/gender issues, dissemination/sustainability overview, etc.)  - The SC will be responsible for the formulation and execution of the project’s pedagogical strategy, for the activities with teachers and for the content and goals of the contacts with educational policymakers and stakeholders.  Both committees will comprise one representative from each partner, reach decisions based on consensus or majority, and meet 3 times a year (f2f or virtually). The presence, in them, of all partners is a further step to ensure close collaboration and mutually enriching feedback in all important decisions, as well as a fluent communication channel to be maintained also out of the Committees' meetings.  - The PM and the PL, appointed, respectively, by the coordinator and by partner P2 to lead in general or in pedagogical matters, will be responsible for daily management, activity control, resource allocation and timely reporting and delivery of outputs and outcomes. In a coordinated fashion, both managers will oversee the WPs, set milestones, identify and solve difficulties, and ensure partners’ cooperation. PM decisions with pedagogical implications will be taken in consultation with the PL. The link with EC will be handled by the PM.  - WP leaders will be responsible toward the PM in general and PL in particular (as fit) for their WPs’ performance.  - A communication infrastructure will be set to coordinate and disseminate the activities. Communication will be done mainly through e-mail, Google Drive (or equiv.) and Skype. A document repository will be maintained within the project’s collaboratively updated website (D4.1.1), which will of course serve external dissemination purposes as well. The collaborative work procedures that will be established (WP5.1/T5.1.2) will also address communication matters. This applies especially to the European partners, which, given their roles of advisers and knowledge providers, will not take a major, real-time role in the school activities but rather in co-devising and remotely overviewing them. Their participation in the consortium discussions and decisions, in meetings and correspondence, will keep them updated and give them due opportunity to feed back into all planning and doing processes. |

# PART E - Project characteristics and relevance

**E.1. Why does the consortium wish to undertake this project?**

*Please outline the motivation behind your project, clearly identifying the specific needs or problem/s which it intends to solve. Explain how the project proposal fits within the development strategies of the Partner Countries involved and how it addresses the priorities defined at national / regional level. Also explain why this/these problem/s were selected instead of others. In particular, explain how the area of intervention has been explored to guarantee that the project is offering something new compared to the existing situation. Where applicable, explain any synergy with other EU initiatives should be highlighted* (limit 5000 characters)*.*

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| Alarming numbers of beginning teachers leave the profession within 1-3 years, while many more remain in the system but become demotivated (Ingersoll, Merrill & May 2014). The transition from education studies into teaching is often difficult, largely due to mismatched expectations (Wagner & Imanuel, 2014). New teachers are a valuable resource and their integration into and retention within the system in a way that also capitalizes on their unique input is the primary motivation behind the proposed project.    In recent years, many countries, including Israel, have identified the need for effective teacher induction programs and the prevention of teacher resignation during their first years in the field as a national priority (e.g., Glazerman et al., 2010; Hobson et al., 2009). The EU handbook for policymakers on developing coherent and system-wide induction programs (2010) identifies 5 areas to be taken into consideration in the process: (1) new teachers’ characteristics; (2) mentoring programs; (3) involvement of school principal and staff; (4) involvement of academic training programs; (5) systemic policies on the local and national levels. Of 8 European countries studied, neither employed a holistic approach or addressed all 5 areas. The EU handbook recommends meeting new teachers’ needs for personal, social and professional support, and suggests an induction structure based on 4 interlocking sub-systems: mentoring, expert inputs, peer support and self-reflection. Further stress is placed on mentoring that creates “an environment in which the input from BT is welcomed and taken seriously, and in fostering a learning culture within the school as a whole”.  In Israel, despite the prominence and importance attributed to teacher training and induction programs, high teacher dropout rates persist and stand for, on average, 20% in the first year and 31% within five years (Israeli Central Bureau of Statistics 2016). PROTEACH aims at capitalizing on the recommendations of the EU handbook, as well as on the very relevant experience and expertise of the European members of the consortium, in order to create a more effective model of teacher induction. This aligns with the national priorities for joint projects set in Israel, complying with Category B, improving the quality of education and teaching through developing learning and teaching tools, methodologies and pedagogical approaches, and with Category C, through contributing to increasing the participating Israeli HEIs' capacity for international relations through their work with the European partners.  Over the last 20 years, Israel's induction programs have focused on 2 separate elements, done in parallel: one-on-one mentoring by an experienced staff member at school, and workshops for groups of BT outside of the school setting, at HEIs. The first element has the advantage of being a type of in-house training, but individual mentoring neglects contribution of peers and the wider social and professional context of the school as an organization into which the new teacher enters. The second allows new teachers to share challenges and raise questions, but is nevertheless disconnected from the specific context of the schools in which they teach and may be insufficient in matching expectations, specific realities and challenges. In both cases, the purpose is to help the inducted teachers to assimilate into the specific school and/or the education system as a whole (Moore Johnson, 2004), for the most part disregarding the input they can bring to their schools (e.g., fresh outlook, unique expertise in other fields, e.g., ICT) and the effect that making their voice heard in the induction process could have on its success (cf. Fleming, 2014).  A new Israeli initiative of P3, supported by the Ministry of Education, represents a move towards a more holistic approach. It involves creating academia and field partnerships in the induction process, establishing “education incubators” within schools where academic teaching staff come to schools and work together with beginning teachers and their school-assigned mentors. The "incubators" foster both mentoring and peer support, and showcase dilemmas and ideas, ranging from the individual classroom and students' problems and challenges, to parents and the wider school community. This initiative has been successfully implemented and run with 5 schools over the past three years (2011-2014). One of the initial indicators of success is the growing numbers of schools and HEIs carrying the "incubators" up to 21 "incubators" functioning in 2016.  Despite the promising potential of incubators, the analysis of initial implementation by P2 and P3 has revealed several points for improvements. First, the academic experts, while listening to input from the field, retain their position as the knowledge authority imparting tools and skills to the educational staff on the ground, and the processes within the incubators at the schools have no impact on the training courses at HEIs. Secondly, decision makers at the school level (principals), local level (municipal authorities) and national level (Ministry of Education) are not involved in the induction processes and are unaware of and not able to capitalize on the new insights, procedures and knowledge created. Finally, the incubators mainly focus on helping new teachers overcome difficulties, neglecting these teachers’ potential as a valuable resource for schools' change and improvement.    The 7 Israeli partners thus came together to create an innovative induction model involving mutual relations and impact among multi-level stakeholders at a systemic level, building also on results and insights from induction in Romania (P5), England (P6), Estonia (P7), and Austria (P11) as elaborated below. |

*Please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.)* (limit 1000 characters)*.*

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| The basis for the PROTEACH initiative was P1-P4 & P8-P10’s interest in induction, their involvement in the “incubators” pilots and lessons learned, and their past collaborations and joint and specialized field of expertise - e.g., P1 and P3’s leadership program for young teachers pioneering change processes within schools; P3 and P4’s expertise in multiculturalism; and the special expertise brought to the project by P8 (teaching in multicultural schools), P9 (traditional Arab concepts for teaching) and P10 (teaching in religious-orthodox environments. In order to also capitalize on international theory and practice, suitable European partners were sought through existing contacts and literature research. P5 was selected due to its work on mentoring (often in cooperation with P7), P6 due to its experience in the RETAIN project (see below) and work on schools as organizations, P7 due to its expertise on induction partnerships within schools and the empowerment of new teachers, and P11 for its work addressing moral dilemmas in BT training. For 6 months, key personnel from P1-P4 met regularly to develop the proposal, involving P5-P7 in the process through Skype meetings and emails. Proposal writing was led and coordinated by P2, with input from each partner as relevant. Some sections were written by partners themselves, while the budget and the management and work plans were prepared by P2 and P3, based on input from all. |

*If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.*

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| **Reference number** | RETAIN 539721 | | | |
| **Project dates**  *(year started and completed)* | 2012-2014 | | **Programme or initiative** | Comenius |
| **Title of the project** | Retain inclusive environment to retain new teachers | | | |
| **Coordinating organisation** | Univ. of South Denmark | | | |
| **Website** | http://www.retain-project.eu/news/welcome-to-the-retain-project/ | | | |
| **Password / login if necessary for website** | |  | | |
| *Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with* (limit 1000 characters). | | | | |
| a) RETAIN is a two year European project, funded by the European Commission, which set out to investigate and address issues relating to teacher retention in the five participating countries (Denmark, Spain, Belgium, Turkey and the UK). Initial research demonstrated that many young teachers (up to 40% in the UK) experience feelings of demotivation and stress and consequently decide to leave the profession. The RETAIN project aims to address this issue by developing a set of materials (toolbox) to help school managers to create inclusive school environments that motivate both pupils and teachers and which inspire and facilitate collaboration between teacher generations. The PROTEACH project will build on this work by providing a framework that will not only support mutual dialogue between teachers, but will focus explicitly on beginning teachers' voice- placing them in the foreground - giving them the opportunity to change classroom practices, schools' procedures, and training courses in academy.  b) RETAIN publications will all be openly accessible, and if and when used in PROTEACH publications, will be used and credited as appropriate. | | | | |

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| **Reference number** | EU programme: LLL Project, Erasmus +  Project Identification or Contract Number: 540613-LLP-1-2013-1-Dk- (HIP) | | | |
| **Project dates**  *(year started and completed)* | 2013-2016 | | **Programme or initiative** | Erasmus+ |
| **Title of the project** | ERASMUS-EQR HEI Inter-Professional module – co-created by marginalized youth, practitioners and students | | | |
| **Coordinating organisation** | VIA University College, Dennmark | | | |
| **Website** |  | | | |
| **Password / login if necessary for website** | |  | | |
| *Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with* (limit 1000 characters). | | | | |
| a) The aim of HIP is to improve the ability of current and future practitioners (current students) in the social field to work inter-professionally and inter-sectorially, towards innovative solutions to wicked problems involving marginalized youth. This will be achieved by producing: 1) an innovative inter-professional module concept; 2) a guide for lecturers as regards planning specific inter-professional modules based on a similar concept, 3) an anthology with theoretical, methodological and practical tools; and 4) a website showcasing materials produced.  While PROTEACH has a different target group (educators rather than social workers), the experience gained through HIP, in particular in developing and implementing the concept of inter-professional co-creation, will serve in developing the MIT-based induction system, training induction mentors and building partnerships in induction.  b) Ownership/copyright issues are unlikely to be a problem. The outcomes of the HIP project will be published on its website, accessible for all and free of charge. Moreover, any specific materials used by PROTEACH in publications will be credited as due. | | | | |

*Please copy and paste tables as necessary.*

**E.2. Rationale for the setting-up of the consortium**

*Please explain why the selected partners are best suited to participate in this European project. Describe innovative and or complementary skills, expertise and competences within the consortium directly relating to the planned project activities. If associated partners are involved, please explain their role in the project and the added value to the consortium* (limit 3000 characters)*.*

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| The PROTEACH consortium comprises 17 partners from 5 countries, including 10 HEIs (6 from Israel, 4 from Europe), 1 organization that acts as an umbrella institution for education colleges in Israel, and 6 Israeli schools that participate as associated partners. All partners have vast experience in teacher training and induction. They represent a mixture of pedagogical and professional expertise covering the areas of Induction, Professional Development in Schools (PDS), pluralism and multi-cultural issues in education, mentoring, and leadership empowerment and innovation. Save for the schools, all partners have staff members experienced in the management and operation of EU-funded and/or national projects.  P1, P3 and P4 are the three leading teacher training colleges in Israel, and have extensive working relations. P1 stresses democracy, leadership, pluralism and humanistic education, complementing P3’s experience in diversity in education, in particular among Jewish and Arab populations in the Centre and North areas of Israel. This is complemented by P4’s contacts, expertise and knowledge of the South periphery and its Bedouin communities in particular, as well as its focus on teachers’ self-efficacy and self-determination during induction. P8, P9 and P10 are teacher training colleges each representing different aspects of Israel's multicultural society. P8 has a strong presence of multicultural aspects in its teaching agenda and will bring of them to the project's work; P9 will bring the Arab perspective and leadership on teaching; P10 will bring the orthodox Jews perspective on teaching in Israel. The 6 colleges will strengthen HEI's syllabi for teachers' preparation and accreditation, both through a course referring to organisational behaviour in schools and the role of the MITs – the Multi-player Induction Teams presented in this project – in this respect, building also on the experience gained in the MITs in dedicated workshops.  P2 is an educational research institute supported by the Ministry of Education that provides training for teacher trainers. Due to its special position in the education system, it has contacts both with policymakers at the Ministry and with the majority of teacher education colleges in Israel. It also serves as a national centre for the dissemination of teacher-generated knowledge.  P3 has developed the pioneering “educational incubators” model for teacher induction (eventually taken-up by the Ministry). The insights and points for improvement from the implementation of this model by P3 and P4 have been integrated into the design of our MIT model. P8, P9 and P10 have no experience with the "incubator" model and are expected to study this approach directly from the project's work. These colleges will serve as an arena to study how to implement MIT's in other HE's.  Twelve schools in Israel will host the MITs during the project, six of which have been formally included in the consortium as associated partners (the other six will participate on a less formal basis, but their commitments have nevertheless been agreed upon). All these schools are already in contact with P1, P3 and P4 through the aforementioned "Incubator" program and are eager to upgrade the "incubators" to MITs.  Recognizing the need to learn from others’ experience and expertise, the Israeli partners allied with 4 European HEIs. P5, of Romania, adds to the mix its expertise on mentoring and support of mentors; P6, of England, will contribute its expertise in schools as organizations and in developing kits for schools that make them better able to welcome and retain new teachers; P7, from Estonia, has 10 years-worth of expertise on induction partnerships within schools and the empowerment of new teachers, especially through mentoring curriculum and teaching units' design; P11 is an expert in addressing moral dilemmas that challenge BT, especially when their pedagogical expectations clash with organisational demands. |

**E.3. European added value**

*Please describe the benefits of and need for European cooperation. Please describe also why the results cannot be achieved through national, regional or local funding* (limit 1000 characters).

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| Academia-field partnerships for on-site induction are an emergent practice in Israel, likewise the other innovative aspects of PROTEACH, in particular the stress on beginning teachers’ voices and schools as organizations. Thus, the unique contribution in terms of experience, skills and expertise that each European partner brings to PROTEACH, as elaborated in section E2, is invaluable to the success of the project. A second aspect is the contribution of such international projects to capacity building of the Israeli partners. In Israel, universities have a long-standing tradition of international cooperation, but relative to that, Israeli colleges have far to go. The professional, organizational and personal contacts, knowledge, procedures and relationships to be created among the international partners will serve to significantly strengthen the academic profile of the Israeli partners. Given the pioneering, complex, costly and international nature of PROTEACH, full initial funding from Israeli sources is unlikely. The success of PROTEACH capitalizing on EU support will increase the chances of it being picked up by the Israeli Ministry of Education. |

**E.4. Innovative character**

*Indicate what the project is offering that is new and what are the main innovating elements* (limit 2000 characters).

