



Transnational Pilot Report

2SMILE

Community Based Resource Centre
for School System to Address
Behavioural Challenges



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1. Introduction

1.1. Pilot's objectives

With regards to the Intellectual Output 3 of this project, the partnership delivered three activities (A1, A2, and A3).

A1: following training around the Learning Kit, teachers developed a plan for the implementation of the student learning activities in classrooms. A2: with the development of the plan, the teacher then implemented curriculum planning practices, pedagogy and assessment methods to support a student-centric approach. A3: throughout the pilot, the process and the methods applied from the Learning Kit as well as the outcomes and results achieved were monitored. This allowed us to assess the progress of the implementation of the model.

The partnership planned to pilot through the assistance of teachers and classrooms. The set of tools and processes previously encompassed in the Learning Kit were delivered to teachers and educators during the training course. This helped determine results and outcomes of the implementation of the Student-Centred and Outcomes-based Learning approach.

The concept of Student-Centred Learning shifts students' attention from passive receivers of information to active participants. What students learn, how they learn it, and how their learning is assessed and driven by individual student's needs and abilities.

According to this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience. The learning environment supports positive interactions among learners and provides a supportive space in which the learner feels appreciated, acknowledged, respected, and validated. The learner has the power to master their world through the natural process of learning.

Six (6) pilots were conducted in each partner country which devised specific exercises designed to capture the reality of implementing concepts reflecting the student-centred approach. They helped provide an insight and a clear assessment around its deployment, teacher's progress and student's achievements, thus allowing for improvements of the model where necessary.

This process involved consultation with the students, furthering understanding of learning outcomes, social dimension, learning environment, etc. Such a process was designed to make students more active when acquiring knowledge and skills, whilst at the same time becoming more aware of what and why they were participating to.

1.2. What is this report about?

This report will address the results collected from the implementation of the pilots delivered in partner countries. First, we will describe the quantitative and demographic data collected from teachers in each country. We will then report the results from the pilot implementation, again, in each country. The report will conclude with an analysis assessing as to whether the initial objectives were achieved; whether the results meet what we set out to achieve, by analysing the quantitative results and the implementation of the pilots.

The following report consists of a compilation and analysis of the feedback and comments received by all the national reports in each partner country. These include all the information from teachers who applied the project approach, methodologies and tools to their students.

2. Implementation of the pilot by partner countries - results

2.1. Quantitative and demographic data



Ireland

Project partner *Instruction and Formation* cooperated with five classes from De La Salle College Secondary School, Educate Together Secondary School, Stepside and Rockbrook Secondary School. The pilot was implemented in classes of Geography, Ethics; S.P.H.E. (Social, Personal and Health Education), Tutor time and Guidance Class. Two teachers and 140 students from 1st and 4th year, aged between 12-16 years. They had various levels of special educational needs, ranging from dyslexia to autism, as well as a range of Additional Educational Needs (AEN) ranging from dyspraxia, ADHD, and mild learning difficulties.

The students came from various socioeconomic backgrounds with varying levels of stability/support from their home environment. The majority of students were on the continuum of support level 1, however, some were on level 2 or 3 of the continuum.



Greece

Project partner *Athens Lifelong Learning Institute* cooperated with 1st and 2nd grade primary schools to implement the 2Smile pilot. Three teachers and six students from 4th Primary School of Agia Varvara, 123rd

Primary School of Athens and the Institute of Educational Policy were involved in the project. The students were aged between six and seven years - three girls and one boy. Between these 6, there were students who were of Greek origin - no diagnosis of learning difficulties; students from migrant families and with Attention Deficit Hyperactivity Disorder (ADHD) diagnosis; there was also a student that was diagnosed with Eisberger Syndrome and severe ADHD; one student, in particular, had ADHD and difficulties with Language and Mathematics. They were affected by psychological and emotional challenges as a consequence of family and issues which kept them away from school for a significant time.



Italy

Project partner San Giuseppe involved a class from the ***Centro Adulti Provinciale (CPIA)*** for its pilot. This was implemented by three teachers in classes of Italian, History and Mathematics. There were twenty students from compulsory education. Their average age was 16, with foreign students being 24 years old. Following a literacy cycle, the latter gained the first didactic stage which allowed them to gain a middle school diploma.



Portugal

Amadora Inova and the ***'12-15 Project'***, a school within a group of schools from Alfovelos, took part in the pilot involving four classes.

The pilot was implemented in classes of Maths, Science, Portuguese, Project work, Tutorial support and English. Five teachers and 48 students were involved.

