



Effective School Management in the Twin Transition

*Evolution of Teachers Working Time due to the Green and Digital Transitions –
Education Employers Capacity Building Project*

Policy Recommendations

Developed by EFEE and member organisations in the framework of the ESMTT project

Introduction

The green and digital transitions are bringing significant innovation to the education sector, as we increasingly witness the introduction of modern technologies and digital competences in schools, along with the conversion of schools into environmentally sustainable spaces. Such innovative practices cannot, however, be successfully implemented without effective and suitable teachers' working time arrangements that allow for teachers to carry out the new tasks derived from the twin transition.

In this context, the European Federation of Education Employers (EFEE) led a 2-year project co-funded by the EU on effective school management in the twin transition with a particular focus on evolution of teachers' working time due to the green and digital transitions. The policy recommendations below are the result of comprehensive research carried out throughout the project and of extensive discussions with members and other stakeholders during three peer learning activities.

As social partners in education representing education employers in Europe, **EFEE and its member organisations call upon policy-maker and decision-makers to take actions** at their respective levels of authority:

General recommendations:

1. Establish clear priorities and ambitious but achievable objectives with regard to effective school management in the twin transition, including successful management of teachers' working time. Consider the teachers as co-leaders and consult them on their needs to define suitable arrangements.
2. Aim for balanced objectives, timetables, and management of resources supporting the well-being of students, teachers and school leaders, keeping the broader educational community in mind too.

3. Implement the use of digital resources in education while keeping sustainability in mind. This implies a critical evaluation of the environmental impact of various technologies and a conscious effort to use digital tools that also support the green transition.
4. Reorganise school time and space in the twin transition, taking into account opportunities related to hybrid teaching, blended learning, autonomous learning, and flexible schedules, as well as the impact of travelling.
5. Manage time and learning environments in an inclusive manner, ensuring that the twin transition does not leave anyone behind (e.g. due to the digital divide).
6. Invest efficiently and smartly in Research & Development, appropriate school infrastructure in the twin transition, as well as related educational activities outside of the school.
7. Implement effective evaluation processes to measure progress and the impact of educational policies and practices with regard to the twin transition.

Recommendations to local authorities and school leaders:

1. Identify priority areas and flagship initiatives that define the unique identity of a school while aligning with the broader objectives of sustainability and digitalisation. In order to ensure focus and impact, evidence, such as practice-based knowledge, research, and good practices from the grassroots level, should also be collected and shared.
2. Co-design a strategic plan taking into account the impact of various technologies as well as the opportunities that the digital and the green transitions bring to support effective and relevant (re-)allocation of teachers' working time. This plan could for instance include developing a self-assessment tool allowing better identification of such opportunities.
3. Carry out a comprehensive mapping of available digital and green resources and of the potential of individual staff members with the aim to optimise existing resources and staff capabilities. This could potentially allow for a more strategic allocation of tasks based on existing competences and expertise within the educational institution.
4. Take individual staff members' profiles into account, encourage them to take part in suitable training and personal development. Carrying out research should ideally also be a possibility.
5. Ensure a more equitable distribution of workload in order to leverage quality education for the twin transition while avoiding teacher fatigue. This could be implemented through shared responsibility and cooperation, for instance through co-teaching or team-teaching, which would also allow teachers to gain experience in different areas.

6. Consider and enable a cultural shift in the approach to time management and assessment within schools. Time dedicated to activities such as educational trips, projects, field experiences, and professional development should be viewed as investments in long-term quality teaching. If this is not the case yet, teacher and school evaluation should transition towards a more holistic assessment of yearly achievements, rather than solely focusing on standardised metrics.
7. Involve local stakeholders in shaping schools as learning communities and networks with a student-centred approach, keeping in mind the local socio-economic context and environmental challenges and choosing interdisciplinary subjects accordingly.

Recommendations to national/regional authorities:

1. Serve as support when it comes to resources and continuous professional development (CPD). Increased investment in human resources management and lifelong learning for the twin transition is necessary.
2. Be aware of the motivation at the school level, including with regard to implementing the twin transition and its impact on teachers' working time, and make sure to support and enhance that motivation.
3. Provide support to schools and local authorities with regard to mapping of resources, equitable allocation of workload, enabling co-teaching and team-teaching, and implementation of relevant quality assurance tools, while shaping schools as learning communities.
4. Encourage and support schools and local authorities to co-design a plan for effective and relevant (re-)allocation of teachers' working time in the twin transition.

Recommendations to EU institutions and other European-level stakeholders:

1. Facilitate communication and understanding among relevant stakeholders in European countries, strengthen networks (such as digital communities), and connect existing networks with the aim to enable a successful implementation of the twin transition in education across Europe.
2. Promote European collaborations, foster broad and stimulating sharing of experiences and good practices, and facilitate their lasting upscaling across Europe through a cross-cutting approach with regard to effective school management in the twin transition.
3. Ensure EU funding for transnational projects and mobility of school leaders, teachers, other education personnel, and students in order to enable and

strengthen mutual understanding, networking, and sharing of good practices as mentioned above.