



## 3<sup>rd</sup> TEACHERS' FORUM OF THE EUROPEAN SCHOOLS 2026

13<sup>th</sup> – 14<sup>th</sup> April 2026 | Riga, Latvia

### Call for Applications

**Deadline for submission:** 23<sup>rd</sup> of January 2026

### CONTEXT AND GENERAL OBJECTIVES

The Teachers' Forum of the European Schools (TFES) is an initiative launched under the Italian Presidency of the European Schools (2023–2024). The first Forum was held in Parma (Italy) in 2024, and the second in Nicosia (Cyprus) in 2025. The Forum was initiated in response to the European Parliament's resolution on the system of European Schools (*12<sup>th</sup> of September 2023*), which highlighted the importance of teachers' professional development for high-quality education and the European Education Area. The 3<sup>rd</sup> Teachers' Forum of the European Schools (TFES 2026), hosted by Latvia in Riga on 13<sup>th</sup> -14<sup>th</sup> April 2026, will contribute to strengthening this professional learning event within the European Schools systems, while also supporting the priorities of the Latvian Presidency.

The TFES provides a unique collaborative platform for dialogue, professional development, and exchange of practices. It brings together teachers and school leaders from across Europe to share experiences, explore innovative teaching approaches, and strengthen both professional motivation and wellbeing. The TFES 2026 will particularly focus on the wellbeing of teachers and pupils, including new teacher induction and pastoral care, emphasizing the need for increased social, emotional, and inclusive support in schools. Participants will also explore together how educational data and research can inform classroom practice and policy, and how European values and active citizenship can foster belonging and community engagement. By combining professional development, practical sessions, and networking opportunities, the Forum will enhance the European Schools learning community and will contribute to the continuous growth and innovation of the European Schools system. At the same time, the event will advance the implementation of the priorities of the Latvian Presidency.

### SPECIFIC OBJECTIVES

The 2026 Teachers' Forum of the European Schools (TFES 2026), under the theme **“From Wellbeing to High-Quality Learning: Growing Together in Education!”**, is structured around three thematic pillars approached within the plenary sessions of the event:

1. **Teachers' and Pupils' Wellbeing for Building Quality Education** – Sharing experiences, initiatives, and strategies that foster the social, emotional, and academic wellbeing of both pupils and teachers, including promotion of social and emotional learning, mentoring and support for new teachers and staff, and creating positive, inclusive, and safe learning environments that directly contribute to quality education and pupils' success.

2. **Data in Education: Between Theory, Policy, and Classroom Practice** – Exploring how education and wellbeing data from international and school-level sources can be collected, interpreted, and applied in the classroom to enhance teaching decisions, monitor learning, support teacher development, and strengthen the overall school environment. A special focus is on exploring the role of AI tools and resources in enhancing evidence-based classroom practices and promoting a more personalized learning environment.
3. **European Values in School Culture: from Belonging and Inclusion to Community Engagement** – Promoting practical approaches that foster inclusion, active citizenship, and a strong sense of belonging, while encouraging both pupils and teachers to actively participate in building a supportive and engaged school community.

All these areas are at the core of the new Mission and Vision ([2025-02-D-1-en-6.pdf](#)) of the European Schools and the Forum offers an invaluable opportunity to facilitate meaningful discussions steered by this document. Through various formats of idea exchange, including keynote speeches, panel discussions, working groups, World Café sessions and the poster exhibition, TFES 2026 will allow participants to explore these themes, while providing practical insights and strategies that can be implemented in schools and classrooms, and supporting the implementation of the Latvian Presidency's priorities.

## **TARGET AUDIENCE**

The event aims to bring together educators, teachers, school directors, deputy directors, representatives from the Office of the Secretary-General and inspectors from nursery, primary, and secondary cycles within the European Schools system, as well as their counterparts from the Latvian education system. It also invites representatives from higher education institutions involved in teacher education.

Participation is also expected from national education authorities, policymakers, and other international partners who can share experiences and good practices from different educational systems, supporting teacher professional development, wellbeing in education, and the implementation of innovative teaching and learning practices.

## **WORKING LANGUAGE**

The plenary sessions of TFES 2026 will be held in both Latvian and English, with simultaneous interpretation available. Working groups and World Café sessions will be in English, without interpretation in Latvian.

## **SUBMISSION OF APPLICATIONS**

TFES 2026 places teachers at the centre of the event. In line with the Presidency's motto – *Wellbeing. Wisdom. Growth.* – education professionals are invited to share promising practices, innovative teaching ideas, and class- or school-wide initiatives that support teacher and pupil wellbeing, promote effective use of educational data to enhance teaching and learning, and foster inclusive school culture grounded in European values and active citizenship.