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| The main innovation of PROTEACH is the application of a holistic, system-wide approach to teacher induction in Israel, involving all stakeholders and based on local and European experience and lessons learned. The induction model developed will capitalize on the unique work of each partner as well as the existing body of research, and will integrate for the first time (not only in Israel but worldwide) several pioneering directions in teacher induction. Foremostly, the model will strengthen beginning teachers’ self-efficacy and voice by involving them as active, self-determining players in the induction process and highlighting their potential contribution to their schools in terms of unique experience, skills and expertise. Moreover, induction will also be considered from an organizational perspective, focusing on the school as an organization and the change processes it undergoes, as well as the role of new teachers as key agents of change. The model will thus employ a strengths perspective rather than focusing only on “assimilation” difficulties and supporting teachers in “surviving” in the system. Transcending the traditional top-down approach, the model will treat induction as an interactive process involving a multi-player team. Furthermore, this team at each school will include not only beginning teachers, their school-assigned mentors and academic staff—the traditional staples of induction—but also representatives of other key stakeholders (Ministry of Education, local authorities, school principals and managerial staff, veteran teachers and parents). In a related manner, PROTEACH’s uniqueness lies also in creating a framework for true partnerships (bi-directional impact) between HEIs and schools as regards teacher training and induction. Finally, in addition to the academic and professional aspects of induction, the model will emphasize social and (multi-)cultural aspects of induction, which the partners consider crucial to the development of teachers professional identity and skills. |

# PART F - Quality of the project design and implementation

**F.1. Aims and objectives**

*Please define the concrete aims and objectives of the project and describe the ways in which the situation set out under the previous section (Part E) will be changed (limit 3000 characters).*

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| The main goal of PROTEACH is to improve the quality of teacher training higher education in Israel through multilateral stakeholder partnerships in the teacher induction process and amplification of beginning teachers’ voice. The underlying goal is to improve retention rates of beginning teachers in the profession, as well as their contribution to and integration at schools. This is to be done capitalizing on lessons learned in Israel and Europe, and in a way that would also foster and strengthen international working relations and knowledge and staff exchange between Israeli and European induction-focused HEIs.  The specific objectives of the project are, accordingly:  1) to develop and refine via pilot implementation and evaluation iterations a model and curriculum for teacher training and induction based on on-site teams involving representatives of HEIs, school management and teaching staff, school communities, policymakers and the beginning teachers themselves (the "MIT" model, for Multi-player Induction Teams);  2) to empower 180 Israeli beginning teachers to play an active role in their induction and capitalize on their unique attributes to serve as agents of change within schools.  3) to improve teacher retention and motivation at 12 participating Israeli schools.  4) to align training at a minimum of 12 leading Israeli HEIs as well as governmental and local educational policies with the lessons learned from the implementation of the model developed.  PROTEACH will build on the lessons learned from the Israeli “Incubators” induction model, as described in section E1, and on the unique input of the European partners to formulate, elaborate and implement MIT, a more effective, holistic induction model. This model will take into account all 5 areas to be considered when developing coherent and system-wide induction programs (as per the EU’s 2010 handbook for policymakers), will support beginning teachers’ diverse needs and will empower them to become active players in their own induction process and in their schools. Throughout 3 iterations, the model and related curriculum and materials will be fine-tuned. MIT groups will be created at 12 Israeli primary and post-primary schools, with 450 participants in total, of which 180 beginning teachers. Activities will take place at several levels within each school (e.g., multi-player team meetings, mentor training, one-on-one mentoring and project support for beginning teachers) as well as between schools. Intra- and inter-HEI frameworks (as elaborated in section F2) will be established to monitor, assess, and apply MIT implementation lessons to training at HEIs.  The whole effort will serve to improve teacher induction at the participating HEIs and schools so as to increase beginning teachers’ retention as well as their motivation and contribution to their schools. Moreover we expect the Israeli HEI's training processes to give a put a more central focus in their teaching/training programs on BT's expectations, practical work and retention in schools.  The inclusion of leading teacher training HEIs and policymakers in MIT groups and other PROTEACH activities, as well as the project’s dissemination efforts, will promote the Ministry of Education’s adoption and nationwide application of the model, widening its positive impact on beginning teachers, schools, HEIs and the education community at large. The multi-lateral frameworks established as part of PROTEACH will support this system-wide, holistic and lasting improvement in teacher training and induction in Israel, significantly reducing teacher dropout rates. |

**F.2. Project activities and Methodology**

*Please define the activities proposed and the working methodology (project activities/developments including educational and training content and pedagogical approach) to be used for achieving the objectives, including major milestones, measurable indicators, etc.* (limit 6000 characters).

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| In order to improve the teacher induction process and to amplify beginning teachers’ voice, the project will employ the approach described in section E4 above. The creation, refinement, and finally upscaling and mainstreaming of the multi-player induction team (MIT) model, tools and materials will involve a variety of activities. These activities are divided into 8 WPs, as described briefly below and in greater detail in section H1.    For practical purposes, we divided the preparation tasks (WP-type 1) into 3 separate but related WPs. The first, WP1.1, tackles the “recruitment of staff, stakeholders and participants”, i.e., identifying, selecting and recruiting pedagogical instructors, HEI representatives, school representatives (management, BT, mentoring teachers, other teachers, etc.) and policymakers to engage in MITs and other PROTEACH activities. One deliverable – “Report on the selection of schools and teachers for the purposes of the project” – is scheduled for this WP. As we conceive this important task largely cyclical, i.e., partially repeating and adjusting every year, we will issue the report at the middle of the project’s life (Month 17), after two cycles had been concluded.  A second WP in this group, WP2.1, aims at preparing the communication infrastructure and procedures among all individual and institutional players involved in the project in various capacities and levels (e.g., online communication platform, contact lists, elaboration of work schedule and procedures). This includes also the preparation of effective means for gathering feedback from participants about the projects (e.g., questionnaires, forums, workshops). Overall, it is expected to facilitate the implementation of MIT-related and other activities, as well as contributing towards the project’s evaluation, dissem. and exploitation. Four milestone documents and one deliverable will be created as part of this WP, to describe how its tasks were accomplished and outline recommendations: M1.2.1, report about the communication platform; M1.2.2, questionnaires for evaluation; M1.2.3, detailed work-plan and event calendar; M1.2.4 Procedures for students' selection to attend to training events; and D1.2.1, which will elaborate preliminary insights re: means for amplifying BT’s voice, based on lessons from the implementation of the MITs in the first year, gathered through the various communication and feedback channels.  WP1.3 then tackles the preparation of “Content, methods and activities”, mainly comprising the development of training and teaching units for use in the project, organizing and establishing the MITs in schools and devising tools for reflection and self-determination. This WP will be condensed in two deliverables: “Training units for teachers and mentors” and “Teaching units for colleges” for establishing an appropriate structure for a new syllabus for teachers' accreditation, both to be issued in two releases (months 14, 25) to reflect the expected need for improvements and adjustments as knowledge and experience accumulate.  WP-type 2 – Implementation – is embodied in two WPs, addressing “models of communication” and “content, materials tools and events”. The former, WP2.1, consists of the activities of carrying out the MITs and all kinds of communications associated with these activities. The foreseen implementation plan of the MITs involved 20 meetings per yearly cycle at each school, of 3 hours each, in addition to ongoing online contact. Each MIT (one per school) will comprise BT, veteran teachers (of which few will be selected and trained to be mentors), representatives of school management, pedagogical trainers from the responsible HEI, and from time to time, policymakers connected to the school. BT will be encouraged to play an active role in the meetings, bringing their experience and expectations, and will jointly be assigned special tasks/roles at the school that will align with their individual interests and strengths. The group will identify school challenges and gains related to pedagogical and managerial issues pertaining to beginning teachers’ work at the school and will further advance appropriate organizational solutions. It is expected that some of the proposed solutions will be taken up by the school management for further implementation. The MIT group will also foster the development of BTs’ self-efficacy and professional identity, with the help of the pedagogical guides, who will also highlight cultural issues related to the teaching profession. Teacher mentors will receive special training and will accompany and assist the beginning teachers in realizing their potential within the school. Deliverables 2.1.1 and 2.1.2 will report on these activities and their results, and provide related recommendations. D2.1.3 will report on half-day/day-long workshops carried out at participating schools and HEIs in Israel, in which MIT participants will share their experiences and outcomes with HEI staff – from partner as well as from other organizations – with additional members of the school communities and policymakers.  The second implementation WP, WP2.2, involves the implementation and refinement of the learning materials, curricula and procedures prepared for MIT members and HEIs in Israel as part of WP1.3, to be summarized in D2.2.1, “Compendium of curriculum contents and highlights of their implementation experience”. This will be accompanied by events designated as D.2.2.2 and D2.2.3, comprising:  1) 14-day courses in Europe, hosted by P7 and P11, resp., for up to 25 students, teachers and staff coming from Israel and local (European) teachers and staff, to learn from its experience and unique areas of expertise in the field of induction.  2) 5-day-long international workshops jointly carried out by Israeli partners (one at the end of each year) for select staff and students of Israeli and European partners and MIT participants.  WP3 – Quality plan – involves actions intended to identify the areas of the project work and results that will be subject to QA/QC, the quality criteria to apply (milestone of month 3) and the preparation and use of a Quality Plan based on those parameters (D3.1.1, Month 7). All the evaluation work in the project will be addressed in this WP, partly internally and partly subcontracted to an external evaluator (by P2). Other milestones in this WP are 2 monitoring workshops (months 18, 31) to assess the quality situation and propose corrective measures as needed.  Finally, WP4.1 (Dissem. and exploit.) and WP5.1 (Management) are fairly standard WPs – see sections G2 and H1. In addition to the planned dissemination workshops and activities, actions such as the events outlined in WP2.1 and WP2.2 will contribute to dissemination. The deliverables for these WPs are the project Website (D4.1.1, Month 4); Dissem. Plan (D4.1.2, Month 9); Dissem. Rep. and exploitation plan (D4.1.3, Month 36); and D5.1.1., Periodic/final management rep. |

**F.3. Budget and cost effectiveness**

*Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way and on time. Explain the principals of budget allocation amongst partners. Indicate the arrangements adopted for financial management and what co-financing modalities are planned* (limit 3000 characters).

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| Among other elements, our cost effectiveness strategy rests on 2 main pillars: (1) the logic of staff budget allocation among WP/tasks or participants, and (2) careful planning of trips and their purpose.  (1) Staff costs funding is limited by the Program to 40%, a low rate for projects with no large investment in labs or infrastructure. Considering the number of partners needed, the tasks to do, the impact desired and our co-funding possibilities, we realized that ours will have to be a 3-year project using nearly the maximum allowed budget (1M€). PROTEACH is a national proj., with 7 partners (6 HEIs) from Israel and 4 HEIs from 4 European countries (in addition to the participation of 12 schools – 6 of which formalized as associate partners). To ensure that 400K€ for staff will suffice, we endorsed a bottom-up approach, listing all tasks within all WPs and asking ourselves, first, how we would allocate (in % terms) the staff budget among WPs, then among tasks, and finally among partners in each task. The first 2 steps called for our best knowledge of the content of those WPs/tasks and judgment of the relative effort implied. The latter step relied on some principles and assumptions: (a) Except for WP5, all partners will be involved in all WPs/tasks; (b) In Israel, 3 HEIs will carry out 3 MITs each, and the other 3 HEIs only 1 MIT; this MITs-based criterion will be the main factor differentiating staff budgets between those two groups; (c) Also the EU partners' budgets will be mutually similar; however, the large variance in their unit costs resulted in very different work inputs (in days), which makes economic sense (low-cost partners will work more, increasing the total work input and results); (d) To equal involvement in a given task an equal budget allocation would apply – save for task leaders, who will get 20% more. The result of this process (given also the diff. work categories and their unit costs) was a detailed, tentative staff budget for each partner, which was then iteratively adjusted in light of many factors and constraints.  (2) At the outset we got aware of the importance of travel for PROTEACH, where much of the knowledge and experience resides in Europe but implementation takes place in Israel, in addition to the needs for networking and dissemination. In H2 we explain in detail the assumptions used for the travel+stay budget (481K€). Essentially, the plan started from a table of destinations for the scheduled activities in Israel and abroad each year: training/study sessions, workshops, school visits, project meetings (incl. PMB/SC – see D2.2), dissemination. Then, based on assumptions on the ideal duration of each trip given its agenda, we decided on the optimal attendance (mostly of staff but also of students) for each trip and partner, constrained by total budget.  Other elements (see more details in H2):  - Equipment – The comparable work-to-do within each of the mentioned 3-MIT or 1-MIT Israeli groups called for allocating the same equipment budget to all partners within each group: €10,880 or 5,290, respectively, consisting of items considered necessary for the tasks. Total: 48.5K€.  - Subcontracting: It only includes categories needed but not available from the partners' own facilities or staff: audit, external evaluation, technical/graphical support for the website and translation+special printing tasks – overall 62.6K€.  - Co-finance: Each partner proposed a package of own resources to put at project’s disposal. This resulted in a total of 111.2K€, incl. staff time, facilities, materials, etc. We consider this appropriate and up to partners’ possibilities, but also a conservative estimation, as it is obvious that most partners did not account for the full extent of their overheads or the likely need to complement some costs – notably travel – to real levels, nor do contributions of the M. of Education find expression in the budget, linked to its participation in SC meetings or in MIT sessions. |

**F.4. Quality control and Monitoring**

*Please explain what mechanisms have been put in place for ensuring the quality of the project and how the evaluation will be carried out.**Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix* (limit 3000 characters).

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| PROTEACH’s approach to quality control and monitoring – and through them to the evaluation of the project work and results – is condensed in the 4 tasks envisioned for WP3.1:  T3.1.1 - Determination of the areas of projects' work and results that will be subject to quality control;  T3.1.2 - Determination of quality criteria and standards to be used in the different activities;  T3.1.3 - Quality plan - Describing the way in which activities will endorse agreed quality criteria and state the basis for the formulation of best practices; and  T3.1.4 - Quality monitoring and evaluation.  QA/QC matters are naturally linked to the efforts to assess and minimize risks. These, among other elements of our contingency plan, are addressed in two places in this proposal: (a) in the last column of the Logical Framework Matrix (LFM), and (b) for risks of managerial character, in the description of WP5.1, at the end of section H.1.  Of the above tasks, the first three are closely tied to the project’s specific objectives (F.1) and its outputs and outcomes and, accordingly, in the LFM we addressed – tentatively, as much of the work will be defined in the project - the main elements that conform our goals for quality and its monitoring. Essentially, what we will want to know and monitor is how the MIT model works (organizationally, results), how it translates into the work of the BT, their feeling about this work and changes that the implementation of the model may effect on their wish to enlist in the profession and stay in it – e.g. via their involvement in the school processes and decisions. We will also want to know how and to what extent the academia – HEIs – embraces the model, consistently contributes to and keeps it up to date, and willingly assimilates it in its curricula and research agenda. Furthermore, we will want to analyse and determine the impact of project activities and results on policymakers. For the numerical (and some quantitative) targets set forth in F.1 and LFM, we will of course follow up their achievement, analyse deviations and correct as needed.  Measuring the above indicators will call for checking the implementation of the project’s work plan and the preparation and submission of the scheduled deliverables/reports (in particular D2.1.1-4 and D2.2.1), as they will address related matters in depth. As well, participating BT, mentors, academic staff, school principals, policymakers and other stakeholders will take part in interviews and questionnaires conducted by the project’s staff (or by the external evaluator – see below) intended to further assess project activities, materials and results.  Indicators to measure project's performance and results will be developed, monitored (there are 2 monitoring workshop milestones) and evaluated. These will likely include the accomplishment of the workplan (deliverables, events); satisfaction of MIT members re: pedagogical materials produced and work processes and procedures in MITs; the realization of the growing role played by BT in their induction and their schools; the increase in their motivation, self-efficacy and self-determination; reduced dropout rates; the reach of our dissemination efforts to HEIs and policymakers; etc.  Despite the direct involvement of the project’s staff in quality monitoring, part of the evaluation work will be externally done. In fact, the Quality Plan (D3.1.1) and final evaluation rep. will be prepared and finalized by a specialized subcontractor engaged by P2. Its work is not conceived as a one-time task but rather a continuous process involving advising and accompanying the partners from the early stages of QA/QC planning, through project implementation, to the final conclusions and recommendations. Although incorporating much input from partners, the involvement of an external contractor in QA/QC and evaluation will assure the independent and impartial character of these functions. |

# PART G - Impact, dissemination and exploitation, sustainability

**G.1. Expected impact of the project**

*Please explain who will use these project outputs / products / results and how the consortium will reach them. Describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project and how the project will benefit the target group at local, regional, national and or European level. Please structure your description according to the different levels of impact and stakeholders* (limit 3000 characters).

