



IMPACT STUDY

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This output envisages to assess the methodology tested throughout the development of the project and present its potential for policy modifications. The work was led by Lusophone University, but involved input from all partners. The Lusophone University designed the data collection process from the partner countries. This research strand examined processes, tools used, the quality of the resources and outcomes. It started with needs analysis upon which each partner had chosen the training module to be improved and tested while implementing it in training courses both for ITC and CPD. The objectives pursued were to:

- research the effectiveness of the whole school approach to training versus subject specific
- collect data and evidence of the methodology against the needs of the target groups and judge its effectiveness compared to traditional training approaches
- produce findings on both the content and methodology, illustrated by case studies
- relate the research findings to policy recommendations and share the outcomes at a national and European level.

This output was based on a research hypothesis that the use of this approach prior to starting or during school placements improves the quality of teaching, the confidence of teachers and their commitment to the profession. The data gathered was a combination of self-reported data, observational data and statistical analysis. Self-reported data included interview and questionnaire data from trainers, trainees, and mentors. Observational data included both training sessions and classroom observation.

All the data was received centrally by P2, Portugal who analysed it and produced this document, which presents the experience of each partner, starting with P1, UK, that worked on the module “Classroom Management”, followed by P3, Slovenia, that addressed “Developing Effective Learners”, and P4, Spain and P5, Germany, that worked on “Assessment for Learning”, and finally P2, Portugal, that addressed “Teaching Models.” This text concludes with final remarks pointing out some similarities and differences stressed by partners. The modules were developed after having reviewed the English training materials contained within the “Pedagogy and Practice: Teaching and Learning in Secondary Schools” produced by the Secondary National Strategies for the Department for Education.

Modules Change and Application

1. Classroom Management

Partner 1 (UK) oversaw the module **Classroom Management** and started by modifying / updating the document to increase the audience and relevance of the materials. This included removing references to Key Stage 3; providing examples to include primary and older secondary and to include newer research to reflect the significant changes in the English education system relating to a) the use of evidence-based approaches and b) expectations of classroom management in English schools. After that the module was tested with trainees all based in schools in Yorkshire. They have completed a first degree and are aiming to achieve Qualified Teacher Status (with a school-based ITT provider) and a Post-Graduate Certificate of Education (from a local university). This is an established form of teacher training in England. This is a one-year programme where trainees were training to become a teacher in Early Years / Foundation Stage or Primary 5-11 years. Once employed they will be regarded as a public servant. The trainees' motivation to participate in the training were the strong links with the ITT provider which allowed the trainees to learn more about the Classroom Management module.

The trainees' opinion on the materials, in their own words:

"I found the video informative, however, more primary examples would be helpful."

"Will there be different videos for the different countries / languages / teaching styles?"

"It would be interesting to see / create videos of "newer" styles of pedagogy (eg hands down, no homework policy)."

"It would be useful to have a section which considers how to differentiate behaviour management techniques for SEND pupils and how to do this in a way which doesn't seem unfair to the rest."

"A primary focus would be more helpful eg considering the impact of parents on children regarding homework / attendance and how to manage this accordingly."

"Might be useful to cover Early Years to Year 6 as behaviour management is completely different even within primary schools."

"The video was very out of date and rehearsed – leave it out."

"Secondary case studies (eg Hamza) are fine but ideas for primary could include forgetting PE kit / books / letters or not taking turns / shouting out x 2"

"Behaviour patterns in primary are more low-level and more persistent. Different strategies for behaviour management."

"Late arrivers at primary school only happen at the start of the day, not between lessons. Registers, especially electronic, have to be completed at a specific time and then submitted."

"Don't have conversations about reasons."

Despite their criticism, the trainees considered the materials effective, namely they

“Found the pack interesting and informative and will refer to it throughout my training”.

“(…) thought it was a very interesting session with good discussion opportunities.”

“Really engaging, had some great discussions.”

“Discussion of sanction and praise was particularly useful and interesting.”

