

eTwinning Ambassadors: Teacher Leaders and Life-Long Learners

1 SUMMARY INFORMATION



YOUR NAME AND SURNAME:

JUAN ANTONIO RINCÓN CARBALLO

BRIEF OVERVIEW OF YOUR CONTEXT:

CEIP Virgen de Barbaño, located in a rural area near Badajoz, stands out for its commitment to educational and technological innovation, evidenced by its involvement in programmes like the school radio, Digital Natives Forum, and eTwinning projects. Despite challenges such as the students' low level of English, teachers' unfamiliarity with eTwinning and Erasmus, difficulties with the ESEP platform and collaborative international methodologies, the centre benefits from the support of the management team and 15 teachers, facilitating the integration of internationalisation into its educational project. As an eTwinning ambassador and coordinator of international projects, my goal is to enhance the linguistic and digital competence of teachers and students, using my experience to overcome these challenges and strengthen the centre's identity through internationalisation.

2 ACTION PLAN

Complete the provided template to outline your vision and objectives, assess the needs of your context, and define action steps for implementation and professional development. This process aims to enhance your leadership role within the eTwinning community.

• What do you want to achieve? • What are you looking to achieve? • What do we want to get out of this meeting/situation/lesson? • What's the bigger picture?	YOUR eTWINNING LEADERSHIP GOAL
	What is your inspiring vision regarding leadership within the eTwinning community? Please share how it aligns with the eTwinning goals. Mi vision as an eTwinning ambassador at CEIP Virgen de Barbaño focuses on creating an innovative and collaborative educational environment that is internationally connected. This approach aligns with eTwinning's goals to promote cultural understanding and enhance digital and linguistic competencies among students and teachers. My aim is to address challenges such as low English proficiency and unfamiliarity with digital tools,

	leveraging the support from the management team and the school's previous experience as an eTwinning School. My plan will include strategies for integrating internationalization into the school's identity, improving linguistic and digital competencies, and opening the school to European collaborations, using my experience to guide and train other teachers in effective use of eTwinning and international collaborative methodologies.
<i>reality</i> • Where are you now? • What is the current situation? • What qualities/resources/time do you have to help you? • What are the internal and/or external obstacles?	YOUR eTWINNING LEADERSHIP REALITY Considering your role as an eTwinning ambassador, what are the relevant primary challenges in your specific context? Considering the role as an eTwinning ambassador, the primary challenges in the specific context are: - Low English proficiency among students. - Teachers' unfamiliarity with eTwinning and Erasmus programs. - Difficulties with the European School Education Platform (ESEP). - Enhancing digital competence among teachers. - Fostering collaborative methodologies for international mixed student group activities. These challenges are key to addressing the successful integration of internationalization and digital education within the school's curriculum.
<i>options</i> • What options do you have? • How would you tackle this if time wasn't a factor? • What option appeals to you most right now? • What else could you do?	YOUR eTWINNING LEADERSHIP OPTIONS What are your options? What do you want to achieve? Define 1-2 SMART goals aligned with your leadership type and the eTwinning objectives. Outline the steps, timeline and resources for each objective. 1. Objective 1: Enhance English Proficiency and Digital Competence - SMART Goal: By the end of the academic year, increase the English proficiency level of students by 20% and train 80% of the teaching staff in basic digital competencies and eTwinning platform navigation. - Steps: 1. Implement a weekly interactive English language workshop for my students. 2. Organize monthly digital literacy workshops for teachers focusing on eTwinning and Erasmus+ platforms. - Timeline: Start in September, with monthly progress evaluations leading to a final assessment in June.

	- Resources: Collaborate with English language experts, use eTwinning training materials, and allocate time during staff meetings for digital training. 2. Objective 2: Foster International Collaboration through eTwinning Projects - SMART Goal: Successfully launch and complete two eTwinning projects focusing on cultural exchange and STEM education by the end of the school year, involving at least 50% of the student body and 10 teachers. - Steps: 1. Identify project themes and partner schools by October. 2. Design the project framework and establish communication channels with partner schools by November. 3. Implement the projects, with interim evaluations in January and March, and conclude in May. - Timeline: Initial planning in September, ongoing execution from October to May, with final evaluations and project closure in June. - Resources: Utilize eTwinning project planning tools, allocate specific periods within the school timetable for project activities, and engage with the eTwinning community for support and collaboration.
<i>will/way forward</i> • Which choices will you make? • What will you do now? • When will you do it? • How will I know when you've been successful? • How committed are you on a scale 1 to 10?	YOUR ETWINNING LEADERSHIP WILL / WAY FORWARD How will you achieve your goals? Identify 1-2 relevant workshops or resources relevant to your area of interest for further development and explain why. Digital Skills Workshop for Teachers: This workshop will focus on improving the digital skills of teachers, essential for the effective implementation of eTwinning and Erasmus+ projects. It is relevant because it directly addresses one of the key challenges identified: the gap in digital competence among teachers. English Improvement Course in International Educational Contexts: An online resource or course aimed at teachers and students to enhance their English level. It is pertinent due to the necessity to overcome the language barrier to participate more effectively in international projects.

3 LEVERAGING COURSE INSIGHTS

Identify specific aspects of the course content that can be directly applied to mentor and support colleagues in their leadership journeys and explain how you will attempt to apply them.

To leverage the insights gained from the course and support my colleagues on their leadership paths, I will focus on specific aspects of the course content:

- I will highlight the importance of empowerment, collaboration, and innovation, using the power of leadership to foster a quality and equitable educational environment.
- I will share Mr. Jensen's story to underscore the transformative impact of mentorship and recognizing individual potential.
- As an eTwinning ambassador, I will emphasize the role of continuous learning and the diversity of leadership roles in the educational community, promoting professional development, curriculum design, and collaborative learning environments.
- I will introduce the concept of leader archetypes to help my colleagues identify their leadership styles and strengths, encouraging self-assessment and reflection for their personal and professional development.

I plan to organize workshops, discussion groups, and reflection sessions to explore these themes, incorporating practical exercises that allow colleagues to directly apply these concepts to their work and leadership development within the eTwinning community.

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