



*Guidelines to attend the  
Training course and to  
implement the pilot of  
the 2SMILE project*

2SMILE

–  
*Community Based Resource  
Centre for School System to  
Address Behavioural Challenges*



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# Introduction

The guidelines that follow are intended for project staff and teachers who will attend the teachers training course and will deliver the pilot based on a student-centered learning theory and learning outcomes approach. The objective is to provide guidance and clear instructions on how to follow the online course and how to use the resources and tools throughout the pilot.

The guidelines consist of three parts: 1. a timeline for all the activities.; 2. a description of the activities and steps that must be delivered; 3. a list of all resources that will be available on the online 2SMILE management platform.

# The 2SMILE project

Over the past ten years the European Educational Systems has seen a shift towards the implementation of a LEARNING OUTCOMES approach. Valuing what learners knows, understand and capable of achieving – irrespective of how, when and where this learning takes place – is now seen as an effective way to promote active learning and inclusive teaching. However, the focus so far has been primarily on VET and Higher Education.

Our **2SMILE "COMMUNITY BASED RESOURCE CENTRE FOR SCHOOL SYSTEM TO ADDRESS BEHAVIOURAL CHALLENGES"** aims to address this by taking such an approach into the world of compulsory education. The main purpose for this would be to target youth at high risk of abandoning education (or those who already have), early school leavers or those with low attainment. The project focuses on youths from disadvantaged and at-risk backgrounds - displaying violent and risky behavior - as well as youths known to juvenile justice and/or the social protection system. By setting our project around the theory of student-centered learning, we believe that a fundamental change in the learning process can be achieved. For teachers, is about delivering a curriculum built on knowledge, skills and competences that learners can acquire through an interdisciplinary approach. It is also important to set up a more flexible design for learning programs, tailored around learners' needs. Lessons need to be innovative, reflecting personalized pedagogies and assessment procedures. For learners, there needs to be an outcome-based curriculum, a profile assessment that enforces a compromise and engagement in a "user-friendly" educational "environment" that calls for active learning as a key element for success.

Following on from this, one of the main tools and resources within the 2SMILE project is a "Learning Kit" that will provide a comprehensive framework for the delivery of this training course for teachers. Our Learning Kit promotes the necessary set of skills for adopting an education model based on student-centered and outcomes-based learning approach.

This teacher training course aims to provide a training path and curricula to be implemented in classrooms. Complementary to the curricula, the path will incorporate a self-assessment tool for teachers that enables them to identify their own strengths and to raise awareness for the special competencies necessary when teaching disadvantaged learners using a student-centered learning approach. Based on the results of the self-assessment, the learning kit will then be able to point teachers to appropriate resources for them to consider and use. In addition, this training will serve as a roadmap for teachers to pilot our model.

## First part: the timeline

### *Training course:*

**Duration:** 4 weeks.

**Start:** March 9.

**1° step** - Self-assessment – Duration: 1 week.

**2° step** – Module 1 - Duration: 1 week.

*1° webinar to be carried out at the beginning of the week (the webinar will be available throughout the day, from 10:00 to 17:00 hrs.).*

**3° step** – Module 2 - Duration: 1 week.

*2° webinar to be carried out at the beginning of the week (the webinar will be available throughout the day, from 10:00 to 17:00 hrs.).*

**4° step** – Module 3 - Duration: 1 week.

*3° webinar to be carried away at the beginning of the week (the webinar will be available throughout the day from, 10:00 to 17:00 hrs.).*

**5° step** – Badge Wallet Assessment (the assessment will be carried out through tasks that will be available through the Badge Wallet).

### *Pilot:*

**Duration:** 4 months.

The pilot will start 1 one week after the completion of the training course.

During the pilot, an assessment will be carried out based through the Badge Wallet and a focus group.

The Badge Wallet assessment will be taking place by week (7 weeks) and the focus group during last week of the pilot.

