



European School LLC

შპს ევროპული სკოლა

The Support Guide for Teachers in Developing Digital Competencies



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The Support Guide for Teachers in Developing Digital Competencies

Introduction

As education evolves with the rapid advancement of digital tools, teachers play a critical role in fostering digital competencies among students and themselves. Recognizing this, the European School has embraced the importance of integrating digital technologies into teaching and learning practices to enhance educational outcomes and foster innovation.

This guide is designed to support teachers in developing and applying digital competencies effectively. It provides practical steps and actionable strategies aligned with the **DigCompEdu Framework**, which outlines six key competence areas for educators. By following this guide, teachers will enhance their ability to utilize digital tools for professional engagement, resource management, teaching, assessment, and empowering learners.

In the modern digital age, the ability to leverage technology in education is no longer optional but essential. Digital technologies provide opportunities to:

- Enhance the quality of teaching and learning.
- Foster critical thinking, creativity, and collaboration among students.
- Personalize learning experiences to meet diverse needs.
- Ensure inclusivity and accessibility for all learners. This guide serves as a roadmap for educators to navigate these opportunities and challenges, equipping them with the necessary skills and confidence.

The guide is intended for:

- **Teachers:** To develop digital teaching strategies and enhance classroom practices.
- **School Leaders:** To promote a digital transformation culture within their institutions.
- **Other Educational Professionals:** To contribute to and support the integration of technology in education.

Standards for Digital Competence

The standards for digital competence outlined in this guide provide a comprehensive framework to support educators in integrating digital tools into their teaching practices effectively. Aligned with the DigCompEdu framework, these standards focus on six key areas: Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners, and Facilitating Learners' Digital Competence. Each area is designed to address specific aspects of educators' professional development and classroom application of technology, offering a structured progression from basic familiarity (Newcomer) to advanced innovation (Pioneer).

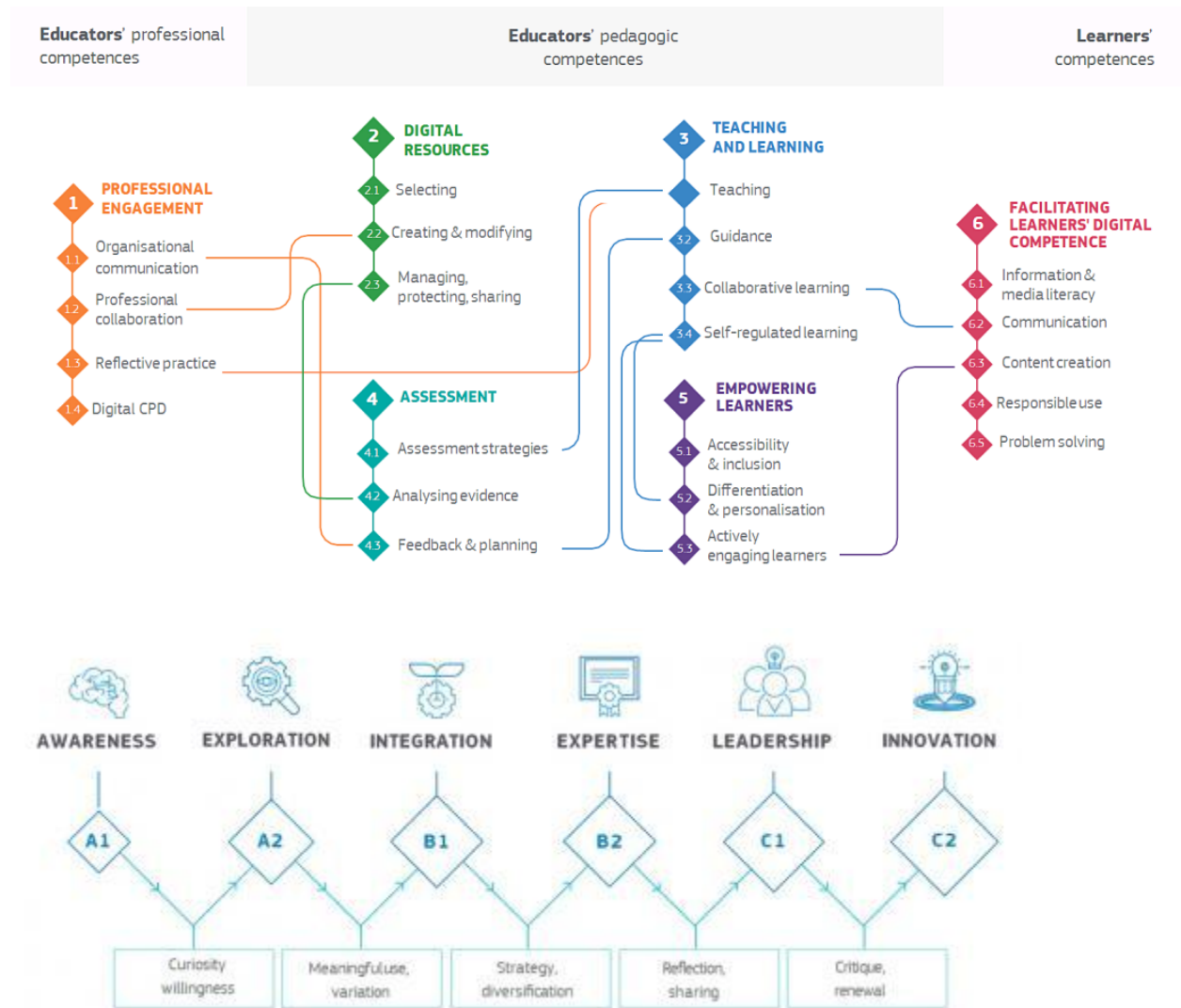
This section emphasizes the importance of establishing clear benchmarks and developmental pathways for teachers, ensuring they are equipped to navigate the challenges and opportunities of digital education. The progression levels, ranging from A1 (Newcomer) to C2 (Pioneer), provide a

