IDEAL FUTURE

Integrated Digital Educational Leadership for the Future

D7.1 and D7.2: Workshop report and design principles

Recommendations for sustainability of the project

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Integrated Digital Educational Leadership for the Future Teaching Academy IDEAL Futures
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1. Introduction

The purpose of this work package is to identify the typology of the types of programmes used to support digital leadership in initial teacher education, in service teaching and educational leadership based on desk research. It will:

- Present desk research and primary data in relation to the exploration of integration opportunities of the project outputs based on workshops and interviews (D 7.1 and T7.3).
- The data gathered will inform outputs to support a sustainable model for enabling the project outputs to be fully exploited.
- A number of design principles are proposed (D7.2) from the research as well as a recommendation for development of a suite of resources to support the integration of the IDEAL future outputs into initial teacher education and/or professional learning models in the four partner countries.

2. Methodology

Prior to initiating the work package, a methodology for WP7 Sustainability Model was developed with the support of partners. This methodology identified two approaches to collect data to develop a sustainability model for the project:

- A desk review of ITE curricula and CPL programmes in the area of digital education and digital education leadership in each country (Task 7.2)
- A workshop or primary mode of data collection to explore of how the IDEAL Futures project can be integrated into various typologies (D7.1)

This report details the work undertaken to gather and analyse this data and provide recommendations for sustainability of IDEAL future.

2.1 Desk based research

The purpose of the desk research was to develop a typology of the types of initial teacher education and continuous professional learning programmes in the context of the broader educational systems in Ireland, Greece, Latvia and Spain. To do this each partner was asked to share a summary of the below as well as links and primary documents where possible:

- Governance or regulations regarding the provision of ITE and CPL in their country
- Standards/frameworks for guiding ITE or CPL in digital education
- Documentation on 2 ITE programmes (digital ed components) and 2 CPL, organisations/programmes/initiatives (links or docs, in website or word form)

This documentation was analysed under the following headings and a report was compiled:

- Governance or regulation of the programme
- Standards/frameworks for guiding ITE or CPL in digital education
- Level Postgrad/undergrad
- Type of learning formal/informal
- Duration
- Progression to leadership competency
- Competency frameworks used (if any)
- Standalone or integrated approaches
- Accreditation (ECTS/CPL points or credits/Non accredited)
- Level of support e.g. national, local or autonomous (teacher driven)

2.2 Primary data collection

Initially a series of local workshops in each partner country was proposed with a view to exploring integration opportunities. However, because of scheduling issues that arose due to a reduced project timeline this workpackage was undertaken during the summer with limited opportunities to access participants given the holiday period. As a result, it was decided to adopt a broader perspective. Given the European focus of the project, we decided to conduct a focus group with 3 ITE providers and 3 CPL providers and interviews with two European organisations responsible for digital education and education leadership. The data collection involved discussions regarding the below areas:

- How might a typical persona (TE or CPL provider) engage with the outputs of the project in your context e.g. ITE, CPL or Member of your organisation
- How could your organisation be supported to integrate the project outputs into your provision for these people.
- What type of principles needs to be considered to enable successful integration of the project outputs into this typology

In addition, during the piloting evaluation (WP6) interviews participants were asked about the future of IDEAL future, data was gathered from 43 participants to determine how the project should progress into the future. This primary data was analysed together with the typology of programmes to identify design principles and recommended case studies. This was combined with findings from WP6 in which participants were asked to identify future needs for the academy.

3. Governance and regulations regarding ITE and CPL in Ireland, Greece, Latvia and Spain

Governance of Initial teacher education (ITE) programmes is similar across all four countries. However, it varies significantly for continuous professional learning (CPL) of in-service teachers and educational leaders and supporting digital competence development. See table 1 below.

