

21st Century European Teachers

Report on the co-education model developed for
joint pre- and in-service teacher training
in novel subject matters

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Author(s)	Ditte Amund Basballe, Marianne Georgsen, Cecilie La Monica Grus, Nicoleta Laura Popa, Magda-Elena Samoilă.
List of contributor(s)	Ane Wolfsberg, Louise Lottrup, Jesús Paz-Albo, Aránzazu Hervás Escobar, Tomi Tolonen, Jonna Kangas, Lidija Kralj, Antoine Bilgin, Milena Horvath.
Editor(s)	Dienabou Bah (European Schoolnet) & Laura Lindberg (European Schoolnet)
Graphic design	Mattia Gentile (European Schoolnet)

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INTRODUCTION

The teaching profession has been going through a vocational crisis, which has resulted in a decrease in the number of young people entering the profession and the loss of experienced teachers already working in the field. The primary reason for this is that education professionals are being subjected to an ever-increasing number of demands, duties, and expectations. Reforms and new regulations are required in a variety of areas, including initial teacher education, working conditions, career frameworks, and teacher evaluations (European Commission, 2021).

The [21st Century European Teachers](#) project addresses one of these challenges: the demand that teachers be able to teach emerging subject-matter areas that arise because of large, complex upheavals affecting society (e.g., climate change and the ubiquitous digital development). The project addresses:

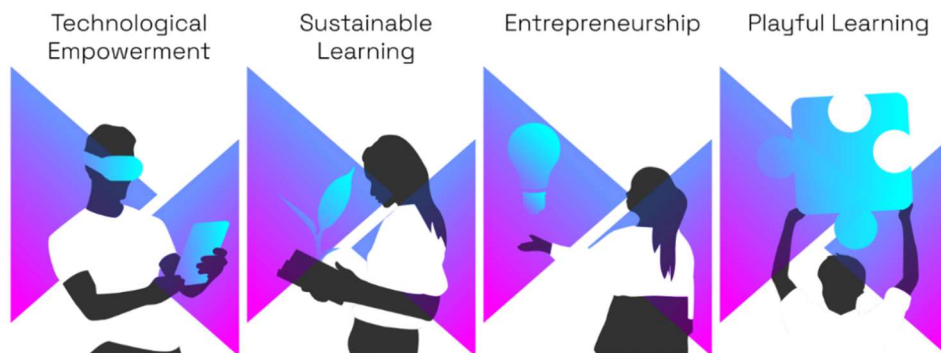


Figure 1 - The four emerging subject areas that the project addresses.

One of the project's core steps in achieving this goal has been to design, develop, and test a co-education model for joint training for pre- and in-service teachers. The overall purpose of the model is to bring pre- and in-service teachers together for training in novel subject matters and teaching approaches. This report presents the co-education model, which has been developed and tested in a diverse set of European contexts in the period 2023 – 2025 as part of the *21st Century European Teachers* project.

The co-education model is based on the idea that pre- and in-service teachers mutually develop professional competencies through collaboration on equal terms, aiming to strengthen both groups' connection between education and practice as well as their professional identity. The model follows a structure in which pre- and in-service teachers plan, teach, and evaluate together in a collaborative teaching process. In this sense, the co-education model spans both initial teacher education and continuing teacher education.

TEACHER EDUCATION IN EUROPE

Initial teacher education (ITE) marks the beginning of a teacher's professional journey and plays a crucial role in shaping both the quality and supply of teachers. The [Communication from the European Commission](#) on school development and effective teaching (European Commission, 2017) emphasised that quality ITE should include subject knowledge, pedagogical theory, and sufficient classroom practice. ITE in Europe refers to the formal programmes and processes. These programmes typically combine academic study at universities or teacher training institutions with practical experience in schools, often through supervised teaching placements. In-school placement can include observation of teaching and sometimes teaching itself. Usually, it is an unremunerated practical training in a real working environment that can be integrated at different stages of ITE programmes (Kralj et al., 2025). While the structure and content of ITE vary across European countries, they are generally aligned with national education standards and the [European Qualifications Framework](#). The aim is to ensure that new teachers are well prepared to meet the diverse needs of learners, adapt to evolving educational contexts, and contribute to the quality and equity of education systems across Europe. The fact that potential teachers should gain not only subject knowledge but also professional skills during their education has been repeatedly emphasised in policy documents published by the European Union (Kralj et al., 2025).