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| The communication platforms, induction procedures, curricula and educational materials will be developed by project partners and refined based on lessons from implementation iterations, as elaborated in the description of the WPs (WPs 1.1 & 2.1-2.2). They will be disseminated among partners and, through the partners, to MIT participants and other stakeholders, as relevant (e.g., teacher trainers, mentors, beginning teachers, school principals, school networks etc.). Participants and stakeholders will be initially approached through the wide networks of contacts with Israeli schools, teachers and policymakers that P1-P4 and P8-P10 enjoy (for example, P2’s “Shluvim” network of schools and Ministry of Education contacts, or P4’s extensive contacts among educators in the south). Related reports and materials will also be distributed via presentations, workshops, seminars and press releases, as well as through the project’s interactive website.  The model and related lessons and recommendations will apply not only to HEIs, schools, policymakers and other stakeholders in Israel, but also to similar systems and target populations in Europe, and project deliverables and publications in English will be made available to European and other international publics through the project’s website, through the scheduled dissemination events and workshops /courses abroad, and through publications/workshops/symposia etc., also capitalizing on the contacts of the European partners.  As regards the target group of HEIs, they will benefit from the creation of intra- and inter-HEI frameworks for collaboration and mutual learning (cf. in particular WP2.1), from implementing more inclusive and effective induction programs. New curricula and training programs will available, enjoying also the increased synergy between HEIs and schools .  As regards beginning teachers, they will be empowered to serve as key actors in their induction and school communities, developing their professional capacities and strengths and supporting them in their new role, so as to increase their satisfaction, motivation, and self-determination within this role (e.g., through projects that could lead to positive changes in their schools and communities). Being this our central goal, we set a definite target: By project end, 20% less drop-out as compared to last 5-year average of participating schools. We will also develop a BT satisfaction index based on questionnaires (T.1.2.2), in which we will expect to find, for the same reference period, an increase in the number of "satisfied BT" of 33% at least.  As regards mentoring teachers and teacher trainers at HEIs, both groups will receive “training for trainers”, including methods and materials tailored to help them support beginning teachers’ work in situ as well as at HEIs.  As regards schools, they will benefit from multi-player support for the induction process in their organizations, increased beginning teacher retention rates, and the nourished potential of these teachers for leadership and contribution to their organizations.  Educational policymakers will benefit from direct partnership in induction procedures with HEIs, schools and teachers (BT in particular), as well as from concrete recommendations to guide their policies and budgeting so as to increase BT’ contribution to the system and reduce their dropout.  The above pertains primarily to participants and stakeholders in Israel, but, as mentioned before, the dissemination and uptake of the model and its lessons to other countries in the long term, is foreseen to have similar results for equivalent stakeholder groups in those countries. Moreover, while the majority of the above benefits will be seen already in the short term among PROTEACH-participating stakeholders (during the lifetime of the project), their impact will increase in the long term, with the expansion and wider-scale application of the model in Israel and elsewhere. |

*Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished* (limit 3000 characters).

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| The intra- and inter-HEI frameworks for collaboration and mutual learning established as part of the project will continuously gain new members through the project's dissemination process and post-project dissemination efforts (e.g., publications, press releases). These frameworks will serve as ongoing forums for consultation, contact and exchange of ideas within and between HEIs. It is our hope that the project's website will additionally serve as such forum, involving all types of players that participated in the project itself and drawing in increasing numbers of interested parties.  Moreover, P2 will utilize its own ongoing publications and training for trainer programs, as well as its contacts at the Ministry of Education to distribute the methods, materials and recommendations of the model to HEIs, schools, and beginning and veteran teachers on a national scale. P1, P3, P4, P8, P9 and P10 will take advantage of their existing and ongoing professional development, leadership and training programs for teachers, as well as their complementary contacts with various schools at the centre as well as the northern and southern peripheries of Israel, to scale up the model's implementation and its impact.  The 12 schools involved in the project (6 of them as associated partners) will continue to run the MITs in their facilities, conduct mentoring, allocate resources to involve teachers from the schools' own resources such as the current national implementation plans of Oz Latmura and Ofek Hadash.  On a national level we expect that the MIT model will be integrated in the Academy-Classroom Partnership Program of the Israeli M. of Education and the field intervention plan. See G2 below.  The principles of the model and lessons learned will reach additional stakeholders in Israel and abroad through the project teams' publications and other dissemination efforts. P5, P6 and P7 and P11 will also work towards the implementation of these principles and lessons learned in widening circles in their countries and throughout Europe, building on their own academic contacts as well as contacts among policymakers. |

## Overview of short and long term impact indicators

*Please add rows as necessary according to indicators*

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| **Short term impact** | **Target groups/potential beneficiaries** | **Quantitative indicators** | **Qualitative indicators** |
| Lasting and effective intra- and inter-HEI frameworks for collaboration and mutual learning will be established | Project partners (organizations) and additional Israeli HEIs to be approached for this purpose | * (Roughly) 15 joint publications, presentations, symposia, etc. * 6 additional HEIs represented and active in the frameworks produced to monitor, assess, and apply MIT implementation lessons to training at HEIs. | Quality of working procedures, relationships, information flow and cooperation between HEIs taking part in the program, and the potential for post-project cooperation |
| The MIT model’s principles and produced tools and materials will lead to increased inclusiveness and effectiveness of the teacher induction process at participating schools | 180 beginning teachers, and all other members of project MITs (HEIs’ managerial and training staff, school principals and communities, teacher mentors, policymakers) | * More than 5 different types of stakeholders Participation and attendance of in MITs over time; * Reduced dropout rates of new teachers in participating schools by 20% (from the participating schools last 5-year average)**.** | * Improved ability of teacher mentors and teacher trainers to support teachers during their induction period; * Growing role played by beginning teachers in their induction and their schools; * Increase in beginning teachers' motivation, self-efficacy and self-determination; * Satisfaction among MIT members as regards the pedagogical materials produced and work processes and procedures within MITs. |
| PROTEACH/MIT-based principles and recommendations will be included in HEI training programs and adopted by national and local departments of education. | HEIs and policymakers | * 24 HEI members taking active part in MIT groups. * 12 policyamker representatives taking part in MIT groups. * 200 HEI and policymaker representatives receive project dissemination reports. * All participating HEI's implement at least one MIT-based course and one worshop in their standard training curriculum * 10 aditional HEIs (not participating in the project) declaring they plan to adopt PROTEACH principles, methods and lessons learned in their training programs; * 20 non-participating policymakers expressing interest in making the MIT approach sustainable. | Indications of de facto adoption of MIT-based principles and recommendations by HEIs and policymakers based on HEI training curricula, Ministry of Education policy documents, tenders, and budget allocations. |

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| **Long term impact** | **Target groups/potential beneficiaries** | **Quantitative indicators** | **Qualitative indicators** |
| Setting successful examples and frameworks and principles of multilateral HEI-school-stakeholder teacher training and induction partnerships that will be picked up by increasing numbers of HEIs and schools in the country and successfully applied at schools on a national and international scale | HEIs, schools, and other stakeholders | * Growing and significant numbers of HEIs and schools forming new MITs post- PROTEACH (and number of other stakeholder representatives included in the teams) * All of HEIs / schools / stakeholders continuing to implement the MIT model post- PROTEACH | * Satisfaction and positive perception of the MIT model, tools, and materials, their implementation and its results among these stakeholders * Growing research interest in the MIT model and related studies undertaken by non-partner HEIs. |
| Improving beginning teachers' retention rates, contribution to and integration at schools in Israel at large and in other countries implementing the model | Beginning teachers, schools / school communities | * Reduced dropout rates of new teachers from schools implementing the model. * Increasing number of beginning teachers taking up leadership positions at schools. | * Growing role played by beginning teachers in their induction and their schools; * Increase in beginning teachers' motivation, self-efficacy and self-determination; * Increase in perceived value and drawing power of the teaching profession to talented, highly-motivated academics and second-career workers, which will lead to more and more of them choosing it and increase the chances of their retention. |
| PROTEACH /MIT-based principles and recommendations will be included in HEI training programs and adopted by national and local departments of education. | HEIs and policymakers | * Number of HEI and policyamker representatives taking part in MIT groups. * Number of HEI and policymaker representatives to which project reports are disseminated. * Number of HEIs declaring they plan on incorporating PROTEACH principles, methods and lessons learned in their training programs; * Number of non-participating policymakers expressing interest in, support, and/or approval of the project. | Indications of de facto adoption of MIT-based principles and recommendations by HEIs and policymakers based on HEI training curricula, Ministry of Education policy documents, tenders, and budget allocations. |
| Strengthening multilateral international working relations between induction-focused HEIs in Europe and Israel | Project partners and additional HEIs in Israel and Europe | * Number of joint papers / symposia / presentations / books, etc. jointly written and/or published by different constellations of project partners, pertaining to PROTEACH, post-project; * Number of staff from either institution travelling to another for the purposes of work/study based on contacts made through the project, post- PROTEACH; * Number of new proposals and projects developed by different subsets of project partners and/or with other organizations thanks to contacts and experience gained as part of the project. | Quality of communication, collaboration, relationships, etc., among the relevant HEIs and their staff members. |

**G.2. Dissemination and exploitation strategy**

*Please explain how the dissemination will be organised and how exploitation activities will ensure optimal use of the results within the project's lifetime and after. Explain the roles, responsibilities and target groups* (limit 3000 characters).

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| PROTEACH's dissemination and exploitation strategy harnesses several activities and stakeholders.  The project will set frameworks of collaboration and exchange among multiple players, within and between schools and HEIs. These frameworks – website, online forums, committee meetings, online networks, etc. – will facilitate both project's implementation and dissemination of results. The material uploaded and distributed will be further disseminated via the professional and personal contacts of participating organizations. This will be done in Israel and abroad, targeting primarily academics, practitioners and policymakers in education.  Two 1-day events devoted to dissemination are scheduled to take place in Romania (Jan'17) and UK (Jan'18). There, project teams will meet policymakers, teachers, HEI and school representatives and hundreds of stakeholders from the host and neighboring countries to showcase the MIT model and results. These events, and others planned to take place at local level in Israel, will be devised as true "multiplier events" intended to disseminate the project and create the proper climate for the adoption and continuation of its results. Some of the Israeli events will address specific target audiences (to which the participating HEIs have natural access channels), deepening their dissemination effect: Talpiot (Jewish-orthodox populations), Sakhnin (Arabs), Kaye (Bedouins), Kibbutzim (special needs), Beit Berl (Jewish-Arab multicultural settings) – municipalities, training intuitions for school principals and management staff, schools/school networks.  P1, P3 and P4 will each hold an annual workshop (D2.2.2) dedicated to the project and an annual workshop at a school (overall 18 workshops along the project). These workshops will assist MIT members in their work, but as additional stakeholders will be invited, they will also serve dissemination (suitable printed and audiovisual material will be prepared). Additionally, annual 14-day courses will be held for Israeli HEI staff and students in two of the EU partners' countries, Estonia and Austria. The visitors will be able to make new contacts there and their arrival will be duly publicized. Moreover, each year one of the Israeli HEIs will host an international 5-day workshop, which will serve as a forum for local and European partners, MIT participants and others to share and discuss experiences.  The involvement of policymakers in MITs and in the projects' Steering Committee will contribute to integrate the MIT model in the nationwide Plan of "Academy-Classroom Partnership", jointly run by the M. of Educ. and the teacher-training HEIs in Israel. The core idea of the Plan is to allow students in their 3rd training year to work as co-teachers in schools for 3 days a week. These teachers are accompanied by mentors assigned from the schools' staff. As P2 and P3 are key players in the Plan, we expect a smooth integration of MIT/induction into it.  The above has implications for PROTEACH's after-project repercussion. In fact, "exploitation" means, in our context, the broad and sustained adoption of the MIT model at national level. Additional factors will contribute to this, e.g., accreditation, as through it the beginning teachers will perceive appreciation for their efforts and capabilities, facilitating their initiation and retention at work. The project also focuses at the necessary "academization" of its subject, bringing it to the HEIs curricula and enabling students to learn and major in it. These factors will act as an engine to perpetuate the approach and place it in the mainstream of research and attention. As an outcome of this process, we may expect the HEIs – and not only the M. of Education – to become the interested party in ensuring the sustainability of the MIT idea, as it will constitute a growing area of their academic activity. Consistent with this aspiration, we are applying also for funding a mobility strand for this project. |

**G.3. Sustainability**

*Explain how the impact of this project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's life - financially, institutionally and policy level. Also explain how the results will be mainstreamed and multiplied in the sector of activity and in the participating institutions. Describe the strategy foreseen to attract co-funding and other forms of support for the project* (limit 2000 characters).

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| The sustainability and mainstreaming of the project's results and impact rely on several elements in its design:  (1) The elaboration, refinement and implementation of its MIT model and related tools and materials will be done in a manner that meaningfully involves representatives from multiple types of stakeholders. This point is crucial, because it will engender a sense of ownership on the part of these stakeholders, increasing their motivation to continue the implementation and spread the word to others. It will also ensure the suitability and optimization of the model to all relevant players, thus further increasing the likelihood of its continuing and expanding implementation and resulting impact. The inclusion of policymakers in the MITs and in other activities (see under WPs 2.2 and 4.1, in particular) is vital in this respect, as are P2's contacts at the Israeli Ministry of Education.  (2) HEI's will integrate the MIT model in their training and accreditation plans through courses and workshops. Special attention will be devoted to sustain the contacts between schools and HEI's through a dedicated infrastructure for supporting mentoring and peer assessments during training and induction.  (3) BT will take advantage of being heard in schools and HEI's and will strengthen and materialize their wishes and expectations both from schools and HEI's.  Forth, participating HEIs and schools will contribute of their own resources to the implementation of the program (e.g., in staff time), especially through the Academy–Classroom Partnership intervention plan of the Ministry of Education (see G.2 above), further increasing their sense of ownership and fostering their interest in its success and continuation. They are likely to make similar contributions in following years, and given that the preparation and development process will be completed by the end of the project, much smaller additional resources will be required for this purpose.  (5) The communication infrastructures (platforms and contacts) established as part of the project are expected to be self-sustaining and with a potential for network-based growth, as, for example, participating teachers who will appreciate their project website forum's potential for support and knowledge exchange will invite their non-participating peers to join it.  (6) Finally, the project's tangible outcomes, primarily its reports and other publications, will persist. They will include the publication of curriculum materials and tools, as well as lessons learned and practices, all disseminated extensively and free of charge both nationally and internationally to multiple stakeholders, most notably policymakers and managerial staffs of HEIs and schools (via events, institutional and personal contacts, the project's website, etc.). They will provide theoretical and empirical backing (successful examples of implementation) as well as concrete recommendations adapted to the needs of the diverse target audiences. |