roadmap for continuous improvement and highlight the evolving role of teachers in fostering students' digital competencies. By following these standards, educators can enhance their ability to communicate, collaborate, create resources, and assess learning outcomes in ways that align with the demands of a digital-first educational environment.

All the competence areas and progression levels: A1 (Newcomer) to C2 (Pioneer).

Key Areas:

1. Professional Engagement.
2. Digital Resources.
3. Teaching and Learning.
4. Assessment.
5. Empowering Learners.
6. Facilitating Learners' Digital Competence.



Description for each Area:

1. Professional Engagement

Competence 1.1: Organisational Communication

To use digital technologies to enhance organizational communication with learners, parents and third parties. To contribute to collaboratively developing and improving organisational communication strategies.

Proficiency Level	Description
Newcomer (A1)	Making little use of digital technologies for communication.
Explorer (A2)	Using basic digital tools to communicate with learners, parents, or colleagues.
Integrator (B1)	Using appropriate digital channels for effective, responsible communication.
Expert (B2)	Selecting appropriate channels and strategies for context-specific communication.
Leader (C1)	Evaluating and discussing communication strategies with peers to improve transparency.
Pioneer (C2)	Innovating communication strategies using advanced digital tools and fostering systemic use.

Competence 1.2: Professional Collaboration

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

Proficiency Level	Description
Newcomer (A1)	Rarely using digital technologies to collaborate with colleagues.

Explorer (A2)	Sharing knowledge or ideas with colleagues using digital tools.
Integrator (B1)	Engaging in digital communities to exchange and co-create resources.
Expert (B2)	Using digital platforms for collaborative knowledge creation.
Leader (C1)	Reflecting on practices with colleagues in digital networks to enhance competence.
Pioneer (C2)	Leading innovative collaborative practices using advanced digital platforms.

Competence 1.3: Reflective Practice

To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

Proficiency Level	Description
Newcomer (A1)	Unclear about development needs in digital competence.
Explorer (A2)	Aware of personal limits and exploring development opportunities.
Integrator (B1)	Using experimentation and peer learning to improve digital competence.
Expert (B2)	Seeking best practices and resources to develop pedagogical strategies.
Leader (C1)	Collaborating with peers to evaluate and enhance digital teaching practices.
Pioneer (C2)	Innovating teaching policies and practices with advanced digital methods.

