

Kampylis, P., Nascimbeni, F., van Uden, J., & Bekh, O. (2024). READY for the future? New roles and professional practices for 21st century educators. *Journal of e-Learning and Knowledge Society*, 20(3), pp. 126-137.
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Appendix 1. The READY model

| 6+1 domains | 22 professional practices | 73 Descriptors Educators... |
|--------------------------------------|---|---|
| Learner-driven | Foster meaningful learning | 1. collect and analyse information about learners' interests to engage them in relevant, real-life learning experiences |
| | | 2. design and implement authentic, learner-driven activities that accommodate learners' needs and dispositions |
| | | 3. apply questioning and discussion techniques to engage learners in participatory learning through active listening, dialogue, and expression of opinions, ideas and alternative points of view |
| | | 4. support learners to develop fundamental skills, such as creativity and critical thinking, needed for personal and professional growth |
| | | 5. support learners to develop occupational skills necessary for professional growth |
| | Facilitate peer- and team-learning | 6. cultivate a learning environment that promotes teamwork and peer learning |
| | | 7. provide opportunities for learners' structured interaction and dialogue |
| | | 8. create a “safe environment” where all learners can participate in the learning process |
| | Apply a variety of assessment methods | 9. design and apply a variety of formative and summative assessments to provide timely and informative feedback to learners, monitor progress and modify instruction |
| | | 10. use qualitative and quantitative data to capture more refined insights into learners' performance and identify each learner's strengths, weaknesses, interests, and aspirations and use that information to design and modify personalised learning paths |
| | Coach learners across learning environments | 11. develop learning environments and scenarios that increase learner engagement and active learning |
| | | 12. design and coordinate different kinds of synchronous and asynchronous learning in various environments |
| | | 13. design and implement activities for career-connected learning exploring how technological, demographic, societal and environmental developments impact the jobs market and career paths |
| | Develop personalised learning experiences | 14. organise teaching and learning time for maximum learning impact considering context and learners needs and interests |
| | | 15. plan for differentiated and personalised learning through self-paced activities, project-based assignments, and learner's choice on assignments or topics they want to study further |
| | | 16. create opportunities for learners to take responsibility and initiatives for active learning (formal and informal) |
| Adaptability & initiative | Foster learners' entrepreneurship | 17. provide learners with opportunities to reflect on their entrepreneurial skills and identify their strengths |
| | | 18. engage learners in experiential learning applying entrepreneurial skills such as initiative-taking, mobilising resources, planning and management |

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|---------------------------------------|---|--|--|
| | | 19. design learning scenarios that expose learners to cope with ambiguity and uncertainty and assess possible risks in value creation activities | |
| | Bridge the worlds of education and work | 20. design activities that bring together learners and educators with business and community leaders and other stakeholders to expand opportunities for understanding the worlds of work and education and explore opportunities for synergy | |
| | Demonstrate resilience and adaptability | | 21. support learners to explore and understand business models and the role they play in the economy and society |
| | | 22. manage change coping with ambiguity, uncertainty, and unforeseen circumstances, adapting to new settings, making informed choices, and setting new goals and priorities | |
| | | 23. show initiative by contributing creative ideas to improve professional practice and experiment following a trial-and-error approach | |
| | 24. design learning activities that help learners nurture optimism and self-efficacy and adopt new ideas, approaches, tools, and actions in response to changing contexts | | |
| Sustainability & inclusion | Create inclusive learning environments | 25. develop learning environments that value diversity and embrace all learners regardless of their socio-economic background, ethnic origin, culture, language, ability | |
| | | 26. design instructional strategies that address issues of diversity and equity in the classroom/workplace | |
| | | 27. engage learners in activities that require interaction with people of diverse socio-economic and cultural backgrounds | |
| | | 28. apply work practices that are characterised by integrity, ethical thinking, and professional values | |
| | Be attentive to personal well-being and that of others | 29. acknowledge that colleagues and learners have different backgrounds, beliefs, values, opinions, or personal circumstances that affect their teaching and learning practices | |
| | | 30. understand potential risks for their emotional and physical well-being using reliable information and support services to deal with this | |
| | | 31. provide learners with emotional support to make them more confident in their skills and ability to participate in class | |
| | | 32. support learners to adopt a sustainable lifestyle that promotes their well-being and encourage them to ask for social support and use reliable information and services when their well-being is at risk | |
| | | 33. support colleagues to understand risks to their well-being and signpost them to appropriate guidance and support services | |
| | Manage one's own and others' emotions | 34. use ways and means to express and manage emotions and feelings to improve teaching and learning experiences | |
| | | 35. express compassion and empathy and can appreciate and recognise learners and colleagues' emotions, feelings, and viewpoints | |
| | | 36. create an atmosphere that enables learners to express their emotions and feelings without fear of failure or judgment | |

