

Call for proposals for professional development course for teachers

Proposal deadline: **26th June 2020**

Version 1.0 – 15th April 2020

Introduction

Teachersrise is an independent teacher training provider based in Padova (Italy) that specialises in the provision of professional development courses and language immersion training programmes for teachers in English and other languages.

Teachersrise is dedicated to teachers and school staff who want to undertake professional development in a friendly atmosphere for learning and transformation.

We work in collaboration with Erasmus+ funded schools to organise creative and innovative training courses funded by the European Union. Teachersrise brings together established and emerging teacher trainers with educational experts from a variety of professional fields and disciplines in order design and deliver the best experiential and interactive training courses.

Teachersrise is currently at its seed stage and is working on the proof of concept.

Instructor profile, experience and skills

Teachersrise is looking for the following instructor profiles:

- Teacher educators, pedagogists and/or counsellors/psychologists/life coaching professionals with experience in school settings
- English language educators and trainers who work in language schools and have academic-based training or pedagogical and teaching experience, particularly working with highly-qualified adults
- Researchers and instructors from schools, colleges and universities who have experience in supporting teacher education
- Training experts with professional experience in a specific field and in teacher education

Experience and skills:

- Experience of teacher training delivery
- International classroom management
- Teaching or training experience
- Course design experience
- Excellent written and spoken English
- Working independently in new contexts
- Superior organizational skills
- Attention to detail and to level of quality
- Strong communication skills (written and verbal)

The instructor can be an individual or a team. The instructor can submit more than one application for different course proposals.

Please note that this position is not a permanent employment offer; it is an EXTERNAL cooperation based on a service contract. Instructors require the necessary paperwork/visa to work in Italy.

Why be an instructor at Teachersrise?

- Maintain the highest standards of teaching
- Have a long-term impact on the lifelong learning and developing of school staff and teachers from around the world

- The ability to work with a flexible schedule
- The chance to work with a team of dynamic people from around the world
- Fun and development with fellow lifelong learners

What is teacher and school staff education and why does it matter for teachers and school staff? Read more about [EU Commission's views](#).

Who are our course participants?

Our participants are people working **both in teaching and non-teaching capacities in pre-primary, primary, secondary, VET and adult education** from all over Europe. Participants are mainly teachers and can be trainers, headmasters, school and education managers, administrators, educational counsellors, career counsellors, other school staff, other non-governmental organization staff, public servants and policy makers.

Participant language levels may vary **from beginner to proficiency**. Classes might be **multi-level language classes** and we always do our best to organise classes comprised of participants who can communicate in English at the same level.

Our course participants move for one or two weeks from their country to Padova (Italy) in order to undertake an Erasmus+ professional development activity.

All participants are in a working relation with the Erasmus+ funded sending school organisation: Teachersrise provides guidance before and/or after the sending school organization applies for the Erasmus+ grant and involves school leaders and all stakeholders in the decision-making process to give them advice about how to manage the grant in order to organise the learning mobility of their teachers and school staff.

The sending school organization receives an Erasmus+ European Union grant that is intended to cover the participants' costs of participation.

Every year more than 50,000 teachers and school staff took part in training mobility activities abroad. More than 10% of all participants moved from their country to Italy as a receiving country.

In 2021, the number of learning mobilities will triple: the EU Commission predicts triple the number of participants for the Erasmus+ 2021-2027 proposal.

The proposals

Teachersrise is inviting proposals for professional development courses for teachers and school staff that explore and critique contemporary issues, trends and problems in education and training. We are particularly interested in those concerned with the actual doing or use of evolving tools and techniques, rather than with theory and ideas.

Training courses may cover any aspect of teacher and school staff education, but priority will be given to proposals in the topic areas listed in Appendix 1 (in no particular order).

Examples of Erasmus+ professional development courses can be found here in the [School Education Gateway website](#).

Structure and content requirements for proposals

Proposals require conformance to the structure and content requirements as outlined below: the instructor must fill in the application form ([click here to download the application form](#)) and submit it via email at info@teachersrise.eu by **26th June 2020**.

All information should be typed in **one single MS Word file only** and instructors must not send multiple attachments. Proposals should be submitted **in English**.

Proposals that do not meet the requirements could be rejected without review.