“(…) found the pack very useful and would be interested to read a primary model.”

“The case studies led to good discussions and allowed us to reflect on our current experience.”

“Good opportunity to discuss behaviour / classroom management strategies with other trainee teachers.”

“The opportunity to discuss the questions was useful and thought-provoking.”

“The video was a useful reminder of all the possible challenges we could come up against in the classroom and ideas of how to manage them.”

“The opportunity to watch a class situation and then discuss a classroom situation and see how others would deal with it was good.”

“Provoked lots of interesting discussion amongst the group.”

“Useful to focus on the positives and how important this is.”

“Good time for discussions.”

The trainees acknowledge the training experience added value by stressing its relevance. The Department of Education for England has made behaviour management a huge focus in the training of teachers. There have been “Behaviour Tsars” used to improve behaviour in schools and an increasing amount of evidence-based information published. This is referred to in updated materials.¹ Schools in England now benefit from research led by the Education Endowment Foundation. Their document *Improving Behaviour in Schools: Guidance Report, 2019* is a contemporary review of current research and highly recommended.

It was also foreseen how the training impacted on trainees’ teaching practice. It was to be hoped that the training improves the trainees’ confidence and skills to manage behaviour in their classrooms. The criteria for achieving Qualified Teacher Status requires trainees to manage behaviour effectively to ensure a good and safe learning environment. This includes:

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Trainees are assessed as meeting this standard at one of the following levels (the same judgements as Ofsted, UK school inspection regime, use "Outstanding, Good, Requires Improvement, Inadequate". The trainees were assessed at interview and at regular points throughout their programme. The anonymised data will be used to see how the trainees have improved as the year has developed.

Finally, it must be stressed that Initial Teacher Training in England is currently suspended due to the closure of all schools (Covid-19). It seems unlikely that trainees will resume training during this academic year. The Department of Education has not finalised the plans and the final decisions may depend on how quickly schools re-open. The implication is that the data which was to be used in assessing the progress of these trainees will not be sufficiently robust to make any meaningful assessment.

It may be equally difficult to deliver any more training or to complete the post-training questionnaire.

2. Developing Effective Learners

Partner 3 (SL), the Faculty of Education at University of Primorska, oversaw the module **Developing Effective Learners** and started by modifying the title to "Developing effective learning". The Slovenian partner also has removed some pieces or parts of the text from the original module, namely:

- from the chapter "How to use this study guide" at the beginning of this booklet – the last two paragraphs;
- from Case Study 1 – last paragraph;
- all examples concerning the English school system, and
- all examples concerning pupils older than 12 years, because it was aimed at pupils aged 6 to 12 years,
- all paragraphs concerning the other modules,

- all videos mentioned,
- some of the English abbreviations, like GCSE.

Some of the English terms were replaced with the Slovenian professional terms, for example instead of the term “developing effective learners” it was used the term “developing effective learning”. And references regarding developing effective learning from Slovenian field were added.

Those modifications were introduced because the partner choose to focus on primary schooling. At the Faculty of Education at University of Primorska the programme delivered is for Primary-school Teachers only (not for secondary-school teachers). On the other hand, the term “developing effective learning”, and not “developing effective learners”, is the one used in the Slovenian pedagogical field. So other terms were introduced such as “learning to learn”, “meta-learning”, “formative learning”, “learning the abilities to learn” etc.

Paragraphs referring to other units were deleted because Slovenian teachers did not receive them. And the Slovenian references added to this topic envisaged to make the topic more understandable for teachers.

Next, the module was applied in a training experience at the Faculty of Education, a workshop on the development of effective learning on 13 February 2020, which was attended by 44 teachers, mostly class-teachers, most of them women. The teachers came from different geographical regions of Slovenia, but some of them also came from neighbouring Italian regions where Slovene is the main language in schools. At the end of workshop 41 teachers participated in the evaluation.