## Second part:

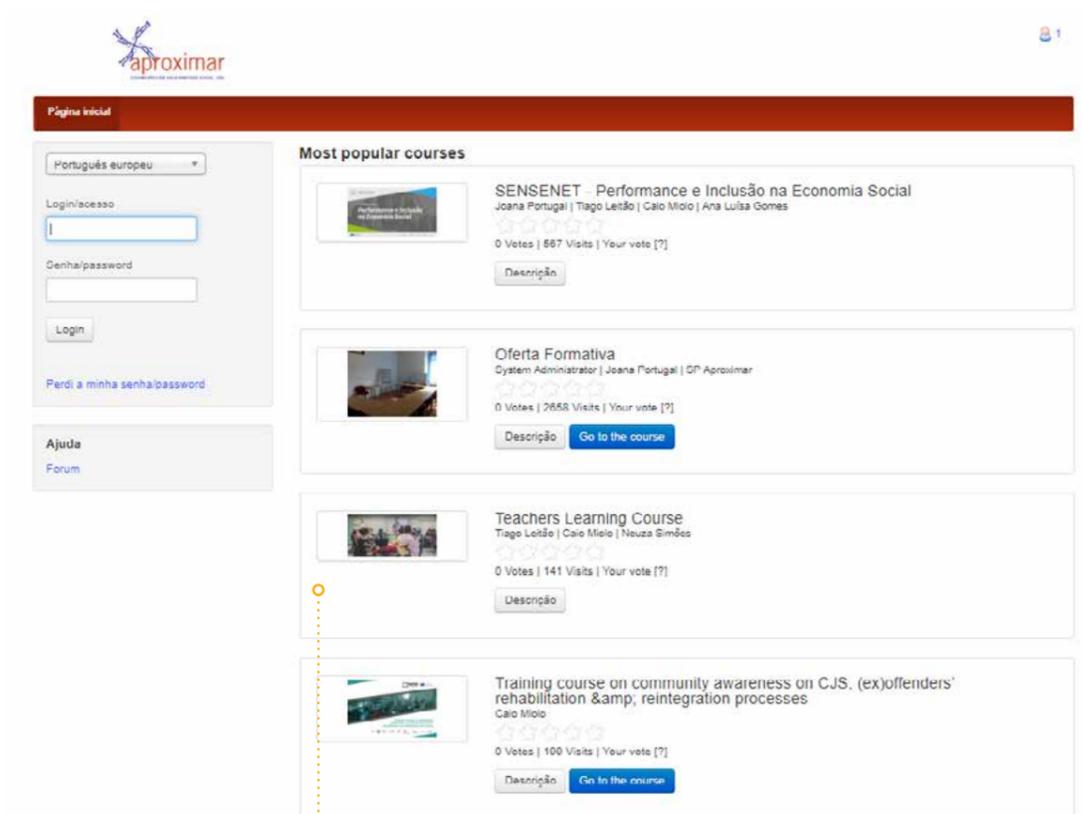
### *the activities to be carried in the course and pilot*

The process that encompasses the training course and the implementation of the pilot in the classrooms requires teachers attending the course before implementing the pilot. The training course is meant for teachers who have attended the STJST in Italy (although the recruitment of other kinds of teachers may be at the discretion of the project partners) and will last 1 month. The pilot implementation will be carried out by the teachers who have attended the training course. To achieve this, a number of steps are necessary.

### 1. Accessing the online training platform

The 2Smile project partner responsible for the eLearning platform will enlist the teachers and provide them user access. The same partner will also provide fellow partners access to the platform in order for them to enlist their own teachers. The platform is accessible by clicking [here](#).

When accessing the link above, the users will have a screen (as shown below) where the user and password will be asked.

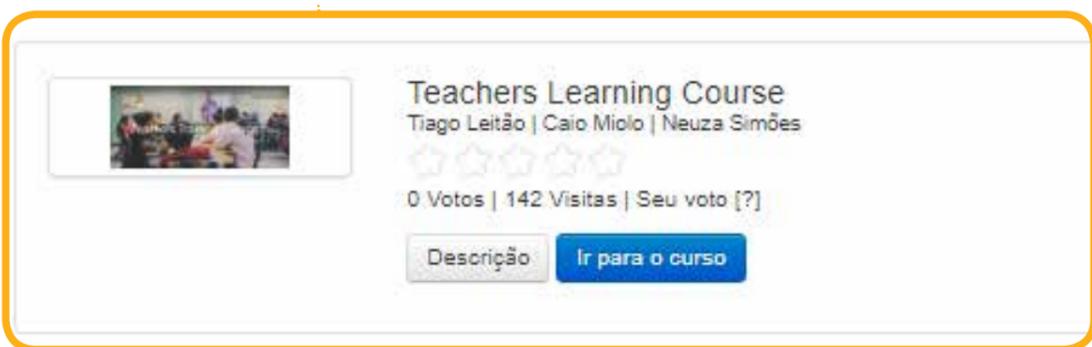


On opening the link above, users will see the platform access page: Having provided the correct credentials, username and passwords, users will then be able to access the training course - see below.