Competence 1.4: Digital Continuous Professional Development

To use digital sources and resources for continuous professional development.

Proficiency Level	Description
Newcomer (A1)	Rarely using the internet to update knowledge or skills.
Explorer (A2)	Using basic online tools to access professional development resources.
Integrator (B1)	Identifying and attending relevant online courses and training sessions.
Expert (B2)	Actively engaging in online courses and professional communities.
Leader (C1)	Strategically selecting online CPD opportunities and guiding others.
Pioneer (C2)	Creating and sharing professional development materials online.

2. Digital Resources

Competence 2.1: Selecting Digital Resources

To identify, assess and select digital resources for teaching and learning. To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.

Proficiency Level	Description
Newcomer (A1)	Rarely searching online for teaching resources.
Explorer (A2)	Using simple search strategies to find basic teaching materials.
Integrator (B1)	Evaluating and filtering resources for suitability based on basic criteria.
Expert (B2)	Using advanced search strategies and criteria to identify adaptable resources.
Leader (C1)	Evaluating resources comprehensively, considering biases and contextualizing for learners.

Pioneer (C2)	Promoting resource usage and guiding others in locating quality materials.
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Competence 2.2: Creating and Modifying Digital Resources

To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.

Proficiency Level	Description
Newcomer (A1)	Refraining from creating or modifying digital resources.
Explorer (A2)	Creating simple resources like presentations and quizzes using basic tools.
Integrator (B1)	Adding multimedia elements and modifying resources for context-specific learning objectives.
Expert (B2)	Customizing advanced resources tailored to specific needs and learner groups.
Leader (C1)	Creating and collaborating on complex interactive learning materials.
Pioneer (C2)	Developing unique, innovative digital resources like apps or simulations.

Competence 2.3: Managing, Protecting, and Sharing Digital Resources

To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

Proficiency Level	Description

Newcomer (A1)	Organizing resources for personal use without sharing.
Explorer (A2)	Sharing resources through simple channels like email.
Integrator (B1)	Sharing responsibly using appropriate platforms and tools.
Expert (B2)	Embedding resources in secure, collaborative digital environments.
Leader (C1)	Publishing resources with appropriate licenses and ensuring data protection.
Pioneer (C2)	Leading the development of repositories and innovative sharing practices.

3. Teaching and Learning

Competence 3.1: Teaching

To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.

Proficiency Level	Description
Newcomer (A1)	Making little use of digital technologies for instruction.
Explorer (A2)	Using available classroom technologies, such as digital whiteboards, projectors, or PCs.
Integrator (B1)	Organizing and managing the integration of digital devices and content into teaching.
Expert (B2)	Using digital technologies purposefully to enhance pedagogic strategies.

Leader (C1)	Orchestrating, monitoring, and adapting digital tools to enhance teaching strategies.
Pioneer (C2)	Innovating teaching strategies and developing new formats using digital technologies.

Competence 3.2: Guidance

To use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support.

Proficiency Level	Description
Newcomer (A1)	Making little use of digital technologies for interacting with learners.
Explorer (A2)	Using basic digital tools like email or chat to respond to learners' questions.
Integrator (B1)	Using digital communication channels to enhance interaction with learners.
Expert (B2)	Interacting in collaborative digital environments and experimenting with guidance formats.
Leader (C1)	Strategically employing digital tools for providing targeted and effective guidance.
Pioneer (C2)	Innovating new forms and methods of digital guidance and learner support.

Competence 3.3: Collaborative Learning

To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation

Proficiency Level	Description
Newcomer (A1)	Making little use of digital technologies in collaborative learning activities.
Explorer (A2)	Encouraging learners to use digital tools for basic collaborative projects or activities.
Integrator (B1)	Designing and implementing collaborative activities using digital tools.
Expert (B2)	Setting up collaborative activities in digital environments and guiding learners effectively.
Leader (C1)	Managing diverse collaborative activities with peer assessment using digital tools.
Pioneer (C2)	Innovating new formats for collaborative learning with advanced digital tools.