The application form file consists of the following numbered sections and subsections:

Section 1 – Contact details

- a. **Name** of each instructor
- b. **Phone number** of each instructor
- c. **Email** of each instructor
- d. **Organization/company**
- e. **GDPR consent:** Please, tick the GDPR consent statement (e.g. “I consent to having Teachersrise collect my name and contacts for the purpose of fulfilling this call selection process”)

Section 2 – Basic information

- a. **Course title**
- b. **Admission requirements** for participants
- c. **Language level requirements** for participants: Please, use CEFR levels
- d. **Language of delivery:** Please note that all materials must be developed in English and the course is usually conducted in English, though the content may be presented in a different language. If the latter is the case, Teachersrise expects instructors to incorporate relevant translations of resources.
- e. **Duration:** Our standard programme includes 5 or 10 consecutive training days that are included as part of the learning mobility week. Five-day programmes are the most popular. Upon specific request, Teachersrise can organise a longer or shorter version of this course.
- f. **Maximum number of participants:** No fewer than 8 students will register and attend the course. Please, specify the maximum.
- g. **Laptop:** Advise if each participant required to bring his/her own laptop

Section 3 – Course description

When submitting the application, the instructor gives permission to publish an edited version of the information in this section on the website.

- a. **Course overview and purpose:** maximum 150 words
- b. **Target audience:** Description of who should attend, why and what needs they might satisfy
- c. **Learning objectives:** minimum 5 items
- d. **Learning outcomes:** minimum 5 items
- e. **Assessment and validation of learning outcomes:** Description the suggested methods and tools for verifying the expected learning outcomes and the criteria for assessing them. Evidence can be extracted and presented with the most common methods (tests and examination, dialogue or conversational methods, declarative methods, observations, simulations, evidence extracted from work or other practice, CVs and individual statement of competences, third party reports, portfolios, etc). Teachersrise reserves the right to amend the assessment and validation process.
- f. **Course structure and content:** Detailed description of the course structure and content (2 – 5 pages), including an outline of the experiential, participatory, interactive and/or problem-based methods and approach. Practical case-study based exercises, project work, peer learning and/or discussions, group activities, workshops, role plays, simulations and/or virtual learning environments are strongly encouraged. If the proposal includes guest speakers, external visits or external workshops, the proposal is expected to identify the potential provider(s) suitable for the proposed topic.
- g. **Daily programme** - Please find the standard daily programme format in Appendix 3.
- h. **Materials and resources:** Description of the materials and resources that participants will receive before, during and after the course.

- i. **Technology/equipment:** Description of any technology/equipment required to facilitate this course beyond the usual flip charts and PowerPoint projectors.
- j. **Classroom layout** - Sitting, Dining, Theatre, Boardroom, Cabaret, U-Shaped, Classroom, Other (please specify)
- k. **Support and communication with participants:** Flexibility to change course contents to adapt to client needs if requested before booking. Provisions for pre-course and post-course communication with participants. Instructors are expected to attend the final day for the course wrap-up and final evaluation to allow for maximum face-to-face communication.

Section 4 – Instructor profile, experience and skills

- a. **Curriculum vitae:** A short curriculum vitae (maximum 1 page) for each instructor
- b. **Summary of each instructor’s curriculum vitae:** maximum 300 words. When submitting the application, the instructor gives permission to publish an edited version of this summary of each instructor’s curriculum vitae on the website.
- c. **Instructor’s course track record:** Identify the instructor’s course track record and how many times any course has been offered.
- d. **Course history** - Title(s), number of times the instructor has taught the proposed course, where and to whom it has previously been delivered, evidence of its success and number of past attendees. If the course is new, give a history of a comparable course: title(s), number of times it has been taught, where and to whom it has previously been delivered, evidence of its success and number of past attendees.
- e. **International classroom management** - Explain why the instructor is suitable to manage a multicultural, multilingual and multi-level language classroom comprised of highly-qualified international adults and relate the reasons to the experience.