Students, aged between 13-18 years, attending 5th and 6th grade. Some students had a history of failing or dropout in past schools, some of them came from another country without a history of academic achievements. Overall, the teachers were able to ascertain that the students failed 2/ 3 years in the last schools on average.

In general, students came from disadvantaged socioeconomic backgrounds and had low levels of stability/support from their home environment. The majority of students from a specific class came from Guiné. They had significant difficulties writing and reading Portuguese. There were also classes with young people with criminal records and young women caring for her child.



Romania

Project partner CPIP cooperated with *William Shakespeare High School, Scoala gimnaziala nr.1, Scoala gimnaziala nr.12, No.1 Timișoara Secondary School*. The pilot was implemented by seven teachers in 3rd, 6th and 7th grade classes of History, English and school counselling with 50 students in total. The 6th and 7th-grade students were aged between 12-14 years old, whereas the third grade was 8-10 years old. The 6th and 7th school was located within a disadvantaged neighborhood of the city with a large percentage of students being Romas. The majority of families there has no formal education, often performing jobs without documents. This in turn made it difficult for their children to access education. From a socio-economical perspective, the majority of the students taking part in the pilot came from a disadvantaged social background. Some family members were involved in criminality with some students involved in juvenile delinquency. School exams presented a very low pass rate as did learning outcomes. Each class had students repeating the school year as well as students at risk of abandoning education. Consequently, students' reading and writing skills were poor, with significant learning gaps. With regards to primary education classes, the third grade did not present particularly challenging issues as far as family units were concerned. Students were both from an average and a good economic background, yielding average/good learning results. Two specific students had significant literacy challenges.



UK

Youmanity partnered with Abbey Manor College who applied the pilot to a class teaching Vocational Studies involving two teachers and 16 students.

Abbey Manor College is an 11-16 Alternative Provision from South-East London providing students opportunities to excel academically, to build positive relationships with peers and adults in order to make positive contributions as independent and confident learners. The college aims to equip students for reintegration, Further Education, or employment.

This college is also the Local Authority Alternative Provision for young people who have been excluded from mainstream education. The students join the College throughout the academic year, at various stages of their secondary educational journey. They are referred for a number of reasons, from behavior to specific educational needs that cannot always be met in mainstream schools.

2.2. Pilot implementation report from each partner country



Ireland

A variety of materials and tools were used throughout the implementation of the pilot - Powerpoint Presentations, one-to-one classes with a Guidance Counsellor, Social, Personal, and Health Education resources, Special Needs Assistants, Tutor time. A variety of PowerPoints, Microsoft OneNote, a mixture of student-centred learning and teacher-guided learning methodologies were used. In post-class reflections, 2SMILE Evaluation matrix was used to assess students' behaviors and engagement levels. Plenty of time was allowed for verbal feedback and evaluation from students. This was used in conjunction with 2SMILE methodologies, Guidance Counselling and A.E.N. Dept. The 2SMILE "Personal Learning Conditions" form was used for students identified as having behavioural or SEN issues. This helped establish a clear path to success for these students.

The survey was delivered in tutor time to the class and within Social, Personal, Ethics, Geography, and Health Education classes.

The information gathered using the 2SMILE methodology, coupled with

our A.E.N. Dept methodologies helped to identify any specific needs of students, their attitudes, capabilities, and the necessary support needed (if applicable). The 2SMILE documents were similar to the documents the Special Education Coordinator of this school would use to create a Student Support File (SSF). The information I&F gained ranged from behavioural difficulties to special education difficulties. In particular, the forms helped further identify students who may have been overlooked by the Continuum of Support.

Regarding individual plans applied to each student, through collaboration with the school's A.E.N. department, specific plans were created for at-risk students. These were defined as any student on level 2 or 3 of the Continuum of Support.

When it came to the implementation plans, there was a good support team and excellent collaboration with tutors, Guidance Counsellor, Social Needs assistants, A.E.N. Dept and S.P.H.E. Students identified with additional educational needs were given a specific student-centred plan. This could be described as a collaborative approach where subject teachers were informed of said student's needs and lessons could be altered accordingly. Special Needs assistants shadowed the students who identified with behavioural/additional educational needs, especially in the subjects that the students struggled in e.g., Maths, Irish, etc. Google Classroom and Google Drive folders were available to teachers to assist them. Implementing the plans was a straightforward process as it was done in tandem with the provision of additional needs. This meant all teachers could access plans via the staff OneNote.