Most European education systems include induction programmes (Kralj et al., 2025). Induction programmes is a structured induction phase that supports newly qualified teachers as they transition into the profession. This phase helps consolidate their knowledge and skills in real-world settings, offering personalised support to address early career challenges. Both European and national policymakers emphasise the importance of high-quality ITE and induction, recognising their impact on student outcomes. The Council of the European Union has repeatedly highlighted the need for comprehensive teacher education, including mentoring and support for novice teachers, to enhance the profession's appeal and effectiveness. (Kralj et al., 2025).

Most European countries offer in-service teachers the opportunity for continued professional development (CPD). CPD comprises the in-service training undertaken throughout teachers' careers that allow them to broaden, develop, and update their knowledge, skills, and attitudes. It may be formal or non-formal and includes both subject-based and pedagogical training (OECD, 2016). European countries regulate teachers' continuing professional development (CPD) in different ways. For example, in Denmark, Ireland, the Netherlands, Norway, and Turkey teacher participation in CPD is optional. In other countries it is mandatory and requires teachers to complete a specific number of training activities over a set period. The days or hours of CPD that are considered mandatory, or an entitlement are normally included in the teachers' regular workload. (Read more details in: Kralj et al., 2025).

Challenges for initial and continuous teacher education

Findings from the project 21st Century European teachers point out several challenges to initial and continuous teacher education which are relevant in relation to the co-education model.

⌘ Curriculum reform and modernisation

Modernising the curriculum to reflect contemporary educational needs is a shared priority. Romania, Slovakia, Cyprus, Denmark and Finland are all engaged in reform efforts to update teacher education content and structure. Romania points out the need for balance between the weight of specialized disciplines, general psychological and pedagogical contents and teaching practice. These reforms aim to incorporate modern pedagogical approaches, respond to societal changes, and better prepare teachers for the evolving demands of the classroom. However, implementing such reforms effectively requires careful planning, adequate resources, and ongoing evaluation to ensure they meet their intended goals (Kralj et al., 2025).

⌘ Theory-practice gap

A significant concern in ITE is the persistent gap between theoretical instruction and practical classroom application. Countries such as Italy, Spain, Denmark, Cyprus, and Romania report that teacher training often leans heavily on academic theory, leaving future teachers underprepared for the realities of teaching. Strengthening practical components, such as internships and school-based experiences, are seen as essential to bridge this divide. Aligning university-based education with the dynamic needs of schools ensures that new teachers are not only knowledgeable but also confident and competent in real-world settings (Kralj et al., 2025).

⌘ Relevance and practicality of training

Ensuring that training content is relevant and practical is essential for its effectiveness. Romania, Croatia, and Denmark highlight the need for training programmes to be closely aligned with teachers' real-world needs and subject areas. In some cases, training is too generic or theoretical, failing to provide actionable strategies that teachers can apply in their classrooms. Tailoring content to specific disciplines, competency levels, and current educational challenges can significantly enhance the impact of professional development (Kralj et al., 2025).

Funding and resource limitations for CPD

Insufficient funding is a widespread challenge that affects the accessibility and quality of teacher training. Romania, Italy, Denmark, and Finland all cite financial constraints as a significant obstacle. In some cases, teachers must bear the cost of training themselves, while in others, budget cuts have drastically reduced the availability of professional development opportunities. Finland's complete elimination of its in-service training budget in 2024 is a stark example of how austerity measures can undermine educational quality. Sustainable investment in teacher training is crucial for long-term educational improvement (Kralj et al., 2025).

Time constraints and workload

A major barrier to effective teacher training is the limited time teachers have for professional development. Croatia, Denmark, and Finland all report that teachers are often overwhelmed by their existing responsibilities, making it difficult to participate in training programmes, especially those requiring multiple days. In Finland, this issue is compounded by rising workloads and stress levels, which not only hinder ongoing development but also contribute to burnout and attrition. Addressing time constraints requires more flexible training formats and institutional support to prioritise continuous learning (Kralj et al., 2025).

Motivation and support

Motivating teachers to engage in training and providing them with ongoing support are critical for successful implementation. Without adequate support—such as access to mentors or technical assistance—teachers may struggle to apply new skills in their daily work. Building professional learning communities and fostering a culture of continuous improvement can help address these challenges (Kralj et al., 2025).

The subsequent section introduces the co-education model as a proposal for addressing the here mentioned challenges to initial and continuous teacher education.