# LOGICAL FRAMEWORK MATRIX – LFM

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| **Wider Objective:**  *What is the overall broader objective, to which the project will contribute?*   * Improving the quality of teacher training in Israel through multilateral HEI-school-stakeholder partnerships (MIT model) and based on lessons learned from Israel and Europe; * Improving beginning teachers' retention rates, contribution to and integration at schools in Israel; * Strengthening multilateral international working relations between induction-focused HEIs in Europe and Israel | *Indicators of progress:* *What are the key indicators related to the wider objective?*   * Improved quality of new teacher training model from multiple perspectives (e.g., efficacy in preparing teachers for their role) in comparison with existing models; * Increase in beginning teachers' retention and motivation. * Professional knowledge exchange and mobility opportunities created between Israeli and European HEIs. | How indicators will be measured: *What are the sources of information on these indicators?*   * Research on past models in Israel and abroad and quantitative and qualitative evaluation of PROTEACH. * Reports from participants, staff and other stakeholders. |  |
| **Specific Project Objective/s:**  *What are the specific objectives, which the project shall achieve?*   * 1) to develop and refine via pilot implementation and evaluation iterations a model and curriculum for teacher training and induction based on on-site teams involving representatives of HEIs, school management and teaching staff, school communities, policymakers and the beginning teachers themselves (the "MIT" model, for Multi-player Induction Teams); * 2) to empower 180 Israeli beginning teachers to play an active role in their induction and capitalize on their unique attributes to serve as agents of change within schools. * 3) to improve teacher retention and motivation at 12 participating Israeli schools. * 4) to align training at a minimum of 12 leading Israeli HEIs as well as governmental and local educational policies with the lessons learned from the implementation of the model developed. | Indicators of progress: *What are the quantitative and qualitative indicators showing whether and to what extent the project’s specific objectives are achieved?*   * Successful establishment of MITs and development and refinement of curriculum materials for all players involved, executed as planned. * Positive nature and efficacy of multi-player partnerships within the MITs. * Improved level and type of beginning teachers' involvement in school processes. * Improved teacher retention. * MIT "graduates" assume an enthusiastic position in the further dissemination of MITs' results in meetings with students and younger colleagues. * Impact of MIT model and lessons learned on training at HEIs and on policymakers. * HEIs develop a genuine interest in the MIT model and implementation, benefiting from the opportunities provided for school development and receiving pertinent feedback in order to improve the existing curricular contens of the related HE study programmes. | **How indicators will be measured:**  *What are the sources of information that exist and can be collected? What are the methods required to get this information?*   * Timely implementation of work plan and submission of deliverables. * Interviews and questionnaires of participating beginning teachers, mentors, academic staff, school managerial and educational staff, policymakers and other stakeholders. * At least 80% of involved participants expressed high level of satisfaction * By the end of the project, drop-out rates of teachers in the participating schools are reduced by 20% as compared to their average during the last 5 years. * All HEI's involved in the project provide accreditation for work done in the MITs. | **Assumptions & risks:**  *What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?*   * Factors and conditions: cooperation of academic staff, schools, policy makers and other stakeholders; Ministry of Education support. * Risks: 1) Possibility of long strikes within either academic institutions or schools - could postopne the implementation of some project activities. 2) Political instability that may lead to changes in the Ministry of Education that would delay the allocation of new budgets and issuance of new policy papers, affecting the role of HEIs vis-à-vis the teachers' induction period in Israel. |
| **Outputs (tangible) and Outcomes (intangible):**   * *Please provide the list of concrete DELIVERABLES - outputs/outcomes (****grouped in Workpackages)****, leading to the specific objective/s.:*   Outputs: 1) Elaboration and refinement of MIT model and related educational materials for teachers, mentors and HEIs (WPs 1.1-1.3 & 2.1-2.2; D1.3.1-1.3.2, D2.2.1); 2) MIT working groups created and operating at 12 schools (450 participants overall, of which 180 beginning teachers, WPs 1.1-1.3 & 2.1-2.2); 3) 18 half/full-day workshops (1 per HEI, per year) for local staff/participants and 3, 2 week-long international workshops at HEIs (WP2.2; D2.2.2); 4) 9 workshops at schools (WP2.2; D2.2.3); 5) 2 international 14-day courses in Program Countries P7 & P10 for Israeli staff and participating school representatives (WP2.2); 6) Reports produced on lessons learned and recommendations for practitioners and policymakers (WPs 1.1-1.2 & 2.1-2.2; D1.1.1, D1.2.1, D2.1.1, D2.1.2, D2.2.1); 7) Project website and dissemination plans and reports (WP4, D4.1.1-4.1.3); 8) Management plans and reports (WPs 3 & 5; D3.1.1, D5.1.1).  Outcomes: 1) Intra- and inter-HEI frameworks for collaboration and mutual learning will be established (cf. in particular WP2.1); 2) beginning teachers will be empowered to serve as key actors in their induction and school communities; 3) Beginning teacher retention rates at participating schools will increase; 4) MIT-based principles and recommendations will be included in HEI training programs and adopted by national and local departments of education. 5) A multicultural approach will be adopted during the induction period for supporting cultural diversity while empowering beginning teachers in schools. 6) Adequate strategies to solve morally laden situations in a professional way will be integrated in the induction period. | **Indicators of progress:**  *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?*   * Timely submission and quality of all deliverables/reports; * Events held as planned; * Participation and attendance of different types of stakeholders in MITs over time; * Satisfaction among MIT members as regards the pedagogical materials produced and work processes and procedures within MITs; * Improved ability of teacher mentors and teacher trainers to support teachers during their induction period; * Growing role played by beginning teachers in their induction and their schools; * Increase in beginning teachers' motivation, self-efficacy and self-determination; * Reduced dropout rates of new teachers; * Efficient dissemination of PROTEACH principles, methods and lessons learned to HEIs and policymakers; * Additional quality criteria and standards to be established as part of WP3.1. | **How indicators will be measured:**  *What are the sources of information on these indicators?*   * Submission dates and acceptance of project deliverables. * Monitoring of work plan and its implementation by project staff. * Monitoring and evaluation of educational materials, activities and outcomes through questionnaires, interviews, observations, analysis of statistical information (e.g., dropout rates, percentages of new teachers taking part in school-level change processes), monitoring workshops, and analysis of HEI training curricula and Ministry of Education policy documents, tenders and budget allocation. * Satisfactory evaluation of dissemination events with growing numbers of participants from all target populations addressed in the project. | **Assumptions & risks:**  *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?*   * As above. |
| **Activities:**  *What are the key activities to be carried out (****grouped in Workpackages)*** *and in what sequence in order to produce the expected results?*   * WP1.1 - Recruitment of staff, stakeholders and participants; WP1.2 - Preparation of infra-sturcture for MIT implementation and evalution; WP1.3 - Preparation of of content, methods and activities. * WP2.1 - Implementation of models of communication; WP2.2 - Implementation of curriculum materials, tools and events. * WP3.1 - Quality planning and monitoring. * WP4.1 - Dissemination and exploitation. * WP5.1 - General management and coordination. | *Inputs:* *What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?*   * Staff time - HEI staff (15 pedagogical instructors x 60 hours per year x 3 years); project and WP management, coordination, preparation, and dissemination partners' staff time (as elaborated in the work plan below). * Participants' time (paid from non-EU resources or unpaid) - mentor teachers (60-70 mentors per year x 180 hours per year x 3 years); beginning teachers (60-70 per year x 60 hours per year x 3 years); additional school staff (3 per MIT x 15 MITS x 60 hours per year x 3 years); policymakers' time (varied); staff of additional HEIs to take part in workshops, dissemination activities and intra-HEI forums and committees (varied). * Hosting/premises at which to hold MIT meetings, workshops, and other activities. * Computers, peripheral equipment and consumables (scanner, printer, projector, paper, toner), and preparation of technological infra-structure for commnication (e.g., website, forums). * Transportation of staff and participants to inter-institution events/meetings (own resources). |  | **Assumptions, risks and pre-conditions:**  *What pre-conditions are required before the project starts? What conditions outside the project’s direct control have to be present for the implementation of the planned activities?*   * Positive attitudes of school and HEI management staff towards the project and its goals, likewise for beginning and mentor teachers; * Informed support of the national, district-level and local level Ministry of Education and municipality officials – both as regards approval of the project hours as work hours for mentoring and beginning teachers as part of the “Ofek Hadash” and “Oz LiTmura” Ministry initiatives, and as regards support in recruiting schools and dissemination efforts; * Willingness of schools and HEIs to allot own resources to complement project resources (e.g., in staff time, in-kind hosting, transportation); |

# WORKPLAN

*Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.*

*For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.*

*The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.*

Activity carried out in the Programme Country: **=** (E.g. activity in France for two weeks in the first month of the project 2= under M1)

Activity carried out in the Partner Country (ies): **X** (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

**WORKPLAN for project year 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
| WP1.1 / T1.1.1 | Selection of schools | **14** | **4X** | **4X** | **2X** |  |  |  |  |  |  |  |  | **4X** |
| WP1.1 / T1.1.2 | Selection of teachers and mentors | **14** | **4X** | **4X** | **2X** |  |  |  |  |  |  |  |  | **4X** |
| WP1.1 / T1.1.3 | Authorities and policy makers | **14** | **4X** | **4X** | **2X** |  |  |  |  |  |  |  |  | **4X** |
| WP1.2 / T1.2.1 | Establishing the MITs in schools focusing on beginning teachers' voice | **20** | **4X** | **4X** | **4X** | **4X** |  |  |  |  |  |  |  | **4X** |
| WP1.2 / T1.2.2 | Questionnaires for evaluation | **20** | **4X/=** | **4X/=** | **4X/=** | **4X/=** |  |  |  |  |  |  |  | **4X/=** |
| WP1.2 / T1.2.3 | Implementation (detailed) work plan and events calendar | **20** | **4X/=** | **4X/=** | **4X/=** | **4X/=** |  |  |  |  |  |  |  | **4X** |
| WP1.2 / T1.2.4 | Means for amplifying beginning teachers' voices in schools and in colleges. | **24** | **4X/=** | **4X/=** | **4X/=** | **4X/=** |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.2 / T1.2.5 | Adapting communication platform (linked to projects' website) for all involved partners | **24** | **4X** | **4X** | **4X** | **4X** |  |  |  |  |  |  | **4X** | **4X** |
| WP1.3 / T1.3.1 | Training units for teachers | **28** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.2 | Training units for mentors | **28** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.3 | Teaching units for colleges | **28** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.4 | Workshops for dissemination | **16** |  |  | **4X/=** | **4X/=** |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.5 | Pre-service teachers | **20** |  |  | **4X/=** | **4X/=** | **4X/=** |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.6 | Policy makers | **16** |  |  | **4X** | **4X** |  |  |  |  |  |  | **4X** | **4X** |
| WP1.3 / T1.3.7 | Tools for reflection and self determination | **10** |  |  | **4X** | **4X** |  |  |  |  |  |  |  | **2X** |
| WP2.1 / T2.1.1 | Carrying out the MITs in schools | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.2 | Carrying out the work between the colleges and the MITs. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.3 | Implementing the means through which beginning teachers' voice can be amplified in schools, colleges and Policy makers | **44** | **4X/=** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X/=** | **4X** |
| WP2.1 / T2.1.4 | Maintaining and expanding contacts between educational authorities (ministry of education and municipalities), schools and colleges | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.5 | Managing communication platform for all involved partners | **44** | **4X/=** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X/=** | **4X** |
| WP2.1 / T2.1.6 | Implementation of workshops and courses for joint reflection and knowledge exchange at HEIs, schools and policy makers. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.7 | Implementation of curriculum and sylabi for teachers' acreditation based on experince gained from the MIT's | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.1 | Implementation of new curriculum in colleges | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.2 | Implementation of curriculum for MITs | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.3 | Implementation of training for mentors and beginning teachers | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.4 | Implementation of training and workshops events | **44** | **4X/=** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X/=** | **4X** |
| WP2.2 / T2.2.4 | Implementation of training and workshops events | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP3.1 / T3.1.1 | Determination of the areas of projects' work and results that will be subject to QA/QC (quality assurance/quality control) | **8** | **4X/=** | **4X/=** |  |  |  |  |  |  |  |  |  |  |
| WP3.1 / T3.1.2 | Determination of quality criteria and standards to be used in the different activities | **12** | **4X/=** | **4X/=** | **4X** |  |  |  |  |  |  |  |  |  |
| WP3.1 / T3.1.3 | Quality plan - Describing the way in which activities will endorse agreed quality criteria and state the basis for the formulation of best practices | **16** |  |  |  | **4X/=** | **4X/=** | **4X** | **4X** |  |  |  |  |  |
| WP3.1 / T3.1.4 | Quality monitoring and evaluation | **16** |  |  |  |  |  |  |  | **4X/=** | **2X** | **2X** | **4X** | **4X/=** |
| WP4.1 / T4.1.1 | Website preparation, launching and maintenance | **30** | **4X** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP4.1 / T4.1.2 | Dissemination planning and reporting | **22** |  |  |  |  |  | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **2X/=** | **2X/=** | **2X/=** |
| WP4.1 / T4.1.3 | Dissemination activities: Seminars, workshops… | **24** |  |  |  |  |  | **4X/=** | **4X/=** | **4X/=** | **2X/=** | **2X/=** | **4X/=** | **4X/=** |
| WP4.1 / T4.1.4 | Establishing and maintaining a community of beginning teachers: Forums, networks, etc. | **24** |  |  |  |  |  | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP4.1 / T4.1.5 | Exploitation planning | **9** |  |  |  |  |  |  | **1X/=** | **1X/=** | **1X** | **2X** | **2X/=** | **2X/=** |
| WP5.1 / T5.1.1 | Co-ordination of partners’ activities in the project. | **28** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP5.1 / T5.1.2 | Ensuring that adequate management procedures are established and implemented. | **28** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP5.1 / T5.1.3 | Ensuring maximum visibility of the project and its results through continuously tracking and monitoring project progress | **28** | **4X/=** | **4X/=** | **2X** | **2X** | **2X/=** | **2X** | **2X** | **2X/=** | **2X** | **2X** | **2X** | **2X/=** |
| WP5.1 / T5.1.4 | Reporting on project status, financials and achievements and, in general, maintaining a fluent link with the Project Officer in Europe. | **28** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP5.1 / T5.1.5 | Implementing a policy leading to minimization of project risks via timely identification of problem areas and their resolution. | **28** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |

**WORKPLAN for project year 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
| WP1.1 / T1.1.1 | Selection of schools | **8** | **2X** |  |  |  | **2X** |  |  |  |  |  |  | **4X** |
| WP1.1. / T1.1.2 | Selection of teachers and mentors | **8** | **2X** |  |  |  | **2X** |  |  |  |  |  |  | **4X** |
| WP1.1. / T1.1.3 | Authorities and policy makers | **8** | **2X** |  |  |  | **2X** |  |  |  |  |  |  | **4X** |
| WP1.2 / T1.2.1 | Establishing the MITs in schools focusing on beginning teachers' voice | **8** | **2X** | **2X** |  |  |  |  |  |  |  |  |  | **4X** |
| WP1.2 / T1.2.2 | Questionnaires for evaluation | **2** |  |  |  |  |  |  |  |  |  |  |  | **2X/=** |
| WP1.2 / T1.2.3 | Implementation (detailed) work plan and events calendar | **4** |  |  |  |  |  |  |  |  |  |  |  | **4X** |
| WP1.2 / T1.2.4 | Means for amplifying beginning teachers' voices in schools and in colleges. | **12** | **4X/=** |  |  |  |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.2 / T1.2.5 | Adapting communication platform (linked to projects' website) for all involved partners | **12** | **4X** |  |  |  |  |  |  |  |  |  | **4X** | **4X** |
| WP1.3 / T1.3.1 | Training units for teachers | **16** | **4X/=** | **4X/=** |  |  |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.2 | Training units for mentors | **12** | **4X/=** |  |  |  |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.3 | Teaching units for colleges | **16** | **4X/=** | **4X/=** |  |  |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.4 | Workshops for dissemination | **12** | **4X/=** |  |  |  |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.5 | Pre-service teachers | **12** | **4X/=** |  |  |  |  |  |  |  |  |  | **4X/=** | **4X/=** |
| WP1.3 / T1.3.6 | Policy makers | **12** | **4X** |  |  |  |  |  |  |  |  |  | **4X** | **4X** |
| WP1.3 / T1.3.7 | Tools for reflection and self determination | **4** | **2X** |  |  |  |  |  |  |  |  |  |  | **2X** |
| WP2.1 / T2.1.1 | Carrying out the MITs in schools | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.2 | Carrying out the work between the colleges and the MITs. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.3 | Implementing the means through which beginning teachers' voice can be amplified in schools, colleges and Policy makers | **44** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X** | **4X/=** |
| WP2.1 / T2.1.4 | Maintaining and expanding contacts between educational authorities (ministry of education and municipalities), schools and colleges | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.5 | Managing communication platform for all involved partners | **44** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X** | **4X/=** |
| WP2.1/  T2.1.6 | Implementation of workshops and courses for joint reflection and knowledge exchange at HEIs, schools and policy makers. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1/  T2.1.7 | Implementation of curriculum and sylabi for teachers' acreditation based on experince gained from the MIT's | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.1 | Implementation of new curriculum in colleges | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.2 | Implementation of curriculum for MITs | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.3 | Implementation of training for mentors and beginning teachers | **44** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X** | **4X/=** |
| WP2.2 / T2.2.4 | Implementation of training and workshops events | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP3.1 / T3.1.1 | Determination of the areas of projects' work and results that will be subject to QA/QC (quality assurance/quality control) | **0** |  |  |  |  |  |  |  |  |  |  |  |  |
| WP3.1 / T3.1.2 | Determination of quality criteria and standards to be used in the different activities | **4** | **4X/=** |  |  |  |  |  |  |  |  |  |  |  |
| WP3.1 / T3.1.3 | Quality plan - Describing the way in which activities will endorse agreed quality criteria and state the basis for the formulation of best practices | **4** |  |  |  |  |  |  |  |  | **2X/=** | **2X** |  |  |
| WP3.1 / T3.1.4 | Quality monitoring and evaluation | **44** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X** | **4X/=** |
| WP4.1 / T4.1.1 | Website preparation, launching and maintenance | **24** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP4.1 / T4.1.2 | Dissemination planning and reporting | **24** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** |
| WP4.1 / T4.1.3 | Dissemination activities: Seminars, workshops… | **44** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **2X/=** | **2X/=** | **4X/=** | **4X/=** |
| WP4.1 / T4.1.4 | Establishing and maintaining a community of beginning teachers: Forums, networks, etc. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP4.1 / T4.1.5 | Exploitation planning | **45** | **3X/=** | **3X** | **3X** | **4X/=** | **4X** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** |
| WP5.1 / T5.1.1 | Co-ordination of partners’ activities in the project. | **30** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP5.1 / T5.1.2 | Ensuring that adequate management procedures are established and implemented. | **30** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP5.1 / T5.1.3 | Ensuring maximum visibility of the project and its results through continuously tracking and monitoring project progress | **30** | **2X/=** | **2X** | **2X** | **4X/=** | **4X** | **4X** | **2X** | **2X/=** | **2X** | **2X** | **2X/=** | **2X** |
| WP5.1 / T5.1.4 | Reporting on project status, financials and achievements and, in general, maintaining a fluent link with the Project Officer in Europe. | **30** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP5.1 / T5.1.5 | Implementing a policy leading to minimization of project risks via timely identification of problem areas and their resolution. | **30** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |

**WORKPLAN for project year 3**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activities** | | **Total duration**  **(number of weeks)** | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** |
| **Ref.nr/**  **Sub-ref**  **nr** | **Title** |
| WP1.1 / T1.1.1 | Selection of schools | **2** | **2X** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.1. / T1.1.2 | Selection of teachers and mentors | **2** | **2X** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.1. / T1.1.3 | Authorities and policy makers | **2** | **2X** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.2 / T1.2.1 | Establishing the MITs in schools focusing on beginning teachers' voice | **4** | **2X** | **2X** |  |  |  |  |  |  |  |  |  |  |
| WP1.2 / T1.2.2 | Questionnaires for evaluation | **0** |  |  |  |  |  |  |  |  |  |  |  |  |
| WP1.2 / T1.2.3 | Implementation (detailed) work plan and events calendar | **0** |  |  |  |  |  |  |  |  |  |  |  |  |
| WP1.2 / T1.2.4 | Means for amplifying beginning teachers' voices in schools and in colleges. | **4** | **2X/=** | **2X/=** |  |  |  |  |  |  |  |  |  |  |
| WP1.2 / T1.2.5 | Adapting communication platform (linked to projects' website) for all involved partners | **4** | **2X** | **2X** |  |  |  |  |  |  |  |  |  |  |
| WP1.3 / T1.3.1 | Training units for teachers | **4** | **4X/=** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.3 / T1.3.2 | Training units for mentors | **0** |  |  |  |  |  |  |  |  |  |  |  |  |
| WP1.3 / T1.3.3 | Teaching units for colleges | **4** | **4X/=** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.3 / T1.3.4 | Workshops for dissemination | **4** | **4X/=** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.3 / T1.3.5 | Pre-service teachers | **4** | **4X/=** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.3 / T1.3.6 | Policy makers | **4** | **4X** |  |  |  |  |  |  |  |  |  |  |  |
| WP1.3 / T1.3.7 | Tools for reflection and self determination | **0** |  |  |  |  |  |  |  |  |  |  |  |  |
| WP2.1 / T2.1.1 | Carrying out the MITs at schools | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.2 | Carrying out the work between the colleges and the MITs. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.3 | Implementing the means through which beginning teachers' voice can be amplified in schools, colleges and Policy makers | **44** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X/=** | **4X** |
| WP2.1 / T2.1.4 | Maintaining and expanding contacts between educational authorities (ministry of education and municipalities), schools and colleges | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1 / T2.1.5 | Managing communication platform for all involved partners | **44** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X/=** | **4X** |
| WP2.1/  T2.1.6 | Implementation of workshops and courses for joint reflection and knowledge exchange at HEIs, schools and policy makers. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.1/  T2.1.7 | Implementation of curriculum and sylabi for teachers' acreditation base on experince gained from the MIT's | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.1 | Implementation of new curriculum in colleges | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.2 | Implementation of new curriculum in MITs | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.3 | Implementation of training for mentors and beginning teachers | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP2.2 / T2.2.4 | Implementation of training and workshops events | **44** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X/=** | **4X** |
| WP2.2 / T2.2.5 | Implementation of workshops at schools | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP3.1 / T3.1.1 | Determination of the areas of projects' work and results that will be subject to QA/QC (quality assurance/quality control) | **0** |  |  |  |  |  |  |  |  |  |  |  |  |
| WP3.1 / T3.1.2 | Determination of quality criteria and standards to be used in the different activities | **4** | **4X/=** |  |  |  |  |  |  |  |  |  |  |  |
| WP3.1 / T3.1.3 | Quality plan - Describing the way in which activities will endorse agreed quality criteria and state the basis for the formulation of best practices | **0** |  |  |  |  |  |  |  |  |  |  |  |  |
| WP3.1 / T3.1.4 | Quality monitoring and evaluation | **44** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X** | **4X/=** | **2X** | **2X** | **4X** | **4X** |
| WP4.1 / T4.1.1 | Website preparation, launching and maintenance | **24** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** |
| WP4.1 / T4.1.2 | Dissemination planning and reporting | **32** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **2X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** |
| WP4.1 / T4.1.3 | Dissemination activities: Seminars, workshops… | **44** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **4X/=** | **2X/=** | **2X/=** | **4X/=** | **4X/=** |
| WP4.1 / T4.1.4 | Establishing and maintaining a community of beginning teachers: Forums, networks, etc. | **44** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **4X** | **2X** | **2X** | **4X** | **4X** |
| WP4.1 / T4.1.5 | Exploitation planning | **48** | **4X/=** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X** | **4X/=** | **4X** | **4X** | **4X/=** | **4X/=** |
| WP5.1 / T5.1.1 | Co-ordination of partners’ activities in the project. | **30** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** |
| WP5.1 / T5.1.2 | Ensuring that adequate management procedures are established and implemented. | **30** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** |
| WP5.1 / T5.1.3 | Ensuring maximum visibility of the project and its results through continuously tracking and monitoring project progress | **30** | **2X/=** | **2X** | **2X** | **2X/=** | **2X** | **2X** | **2X** | **2X/=** | **2X** | **4X** | **4X/=** | **4X/=** |
| WP5.1 / T5.1.4 | Reporting on project status, financials and achievements and, in general, maintaining a fluent link with the Project Officer in Europe. | **30** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** |
| WP5.1 / T5.1.5 | Implementing a policy leading to minimization of project risks via timely identification of problem areas and their resolution. | **30** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **2X** | **4X** | **4X** | **4X** |

# PART H - Work packages

*Please enter the different project activities you intend to carry out in your project. Make sure that the information in this section is consistent with the project Logical Framework Matrix.*

**H.1. Description of work packages, outcomes and activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work package type and ref.nr** | **PREPARATION** | | | **1.1** |
| **Title** | Recruitment of staff, stakeholders and participants | | | |
| **Related assumptions and risks** | We assume that the recruitment efforts for the project will both generate and be facilitated by positive attitudes of school and HEI management staff towards the project and its goals, and likewise for beginning and mentor teachers. We assume also that teachers’ participation will be accredited by the Ministry of Education and that local/regional/national departments of education and teacher induction will help the recruitment efforts by distributing calls for schools and teachers through their existing networks. Schools and HEIs participating should also be willing allot own resources to complement project resources (e.g., in staff time, in-kind hosting).  We further assume that intensive preparation for the intervention in schools in Israel is necessary at the beginning of each school year to ensure coherent work by all four partners in all sites.  Possible risks taken under this WP include non-positive initial attitudes on the part of certain players towards the project that could hinder recruitment and participation, changes in personnel within participating institutions for various reasons (leading to policy or attitude changes), etc. | | | |
| **Description** | Throughout the project’s duration (3 years), the purpose of this workpackage is to recruit schools, beginning teachers, mentor teachers and representatives of policymakers to take part in the MITs, planned to take place at different schools all over Israel (12 in 3 years in total). At the beginning of each school year, three month (Sept.- Nov.) will be devoted to establishing the composition of MIT groups at each school. The work will include selection of participating schools after negotiating with the schools' principles and management, selecting a proper group of beginning teachers who are expected to carry out their induction period at the school, as well as assigning mentors to participate in the work done within the MITs and creating partnerships with HEIs who will contribute pedagogical staff. Policymakers’ participation in at least some of the MIT activities will be negotiated also. The process of recruitment and selection will benefit from existing contacts and networks of P1-P4 &P8-P10. | | | |
| **Tasks** | T1.1.1. Selection of schools  T1.1.2. Selection of teachers and mentors  T1.1.3. Authorities and policy makers | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date (dd-mm-yyyy)** | 14.10.2019 | |
| **Lead Organisation** | P2 (Mofet Institute) | | | |
| **Participating Organisation** | P1, P2, P3, P4, P8, P9, P10 | | | |

**Deliverables/results/outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.1.1 | | | |
| Title | Criteria and recommendations for processes of selection of schools and teachers for the intervention plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Report on criteria, objectives and processes of selection of schools and teachers for the intervention plan. Recommendations of best practices upon experience gained | | | |
| Due date | Feb. 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| Policy makers in the field of education (local, regional and national), school principals and management staff | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

*Please copy and paste tables as necessary.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work package type and ref.nr** | **PREPARATION** | | | **1.2** |
| **Title** | Preparation of infra-structure for MIT implementation and evalution | | | |
| **Related assumptions and risks** | We assume that schools and HEIs will be willing to allocate staff time and travel and to host activities (own contribution), and that the Ministry of Education will accredit teachers for participating in the program. We further assume that MIT participants will be selected and assigned to their teams, and that an effective infra-structure for facilitating communication within and between MITs as well as among and between all other players and partners (HEIs, schools, policymakers, partner staff, etc.) is necessary for the smooth running of the project. Finally, we assume that participants will be willing and able to provide honest feedback. | | | |
| **Description** | The purpose of this workpackage is to establish a communication infrastructure and procedures among all individual and institutional players involved in the project in various capacities and levels (e.g., online communication platform, contact lists, elaboration of work schedule and procedures). This includes the preparation of effective means for gathering feedback from participants about the project (e.g., questionnaires, forums, workshops) as well as procedures for student and staff selection to attend the training events. A set of criteria will be formulated considering among others the following:    For school teachers: (1) members of the MITs mastering other professions (e.g. law, Hi–Tec, marketing) for at least five years; (2) Teachers from schools that worked as mentors for more than a year and got good recommendations from their school principals; (3) Teachers that have a special role in schools (e.g. specialists in students with special needs, social coordinators, science coordinators, etc.); (4) Teachers that lead special projects in school and for schools' outreach.  For the colleges' staff: (1) head of internship programs; (2) PDC coordinators; (3) coordinators of youth and non-formal education; (4) researchers that wish to establish international contacts concerning the role of HEIs in improving induction for supporting teachers retention in schools.  For colleges' students: (1) motivated students that participate in the MITs; (2) students in years 2-3 that express their wish to study abroad and serve as agents of change for induction programs in their colleges; (3) students in years 5-6 (M.A.) who wish to conduct research concerning the role of HEIs in improving induction for supporting teachers retention in schools.  We therefore propose to create four reports, documented as milestones in the project, describing how the above tasks were accomplished: M1.2.1 - Report on the communication platform; M1.2.2 - Questionnaires for evaluation; M1.2.3 - Detailed work-plan and event calendar; and M1.2.4 Procedures for student selection to attend training events. | | | |
| **Tasks** | T1.2.1. Adapting communication platform (linked to  project website) for all involved partners  T1.2.2. Questionnaires and evaluation  T1.2.3. Implementation (detailed) work plan and  event calendar.  T1.2.4. Initial elaboration of means for amplifying beginning teachers'  voices in schools and colleges. | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date (dd-mm-yyyy)** | 14.10.2019 | |
| **Lead Organisation** | P2 Mofet | | | |
| **Participating Organisation** | P1,P2,P3,P4,P8, P9, P10 | | | |

**Deliverables/results/outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.2.1 | | | |
| Title | Preliminary report on means for amplifying BTV in schools and colleges | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | In this report we plan to explore means for amplifying BTV based on lessons from the implementation of the MITs in the first year of the project gathered through the various communication and feedback channels. | | | |
| Due date | January 2017 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)*: partners, HEIs, policymakers | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work package type and ref.nr** | **PREPARATION** | | | **1.3** |
| **Title** | Preparation of of content, methods and activities | | | |
| **Related assumptions and risks** | While the main principles of PROTEACH's pedagogical approach and the MIT model are outlined already in the proposal, much work is required in order to elaborate, refine and consolidate the model, based on the unique experiences and knowledge of the Israeli and European partners. Moreover, concrete educational materials and tools would have to be developed for project participants, both for the induction at MITs (in schools) and related curriculum recommendations and activities at HEIs.  As this will be done in cooperation by a large and varied partner team from different institutions and countries, there is some risk of miscommunication, misunderstandings, differences of opinions due to clashing expriences or conclusions, and tensions among partners. To minimize this risk, the Steering Committee (SC) for the project will accompany this process and serve as a forum for arbitration. | | | |
| **Description** | The work in this WP will be devoted for the preparation of materials for the day to day work with the project’s target groups: HEI staff, beginning teachers, mentor teachers, school principals, policymakers, etc. Tangible learning and teaching materials, or “kits”, containing educational contents and explicit pedagogical guidance would need to be produced and adapted to the various target groups. In a way, it may be said that curricula will be developed – for MITs, for training mentors, and for training at HEIs. These materials will be used also as artefacts for negotiation by all partners. We expect to create units of teaching which will include relevant resources, suggestions for activities, and lesson plans. Materials for colleges will also include short term syllabi that will tackle issues raised in the MITs as well as syllabi that tackle schools' organisational citizenship behaviour to be taught as a vehicle for beginning teachers to participate in decision making processes in school as part of their training. These syllabi will use outcomes from the MIT's based on good examples of ways that beginning teachers took an active role in their schools through their participation in the MIT's. Lesson learnt from the MIT's will be concretized conceptually and will be part of the accreditation of teachers' education to ensure a coherent connection between teachers' preparations in the HE and the MIT's in schools. Special attention will be devoted to the inclusion of self-determination's approach (P4), as well as moral issues that influence's teachers' professional identity through the VaKE model developed by P10. We will also devote work for creating materials for workshops to be taken by all partners for all dissemination purposes. These workshops will allow all participants in the MIT's, academic monitors, teachers, mentors, schools' authorities and policy makers to share their view and experience with colleagues from various HE's, municipalities, other schools' principles, and other HE's, to ensure an ongoing dialogue and dissemination of the MIT's model with the largest possible audience in Israel and in Europe. We expect to have three milestones in this WP: M1.3.1, M1.3.2, M1.3.3, essentially similar and simply revised/updated each year, serving as reports and recommendation curriculum, methods, materials and tools required for successfully running MITs and amplifying beginning teachers’ voices as well as creating syllabi and curriculum in the HEIs. We expect These reports will serve as the basis for D2.1.1 and D2.1.2. | | | |
| **Tasks** | T1.3.1 Establishing MITs in schools focusing on beginning teachers’ voice  T1.3.2 Training units for teachers (beginning and veteran)  T1.3.3 Training units for teacher mentors  T1.3.4 Teaching units for teacher's training at HEIs  T1.3.5 Workshops for dissemination  T1.3.6 Tools for reflection and self determination  T1.3.7 Creating syllabi and curriculum for teaching in HEIs | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date (dd-mm-yyyy)** | 30.12.2018 | |
| **Lead Organisation** | P4 Kaye | | | |
| **Participating Organisation** | All | | | |

**Deliverables/results/outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.3.1 | | | |
| Title | Training units for teachers and mentors (revised versions redistributed each year) | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | These reviewed versions of training units for teachers and mentors will be dedicated to follow-up and reflection on materials prepared and used by teachers (beginners and professionals) and mentors (from academy and schools) who take part in the MITs in the school. | | | |
| Due date | October 2017 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 1.3.2 | | | |
| Title | Teaching units for colleges (revised versions redistributed each year) | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | This reviewed version of teaching units for colleges is dedicated for establishing an appropriate structure for new syllabus for teacher accreditation that supports BTV school organisational behaviour and the MITs model in HEIs. | | | |
| Due date | October 2018 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *If you selected 'Other', please identify these target groups.*  *(Max. 250 characters)* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