Significant effort was made by all school staff to nurture the individual needs of the students in question. A very successful collaboration across all departments, with support from A.E.N., S.N.A.'s, tutors, and Year Heads. Communication was absolutely crucial in identifying the more 'at risk' students, which could be acted upon swiftly with various approaches. For example, a teacher may identify a behavioural or educational need of a student, inform the tutor. The tutor would then communicate with parents/guardians, a plan would be put in place to identify the issue. The student may visit the Guidance Counsellor, who would work closely with the A.E.N dept who would then communicate the plan to the

relevant teachers. This whole-school approach worked extremely well. Students got the support they needed (as much as possible) and clear communication between all parties involved ensured that the student(s) were aware of the support and thus felt happier and more at ease in the school. For some students, goals were achieved, particularly if they were brought to resource classes with others. A few students saw a change in behaviour in class especially when teachers actively engaged with the 2SMILE project.

Regarding the characterization of the stages of the process with families and communities, it wasn't possible to do it due to the Covid-19 situation.

It was extremely beneficial, for both the students and teachers. It was possible to structure the lessons around areas such as Self-Esteem, Positive Mental Health, Study Skills, Goal Setting, and Motivation. This really complemented the methodologies from the 2SMILE programme.



Greece

Teachers completed students' profiles and questionnaires. They also used the Self Portrait and the "You know you can" tools to carry out interviews with students. An evaluation model and a learning plan for individual students were then developed. A teacher raised the issue of how a student required constant supervision to keep them focused and motivated for class participation. The end result was to generate an atmosphere of cooperation, participation and inclusion. Students were encouraged by daily positive feedback as to the improvements they made.

A variety of tools were used: Tool 1,5,6,8, the Evaluation Model; the Learning Plan; What I Need to Learn Well? the Self Portrait.



Information was gathered to acquire a clear profile of participating students. These included students' learning difficulties, their strengths and weakness, social skills, quality of interaction with others, their self-perception, family background, etc.

With regards to the students' individual plans, it was reported that once students' needs, interests, and problems were identified (with tools above), sub-objectives and a timetable were then developed. For example, for the language class, they set goals for students to recognize the letters when teachers showed them on a board; to be able to write letters when teachers asked them to; to read sentences up to 15 lines based on interests; to answer questions about the meaning of words; to describe, in writing, the content of a picture with five simple sentences; to orally describe an image or an experience with sufficient vocabulary and structured sentences; to write a story of 10-15 lines; to make word families with words they knew; to suggest their own words to build families. Some examples of goals for the class of mathematics included the following: to count intent; to learn to say and write the pillars of multiplication; to make and solve multiplication problems and to learn to measure with the measure and the ruler. These exercises were created with the students as a game of "attention to reading", that is, "when one of our classmates reads, we read silently". This was a way for teachers to encourage all students to read. Teachers also made specific learning plans for each student based on findings from the analysis of needs as well as from daily contact with their students.

When it came to the implementation of the Learning Plans, a teacher reported the following stages of implementation:

- Investigation of students' needs, interests, challenges.
- Development of a programme with goals and a timetable in which it was updated when needed.
- Application through e-learning and face-to-face teaching (when schools were open for a short period).
- Evaluation of achievement and goals.

Another teacher reported how the change of the student's positioning in the classroom played a catalytic role, facilitating the implementation of the Learning Plans. Also, the approach through games and the regular encouragement and reward were very important to students. The use of tools helped raise students' awareness of what they needed to improve upon. Finally, the teacher commented that when they had to use distance learning (e-classes), parents' help at home became important for a smooth implementation of the Learning Plans.

The results obtained were positive. For the most part, the objectives were fulfilled. In general, students became more interested in learning. They improved decoding- comprehension in reading, spelling, calligraphy, speech production, oral speech, cooperation with the teacher and their classmates, computer use, mathematics, and numerical problems. Teachers were satisfied with the development covered by children during distance learning and e-learning periods. Students improved in all areas and achieved the goals they set and hopefully, they will be able to continue to do so in the next school year.

One student revealed stronger learning points, such as speech and finding solutions to mathematical problems; some weak points included writing skills, the production of written text, and connecting and making friends in class. Another student revealed strong points around the ability to multiply numbers and to understand when someone else reads or when watching short videos. On the other hand, some weak points need improvement, for example, letters (handwriting) and some reading mistakes, although this has improved significantly since the first grade. It was mentioned that the implementation went very well. The students improved in all areas and goals they set and will continue to improve further in the following school year.