THE CO-EDUCATION MODEL

Background

The co-education model is inspired by work done at VIA University College in Denmark, where the ‘SAM education model’ was developed in 2019 (Johannesen & Hjorth, 2019). The SAM-model was developed as a response to an increasing demand for rapid implementation of new education policies and curricula, even before the educational system had the time or resources to formally retrain all teachers. Rather than solely focusing educating pre-service teachers first and waiting for years for them to bring new knowledge and practice into schools, the SAM-model was developed to enable pre- and in-service teachers to learn and develop teaching in new curricula by intervene directly in real educational settings, and in real-time, authentic school settings.

The SAM-model is grounded in co-creation where all participants: in-service teachers, pre-service teachers, pupils, municipal consultants, and teacher educators contribute with their skills, insights, and efforts to development teaching in new curricula elements. The SAM-model thus pools resources: academic, social, and economic, and what is particularly interesting is that despite the scale, the model, at least in a Danish context, avoids bureaucratic complexity by distributing responsibilities clearly across five key actors:

- Municipal section leaders and consultants who identify development needs
- Teacher educators who design and run the education program, and coordinate the work
- Municipal consultants who manage all school-related coordination
- Pre- and in-service teachers who co-develop and deliver the teaching
- Pupils who actively participate in the learning processes

The SAM-model’s approach to education is grounded in a in practice-oriented, learning-by-doing tradition that fosters not just knowledge acquisition, but also the courage to innovate, fail, and try again—skills that are vital in contemporary education. The theoretical framework draws on work by a range of scholars and practitioners who focuses on development through experimentation and a willingness to learn from failure, including [FFE’s taxonomy of entrepreneurial education](#), Donald Schön, John Dewey, and Lave & Wenger.

The co-education model for the 21st Century European Teachers

As described in the foregoing section European teacher education faces several pressing challenges: the need for curriculum reform and modernization, ensuring that content and structures reflect contemporary educational demands; the persistent theory–practice gap, where overly theoretical instruction leaves teachers underprepared for classroom realities; severe funding limitations, which restrict access to continuous professional development; time constraints and heavy workloads, making it difficult for teachers to engage in training opportunities; questions of relevance and practicality, as programmes sometimes fail to provide actionable strategies for real-world teaching; and finally, the challenge of motivation and support, highlighting the importance of sustained encouragement, mentoring, and professional communities to ensure that training translates into practice. The experience with the SAM-model from Denmark raised the question: Can we modify the SAM-model to be used in other European educational contexts to meet some of the mentioned challenges?

One of the project’s core steps in achieving this goal was to revisit the SAM-model and further conceptualized it into the co-education model, structured around three interrelated phases: co-develop, co-teach, and co-evaluate. The purpose of the co-education model is to create a learning space for simultaneous development and implementation of emerging subject areas in both the school and teacher education and – as a prerequisite for this – simultaneous education of both in-service teachers and pre-service teachers. In this sense, the co-education model spans both initial teacher education and continuing teacher education. The length and approaches used in the three steps can vary from educational setting to educational setting depending on the local possibilities the countries.

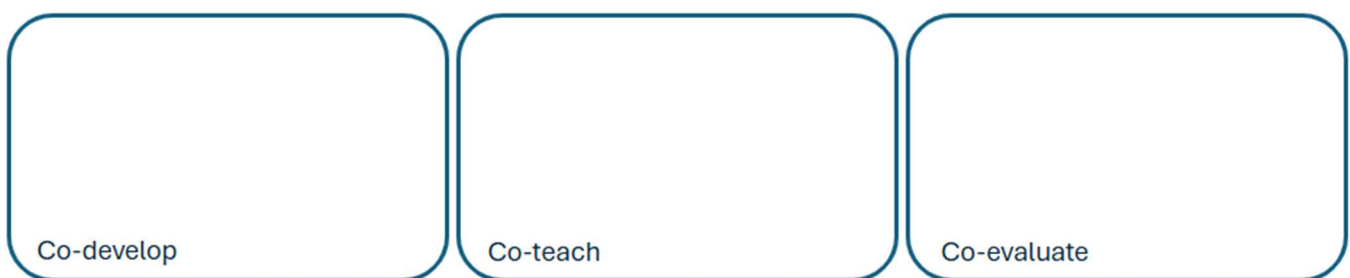


Figure 2: The co-education model phases.

To carry out the co-education model, facilitators need to prepare. This includes selecting pre- teacher to participate, contact a school and agree on participation and specific dates for collaboration, ensure leadership and support from both the teacher education and the school. Finally, the group needs to plan the steps in the model.