Competence 3.4: Self-Regulated Learning

To use digital technologies to support learners' self-regulated learning, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions

Proficiency Level	Description
Newcomer (A1)	Making little use of digital tools for self-regulated learning.
Explorer (A2)	Encouraging learners to use digital tools for independent learning tasks.
Integrator (B1)	Implementing digital tools to allow learners to track progress and showcase their work.

Expert (B2)	Allowing learners to manage and document all stages of their learning using digital tools.
Leader (C1)	Reflecting on and refining strategies to foster self-regulated learning with digital tools.
Pioneer (C2)	Developing innovative digital formats to promote self-directed learning.

4. Assessment

Competence 4.1: Assessment Strategies

To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.

Proficiency Level	Description
Newcomer (A1)	Rarely using digital technologies for assessment.
Explorer (A2)	Incorporating digital tools into traditional assessment methods (e.g., creating tasks online for paper-based assessments).
Integrator (B1)	Using digital tools like quizzes and e-portfolios for formative and summative assessment.
Expert (B2)	Strategically employing varied digital assessment formats tailored to learning objectives.
Leader (C1)	Critically reflecting on digital assessments and aligning them with educational standards.
Pioneer (C2)	Developing innovative digital assessment formats, focusing on transversal skills.

Competence 4.2: Analysing Evidence

To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.

Proficiency Level	Description
Newcomer (A1)	Rarely using digital data to monitor student progress.
Explorer (A2)	Using basic data (e.g., attendance or grades) to provide individual feedback.
Integrator (B1)	Evaluating data from digital assessments to inform teaching and learning strategies.
Expert (B2)	Using data analysis tools for timely feedback and individual learner support.
Leader (C1)	Synthesizing digital data to reflect on teaching strategies and address learner needs.
Pioneer (C2)	Innovating data analysis methods and critically assessing the validity of data sources.

Competence 4.3: Feedback and Planning

To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.

Proficiency Level	Description
Newcomer (A1)	Unaware of how digital tools can aid in feedback and planning.
Explorer (A2)	Using basic digital tools to provide an overview of learner progress.

Integrator (B1)	Using digital tools to grade, give feedback, and assist learners/parents in tracking progress.
Expert (B2)	Adapting teaching strategies based on digital feedback data and providing personalized support.
Leader (C1)	Co-creating learning plans with learners using digital data to identify areas for improvement.
Pioneer (C2)	Innovating teaching strategies based on insights from digital evidence and feedback loops.

5. Empowering Learners

Competence 5.1: Accessibility and Inclusion

To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.

Proficiency Level	Description
Newcomer (A1)	Concerned that digital technologies may exacerbate inequalities.
Explorer (A2)	Aware of accessibility and inclusion issues in digital education.
Integrator (B1)	Ensuring all students have access to digital technologies and using compensatory tools.
Expert (B2)	Adapting digital strategies to individual learners' needs, using assistive technologies.
Leader (C1)	Designing learning activities with universal accessibility principles.
Pioneer (C2)	Innovating strategies to enhance equal access and inclusion in digital education.

Competence 5.2: Differentiation and Personalisation

To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.

Proficiency Level	Description
Newcomer (A1)	Uncertain about how digital technologies can support personalized learning.
Explorer (A2)	Aware that digital technologies can provide differentiated learning opportunities.
Integrator (B1)	Using digital tools to offer varied levels and speeds in learning activities.
Expert (B2)	Strategically implementing personalized learning pathways using digital technologies.
Leader (C1)	Collaborating with learners/parents to design tailored learning plans with digital support.
Pioneer (C2)	Innovating personalized education strategies through digital technologies.

Competence 5.3: Actively Engaging Learners

To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

Proficiency Level	Description
Newcomer (A1)	Rarely using digital technologies to engage learners.

Explorer (A2)	Using digital tools like animations or videos to explain concepts engagingly.
Integrator (B1)	Placing learners' active use of digital tools at the center of instructional design.
Expert (B2)	Creating rich digital environments to foster engagement through varied sensory channels.
Leader (C1)	Orchestrating a variety of digital tools and activities to promote active, creative learning.
Pioneer (C2)	Developing innovative engagement strategies using advanced digital tools.

6. Facilitating Learners' Digital Competence

Competence 6.1: Information and Media Literacy

To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources.