*Please copy and paste tables as necessary.*

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **2**.1 |
| **Title** | Implementation: Models of communication  [**Note re: the names of the WPs under WP-type 2 – Development**: We use the name "Implementation" for the WPs composing WP-type 2, as those WPs actually deal with implementation. This is done in accordance with EC document "Application and selection procedures - Call 2015 (EAC/A04/2014) - Instructions for completing the Application Package", Section H/p.22] | | | |
| **Related assumptions and risks** | One of the main challenges of PROTEACH is to guarantee smooth and coherent work by all players taking part in this project. The risk is decentralization of activities and contacts that will affect the clarity of our objectives and expected results and will in turn make our project vague and unclear. To meet these risks we intend to ensure the ongoing work of our infrastructures by focusing on good ways of communication amongst all players and partners involved in the project. | | | |
| **Description** | This WP is planned to be active continuously throughout the project’s lifespan. The main tasks assigned to this WP are to ensure optimal traits of communications among all players and partners in the project.  These communication traits will be carried on through procedures of reporting and regular meeting of the steering committee in which everyone will be represented (we also foresee involvement of our international partners through Skype and during PMBs and/or other events). In addition to inter- and intra-partner communication, the mechanisms established as part of WP1.2 for communication between all involved parties (e.g., schools, teachers, policy-makers) will also be implemented throughout the project’s lifespan, and will also involve face-to-face and electronic modes of communication, as mentioned in the description of the aforementioned WP. We expect to run learning management system (LMS) as part of the project website that will allow all participants smooth and easy access to all materials created in this project. These models of communication outlined above will serve in the running of MITs in schools and for the transmission of the experiences and outcomes of this implementation. | | | |
| **Tasks** | T2.1.1 Carrying out the MITs in schools  T2.1.2 Carrying out the work between the colleges and the MITs  T2.1.3 Implementing the means through which beginning teachers' voice can be  amplified in schools and colleges and by policymakers  T2.1.4 Establishing contacts between educational authorities (ministry of  education and municipalities), schools and colleges  T2.1.5 Managing communication platform for all involved partners  T2.1.6 Implementation of workshops and courses for joint reflection and  knowledge exchange at HEIs, schools and policy makers.  T2.1.7 Implementation of curriculum and sylabi for teachers' acreditation based  on experince gained from the MIT's | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date**  **(dd-mm-yyyy)** | 14.10.2019 | |
| **Lead Organisation** | P1 (The Kibbutzim College) | | | |
| **Participating Organisation** | P1, P2, P3, P4, P8, P9, P10 | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 2.1.1 | | | |
| Title | Summary report on the implementation of MITs | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | In this report we will summarize the MIT implementation experience across 3 years and give recommendations regarding models and procedures for optimal communication among all players in this intervention. | | | |
| Due date | May 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| The target groups for this report are policymakers, teaching and management staff at HEIsand school principals. | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

*Please copy and paste tables as necessary.*

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 2.1.2 | | | |
| Title | Summary report and recommendations on means for amplifying beginning teachers' voice | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | This report is dedicated to giving recommendations on best modes of communication that support beginning teachers' voice in schools, HEIs, and as regards policymakers | | | |
| Due date | May 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| The target groups for this report are policymakers, teaching and management staff at HEIsand school principals. | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 2.1.3 | | | |
| Title | National workshops at HEIs and at schools | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | National workshops at HEIs and schools in Israel are planed to be  1) half-day/day-long workshops to be carried out annually by each of the 6 participating Israeli HEIs on their premises (6 per year in total x 3 years = 18 workshops), in which MIT participants are expected to share their expriences and outcomes with HEI staff both from Israeli partner organizations and from other local HEIs, with additional members of the school communities involved, and with policymakers.  2) Workshops in schools are planned to be 0.5-1.0 day long, and aimed at presenting major implementation issues and outcomes of the project at a certain time. The main objectives of these workshops are to initiate and promote ongoing discussions within and between MIT groups and partners for refining and reflecting on the projects' materials, concepts, procedures and results. At the very least, 6 such parallel events will take place each year, as a cooperation between each of the Israeli HEIs and one or more of the schools it works with.  These events will serve as opportunities for critical reflection, knoweldge exchange and also dissemination.  They will facilitate and promote discussion amongst colleagues at schools, HEIs and elsewhere.  Each such event will be summarized in a brief communique document (highlighting the main issues discussed and conclusions), to be uploaded to the project’s website. | | | |
| Due date (Tentative) | Apr. 2017, Feb. 2018, May. Jan. 2017, Feb. 2018, March. 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| Target groups for this report are policymakers, teaching staff of HEIs,school principals, international partners. | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 2.1.4 | | | |
| Title | Recomendations for curriculum and sylabi for teachers' acreditation based on the MIT's | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | This report is dedicated to giving recommendations on best ways to uptake the experience gained from the work done in the MIT's into concrete curriculum and syllabi that promote teachers' accreditation in light of their success to become a part of their schools' organisation. We expect that the report will include good examples of such courses and syllabi implemented by at least the 6 Israeli HEI's taking part in this project and for teaching stuff of the colleges by P2. | | | |
| Due date | May 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
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| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **DEVELOPMENT** | | | **2.2** |
| **Title** | Implementation: Curriculum, materials, tools & events | | | |
| **Related assumptions and risks** | One of the challenges taken in this project is to guarantee smooth and coherent work by all players taking part in this project. This coherency might be a draw back for partners' innovation and creativity, as all will have to follow the "same role" requested by the project. To meet these risks we intend to allow each partner in the project to bring in its main expertise within the different implementation plans of all targets groups in this project. Moreover as the work done in this WP can be seen as the backbone of the projects' implementation, we expect and plan that WP2.1 will take part with reporting on tasks describe under this WP. (e.g see workshops on a national level) | | | |
| **Description** | This WP is planned to be active continuously over the project’s entire lifespan. The main tasks assigned to this WP are to implement and refine the learning materials, curricula and procedures– prepared for MIT members and HEIs in Israel. The kits and other pedagogical tools and materials created for the trainers, mentors and (beginning) teachers will be accompanied by half-day/day-long workshops carried out at participating schools and HEIs in Israel, in which MIT participants are expected to share their experiences and outcomes with HEI staff both from partner organizations and from other organizations, with additional members of the school communities involved, and with policymakers (at least 1 workshops per year at each school participating in the project and 1 workshops yearly at HEIs, amounting to a total of 18 workshops overall over the project’s entire lifespan). Furthermore, 2 Program Country partner (P7-P11) are expected to organize one 14-day course for up to 20-25 students, and staff coming from Israel and 6 local (European) teachers and staff, to learn from its experience and unique areas of expertise in the field of induction The Israeli partners are expected to jointly carry out 3 week-long workshops (one at the end of each year) for selected staff, Policy makers and students of Israeli and European partners and MIT participants. The 2 international training events in Europe, and in particular the 3 international workshops in Israel, will serve as opportunities for joint reflection, knowledge exchange, and dissemination. | | | |
| **Tasks** | T2.2.1 Implementation of new curriculum in colleges  T2.2.2 Implementation of new curriculum in MITs  T2.2.3 Implementation of training for mentors and beginning teachers  T2.2.4 Implementation of training and workshops events | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date**  **(dd-mm-yyyy)** | 14.10.2019 | |
| **Lead Organisation** | P3 (Beit Berl College) | | | |
| **Participating Organisation** | All | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 2.2.1 | | | |
| Title | Compendium of curriculum contents and highlights of their implementation experience | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | In this report we will describe best practices of implementation of curriculum and activities related to the MIT model and principles, both within MITs, at schools, at HEIs, and by/with policymakers. We plan to describe some good examples from experience gained in the project, which can be used for dissemination purposes in an attempt to enhance the impact of the project. | | | |
| Due date | Feb. 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| The target groups for this report are policymakers, teaching and management staff at HEIsand school principals. | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 2.2.2 | | | |
| Title | Workshops and training events | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | International events at HEIs in Israel are planned to be:  Week-long international workshops jointly organized by the Israeli partners and hosted each time by another one (3 in total, each at the end of a school year), with selected staff and students of Israeli and European partners and MIT participants. We expect involved participants in the MITs (beginning teachers, mentors, schools' principals, and schools' leaders) to take part in these workshops to present their experiences and share their views using presentations and posters and/or joining panels and symposia. During these events we expect to carry out 1-2-day tours to visit schools starting with our associated partners, to see and discuss issues related to the ongoing work within the MITs. Students of the Israeli HEIs will join these visits as part of their training program for accreditation to teachers.  Two 14-day international events in Program Countries are expected to take place in Year 1 in Tallin (P7) and in Year 3 in Salzburg University (P11). The first event will focus on the role of mentoring as a vehicle to involve novice teachers in schools as an organisation during induction period. During the event we will have an introductory workshop for presenting the Estonian concept of mentor training to acquire skills necessary for supporting teachers’ professional growth and a culture of cooperation. After the introductory sessions students and staff will visit schools and will be able to conduct job shadowing with mentors and beginning teachers. At the end of the event, participants will carry out a workshop for reflection and sharing, in an attempt to concretize the lessons learned within the MITs' work as well as with syllabi and curriculum development at HEIs in Israel. The final item of the event will be a 1-day workshop for dissemination within relevant HEI members and other stakeholders in Estonia.  The second training event will focus on the “Values and Knowledge Education” (VaKE) model developed by Jean-Luc Patry, a key person in PLUS (P11). Up to 25 students and staff are expected to participate in a 14-day course to study the model and its possible applicability to support beginning teachers' professional identity in their first years of work at school.  Each such event will be summarized in a brief communique document (highlighting the main issues discussed and conclusions), to be uploaded to the project’s website. | | | |
| Due date | June 2017, Mar 2018, May 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| Target groups for this report are MIT participants, policymakers, teaching and management staff at HEIsand school principals. | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **QUALITY PLAN** | | | **3.1** |
| **Title** | Quality planning and monitoring | | | |
| **Related assumptions and risks** | Considering the complexity of the project and its interdisciplinary essence a quality plan is needed in order to guarantee the relevance of the activities taken, ensuring that the outcomes align with the objectives of the project. The risks to be considered are potential clashes due to the combination of several complex approaches and interpretations amongst all players and activities taken in this project, as well as potential resistance to the evaluation process or disagreement regarding the validity or measurement of specific indicators. | | | |
| **Description** | While initial work towards elaborating evaluation procedures and criteria has already taken place (see, for example, the indicators/measured outlined in the project’s Logical Framework, as well as section F4 above), we expect to fully determine, elaborate and finalize the quality criteria, internal and external procedures and areas tackled during the first three month of the project – resulting in M3.1. These criteria will be applied to the different activities to produce the quality plan report on Month 7 (D3.1.1). This report will outline also the procedues and timetable for the quality plan thoughout the remaining lifespan of the project, including two intermediate monitoring workshops as milestones M3.2 (in Month 18) and M3.3 in Month 31. These milestones will report on the work done and its accordance with the quality criteria established. The work in this WP will be coordinated by P2. We expect to carry the work through subcontracting (see section H3 table of tasks that will be subcontracted) to ensure the objectivity of the agent taking care of this work. The subcontracting agent is expected to submit its final quality evaluation report of the project and its outcomes in Month 34. Its finding are expected incorporate those of the two milestones mentioned above as well as deliverables and other outputs and outcomes pertaining to the preparation, implementation, dissemination and management WPs of the project. | | | |
| **Tasks** | |  |  | | --- | --- | | T3.1.1 | Determination of the areas of project work and results that will be subject to QA/QC (quality assurance/quality control) | | T3.1.2 | Determination of quality criteria and standards to be used in the different activities | | T3.1.3 | Quality plan - Describing the way in which activities will endorse agreed quality criteria and state the basis for the formulation of best practices | | T3.1.4 | Quality monitoring and evaluation | | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date**  **(dd-mm-yyyy)** | 14.10.2019 | |
| **Lead Organisation** | P2 (Mofet Institute) | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 3.1.1 | | | |
| Title | Quality plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Describing the way in which activities will endorse agreed quality criteria and state the basis for the formulation of best practices | | | |
| Due date | April 2017 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| Project partners | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **DISSEMINATION & EXPLOITATION** | | | **4.1** |
| **Title** | Dissemination and Exploitation | | | |
| **Related assumptions and risks** | Dissemination and exploitation activities expected to highlight the principles, positive outcomes and potential of the project, and to ensure its long-term impact and expanding circulation and uptake. The main risks to be considered are the possible inconsistencies in the experiences and thus recommendations arising from implementation involving different partners/sites, which might affect the clarity of project's recommendation and impact. Another potential risk is that, despite wide dissemination, the disseminated ideas and materials might be disregarded or might generate opposition. The creation of an effective multilateral and multi-player communication infra-structure as part of the project (see WP1.2 and WP2.1 above), as well as the involvement of policymakers in the MIT themselves and including external players in program workshops, will work towards mitigating both these risks. | | | |
| **Description** | The work in this WP is divided into five tasks. The first task is the construction of the website and its related platforms for internal communication among partners and public knowledge repository, to be finished in Month 4 (D4.1.1). As explained in the description of WP2.1 & WP2.2 above, workshops taken in partner HEIs and schools will contribute to the dissemination activities as they will present and discuss PROTEACH, its implementation and results, involving partners, members of project MITs sharing their personal experiences, and non-participating HEI staff/students, school staff and policymakers. In addition to these events, we plan two specific dissemination events that will take place in Program countries for one day each (following the two international 14-day training described in WP2.2.). These dissemination events, M4.1.1 & M4.1.2, are expected to take place in Jan. 2018 and Jan. 2019respectively. Two other deliverables are expected in this WP: D4.2 (Jan. 2017), which will be the dissemination plan, and D4.1.3 (Sep. 2019), which will be the compiled report of the dissemination activities and the exploitation plan of the project. A special emphasis will be given to the establishment and maintaintenance of a community of beginning teachers (e.g., a forum or network), which will serve as a virtual arena ideas and opinion exchange, but also as a vehicle for spreading word of the project among non-participants that will be invited to join by their MIT-participating peers. Last but not least, exploitation planning is expected on Month 6 of the project with ongoing activities until the end of the project. These activities will be reported in M4.1.4 in Month 12 (Sep. 2017), and in D4.1.1. | | | |
| **Tasks** | |  |  | | --- | --- | | T4.1.1 | Website preparation, launching and maintenance | | T4.1.2 | Dissemination planning and reporting | | T4.1.3 | Dissemination activities: Seminars, workshops… | | T4.1.4 | Establishing and maintaining a community of beginning teachers: Forums, networks, etc. | | T4.1.5 | Exploitation planning | | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date (dd-mm-yyyy)** | 14.10.2019 | |
| **Lead Organisation** | P4 (Kaye College of Education) | | | |
| **Participating Organisation** | All partners | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 4.1.1 | | | |
| Title |  | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | The bi-lingual (English and Hebrew) website is expected to serve all participants in the project. It will support the community of beginning teachers' in Israel (primarily in Hebrew), as well as all other players in the project. The website is expected to be interactive, supporting also an LMS system like Moodle or google aps. | | | |
| Due date | Jan. 2017 | | | |
|  | Languages | HEB, EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| Policymakers, management staff of HEIs and schools, any other interested parties | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 4.1.2 | | | |
| Title | Dissemination plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | This report will include a description of all the dissemination plans to be taken by all partners in the project. The exploitation plan of the project will also be delivered in this report. | | | |
| Due date | Jan. 2017 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| Project partners. | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | 4.1.3 | | | |
| Title | Dissemination report and exploitation plan | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | This report will include all dissemination activities undertaken within the project span including the exploitation plan for the post-project stage. | | | |
| Due date | Sep. 2019 | | | |
|  | Languages | EN | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| *Target groups for this report are project partners, policymakers and management staff of HEIs and schools.* | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

