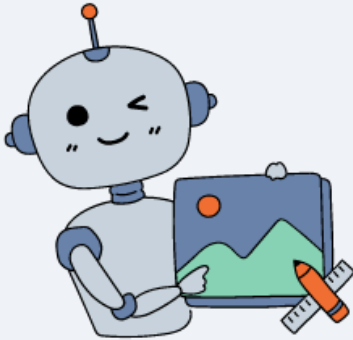


SmartStart Newsletter

Latest news from the SmartStart Teacher Academy



smart start

ERASMUS+
Teacher Academy

Project Updates

SmartStart Academy: Progress Report from WP 3

As we continue our journey toward integrating cutting-edge technology into our educational ecosystem, Work Package 3 has reached several pivotal milestones. Their work is the engine room of our project, transforming high-level pedagogical theories into the practical tools and frameworks that will soon be available to all partners.

Major Accomplishments: The SmartStart Framework

The team is in progress to announce the completion of Curriculum Design (T3.1) and the formalization of the Course Structure for Online Modules (T3.2).

We are social!

Check out our Social Media Presence on [Instagram](#), [Facebook](#) and [LinkedIn](#) to stay updated on project insights, teacher training activities, and the latest developments in AI in education. Join the conversation and discover how SmartStart is shaping innovative and responsible teaching practices.



Central to this achievement is the development of the "SmartStart Framework," a comprehensive guide designed to ensure that AI implementation is both safe and effective.

This framework is not just a syllabus; it is a strategic roadmap. It includes critical modules such as:

- **AI Policy & Ethics:** Building a "trustworthy AI environment" and ensuring "data privacy" in the classroom.
- **Algorithmic Literacy:** Helping educators and students understand how AI shapes digital experiences and how to evaluate bias.
- **Prompt Engineering & Resource Creation:** Practical training on using tools like ChatGPT and Canva to enhance lesson planning and student engagement.

By completing the **Instructional Design & Online Course Creation** document, Group 3 has ensured that our online learning environment will be pedagogically sound, focusing on "Human-Computer Interaction" to optimize how we communicate with AI systems.

In the Works: Scaling Up and Tech Setup

The work doesn't stop with design. Group 3 is currently managing the transition from planning to development. This includes:

- **Curriculum & Online Course Development:** We are currently finalizing the distribution of specific development tasks among our various partners to ensure a collaborative and diverse range of content
- **LMS Platform Installation (T3.3):** The technical backbone of our project, the Learning Management System, is being developed on our servers as we speak.

Navigating Challenges with Transparency

While progress is strong, the team is currently addressing minor technical hurdles regarding the hosting of the LMS platform. However, addressing these "structural imperatives" now is essential to ensuring a system that is "free from effort and easy to navigate" once it goes live—a key factor for long-term user acceptance.

Looking Ahead

WP3's commitment to "integrating AI responsibly into teaching practices" is setting the standard for our entire organization. Stay tuned for more updates about the work packages teams as they begin the full-scale development phase! Thank you WP3 for sharing your progress!

IN PROGRESS

Teacher Voices

UNESCO

Teacher-to-Teacher discussion
(abridged and edited for clarity):

Laura Friday,
a secondary school
teacher at the Inter-
national School of Paris



&



Kevin Mount,
the Mathematics
Department Lead at
the International
School of Paris

... had an exchange on whether AI is reshaping education for the better.

[...]

Mrs. Friday: My initial impression of AI was ... I am out of a job because this device can write an essay better than I can. So how can I sell students on the importance of writing topic sentences and learning grammar rules when this thing can just do it for us? But that mindset, I think, quickly shifted when I actually started playing around with the tools within the context of lesson planning and thinking about how my classroom teaching can be enhanced. So my mindset went from “How will my role change?” in a scary way to “How can I be a better teacher now because of this new emerging technology?”

Mr. Mount: Sure—it’s not about “are you using these tools or are you not using these tools?” Are you using them in the right way? And students who were using them as answer generators were doing poorer than the students who were not using the tools at all. So, we then had a conversation about “How do we use these tools to be that personal tutor?”—and you get to a point where you keep balancing an equation incorrectly, take a screenshot of that equation and say: “Can you explain to me what my mistake is?” Not: “What’s the answer to this math problem?” You’re going to get different outcomes from those two prompts.

Mrs. Friday: [...] I’m becoming more capable at harnessing its potential for good. For example, only recently have I taught kids how to use it as a kind of writing tutor and so I’ve trained them how to use it to coach them in the same way that I would coach them. I’ve taught them how to prompt to get the feedback that I would give to them. That being said, I do worry that the over reliance on the tool means that we’re not grappling with complex texts in the way we did like pre-ChatGPT. They used to read SparkNotes, but now they have this tool that can summarize for them. Reading carefully has been on the decline for many years and so that’s one fear that I have: How can we continue pushing kids to read complex, challenging texts on their own and—again—use AI as a thought partner, not a replacement for the reading and struggling process itself.

Mr. Mount: And that kind of reminds me: I was reading the UNESCO competency framework and one of the key points was that it is fundamental that schools recognize that if we as educators can't model how to use these tools well, we are setting our students up for failure. We all have to learn how to use them. I mean ... you were talking about building critical thinking skills. The World Economic Forum puts out the jobs report every two years and the two top skills that companies are saying that students need in school are critical and creative thinking skills. So, how can we use these skills at the top of that bracket?

[...]

Watch the full discussion on the UNESCO YouTube Channel:

<https://www.youtube.com/watch?v=EEbGYRW7feM>

Training & Events

Learning Technologies: 28./29.04.2026

The Learning Technologies Conference brings together L&D leaders and experts to explore the future of workplace learning and turn innovation into practical, results-driven solutions.

The 2026 event helps you stay ahead by tackling AI, skills development, and sustainable learning cultures.

contact: ltconference@closerstillmedia.com

Short Project Update

Meeting of Project Leads

On March 25, the leads of all the work packages of the SmartStart project had a digital meeting to chart the start forward, make adjustments as needed, and ensure that every work package has what it needs to continue working on the future European Teacher Academy.

