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Action Plan for Sustainability of the Erasmus+ Teacher Academy *teff*

Since its launch in June 2023, the Erasmus+ Teacher Academy “Teacher Education for a Future in Flux (*teff*)” has brought together ten leading European universities, partner schools, and educational institutions to rethink and reshape teacher education for the 21st century. *teff* responds to the challenges of a world in transformation – marked by climate change, post-digital environments, and various technological transformations, including AI, social diversity, and global interdependence – by empowering current and future educators to become *futures-literate*, reflective, and resilient professionals.

At its core, *teff* bridges all three phases of teacher education – initial training, induction, and continuous professional development – through purposeful and equal collaboration. It fosters cross-phase and transdisciplinary learning environments that connect academic research and education, school practice, and professional reflection. *teff*’s innovative framework integrates five key areas for future-ready educators: sustainability, digital competence, diversity and inclusion, teacher well-being, and European citizenship. Over the last three years, *teff* has developed a wide range of participatory formats and open educational resources that all realize *teff*’s three principles of collaboration, creativity, and lifelong learning:

- [Makerspaces](#) invited students and teachers to engage in hands-on experimentation, exploring sustainability and imagination through ecological, aesthetic, and performative practices.
- [Urban Laboratories](#) provided real-world contexts for tackling questions of inclusivity and sustainability in urban spaces, using agile, solution-driven methods.
- [Educathons](#), inspired by the methodology of Ideathons/Hackathons and Design Thinking, enabled participants to collaboratively devise innovative responses to educational challenges and resulted in an openly accessible [Educathon Toolkit](#).
- [Online-Courses](#) on [sustainability education](#), [diversity & inclusion skills](#), [digital competences](#), and [teacher well-being](#) were created as multilingual OERs.
- Two #teachingtomorrow [Lecture Series](#), #teachingtomorrow: Cultivating Diversity and Inclusion in Schools and #teachingtomorrow: Sustainability Education, connected international experts and educators to discuss forward-looking approaches to teaching and learning.
- The [Futures Thinking Activity](#), developed in *teff* to foster pre-service as well as in-service teachers’ futures consciousness, was attended by 525 teachers in six European countries (Finland, Germany, Belgium, Italy, Sweden, and Lithuania).
- Throughout its first years, *teff* has also created vibrant spaces for intellectual exchange and collaboration through three [international conferences](#) in Utrecht (2024), Brussels (2025), and Cologne (2026).

Each conference brought together educators, students, teachers, researchers, and policymakers to explore future-oriented teacher education from different European perspectives – strengthening both the consortium’s academic foundation and its shared identity as a sustainable, cross-phase community of practice.

- The *teff* [publications](#), above all the *teff* volume [“\(Re\)Imagining Teacher Education for a Future in Flux”](#) documents collective insights, best practices, and visions emerging from the Teacher Academy.

Together, these initiatives have established *teff* both as an umbrella and an identity place for a pan-European community of teacher educators and learners who share a commitment for innovative teaching methods and a responsibility for working towards a sustainable future-oriented development in education. *teff* has developed a distinctive model for lifelong, cross-phase teacher education rooted in European collaboration, open access, and shared learning. The sustainability of this model depends on protecting its core principles – openness, agility, co-creation, and critical reflection – while embedding them in institutional and policy structures.

Building on this strong foundation, the following **Action Plan for Sustainability of *teff*** outlines *teff*’s next steps to deepen sustainable practice – environmentally, socially, and institutionally – and to ensure that the values shaping the consortium’s work continue to influence teacher education across Europe well beyond the life of the project.

Sustaining and Evolving Governance Structures

To ensure *teff*’s long-term impact beyond the current Erasmus+ funding period, the consortium envisions a lean but resilient governance model that maintains continuity of the consortium working together while allowing flexibility for growth, all under the continuous leadership of the University of Cologne (UoC).

Network Continuity and Coordination

A shared online presence will anchor the community:

- The LinkedIn profile (with more than 1300 followers in June 2026) and a mailing list will continue serving as open platforms for partners, alumni, and, potentially, new collaborators.
- An annual or biannual *teff* meeting, financed by participating universities, will bring together key actors for exchange, reflection, and joint planning. The meeting can align with existing events such as World Teachers’ Day (October 5) as well as other European projects, e.g. *EUniWell* and other European Universities Alliances, Erasmus Key Action 2 project *TEIMO* or the Erasmus+ Teacher Academy *TAMeLi*, the Teacher Education Network (TEN), or the Teacher Education area within the UNESCO Transdisciplinary Chair “Human Development and Culture of Peace” within the University of Florence.

Shared Leadership and Administrative Guidance

UoC, as lead institution of the *teff* consortium, will take a central role in ensuring continuity of communication and strategic alignment beyond the project's formal funding period. Building on its strong coordination experience, the UoC will, amongst other things,

- host and moderate regular online meetings to maintain dialogue among partners and oversee ongoing initiatives,
- safeguard institutional memory by maintaining key documentation, digital archives, and the shared repository of *teff* outputs (e.g. OERs, communication materials),
- represent the consortium externally, for example in Erasmus+ Teacher Academy exchanges, European University networks, and policy dialogues on future-oriented teacher education.

