

STUTOR

Teachers' upskilling aiming at a holistic inclusivity in learning



The Teacher Academy for Inclusive Education

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Word from the TUTOR team

Dear Readers,

Over the past few months, teachers, student teachers, and educators across Europe have come together in new ways to explore what it means to build inclusive classrooms. Through national training programmes in Austria, Greece, Ireland, and Türkiye, international mobility weeks in Athens, Maynooth, Vienna, and Antalya, and online exchanges that reached hundreds of participants, the TUTOR community has continued to grow, connect, and learn together.

In this edition, we take you inside some of these experiences. You will hear about a hybrid course in Austria that helped student teachers reflect on diversity in their future classrooms, an online training in Türkiye that reached more than 200 teachers and principals, and four international mobilities where educators learned side by side, shared practices, and discovered new perspectives. From Ireland, we share the story of how the Inclusive Education CPD pilot has already sparked the beginnings of a social justice network among educators.



We also share highlights from the Teacher Academies Validation Workshop in Brussels, reflections from our Facebook Live event on including students from communities facing socio-economic inequalities, and short profiles of new TUTOR Ambassadors whose work shows how education can respond to every learner.

These activities are more than a series of events. They reflect educators coming together across countries and contexts learning with one another, questioning assumptions, and building new approaches to make education more inclusive. As one participant put it after their training: “This course has sparked a fire in me to make a difference, have an impact, and see how inclusion and open thinking can change classrooms.”

We invite you to read, reflect, and join us in continuing this shared journey toward schools where every learner feels they belong.

Stay connected for more updates and thank you for being part of this journey toward a more equitable learning environment for all.

TUTOR EDUCATIONAL PROGRAMME HIGHLIGHTS

Learning to Teach for Every Student: Austria's Path to Inclusive Classrooms

From April to June 2025, the TUTOR project offered a course in Austria that placed diversity and inclusion at the heart of teacher education. Organized by ÖJAB and die Berater in cooperation with the University of Graz, the programme brought together nearly 60 participants from across the country. Most were student teachers at the very beginning of their careers, alongside practicing educators who wanted to deepen their knowledge. For three months, they embarked on a hybrid journey that combined online learning with lively face-to-face workshops.

The programme offered both a broad introduction to diversity in education and a closer look at real classroom challenges: supporting learners with a migration background, making schools welcoming for LGBTIQ+ students, and addressing the needs of students from communities that have historically faced or are currently facing socio-economic inequalities.

Participants described the sessions as interactive and engaging. Large group discussions, smaller breakout conversations, and individual projects encouraged them to share experiences and reflect on their practice. The final presentations were especially powerful, showcasing practical and creative ways of turning inclusive principles into everyday teaching practices.

Feedback from the course was very positive. Teachers already working in schools underlined the immediate relevance of the content, while student teachers said the training gave them tools and confidence to approach inclusion in their future classrooms.

This course filled a real gap in Austrian teacher education, where diversity and inclusion are still often overlooked.

By creating a space for reflection and exchange, it showed that inclusive teaching is not just a subject to study but a way of shaping schools where every learner belongs.

And the story doesn't end here: a second round of the course will run in autumn 2025, opening the doors for even more teachers and student teachers to join this journey towards inclusive classrooms.

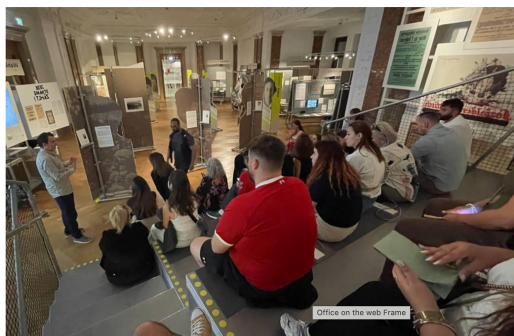


Empowering Inclusive Teaching: TUTOR Teachers' Mobility Week in Vienna

From July 14 to 18, 2025, Vienna welcomed educators from Austria, Ireland, Turkey and Greece for one of the mobility weeks within the TUTOR project. Teachers from all educational levels came together to expand their perspectives on inclusive education and to explore concrete strategies for fostering equity in the classroom. Hosted by die Berater and ÖJAB, the seminar week contributed to the TUTOR project's core goal: strengthening teachers' capacity to respond to diversity with awareness, openness and professional confidence. The mobility was part of a series of learning events designed to bring educators across Europe into dialogue and to create shared understandings around inclusion in secondary education.



