

Programme

European Online Conference for eTwinning Schools

Igniting creativity, nurturing well-being

24-26 May 2023

Erasmus+

Enriching lives, opening minds.

School education



Funded by
the European Union

Background

In recent years, there has been a growing recognition of the importance of promoting creativity and well-being in schools. **The traditional focus on academic achievement is being increasingly supplemented by an understanding of the importance of the whole person**, and the need to foster creativity and well-being alongside traditional academic pursuits. This is explicitly illustrated in the Council Recommendation on '[Pathways to School Success](#)', adopted by EU Member States in 2022, aiming to ensure better educational outcomes for all learners by maintaining **a balanced set of cognitive, social and emotional competences to thrive in education and in life**. The Recommendation takes a holistic view of school success, looking at both educational achievement and attainment, as well as well-being at school, **calling for "whole-school approaches"** where all members of the school community, the local community, as well as a wide range of stakeholders, engage actively and in a collaborative way. Such approaches should ensure the development of the [competences necessary to thrive in education and life](#), and lead to a meaningful learning experience, engagement, wider participation in the community and a transition to a stable adulthood and active citizenship.

Introducing creativity and well-being in schools can have a significant impact on student engagement and motivation. Students who are given opportunities to be creative and who feel a sense of well-being are more likely to be motivated to learn and to engage in the learning process. This is because creativity and

well-being **allow students to connect with their own interests and passions, and to feel a sense of ownership over their own learning**. By promoting creativity and well-being, schools can create an environment that is conducive to learning and that fosters a love of learning.

In addition, the introduction of creativity and well-being in schools can help to **prepare students for the challenges of the modern world**. In a rapidly changing world, creativity is an essential skill that is highly valued. By developing their creativity, students are better prepared to solve problems, to think outside the box, and to adapt to new situations. Similarly, **well-being is increasingly recognised as an important factor in overall success and happiness**. By promoting well-being, schools can help students to develop the resilience and emotional intelligence needed to thrive in the modern world. Students who feel a sense of well-being are better able to **manage their emotions and to develop positive relationships with others**. To this regard, the Council Recommendation on '[Pathways to School Success](#)' also highlights that mental health issues, as well as violence and **bullying, racism, xenophobia and other forms of intolerance and discrimination, negatively affect children's and young people's emotional well-being and educational outcomes**; hence by including social and emotional learning, bullying prevention and mental and physical health in school practices can be considered an effective preventive measure.

Goal and activities of the conference

The overall goal of the conference is to identify, highlight, share, promote, disseminate and further establish practices of **eTwinning Schools focusing on creativity and well-being**. The Conference also aims at spotlighting how creativity and well-being can be further featured and acknowledged in the elements of the **eTwinning Schools Mission**.

The goal of the Conference will be achieved via the following activities:

- introducing the concepts of "creativity" and "well-being" via expert contributions during keynotes and workshops;
- becoming familiar with LifeComp, the European competence framework for the personal, social and learning to learn key competence
- offering participants the opportunity to reflect on the pedagogical elements of the eTwinning School Mission related to creativity and well-being;
- equipping participants with tools, ideas and methods to implement creative practices for promoting well-being at schools;
- nudging participants to share and exchange practices that they have already implemented targeting creativity and well-being at schools.

Participants will deepen their knowledge on the notion of creativity and well-being, explore how these may be integrated

into their work and analyse the adaptations and changes needed to personalise them based on their context and needs and tackle any potential challenges that may arise. Examples of good practice, along with theoretical and conceptual framing, will allow participants to fully capitalise on lessons learned and good practices and further develop as role models, promoters and multipliers for other schools.

During the **networking activity**, spread among the three days of the conference (see draft agenda below), participants will be split in groups and:

reflect on a new eTwinning Schools' mission statement focusing on well-being;

- share and exchange ideas and practices (on well-being) that they have already implemented in their eTwinning Schools;
- discuss and brainstorm on practical ideas, activities and practices which can reinforce the concept of well-being in eTwinning Schools;
- formulate a concrete mission statement including the title and the short description;
- present their groupwork (mission statement, ideas and practices on well-being) on the third day of the event.

