Teacher Academy Project
TEACHING SUSTAINABILITY

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Teacher Academy Project – Teaching Sustainability:

a study in partnership, trust, and collective learning

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What is in a name?

Who here has heard of the TEACH-ACA?

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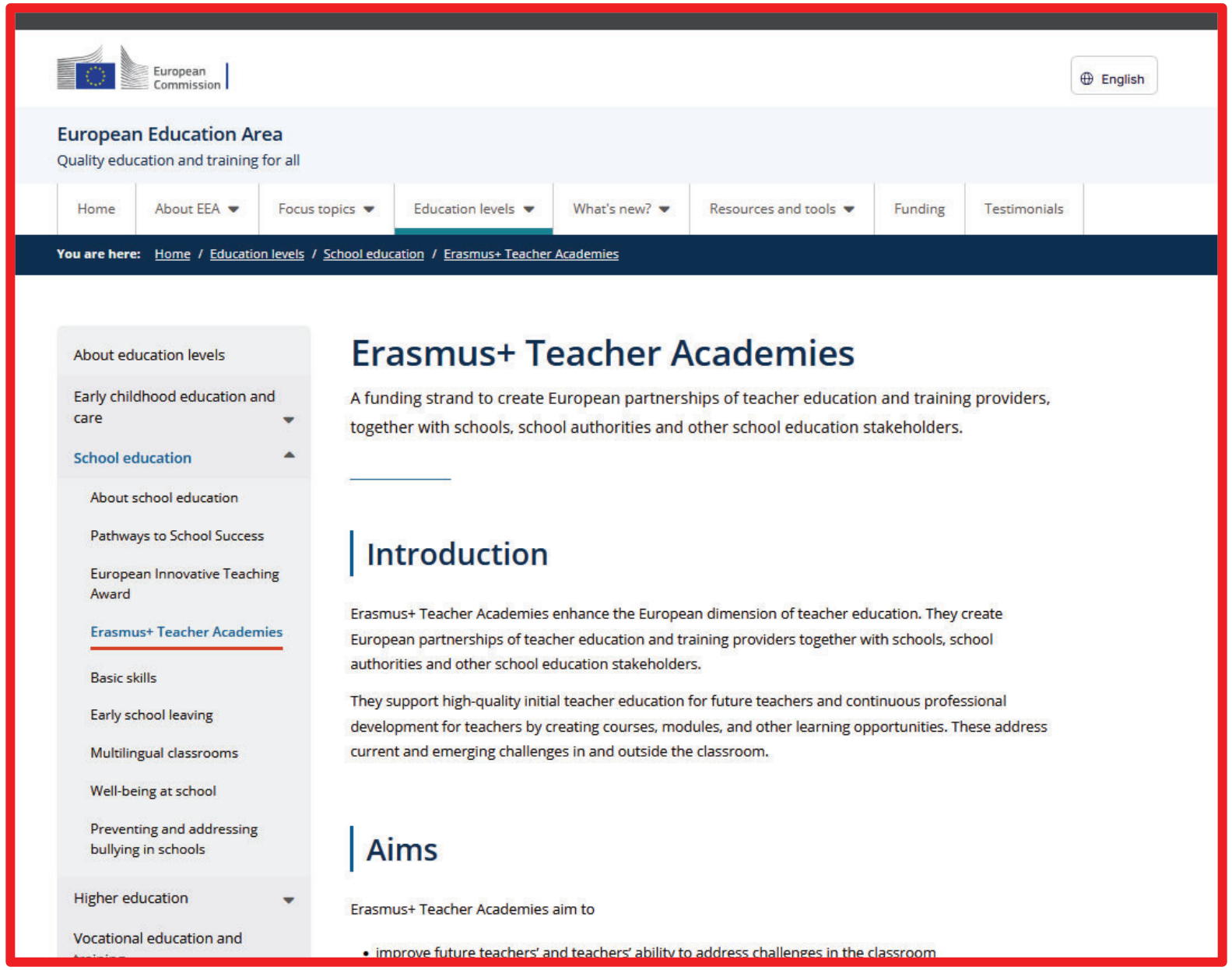