Proficiency Level	Description
Newcomer (A1)	Rarely fostering learners' information and media literacy.
Explorer (A2)	Encouraging learners to use digital tools for basic information retrieval.
Integrator (B1)	Teaching learners to assess and combine information from various sources.

Expert (B2)	Using diverse pedagogical strategies to develop critical media literacy skills.
Leader (C1)	Reflecting on and enhancing strategies for fostering media literacy.
Pioneer (C2)	Innovating methods to advance learners' critical engagement with media and information.

Competence 6.2: Digital Communication and Collaboration

To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.

Proficiency Level	Description
Newcomer (A1)	Rarely fostering learners' use of digital tools for communication and collaboration.
Explorer (A2)	Encouraging learners to use basic digital tools to interact and collaborate.
Integrator (B1)	Guiding learners to use digital tools responsibly in collaborative settings.
Expert (B2)	Strategically implementing activities that foster digital collaboration and civic engagement.
Leader (C1)	Reflecting on and enhancing learners' collaboration strategies with digital tools.
Pioneer (C2)	Innovating collaborative strategies using advanced digital platforms.

Competence 6.3: Digital Content Creation

To incorporate learning activities, assignments and assessments that require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, as well as how to reference sources and attribute licenses.

Proficiency Level	Description
Newcomer (A1)	Rarely considering how to encourage digital content creation by learners.
Explorer (A2)	Encouraging learners to express ideas through basic digital content creation.
Integrator (B1)	Designing activities for learners to create and share digital content.
Expert (B2)	Teaching learners about copyright, licenses, and responsible digital creation.
Leader (C1)	Critically reflecting on strategies to foster creative digital expression.
Pioneer (C2)	Innovating approaches for learners to create and publish advanced digital products.

Competence 6.4: Responsible Use

To ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.

Proficiency Level	Description
Newcomer (A1)	Aware of potential risks related to digital technologies but takes little or no action to address them.
Explorer (A2)	Encourages learners to recognize the positive and negative effects of digital technologies, promoting basic awareness of responsible use.
Integrator (B1)	Guides learners in implementing practical strategies for safe digital usage, such as protecting their privacy and managing their digital footprint effectively.

Expert (B2)	Develops strategies to prevent, identify, and address issues such as cyberbullying or digital fatigue, fostering a balanced and positive attitude toward technology.
Leader (C1)	Critically reflects on the effectiveness of pedagogical strategies to promote digital wellbeing and adapts approaches based on learner needs and contexts.
Pioneer (C2)	Innovates and redesigns strategies to advance learners' ability to use digital technologies responsibly, focusing on long-term digital wellbeing and resilience.

Competence 6.5: Problem Solving

To incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

Proficiency Level	Description
Newcomer (A1)	Rarely considers how learners can use digital tools to solve problems or transfer their digital knowledge to new situations.
Explorer (A2)	Encourages learners to solve technical issues using basic trial-and-error approaches and to transfer their existing digital knowledge to familiar situations.
Integrator (B1)	Designs learning activities where learners use digital technologies creatively to address challenges, expand their technical skills, and collaborate to find solutions.
Expert (B2)	Implements diverse pedagogical strategies to enable learners to apply digital competencies in new and varied contexts, reflecting on their problem-solving approaches.
Leader (C1)	Facilitates learners' ability to explore multiple technological solutions, critically evaluate them, and collaboratively develop innovative approaches to problems.

Pioneer (C2)	Innovates and redefines pedagogical methods to empower learners to apply digital tools in unconventional ways, creating unique solutions for complex and novel challenges.
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As conclusion: The standards for digital competence serve as a guiding framework for educators to advance their skills and adapt to the dynamic needs of modern classrooms. By progressing through the defined levels of competence, teachers can evolve from using basic digital tools to innovating and leading in the application of advanced digital technologies. These competencies not only empower educators but also enhance the learning experiences of students, fostering critical thinking, creativity, and digital literacy.

As educators engage with these standards, they contribute to a culture of collaboration, reflection, and innovation within their institutions. The ultimate goal is to build a resilient and future-ready educational system where digital tools are seamlessly integrated into teaching, learning, and assessment. This journey is not just about mastering technology but about transforming education to meet the challenges of the digital age with confidence and creativity.