As the birthplace of *teff*, *EUniWell* will be included in activities, and it will also be a place for selected activities. Within the framework of *EUniWell*'s existing funding and financing structures – from which *teff* originally emerged – the university alliance will continue to be involved and will support selected future activities. In this way, UoC will serve as a guarantor of continuity, supporting the transition from a time-limited project to a self-sustaining European community of practice.

Alignment with European Universities Alliances

Future collaboration within European Universities Alliances will play a central role in sustaining and expanding *teff*'s impact. UoC, as lead institution of the *European University for Well-Being (EUniWell)* Alliance, will act as a bridge between *teff* and this wider university network. This connection offers a strategic platform for:

- embedding *teff*'s focus areas – such as well-being, inclusion, sustainability, and futures literacy – into joint *EUniWell* programmes and professional development frameworks,
- developing new Erasmus+ and Horizon Europe initiatives that build on *teff* outcomes and involve partners from both communities,
- creating mobility and micro-credential opportunities for pre-service and in-service teachers across *EUniWell* institutions,
- strengthening *teff*'s visibility and policy outreach through the alliance's established European presence and collaborative governance structures,
- supporting the proposal of Seed Funding projects (financed by *EUniWell*) among the *teff* partners involved in the Alliance to develop and expand research and training on the *teff*'s focus areas, and
- supporting, preparing and strategically aligning a possible new application for a European Teacher Academy in the Erasmus+ Call 2028-2034.

The importance of teacher academies in general, and *teff* in particular, will continue to be emphasised in future strategic policy discussions with partner institutions and policymakers through the existing and future activities of the Chief Development Officer and the *teff* Board members.

By aligning with *EUniWell*, other European Universities Alliances (e.g. *Una Europa*, E³UDRES²) and the *Teacher Education Network* (TEN), *teff* will consolidate its role as a catalyst for sustainable teacher education in Europe, ensuring that its principles continue to shape institutional policies and cross-border cooperation well beyond the current project lifecycle.

Integration Into Existing Institutional Strategies

Each partner institution will continue to explore embedding *teff*'s values and resources into their own strategic frameworks for teacher education and professional development – for instance:

- setting a focus on well-being of future teachers by integrating well-being into the existing welcome weeks (e.g. Cologne and Utrecht),
- linking futures literacy to adaptive expertise and resilience (e.g. Utrecht, Saxion),
- aligning with existing initiatives such as the Finnish National Teacher Education Forum or the Dutch NOLAI and NAPL growth funds,
- strengthening university-school partnerships as long-term constellations for teacher education, induction, and continuous professional learning,
- developing (future) teachers' professional development and training opportunities guided by *teff*'s learning outcomes and professional standards for the teachers of the future, in line with the *teff* outcome-based design approach,
- learning modules on sustainability, digital skills, inclusive teaching and well-being serving as a resource for teaching programmes and continuous developing programmes (Oslo, Murcia, Linneaus), and
- incorporating the recommendations for Future-oriented teacher education, suggested in *teff* White Paper "Teachers as Drivers of Change? Recommendations for Future-oriented Teacher Education", into in-service teacher education programmes (e.g. Helsinki).

Educational Initiatives for Sustainable Impact

teff's distinctive blend of cross-phase, international, and transdisciplinary learning forms the basis for further sustainable impact as several initiatives are to be continued, expanded, and contextualised within new frameworks:

Scalable Educational Formats

- Educathons will remain a flagship format for innovation in teacher education. The *teff Educathon Toolkit (OER)* will be promoted through conferences (e.g. ENLIGHT, Cambridge, etc.) and online platforms.
- Welcome Weeks focusing on well-being and belonging will continue at partner universities (e.g. Cologne, Murcia, Nantes, Oslo or Utrecht) and be introduced elsewhere.
- Makerspaces and Urban Laboratories will be further developed as agile, experiential learning spaces linking theory, creativity, and local engagement.

Digital Learning Modules (DLMs)

teff's multilingual digital modules on sustainability, inclusion, digital skills, and well-being offer a durable foundation for teacher development and will therefore be

- integrated into national and institutional professional development systems (e.g. via *NAPL* in the Netherlands, *NELE – Campus Neue Lernkultur* and *digiLL NRW* in Germany),
- (partly) included in national teacher education curricula, such as sustainability weeks (Oslo) or graduate attribute frameworks (Utrecht), within the study programmes offered by the *teff*'s universities addressed to teachers and educators or within specific courses held by university teachers involved in *teff*, e.g. at the University of Florence with the study programme on Pedagogical Sciences and Education Management for Sustainable Development.