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European Commission

Translate this page

European Education Area
Quality education and training for all

Home | About EEA | Focus topics | Education levels | What's new? | Resources and tools | Funding

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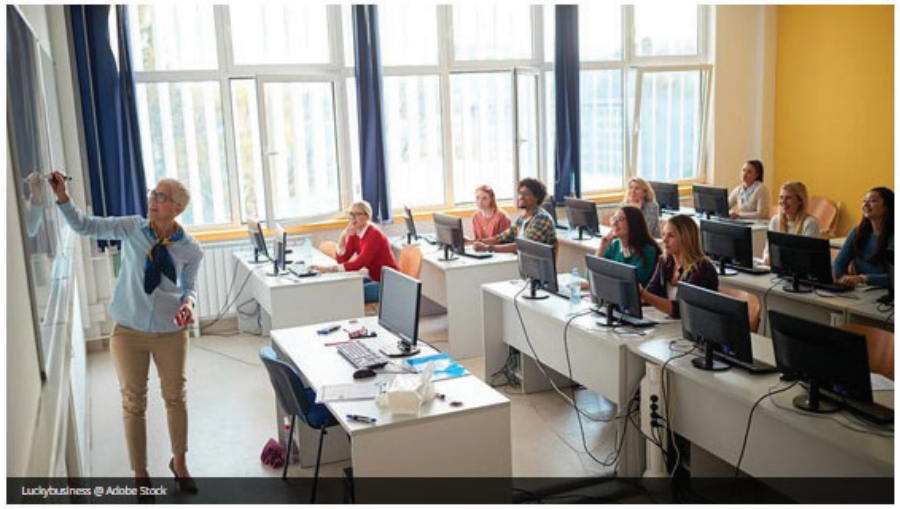
16 new Erasmus+ Teacher Academies to promote excellence in teacher education in Europe

The 16 new projects come on top of the 11 projects funded under the first call for proposals last year.



Today we celebrate an important milestone towards establishing the European Education Area. The Commission presents 16 new Erasmus+ Teacher Academies, which will benefit from almost €22.5 million from the Erasmus+ budget over three years to provide teachers at all stages of their careers with learning opportunities that include mobility, learning platforms and professional communities.

Together with the 11 projects funded under the first call for proposals last year, the 16 new projects will embrace multilingualism, language awareness and cultural diversity, as they develop teacher education in line with the EU's priorities in education policy and contribute to the achievement of the European Education Area, the EU's joint vision for the education and training sector.