At the end of April 2020, an online questionnaire was sent to the teachers who had participated in the workshop to obtain further information for the preparation of the final report. Unfortunately, only 15 teachers responded to this questionnaire. They all came from the central and western geographical part of Slovenia. No reply from the teachers who had participated in the workshop and were from Italy was received (perhaps due to the circumstances of Covid 19 and the occupation by the online teaching). So, all participants who answered the online questionnaire taught in primary schools, with more than 10 years of teaching practice (from 12 to 38 years, i.e. average of 27 year of teaching practice), stand in the situation as table 1 shows.

Table 1. Trainees' situation

Title	Number of answers
counsellor	13
mentor	1
councillor	1
without title	1
Total	15

The reasons why the participants participated in the workshop are presented in table 2.

Table 2. Trainees' reasons for participating in the workshop

Reasons	The reference example	The number of similar answers
<ul style="list-style-type: none"> – new knowledge – interest – curiosity 	<ul style="list-style-type: none"> – because I am interested in different teaching methods and because I like to see and hear something new – because I am interested in interdisciplinary teaching 	12
– topic, content		4
– refreshing the knowledge	– I wanted to get fresh ideas	3
– the opportunity to attend the conference in August		1
– personal development	– because of the wish for continuous professional development	1
Total		12

Trainees also expressed their opinion on the materials, pointing out what could be improved as follows:

- more practical examples, especially new and different teaching and learning methods,
- more guidance on how to teach younger pupils,
- to have material (with examples of teaching) according to the age of the children.
- the workshop should present developing effective learning for a specific age of the pupils.

Despite their criticism, the participants praised illustrative (clear) explanations and case studies. And stressed the added value of the training experience, acknowledging the workshop as important, praising the lecturers for the good and correct presentation of the topic; the interdisciplinary connection, to which the lecturers of the workshops gave priority, and the concrete work in the workshop, the participation of the participants and the exchange of opinions.

They also wrote in the evaluation questionnaire immediately after the workshop that the workshop was interesting, that they received new practical ideas, tools, and aids for experiencing the content, examples of combining the topic in several subjects, various didactic games and the promotion of the teachers' creativity and, consequently, the pupils' creativity. They also expressed their appraisal for knowing a new project and refreshing their knowledge.

Considering the training impact on trainees' teaching practice, they recognized to have "received some ideas which I can definitely implement in my work". Some of them tested the teaching methods of workshop in their practice.

In general, teachers, who had completely filled in the questionnaire on the Faculty of Education immediately after the workshop, wrote that they would practice all workshop ideas because they were of high quality, e.g. that they would perform more cross-curricular teaching and teach more often outside the classroom.

Finally, since the Slovenian trainees had completed the online questionnaire at the time of Corona 19, they recommended that the entire work of the project should be continued in autumn of 2020 or spring of 2021.

3. Assessment for Learning

Partner 4 (SP) CPIFP Baja Aragon and Partner 5 (DE) Pädagogische Hochschule Karlsburg have both overseen the module **Assessment for Learning**, but only Partner 4 presented data on the change and application of the module.

So, Partner 4 informed that the module was changed foreseeing it to be applied on vocational training education by secondary teachers, who deal with students from 15 years old onwards. Therefore, some pieces or parts of the text were removed from the original module, as some case studies concerning primary pupils, all examples concerning the English school system, all paragraphs concerning the other modules, all videos mentioned, and some of the English abbreviations, like GCSE, changing them to Spanish equivalents when it was possible.

Those cuts were justified upon the target, i.e., the kind of students and teachers to whom and by whom the module would be applied. The pieces removed from the original unit were not interesting dealing with our Spanish education system and the type of students. On the other hand, it was needed to make the unit more understandable for the Spanish teachers.