Country	Governance of ITE	Governance of CPL	Digital education competence development
Ireland	National professional regulation through the Teaching Council; universities/HEIs provide ITE. All ITE leading to registration must be professionally accredited by the Teaching Council and align with Céim.	Relatively flexible and developmental. Cosán is the national framework after induction; Oide, HEIs and Education Support Centres provide much of the CPL. Decentralised	Embedded/continuum model: digital competence is incorporated into ITE standards, national digital strategy, school digital planning and professional learning
Latvia	Relatively strongly regulated through national legislation defining required	Professional competence development is also	Regulatory competence-development model,

	teacher education and professional qualifications.	regulated through national regulations, including recognised areas/programmes of professional development and regulated providers	with ICT/digital competence explicitly identified as an area of professional development.
Spain	National legislation establishes requirements for teacher qualifications, with universities providing programmes and Autonomous Communities playing an important implementation role. Secondary teaching requires a specific Master's qualification.	Decentralised across national and Autonomous Community systems, but increasingly structured around teacher digital competence.	Competence-framework model, particularly through the national MRCDD, adapted from DigCompEdu.
Greece	University-based ITE, within a nationally regulated higher-education system. The Institute of Educational Policy (IEP) has a major role in educational and teacher-training policy.	Strong role for the Ministry/IEP and large-scale national training programmes.	National programme/large-scale training model, with substantial investment in digital teacher training and certification.

Table 1: Summary of governance and regulations regarding digital education competence

4. Digital Education within Initial Teacher Education and Continuing Professional Learning: Comparative analysis of Ireland, Spain, Latvia and Greece

The four countries demonstrate distinct approaches to organising digital competence within teacher education and professional learning. For all countries some there is mandated initial teacher education which is often governed nationally. Digital education forms a part of all these programmes to some degree either being integrated throughout the curriculum or offering dedicated modules and specialisms in the area of digital education

However post initial teacher qualification professional learning is only mandated in some countries- in particular Latvia and Greece. Ireland does not mandate professional learning for qualified teachers and leaders, Spain does not however it is being strongly encouraged. There is no mandate for professional learning in any country for digital education or digital education leadership.

4.1 Ireland: Continuum of professional learning

Ireland's approach is an integrated professional continuum. Digital education is embedded within the broader development of teachers as professionals. The continuum from Céim through Droichead to Cosán, supported by the Digital Strategy for Schools and the Digital

Learning Framework, means that digital competence is intended to develop throughout a teacher's career.

However, although digital competence is often not explicitly stated there is potential strength in their professional learning model to integrate digital competence given is its flexibility and its connection between individual teacher learning, school-based professional learning and whole-school development. In addition, it recognises the CPL model progression from preservice teacher to newly qualified teacher, to teacher, to teacher leader to aspiring leader to leader. However, there is no requirement for teachers to engage in professional learning following graduation nor is it financially incentivised.

4.2 Spain: Digital competence framework

Spain provides a more explicit digital competence-based model. The MRCDD establishes a dedicated national reference framework for teachers' digital competence and aligns this with DigCompEdu. This provides greater visibility and structure around the different dimensions of digital competence and enables progression to be conceptualised more explicitly. Professional learning is financially incentivised. Regarding digital education training it is not mandated but is becoming strongly encouraged and in some cases compulsory for teachers to upskill in this area at regional level.

4.3 Latvia: a regulatory professional competence model

Latvia places digital competence within a broader statutory professional competence framework. ICT skills are explicitly integrated and connected to curriculum, didactics, educational management and change management. Digital education positioned as one component of the professional competence required to operate effectively within a modern educational environment. professionals are required to complete a specific number of professional learning hours. In addition, CPL is mandated with teachers being required to complete 36 hours CPL over 3 years by an approved provider. There is also flexibility in that they can choose the focus of this.

4.4 Greece: a large-scale programme-based model

Greece has placed considerable emphasis on large-scale teacher-training and certification programmes. The focus is on enabling teachers to use digital technologies pedagogically and to respond to digital transformation through structured national initiatives. CPL is mandated by the requirement varies depending on the career stage of teachers with 100 hours for newly qualified teachers with teachers requiring up to 100 hours for all teachers, or 200 hours for teachers working in special education. There is also periodic training required which is up to two courses, see summary in table 2 below

Country	**Dominant approach**	**Digital education emphasis and mandated**
Ireland	Professional continuum model	Digital competence integrated across ITE, induction, lifelong professional learning and school leadership Not mandated
Spain	Explicit digital competence framework model	Structured national framework based on DigCompEdu, with defined areas and professional progression Not mandated- strongly encouraged