Section 5 – Commitment of the instructor(s)

- a. **Available session dates.** The instructor must give his/her commitment to run the course during the available session dates for the period between January 2021 – December 2022 (two years). Teachersrise expects the course to be available from a minimum of once per year to a maximum of once per month. The higher the availability and number of dates, the more it is likely we can accommodate demand. Please find more instruction about dates in Appendix 3.
- b. **Booking lead time** (number of weeks). Course sessions are confirmed only when the minimum number of participants (8) has been reached. The instructor can be 100% sure that the course will be held when they receive the “booking confirmation”. The instructor can set the minimum booking lead time (number of weeks) which will be the latest times at which Teachersrise can make a booking for the instructor’s available session dates. Teachersrise expects to confirm the course at least 12 weeks before the available session dates, and we always do our best to both accommodate the specific needs of our participants and to work in favour of instructor’s booking lead time.
- c. **Possible cancellation and reasons to withdraw:** Explain any circumstances under which the course would have to be cancelled (other than minimum numbers not being reached), including any reasons why the instructor(s) might have to withdraw. If applicable to the instructor’s course track record, explain why a course has been cancelled or why the instructors have changed.
- d. **Back-up strategy:** Provide a back-up strategy for a case in which the instructor would have to withdraw unexpectedly. It is important to have a thorough back-up strategy, because organizations, teachers and school staff members invest their time to prepare the Erasmus+ application and plan their activities to move to another country to attend the instructor course.
- e. **Final report:** The instructor must confirm his/her agreement to submit a final report to Teachersrise in 10 days after the end of the course. The report format is provided in advance of the

course and summarises content delivered, including any innovative teaching tools used, general lessons learnt and recommendations for improvements.

Section 6 – Quotation and payment terms

- a. **Price:** Quotation exclusive of VAT
- b. **VAT:** Does the instructor charge VAT? Please, specify the national rate, if applicable.
- c. **Travel and other billable expenses:** Please, provide details
- d. **Other contract requirements:** Please, specify any special requirement.
- e. **Payment terms:** In 14 days after the departure of participants, once the final report is accepted.

Proposal selection and scheduling

Teachersrise reviews proposals in order to ensure they meet the standards specified in Appendix 2. Instructors must carefully review the course selection criteria and ensure that their proposal clearly includes the information needed by Teachersrise.

If short-listed, course instructors will be notified about the outcome of their application by 24th July 2020 and will attend a final interview. If successful, the instructor will submit a professional profile picture which will be posted on the website, together with the course information. Teachersrise reserves the right to amend the selection process.

Once the process is complete, the proposal will be advertised on our platform and scheduled according to the proposed available dates.

As soon as the course reaches the minimum number of participants, the instructor will receive written confirmation of the dates and the course.

If the course does not reach the minimum number of participants before the booking time in advance of the available dates, the dates are made unavailable online and Teachersrise releases the instructors from their commitment to the available dates.

Teachersrise's commitment to quality training

Suitable background and credentials are the key selection criteria that Teachersrise applies to proposed instructors. Proposals must demonstrate that instructors have robust teacher training experience and positive participant feedback for the relevance of their content and for their ability to deliver the course to a high standard of excellence.

It is of key importance that instructors commit to deliver his/her course during the available session dates they propose. Withdrawal or replacement of instructors undermines the preliminary course selection process and misleads the sending school organization, discrediting the Erasmus+ application process. Thus, selected instructors are expected to fulfil their commitment to their available dates in order to maintain Teachersrise's reputation for course excellence.

Instructors are encouraged to contact Teachersrise with questions about the enrolment and scheduling process.

Intellectual property

Instructors are protected from unauthorised copying and plagiarism. Unless otherwise specified above, Teachersrise does not reproduce and distribute the materials that the instructor submits without their written permission.

Location

The courses are held in Padova, Italy. The training venue is carefully arranged once the course is confirmed to provide a distraction-free and easy environment for both learners and trainers: it is large enough to comfortably accommodate the anticipated number of attendees and is flexible with the layout of tables



and chairs and with any other layout requirement. The training venue meets the most common training room technology requirements and further technology or equipment can be arranged.

Further information

Instructors are encouraged – but not required – to contact Teachersrise to put forth their course ideas and request feedback before submitting a full proposal. Please email us at info@teachersrise.eu for additional information.

APPENDIX 1 – Potential training course topic areas

Language learning and teaching

- English, Italian and other languages
- General language fluency
- English for Specific Purposes
- Professional English and Communication
- Teaching methodologies and strategies: English as a medium of instruction (EMI), CLIL, project-based learning, etc
- Project-based learning solutions about the topics below

School innovation

- Innovative school leadership
- Quality improvement of institutions and/or methods (including school development)
- Benchmarking education systems (case studies such as Finland, Germany and pre-primary education in Italy are encouraged)
- Conflict management at school
- New innovative curricula/educational methods/development of training courses
- Pedagogy and didactics
- EU funding and project design
- Inclusion and achievement
- Early school leaving and combatting failure in education
- Student career guidance and counselling