Having been done that, Partner 4 worked with their own staff of teachers as well as with teachers from the Secondary Education High School of their town, to whom was sent a questionnaire to check their background, opinion, and knowledge about the topic "assessment

for learning”. A translation of the module “Assessment for Learning” was distributed to them in March. But total lockdown as a result of Covid19 affected the plans of Partner 4 as it was impossible to put the training into practice until the end of the academic year. Partner 4 supposed to receive trainees in April but they never come to the centre because of the same reasons. Partner 4 tried to recover the project in September but a good amount of the teachers was no longer in the area, and the semi-presentational model of teaching did not help Partner 4 at all. Moreover, Partner 4 could not organize any workshop due to the critical sanitary conditions imposed again from October to December.

However, it was gathered the opinion of 17 teachers, all of them secondary and vocational training teachers with different levels of teaching experience. Their teaching experience varied as follows: 9 teachers with more than 10 years of teaching practice, 5 from 5 to ten years, and 3 with less than 5. In all, 7 of them are intern workers and 10 civil servants.

Their motivation to participate in the training has been very varied but have the common aim of curiosity and interest in improving their teaching skills. Some of them, with great experience wanted to refresh their teaching models to get better feedback with their students. Most of them are in favour of changing teaching models and were looking for new knowledge. All of them talk about their own personal development as a main reason.

Before presenting the trainees’ opinions on the materials about what could be improved, it is important to stress that they have just read the materials translated into Spanish. They have not had the opportunity of discussing the materials with the trainers due to the whole pandemic situation. With the ones that the trainers have talked this year, they have given positive feedback about the material, but they couldn’t barely use them in their classes. They complaint about the small training they received when they were new in this job, and they really appreciate the idea proposed by Pedpack materials. They all agree that there is a lack in their teaching training of real examples and real practices in an actual classroom, due to the way Spanish access to teaching is implemented. The ones who read the materials suggested things like:

- more practical examples, especially related to the age they are teaching to;
- new and different teaching and learning methods;
- guidance on how to assess in an effective way.

Despite their criticism, they highlighted the clarity of the materials. They really appreciate the charts with examples on how to give positive feedback as well as the information about co evaluation as well as self and peer evaluation. They all agree it is important to be clear with

students so they can always know what is expected from them prior to evaluate anything from them.

As Partner 4 could not do a real training with teachers, it was not possible to assess the impact of the training in their practice. Covid19 changed the whole planning of work making impossible Partner 4 to collect the evidence one had in mind in February.

Despite the dreadful situation, some of the Spanish colleagues read the material and give their opinion and even have tried to use it in their classes. But as it was said, it cannot be considered for this impact study as a proper training.

They told us that the material was interesting, with new practical ideas and aids to put them into practice as soon as they can. And most of them liked the opportunity of refreshing their knowledge. Some of them have put some of the ideas into practice and some of them asked Partner 4 to try to do some sort of workshop, when the pandemic situation will be better, and retake the initial idea. Assessment for learning is something that most of Spanish teachers try to improve to get a more complete and effective teaching process.

In sum, Covid 19 lockdown prevented most of the activities Partner 4 has planned, so trainees have asked us to continue with the unit when it would be possible.

4. Teaching Models

Partner 2 (PT), Lusófona University oversaw the module **Teaching Models** and started by translating it into Portuguese while doing so some modifications to the material. Partner 2, envisaging to apply the module in a workshop attended by Portuguese teachers, removed some pieces or parts of the text from the original module, as some case studies were not meaningful in the Portuguese context, all examples concerning the English school system, all paragraphs concerning modules not addressed in the workshop, all videos mentioned, and some of the English abbreviations, like GCSE, changing them to Portuguese equivalents whenever it was possible.

The training took place between July 2019 and January 2020. The training took place in the training workshop modality, within the framework of the Portuguese policy of teachers' CPD. In this training modality, trainees must carry out several hours of autonomous work, equivalent to training hours in the classroom, to adopt, adapt and apply the training proposals in their concrete work contexts. The said Training Workshop was developed in a total of 30 hours in person plus 30 hours of autonomous work, dedicating half of that time to the module "Teaching

Models” and the other half to the module of "Assessment for Learning" for which the respective booklet was also translated into Portuguese with the needed adaptations. This option was made based on the diagnosis of training needs of teachers participating in the project regarding the modules chosen to be worked by PedPack partners. That diagnosis revealed that teachers from the two Portuguese school clusters needed more training in the "Teaching Models", but that some aspects of the "Assessment for learning" lacked further study.