Latvia	Regulatory professional competence model	ICT competence incorporated into statutory teacher competence development, curriculum, pedagogy and educational management Not mandated
Greece	National programme-based model	Large-scale training and certification focused on applying digital technologies to teaching and learning Not mandated

Table 2: Comparison of digital education competence in Ireland, Greece, Latvia and Spain

The comparison suggests that there is no single European model for developing teachers' digital competence despite the presence of models such as Digcompedu. Instead, digital education is incorporated into national teacher-education systems through different combinations of professional standards, regulation, competence frameworks, national strategies and professional-learning programmes.

Spain illustrates how a national digital competence framework can provide a common language and progression model with an explicit prioritisation of digital education competence; Latvia's system exemplifies how digital competence can be incorporated into statutory professional qualification and development requirements; and Greece illustrates the potential of large-scale national training and certification initiatives. Ireland, by contrast, illustrates how digital education can be embedded within the broader architecture of teacher professionalism and school improvement.

All four approaches can therefore be viewed as complementary rather than mutually exclusive. An effective European approach to digital teacher education could potentially combine the career-long professional-learning orientation of Ireland, the explicit competence architecture of Spain, the regulatory clarity of Latvia and the large-scale implementation capacity demonstrated in Greece

Although IDEAL future has proposed a certification scheme for competency recognition and assigned hours per course to support countries that mandate professional learning hours to meet the varying needs of countries a cohesive approach, this would require significant system wide collaboration at European level. Therefore, IDEAL future will consider the more granular level of types of programmes and how the project outputs can be sustained within these structures and systems.

5. Analysis of primary data

5.1 Participants

P No	Description	Data collection
HE1	ITE faculty member specialising in Emerging Technologies	Focus group
HE2	ITE faculty member specialising in Educational Technology	Focus group
HE3	ITE faculty member specialising in Pedagogy	Focus group
HE4	ITE teaching practicum instructor specialising in Digital Pedagogy	Focus group
HE5	CPL Educational Work Coordinator	Focus group
HE6	CPL Educational Work Coordinator	Focus group

HE7	European educational leader network representative	Interview
HE8	European digital education representative org	Interview

5.2 Discussion

Overall participants perceived the outputs from IDEAL Future as valuable to digital educational leadership competence in Europe.

What I find particularly valuable is that the project does not appear to treat digital leadership as the use of one particular tool. It connects technology with change, leadership, collaboration and professional development.

For students dealing with emerging technologies, that is important. They are often fascinated by the newest application, but they do not necessarily understand the organisational or ethical consequences of introducing it. HE1

In particular the challenges developed as WP2 and self-study material in WP4 was highlighted as appropriate outputs that could be sustained longer term due to their usability. However, they emphasised the need for organisational or institutional support from National or European organisations to support users to remain motivated and also provide recognition.

I see potential, but I would be cautious. We have seen many projects that produce excellent material, but the material remains on a platform and is used by a small number of already motivated people.

For CPL, the question is not only whether the material is useful. We need to ask whether teachers will have the time to engage with it, whether participation will be recognised a and whether there will be someone to support them after the first workshop. **H6**

They also cautioned that the volume of outputs had the potential to be complex and overwhelming, a responsible organisation or facilitator could assist with the navigation of this

I would add that the range of outputs is both a strength and a possible weakness. There are scenarios, a pedagogical model, learning activities, a digital hub and micro-credentials. That gives providers options, but it may also make the framework appear complicated.

For integration, we will need a clear route through the material. A lecturer or CPL facilitator should be able to identify what is relevant without first studying the entire project. H2

In addition, the European organisations acknowledged the strength and quality of the outputs but highlighted that

> *Dicomp edu is currently undergoing a revision, the IDEAL outputs will be useful at European level but may need to be updated depending on the revisions HE8*

In addition, they expressed concern for the issue of time and the need to link things more closely to their context

> *The outputs are wonderful but a lot of it comes down to time, our members need to find the time to engage with these outputs, linking the content to support them to address such as like quality improvement or addressing long standing or emerging problems in their context is critical. Setting up communities in which members can work on the content to address such problems together would be useful HE7*

Both groups identified the need for materials to guide professional learning providers to use the material technically and pedagogically as well as mentoring approaches that may support conversations to contextualise the material.

