



SEDIN



Co-funded by the
Erasmus+ Programme
of the European Union



Final Evaluation Report

572727-EPP-1-2016-1-EL-
EPPKA3-SUP-APPREN

SEDIN – Creative methods for
successful inclusion in
multicultural schools

SEDIN

Final report by Isham Education and Community Ltd

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1. Background and aims of SEDIN

Education of migrant children: Education policy responses for the inclusion of migrant children in Europe

Rand Policy brief Barbara Janta and Emma Harte, RAND Europe (2016)¹

Roughly 10 per cent of the EU population were born in a different country from the one in which they reside, five per cent of whom are children under the age of 15. Although the pattern varies by EU Member State, children with a migrant background (either first-, second-, or higher-order-generation migrants) show tend to have lower educational performance and are more likely to leave school early than children from a native background.

Evidence suggests that socio-economic disadvantage can have a more negative effect on educational outcomes than being from a migrant background. It is more likely that a high concentration of children from a socio-economically disadvantaged background, or from families with low educational attainment, has a greater impact on peer outcomes than a high concentration of migrant children. Nonetheless, there are some solutions to the intersectional challenges faced by migrant children in education such as ensuring that migrant pupils learn the language of instruction and maintain a relationship with their mother tongue, if different. In addition, it could be useful to build relationships between educators and parents, and to dedicate more resources to schools with a high concentration of migrants.

¹ www.rand.org/pubs/research_reports/RR1655.html

Following recent increases in the arrival of migrants seeking refuge in Europe, the number of migrant children that will study in European schools has expanded significantly. It is not only the numbers that are a cause for concern, but also barriers to providing to access to migrant and refugee children. According to UNICEF:

Every country in the Europe and Central Asia region has primary school enrolment rates over 95 per cent. But this masks the fact that millions of children are not in school and that the most marginalized children have shockingly low rates of access to education and high-quality learning.²

This poses considerable challenges for teachers, in particular those who are used to teaching generally homogenous pupil cohorts. SEDIN aimed to equip teaching professionals at scale with techniques and underlying philosophy of two good practice (GP) models to support the integration of refugee, migrant and minority (RMM) children into mainstream schooling.

As a Key Action 3 (KA3) project, SEDIN is designed to stimulate innovative policy development, policy dialogue and implementation. Its inclusion in KA3 is on the basis that it supports policy reform for social inclusion through education. Key policy initiatives SEDIN supports include:

- Towards a European Education Area by 2025³
- High Quality Early Childhood Education and Care Systems⁴
- UNICEF's Sustainable Development Goal 4, which demands inclusive and equitable quality education for every child by 2030

The need to improve access to and quality of early childhood education and care services was also strongly underlined in the Commission Communication on

² www.unicef.org/eca/education

³ https://ec.europa.eu/commission/news/towards-european-education-area-2025-2018-may-22_en

⁴ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52018DC0271>

School development and excellent teaching⁵ and the related Council Conclusions on school development and excellent teaching⁶.

The project partners comprised:

- Action Synergy, Greece, project lead
- Universitat de Girona, Spain,
- Karşıyaka İlçe Milli Eğitim Müdürlüğü (KMEM), Turkey
- Center for Creative Training Association (CCTA), Bulgaria
- ELORIS, Greece
- Cooperazione Internazionale Sud Sud (CISS), Italy
- Centre of Higher Education in Theatre Studies (Centredu), Greece
- Waterpark Montessori International (WMI), Ireland
- Haute Ecole Galilee (IHECS), Belgium

The two GP models which form the content of the project are Montessori and Creative Learning. The Montessori Method provides a child-centred approach, where pupils make choices for what learning activities to engage in and when. WMI provided the specialist input for this model. Creative Learning has been developed by Centredu. Creative Learning comprises drama techniques and activities, which enable communication and learning beyond traditional approaches. Both GP models enable communication and learning to occur, even when a child is in a learning environment where the dominant language is not their home language, and so are deemed particularly appropriate for the target audience of SEDIN, namely pupils and professionals in areas with a large number of migrant families.