Regarding the characterization of the stages of the process with families and communities, all participating teachers made contact with the students' families to discuss the methodology to be implemented around the educational support of their children. They developed a good relationship with parents in order to convey the progress of the students. They discussed issues such as the level of support parents provided their

children, current situations regarding the educational support provided by the family to the children. They also established their preferred way of communication and level of cooperation, the role each adult could or would take in this process and the frequency of meetings. Generally, the atmosphere generated was very positive. Teachers and parents joined forces to ensure that children received support, supervision and monitoring. Teachers received all necessary information on the family front and the level of commitment parents was willing to provide. Teachers and parents jointly decided on plans and activities to better support children with their educational experience. They planned their communication and cooperation patterns, so as to be in close contact with one other and exchange views and ideas on the progress of children as well as any difficulties they encountered. The initial plan was to meet face-to-face, however, when schools shut down and all classes were converted to distant learning, teacher-parent communication continued via digital means. This change did not have a negative effect on the quality of communication and cooperation. Teachers communicated with parents regularly on the progress covered by children, also providing reciprocal feedback, including any concerns, and/or any changes observed in students' educational development. Teachers felt that parents' cooperation and involvement had a positive impact on results. Digital communication and cooperation were successful due to the fact that parents were at home (lockdown) supervising children and assisting teachers when necessary. On the other hand, teachers recognized that while they managed to make the most out of remote teaching, more activities may have been achieved had the implementation been on a face-to-face basis.

All teachers provided positive feedback following the use of the 2Smile approach: 1) it helped teachers organize their work and their interventions; 2) it helps them acquire a more complete picture of their students at all levels (learning, family, skills, expectations, etc.); 3) it supported teachers designing more easily detailed learning plans; 4) it helped teachers evaluating the result of their intervention more easily; 5) it provides a holistic character providing practical applications, compatible with students' needs, families' and teachers'.



Italy

The materials and tools used throughout the pilot implementation were: the entrance test for the evaluation of basic didactic knowledge; questionnaire to assess students' motivations, interests, expectations, strengths and weaknesses; outlining a didactic plan integrated with the motivations of the learner in order to incentivize the process of "focusing"; structuring and formulating individualized and co-constructed didactic plans together with learners.

Despite students coming from different social and cultural backgrounds, they shared a common goal: obtaining a middle school certificate. Students had different levels of didactic knowledge that reflected in their Italian language skills, but also in other disciplines, such as history and science.

There was a strong age disparity among the students. More than half were between the ages of 18 and 24, with the rest younger. The majority came from overseas - many from Asian and African countries. All were keen to learn didactic disciplines as well as develop personal and professional skills. To assess students' needs a questionnaire with open-ended questions was used. Questions used included: 'talk about your previous school experience'; 'what prompted you to enroll in CPIA 1 Foggia?'; 'What expectation do you have from CPIA 1 Foggia?'

Ample time was allowed for the verbal feedback and evaluation that came from students. This was used in conjunction with 2SMILE methodologies, Guidance Counselling and A.E.N. Dept. For the students identified with behavioral or SEN issues, the 2SMILE "Personal Learning Conditions" was used to effectively support them.

Regarding individual plans applied to each student, the structuring of an Individual Educational Plan (IEP) allowed students to be at the centre of the learning work in order to lead them to a process of knowledge. Students' motivation and active participation were central to the learning process. This helped achieve objectives and foster accountability; increase mental energy by generating an active learning process with

needs at its center. Teachers were clear about the purpose of goals - as a driving force to success and not as a burden because being at school is a compulsory business. Students experienced learning as success and a boost to self-knowledge, in addition to cultural and didactic knowledge.

When it came to the implementation plans, by placing students' interests and motivations at the centre, their skills, knowledge, and general attitude improved considerably. This allowed them to structure a real training itinerary thus leading to good results. Commitment, motivation, responsibility and determination were the cornerstones that went in each training plan. For this reason, the focus of attention was IEPs, specific students' needs more than attaining rigid academic targets. As a consequence, positive students' motivation allowed this pilot to be delivered with success.

Students felt that they were the protagonists in the learning process. In turn, they motivated other students to learn new knowledge. This translated into a high level of classroom attendance, an excellent ability to compare and collaborate among learners, proud in acquiring learning. All students achieved excellent grades.