PROGRAMME

DAY 1

24 May | Plenary

Open to the public

15:15 – 15:45

Opening by Central Support Service and the European Commission
Irene Pateraki, *Pedagogical and Monitoring Manager, Central Support Service*
Anna Maria Giannopoulou, *Deputy Head of Unit "Schools and multilingualism", Directorate-General for Education, Youth, Sport and Culture, European Commission*

15:45 – 16:15

Keynote 1 - LifeComp: A European competence framework for better lives in our uncertain world, Arianna Sala, *Joint Research Centre (JRC), European Commission*

16:15 – 16:45

Keynote 2 - Creativity and well-being: building bridges, Laura Huhtinen-Hildén, *Principal Lecturer, Researcher, Head of Master's Degree Programme, Metropolia University of Applied Sciences, Finland*

16:45 – 17:00

Short break

17:00 – 18:30

Collaborative work "Well-being in the eTwinning School mission"
(only for registered participants)

DAY 2

25 May | Keynote and workshops

Closed to registered participants

15:00 – 15:45

Panel Discussion

eTwinning teachers, ambassadors and school leaders discuss:

- the importance of promoting well-being and creativity in schools
- how to use eTwinning to foster creativity and well-being in schools

15:45 – 17:00

Workshop slot 1 - 6 in parallel

WS1 Happiness at school, *Martin Meissonnier*

WS2 Understanding, preventing and responding to cyberbullying, *Gareth Cort*

WS3 FUTE project: design thinking and co-creation methods for the classroom, *Anne Katrine Gøtzsche Gelting*

WS4 Drama in education: addressing teachers' and pupils' well-being and creativity, *Christina Zourna*

WS5 Tackling disinformation in the classroom: solutions for teachers to support pupils' digital well-being, *Juliane von Reppert-Bismarck and Maria Udrescu*

WS6 Come and try LifeComp into action, *Arianna Sala and Cesar Herrero*

17:00 – 17:15

Short break

17:15 – 18:30

Continuation of collaborative work

DAY 3

26 May | Keynote and workshops

Closed to registered participants

15:00 – 15:30

Keynote 3 - Exploring the connection of creativity with well-being at school, Macarena-Paz Celume, *Lecturer-Researcher in Psychology, Aix-Marseille Université, France*

15:30 – 15:45

Short break

15:45 – 17:00

Workshop slot 2 - 5 in parallel

WS1 Happiness at school, *Martin Meissonnier*

WS2 Understanding, preventing and responding to cyberbullying, *Gareth Cort*

WS3 FUTE project: design thinking and co-creation methods for the classroom, *Anne Katrine Gøtzsche Gelting*

WS4 Drama in education: addressing teachers' and pupils' well-being and creativity, *Christina Zourna*

WS5 Tackling disinformation in the classroom: solutions for teachers to support pupils' digital well-being, *Juliane von Reppert-Bismarck and Maria Udrescu*

17:00 – 17:15

Short break

17:15 – 18:15

Presentation of collaborative work

18:15 – 18:30

Closing - Wrap up session by Central Support Service and the European Commission



OPENING

Anna Maria Giannopoulou

Deputy Head of Unit "Schools and multilingualism", Directorate-General for Education, Youth, Sport and Culture, European Commission

Of Greek nationality, Anna-Maria Giannopoulou studied English Literature and Applied Linguistics at the University of Athens and Edinburgh and spent 20 years as a teacher, teacher trainer, university lecturer, director of studies and manager in secondary and tertiary educational institutions in the UK, Greece, Hungary and Belgium.

She began her career in the European Commission in 2003 and worked on policy coordination and briefings for the Commission President. In 2012, she joined the Directorate-General (DG) of Education, Youth, Sport and Culture where she has worked on human resources and school education policy.



Irene Pateraki

Pedagogical and Monitoring Manager, Central Support Service

Irene Pateraki is working as Pedagogical and Monitoring Manager in the European Schoolnet for the project eTwinning. She holds a Master's Degree in Multicultural Education and she has worked for several years as a kindergarten teacher. For six years, she was seconded in the Greek Ministry of Education and worked as pedagogical expert in the National Support Organization of eTwinning. She has also organized and facilitated several online courses, webinars, conferences and workshops for teachers from 44 countries. She has presented her work at various educational conferences.



KEYNOTES

KN 1

LifeComp into action: Fostering key competences for personal fulfilment and lifelong learning through education

Arianna Sala | 24 May, 15:45 – 16:15

The transformation and innovation of the education system are long-standing priorities. There has been a growing emphasis on the need to shift from a teacher-centred approach to education toward a learner-centred one to promote innovation in the educational system. The LifeComp framework, developed by the European Commission, describes a set of nine socio-emotional and metacognitive competences to promote personal fulfilment and lifelong learning. By promoting the acquisition of

these competencies, through education we can help students to strengthen their resilience, become lifelong learners and navigate, as active citizens, an ever-changing world increasingly characterized by the presence of AI. LifeComp into Action presents a set of inspirational principles, guidelines, and recommendations to accompany educators in creating learner-centred

learning environments and promote LifeComp competences while working on the regular curriculum.