In addition, there was an emphasis on the need to not only translate content but also to localise this. Interestingly this was also noted in WP6. Furthermore, the importance of keeping content up to date was noted in WP6.

Lastly concerns were raised in relation to the recognition. Both in relation to how that recognition is given, for what and it tendency to overshadow learning

Provided that the credential does not become more important than the learning process. HE 2

How will recognition be given, how is competence determined HE8

5.3 Design Principles and solutions

Regarding design principles the below were identified by the focus group and solutions by the representative organisations. The design principles were aimed initially guiding

Principle	What it means in practice	Sustainability solution
Pedagogy before technology	Begin with the learning/professional need, not the tool; experimentation is welcome if the educational hypothesis is made explicit	Short term: Mentoring guide to support professional discussions on problems and direct to relevant content Long term: Funding to structure self-assessment of needs in the hub on contextual problems and diagnosing content to meet this problem.
Flexibility and modularity	Clearly defined units with their own outcomes, time and resources; different pathways for individuals, school teams and cross-school groups	Short term: Case studies of how different individuals can use the outputs to support their professional learning Long term: Provide opportunities to download content as learning objects that can be reused by CPL organistions and schools Long term: Funding to structure self-assessment of needs in the hub on contextual problems and diagnosing content to meet this problem. Long term: Translation of content to other European languages to increase access.
Authenticity and practice orientation	Real or realistic problems, implementation in practice, evidence from the classroom/school, and visible constraints - not idealised conditions	Short term: Tutor guide of how to use challenges from WP2 in professional learning Long term: increase the number of challenges available and provide templates for teachers to create their own challenges that can be shared for professional learning
Inclusion and accessibility	Explicit equity, participation and ethical-use dimensions - not	WP6 illustrated that the professional learning provided supported ethical

	folded silently into “good pedagogy”	and responsible digital technology use in education Short term: Share the findings of WP6 regarding the impact of professional learning on ethical and equitable approaches to professional learning Long term: explore why the teacher academy supported ethical and responsible digital use- what shifted that mindset
Sustainability and transferability	Integration into existing programmes and responsibilities, not dependent on temporary funding; editable, portable resources; institutional ownership and curriculum alignment named explicitly	Short term: Technical guide for course providers of how they can use the content in the hub Short term: A valorisation plan of how to continue to promote outputs after the project is completed Long term: Further funding for partnerships with other countries and European organisations that can increase the scale of impact. Long term: Train the trainer courses to support teachers as trainers for the to lead professional learning in the hub and increase scalability Long term: Integrate into European platforms such as European Schoolnet hub, EU Selfie platform that has a recognition scheme for teachers etc

6. Types of programmes

The four countries demonstrate different approaches to integrating digital education into teacher education and professional learning. Ireland is characterised by a career-long professional continuum in which digital competence is embedded across ITE, induction, continuing professional learning and school leadership. Spain has developed the most explicit national digital-competence model, with ITE and professional learning increasingly linked to the *Marco de Referencia de la Competencia Digital Docente* (MRCDD). Latvia tends to embed digital competence within broader teacher qualification and professional-development structures, including institutional digital transformation. Greece provides a strong example of centrally coordinated, progressive ICT training through its B1 and B2 programmes.

Initial Teacher Education programmes examples

Partner	**ITE programme**	**Digital-education component**	**Typology**	**Time**	**Formal/ informal**
Ireland	Trinity College Dublin - Professiona	Dedicated Digital Learning component, alongside integration of digital skills, digital literacy, digital	Dedicated modules and transversal integration	2 years PG	Formal ECTS