Classroom management

- Innovative methodologies
- Inclusion and equity
- Disabilities and special needs
- Diversity
- Migrants
- Minority ethnic pupils
- Bullying and cyberbullying
- Gifted education
- Faith and belief issues

Soft skills for teachers

- Health and wellbeing
- Empathy and emotional intelligence
- Counselling at school
- Mindfulness, yoga and meditation
- Life coaching for teachers

ICT and new technologies

- Managing remote classrooms and distance teaching
- New instructional technologies at school
- ICT, new technologies, digital competences
- EdTech start-ups and new frontiers
- Industry 4.0 and enabling technologies
- Smart manufacturing
- Mechatronics
- Artificial intelligence
- Educative robotics
- STEM education
- Coding
- Digital business education

Creativity and culture

Arts and Teaching: music, theatre, photography and creative writing
Voice coaching
Creative teaching strategies for subjects other than art
Classical culture
Art education, landscapes and cultural heritage in local cities (Padova, Venezia, Verona and more)
Building sustainable partnerships between schools, creative and cultural organisations and individuals
Creative industries

Global citizenship education

Sustainability and environmental education
Intercultural learning
Climate justice and science
Democracy, history of globalization and international institutions
Media education and critical media literacy (fake news, hate speech, online risks, participatory cultures and citizen journalism)
Peace and conflict studies
Active citizenship
Multicultural societies
Teaching controversial issues
Embedding social justice issues into teaching

Entrepreneurship education

Labour market issues, including career guidance and youth unemployment
Enterprise, industry and SMEs
Entrepreneurial learning
Social entrepreneurship

Smart City management

Infrastructures and mobility
Circular economy
Smart network infrastructures
Urban planning at school - provision of urban services
Citizens, government and data valorisation

Subject-specific and specialist knowledge

Agriculture, forestry and fisheries
Agrifood
Sustainable living
Tourism
Hospitality, food and catering
Financial education
Outdoor education

Other

Teachersrise may consider other topics that address the questions, “what is an innovative teacher?” and “what does it mean to be professional?”

APPENDIX 2 – Course selection criteria

Level 1: All criteria need to be fulfilled in order for the proposal to be considered further.

		Yes	No
1.1	The proposal complies with the call's requirements (i.e. guidelines and application deadline).		
1.2	It includes a statement about the commitment to deliver the course during the available dates is well articulated and believable.		
1.3	The proposal shows evidence of practicable backup strategy in the event of unexpected personal absence.		
1.4	The course would be feasible with commonly available technology and equipment (e.g. flipcharts and power point), or otherwise specifies how to procure the technology and equipment in a credible way.		
1.5	The proposal clearly indicates whether or not participants need personal laptop computers.		
1.6	GDPR consent statement checkbox is checked		
1.7	Eligibility to work in Italy		

Level 2: Instructor(s)' track record and course quality.

Score 0 = Unacceptable, 1 = Acceptable, 2 = Good, 3 = Very Good, 4 = Excellent

		Score (0-4)	Weight	Final Score
2.1	The instructor(s) (60 points)			
2.1.1	Experience of teacher training delivery in any context: 2 years is acceptable.		8	
2.1.2	International classroom management: The instructors should have experience managing international classrooms, dealing with the challenges and opportunities of a multicultural, multilingual and multi-level language classroom. 2 years is acceptable.		4	
2.1.3	Teaching or training experience in any context: 5 years is acceptable.		1	
2.1.4	Course design experience in any context: 2 years is acceptable.		1	
2.1.5	Evidence of positive evaluations of their previous training experience		1	
				/60
2.2	The course (40 points)			
2.2.1	Topic and Audience: The target audience are clearly expressed, including education system level (pre-primary, primary, secondary, VET, adults) and their needs and prerequisites are also well identified and described. The course is suitable for the target <u>language level requirements</u> of the participants: a strategy for multi-level language classes is well described. The topic reflects the identified needs and prerequisites of the target audience. It also addresses the issues and challenges with significant relationship with any of the topic areas listed in Appendix 1 and the feedback from previous implementations.		2	
2.2.2	Learning objectives and outcomes - structure and content: The learning objectives and desired learning outcomes are well-defined and eloquently expressed. The course structure and content are cohesively and appropriately designed and explained in a way that shows how they meet the defined objectives and deliver the desired learning outcomes. Suggested methods and tools for assessment/validation of		2	