Arianna Sala has a BSc and a PhD in Psychology (from the University of Florence and the University of Seville) and has been a postdoctoral researcher in Social Anthropology (Federal University of Santa Catarina, BR). She has been in charge of qualitative research projects in the field of education, gender studies and policy evaluation in several universities, public institutions, and International Organizations (such as UN Women and the OEI) in Spain and Brazil. At the JRC, she has been the first author of "LifeComp, the European Framework for the Personal, Social and Learning to learn Key Competence" and "LifeComp into Action: teaching Life skills in the classroom and beyond" focusing on the promotion of Socio-Emotional Competences through formal and non-formal education. Her current research interest lies in the impact of social media and online platforms' use on adolescents' well-being and mental health.



KN 2

Creativity and well-being: building bridges

Laura Huhtinen-Hildén | 24 May, 16:15 – 16:45

The global challenges are huge, and the creative and emotional capacities of human beings should be utilized to their full potential to advance sustainable well-being. Creative activities and experiences may open up special ways to bring people together, share experiences and foster feelings of empathy. However, these experiences do not emerge automatically; rather, they need to be carefully facilitated and supported. This presentation explores connections between creativity, meaningfulness and well-being. It also discusses pedagogical sensitivity and the need to facilitate forming of caring and compassion infused communities.

Dr. Laura Huhtinen-Hildén (Ph.D. MMus) works at Metropolia University of Applied Sciences as a principal lecturer and researcher (music education & creativity, arts and well-being) and as head of master's degree programme Creativity and Arts in Social and Health fields. She also leads the currently launched cultural well-being research and education centre CuWeRE in Finland. Her research interests include pedagogically sensitive music education, developing professional knowledge and narrative as well as advancing well-being and health in and through creativity and arts related practices.



KN 3

Well-being at school: developing children's creativity through positive emotions

Mathilde (Macarena-Paz) Celume | 26 May, 15:00 – 15:30

Well-being can be described as the development and experience of positive processes and emotions. Positive emotions have been related to creativity enhancement, although mostly in adults. This presentation will explain what is known today as children's well-being, and how it might be connected to the enhancement of children's creativity through positive emotions. We will review creative school initiatives that might impact children's well-being and the results of a recent study investigating the relations between positive emotions and creative thinking in children.

Dr. Mathilde (Macarena-Paz) Celume is lecturer and researcher in Psychology at Aix-Marseille Université, teaching differential psychology and research methods to undergraduate students. She also teaches at Université Paris-Cité for the Master Learning Sciences, and the Master Artistic Creation. Her research interests include the assessment and development of creativity and socio-emotional competencies, as well as their relationship to active pedagogies, such as drama pedagogy. She is also founder of EmotedLab, an organization that provides scientific solutions for action-research projects, and offers outreach conferences on social-emotional competencies.



WORKSHOPS

WS 1

Happiness at school

Martin Meisssonier | 25 May, 15:45 – 17:00 and 26 May, 15:45 – 17:00

In 2021, Martin Meisssonier – a film director – and his partners in several countries, launched an international platform called <https://happinessatschool.org> which invites teachers and their pupils to film and share their pedagogical innovations and initiatives. But many teachers do not have filming and storytelling experience. In order to equip pupils and teachers to share their own stories through video, M. Meisssonier has produced video tutorials to guide pupils and their teachers through the process. In the workshop, participants will first discover several examples of innovations from around Europe and the world, and then will focus on one aspect of video production – storytelling – so they can begin share their own initiatives and test a new format to use with their pupils in their own projects.

Martin Meisssonier started as a journalist at daily Liberation. In addition to his work in the music industry, Meisssonier has directed and produced numerous documentaries that have been broadcast on major television channels around the world. In the last 10 years, he has focused on exploring themes related to work and education, including «Le Bonheur au travail» (Arte, 2015), «Le Travail a-t-il un sexe?» (France 5, 2017), and «Le Bonheur à l'École» (2022). Now, he is developing his own platform www.happinessatschool.org to present teaching innovations.



WS 2

Understanding, preventing and responding to cyberbullying

Gareth Cort | 25 May, 15:45 – 17:00 and 26 May, 15:45 – 17:00

In this session, strategies and resources for identifying and dealing with cyberbullying will be discussed. The importance of Social and Emotional Learning (SEL) to empower learners and educators for developing a mutual understanding of cyberbullying will also be explored.

Gareth is as an in-house online safety expert in the Digital Citizenship team at European Schoolnet, working on developing

educational resources and materials to promote and develop online safety, media literacy and digital citizenship skills. He regularly delivers education and awareness sessions to youth and adults in the UK. Gareth holds a Bachelor's degree in Psychology and is a qualified primary school teacher.