Participants are invited to apply for any of the three formats: **Workshops, World Café stations, or Poster Exhibition.** **Applicants may submit proposals for multiple formats but will only lead or present in one.** Therefore, they should indicate their preferred choice in the application process.

### **1. APPLICATIONS FOR THE WORKSHOPS - “Shared Wisdom”**

Participants are encouraged to submit proposals connected to one of the following three thematic series of workshops:

### 1.1. Teachers' and Pupils' Wellbeing for Building Quality Education.

Workshops in this session focus on initiatives and strategies that support both teacher and pupil wellbeing, recognizing that wellbeing enhances learning achievement, educational quality, motivation, and engagement. Proposals should demonstrate practical ways to foster wellbeing, provide pastoral care, and support pupils' and teachers' personal, social, and academic development.

*Proposals may focus on one or more of the following areas:*

- Creating safe, positive, and inclusive learning environments that foster trust, belonging, and psychological safety.
- Supporting pupils' social and emotional development, including emotional intelligence, resilience, self-awareness, healthy relationships, and personal growth.
- Embedding pastoral care and wellbeing practices into daily school life, classroom routines, and curriculum.
- Developing pupils' and teachers' collaboration, communication, and teamwork skills, including activities involving cooperation between different language sections to build a stronger school community.
- Promoting teacher wellbeing through mentoring, peer support, induction programmes for new teachers, and systems that help staff manage workload and stress.
- Developing school values and community engagement, encouraging respectful relationships, responsibility, and active participation in school life.
- Implementing practical strategies to boost motivation and engagement for both pupils and teachers, contributing to better learning outcomes and a positive school culture.

### 1.2. Data in Education: Between Theory, Policy, and Classroom Practice

Workshops in this session focus on practical ways teachers can use educational and wellbeing data to enhance classroom practice, support pupil learning, and inform school-level decisions. Proposals should demonstrate how data can be collected, interpreted and applied in everyday teaching to improve outcomes and promote a supportive learning environment. Workshops are expected to be interactive and provide concrete examples that teachers can implement directly in their schools.

*Workshop proposals may focus on one or more of the following areas:*

- Using pupil surveys, feedback forms, and wellbeing questionnaires to monitor learning, motivation, and social-emotional development.
- Applying assessment and evaluation data to inform teaching strategies and differentiate instruction.
- Collecting and analysing classroom observations to improve lesson planning and student engagement.
- AI tools and resources for enhancing evidence-based classroom practices and promoting a more personalized learning environment.
- Utilizing school- or system-level data to identify trends, gaps, and areas for targeted support.
- Supporting professional reflection and peer learning through evidence-based discussions.
- Meaningful use of external assessment data in the classroom (for example, PISA for Schools).
- Translating policy or research findings into practical strategies that can be applied in multilingual and culturally diverse classrooms and policy learning within schools.

### 1.3. European Values in School Culture: From Belonging and Inclusion to Community Engagement

Workshops in this session focus on practical ways to build inclusive, engaged, and European values-based school communities. Proposals should demonstrate how schools can foster a sense of

belonging, encourage active participation, and integrate European values and active citizenship into everyday school life, while highlighting how these values contribute to pupils' and teachers' wellbeing. Workshops are expected to be interactive and provide concrete examples that can be applied across different language sections and culturally diverse school contexts.

*Workshop proposals may focus on one or more of the following areas:*

- Teaching and learning practices creating safe, positive, and inclusive environments that foster trust, belonging, and respect for diversity.
- The importance of attitudes in a competence-based European Schools curriculum
- Encouraging pupils' collaboration and active participation, both within classrooms and across different language sections.
- Strengthening school values and community engagement initiatives, embedding European values and active citizenship into everyday practices, and demonstrating their positive impact on wellbeing.
- Supporting pupils' social and emotional development, including resilience, self-awareness, healthy relationships, and personal growth.
- Classroom practices enhancing the learning profile of the European Schools pupils, as defined in the Mission and Vision document.
- Developing critical thinking, digital literacy, media literacy, creativity, and AI-awareness skills, promoting informed decision-making, problem-solving, and responsible participation in a multicultural and digital world.
- Building globally aware, culturally respectful, and cohesive school communities through practical strategies and inclusive practices.

In each of the three workshop series, five workshops will be presented, each lasting 70 minutes. Collaborative workshop proposals, submitted by a team of contributors, are also encouraged.