The training was attended by 40 trainees/teachers from two school clusters: Alvalade (20) e Alhandra, Sobralinho e São João dos Montes (20), the first located in Lisbon and the later about 20km from Lisbon. Those teachers were teaching primary (6-10), basic (11-14) and secondary (15-18) levels of schooling. All the teachers were civil servants teaching for five to ten and more than ten years.

The trainees participated in the training for several reasons inherent to the CPD, namely the new educational reform initiated in 2017 that began by defining a benchmark of students' skills profile out of 12 years compulsory schooling and a deepening of inclusion policies. Thus, all were unanimous in stating that, in their own words:

"I felt I had to update myself and think of a new way... that motivates students to learn!

"Review /recycle knowledge acquired at the time of professionalization."

"Deepen knowledge"

"Improving pedagogical practices"

"Adapt and improve professional practice."

"... improve my performance."

The trainees' **opinion on the materials** did not point to any need for improvement to the materials. The only constraints they mentioned were the lack of time and/or disposition to devote more time to reflection and elaboration of pedagogical materials due to the many responsibilities, number of students, classes, and other tasks they already performed at school.

The trainees consider the materials made available appropriate, capable of easing the trainees with instruments / strategies of utility for future application in the context of the classroom. They pointed out that through the methodologies and strategies adopted in the course of the training were well achieved, as it was made to know and confront different teaching models capable of encouraging and stimulating the learning of students. They

therefore stressed that they were provided with the means to adopt a more effective action strategy to improve pupils' school outcomes.

On the other hand, they considered that it was enriching to carry out activities/tasks that allowed the trainees to apply the concepts and ideas that were being addressed, combined with bibliographic elements that were disseminated, as well as the reflection on new challenges, arising from globalization and technological development leading to the educational success of their students.

In their own words:

"... both the resources made available, as well as the dynamics of reflection instituted by the trainer, during the work sessions, were facilitating aspects of the formative process, so my assessment is positive."

"All the material provided was very relevant and appropriate to the training action, and it proved to be good tools of work and debate. All the reflection about different teaching models (whose selection should depend on the curricular area of the teacher and the pedagogical approach that he/she chooses to structure the learning of a given content) and the subsequent application in the teaching practice of one of these models, inductive teaching. The learning experience, elaborated according to the steps recommended in inductive teaching, allowed me to evaluate its impact on the learning of my students, which I considered very positive."

"All materials/documents made available were accurately selected, judicious and appropriate. In this way they were fundamental for understanding all objectives and contents of the action."

All the trainees expressed their **appreciation of the training** experience. In their own words:

"It was clear that the teacher, by establishing articulation between the contents, the students' teaching and learning strategies and the evaluation, motivates students to be better able to deepen their knowledge."

"With this training I had the opportunity to review my own teaching and select the appropriate teaching model to fulfil the objectives proposed by me for each class and for each theme."

"... an inclusive school and promoter of better learning."

"It is essential to select the appropriate teaching model, considering the knowledge that the teacher has of the students and the social community in which the school is inserted. The

effective choice of the learning teaching model to be applied to an audience, as well as the strategies of organization and management of classes, selection of materials is something very complex and depends on several variants that the teacher has to master, so that students can progress in their acquired knowledge, skills and attitudes developed, for an effective appropriation of learning/skills, with a view to educational success."

"The implementation of teaching and learning scenarios from the most regular to the most innovative always presupposes strategies that lead students to learn more and more effectively. (...) for us teachers, the big challenge[is] how to make students learn and how to make the proper formative assessment of their learning."