Learning Pathways for Teachers

Learning Pathways for Teachers enables educators to develop their digital competencies through structured, personalized training. New teachers begin with essential digital tools training, including Interactive Smartboard and school system fundamentals. They can then choose between Google Workspace or Microsoft 365 tracks, progressing from basic to advanced levels through video tutorials and practical assignments. With support from digital coaches who provide personalized feedback, teachers earn recognition as Basic or Advanced users upon completing their chosen pathway. This flexible, comprehensive approach ensures teachers can confidently integrate digital tools into their teaching practice.

1. Introduction Training Program

Our comprehensive onboarding program for newcomer teachers includes:

- Essential digital tools training
- Interactive Smartboard implementation in classroom settings
- Google Workspace or Microsoft 365 fundamentals
- School-specific digital systems orientation

2. Platform Selection and Progression - Teachers can choose their preferred platform pathway:

Google Services:

- Google Docs (Basic → Advanced)
- Google Slides (Basic → Advanced)
- Google Drive (Basic → Advanced)

Microsoft 365:

- Microsoft Word (Basic → Advanced)
- Microsoft PowerPoint (Basic → Advanced)
- OneDrive (Basic → Advanced)

3. Learning Structure

The Learning Structure provides a flexible, comprehensive approach to developing teachers' digital competencies through a blend of self-directed learning and personalized support:

- Self-paced video tutorials
- Practical homework assignments aligned with classroom needs
- One-on-one support from digital coaches
- Personalized feedback on assignments
- Regular progress assessments

4. Teachers can earn as Basic or Advanced users status:

- Completion of all required modules
- Successful submission of practical assignments
- Demonstration of platform proficiency
- Implementation in classroom teaching

5. Ongoing Support







Access to technology coaches throughout the learning journey

- Regular feedback sessions
- Resource Library for continued learning
- Peer collaboration opportunities

Upon completion, teachers receive official certification from the school, recognizing their digital competency level in their chosen platform.

Program choices:

Google		
Google Doc	Google Slide	Google Drive

		
<p><u>Basic 1</u></p> <p><u>Basic 2</u></p> <p><u>Advance 1</u></p> <p><u>Advance 2</u></p>	<p><u>Basic 1</u></p> <p><u>Basic 2</u></p> <p><u>Advance 1</u></p> <p><u>Advance 2</u></p>	<p><u>Basic 1</u></p> <p><u>Basic 2</u></p> <p><u>Advance 1</u></p> <p><u>Advance 2</u></p>
<p>Microsoft</p>		
<p>Microsoft Word</p>	<p>Microsoft Powerpoint</p>	<p>Microsoft One Drive</p>
		
<p><u>Basic 1</u></p> <p><u>Basic 2</u></p> <p><u>Advance 1</u></p> <p><u>Advance 2</u></p>	<p><u>Basic 1</u></p> <p><u>Basic 2</u></p> <p><u>Advance 1</u></p> <p><u>Advance 2</u></p>	<p><u>Basic 1</u></p> <p><u>Basic 2</u></p> <p><u>Advance 1</u></p> <p><u>Advance 2</u></p>

What We Offer

Our team is dedicated to supporting teachers in embracing digital education through the following resources:

1. Comprehensive Training Video Recordings

[Access:](#)

- Step-by-step guidance on digital tools and teaching methods.
- Recorded workshops and webinars for on-demand learning.

2. Training Materials for Teachers

[Includes:](#)

- Detailed guides for using digital platforms and tools.
- Presentation slides and explanatory documents.

3. Ready-Made Teaching Resources

[Examples:](#)

- Interactive lesson plans.
- Pre-designed activities for classroom use.
- Templates for assessments and projects.

4. Handouts for Immediate Use

[Purpose:](#)

- Quick reference materials for daily teaching needs.
- Handouts covering essential topics like digital safety, online tools, and innovative methodologies.