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| **Work package type and ref.nr** | **MANAGEMENT** | | | **5.1** |
| **Title** | General management and coordination | | | |
| **Related assumptions and risks** | The success of the project relies on proper cooperation among all the partners in their work, and between external bodies (most notably schools: their principals and teachers) and the consortium. Prior collaborations between the partners in different times and constellations; their experience in working with schools (specifically with many of the schools now participating in the project, some of them as associated partners) in several occasions involving activities related to those addressed by this project; and experience of the coordinating team in projects of comparable complexity – all these are factors that minimize the likelihood of performance and cooperation problems and can potentially mitigate their effects in unlikely occurrences. We articulated some key elements of our contingency plan in the last column of the Logical Framework Matrix. Other risks – all of which very improbable, given the above antecedents – more related to the managerial side of the activity, together with our planned solution /mitigation actions, include the following:  (a) A partner decides to leave the consortium - Responsibility will be reassigned to other partner(s) having similar capabilities and interests (which is the case of all Israeli HEIs); in the case of the EU partners, the needed capabilities will likely be provided by internally reinforcing the existing teams (e.g., bringing staff from other university units or sub-units with proper spacializations).  (b) Lack of commitment by some partner - The PMB will monitor that each partner respects the assumed commitments. Specific procedures will be defined in the Partnership Agreement (to be signed before project's start) to cope with these issues.  (c) Lack of common objectives among partners - If during the project a deviation from the original objectives should be requested by some partners, the PMB will decide how to proceed - through discussion or voting, in full coordination with the EC.  (d) Legal controversies among partners - The projected Parnership Agreement will address these issues. | | | |
| **Description** | The aim of this WP is to ensure an efficient and smooth running of all project’s activities, co-ordinating them to timely achieve the project’s objectives. Several tasks are entailed (see below). A simple management structure is proposed for PROTEACH (see also D.2.2). The work has been divided into 8 WPs (within the 5 WP types provided), which will be led by different partners according to their relative knowledge and experience in each field. Two committees are foreseen: the PMB (Project Management Board), which will address all functions that, at project-level, require a collective deliberation and managerial decision (decisions on the project plan and allocation of effort and resources among partners; acting as a court of arbitration to resolve problems or conflicts; risk management, etc.), and the SC (Steering Committee), which will formulate and monitor the implementation of the strategy in all aspects related to the pedagogical content and results of the project. Accordingly, two foci of personal responsibility at project level are established: the Project Manager (PM) and the Pedagogical Leader, heading the PMB and SC, respectively. The day-to-day management and coordination of the project is in the hands of the Project Manager, interacting directly with all WP leaders (which, in turn, will manage work and other resources that will be supplied, in most cases, by representatives of all the partners, as explained elsewhere – see also D.2.1 and F.3). Money issues at the level or strategy and policy will be discussed and decided – by all partners – in the PMB, while their day-to-day management and execution will be in the hands of the PM, acting in accordance with those decision. | | | |
| **Tasks** | T5.1.1 Coordination of partners’ activities in the project.  T5.1.2 Ensuring that adequate management procedures are established and implemented, including most especially those aimed and facilitating the communication among partners and making it more effective for the achievement of the project's results  T5.1.3 Ensuring maximum visibility of the project and its results through continuously monitoring project progress  T5.1.4 Reporting on project status, financials and achievements and, in general, maintaining a fluent link with the Project Officer in Europe.  T5.1.5 Implementing a policy leading to minimization of risks via timely identification of problem areas and their resolution. | | | |
| **Estimated Start Date (dd-mm-yyyy)** | 15.10.2016 | **Estimated End Date**  **(dd-mm-yyyy)** | 14.10.2019 | |
| **Lead Organisation** | P1 (The Kibbutzim College) | | | |
| **Participating Organisation** | Especially P2 (and to a lesser extent, P6). All partners will have a sporatic participation in this WP for purposes of reporting, participating in PMB or PC sessions (see D.2.2), ad hoc requests from the PM to address some managerial tasks or decisions, etc. | | | |

**Deliverables/results/outcomes**

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| **Expected Deliverable/Results/**  **Outcomes** | Work Package and Outcome ref.nr | WP5.1 – Deliverable 5.1.1 | | | |
| Title | Periodic/final management reports – as stipulated in the Grant Agreement (expectedly at mid-project and at the end of it).  [Note: For the purposes of these tables on WP5, we are not considering the managerial content of each trip or activity/meeting – e.g., the periodical PMB or PC committee meetings – as deliverables worth reporting in a separate table. Things are pretty obvious and sufficiently described above and in other sections – esp. D.2.1 and D.2.2] | | | |
| Type | Teaching material  Learning material  Training material | | Event  Report  Service/Product | |
| Description | Report detailing activities done in the reference period, including financial information (use of resource vs. budget, etc.) | | | |
| Due date | (Expectedly) at the end of months 18 and 36. | | | |
|  | Languages | English | | | |
| **Target groups** | Teaching staff  Students  Trainees  Administrative staff  Technical staff  Librarians  Other | | | | |
| The main addressees of these reports are the EC staff monitoring the project. | | | | |
| **Dissemination level** | Department / Faculty  Institution | | Local  Regional | | National  International |

*Please copy and paste tables as necessary.*

**H.2. Explanation of work package expenditures**

*Please explain what costs will be associated to each work package and covered by lump sums, flat rates, unit costs, and real costs. Provide information on the travels necessary to complete the workpackage. Detailed information on each travel must be indicated in the Budget Excel table. If purchase of equipment is required, explain how the respective equipment addresses the needs identified in the project. Remember that the specification of each item, including the partner country university/ies at which equipment will be installed, must be detailed in the Budget Excel table. If any subcontracting is considered necessary for the implementation of the project, please explain why the task cannot be performed by the consortium members themselves* (limit 3000 characters)*.*

|  |
| --- |
| Re: staff costs, see F.3 (1).  Re: travel & stay: We first determined locations. For each of the 3 years we assumed: (a) 5-day stays of staff for meetings and activities in a European partner’s country (Estonia, year 1; UK, 2; Romania and Austria, 3), devoted to training, site/school visits, a proj. management board (PMB) meeting and an open 1-day event/workshop; students only to Estonia and Austria, for 14 days; (b) 5-day meetings/activities in Israel (workshops, site/school visits, PMB); students attending for 4 days); and (c) dissemination trips abroad (only to the partners' countries; each partner visits 2 countries each year). Based on the content of the gatherings, the adopted rule for the number of participants is: - For Israelis: to (a) above, 6/2 staff members (s.m.) (for 3-MIT/1-MIT partners, resp.; see F3), 3/2 students (to Estonia/Austria only); to (b) above, 5/2 s.m. and 8/2 students; to (c) above, 2 s.m.; - For a European partner traveling abroad: to (a) above, 2 s.m.; to (b), 3 s.m.; to (c) 1 or 2 s.m./trip; - For a EU partner in its local country: to (a) above - only option - 3 s.m. and 2 students.  Re: Local trips and stay – clarification on entries in budget file:  (\*) For annual events: P1, P3 and P4 are planned to host the annual events in Israel: 5-days-long for staff and 4 for students. Even if 1 or more days will be spent in the hosts' premises (in Tel-Aviv, Kfar Saba, Beer Sheva), we will likely decide to hold the meetings elsewhere in the country, e.g., in out-of-town hotels or resorts with suitable staying and meeting facilities and prices, as our experience shows that whole-group overnight stay creates optimal conditions for meetings and rel. work/activities. In order to reflect this possibility in the budget file, for the corresponding inland trips of a given Israeli partner we used "Israel meeting place \*" as destination, meaning that the actual place is currently undetermined, and that despite being at close distance (no travel funded) it will likely entail overnight stay. For similar reasons, for P5 a local destination appears as "Romania meeting place \*"; etc.  (\*\*) For management/dissem. visits: Many intercity trips are expected for all Israeli partners in their work. They will mostly be <100km, day trips, but they may also be farther away or longer. As we cannot predict them accurately, we used in the budget a kind of average, assuming they will be all <100km (no travel funded) but overnight (minimum stay funded). The number of participants/trips for these purposes are presented in an aggregated manner in two rows for each partner, with "Israel - Various \*\*" as destination, with global numbers for whole proj. duration.  Equipment - Only for Israeli HEIs, comprising: 3/1 laptops & 10/5 tablets for MITs, +software; 1 printer; 1 scanner-photocopier; 1 projector; 1 video camera for classroom activity recording + 1/0 video editing/analysis SW. [x/y quantities refer to 3-MIT/1-MIT partners, resp.]  Subcontracting - Comprises categories needed but not available from the partners' own facilities or staff: audit, external evaluation, technical/graphical support for the website and translation+special printing. For details see the 2nd table in H3. Major cost estimations: Audit: 15,000 Euros and External eval.: 8,000 Euros (cost to be fine-tuned according to actual scope and parameters). Both numbers based on quotations received.  Note that, except for staff, the precise application of all costs to specific WPs is not possible given Detailed Budget file constraints, where only one WP can be assigned to each trip, piece of equipment, etc. It is clear, e.g., that trips undertaken for (a) or (b) (see above) address matters related to more than one WP (e.g. WP2, WP4 and WP5, but possibly also WP1 or WP3). Given this, in the Detailed Budget we assumed that (a) and (b) trips relate to WP2 and (c) to WP4. This somewhat overstates the weight of WP2 in the budget, and must be taken into account in any analysis. |

*If your project involves a* ***Special Mobility Strand****, please**explain what support will be required under each budget heading in order to cover organisational costs (such as special needs, exceptional, non-online linguistic support, etc.)* (limit 2000 characters)*.*

|  |
| --- |
| The proposal does include a Special Mobility Strand, but no specific support for special needs is foreseen at this moment. |

**H.3 Consortium partners involved** **and resources required to complete the work package**

***Indicative input of consortium staff -*** *The total number of days per staff category should correspond with the information provided in the budget tables.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Work Package**  **Ref.nr** | **Partner**  **nr** | **Partner acronym** | **Country** | **Number of staff days[[1]](#footnote-1)** | | | | | **Role and tasks in the work package** |
| **Category**  **1** | **Category**  **2** | **Category**  **3** | **Category**  **4** | **Total** |
| **PREPARATION** | P1 | SMKB | Israel | 15 | 30.5 | 0 | 11.5 | 57 | Recruitment of schools and teachers; establishing MITs in schools; preparation of materials.Lead WP1.1 |
| P2 | Mofet | Israel | 15.5 | 32 | 0 | 12.5 | 60 | Recruitment of schools and teachers; establishing MITs in schools; preparation of materials. Leader of WP1.2. |
| P3 | BBC | Israel | 18 | 36 | 0 | 4 | 58 | Recruitment of schools and teachers; establishing MITs in schools; preparation of materials. |
| P4 | Kaye | Israel | 15.5 | 32 | 0 | 3 | 50.5 | Recruitment of schools and teachers; establishing MITs in schools; preparation of materials. Leader of WP1.3. |
| P5 | UB | Romania | 0 | 116.5 | 0 | 0 | 116.5 | Guiding and contributing to the materials preparation. |
| P6 | Exeter | UK | 0 | 36 | 0 | 0 | 36 | Guiding and contributing to the materials preparation. Undertaking preparations for limited implementation in local schools. |
| P7 | TU | Estonia | 0 | 116.5 | 0 | 0 | 116.5 | Guiding and contributing to the materials preparation. |
| P8 | GACE | Israel | 6 | 13 | 0 | 0.5 | 19.5 | Contributing to the materials preparation. With pilot implementation in local schools. |
| P9 | Sakh | Israel | 6 | 13 | 0 | 0.5 | 19.5 | Contributing to the materials preparation. With pilot implementation in local schools. |
| P10 | Talpiot | Israel | 6 | 13 | 0 | 0.5 | 19.5 | Contributing to the materials preparation. With pilot implementation in local schools. |
| P11 | PLUS | Austria | 0 | 35.5 | 0 | 0 | 35.5 | Guiding and contributing to the materials preparation |
| **SUBTOTAL** | | | | 82 | 474 | 0 | 32.5 | 588.5 |  |
| **DEVELOPMENT / IMPLEMENTATION** | P1 | SMKB | Israel | 29.5 | 130.5 | 0 | 18.5 | 178.5 | Implementing MITs in schools, and running workshops in school and HEIs; maintaining network of beginning teachers (BT); providing new courses in teacher education in HEIs; activities to foster changes in policy to enhance BT’s voice. Leader of WP2.1. |
| P2 | Mofet | Israel | 28 | 132 | 0 | 16.5 | 176.5 | Running and coordinating workshops in school and HEIs; maintaining network of beginning teachers (BT); providing new courses in teacher education for teaching sruff of the colleges; run activities to foster changes in educational policy makers to enhance BT’s voice in this context. |
| P3 | BBC | Israel | 30.5 | 145 | 0 | 5 | 180.5 | Implementing MITs in schools, and running workshops in school and HEIs; maintaining network of beginning teachers (BT); providing new courses and sylabii in teacher education in HEIs; activities to foster changes in policy to enhance BT’s voice. Leader of WP2.2 |
| P4 | Kaye | Israel | 24 | 129.5 | 0 | 4 | 157.5 | Implementing MITs in schools, and running workshops in school and HEIs; maintaining network of beginning teachers (BT); providing new courses in teacher education in HEIs; activities to foster changes in policy to enhance BT’s voice. |
| P5 | UB | Romania | 0 | 213.5 | 0 | 0 | 213.5 | Workshops in HEIs; maintaining network of beginning teachers (BT); providing new courses in teacher education in HEIs. Providing materials for mentors in MITs. |
| P6 | Exeter | UK | 0 | 66.5 | 0 | 0 | 66.5 | Workshops in HEIs; maintaining network of beginning teachers (BT); providing new courses in teacher education in HEIs. Providing materials for school management in MITs. |
| P7 | TU | Estonia | 0 | 213.5 | 0 | 0 | 213.5 | Workshops in HEIs; maintaining network of beginning teachers (BT); providing new courses in teacher education in HEIs. Providing new pedagogy for teachers in MITs. Hosting 14 days of training course (25 stuff and students' participants) related to mentoring during induction period. |
| P8 | GACE | Israel | 10.5 | 55.5 | 0 | 0.5 | 66.5 | Running workshops in schools and HE's, running MIT, participating in the organisation of national and inernationl workshops in Israel and abroad. providing new courses and sylabii in teacher education in HEIs |
| P9 | Sakh | Israel | 10.5 | 55.5 | 0 | 0.5 | 66.5 | Running workshops in schools and HE's, running MIT, participating in the organisation of national and inernationl workshops in Israel and abroad. providing new courses and sylabii in teacher education in HEIs |
| P10 | Talpiot | Israel | 10.5 | 55.5 | 0 | 0.5 | 66.5 | Running workshops in schools and HE's, running MIT, participating in the organisation of national and inernationl workshops in Israel and abroad. providing new courses and sylabii in teacher education in HEIs |
| P11 | PLUS | Austria | 0 | 64 | 0 | 0 | 64 | Workshops in HEIs; maintaining network of beginning teachers (BT); providing new courses in teacher education in HEIs. Hosting 14 days course (with up to 25 stuff and students participants), on the VaKE model, running a dissemination event at the end of the project. |
| **SUBTOTAL** | | | | 143.5 | 1261 | 0 | 45.5 | 1450 |  |
| **QUALITY PLAN** | P1 | SMKB | Israel | 8 | 17.5 | 0 | 1.5 | 27 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation. |
| P2 | Mofet | Israel | 7 | 17 | 0 | 1.5 | 25.5 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation. Leading WP3.1 and in charge of sub-contracting external evaluator. |
| P3 | BBC | Israel | 11 | 22 | 0 | 0 | 33 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation. |
| P4 | Kaye | Israel | 8 | 17.5 | 0 | 0 | 25.5 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation. |
| P5 | UB | Romania | 0 | 47 | 0 | 0 | 47 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation. |
| P6 | Exeter | UK | 0 | 14 | 0 | 0 | 14 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation. |
| P7 | TU | Estonia | 0 | 47 | 0 | 0 | 47 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation. |
| P8 | GACE | Israel | 3 | 7.5 | 0 | 0 | 10.5 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation |
| P9 | Sakh | Israel | 3 | 7.5 | 0 | 0 | 10.5 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation |
| P10 | Talpiot | Israel | 3 | 7.5 | 0 | 0 | 10.5 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation |
| P11 | PLUS | Austria | 0 | 15 | 0 | 0 | 15 | Contributing to planning the QA/QC process (areas to evaluate/monitor, criteria for quality determination) and to its implementation |
| **SUBTOTAL** | | | | 43 | 219.5 | 0 | 3 | 265.5 |  |
| **DISSEMINATION & EXPLOITATION** | P1 | SMKB | Israel | 10.5 | 27 | 0 | 1 | 38.5 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P2 | Mofet | Israel | 8 | 24.5 | 0 | 1 | 33.5 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; launching the website and responsible for its maintenance through subcontracting; manage the community of teachers, forums and online discussion groups related to the projects' agenda; contributing to exploitation planning. |
| P3 | BBC | Israel | 12.5 | 31 | 0 | 0 | 43.5 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P4 | Kaye | Israel | 19 | 43 | 0 | 0 | 62 | Leading WP4.1. Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; leading the work on exploitation planning. |
| P5 | UB | Romania | 0 | 70 | 0 | 0 | 70 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P6 | Exeter | UK | 0 | 23.5 | 0 | 0 | 23.5 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P7 | TU | Estonia | 0 | 70 | 0 | 0.5 | 70.5 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P8 | GACE | Israel | 4 | 10 | 0 | 0 | 14 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P9 | Sakh | Israel | 4 | 10 | 0 | 0 | 14 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P10 | Talpiot | Israel | 4 | 10 | 0 | 0 | 14 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| P11 | PLUS | Austria | 0 | 23 | 0 | 0 | 23 | Undertaking dissemination activities; contributing to activating and maintaining community of beginning teachers; providing materials to website; contributing to exploitation planning. |
| **SUBTOTAL** | | | | 62 | 342 | 0 | 2.5 | 406.5 |  |
| **MANAGEMENT** | P1 | SMKB | Israel | 68.5 | 41 | 0 | 54.5 | 164 | Project manager. Leading WP5.1 and responsible for overall project coordination, links with the EC, reporting, risk minimizations, project visibility, etc. |
| P2 | Mofet | Israel | 54.5 | 27.5 | 0 | 40.5 | 122.5 | Contributing to financial and other managerial tasks in coordination with P1. |
| P3 | BBC | Israel | 3 | 0 | 0 | 18 | 21 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| P4 | Kaye | Israel | 3 | 0 | 0 | 18 | 21 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| P5 | UB | Romania | 4.5 | 0 | 0 | 27 | 31.5 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| P6 | Exeter | UK | 11 | 4.5 | 0 | 4.5 | 20 | Contribution to management at project level in tasks requiring European perspective and reliance on experience in Europe in subjects related to beginning teachers and their formation. Support to visibility and risk minimization. |
| P7 | TU | Estonia | 4.5 | 0 | 0 | 27 | 31.5 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| P8 | GACE | Israel | 1 | 0 | 0 | 9 | 10 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| P9 | Sakh | Israel | 1 | 0 | 0 | 9 | 10 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| P10 | Talpiot | Israel | 1 | 0 | 0 | 9 | 10 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| P11 | PLUS | Austria | 1 | 0 | 0 | 7.5 | 8.5 | Minor provision for certain managerial tasks at project level (e.g., reporting, participation in PMB) |
| **SUBTOTAL** | | | | 153 | 73 | 0 | 224 | 450 |  |
| **TOTAL** | | | | **483.5** | **2369.5** | **0** | **307.5** | **3160.5** |  |

*Please insert rows as necessary*

Subcontracting of tasks to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves.