The co-education model process is meant to takes place in such a way that education occurs both in schools and in teacher education. The co-education model therefore involves both pre-service teachers, in-service teachers, and pupils in schools – as well as lecturers in teacher education, who also need professional development in these new areas. Thus, there are four key stakeholders in the co-education model, working together to acquire and implement the new competencies in schools and teacher education. These four stakeholders pool their professional and social resources and integrate them into the co-education model. This in illustrated below.

During co-development pre- and in-service teacher work together to plan teaching of pupils at the in-service teachers’ classroom. The process is facilitated by facilitator from the teacher education or CPD providers. During this process, the pre-and in-service teachers explore ways to teach with a focus on one of the selected focus areas of the project: Sustainability, Computational empowerment, Entrepreneurship, or Playful learning.

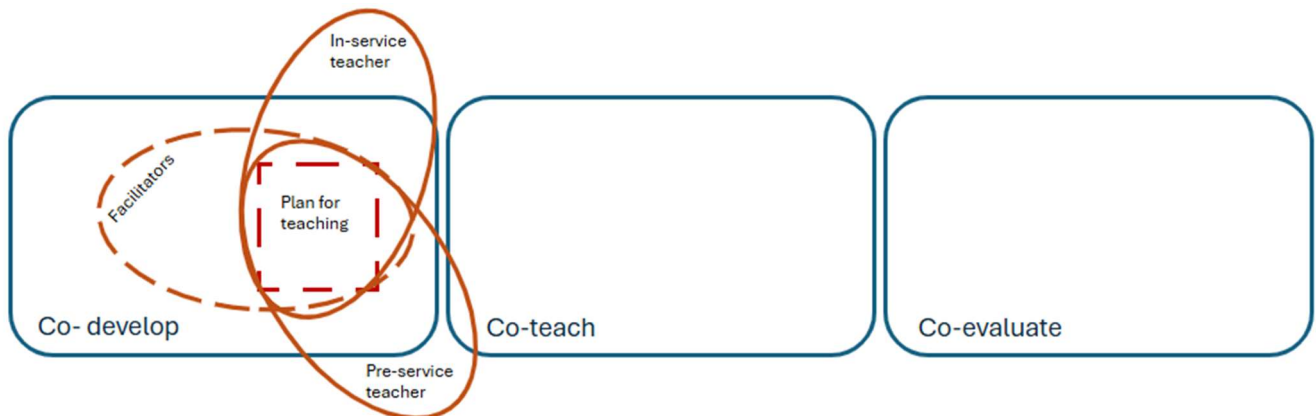


Figure 3: Co-development. In a facilitated process pre- and in-service teachers work together to develop a plan for teaching.

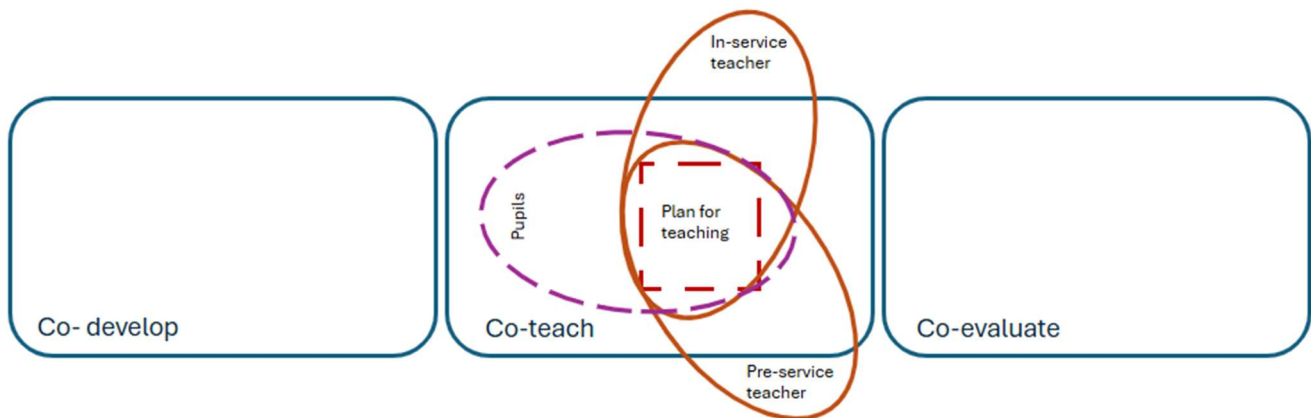


Figure 4: Co-teaching: pre- and in-service teachers teach the in-service teacher's class together.