Ethical Use of Digital Literacy

The ethical use of digital literacy is a crucial aspect of fostering responsible, inclusive, and safe engagement with digital technologies in education. Teachers play a pivotal role in modeling and promoting ethical behavior online, ensuring that students understand the implications of their digital actions and the importance of digital citizenship.

This section outlines the initiatives and training programs conducted to support teachers in cultivating ethical digital practices, ensuring privacy, promoting inclusivity, and encouraging responsible technology use.

Trainings Conducted

Below is a list of training programs conducted to enhance the ethical use of digital literacy:

Training Title	Focus Area	Delivery Mode
Digital Citizenship and Safety Tips for Teachers	Online safety, digital citizenship, and promoting respectful online behavior.	Webinar / Workshop
Cybersecurity for Educators	Strategies to protect personal and professional data online.	Workshop
Ethical Use of Digital Resources	Understanding copyright, Creative Commons, and avoiding plagiarism.	Online Training
Inclusive Digital Practices	Ensuring accessibility and inclusion in digital teaching materials.	Webinar / Workshop
Responsible Use of AI in Education	Addressing ethical challenges in using AI tools for teaching and learning.	Webinar / Workshop
Online Safety for Parents and Students	Educating the school community on digital safety and ethical online behavior.	Interactive Sessions

How to Access These Resources

 [Visit Our Online Platform](#)

- All resources are organized by category for easy navigation.
- Download, watch, or implement directly into your teaching!

Resource Type	Description	Access

Training Video Recordings	On-demand tutorials and webinars	Online Platform
Training Materials	Guides, slides, and documents	Online Platform
Ready-Made Teaching Resources	Lesson plans, activities, and templates	Online Platform
Handouts	Quick references for daily teaching	Online Platform

Training Options:

Our platform offers more than 40 different training modules. Teachers can select training modules based on their interests and needs

- Access video tutorials at their convenience
- Learn at their own pace
- Request additional support when needed

Support Process:

1. Choose and complete desired training modules
2. Submit feedback forms to indicate any questions or concerns
3. Schedule individual consultations with the Digital Transformation team for personalized support

This flexible approach ensures that each teacher receives the specific guidance they need to successfully implement new digital tools and methodologies in their teaching practice. The Digital Transformation team is committed to providing ongoing support through individual meetings and consultations as needed.

Identifying Digital Technology Needs and Challenges

The Digital Transformation team conducts an annual needs assessment through an online survey each August before the academic year begins.

Test for your DigiComp edu Competence level, you need to [follow the link](#).

This proactive approach helps identify:

- Current challenges in using digital technologies
- Areas where teachers need additional support
- Specific training interests and preferences

- Emerging technology requirements

Based on the survey results, the Digital Transformation team develops and offers:

- Professional development opportunities
- Targeted training sessions
- Interactive online workshops
- Specialized seminars
- Hands-on learning experiences

These customized learning opportunities are designed to address the specific needs identified in the survey, ensuring that teachers receive relevant support for their professional growth in digital technology integration.

This systematic approach ensures that our professional development program remains responsive to teachers' needs and aligned with current educational technology trends.

Newsletter System for Digital tools and Professional Development opportunities:

In the 21st century, the world continues to face significant technological challenges, with the rapid evolution and widespread adoption of technology. The European School is committed to keeping pace with these technological advancements and actively contributes to the development of both its staff and students. Through its efforts, the school seeks to streamline the educational process and prepare students to become adaptable citizens equipped with the skills and knowledge necessary to thrive in an ever-changing world.

To achieve these objectives, the European School has established the Digital Transformation Permanent Committee. This committee is dedicated to helping the school navigate the challenges and opportunities of the technological era. Its primary focus is to foster a student-oriented teaching and learning process that empowers learners and ensures their success in a digitally driven world.

The Digital Transformation Team has created a centralized Digital Newsletter System as part of its initiatives. This system collects and organizes all the recommended digital tools and resources on a single blog, making it convenient for educators to access and utilize them. Instead of searching through multiple emails or platforms, teachers can now visit one comprehensive page to find all the tools and instruments curated by the team to enhance classroom teaching and learning. This effort simplifies technology integration into education and ensures that educators have easy access to the resources they need for effective teaching in the digital age.

[Link for all the newsletters](#)

Resources:

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