"... the theoretical framework of this training allows the improvement of pedagogical practices in the context of the current school."

"... was in response to the needs and interests of the trainees. ... it was always possible to clarify doubts, share experiences, reflect on possible changes..."

"... it was important the performance of "tasks" that allowed the application of the contents presented and the association with possible situations of our activity as a teacher..."

"I rediscovered that I normally use two models more often: sinetic, teaching (through metaphors) and teaching to construct meaning (experimental activity). Teaching for metacognition according to the different stages explained allows better planning and organization of classes, and the reformulation of strategies so that knowledge belongs to everyone, even at different levels and different levels of deepening."

"This Training Workshop presented itself as an opportunity to fill gaps in this area, contributing to the development of a culture of research and innovation as well as to improving the quality of teaching-learning."

"Throughout the training, it was possible to study, learn and share knowledge. The development of the sessions was very positive, and the contents easily acquired, understood, and applied due to certain qualities of the Trainer, which I classify as very good, namely:

- clarity and power of communication.
- established relationship with trainees.
- demonstrated level of knowledge.
- fostering and exchanging experiences.

- personal and professional experience in the application of learning and evaluation methodologies in the context of curricular flexibility."

"... the design and production of materials in the context of the operationalization of the different methods and strategies, will have contributed to clarify and reduce some insecurity and doubts on the part of the trainees..."

"... the formative value of the action was anchored, above all, in its practical nature, taking into account the specific tasks that were being developed, in a small group, valuing, therefore, the collaborative work between trainees and the immediate feedback of the trainer, which allowed, in real time, the conceptual reformulation and the reorientation of work strategies."

The **impact of training on the practices of trainees** was immediate because it included in the context of the development of the action the practical application of the proposals conveyed. So, in the trainees' own words:

"I also note the final work, which can be implemented in the classroom."

"In this Training Workshop we carried out several works ... that equips us with skills for the new learning methodologies ... feeling more secure in the face of the content shaded and new avenues of exploitation being opened."

"Regarding the final task, the work carried out was monitored by the trainer who reoriented it, with suggestions for improvement, so that there was a consistent and systematic reflection leading to the rigorous application of the concepts acquired during the training sessions. The final task had, therefore, an eminently practical character, so that it can be implemented/developed in a classroom context, with class, emphasizing the dimension of formative evaluation (not forgetting the importance of evaluative feedback) and valuing the evaluative interaction using metacognitive strategies."

"... allowed to feel that after its completion I feel more able to approach the issues more safely..."

" With this training I adopted the methodology of choosing the specific learning model for each year of schooling and for each class, considering the age group of the students and the socio-economic environment in which they are included. As a teaching professional, the student has always been and will continue to be the focus. It has to be involved in its learning and it must be clear to him, effectively, what he is learning."

"The proposed methodology allows the appropriation of learning by students being done cooperatively, with an investment in reflection, analysis and critical thinking, which may occur unconsciously, so it will be a very significant potential. In addition, the involvement of students in the construction of learning with the realization of experimental work, the possibility of mobilizing their knowledge in new situations and even awakening in them the sense of seeking new knowledge, with the teacher as mediator or advisor of the competencies to be developed."

"... this training came to add in my practice foundations and resources to improve my practice and even share in moments of articulation [pedagogical supervision of other teachers]"

"One of the impacts that this action has produced in my professional practice has resulted in becoming aware of the importance of developing metacognition strategies, as well as for effective and meaningful learning."