Objectives outlined in each student's IEP helped prevent school dropouts. For this reason, working on tasks that saw students at the centre of activities provided much-needed leverage on the personal and social dimensions. Contextualizing learning within a personal and professional project was key to success. Following this, this methodology has been leveraged with students' commitment, responsibility, participation, determination, motivation, interest and self-esteem.

With regards to the characterization around families and communities, students come from different family backgrounds. Half came from overseas with family members being illiterate. Those who did have some form of education came from elementary school. They are families experiencing cultural and economic hardship linked to the political and social situation of their country of origin. Similarly, Italian students came from families whose education was limited to elementary/middle school. Similarly, Italian students came from families whose education

was limited to elementary/middle school. All adult families' members from low to medium social backgrounds worked in order to support the family unit. Children from these families had a good school attendance record, with some students progressing their education to the university level.

To learn about students' family background, a questionnaire with open questions was administered. Questions included:

Composition of the family unit; Profession and jobs performed; Educational level: Schools attended, favorite subjects, length of school years, drop out and why preferred subjects; After school what kind of work did you do or would you have liked to do? Evaluation of past school experience: from 1 to 10.



Portugal

Teachers used diagnostic tools at the beginning of the year. For the evaluations, they used a matrix of criteria for each subject and individual of each student as well as a matrix of evaluation for each student. PEF - diagnostic of learning difficulties - both already diagnosed and any new conditions - were updated during each evaluation. Students had individual evaluations. The survey was delivered at the beginning of the school year. There was a class requiring special assistance as students were unable to complete the questionnaire - their reading and writing skills being very low.

The information gathered by teachers using the 2SMILE methodology was similar to that already used in the partner school - PEF. This information ranged from behavioral difficulties to learning difficulties, for example, problems with the Portuguese language. In particular, the forms helped further identify students' specific needs and formed individual action plans.

Regarding individual plans applied to each student, these were created to support students' needs and challenges. Students' study plans were divided into four assessment moments within inter-term and end-of-

semester assessments. The assessments of each were divided into 12 criteria which students had to achieve to complete the year. The year was also divided into projects:

- **Project 1:** 3 or 4 criteria (only following their completion would students' progress onto the next project)
- **Project 2:** 4 criteria
- **Project 3:** 4 criteria

In general, the objective was to reach goals set for each subject.

The implementation plans were followed by a document for each student per subject that accompanied their development (contained students' challenges and respective strategies for each such challenge. Students had to obtain an average of 4 or 5 on all criteria, in all subjects. During the implementation in the classroom, videos, games, power-points interactive work was used. There was always a second teacher to provide individual support when necessary. Teachers had regular meetings to discuss students' difficulties and achievements as well as plan the next steps. There were also regular meetings involving parents and students. In classes where the main challenge was behavior, teachers implemented positive reinforcements, speaking to students individually outside the classroom, contacting parents, teachers and often involving the CPCJ (Child Protection Commission).

Goals were achieved for most students especially with the help of individual tutorial work. The results obtained were positive. The majority of students fulfilled all the proposed criteria. Similarly, objectives were completed. Those who did not manage to fulfill some criteria, had to do so within the following semester. Those who did not fulfill the objectives outlined for them were the students who had problems with assiduity. In general, the objectives were met. Behavioral improvements were noticed in a class that had struggled considerably because of students' behavior. In general, goals were achieved, including students' school attendance, this being the main issue before.

Regarding the stages characterization of the process with families and communities, interviews with the families were based on the collection of information about the student and their household, it also served as a moment when the EE and students learned about the project and understand its dynamics. Through the interview, the student's school, family, and social trajectory were revealed. This made it possible to get to know the student's profile, become conversant with previous school difficulties and understand students' aspirations. During the school year, various activities were carried out, focusing on "knowing how to be", involving the school community. These activities aimed to reintegrate students into school life. At the beginning of each year, a meeting was held with all parents and guardians in order to get to know the school space, as well as any initiatives on offer, for example, the social store (availability of clothing). At the end of this visit, parents and students took a break for a social lunch, allowing everyone gets to know one other.

The approach to student-centred education complemented the work already delivered by the school. Such an approach helped students achieve their curriculum in school, study skills. It also helped students build on motivation, which in turn gave them the confidence to continue with their studies. There was one class of students in particular lacking confidence due to the fact that students had little Portuguese language skills, however, their level of commitment was so strong that they overcame this challenge. Students followed teachers' suggestions, the teachers felt that the quality of the relationship and involvement with their students made all the difference.