In order to submit an application, all potential participants are required to complete a Workshop Proposal Form (please see page 5). Proposals should be submitted in English and **must include all relevant information:**

- 1) Workshop title
- 2) General outline and description of the workshop (up to 500 words)
- 3) Main objectives and intended learning outcomes
- 4) Facilitator(s) contact details and a short biography (1 - 3 people)
- 5) Practical requirements, if any (E.g.: audio-visual support, room layout)
- 6) Abstract (maximum 150 words)

## **2. APPLICATIONS FOR THE TEACHERS' EXHIBITION OF POSTER PRESENTATIONS – “Shared Joy of Success”**

Teachers are invited to share best practices and innovative teaching ideas related to the three thematic series described in the “Applications for the Workshops” section. Proposals can be presented in the form of one or two A1-sized posters. Posters should be in English and combine both text and visuals to clearly communicate the idea, initiative, or project. The exhibition aims to highlight practical examples that can inspire colleagues and support the exchange of knowledge and experience across schools and language sections.

Posters will be displayed on stands in paper format throughout both days of the Forum. Teachers will have the opportunity to discuss and share their ideas with colleagues during coffee breaks, as well as in a dedicated poster session on 14<sup>th</sup> of April at 12:00. The poster exhibition is designed to facilitate practical exchange and discussion of ideas among teachers across schools and language sections.

A total of **10 - 15 posters** will be selected for the exhibition. Applicants are required to complete the Poster Proposal Form (please see page 5). Proposals should be submitted in English and **must include all relevant information**:

- 1) Title of the poster
- 2) General outline and description of the success story being shared (up to 300 words)
- 3) Exhibitor(s) contact details and a short biography (1–2 people)
- 4) Practical requirements, if any (E.g.: display format, materials needed)

### 3. APPLICATIONS FOR THE WORLD CAFÉ SESSIONS – “United in Diversity”

Teachers are invited to participate in the World Café sessions, which are interactive, discussion-based activities where participants share experiences, ideas, and practical strategies. The World Café will have **10 stations**, each lasting 20 minutes, allowing participants to rotate between topics and engage with different groups.

Proposals should align with one of the Forum’s three thematic series, as described in the “Applications for the Workshops” section.

World Café proposals are expected to focus on practical, hands-on approaches that can be applied in multilingual and culturally diverse school contexts. Each station should encourage active discussion, exchange of ideas, and sharing of concrete examples that are relevant and adaptable across different schools and language sections.

Collaborative workshop proposals, submitted by a team of contributors, are also encouraged.

Applicants are required to complete the World Café proposal Form (see page 5). Proposals should be submitted in English and **must include all relevant information**:

- 1) World Café session title
- 2) General outline and description of the World Café session (up to 500 words)
- 3) Main objectives and intended learning outcomes
- 4) Facilitator(s) contact details and a short biography (1 - 3 people)
- 5) Practical requirements, if any (E.g.: audio-visual support, room layout)
- 6) Abstract (maximum 150 words)

### APPLICATION DEADLINE

All submissions must be received no later than Friday, **23<sup>rd</sup> of January 2026 by 16:00 CET**.

### SUBMISSION OF PROPOSALS

Proposals shall be submitted by completing the form via the following link:

- For the **Workshop** proposal form click here: [WORKSHOP Proposal Form](#)
- For **Poster Presentation** proposal form click here: [POSTER Presentation Form](#)
- For the **World Café** proposal form click here: [WORLD CAFÉ Proposal Form](#)

Submissions received by the deadline will receive a notice of confirmation of receipt.

### SELECTION OF THE WORKSHOPS

All submitted proposals will be reviewed by the appointed Selection Committee. The selection of the workshops will be based on the following criteria. Each criterion will be scored on a scale of **1 to 5**, where **1 = Very Low** and **5 = Excellent**.

#### 1. Relevance to TFES 2026 Themes and Presidency Priorities

Proposals should clearly align with the Forum's thematic series and reflect the priorities of the Latvian Presidency.

**2. Contribution to Professional Development and Practical Applicability**

Proposals should provide practical, actionable strategies that teachers can implement in their classrooms and schools, supporting both teacher and pupil wellbeing.

**3. Clarity, Coherence, and Workshop Design**

Proposals should present clear objectives, structured content, and realistic workshop plans, ensuring that activities and outcomes are well-aligned and feasible within 70 minutes.

**4. Innovation and Added Value for the European Schools Community and EU education systems**

Proposals should demonstrate creative or evidence-informed approaches that enrich the shared practice and knowledge within the European Schools community.