Centred around the themes of LGBTQI+ inclusion, migrant identity and socio-economic discrimination, the programme offered a balanced mix of theoretical input, practical workshops and on-site learning opportunities. Participants engaged in a memory and identity workshop at QWIEN, took part in a guided city walk exploring exclusion in urban spaces, and visited organisations such as the Q:WIR Youth Centre and the LGBTQI+ bookshop Löwenherz. Further sessions addressed gender diversity, the social effects of discrimination and anti-racist approaches to teaching. Discussions were complemented by cultural experiences, such as visits to the House of Austrian History and the Vienna Museum, which added historical and social context to the topics addressed. Informal spaces such as shared lunches and social dinners helped to deepen the exchange and foster group cohesion.



The week proved to be both enriching and thought-provoking. Participants highlighted the value of international dialogue, the opportunity to discover new methods and perspectives, and the inspiring atmosphere that encouraged critical reflection. Many became more aware of aspects of exclusion they had not previously considered and returned home with renewed motivation, practical tools and strengthened

strengthened connections across borders. The Vienna mobility week offered not only knowledge and experience, but also moments of inspiration and solidarity that will continue to resonate in participants' teaching practice.

Building Inclusive Classrooms: A Cross-Cultural Exchange of Teaching Practices, Athens

Between 23 and 27 June 2025, AKMI, together with ASPETE and Symplexis, welcomed 18 secondary education teachers and VET trainers from Türkiye, Austria, and Ireland to Athens for TUTOR's first international mobility. For one week, the group immersed themselves in a shared journey of learning, reflection, and exchange, exploring what it means to create classrooms where every learner feels welcome.

The training began by introducing participants to the framework of intersectionality and the importance of recognising how different aspects of identity interact in shaping students' experiences. From there, teachers moved into practical workshops that brought these ideas to life. Role-playing activities gave them the chance to see classroom bullying from different perspectives. Discussions on identity and stereotypes encouraged participants to reflect on their own assumptions and the ways these might influence their teaching. Other sessions focused on inclusive classroom methods, mentoring and peer support, and strategies to make schools safer spaces for LGBTQIA+ students.

Beyond the training room, the week included encounters with the wider community. A visit to Shedia Home — a café, restaurant, and social enterprise that supports people experiencing homelessness — offered a different perspective on social inclusion. Participants also heard directly from the Greek Council for Refugees, whose presentation shed light on the challenges refugee minors face when entering Greek schools. These moments created space for participants to connect theory to the lived realities of marginalised students.

The experience was not only professional but also cultural. An evening visit to the Acropolis Museum gave participants the chance to see Athens' heritage first-hand, while shared meals and informal exchanges created a sense of community that grew stronger each day. Teachers spoke about how these moments of connection helped them see inclusion as more than a teaching strategy, as a way of building solidarity across borders. By the end of the week, many participants reflected on how much they had grown. They described new confidence in navigating diverse classrooms, a deeper awareness of their own biases, and stronger skills in addressing issues like bullying and inequality. Just as importantly, they left with new friendships and professional connections that will support their work long after the mobility. As one participant put it: "I am so happy I took part in this amazing opportunity, and I would love to attend more in the future. This is a great way to learn." Another added: "More events like this for teachers will serve to make the world a more peaceful and friendly place to live in the future."

The Athens mobility was not only a training programme but a week of shared discovery. It reminded participants that inclusive education is as much about relationships, empathy, and collaboration as it is about pedagogy — and that learning together across cultures is one of the most powerful ways to build classrooms that truly welcome all students.