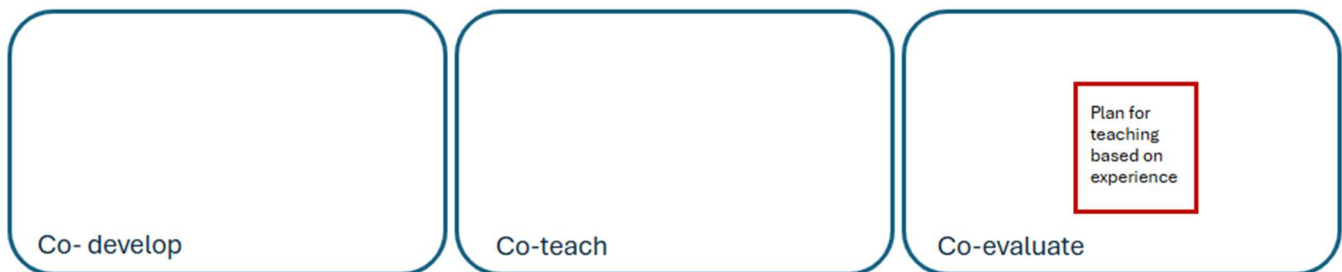


Figure 5: Co-evaluation.

In the following sections the report presents how the co-education model was tried out in Denmark, Italy, and Romania. Showing three different ways of use which meet the challenges of the different educational contexts.

The co-education model in Denmark

Subject area in focus: Sustainability

Facilitators: 2 associate professors from the teacher education in Aarhus

Timeframe: January 2024 - March 2024

Participants:

- 3 in-service teachers from Kolind Skole, and 2 classes (grades 6 and 7, ages 12 and 13),
- 11 pre-service teachers from the teacher education program (year),
- 2 teacher educators,
- 2 experts in teaching Sustainability from the teacher education at VIA UC.

Description of the co-education model used in Denmark:

Co-development

The co-develop phase involved three in-service teachers from Kolind Skole, and eleven pre-service teachers from the teacher education, at VIA University College, Aarhus. Together, they spend two days at VIA, planning the upcoming co-teaching week. In Denmark, schools often have theme-weeks before holidays, these weeks are one of a few openings where activities that are not a direct part of the curriculum can take place. The two planning days were facilitated by two teacher educators from VIA, who scheduled the planning days well in advance - approximately six weeks before the co-teaching week to allow time for i.e. ordering materials or plan activities that had to be booked in advance (i.e. visits to museums). The result of the two days of co-developing was a lesson plan for the co-teaching week. After the two development days, participants did not meet again until the co-teaching week took place at the school.

Day 1 of the co-development:

- Work out a contract for the collaboration between pre- and in-service teachers - it was very important that pre-and in-service teacher felt they were equal participants in the development process.
- Create a common language about the subject area: sustainability by listening to presentation on sustainability in school - from colleagues from the teacher education who have worked with sustainability in Danish as a subject.
- Open dialog where pre- and in-service teachers discussed sustainability.
- Open processes for the week: Everything is possible, the goal: to outline first ideas for a teaching program for the co-teaching week.

- In three groups pre- and in-service teachers outlined the program for the co-teaching week based on their dreams and visions regarding education for sustainable development
- In three groups pre- and in-service teachers created a more realistic program based on actual conditions (number of pupils, budget).
- All participants vote for the program they find best.

Day 2 of the co-development:

- Expansion of a common language about sustainability, new knowledge presentations.
- Expand the chosen program with new ideas, in a creative and open processes.
- Concrete planning and agreements for the co-teach week, closed processes with framework conditions, and competencies of the teachers and students.

After day 2 the participants spend time on finding materials for the co-teach week and to communicate about the week to pupils, and parents.

Co-teaching

The co-teaching week spanned a five-day school week from Monday to Friday, concluding with a finale exhibition where pupils share their experiences based on the products, they had created themselves during workshops planned for the week.

	Monday	Tuesday	Wednesday	Thursday	Friday
07.55 - 08.25	Intro to the week	Intro and a song	Intro and a song	Intro and a song	Morning gathering
08.25 - 09.55	Activities and games to get to know each other	Workshops	Trip to Mårup wood	Workshops	Display of products
09.55 - 10.20	Recess	Recess	Recess	Recess	Recess
10.20 - 11.50	Workshops	Plenum activities	Trip to Mårup wood	Workshops	Display of products
11.50 - 12.20	Recess	Recess	Recess	Recess	Recess
12.20 - 13.50	Workshops	Plenum activities	Workshops	Plenum activities	Clean up and outro

Figure 6: The co-teaching week program.