**5. Engagement, Interactivity, and Diversity of Methods**

Workshops should actively engage participants through varied methods (discussion, reflection, hands-on tools, collaborative activities), fostering meaningful interaction and shared learning.

Each proposal will receive a final score from the reviewers. All submitted proposals will be ranked according to their evaluation score. The top 15 proposals will be notified by e-mail no later than **Wednesday, 4<sup>th</sup> of February 2026**, and the list of selected workshops will be published on the website: [www.izm.gov.lv/TFES2026](http://www.izm.gov.lv/TFES2026). In the event of a withdrawal by a selected participant, the ranking order will be followed. If a proposal is not selected as a workshop, the organizers may offer it for presentation in a World Café session or in the Teachers' Exhibition poster format.

## **SELECTION OF THE TEACHERS' EXHIBITION POSTERS**

All submitted poster exhibition proposals will be reviewed by the appointed Selection Committee. Each poster will be evaluated using the following four criteria. Each criterion will be scored on a scale of **1 to 5**, where **1 = Very Low** and **5 = Excellent**.

**1. Relevance to TFES2026 Themes and Presidency Priorities**

Strong relevance means the success story clearly reflects one or more key themes: wellbeing, pastoral care, induction, data use, or change-making.

**2. Quality and Clarity of the Success Story**

The story should be compelling, coherent, and clearly describe a meaningful achievement with evidence of impact.

**3. Transferability and Practical Use for Other Schools**

The exhibit should provide concrete ideas, tools, or approaches that other schools can adopt or adapt.

**4. Creativity and Presentation Value**

The exhibit should be visually or conceptually appealing, well-structured, and present the story in a clear and original way.

Selected posters must be hand-delivered and installed by the responsible teacher or designated school representative. If needed, the Latvian Presidency can arrange printing of the poster in A1 format, provided that the print-ready file is submitted at least three weeks before the event.

All selected presentations will be notified by e-mail no later than **Wednesday, the 4<sup>th</sup> of February 2026**, and the list of selected workshops will be published on the website: [www.izm.gov.lv/TFES2026](http://www.izm.gov.lv/TFES2026)

## **SELECTION OF WORLD CAFÉ SESSIONS**

All submitted World Café session proposals will be reviewed by the appointed Selection Committee.

Each World Café station will be evaluated using the following five criteria. Each criterion is scored on a **1–5 scale**, where **1 = Very Low** and **5 = Excellent**.

**1. Relevance to TFES 2026 Themes and Presidency Priorities**

The station should be clearly linked to the Forum's thematic series. Strong relevance means the topic clearly fits the activity.

**2. Clarity of the question or topic that guides the discussion**

The discussion question should be clear, focused, and engaging, designed to spark meaningful dialogue within the 20-minute session. A well-defined question ensures active participation and productive conversation.

**3. Contribution to Collective Insight and Shared Learning**

The station should generate new perspectives, collaborative insights, or actionable ideas that can be useful for the European Schools community.

**4. Engagement and Inclusive Participation**

The station should encourage participation from all attendees and accommodate diverse viewpoints. Methods or tools used should support active and inclusive discussion.

**5. Feasibility and Suitability for a 20-Minute Session**

The planned activity should be achievable within 20 minutes, well-paced, and realistic for the World Café format.

The 10 selected sessions will be communicated to the responsible teacher or designated school representative by e-mail no later than **Wednesday, the 4<sup>th</sup> of February 2026**. The list of confirmed World Café sessions will also be published on the website: [www.izm.gov.lv/TFES2026](http://www.izm.gov.lv/TFES2026).

## SELECTION COMMITTEE

### Members

#### **Chair:**

- Dr. Inese Stūre, Senior Expert, Ministry of Education and Science

#### **Members:**

- Dr. Anžela Jurāne-Brēmane, President of the European Schools Baccalaureate 2026
- Ms. Sarmīte Dīķe, European Schools Inspector (Primary Cycle), Deputy Director of the Quality Assessment Department, State Education Quality Service
- Ms. Elita Račiņa, European Schools Inspector (Secondary Cycle), Senior Expert, Ministry of Education and Science
- 2 representatives from the State Education Development Agency
- 2 representatives from the University of Latvia

Information on evaluation criteria and the composition of the Selection Committee will also be available on the website: [www.izm.gov.lv/TFES2026](http://www.izm.gov.lv/TFES2026)

## CONTACT INFORMATION

For any questions before the submission deadline, please contact the Latvian Presidency of the European Schools at: [LVpresidency@izm.gov.lv](mailto:LVpresidency@izm.gov.lv).