Expanding Inclusive Teaching Skills Online in Türkiye

In spring 2025, more than 200 high school teachers and principals from across Türkiye joined a professional development programme delivered entirely online through the TUTOR Erasmus+ e-learning platform. Designed to strengthen inclusive teaching practices, the training offered modules on intercultural learning, equity in the classroom, and innovative teaching strategies. The online format allowed participants from different schools and regions to come together.

They worked through self-paced materials, joined virtual discussions, and completed collaborative tasks that encouraged them to connect theory with practice. Teachers spoke about how important it was to hear from peers they might never have met otherwise, and how sharing everyday classroom challenges made the learning feel practical and grounded.

As one participant reflected: “The TUTOR online modules allowed me to learn new inclusive strategies and immediately think about applying them in my classroom. The platform was easy to navigate and very engaging.”

Feedback showed that the content was both relevant and practical. Teachers valued not only the learning materials but also the opportunity to be part of a wider community of practice. Following this first successful round, a second edition is planned for the coming months. More teachers and school leaders in Türkiye will have the chance to strengthen their skills and join this growing community of practice dedicated to inclusive education.



Teachers Exchange Ideas and Practices in Antalya -Türkiye Mobility

At the start of July 2025, Antalya welcomed 18 secondary school teachers from Ireland, Greece, Austria, and Türkiye for a week of shared learning. Hosted by SERGED Teaching Academy, the mobility brought the group together to strengthen their skills in inclusive education while also experiencing how diversity is addressed in Turkish schools and communities.

The programme unfolded over five days, mixing workshops, seminars, and school visits. Teachers explored ideas such as Universal Design for Learning (UDL), inclusive pedagogy, and intersectionality — not just in theory but through hands-on activities and conversations. The school visits were a turning point for many. Seeing how the Education Informatics Network (EBA), MEBİ digital tools, and the Ministry of National Education's free textbook initiatives supported learners opened up meaningful discussions about how systemic measures can make classrooms more equitable for students from communities facing socio-economic inequalities.

Just as important as the formal sessions was the collaboration between colleagues from different countries. Teachers worked side by side in mixed groups to co-design lessons, share strategies from their own classrooms, and test out new approaches together. These exchanges created a sense of teamwork that extended beyond national borders. Cultural visits added another dimension, giving participants the chance to experience Türkiye's history and traditions while also reflecting on what intercultural understanding looks like in education.

By the end of the week, participants spoke of greater confidence in designing inclusive lessons and a deeper awareness of the realities their students bring into the classroom. One teacher from Greece summed it up: "This mobility helped me rethink inclusion — it's not only a classroom strategy, but a way of seeing every learner as capable and deserving." Another, from Ireland, added: "The school visits were a highlight – they helped bridge the theory with lived reality."

What stayed with many was not only the content of the training but the sense of solidarity it created. Teachers left Antalya with new ideas and practical skills, but also with stronger connections to colleagues across Europe and a shared commitment to building classrooms where every learner feels seen and supported.



BUILDING COMMUNITY

How the TUTOR Project Inclusive Education programme led to a community of social justice educators in Ireland.

The TUTOR Project Inclusive Education CPD programme was piloted in Ireland in April 2025. Over the course of eight weeks, one hundred and thirty two educators came together online, twice weekly, to dialogue and learn from each other. Classes were an hour long and held on Teams which allowed for the use of break out rooms for small group discussions before coming back to the wider group for a fuller discussion on each topic. Each class was prefaced with a reading or activity from the TUTOR programme materials and a prompt was used for each discussion.

After spending four weeks together during the introduction course, the group was then divided into three, and each educator embarked on a further four weeks in their chosen specialism (Migrants and Ethnic Minorities; LGBTQI+, or Socio-Economic Disadvantage). There was a huge demand, and waitlist, for the socio-economic disadvantage specialism which indicated not only the rising awareness of the systemic and structural barriers but also the recognition for the need for training and practical skills for educators in this area.