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| | Adopt and promote environmental, social and economic sustainability | 37. act as role models in advocating for and adopting environmentally sustainable behaviours and practices 38. provide learners with opportunities to engage in learning activities that promote sustainable thinking and action and reflect on societal, environmental, and economic challenges 39. foster systemic thinking skills helping learners to understand that everything is inter-related and interconnected (e.g., climate crisis and economic inequality) | |
| Collaboration & engagement | Collaborate with peers and other stakeholders | 40. help foster a culture of collaboration among peers through meetings and workshops, co-planning sessions and shared workspaces, online and/or on-site 41. actively engage with parents, community members, businesses, youth organisations, experts, and other stakeholders to extend opportunities for learning within and beyond the classroom and/or workplace 42. liaise with external actors and organisations to ensure teaching and assessment are of relevance and reflect current practices in the workplace 43. use a variety of communication strategies and tools tailored for the specific context, content, and target audience | |
| | Contribute to professional networks and communities | 44. actively participate in professional learning networks face-to-face and/or online for anytime/anywhere learning 45. ask colleagues and peers for feedback on teaching practices 46. act as a "critical friend" providing feedback to colleagues and peers when asked 47. share knowledge, teaching practices, resources, and ideas to improve teaching and learning experiences within and/or outside the organisation, using digital technologies and/or through face-to-face interaction 48. involve in research of own practices and share findings with colleagues and other interested parties | |
| | Contribute to organisational development and improvement processes | 49. actively engage in institutional initiatives, including development and implementation of improvement plans 50. provide feedback on curriculum implementation and identify opportunities for improvement 51. participate in internal quality assurance processes and linking own practices to the overall organisational goals of providing quality learning experiences to learners 52. participate in external quality assurance processes | |
| | Lifelong learning & reflection | Proactively engaging in professional development opportunities | 53. regularly engage in professional learning, individually and as a group, both inside and outside their organisation |
| | | | 54. make choices, define priorities, and set goals for their professional development, individually and as part of a group |
| | | | 55. get the most of professional development opportunities by reflecting, providing feedback, and sharing promising practices |
| | | Reflect on professional practices | 56. reflect on their professional practice to improve self-knowledge and career development 57. reflect on the way actions impact learning processes |

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| | | 58. seeking feedback from peers and learners to evaluate their own performance and plan for improvements |
| | Apply evidence-based pedagogies | 59. actively engage in action research, individually or as a member of a research team |
| | | 60. are informed on the latest research developments in their field through related events and literature |
| | | 61. are ready to review and change professional practices given new evidence from research |
| Digital technologies | Use digital technologies to enhance teaching | 62. use digital tools and technologies where appropriate to support and enhance teaching and assessment |
| | | 63. use data generated by digital tools and platforms to gain insights into learners' progress and identify ways to improve teaching and learning practices further |
| | | 64. provide learners with opportunities to use simulations and Virtual Reality applications for "real-life" work situations |
| | | 65. inspire and guide learners to contribute to and take part, both critically and creatively, in the online and digital world |
| | | |
| | Create digital resources and content | 66. use, revise, remix or create digital resources, including Open Educational Resources (OER) |
| | | 67. enable learners to use digital tools for learning purposes |
| | | 68. engage learners in creating digital content |
| | Be aware of copyright and online privacy | 69. act as role models of safe, legal, and ethical use of digital technologies and resources respecting intellectual property and copyright and promoting legal sharing of openly licensed resources |
| | | 70. enable learners to understand how to protect their privacy in the digital world |
| Understanding the potential role and impact of digital technologies | 71. explore new pedagogical approaches to deepen understanding of how digital tools and technologies can potentially facilitate and enhance learning | |
| | 72. follow developments and trends and are aware of new and emerging technologies that can support teaching, learning and assessment and discuss these issues with learners | |
| | 73. design activities for learners to reflect on the transformative role of digital technologies and the implications, opportunities and risks for society, the economy, and the environment | |
| [context specific] | [to be defined locally] | [to be defined locally] |