*Tasks that will be subcontracted:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Work Package Ref.nr** | **Partner responsible for sub-contracting**  **(Acronym)** | **Country** | **Number of days (where appropriate)** | **Brief description of task** |
| WP5 | SMKB | Israel | ~90 | External audit, to be commissioned by the coordinator in the last year of the project, covering the work and expenses of all partners during the whole project duration. |
| WP3 | Mofet | Israel | Scattered all along the project’s duration | External evaluation. Work to be sub-contracted by Mofet for the purpose of helping in the formulation of the evaluation plan (deliverable 3.1.1), carrying out current evaluation tasks (in coordination with relevant partners as appropriate) and preparing an evaluation report according to the plan. The work of the external evaluator is not conceived as a one-time task but rather a continuous process involving advising and accompanying the partners from the early stages of QA/QC planning, through the activities in schools (MITs) and HEIs, interaction with authorities and policy makers and in the final consolidation of the evaluation findings and recommendations. Accordingly, and based on the foreseen collaboration between the sub-contractor and the partners, much of the WP3 work remains in the latter’s hands (led by Mofet), leaving for the former those tasks that require its special expertise (in addition to assuring, of course, the independent and impartial character of the evaluation function). |
| WP4 | Mofet | Israel | Creating and maintaining (technically, graphically, user experience-wise) the website for the project and, specifically, the community of beginning teachers, including also adapting and/or developing the Moodle-based structure of important portions of the site. We stress that the work of actually feeding the website with information and carrying-out the content and related management will not be subcontracted but done by the partners, financed in part by their budgets in the project. |
| WP1 | Each of the 7 Israeli partners | Israel | This item refers to translation of manuals and other material, proof reading and, eventually other special printing/binding tasks that cannot normaly be done in the partners' facilities. |

*Please insert rows as necessary.*

# PART I – Special Mobility Strand

# Applies *ONLY to cooperation projects with partner countries from REGIONS 1, 2 and 3*

Projects may organise mobility activities of students, researchers and staff so far as they support/complement the other activities of the **Capacity Building** project and bring added value in the realisation of the project's objectives. Mobility activities do not constitute the main activities for Capacity Building.

**I.1. Relevance of mobility activities**

*Please describe what kind of mobility activities are foreseen in the Special Mobility Strand, what are their objectives and expected results. Explain how the mobility activities of students, researchers and staff support/complement the other activities of the Capacity Building and bring added value in the realisation of the project's objectives (limit 3000 characters).*

|  |
| --- |
| "EUROPE 2020 STRATEGY" calls to oriented education to the labour market to a much larger extent than is presently done. It should propose innovative mechanisms with the future of students in mind, improving their skills for employability in a competitive environment. Accordingly, teachers should be prepared not only to be good teachers on the pedagogical and content grounds but also be trained to facilitate their access to and retention in schools, overcoming all professional and organizational challenges.    To date Israel invests millions of euros in improving the connection between the academia and school through the "Academy-Classroom Partnership" national plan. Strengthening the ties between academia and schools requires a change in the training programs at teachers' colleges moving the focus of the training to schools and aligning the training processes in these directions. It is therefore necessary to introduce changes into the curriculum to meet the new setting and support professional processes with relevant new tools and skills. PROTEACH focuses on aligning teachers' colleges curriculum with school setting by empowering BT during induction through MITs. Moreover as underlined in the proposal, by strengthening the MIT model's position in the interrelation between school and academia we expect to reduce teachers' dropout in their first years of work aligning training processes with real needs and employability considerations. In order to further embed the MIT approach within the HEIs and their teaching curricula, so that the model more clearly becomes an integral part of the "Academy-Classroom Partnership" for induction, there is a need to enrich and deepen the pedagogical and conceptual content of the model.    During the proposal preparation we identified at least three concepts that are relevant to the MIT model –also related to the expertise of our European partners – namely, Supporting mentors and peer mentoring in school (P5, P7); Supporting schools by duly integrating BT during induction (P6); and Facing BT moral dilemmas related to mismatching pedagogical expectations and schools' demands (P11).    The objectives of the mobility strand are therefore the following: (1) deepen and concretize the above major concepts related to the MIT model, (2) boost and realize curriculum changes related to the MIT model; and (3) formalize accreditation related to training and induction processes through the MIT model.    All the Israeli partners expressed their wish to participate in the mobility strand and are willing to send 4 students and 3 staff (per year /during 2 years of the project) for up to 1 week teaching/training/job shadowing for staff and up to three months (1 semester) for students to study abroad in three of the four Program Countries participating in this project. A short list of opportunities offered by our partners contains: leadership programme- how to support teachers' cooperation and mentoring newly qualified teachers at school, and training for mentor educators (Tallin University, P7); complete the Effective Mentoring MA Education 30 credit module, and join a course for MA students participating in action research regarding the impact of schools' policies on teachers and students (Exeter University, P6); and supporting students' capacities to handle new situations and dilemmas with the VaKE (Values and Knowledge Education) model, through the teachers' in-service Training program (Teachers' Colleges in Linz, via P11).    We expect that the proposed mobility strand between the Israeli HEI's and their European co-partners will contribute to make the needed curriculum and training changes stemming from the MIT model naturally sustainable, promoting the development of new courses and accreditation. Conducting this international exchange will strengthen the existing trend of aligning HEI's curriculum with schools to enhance teacher retention, which is the main concern of the PROTEACH project. |

**I.2. Identification and selection of the participants**

*Please describe the procedures set up for identification and selection of participants for the mobility activity (limit 1000 characters).*

|  |
| --- |
| A set of criteria will be formulated considering among others the following (to a much smaller scale these criteria will be also used for selecting the participants to the multiplier events and workshops ):  For school teachers who are also students in HEI's: (1) members of the MITs mastering other professions (e.g. law, Hi–Tec, marketing) for at least five years; (2) Teachers from schools that worked as mentors for more than a year and got good recommendations from their school principals; (3) Teachers that have a special role in schools (e.g. specialists in students with special needs, social coordinators, science coordinators, etc.); (4) Teachers that lead special projects in school and for schools' outreach.    For the colleges' staff: (1) head of internship programs; (2) PDC coordinators; (3) coordinators of youth and non-formal education; (4) researchers that wish to establish international contacts concerning the role of HEIs in improving induction for supporting teachers retention in schools.(5) teachers of teachers in colleges    For colleges' students: (1) motivated students that participate in the MITs; (2) students in years 2-3 that express their wish to study abroad and serve as agents of change for induction programs in their colleges; (3) students in years 5-6 (M.A.) who wish to conduct research concerning the role of HEIs in improving induction for supporting teachers retention in schools. |

**I.3. Preparation and support**

*Please describe the structure for preparation of the participants for the mobility activity, including specific training or course, linguistic preparation etc. Please explain the support provided in terms of accommodation, insurances, etc. Please explain the quality measures set up in the sending and receiving organisations for monitoring the mobility activity and measures to be taken if the results foreseen are not met (limit 2000 characters).*

|  |
| --- |
| All Israeli partners are committed to the mobility strand and most of them have already participated in bi-lateral mobility projects in Europe. The preparation actions taken by the HEIs and P2 include: formulating calls for studies abroad, assigning a special committee of key persons in the college/institute to meet the applicants, interview them about their motivations and commitment for these studies, and assure the appropriate integration of the studies abroad with the students' graduation program. MA students and staff members will be also asked to write their vision related to possible research directions in the field of induction taken up as a joint venture of Academy and schools. Students will be requested to take language exams for checking basic reading comprehension and writing competences. In certain cases students will be required to study specific issues which are not covered by the HEI's curriculum to be ready for the studies abroad. All Israeli partners are aware of the European Credit Transfer and Accumulation System (ECTS) and currently using the ECTS key documents (Course Catalogue, Student Application Form, Learning Agreement and Transcript of Records) as well as the Diploma Supplement.  All European HEIs have experience in hosting foreign students in their premises, in adjusting academic requirements to students' needs, and in supporting students with accommodation (in own student dorms), insurance handling, etc. We expect each Israeli partner to send 4 students and 3 staff members per year during the second and the third years of the project.  Applicable success criteria: (1) signing bi-lateral agreements between the Israeli partners and the European co-partners during the first year of the project, and (2) actual execution of the mobility action in the second and the third years of the project. In case the first criterion will not be met for a certain Israeli-European partner couple, and/or not enough candidate students or staff will be found/selected, the corresponding mobility action between the relevant institutions will not be undertaken, in which case the planned action could be shifted to other couple (with 1 or the 2 partners changed); in an extreme case, the action will not be carried out at all. This is not expected to affect the project's success in any way, neither the rest of its mobility strand. |

**I.4. Involvement of people with fewer opportunities**

*Does your project involve people with fewer opportunities?*  YES  NO

*IF YES, how many participants coming from which countries and organisations would fall under this category? Specify the type of situation of fewer opportunities these participants are facing (limit 2000 characters).*

|  |
| --- |
|  |

*Please explain the nature of the support required and how it will be addressed, so that these persons can fully engage in the foreseen activities (limit 1000 characters).*

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|  |

**I.5. Recognition and validation of learning outcomes**

*Please explain how the project intends to recognise and validate the teaching and/or learning outcomes of the participants (limit 1000 characters).*

|  |
| --- |
| As stated elsewhere in the proposal, the mobility strand is expected to strengthen the academic appropriation of the PROTEACH approach in HEIs and ensure the full implementation of the MIT model in teacher training programs in Israel sustainably, well into the future.  Students and staff participating in the mobility strand are expected to bring relevant issues of their studies "back to the project", enriching its work agenda (actually, beyond original plans) and strengthening the "legacy" the project will leave in the participating HEIs, in those that will adopt its results in the future, and in the BT-related research field that those travellers will help to expand.  All participants in the mobility strand will be asked to fill in satisfaction questionnaires, report on their studies and on the way they believe those studies - built around or in relation to the MIT model - will benefit their HEIs and own careers. The evaluation work in the project (WP3) will cover these aspects as well so that they will be taken into account in its assessment and in all eventual corrective measures. A concrete success criterion in this regard will be the extent to which the staff and students feedback (and recommendations, if there will be such) will be duly integrated in the project's workplan. |

# PART J - OTHER EU grants

Please list the **projects** for which the organisations involved in this application have received financial support from EU programmes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme or initiative** | **Reference number** | **Beneficiary Organisation** | **Title of the Project** |
| TEMPUS | 530315-TEMPUS- 1-2012-TEMPUS- JPGR | Beit Berl College (IL) | IRIS: Fostering Academic International Relations in Israeli Colleges To promote education, research and innovation |
| ERASMUS PLUS | 561642-EPP-1-2015-1-IL-EPPKA2-CBHE-JP | Beit Berl College (IL) | IN2IT: Internationalization by Innovative Technology |
| ERASMUS PLUS | 561770-EPP-1-2015-1-IL-EPPKA2-CBHE-JP | Beit Berl College (IL) | TeachEx: Teaching Excellence in Israel |
| TEMPUS | 530175-TEMPUS-1-2012-IL-TEMPUS-JPCR | Kaye, Sakh | DOIT - Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training. |
| LLL Project, Erasmus + | 540613-LLP-1-2013-1-Dk-ERASMUS-EQR | UB | HEI Inter-Professional module – co-created by marginalized youth, practitioners and students (2013-2015) |
| LLL Project, Leonardo | LLP-LdV/PAR/2011/RO/083 | UB | Strengthening Inter-Disciplinary and Inter-Organisational Practice towards Social Inclusion in Europe |
| FP7 | 244717 | Exeter (coord.) | SED - Science Education for Diversity (2009 – 2012) |
| Comenius | 539721 | Exeter | RETAIN (2012 – 2014) |
| Comenius | 15725 | Exeter | Young Enquiring Minds (2013 – 2015) |
| Comenius | 539818 | Exeter | CREAT-IT (2013 – 2015) |
| Comenius | 527333 | Exeter | INSTEM (2012 – 2015) |
| Marie Curie | 301884 | Exeter | STATSTALK (2012 – 2015) |
| FP7 | 258338 | Exeter | MIROR (2010 – 2013) |
| FP7 | 257872 | Exeter (also participating team members of Mofet and BBC, then at the Hebrew Univ. of Jerusalem, coordinator of Metafora) | METAFORA (2010 - 2013) |
| Erasmus Mundus Action 2 | 545743-EM-1-2013-1-EE-ERA MUNDUS-EMA21 | Tallinn University | HUMERIA |
| TEMPUS-JPCR | 530175-TEMPUS-1-2012-1-IL-TEMPUS-JPCR | GACE, SAKH | Development of  an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training.  DOIT |
| TEMPUPS IV 6th Call JPHES | 543894-TEMPUS-1-2013-1 IL- | GACE | Life Long Learning in Applied Fields |
| ERASMUS MUNDUS ACADEMIC NETWORK | 2012-2626/001-001- | GACE | Eden – ERASMUS MUNDUS ACADEMIC NETWORK |
| ERASMUS+ | 561547-EPP-1-2015-1-IL-EPPKA2-CBHE-JP | GACE | Developing programs for Access of Disadvantaged groups of People and Regions to higher Education / DARE |
| ERASMUS+ | 561770-EPP-1-2015-1-IL-EPPKA2-CBHE-JP | GACE | Teaching Excellence in Israel/TEACHEX |
| TEMPUS (2013-2016) | 543894-TEMPUS-1-2013-1-IL-TEMPUS-JPHES | PLUS, SMKB | Lifelong Learning in Applied Fields / LLAF |

*Please insert rows as necessary.*

*Please list* ***other grant applications*** *submitted by your organisation, or by any partner organisation in this project proposal. For each grant application, please mention the EU Programme concerned and the amount requested.*

|  |  |  |
| --- | --- | --- |
| **Programme concerned** | **Beneficiary Organisation** | **Amount requested** |
| ERASMUS+ | GACE + 18 consortium members (6 IL, 6 GE, 6 EU) | Approx.: 965,000 EURO (project is not yet submitted but will be for the 2016 ERASMUS+ grant) |
|  |  |  |
|  |  |  |

*Please insert rows as necessary.*

# CHECK LIST

*Please make sure that you fully completed each part of this application form, as follows:*

PART D - Quality of the project team and the cooperation arrangements

PART E - Project characteristics and relevance

PART F - Quality of the project design and implementation

PART G - Impact, dissemination and exploitation, sustainability

Logical Framework Matrix

Workplan

PART H - Work packages

PART I – Special Mobility Strand (where applicable)

PART J - Other EU Grants

1. *Please see Programme Guide, Part B for your action, Table A – Project Implementation (amounts in Euro per day) Programme Countries and Table B - Project Implementation (amounts in Euro per day) Partner Countries.*  [↑](#footnote-ref-1)