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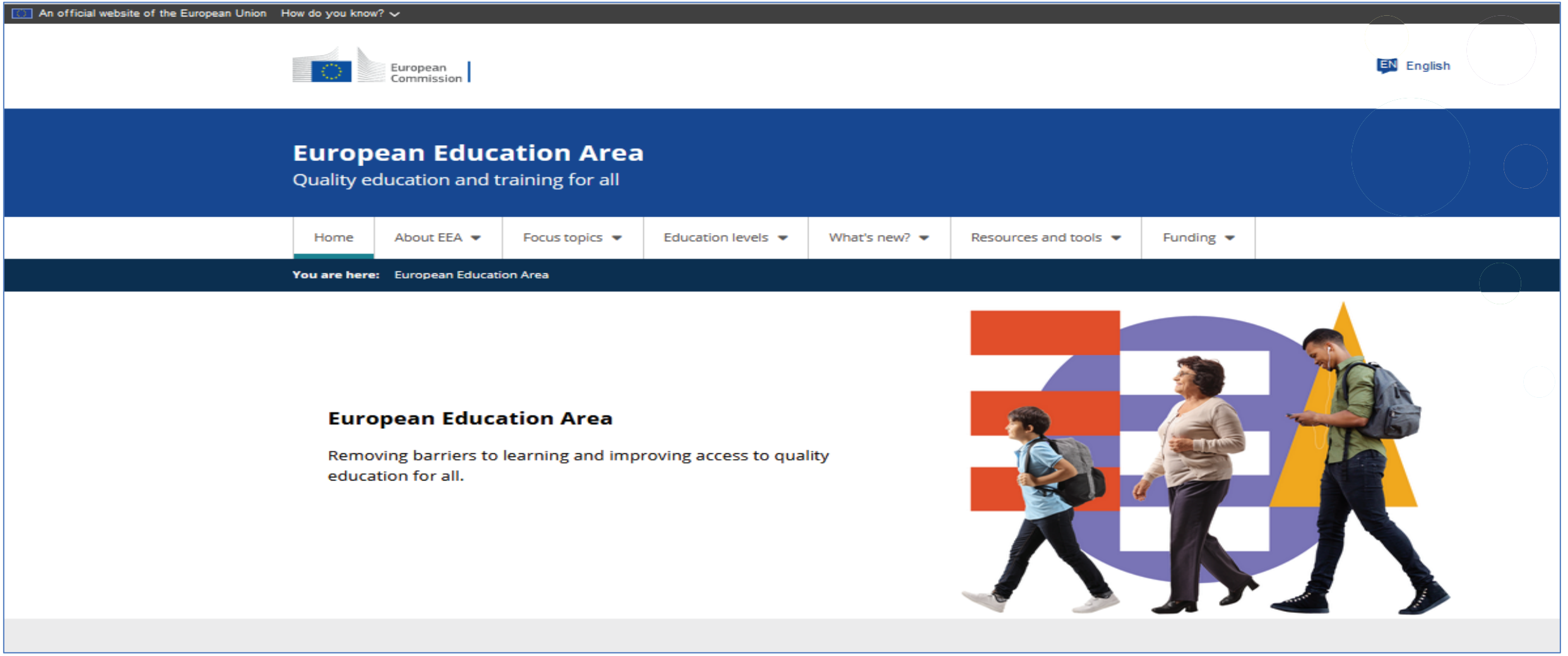

One action in a bigger programme…

25 by end of 2025… Now stands at 57 (Aug 2026)

A fixture in future EU policy…

OUR FOCUS TODAY…

TAP-TS Community of Practice

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Secondary Schools

Friedrich Schiller Gymnasium, Pirna, Germany (FSGP)

Kings Hospital School, Dublin, Ireland (KHS)

a Ministry of Education agency providing continuous professional development

Cyprus Pedagogical Institute, Cyprus (CPI)

quality assurance in education experts

K and R Education, Sweden (KRE)

higher education institutions providing initial teacher education

TU Dresden, Germany (TUD)

TU Darmstadt, Germany (TUDa)

Pedagogical University Vienna, Austria (PHW)

Pedagogical Institute Santarem, Portugal (PIS)

University College, Dublin, Ireland (UCD)

Local education stakeholders

an education technology company

EUMMENA, Belgium (EUMMENA)

a sustainability education civil society organisation

CorEdu, Leipzig, Germany (CorEdu)

8 interdisciplinary themes:

- digitality;
- entrepreneurship;
- STEAM;
- environmental education;
- teacher professional learning;
- language and education;
- serious games; and
- media education.

Participants: student teachers, teachers, teacher educators and school leaders

Project Advisory Group

Co-funded by the European Union

Key Milestones

...in TAP-TS

5 Work Packages

Work package 1:
Project management and coordination
(TUD)

Work package 2:
Learning and Teaching Packages
(PHW)

Work Package 3:
Online workshops, active learning events and summer schools
(EUMMENA)

Work package 4:
Quality assurance and evaluation
(KRE)

Work Package 5:
Communication, Dissemination, Exploitation and Legacy
(UCD)