Lifelong Learning and Professional Development

Lifelong learning and continuous professional development are essential for enabling teachers to respond to changing educational, societal, and technological demands. The *teff* alliance therefore seeks to support sustainable professional learning pathways that connect initial teacher education, induction, and in-service development. This includes

- the development of learning opportunities based on professional standards for teachers of the future (Florence),
- the development of train-the-trainer programmes within schools, school districts, and training institutes focusing on well-being and futures thinking,
- forming partnerships with certified training providers (e.g. Landesfortbildungsinstitute in Germany) to accredit learning outcomes of *teff*-based courses for in-service teachers,

- integrating *teff* resources into induction and mentoring schemes for new and experienced teachers, responding to recent legislative changes (Norway), and
- embedding *teff* resources in (existing) school-university partnership structures to strengthen the connection between teacher education, induction, and continuous professional development, e.g. via internship-related collaboration, mentor education, or research-based school development partnerships.

Financing and Resource Development

Ensuring sustainability also requires a diversified financial strategy blending European, national, and institutional sources. Within **European and Erasmus+ Frameworks**, this strategy includes

- the development of smaller cooperation projects (Key Action 2) or Blended Intensive Programmes (BIP) focusing on targeted themes such as global citizenship, green education, teacher resilience, and teacher's well-being,
- continued participation in European Universities Alliances (e.g. *EUniWell*, *Una Europa*) for joint funding applications and seed-funded projects linking to *teff*'s network, and
- applying for a new European Teacher Academy within the Erasmus+ call 2028-2034 under the leadership of the University of Cologne.

On **National and Sectoral** levels,

- the UoC and other partners will explore national funding calls to extend teacher training initiatives grounded in *teff* expertise,
- in the Netherlands, synergies with growth funds (NAPL, NOLAI) will be leveraged to integrate *teff* modules into national professional development pathways,
- in Finland, the AI-based feedback system (EduSense) for supporting teachers can be aligned with *teff*'s focus on teachers' adaptive expertise, well-being and reflective practice.

Institutional Commitment and Structural Development at UoC

UoC is already working on building structural frameworks for in-service and continuing teacher education. This strategic development directly responds to commitments made in the original *teff* project proposal and seeks to secure a sustainable, university-anchored infrastructure for lifelong professional learning. The aim is to establish programmes and certificates that connect research-based innovation in education with the needs of practicing teachers – thereby ensuring that *teff*'s outcomes and resources (digital learning modules, OERs, and professional networks) continue to shape teacher education at the UoC and beyond.

Institutional Co-Funding and Visibility

- Partner universities will consider allocating resources for maintenance and dissemination of *teff*'s key products,
- OERs, the *teff* Volume, and White Papers will continue to be hosted on the *teff* website, ensuring free and lasting accessibility, and
- new publications and hand-on material will be published on the *teff* website and disseminated via the *teff* channels of communication.

Knowledge Sharing, Research, and Communication

Sustainability is also intellectual and relational. The Teacher Academy's research outputs and communication channels will remain active touchpoints for the broader community.

Publications and Data Use

- Finalise and publish (open access) ongoing research (on *Sustainability, Mobility, Well-being*) at the *teff* partner institutions,
- continuously promote new research contributions via *teff*'s digital platforms and social media.

Community Engagement

- Review whether Memoranda of Understanding (MoUs) are in place between the UoC and all *teff* partner universities and, where necessary, conclude such agreements to strengthen institutional commitment to cooperation in teacher education.
- Establish a continuously updated website rather than static reports, enabling continuous updates, resources, and partner news.
- Organise thematic online events to mark key educational dates and maintain exchange among members.
- Present *teff* results at international conferences and teacher education networks (e.g. *TEN, TEIMO, IPIE, EERA, ATEE*).

To make sure *teff* can be used as a platform also in upcoming years, the name *teff* was secured as a brand. As such, working under the umbrella of *teff* as a label for future oriented, cross-phased teacher education can continue.

Outlook: Sustaining a Future in Flux

This Action Plan for Sustainability builds upon *teff*'s proven strength as a space for identification within the teacher education community and the commitment to apply for a new European Teacher Academy. Through renewed collaborations, consistent communication, and the strategic use of digital and financial resources, *teff* will remain a living network that continues to champion an inclusive, sustainable, and inspiring future for teachers across Europe.

UoC's commitment to establishing a permanent structure for teacher professional development exemplifies how *teff*'s values are being translated into institutional reality. When embedded in such frameworks, *teff*'s collaborative formats, open resources, and thematic focus areas will persist as living components of university-based teacher education. For example, the new Teacher Academy *TAMeLi* incorporated key concepts such as the Consortium Manual and Educathons into their project. This not only continues the ideas and formats but also spreads the *teff* idea. Through structural continuation at the UoC, ongoing European cooperation, and the alignment of funding mechanisms, *teff* will remain a driver of sustainable, innovative, and inclusive teacher education across Europe.

teff recognises the transformative potential of artificial intelligence for teaching and learning. Future activities will therefore place a strategic emphasis on building AI literacy among teacher educators and student teachers, equipping them to integrate AI tools critically, ethically, and pedagogically into their professional practice.