



Effective School Management in the Twin Transition

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

Guidelines for schools on teachers' working time management systems

Introduction

The green and digital transitions are reshaping the education sector, bringing about innovative approaches in both the integration of modern technologies and the creation of environmentally sustainable school environments. These transitions, however, present new challenges, requiring schools to rethink the way they manage teachers' working time to effectively implement these evolving educational tasks. Conducted within the context of the project *Effective School Management in the Twin Transition – Evolution of Teachers Working Time due to the Green and Digital Transitions (ESMTT)*, the research report on which this document is based, examines the intricate intersection of the green and digital transitions and the evolving nature of teachers' working time. This document summarises the report's key findings and translates them into practical guidelines for schools to enhance their practices, managing this twin transition. The research underscores that while these transitions open doors to innovation, their successful implementation requires a well-structured time management for teachers and an inclusive approach to educational environments.

Key insights from the research report

The research highlights several essential factors related to the school management in the twin transition:

1. **Challenges in the technological transition:** The transition to digital tools and artificial intelligence presents both opportunities and risks. While AI can reduce tasks time, it risks standardising education, diminishing human aspects of teaching, which rely indeed on individual understanding and long-term thinking. So, it is crucial to balance technological innovation with the human aspect of education.
2. **Tailor recommendations to local needs:** Decision-makers should adapt recommendations to local contexts, using self-assessment diagnostics to assess school-specific circumstances rather than uniform solutions.
3. **Effective resources management:** Building on existing successful initiatives is key to resource management. Staff potential should be mapped regularly, and tasks should be distributed equitably to avoid fatigue, ensuring balanced workload within teaching teams.
4. **Shift education focus:** Education should move away from a consumer-oriented model, prioritising shared values and the well-being of the entire educational community; the community support in understanding the importance of the twin transition remains crucial.
5. **Reorganise time and learning environments:** Time should be viewed as an investment in teaching quality. Flexible schedules, hybrid learning, and interdisciplinary projects are essential to create efficient and balanced educational environments.
6. **Inclusive digital transition:** Schools must address the potential digital divide, ensuring that all students have equal access to the resources and support necessary for digital participation.

Guidelines for School Practice

1. Continuous Professional Development (CPD) for Teachers and School Leaders

Key action points:

- Equip teachers with the skills needed to navigate the digital and green transition, and implement impact evaluation processes;
- Identify CPD priority areas that align with the goals of the twin transition;
- Optimise professional growth and skills development: mapping available digital and green resources and aligning them with staff capabilities;
- Introduce the use of self-evaluation tools such as the SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies), to identify strengths and weaknesses in the use of technology within the school;
- Enhance school-level motivation: encourage continuous skills development among teachers and school leaders;
- Consider individual staff profiles: Tailor CPD to individual staff profiles, promoting training, personal development, and research suited to diverse professional needs.

Practical Implementation: Begin by assessing staff needs and identifying priority skills gaps. Design targeted training programmes that align with institutional goals and the twin transition objectives. Map available resources to support staff development effectively. Regular evaluations, including progress review and feedback sessions, will help measuring the impact of CDP efforts, fostering a culture of continuous professional growth.

2. Team-Teaching/Co-Teaching

Key Action Points:

- Promote collaborative teaching models: share teaching responsibilities across teams, ensure that all staff members contribute to decision-making;
- Recognise teachers as co-leaders, consulting them to identify and implement suitable arrangements;
- Create cross-functional teams: Establish committees with teachers, students, and parents to address specific issues, such as curriculum development or extracurricular programming;

- Reorganise the workload to prevent teacher fatigue: promote practices that favour shared responsibility increasing and cooperation, while enabling teachers to gain experiences in diverse areas.

Practical Implementation: Schools should start by fostering a culture of collaboration through clear guidelines and opportunities for planning lessons in team. Establish cross-functional committees to address school challenges involving all stakeholders. Create schedules that support shared teaching responsibilities and reduce individual workloads through cooperation.

3. School Infrastructure

Key Action Points:

- Prioritise investments directed to the modernisation of school infrastructure: invest in research and development, construction and the upgrading of facilities that support digital learning and sustainable practices;
- Raise awareness of existing digital and green resources: create a mapping process of already existing resources related to the twin transition;
- Optimise the use of current resources: identify new strategic ways to allocate and upgrade school resources effectively;
- Integrate digital resources in education while balancing the importance of sustainability: evaluate critically the environmental impact of the different technologies, prioritise tools that support the green transition;
- Learn from good practices in schools: regard successful models of sustainable and digital-ready school facilities as examples that could be implemented.

Practical Implementation: Schools should begin conducting a mapping of existing resources to identify gaps and opportunities for improvement. Develop a roadmap for infrastructure modernisation, incorporating digital learning tools and sustainable solutions. Engage stakeholders to review successful models and adapt best practices to the local context. Establish criteria to select technologies that aligns to the green transition and ensure strategic resource allocation through continuous monitoring and evaluation processes.

4. Reorganising School Time and Space in the Twin Transition

Key Action Points:

- Adapt teaching practices to the twin transition: integrate hybrid teaching, blended learning and autonomous learning methods to enhance flexibility and innovation;
- Reconsider school schedules: implement flexible timetables and reduce travels to promote sustainable practices and efficient time use;
- Promote alternative activities: regard educational trips and professional development as investments in long-term teaching quality;
- Support an inclusive transition: reorganise time and learning environments to address diverse needs and bridge the digital divide ensuring equal access for all;
- Foster a community-centred school model: prioritise balanced timetables that focus on the well-being of students and teachers, promoting collaboration.
- Favour continuous dialogue among social partners to foster coordination, ensuring that the needs, priorities, and perspectives of all stakeholders are considered and effectively integrated.

Practical Implementation: Schools should include hybrid and autonomous learning models, introducing flexible schedules that reduce travel and optimise time use. Efforts should focus on organising activities such as educational trips and professional development, while fostering a balanced, well-being centred learning environment.

Conclusion

A successful management of the green and digital transition requires a multi-faceted approach. By prioritising flexible time management, fostering continuous professional development, and ensuring an inclusive and collaborative environment schools can navigate the challenges of the twin transition. It is essential that local institutions read and tailor strategies to their unique context, ensuring that the transition benefit all stakeholders- students, teachers, school leaders and the broader educational community.

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