Romania

The assessment tools provided by the 2Smile Project (Diagnostic tools, the Evaluation matrix, and the Learning Plans) were used to implement the pilot. Teachers used the 2SMILE questionnaires, helping the younger students complete them, which made the process slower.

The information gathered using the 2SMILE documents was around students' family background, their hobbies, as well as their opinion on schools and education. It also gathered information on how schools

related to students and the quality of the relationship between students and teachers. In particular, questionnaires helped to identify students' specific needs and to formulate individual action plans.

For each subject, an individualized plan was created starting from the needs identified in the previous stage. When planning the subject, the information gathered from each student was taken into account with their interests introduced in the teaching subjects. The educational counsellor held counseling sessions with students. During the History and English classes, the methods used were adapted to the group of students. The level of students' class engagement began to improve in the sixth and seventh grades. Progress was also being made in terms of student's attendance.

The subjects of History and English were reduced in terms of content as teachers now focused on the development of specific skills. A plan with a minimum of three skills, to be covered during the school year, was developed for each student. For students with literacy problems, a remedial class plan was created with the help of the educational counsellor.

Teachers proposed a series of interactive activities to carry out in class. In order to benefit from personalized intervention, a weekly opportunity was introduced that allowed students to request a one-to-one meeting with teachers.

However, during online classes teachers tried to continue with this plan, but the lack of direct contact with students made this almost impossible.

The most noticeable results were at the beginning of the programme. Students became more involved in class when they realized that teachers cared about their progress. The relationship between students and teachers from the History and English class improved. Attendance began to improve in these classes.

The teacher from the third-grade class, together with the educational counsellor compiled progress forms for each student that focused

on writing and reading skills. Counseling activities were delivered individually and in group sessions. In group activities, different games were introduced to strengthen cooperation and level of engagement.

Regarding the characterization of the stages of the process with families and communities, the family environment was very different from one child to the other. Some of them have material issues, others have emotional needs. There were families with one or both parents working outside the country and a lot of single parenting difficulties. The schools worked offline and online. All the parents were open to cooperation and saw the activities as an opportunity for them. The teachers talked to the parents offline in school before the pandemic situation. After that, started talking on the phone and using WhatsApp and Google Classroom to send and receive files. The plans involved the characteristics of the child, of the family, likes and dislikes, favorite subjects, favorite activities, learning preferences, and personal goals.



UK

In England, the materials that these teachers used were: initial Assessments; Student risk assessments; Cognitive abilities testing; WRAT reading testing; and an Individual support plan. The phases of the process involving the students were: interviews followed by a risk assessment; a collection of students' interests, motivations, expectations regarding the educational path to be carried out via a risk assessment; sharing information about the student with all staff; development of an individual support plan; weekly discussion with staff tracking students' progress and behavior; implementation of support, this could be mentoring, educational psychologist or counseling; and regular review of students' action plans and progress. Many of the students involved are at risk of exclusion. Students are from lower-income families. Students could have a mix of emotional, social, and behavioral problems. A large majority of the students have either social services or police involvement. A questionnaire was administered in which there were open-ended questions and information from the referring schools which gave insight into what the concerns might be.

The structuring of an IEP allowed putting the student at the centre of our learning work in order to lead him to a process of knowledge. This work allowed us to:

- focus the attention on the student's motivation to be supported in the learning process and fulfillment of the objectives achieved with participation and a good level of accountability
- to increase the use of physical and mental energy in activating an active learning process with the needs of the student at the centre.
- to be clear about the purpose of the goal so as to experience success as a driving force and not as a burden because it is obligatory.

The experimentation was to focus our attention on an IEP that concerned the individual learning needs of the student rather than the disciplinary ones. In this perspective, work was efficacious and motivated the students.

The objectives were achieved and often directed what follow-up work needed to happen to effectively support the young person. All staff was aware of the student's needs and what to do to effectively support and differentiate work for the student. Students felt part of the learning process, motivated to learn new knowledge, there was a high level of responsibility and presence in the classroom, participation in assessments was achieved. Learners were able to collaborate with respect to the acquired learning, and all the students achieved excellent results in terms of grades.

Students come from different family backgrounds and communities. Most of the students are from lower-income families or ethnic minority families. Some of the families have English as an additional language. In order to know the family context of the origin of our learners, a questionnaire was administered with open questions in which it was possible to collect this information (composition of the family unit; whether the student could get free school meals; profession and work duties performed; educational level; schools attended; favorite subjects; the number of school years; whether they had dropped out and why; subjects that most interested

them; work they had done post-school or would like to do; evaluation of the lived school experience: from 1 to 10). During our interview stage and risk assessments, it was possible to access a good overview of the needs of the families that were going to join our school. The previous schools also provided updated information. Participation in professional meetings with social workers also updated us on the family structure.