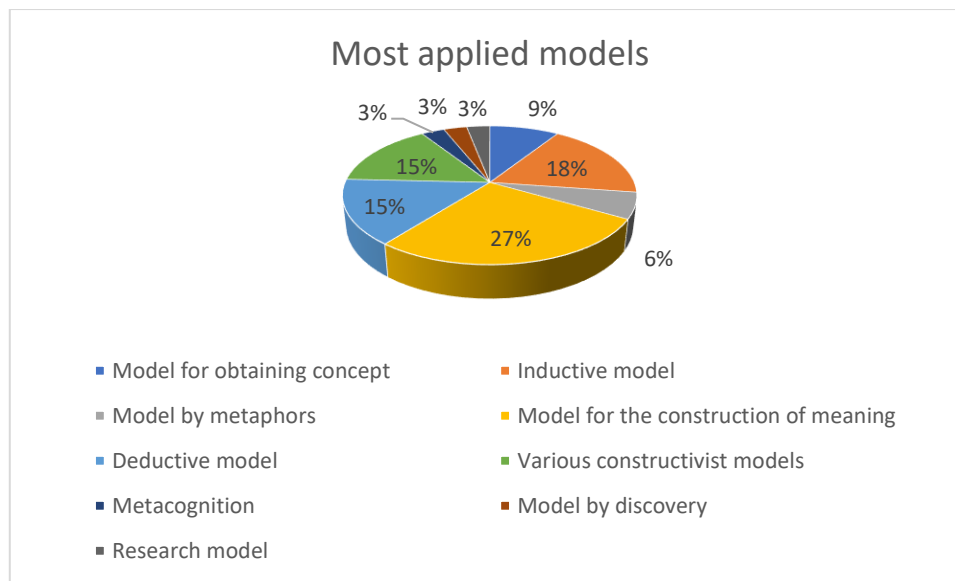
"I believe that the learning and reflection carried out during the training workshop will have/will have a positive impact on my teaching practice, particularly in the work I develop, and that I will seek to improve... I still have/feel great professional and personal satisfaction when the classes are successful. For this, it is necessary to think carefully about how to involve students throughout the learning process..."

"I believe that this training has had and will have a notorious, significant and enriching impact on my professional practice, in the way I conduct the teaching process - directed to (meaningful) learning... allow me greater efficiency in the teaching process... it was also a vehicle for innovation, promoting and facilitating more effective practices. It has led me to reflect, to question practices, to change and to want to collaborate in a broader change that involves the whole School and increases the learning and success of our students. Thus, I tried to make the contribution of all the "contents" transmitted, presented and 'worked' in the various training sessions, absorb them and "test" their applicability - through the various tasks proposed - and now use them in my daily professional practice, improving my professional skills. "

"All these new acquisitions have contributed and will contribute to a better functioning of the environment in my classroom. It has also helped me to combat certain difficulties and provide my students with pleasant/healthy learning moments..."

As mentioned above, all the trainees had to apply in their practices the teaching modules presented in the training course. Their final works revealed the most applied models as graph 1 shows. There we can verify that the most preferred were those inspired by constructivism and the believe that the active involvement of students improves learning of best quality.

Graph 1 – Most applied teaching models



Final Remarks

The conditions in which the modules were worked on and applied to in training and schools/classroom environments were very different with regard to both context and timing. All in all, the work of most part of the partners was harmed by Covid-19 pandemic conditions. In the case of Spain, it was not even possible to implement the training course due to confinement rules.

Despite that, all the modules were analysed, translated into the partners' languages, adapted to the context of each partner, and updated in several ways, which is patent in the respective digitalisations. That was only possible due to the work invested by the partners in the modules against all the odds. Nevertheless, the modules were submitted to the appreciation of as teachers in training as teachers in service, many of them with more the 5 and 10 years of experience. Those of them that had enough time to work on the modules to understand them, to explore their potential and to implement them in their practice were unanimous to acknowledge their value to foster students learning and development, as well as they increased their knowledge, updated it, and improved their pedagogical performance.

It still needs to be stressed that not in all partners' context, but in Portugal, where the modules "Teaching Models" and "Assessment for Learning" were worked on and applied by 40 in-service teachers, in two different school clusters in a whole school approach, it was acknowledged the fulfilment of one of the most important objectives of PedPack project, i.e., "research the effectiveness of the whole school approach to training versus subject specific."