WS 3

FUTE project: Design thinking and co-creation methods for the classroom

Anne Katrine Gøtzsche Gelting | 25 May, 15:45 – 17:00 and 26 May, 15:45 – 17:00

FUTE (Future Teaching) is an education method and interactive toolkit that helps teachers and students use design thinking to build engaging learning experiences based on real-life scenarios and problem-solving. In this workshop, participants will get the opportunity to familiarize themselves with design thinking and the materials developed throughout the project. The FUTE materials are specifically adapted to teachers and children within secondary education in the EU with no previous experience of using design methods.

Anne Katrine Gøtzsche Gelting is an industrial designer who received her education at The Architect School

in Aarhus from 1986 to 1994. She worked as an industrial designer from 1994 to 2000 before pursuing her Ph.D. at The Royal Danish Academy, School of Architecture and Design from 2000 to 2005. After completing her doctorate, she worked as a Teaching Assistant at The Master of Design at The Danish Center for Design Research, which offers post-graduate level design education, from 2005 to 2007. She later became an Assistant Professor at The Design School Kolding from 2008 to 2014, a Lecturer at The Copenhagen School of Design and Technology from 2014 to 2015, and a Freelance Lecturer at The Royal Danish Academy, School of Architecture and Design from 2017 to 2021. Currently, she serves as a Teaching Associate Professor at The Design School Kolding.



WS 4

Drama in education: Addressing teachers' and pupils' well-being and creativity

Christina Zourna | 25 May, 15:45 – 17:00 and 26 May, 15:45 – 17:00

In this online DiE (Drama in Education) workshop, we will investigate the following questions: Are teachers' efforts worth the pain, the time, the struggle, the commitment that they demand? How can DiE help teachers gain well-being while doing what inspires and excites them? Does igniting creativity in teachers lead to actual students' involvement?

Mathematician, Aristotle University of Thessaloniki, MA in Adult Education and Lifelong Learning; PhD student researcher, Educational and Social Policy Dept, School of Social Sciences, Humanities and Arts, University of Macedonia, Thessaloniki,

Greece. Teaching secondary education mathematics since 1988. Her research interests include the use of Drama in Education in teaching the curriculum and developing personal, social, and professional skills for teenagers, students, and adults. Her genuine idea of using DiE as a holistic career guidance approach has been officially copyrighted by notarial act (990/11-02-2022).



WS 5

Tackling disinformation in the classroom: solutions for teachers to support pupils' digital well-being

Juliane von Reppert-Bismarck & Maria Udrescu | 25 May, 15:45 – 17:00 and 26 May, 15:45 –

At a time when children learn about the world via Instagram, YouTube and Twitch, digital literacy has become a crucial element of well-being. What role can teachers play and what support do they need? In this interactive session with two moderators, teachers will see learnings from Lie Detectors' media literacy work with thousands of classrooms and teachers across Europe, and try out some solutions themselves. Handouts and materials will be provided.



Juliane von Reppert-Bismarck is the founder and executive director of Lie Detectors, an award-winning media-literacy organisation working for teachers and young people. She directs the organisation's strategy and development and represents Lie Detectors as a member of numerous

media literacy evaluation and advisory committees, including expert groups on disinformation and embedding digital literacy across the EU. To create Lie Detectors, Juliane put aside an award-winning journalism career, during which she wrote for The Wall Street Journal, Newsweek, Reuters and others.

Maria Udrescu writes about European affairs for Belgian daily La Libre Belgique, with a special focus on migration and rule of law, as well as political developments in Central, Eastern and Southern Europe and in the United States of America. She has been facilitating media literacy work with children and teachers in Belgium and internationally with Lie Detectors since 2018.



WS 6

Come and try LifeComp into action

Cesar Herrero & Arianna Sala | 25 May, 15:45 – 17:00

LifeComp into Action presents a set of inspirational principles, guidelines, and recommendations to accompany educators in creating learning environments focused on fostering the LifeComp competences (personal, social and learning to learn key competence). Educators will also find a step-by-step explanation of how to implement sixteen student-centred and research-based teaching strategies. Each strategy is mapped with an explanation of the particular competences that it is intended to develop, as well as the group size, the time needed, the learning environment and the broad target age group. They are meant to help teachers and educators create learning activities that favour learners to practise and hone LifeComp competences while working on the regular curriculum. In this workshop, we will provide an overview of LifeComp into Action, and challenge participants to learn about LifeComp's competences by employing one of the included teaching strategies.

Dr. Cesar Herrero is a scientific researcher in the Digital Economy Unit from the European Commission Joint Research Centre. His work contributes to the field of digital education and digital skills, with a clear focus on the digital transformation of the Vocational Education and Training Sector. He is the project leader of SELFIE for work-based learning and has co-authored "LifeComp into Action: teaching Life skills in the classroom and beyond" focusing on the promotion of the personal, social and learning to learn key competence through formal and non-formal education.



Arianna Sala - Bio can be found at KN1