	l Master of Education (PME)	teaching/learning/assessment and emerging technologies across the programme.			
Ireland	Mary Immaculate College - Bachelor of Education	Digital technologies incorporated within education/STEM and technology-enhanced learning across the undergraduate programme and can also choose specialism	Transversal integration and specialism	4 years UG	Formal ECTS
Spain	Universidad Carlos III de Madrid - Master's in Teacher Training	Includes a 2-ECTS Digital Competencies for Teaching module, alongside a Technology specialism.	Explicit digital competence and specialism	2 years PG	Formal ECTS
Spain	Universitat Autònoma de Barcelona - Master's in Teacher Education	Digital teaching competence incorporated into programme learning outcomes and professional preparation.	Transversal/integrated competence	2 years PG	Formal ECTS
Latvia	University of Latvia - Professional Bachelor "Teacher"	Computer Science, Design & Technology and other digital pathways; digital competence also examined across the wider teacher curriculum.	Embedded competence and specialist pathways	4 Years	Formal ECTS
Latvia	Daugavpils University - Professional Bachelor "Teacher"	Computing, programming, digital design, robotics and technology-related teacher pathways.	Digital/technology specialisation	4 years	Formal ECTS
Greece	University of Patras Primary education teacher track	Digital technologies electives available.	Integrated pedagogical digital competence	4 years	Formal ECTS
Greece	University of the Aegean Programme in Primary Education	Explicit programme objective (digital technologies).	Dedicated educational-technology component and transversal integration	4 years	Formal ECTS

Continuing Professional Learning (CPL) examples

Country	CPL programme/initiative	Digital-education component	Typology	Duration	Formal / informal
Ireland	Oide - Leading Digital Learning	Digital leadership, supporting teachers, infrastructure, classroom practice and school digital-learning planning.	Short, practice-oriented digital leadership CPL, self-study, mentorship	Short hours or courses	Informal No Cert
Ireland	MIC - Digital Leadership in Education	Digital pedagogy, digital policy, digital equality, inclusion, wellbeing, infrastructure and digital leadership.	Postgraduate/sustained digital leadership CPL	2 years	Formal ECTS
Spain	INTEF - #CompDigEdu / Digital Teaching Competence Accreditation	Professional learning and accreditation linked to levels of digital teaching competence.	National competence and certification	Short hours or courses	Formal Cert
Spain	INTEF - Teachers in the Digital Age / MOOCs	Online professional learning linked to MRCDD, DigCompEdu and teachers' professional digital competence.	Flexible online CPL	Short courses - up to 3 hours	Informal Cert
Latvia	University of Latvia- Master's in Technology Innovation and Design for Education	180 ECTS - interdisciplinary combining pedagogy, ICT, learning design and	Specialist digital education	2years	Formal ECTS

		digital didactics			
Latvia	University of Latvia- Interdisciplinary Education Innovation Centre- Teaching Methodology in the Digital Age and the Role of the Methodologist in the Professional Growth of Teachers	Digital education methodology	Specialist in digital pedagogy	72 hours	Informal Cert
Greece	B1 ICT Teacher Training	36-hour introductory training in the pedagogical use of digital technologies.	Introductory national ICT CPL	36 hours	Informal Cert
Greece	B2 ICT Teacher Training	60-hour advanced programme focused on integrating ICT into subject teaching and classroom practice.	Advanced digital-pedagogy CPL	60 hours	Informal cert

7. Summary

Overall ITE is governed at the national level and highly regulated in all countries. Many programmes take between 2 and 4 years and it is unclear within these how digital education competence is developed within individual programmes, the practice varies significantly from being integrated across the programme to specialist approaches to digital competence. Digital competence in teacher education" has different meanings across national systems. It may refer to a dedicated university module, as in the TCD PME; a transversal competence developed throughout an ITE curriculum, as in the MIC and UAB examples; a specialist subject pathway, as found in the Latvian programmes; or a nationally structured professional-learning and certification pathway, as demonstrated by Greece's B1/B2 model and Spain's MRCDD/#CompDigEdu system.

In contrast professional learning in the area of digital education varies between countries. Spain and Greece have a coordinated national effort to raise digital competency through national programmes and competency frameworks. In Greece there is an effort to raise proficiency to B2 level, although these are not mandated. In Latvia CPL is mandated but it is

at the discretion of the teacher together with their school regarding the types of CPL they engage. In Ireland CPL is not mandated nor is digital competence required.