The project uses a cascading approach consisting of trainers, multipliers and teachers, and seeks to enable teachers to implement the two practices with fidelity.

⁵ Communication from the Commission (2017), School development and excellent teaching for a great start in life, [COM\(2017\)248](#).

⁶ Council Conclusions on school development and excellent teaching, [2017/C 421/03](#).

2. The external evaluation

2.1. Aims of the external evaluation

The external evaluation has collected and analysed data to assess the extent to which the SEDIN project meets its stated objectives, and report on these:

General Objective

'Facilitate the improvement of the educational performance of refugee children and children with a migrant/minority background'

Specific Objectives

SO1 – Enhance the ability of teachers to include refugee / migrant / minority children

SO2 – Mainstreaming Montessori and Creative Learning methods in teacher training

SO3 – Children improve their educational performance

SO4 – Children from migrant/minority backgrounds are better included in school life

SO5 - Creating an inspiring, creative and stimulating learning environment for teachers and all their pupils

The external evaluation has also provided formative feedback to partners to support them in the design, implementation, and taking to scale of the two GP models.

2.2. What is included within the scope of the external evaluation

In agreement with the SEDIN project lead partner, the external evaluator (EE):

- Specified success criteria for the project
- Developed an evaluation strategy to align with the timeline of the project, and which has provided relevant data by which to assess the extent to which the project has met the success criteria set
- Collaborated with Action, Centredu, WMI, and IHECS to ensure data collection from QA, training, and current situation analyses was fit for purpose and exploited fully for external evaluation

- Provided formative feedback based on evidence for the design and implementation of the training and GP models.

At this final phase of the project, the EE has:

- Evaluated the project's relevance to teachers, policy makers and other stakeholders and their needs
- Reported on the success of the project in terms of reach, taking to scale, exploitation of results, and sustainability, while assessing where practicable the influence of other factors beyond the project itself in promoting project outcomes.

The EE has also worked closely with the project lead partner to assist the quality assurance process and internal evaluation, by:

- Conducting SWOT analyses with SEDIN partners at key times in the project
- Making recommendations in the inception, interim and final reports for project management, project delivery, design and delivery of the good practice model, and transferring the practices to new contexts / practitioners
- Feeding back on the design of project outputs in relation to evidence about effective tools for continuing professional development and learning (CPDL).

2.3. Plan for external evaluation

Evaluation of transfer and taking GP models to scale

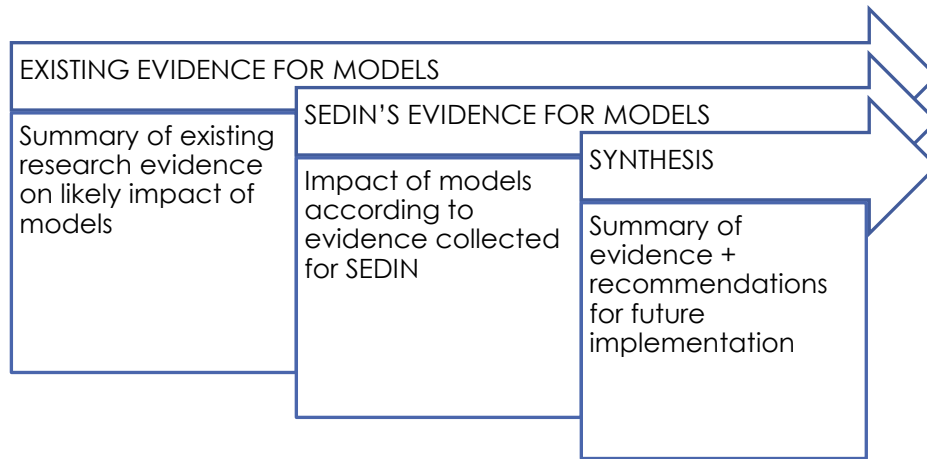
The external evaluation methodology was designed to enable project partners to identify what difference the project made to children and young people, and the participating professionals who work with them. It also assessed the potential for the practices to create positive change beyond the contexts and lifetime of SEDIN. The methodology comprised two parts, reflecting the evaluation requirements as provided in the project terms of reference:

- Strand one: evaluation of the good practice models themselves
- Strand two: evaluation of the processes of practitioner professional development, transfer and taking to scale of the GP models.