Participants in the programme represented every educational sector in Ireland from early childhood education and care to adult education & lifelong learning. Those who delivered training in early childhood and primary education, learned alongside second level teachers, as well as those delivering training in adult literacy, youth reach centres, higher education, adult education, prison services, first responder training, social care and nursing, intellectual disability services, and further education and training centres. It was this spread into all areas of education in Ireland, combined with the geographical spread, which made the programme so engaging and successful. The most common piece of feedback was an appreciation of learning from other people who were working in different sections of the Irish education system that the participants would not normally have the opportunity to talk to. They reiterated many times that they had learned so much from each other and wanted to continue these weekly conversations long after the programme had finished.

There is a strong desire amongst the participants who finished the programme to continue with a community of practice that is online and has weekly or bi-weekly structured conversations around inclusive education and social justice in education. Perhaps that is the next step for the TUTOR project partners? For now, there is a new batch of TUTOR certified trainers to deliver the programme. Keep an eye on the Internationalization Box on the TUTOR website for a list of trainers near you!

This course has sparked a fire in me” – a comfortable week in Maynooth University

On Monday 28th of July, twenty participants from Austria, Turkey, Greece, and Ireland met in the Department of Adult and Community Education in Maynooth University to embark on a TUTOR project mobility study week. The week long study trip aimed to introduce teachers, facilitators, adult educators, and student teachers to the methods and critical theories of Adult Education while examining inclusive education and their place within it.

The week utilised ‘the pedagogy of discomfort’ – best described as learning to be comfortable with being uncomfortable and having uncomfortable conversations in the classroom. It involves connecting the mind to the body and emotions in education and following through with activism. This was used in group discussions, introspection about who they are as educators - what biases or beliefs they hold when walking into a classroom, and the identification and critical examination of structural and systemic oppression experienced by LGBTQI+ communities, Migrants and Ethnic Minority communities, and those experiencing socio-economic disadvantage or who come from communities who have experienced historical socio-economic disadvantage and poverty. For those who had never experienced adult education methodologies before it proved simultaneously challenging (e.g. the lack of answers or solutions can be overwhelming) and extremely rewarding.

Two highlights of the week were noted by a lot of the participants. One was an opportunity to visit Maynooth Post Primary School to conduct a photo-voice exercise. The participants were welcomed by the school staff, and given refreshments and information about the school, before setting off around the school to take photographs of the environment that proved inclusive. The main hallway stood out as an exemplar, as twenty two different national flags were displayed prominently to indicate the different nationalities of the 1,022 students who attend the school, representation of the symbols of all major religions and no religion, and finally the colours of the progress pride flag. Such inclusion in such a pivotal place in the school was thought to be very impressive by our participants.



The second highlight was the hidden costs of education exercise. For this exercise each team was given a different family profile of varying socio-economic statuses, two school lists for books, uniforms, travel, and other costs relating to the return to a new school year for a child attending primary school and a sibling attending secondary school. The teams were given the opportunity to search online or travel about Maynooth town to all of the shops and find out how much everything cost. When they came back together in the afternoon the groups presented what they found. They discussed the toil, and in most cases inability, to balance the household budget; the physical cost of travelling over the town to source what was needed to return to school; and the physical discomfort of being stressed while searching for information and products online. They soon discovered through conversation that the hidden cost of education was more than just the financial costs!

Of course, it wasn't all work! On Monday night we had a wonderful group dinner in a local restaurant. During the week the groups travelled in and out of nearby Dublin to see the old Viking city and the Famine Museum. On Thursday they visited the famous St. Patrick's Chapel in Maynooth, took a historical trip around the South Campus which hosts the St. Patrick's College, and that night attended a traditional music session. The participants really bonded together over the week and exchanged many practices and insights from their own countries. Conversations and knowledge exchanges were critical element of the week which created a space where the participants felt they could discuss anything without judgement. This proved to be the greatest success of the week:

"This course has sparked a fire in me to make a difference, have an impact, and see how inclusion, open thinking, and confidence in the belief that it is ok to say it is not ok when needed."