At the workshops the children produced paper, some sowed pillows to sit on in the classroom, some cooked meals from sustainable foods on the bonfire in the school yard (yes, this is a normal activity in Danish schools). Some created small videos about the week and finally some of the pupils established a small garden with herbs and berries in the school yard, to be used in the school kitchen. During the plenum activities the pupils was taught about sustainability. See more about the activities in the [MOOC](#) designed by the 21st Century European Teachers project, to help integrate sustainability into your teaching and develop lesson plans that align with the 2030 Agenda and Sustainable Development Goals (SDGs).

Co-evaluation

Immediately after the co-teaching week pre-and in-service teachers meet at VIA for a half-day session to evaluate and reflect on the co-teaching week. This timing ensures that the experiences are still fresh in mind. Evaluation encompassed both what pupils have gained from participating and the competencies that pre- and in-service teachers themselves have acquired through their involvement. Some insights about co-education from the evaluations are:

- The co-education process is assessment-free: "focus on practical experiences without assessment", "one could be present in the situation without constantly thinking that it would be part of a later evaluation"
- Interdisciplinary content: "freedom within boundaries", the co-education was not guided by subjects, but by shared interests and competencies in sustainability.
- Voluntariness: Both pre- and in-service teachers participated on a voluntary basis.

The co-education model in Italy

Subject area in focus: Playful learning

Facilitator: CESIE ETS, a non-profit organisation whose School Unit specialises in innovative education, coordinated and facilitated the process.

Timeframe: September 2024 – February 2025

Participants:

- 12 in-service teachers (six in-service teachers from secondary school and six in-service teachers from primary school) from the local school *I.C. Giovanni XXIII-Piazzì*.
- 6 classes (three middle school, three primary school) - 50 pupils (20 from secondary, 30 from primary school)
- 1 university tutor from the University of Palermo
- 1 school tutor
- 1 school director + 1 school vice-director

Description of the co-education model used in Italy:

Co-development

In the initial phase, informal meetings were held to introduce teachers to the project and planned activities. Later, CESIE organized formal meetings to discuss the structure and objectives of the co-education model. Once the working group was established, weekly coordination and update meetings were scheduled. First, a working group of in-service teachers was formed, consisting of three core teachers with prior experience in the co-education model, gained during study visits to Denmark, Finland, and Romania. Subsequently, additional in-service teachers were identified and recruited, bringing the total to 12 (six from primary and six from secondary school). The planning phase lasted over two months.

During these meetings, the group of in-service teachers and facilitators from CESIE brainstormed ideas, explored opportunities, analysed potential barriers, and collaborated on the co-development of interactive learning and teaching activities. These activities were designed using playful learning and gamification methodologies, with implicit elements of sustainability and gender balance. To facilitate coordination, the working group also set up a WhatsApp chat for communication and a Google Drive folder for document sharing.

The in-service teachers brainstormed ideas and explored possibilities for the co-education project, ultimately deciding to integrate the co-development of activities into a larger framework: the local science fair *Esperienza InSegna*, in which the school has participated since 2016. *Esperienza InSegna* is a widely recognized scientific event organized annually by the *Palermo Scienza* Association, centred around a specific theme each year. It is based on the idea that knowledge transmission should leave a lasting impact on visitors through engaging scientific outreach activities designed for schools, institutions, and the wider community. The 2025 edition will be dedicated to Quantum Mechanics. Seizing this opportunity, the in-service teachers decided to take on the challenge of co-developing a comprehensive lesson plan aimed at introducing quantum mechanics to pupils.

During the planning phase, the involvement of pre-service teachers was a key topic of discussion and analysis. In Italy, the term pre-service teacher is not formally defined and can be interpreted in different ways. In other countries where the co-education model has been implemented, pre-service teachers typically refer to university students enrolled in education and training programs to become primary or secondary school teachers. However, in Italy, the path to becoming a secondary school teacher is more complex.