7 Learning & Teaching Packages

1. **A Sustainable Europe (TUD, UCD)**
2. **Sustainability and Digitality (PHW, TUDa)**
3. **Sustainability and Environmental Education (PIS, PHW)**
4. **Climate Crisis Resilience (UCD, EUMMENA)**
5. **Dealing with Climate Disinformation (KHS, UCD)**
6. **Green Citizenship in/for Europe (FSGP)**
7. **Sustainable Entrepreneurship Education (SEE) (CorEdu)**

11 Teacher professional learning events

4 online workshops

- Online Workshop 1: March 2023 (EUMMENA)
- Online Workshop 2: September 2023 (UCD)
- Online Workshop 3: September 2024 (EUMMENA)
- Online Workshop 4: November 2024 (UCD)

4 active learning events

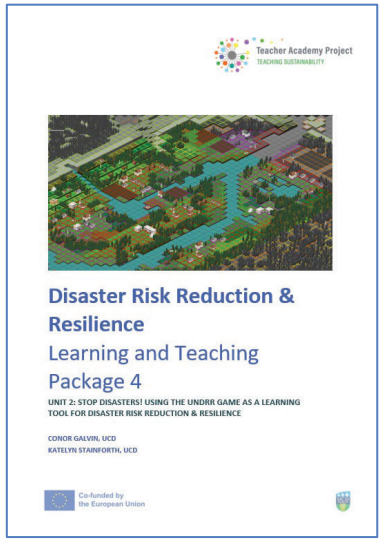
- Active Learning Event 1: April, 2023 Santarém, Portugal (PIS)
- Active Learning Event 2: May, 2023 Santarém, Portugal (PIS)
- Active Learning Event 3: March 2024, Dresden, Germany (TUD)
- Active Learning Event 4: April-May 2024, Santarém, Portugal (PIS)

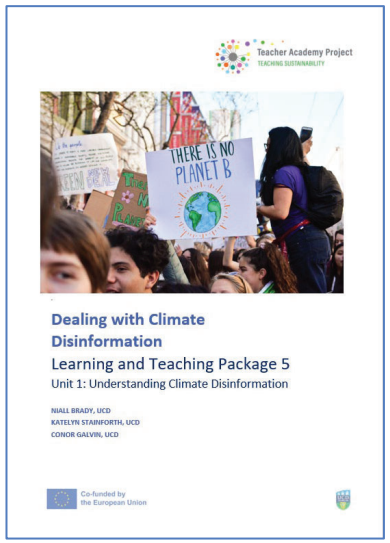
3 summer schools

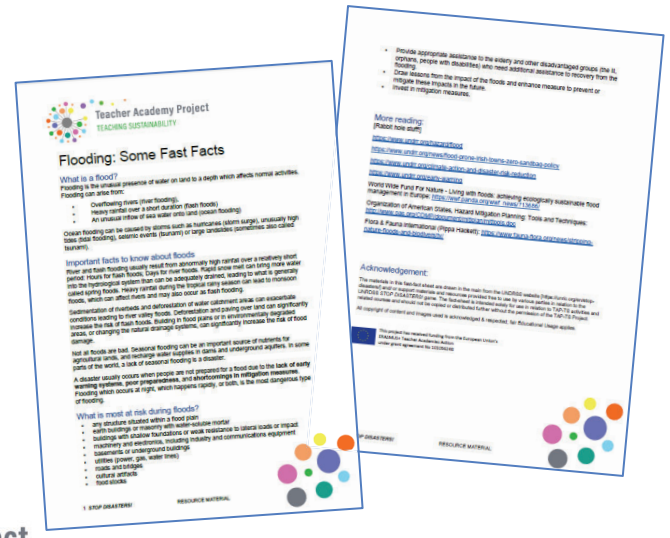
- Summer school 1: June 2023, Larnaca, Cyprus (CPI)
- Summer school 2: April 2023, Nicosia, Cyprus (CPI)
- Summer school 3: Sept.- Oct. 2024, Pirna, Germany (CPI)