Welcome to the 2Smile - Teachers Training Course

Within the training course section, users will have access to the learning path and all the available materials and resources, as shown below.



On opening the link above, users will see the platform access page: Having provided the correct credentials, username and passwords, users will then be able to access the training course - see below.



## 2. Tasks to be undertaken during the training course

### a. Self-assessment

In order to formulate a better understanding of users' skills in relations to student-centered practices a **self-assessment** must take place. This aims to identify your skills, those of the schools and the communities as well as raise awareness for special competencies necessary for a student-centered approach.

The **self-assessment** enquiry is available on the online platform and by clicking [here](#).

You can access this link by clicking the **'Links'** icon from on the main menu and by accessing when inside the link self-assessment.

*The **self-assessment** needs to take place within a week at the start of the course.*



### b. Learning path - the modules

To begin the learning path module (3 weeks, 1 module per week) users must click the icon **Learning path** as shown below.



Title	Publication date	Expiration date	Progress	Authoring options
Teachers Training Course Chamilo	February 21, 2020 at 08:00 AM		0	

Once inside the learning path, the **teachers training course** will become available and will show three modules:

1. The theory and practice of student-centered based learning;
2. Adapting the national curricula to the concept of student-centered based learning;
3. Adapting the student-centered based learning to a class or cohort of kids.

The expected time to go through each module is one week. The attendance to each module is sequential meaning that users must progress from 1 to 3.

### c. The webinars

Throughout the training course and three webinars will be available. These will be delivered with GoToMeeting and available through an icon marked Webinar 1, 2 and 3 (each referring to the corresponding module). The purpose of the webinars is to support users with the aims of the modules, support materials and pilot implementation.

### d. Ongoing assessment - The badge Wallet certification and focus groups

Throughout the training course and pilot a set of assessments will take place. The first assessment will take place through the initial self-assessment. Following this, and during last week of the training course (module 3), another assessment will be carried out through to the pilot, as shown in the timeline above.

There will be 2 assessment methods carried out with the help of an online tool: **Badge Wallet**; and by delivering two focus groups for teachers and learners.

An assessment made with the **Badge Wallet** will take place throughout the training course and pilot. It will include 8 tasks. The first will take place within the training course, during its fourth week, with the other seven during the pilot.

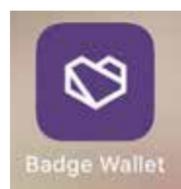
Following completion of 8 tasks, a YOUTHPASS certificate will become available by clicking [here](#).

The assessment to be carried by the focus groups, will be made with the support of the 2Smile staff from each partner country. The structure and methodology will be presented during the course of the pilot.

There are two options to access the **Badge Wallet**. The link on the online platform that will be available in links as **Badge Wallet** and by clicking [here](#), or as a direct download of the app as detailed below:

To access the app, there are 2 options described below:

1. Downloading in the smartphone either in google play or apple store the badge wallet application (see the image below). After downloading the app, open it using the same email address that was used to access <http://aproximarcapacita.pt/learning/index.php>. You will then receive an email asking you to confirm the registration. Following this step, you will then be able to access the application using your email and chosen password. Inside the application you will find missions/tasks to perform. Click on the icons to start the assessment.



2. To access the Badge Wallet from the website go to (the link is provided on the online platform): <https://www.badgecraft.eu> register with the same email you use to access the training and choose a password. You will then receive an email to confirm the registration. As soon as you do this, enter your own area of the website where you will find the missions. **Click on them to begin!**



### e. The pilot

As the final step of the process, the implementation of the pilot in classrooms will take place. This aims to test the validity of a student-centered approach and to provide feedback regarding its effectiveness. The **pilot implementation in the classroom** will start one week after the completion of the training course and will occur through a period of 4 months. The pilot will be delivered with a selected group of learners identified by teachers and will put in place the theory, practices and materials provided during the training course.

The pilot should be conducted in 1 to 2 classes and the selected learners will always depend on the number of learners in the class.

Through the pilot an assessment will be made through the **Badge Wallet** and by delivering two focus groups as detailed above.

Throughout the implementation of the pilot, meetings will be held between teachers and the national partners in order to support the ongoing process. The number of meetings and schedules will be set by each national partner according to specific needs in each country.