EUROPEAN COLLABORATION

TUTOR at the Teachers Academies Validation Workshop in Brussels

In late June 2025, Brussels became the meeting point for educators, policymakers, and project partners from across Europe at the Teachers Academies Validation Workshop. Organised by the European Commission together with PPMI, the event gathered a wide range of stakeholders to reflect on the achievements of the Erasmus+ Teacher Academies and to co-create ideas for the future of teacher education and training. Among those present were TUTOR partners AKMI and EVBB, with Victoria Topalidi and Alfred Pallarca contributing actively to the discussions.

The workshop combined plenary presentations with interactive breakout sessions and group work, giving participants the chance to both listen and share. Together, they reviewed the first evaluation findings from the Teacher Academies launched in 2021 and 2022, exchanged experiences from their projects, and explored how different initiatives could connect and complement one another.

One of the central points of the workshop was the validation of PPMI's assessment report. The findings showed the impact of the Academies through surveys, interviews, and desk research. Over 75% of participants described their Academy experience as highly beneficial, and 84% reported improvements in their teaching practices. Strikingly, more than half said their involvement had influenced their decision to remain in the teaching profession — a reminder of how important professional support and networks are for teacher retention and well-being.

The validation process also pointed to areas where the Academies could grow stronger. Participants discussed recommendations for improving collaboration, developing a centralised resource platform, and ensuring that sustainability and inclusiveness remain central to future activities. The need to make resources available across European languages was emphasised, reflecting the diverse communities that Academies serve.

As the day drew to a close, Ulrike Storost from DG EAC underlined the European Commission's commitment to strengthening Teacher Academies as a strategic tool for advancing the European Agenda for Teachers and Trainers. Her words captured the spirit of the event: that the Academies are already a dynamic flagship initiative, with the power to influence both European policy and the daily reality of classrooms.

For TUTOR, taking part in the Brussels workshop was a valuable opportunity to contribute to this dialogue, to share its own experiences, and to strengthen ties with other Erasmus+ Teacher Academies.



COMMUNITY & VOICES

TUTOR Ambassador Spotlight: Fostering Inclusive Education Across Borders

The TUTOR project continues to grow its community of Ambassadors, educators who bring passion, expertise, and vision to the mission of building more inclusive schools. Among the newest to join are two professionals from Greece, whose journeys reflect both dedication to their students and a deep belief in the power of education to open doors.



Alexandra Diamantopoulou

Alexandra Diamantopoulou is a secondary education teacher of French Language and Literature, but her career extends far beyond the classroom. With additional studies in Spanish Language and Culture, Public Administration, and four Master's degrees spanning Educational Management, Intercultural Education, Adult Education, and Historical Source Methodology, Alexandra has built her path around curiosity and commitment. Today she is also pursuing a PhD in Preschool Education at the University of Crete, alongside a specialization in Counselling and Career Guidance. Alexandra works with learners across languages and cultures, supporting them through transitions and encouraging them to see diversity as a strength.

She has been a strong advocate for teacher training and student empowerment, making intercultural and inclusive education a daily practice. Within TUTOR, she brings this vision into her role as Ambassador, helping schools strengthen their leadership and better respond to the evolving needs of their students.

Ioannis K. Linardakis, Director of the 3rd Gymnasium of Kilkis, brings a different but equally powerful perspective. A PhD candidate in Agricultural Science, with Master's degrees in School Psychology and School Unit Management, Ioannis combines academic expertise with hands-on leadership. His work ranges from environmental studies to career guidance, but at the heart of it all lies a focus on student well-being.

As a school leader, Ioannis places well-being, resilience, and future opportunities of young people at the heart of school life. As a TUTOR Ambassador, he works to strengthen student mental health and crisis resilience, promote inclusive and student-centred school leadership, and guide young people in making informed educational and career choices.



Ioannis K. Linardakis

RESOURCES ON INCLUSIVE EDUCATION

A systematic review of research on how initial teacher education prepares teachers for work on discrimination, racism and prejudices in schools

[Learn more](#)

Understanding inclusive education - a theoretical contribution from system theory and the constructionist perspective

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European Journal of Inclusive Education

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INEDU: Inclusive education models for children with migrant background in pre-schools: Handbook for policy makers on Inclusive education policies in preschools

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