Strand one of the evaluation began with an analysis of the GP models and planned interventions against a framework based on a literature review of effective teaching and learning (appendix A). The outcomes of this analysis are reported in section 4.1. As partners implemented the GP models, they collected

data from practice. Based in these data, the impact of SEDIN in schools was assessed.

Strand one: Evaluation of the good practice models

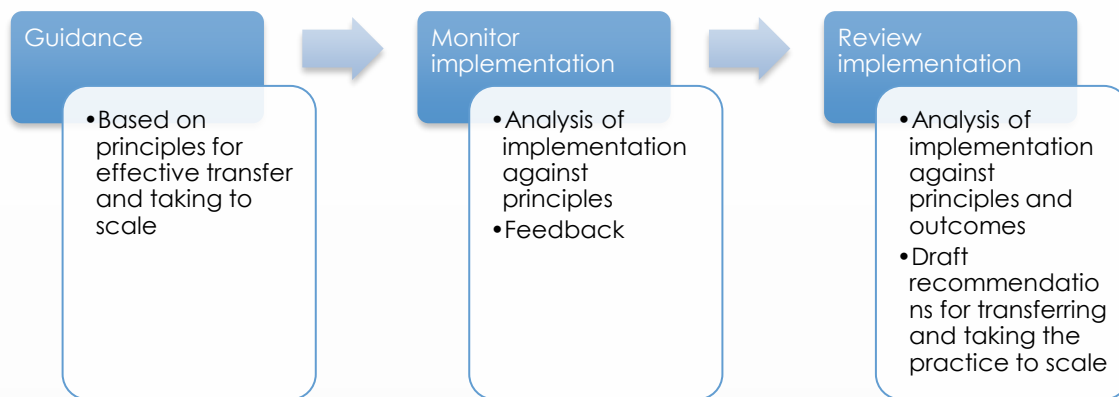


The evaluation of the processes of practitioner professional development, transfer of practice and upscaling similarly began with an evidence-based framework for evaluation, developed for the yMIND project⁷ (appendix B). This has provided partners with a series of guidelines on which to base their implementation plans, and was presented at the second transnational meeting in Palermo on 3rd July 2018.

The EE referred to the framework to provide recommendations on the training model developed for the train the trainer sessions in Dublin, October 2018 (see appendix G), and continued to refer to the framework to advise on individual implementation plans, monitor implementation over the course of the project, and draft recommendations for taking the GP models to scale within the project and beyond.

⁷ <http://youth-mind.eu/wp-content/uploads/2020/05/Framework-for-effective-transfer-of-practice-for-website.pdf>

Strand two: Evaluation of the transfer and taking to scale process



2.4. Evaluation questions and data collection strategy

In order to operationalize the specific objectives, a series of evaluation questions were formulated in consultation with project partners, and data types identified to answer the questions, along with the potential sources for accessing these data (see appendix C). The evaluation questions are:

SO1 – Enhance the ability of teachers to include refugee / migrant / minority children

1. Do children collaborate more with classmates from different ethnic / cultural groups as a result of engaging with the GP model?
2. What aspects of the GP models do teachers apply in the classroom?
3. How well do teachers apply the good practices in the classroom (fidelity)?

SO2 – Mainstreaming Montessori and Creative Learning methods in teacher training

4. How well do the GP models meet the needs and circumstances of the target schools and regions?
5. How well do the training models meet the criteria for effective CPDL and transfer of practice?
6. How many centres / organisations incorporate the GP models into their training?