In fact, there is no single, clearly defined route into the profession, and this complexity is further heightened by the frequent changes in national policies. As a result, many teachers have followed different paths to reach their current positions. Unlike primary education, where a specific university program qualifies candidates, aspiring secondary school teachers must first complete a master's degree in a specific subject, such as literature, mathematics, or history etc. However, obtaining a degree alone does not suffice to qualify for teaching. Over time, additional requirements have been introduced, such as supplementary university credits in pedagogy, didactics, and teaching methodologies. However, these requirements have changed frequently due to evolving policies, leading to confusion for aspiring teachers.

For this reason, there is no established pool of pre-service teachers for secondary education. However, starting in 2025, candidates preparing to teach at the secondary level will be required to complete an internship as part of their studies to obtain the *60 CFU (Crediti Formativi Universitari)*, which corresponds to *ECTS* (European Credit Transfer and Accumulation System). Nevertheless, the exact format and structure of this internship have yet to be defined.

Given this uncertainty, CESIE and the local school decided to extend the project's implementation from secondary to primary education. This expansion involved primary school teachers, school tutors, and pre-service teachers completing their mandatory internships at the primary school.

Ultimately, four pre-service teachers took part in the project. They were students enrolled in the five-year university program *Scienze della Formazione Primaria (Primary Education Sciences)*, which combines theoretical coursework with practical training and qualifies graduates to teach in kindergarten and primary school. As part of their required practical internship at *I.C. Giovanni XXIII-Piazzini*, these pre-service teachers participated in the project as an integral component of their training.

The pre-service teachers were on-boarded and informed about the project, the co-education model and the common understanding of playful learning and gamification was set. They were also introduced to the already outlined concept of the co-education project with the topic of quantum mechanics. At the moment of the arrival of the pre-service teachers, the core group of in-service secondary teachers had already consolidated an idea for a set of activities. The role of the pre-service teachers, given their specialisation in primary education, was to co-develop a playful activity to familiarise primary school pupils with the topic of quantum mechanics and support the continuity of the activity across the two levels of education.

Finally, the classes to be involved were identified and selected. The co-creation project involved six classes (three from primary school and three from secondary school) actively engaging a total of 50 pupils. The pupils played an active role in the co-creation and co-teaching phase as they contributed with their ideas to the games' design and constructed some elements during hands-on activities.

During the planning phase, CESIE and the school kept the stakeholders (including the school director, teachers not directly involved in the project, students, home university of the pre-service teachers, pupils and parents) informed about the process during internal meetings, presentations, and through internal communication channels.

The co-education model in Romania

Subject area in focus: Technological empowerment

Facilitator: National College Costache Negruzzi from IASI - 5 in-service teachers from two classes (grades 7 and 10, ages 13-14 and 16-17)

Timeframe: November 2024

Participants:

- National College Costache Negruzzi from IASI (5 in-service Teachers from High-School College and 4 pre-service teachers from the teacher education program, Alexandru Ioan Cuza University of Iași - 3rd Year, Faculty of Letters)
- 2 classes (grades 7 and 10) - 50 pupils
- 2 teacher educators from the Department of Teacher Training – Faculty of Psychology and Education Science - Alexandru Ioan Cuza University of Iași
- 1 school director, 1 school vice-director

Description of the co-education model used in Romania:

Co-development

The co-develop phase involved five in-service teachers from College Costache Negruzzi in Iasi, and four pre-service teachers from Alexandru Ioan Cuza University in Iași. Together, they have spent two days planning the upcoming co-teaching day. The two planning days were facilitated by two teacher educators from Alexandru Ioan Cuza University from Iasi.

Day one

1. Joint planning and collaborative documentation workshop consisting of meetings between mentor teachers from Costache Negruzzi College in Iasi and students from Alexandru Ioan Cuza University of Iasi with the aim to set the operational objectives of the lesson focussing on technological empowerment and correlate them with the targeted digital skills; selecting the appropriate digital tools and identifying useful functions for practical work; designing the stages of the lessons and clearly distributing co-teaching roles.
2. Exploring content and testing resources in which students, coordinated by the teacher, explore models of teaching interventions, analysing elements of visual design, attractiveness, and clarity of the message.

3. The preparation of teaching resources resulted in creating support materials (worksheets with the steps for making the poster; evaluation grid based on visual and technical criteria; set of examples for introducing the initial discussion - simple vs. complex poster).

Day two

1. A micro-simulation of the lessons was carried out to adjust the time for each stage
2. At the end, a short team reflection session was organized, addressing the following issues: possible technical difficulties and solutions, ways to motivate students, and the use of peer evaluation to increase engagement.