	learning outcomes are transparently explained and fit for purpose, strive for clarity and precision and are as unambiguous and non-judgemental as possible.			
2.2.3	Methods and Approach: The course structure and content are a carefully planned combination of lecture content and experiential, participatory, interactive and/or problem-based sessions. Where needed, they are supported by practical case-study based exercises, project work, peer learning and/or discussions, group activities, workshops, role plays, simulations and/or virtual learning environments.		2	
2.2.4	Innovation: The reasons how and why the proposal differs from the most common Erasmus+ courses are well-defined in the contents, methods and materials. Needs are described in the context of a rapid technological, social, cultural, economic and/or demographic change in a complex and interconnected world, including <i>new needs and challenges deriving from a post-covid-19 world</i> in the medium term. The learning outcomes contribute to regional research and innovation strategies and/or to the Sustainable Development Goals, in particular Goal 4 Quality Education.		2	
2.2.5	Involving the local communities: The course involves guest speakers, external visits or external workshops from the local community of Padova, such as private companies, expert talks, public administration, universities, schools and civil society. The course engages the community to which our participants belong, e.g. one or two outstanding pieces of written or audio/video work are done as part of the course, which can be used with participants' permission by the sending school organization for newsletters, school meetings and/or presentations.		1	
2.2.6	Materials, support and communication: Materials and resources are well-described. Flexibility to change course contents to adapt to client needs if requested before booking. Clear indications of pre-course and post-course communication with participants.		1	
				/40

Level 3: Non-scoring criteria flagging further review

		Yes	No
3.1	Proposal overlaps significantly with the content or dates of other proposed course(s). If Yes, other course(s) is/are _____. Teachersrise reserves the right to request the instructors of overlapping courses to consider amalgamation.		
3.2	Course seems to be dependent upon technology or equipment that might not be available.		
3.3	Course is linked to proposed guest speakers, external visits, or external workshops which, though excellent ideas, would require confirmation by the external provider and/or depends on third party factors.		
3.4	Course is linked to proposed guest speakers, external visits, or external workshops which, though excellent ideas, would require confirmation by Teachersrise.		

The course selection criteria are subject to revisions.

APPENDIX 3 - Standard daily programme format

We always do our best to accommodate the specific needs of our participants, including (but not limited to) budget restrictions and travel arrangements.

Our learning mobilities usually last 2 travel days + 6 training days, of which the first includes a short introduction along with the training sessions and the last (usually Saturday) is fully dedicated to a one full-day excursion/cultural and social activities. All programmes include at least one guided city tour of Padova, one full-day excursion (usually on a Saturday) and other cultural and social activities. Upon specific request Teachersrise can organise a longer or shorter version of this course.

The teacher training proposals can have one of the following structures:

- OPTION 1. Monday to Friday, 5 training days, 4 hours per day
- OPTION 2. Thursday to Wednesday, 5 training days, 4 hours per day (Saturday and Sunday must be dedicated to full-day excursion/cultural and social activities)
- OPTION 3. Monday to the following week Friday, 10 training days, 4 hours per day

Option 1 is the most popular choice. The more availability and dates, the more likely we will be able to accommodate demand. Instructors are encouraged to give availability for dates also for option 2 and 3.

Standard programme format for option 1 (the instructors must change the content and session titles)

Day 0 (usually Sunday)

- Participants arrival

Day 1

- Orientation and information about the venue and the city

- Competences ex-ante evaluation

- Lesson 1: e.g. Course introduction, team building exercises and networking activities

- Lesson 2: e.g. Project work, case scenarios and discussion/ sharing best practices

Day 2

- Lesson 1

- Lesson 2: e.g. Guest speaker on a selected topic

- Guided visit of Padova

Day 3

- Lesson 1

- Lesson 2 Project work, case scenarios and discussion

- Cultural activities in Padova and a traditional Italian aperitif

Day 4

- Lesson 1

- Lesson 2

- Additional training tailored to specific needs (optional)

- Dinner at a traditional Italian restaurant

Day 5

- Lesson 1

- Lesson 2 Course wrap-up and final evaluation

- Discussion of future cooperation and planning follow-up activities / Brainstorming dissemination ideas

- Validation of learning outcomes and a certification ceremony

Day 6

- Cultural and social activities, or additional guided visit in another major Italian city

Day 7

- Participants departure