Dimension	**Ireland**	**Latvia**	**Spain**	**Greece**
ITE governance	Professional regulation by Teaching Council	Strong national regulation	National regulation + autonomous regional implementation	National higher-education/education policy
CPL governance	Flexible national framework (Cosán)	Regulated professional competence development	National/regional professional development	Strong Ministry/IEP programme coordination
Digital competence framework	Distributed across programmes and policy- no specific competence framework. Céim, Digital Strategy, DLF and Oide	Embedded in professional competence regulation	MRCDD - explicit national digital competence framework	Primarily programme/certification based
Relationship to DigCompEdu	Indirect/compatible	Some alignment with European competence approaches	Explicitly based on DigCompEdu	Increasing alignment with European digital skills approaches
ITE digital education	Integrated and specific modules (sometimes specialism)	Competence/qualification oriented	Digital competence increasingly embedded in curricula	Digital technologies increasingly integrated into programmes
Teacher CPL	Flexible, teacher-led, school-based and provider-led Short courses and accredited programmes	More regulated with specific providers of programmes Regulated programmes up to 72 hours and accredited programmes	Structured around digital competence progression Short courses by approved providers	Large-scale national programmes Regulated programmes up to 60 hours
Leadership CPL	Strong emphasis through Digital Learning	Leadership included within professional competence development	Digital competence and school digital	Emerging through digital transformation initiatives

	Framework/Oide		transformation	
Overall model	Continuum model	Regulatory competence model	Digital competence-framework model	Large-scale national digital-training model

Ireland's particular strength is its continuum approach. Céim establishes expectations for student teachers, Droichead supports transition into professional practice, Cosán provides the framework for continuing professional learning, and Oide and the Digital Strategy for Schools provide mechanisms for developing digital practice and leadership. The Irish examples therefore demonstrate how digital education can be positioned within teacher professionalism and school improvement rather than treated exclusively as ICT training.

Spain provides the strongest example of explicit competence definition and progression; Latvia demonstrates the relationship between digital competence, teacher qualification and institutional digital transformation to frame digital competence within a broader professional competence framework; and Greece demonstrates the value of large-scale, structured and progressive professional learning. Ireland has perhaps the clearest continuum linking ITE, induction, professional learning and school-level digital leadership

8. Recommendations

From the desk-based research and the primary data collection it is evident that there is a range of long term and short-term initiatives that can be undertaken to support the sustainability of the project. The sustainability model proposed will develop a number of outputs in the short term aimed at

- Increasing uptake of the professional learning resources developed by the IDEAL Future project
- Supporting organisations, schools and school leaders to leverage from the content provided to increase digital leadership capacity in their own organisation
- Contextualising the content so it meets the needs of teachers and educational leaders

Therefore, it is recommended that project develop the following outputs to support these short-term objectives

- Valorisation plan of how to encourage more widespread uptake of the professional learning available.
- Mentor and facilitator guide to support organisations wishing to use the professional learning content to deliver courses available on the hub
- Technical guide to support organisations to navigate the hub, download resources and manage the delivery of courses on the hub
- Case studies to illustrate how the outputs can be used to support different cohorts and types of professional learning.

9. Documents reviewed in desk review

Ireland

- Céim - Standards for Initial Teacher Education (PDF)
- Cosán - Framework for Teachers' Learning (PDF)
- Digital Strategy for Schools to 2027
- Digital Learning Framework / Department of Education
- Oide - Leading Digital Learning
- MIC - Digital Leadership in Education
- Trinity College Dublin - Professional Master of Education
- Teaching Council - Accredited ITE programmes

Latvia

- Cabinet Regulation No. 569 - Teacher education, qualifications and professional competence development
- 2024 amendments to Cabinet Regulation No. 569

Spain

- BOE - Order ECI/3858/2007 governing the qualifying secondary-teacher Master's
- INTEF - Marco de Referencia de la Competencia Digital Docente

Greece

- Greece 2.0 - Teacher Training Actions
- Institute of Educational Policy - Teacher Training/Policy information
- Teacher Training Actions - IEP documentation
- B1/B2 ICT teacher digital-skills certification information