### Third part: Resources and materials

A group of resources and materials will be made available through the eLearning platform. These resources serve two purposes:

1. To provide a clear understanding of what is and what's to be done through the pilot given the student-centered learning approach - this is the case of

the learning kit, which provides a guide in itself to understand the theory (first part) and practical instructions on how to deliver and implement the approach (second and third part);

2. To provide materials to support the activities carried through the pilot.

The materials made available are to be applied by teachers to their learners. The sequence for the application, to be made throughout the pilot implementation is detailed in the modules and the kit. The materials, according to its form, are either to be completed by the learner or teacher. The objective of the materials, given each of its purpose, is to obtain more information from learners/parents/families.

All will be available on the online platform as case materials relating to each specific module. The steps and sequence in which the materials are to be applied are explained in each of the modules. Each of these steps should be respected, however, the use of the materials should be at the discretion of the teachers according to their context (number of learners, time of the pilot, etc.).

In the webinars, the specific usage for each material and the modules will be discussed.

In the table below, the materials are listed according to the module, their characteristics, purpose and usage:



**Materials to use for the Module 2 - Adapting the national curricula to the concept of student-Centered based learning**

Name	Short description	Type
<b>Assessment tool (it's divided in 8 tools and 2 guides)</b>	<p>Lists, in the form of questions the information that must be gathered by the teacher/educator, to assess the initial and previous educational situation of the learner.</p> <p><b>Target:</b> learners.</p> <p><i>*Different examples will be provided.</i></p> <p><b>The tools:</b></p> <p>A0_Assessment_Tool (to be filled by the learner);</p> <p>A1_ASSESSMENT_TOOL_STUDENT_LOGO (to be filled by the learner);</p> <p>A2_ASSESSMENT_TOOL_STUDENT_LEARNING (to be filled by the learner);</p> <p>A3_ASSESSMENT_TOOL_STUDENT_LEARNING_WELL (to be filled by the learner);</p> <p>A4_ASSESSMENT_TOOL_LEARNING_OPTIONS (to be filled by the learner);</p> <p>A5_ASSESSMENT_TOOL_SELF PORTRAIT (to be filled by the learner);</p> <p>A6_ASSESSMENT_TOOL_OTHERS PORTRAIT (to be filled by the learner);</p> <p>A7_ASSESSMENT_TOOL_COMPETENCES (to be filled by the learner).</p> <p><b>The guides:</b></p> <p>G1_Guide_ON_COMPETENCES (to be filled by the learner);</p> <p>G2_Guide_ON_COMPETENCES (to be filled by the learner).</p>	Word template/form

<p><b>Interview script</b></p>	<p>Lists, in the form of questions the information that must be gathered by the teacher educator, to assess the family and social situation of the learner and to provide a clearer insight into its emotional and behavioural attitude towards learning.</p> <p><b>Target:</b> learners and parents.</p> <p><b>The Script:</b> Script_Interview (to be filled by the teacher).</p>	<p>Word template/form script</p>
<p><b>Learning outcomes framework</b></p>	<p>Provides a framework to establish the learning outcomes/goals that must be achieved, given the course/ area of study curricula and the initial assessment of the learner.</p> <p><b>The framework:</b> Learning_Outcomes_Framework (to be filled by the teacher).</p>	<p>Word template/table</p>
<p><b>Assessment matrix</b></p>	<p>Provides a matrix for the indication of the criteria/skills/competences that will be assessed throughout the learning process and a scale to evaluate the completion of each item.</p> <p><b>The matrix:</b> Matrix_Criteria_Evaluation (to be filled by the teacher).</p>	<p>Word template/table</p>

**Materials to use for the Module 3 - Adapting the student-Centered based learning to a class or cohort of kids**

Name	Short description	Type
<p><b>Learning plan</b></p>	<p>Provides a plan where the learning outcomes, didactical and pedagogic strategies and measures adopted, progression of the learner through the process, both in terms of commitment and school achievement, will be described, as well as the results obtained throughout each phase of the process.</p> <p><b>The plan:</b> L1_Learning_Plan (to be filled by the teacher); L2_Learning_Plan (to be filled by the teacher).</p>	<p>Word template/form</p>
<p><b>Statement of commitment</b></p>	<p>Provides a description of the learning outcomes for the learner and a statement of his and his parents commitment to its achievement.</p> <p><b>The statement:</b> S1_Statement (to be filled by the teacher and learner); S2_Statement (to be filled by the teacher and learner).</p>	<p>Word template</p>