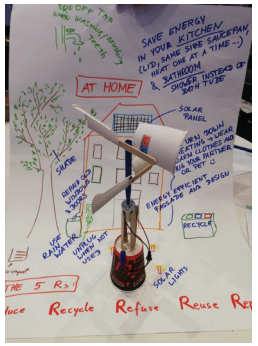
"(...) a key component in TAP-TS is its transdisciplinary set-up."
(KRE, 2024 p.30)

Key is the iterative process of co-creation within transdisciplinary, international community of practice









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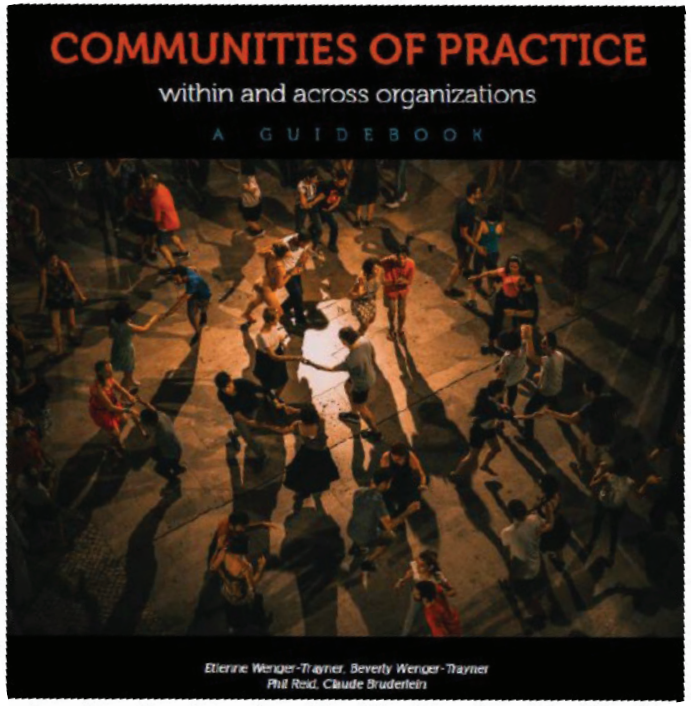
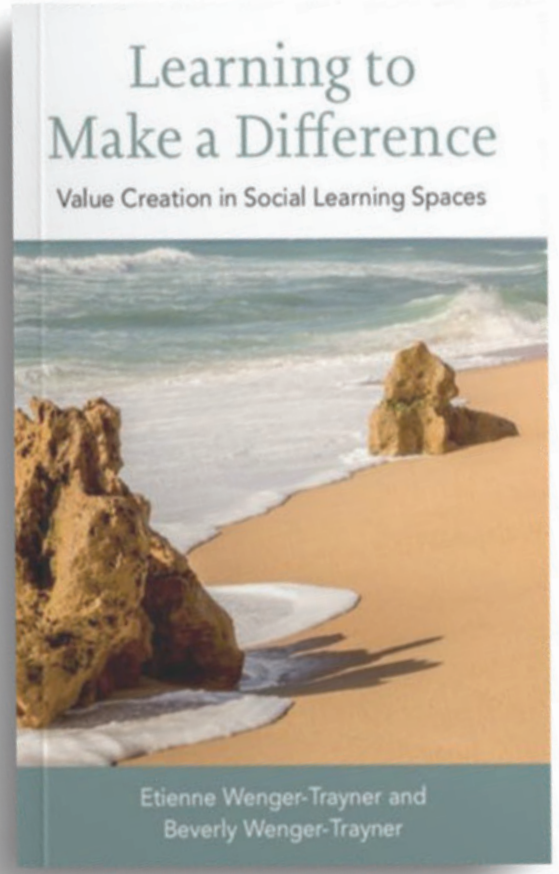
What value does participation in a transdisciplinary Community of Practice within TAP-TS bring for professional development?