The preparatory activities focused on three major dimensions:

1. Pedagogical co-design (joint lesson planning and organization),
2. Professional co-learning (pre-service teachers learn from teachers' experience, and teachers learn from pre-service teachers' digital and creative perspective),
3. Co-reflection (anticipatory and subsequent analysis of the process as part of reflective training).

The result of the two days of co-creation was the lessons plan for the co-teaching week.

Comparative Table of Collaborative Preparatory Activities

No.	Stage / Type of Activity	Session 1 – The Art of Creating a Digital Poster	Session 2 – The Journalistic Text – On Stage and Behind the Scenes
1	Planning and Co-design	Co-design meetings between teachers and student teachers to establish lesson objectives, select the digital tool, and define clear co-teaching roles.	Joint planning between teachers and student teachers; defining learning objectives, lesson structure, and each co-teacher’s responsibilities.
2	Content Exploration / Documentation	Analysis of simple and complex poster models to identify design elements; testing Word functions to anticipate students’ technical difficulties.	Collaborative documentation on the features of news stories and articles; selection of authentic materials and choosing FILIT 2024 (a major cultural event in the city) as a real-life learning context.
3	Testing Digital Resources	Practicing Word functions (layout, text, images) to create mini-tutorials and relevant visual support.	Exploring Storyboard that and Canva; testing features for designing newspaper pages and setting collaboration rules for teamwork.

4	Development of Teaching Materials	Joint creation of support materials: a step-by-step worksheet for poster design, an evaluation grid, and a set of sample posters (simple vs. complex) for discussion.	Preparation of worksheets, PowerPoint presentations on news/article structure, and evaluation grids for the final products.
5	Lesson Simulation	Conducting a micro-simulation of the lesson to adjust timing, co-teaching interventions, and feedback strategies.	Simulated coordination of student teams, practicing communication, task distribution, and collaborative problem-solving.
6	Anticipatory Reflection	Reflective discussion on possible technical challenges, strategies to motivate students, and the use of peer evaluation for engagement.	Joint reflection on strategies to maintain student motivation, mutual support during the lesson, and ways to showcase and value final products (digital newspaper pages).

Co-teaching

The two co-teaching sessions were organized by experienced teachers together with students preparing for a teaching career. The first session, *The Art of Creating a Digital Poster*, took place in the computer lab and focused on developing digital skills by creating a poster in Microsoft Word. The lesson began with a visual introduction, comparing simple and complex poster designs to highlight the role of design. The teacher demonstrated the essential functions of the program step by step, while student teammates provided individualized technical support. In the practical activity, high school students, organized into teams, created posters for fictional events, applying the knowledge they had acquired. The session ended with the presentation of the products, constructive feedback, and peer evaluation, in an atmosphere of collaboration and creativity.

The second session, *The Journalistic Text – On Stage and Behind the Scenes*, focused on developing journalistic writing and digital design skills. In-service and pre-service teachers introduced the characteristics of news and articles through interactive presentations and worksheets. The students, divided into four teams with well-defined roles, wrote texts inspired by the FILIT 2024 cultural event and designed newspaper pages in Canva, combining written content with visual elements. The activity ended with the presentation of the final products and reflections on the work process, emphasizing collaboration, critical thinking, and the integration of digital tools in learning. See more about the activities in the MOOC.

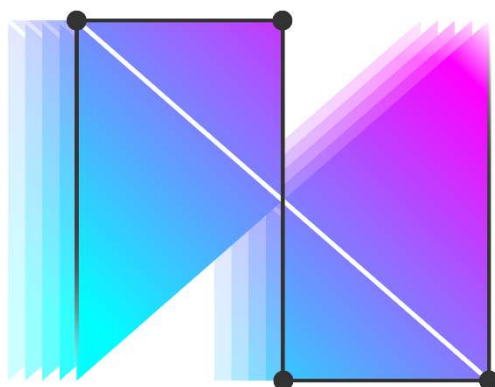
Co-evaluation

Collaborative activities contributed to developing teaching planning and organisational skills, creating a culture of collaboration between teachers and prospective teachers, integrating digital tools into authentic learning contexts, promoting continuous pedagogical reflection.

Through these experiences, student teachers had the opportunity to practice their professional skills in real-life conditions, benefiting from the guidance of mentor teachers, while teachers capitalized on the energy, innovative perspective, and digital skills of the students. Thus, co-teaching proved to be not only an effective training method, but also a framework for mutual learning, in which theory, practice, and reflection were harmoniously intertwined.

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