3. Conclusion

3.1. Have the objectives of the project been achieved?

We believe that this project and its proposed educational approaches meet the intended objectives. The activities of the Intellectual Outputs (A1, A2, A3) were successfully completed by all project partners. Teachers developed a plan for the implementation of students' learning activities in classrooms. This resulted in the delivery of training and the implementation of a Learning Kit, as well as the implementation of curricula planning practices, pedagogy and assessment methods that support a student-centric approach. The ongoing monitoring process followed the application of the Learning Kit before the results and objectives of our student-centred learning were met. The pilot showed how students became increasingly active during the learning process, which in turn made them more focused on their needs and abilities.

A key objective of this project was to make students more aware of what they were doing and why they were doing it. In general, this objective was achieved. Students improved in all areas and all goals they had set. Some fundamental aspects concerning this methodology relied on variables such as motivation, commitment, responsibility, participation, courage, interest and self-esteem.

We found that the whole-school approach worked exceptionally well. Students received the support they needed. Clear communication between all parties

involved ensured that students were aware of the support at hand. They felt happier and more comfortable at school. The importance of individual tutorials was evident in helping students achieve their potential. This approach made it possible for each student to receive individual support.

3.2 Data Analysis

Analysis of the quantitative and demographic data

This report is the product of 22 interviews conducted with the 22 teachers who took part in this pilot.

Six schools, 18 classes and a total of 280 students (between 6-16 years of age) participated in the study. The school subjects were: Italian, History, Mathematics, Science, Portuguese, Project Work, Tutorial Support and English.

Analysis of the pilot and its implementation

Our approach allowed teachers to work with students on an individual basis. This kind of support is not always present in traditional teaching approaches. In one of our pilot schools, there were two teachers in the classroom. Their presence allowed more effective monitoring of the progress made by students, as well as a better understanding of any difficulties they experienced.

Learning the content of the curriculum is important, but the personal skills that students learn through this method of education are equally as valuable. The students themselves felt that they were in a nurturing, caring environment and were more comfortable and happier being in school. It was found to be extremely beneficial for both the students and teachers. They could structure the lessons around areas such as Self-Esteem, Positive Mental Health, Study Skills, Goal Setting, and Motivation. It was also reported that this project's methodology and approach work and provide very useful tools. This contributes greatly in tracking the needs of students; in their active involvement in the learning

process; in the preparation of a teaching programme based on the needs and interests of students; in the design of a clear schedule; in the development of clear goals and in the participation of parents. One of the added values mentioned by these teachers was that the students themselves felt that they were in a nurturing, caring environment and were more comfortable and happier being in school. Innovation in the practice of the disciplinary approach was fundamental because it leveraged the student's commitment and responsibility to adhere to this project. This was especially evident in the context of school dropouts. Teachers felt that when students commit themselves to the process of learning, academic outcomes can soar and when students don't feel engaged and inspired, their academic achievement can tumble. A great value of this approach is the fact that every young person is placed at the centre of the education process. When the student feels part of the learning process, he becomes more involved. Teachers involved in piloting noticed an increase in student involvement and attendance.

One of the main difficulties felt was the language barrier. In Portugal (huge difficulties in writing and understanding Portuguese, and very low autonomy, in the beginning). Moreover, due to the pandemic, it was not possible to have 2 or 3 students who needed more close support in class and differentiated work sitting together while the rest of the class progressed faster. Due to the pandemic, individual monitoring became more complicated. It became even more complicated with online classes, especially with young people who did not have all the conditions to have access to all the necessary material at home. In addition, without the support of their teachers in the classroom, these students struggled with motivation. Two partners mentioned that the community/family element was difficult in the context of, for example, criminality and abandonment issues and contact with parents. They were not always available and they often did not take their children's absences from school seriously enough. Fighting absenteeism becomes very difficult when there is no communication between all parties. The need to adjust their teaching methodologies and tools for the implementation of e-learning and distant learning did not leave the teachers much time to make the extra effort to fully implement the project approach and use all the tools. All different stages of the approach took more time than expected mainly

due to the lockdowns and the need to adapt everything for online use. One difficulty addressed was that data collection, analysis, and individual planning require a lot of time. It is difficult for high school teachers who have many different classes a week.