Methodology…

The value-creation model





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Research approach

Analytical process

A case study approach (Yin, 2009 p.18). The analysis was carried out in several steps:

(1) discussing the reports based on memories and written notes; and vignettes;

(2) identifying themes;

(3) reading the reports a number of times with the themes and the research questions in mind;

(4) creating new categories jointly discussing them.

Main Data set:
TAP-TS Learning Evaluation carried out by KR Education (KRE)

- Mixed methods
- Participant observation
- Surveys
- Focus groups
- Interviews
- Document review

Vignettes: Value - Creation Stories

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The value-creation model

Four connected dimensions capture different ways participation matters

1

Immediate value

Experience of learning and

2

Potential value

Resources, ideas, networks

3

Applied value

Changes in teaching, materials and

4

Realised value

Sustained shifts in identity and

The categories do not describe a linear sequence. They help trace how a collaborative experience may travel into practice and endure over time.

What TAP-TS value-creation stories reveal about professional learning for sustainability

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Finding: immediate and potential value

A supportive community enabled learning across disciplines, roles and countries

Immediate value

- Intensive exchange across institutions
- Co-creating during events including summer schools and Active Learning Events
- Safe, appreciative learning spaces
- Diverse perspectives as a source of learning

Potential value

- Knowledge on sustainability themes
- Pedagogical repertoires and transdisciplinary thinking
- European professional networks
- Greater institutional capacity for innovation

Reflection supported collective sense-making and helped participants work productively with differences.

Finding: applied and realised value

Participants connected project learning with changes in practice and institutional culture

Applied value

Learning & Teaching Packages entered university and school contexts.

Partners developed courses and pedagogical approaches.

Institutions embedded sustainability work and expanded digital infrastructures, including Moodle as an open platform.

Realised value

Stories described longer-term shifts in professional identity, pedagogical dispositions and institutional culture.

Some partners reported structurally embedded initiatives, such as sustainability hubs.

Feedback and reflection supported ongoing adaptation and quality development.

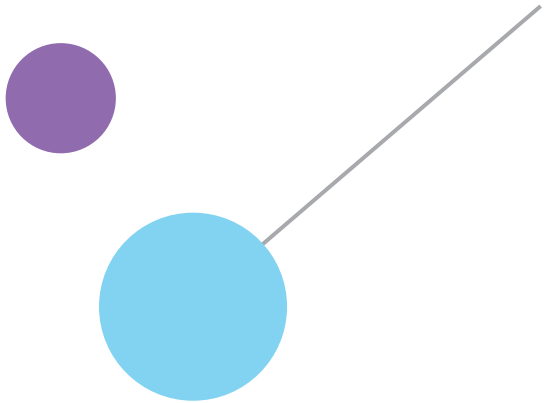
What contributed to building a strong partnership?

SHARED PURPOSE

partners co-created meaningful outputs

made room for different expertise and contexts

reflected together throughout the process.



Diversity of consortium makes F2F essential

"(...) even though digital meetings are central in a more environmentally sustainable world, there is no doubt that **we still need to meet physically** to foster trust and build relationships, **especially when we come from different disciplines or are different in other ways**." KRE, 2024 p.14-15

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FOLLOW-UP PROJECTS

2025/6-2028

DEMOCRATIC CITIZENSHIP EDUCATION

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STEAM

SMARTIVERSE

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The TAP-TS Partnership

TECHNISCHE UNIVERSITÄT DRESDEN

UCD DUBLIN

PH Wien Pädagogische Hochschule Wien

POLITÉCNICO DE SANTARÉM

CYPRUS PEDAGOGICAL INSTITUTE

TECHNISCHE UNIVERSITÄT DARMSTADT

CorEdu
Bildung durch und durch

eummena

KR EDUCATION

Friedrich-Schiller-Gymnasium Pirna
Gymnázium Friedricha Schillera v Pirně

THE KING'S HOSPITAL SCHOOL

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Thank you for your attention!

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