Despite not being fully autonomous, some changes took place. There were improvements in responsibility, behavior, relationships, and participation since the beginning of the pilot, together with improvement in attention, greater tolerance between students, more productive cooperation and participation. At the beginning of the project, students were reluctant to bring material from home but later they were keener to do so and wanted to participate and not be left out. The teacher could see a healthy competitive edge. In collaborative work, they worked together and participation resulted in a greater interest in their learning process. On the whole, they progressed in the disciplines of mathematics and the humanities, for example. Students appeared more engaged. The collaborative approach of the whole school ensures that adjustments are made swiftly and communication is clear. Students feel more at ease in a school setting, knowing that they have the resources/support of the staff. 2SMILE also gave teachers the tools to more meaningfully include students with additional educational needs in class. It did this by creating an atmosphere of trust and inclusion within the class. The changes Greece felt during the process were related to the special circumstances imposed by the pandemic. All teachers agreed that they needed to modify their intervention for it to take place online. This change did not affect the implementation of the approach in a negative way, on the other hand, in some cases, it provided more opportunities. One of the teachers pointed out that one student responded very well in front of the PC screen and that his concentration and attention were satisfactory.

This methodology was considered by the teachers to be one that already works at some schools which have a similar approach, with whole-class teaching structured in different ways and differentiated based on the individual needs of the young people. Teachers plan together according to the difficulties that arise. Weekly meetings between teachers, support staff and technicians take place. Teachers feel that they benefit from personal fulfillment. The relationship between teacher and student

is central to classes that need more social competence and personal understanding. Teachers found it extremely beneficial to the students and other staff. However, this whole-school approach would not be possible to apply without a huge collaborative effort and a lot of extra support. Teachers have stated that they are willing to use the project approach in the new school year (2021-2022) since they found it very relevant to their own needs and to the needs of their students. They are happy to use this methodology and hope to continue during the following school years so that they will be able to use more tools and achieve even better results.

3.3. Conclusion linked to recommendations

Results across the six partner countries were positive. Students developed and achieved the objectives to improve important skills: reading comprehension, writing, speech, oral expression and mathematics. In turn, by improving these skills, students became more committed, displaying a deeper sense of responsibility, participation, ultimately benefiting their motivation and self-esteem. The 2SMILE approach made it possible to work on positive mental health, study skills and goal settings.

Overall, a good rapport was developed with parents throughout the duration of the pilot. Parents planned their own communication and cooperation strategy, allowing them to be in close contact with one another, to exchange views on the learning progress and any difficulties the children encountered. This methodology provided professionals from the school environment with useful information about student progress.

During the initial interviews conducted with children and parents, teachers were able to make joint decisions with them to work on individual students' plans to support



and improve their learning experience. Teachers acknowledged that communication between educators, parents and students was crucial in identifying students at risk of abandoning education and attaining poor academic performance.

In most of the pilots, good communication with the families was achieved. There were however occasions when relationships between peers/teachers were challenging due to language barriers. Difficulties were experienced by all when schools closed and all classes had to be converted to distance learning because of the pandemic. Teacher-parent communication transferred to online interactions using digital tools. Nevertheless, for some partners, this shift did not have negative effects on the quality of their cooperation (teachers and parents). On the other hand, there were some teachers that found digital communication more difficult. Whilst they managed to achieve good results nonetheless, more activities would have been completed had the pilot implementation been on a face-to-face basis. Families and schools had to adapt to the new reality of distance learning. This proved to be especially challenging in some countries.

It is important to recognize that this approach - the student-centred learning approach- complemented the work of some schools that were already doing similar work. This approach helps students to access their curriculum in schools, improve study skills, build on motivation and confidence to continue their studies.

Following on from the results of this pilot, we aspire to help build a better educational experience for every child. We would like to propose a series of recommendations for policymakers, teachers, practitioners and educational stakeholders. We would also like to make practical recommendations to parents and community members to help improve schools' approaches and focus on the learning process in order to benefit students' perspectives, capabilities, interests and competencies. Such a focus can be achieved when teachers place students at the centre of the learning process. As previously mentioned, equally important is the role of communities and parents and the quality of communication between all the parties is vital. It is therefore essential that these recommendations do reach out to policymakers, teachers, as well as other practitioners, parents and community members.



2SMILE

COMMUNITY BASED RESOURCE CENTRE FOR SCHOOL SYSTEM
TO ADDRESS BEHAVIORAL CHALLENGES



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