7. What are the perspectives of centres / organisations towards the GP models?

8. Do education experts / policy makers endorse the implementation of the GP models more widely?

SO3 – Children improve their educational performance

9. What do children learn as a result of their engagement with the GP models?

SO4 – Children from migrant/minority backgrounds are better included in school life

10. Do children collaborate more with classmates from different ethnic / cultural groups as a result of engaging with the GP model?

SO5 - Creating an inspiring, creative and stimulating learning environment for teachers and all their pupils

11. Are children enthusiastic about the GP models they have engaged with?

A data collection strategy was devised and shared with partners for discussion during the transnational meeting in Palermo (July 2018). The data collection instruments were developed in consultation with training partners, so that these promote professional development and learning, as well as provide data to answer the evaluation questions. These were:

- Practitioner survey, incorporated in the end of training questionnaire
- End of intervention focus group for participating children
- Lesson observation schedule
- Teacher logs
- Interviews with organisation leaders

The external evaluation also drew on naturally occurring data sources, such as e-mail communication, and pupil work, as well as project outputs and monitoring documentation, where the data are relevant to particular evaluation questions.

3. Partner engagement with the external evaluation

The EE was present at all five transnational meetings: Athens, February 2018 (appendix D), Palermo, July 2018 (appendix E). Dublin, October 2018 (appendix H), Izmir, April 2019 (appendix K), and Mytilene, November 2019 (appendix L).

At the Athens meeting, partners reviewed and finalised the specific objectives of the project, and evaluation questions were formulated accordingly to operationalise these. Partners completed an exercise in which they identified the intended beneficiaries of the project, and how they should benefit. Those aspects identified but not already covered in the specific objectives have been added as supplementary outcomes in the evaluation framework (appendix C), and reported on against in the interim report and now in the final evaluation report.

During the second transnational meeting in Palermo, partners carried out a SWOT analysis of the project (appendix F). The EE also presented the outcomes of the literature review on features of effective teaching and learning, and illustrated how the GP models incorporate these (appendix A). This was followed by a presentation of the framework for effective professional development, transfer of practice and upscaling (appendix B) where the EE made recommendations for the training design. More detailed feedback was also provided in correspondence with colleagues at Universitat de Girona to the proposed training framework (appendix G). The recommendations were shared with all partners via e-mail, and referred back to as partners designed and implemented SEDIN in their own contexts.

As partners prepared for the train the trainer sessions in Dublin, 22nd-24th October 2018, the EE was in regular contact with reference to the planning for this, and provided feedback based on end of training evaluation questionnaires (appendix I).

The EE worked with colleagues from CCT to develop the teacher training questionnaire to provide baseline information for the evaluation. During implementation, the EE was in regular contact with partners to encourage the use of data collection activities, in particular teacher logs and observation schedules.

During the transnational meeting in Izmir (April 2019), the EE focussed on harder to achieve activities, in particular parental engagement, and the need to collect pupil data, organising a consultation activity to explore the latter in more depth.

With support from project partners, a wide range of data was collected and made available for the external evaluation, including:

- 10 reports from initial focus groups with CYP
- 120 trainer logs
- 19 observation schedules
- 360 practitioners responding to training evaluation and pre-intervention survey questionnaire
- 58 practitioners responding to the post-intervention survey
- 5 reports from end of intervention focus groups with CYP.

Partners received and commented on drafts of the Formative and Interim reports of the evaluation and revisions were made accordingly. Similarly, partners responded to recommendations in each of these reports, helping them focus on issues and opportunities arising.

At the final transnational meeting in Mytilene (Nov 2019), partners were given data collected to that time, collated according to the evaluation questions, and in pairs discussed the data to answer the evaluation questions (appendix M). This ensured partners' perspectives were taken into account in the analysis, and also helped partners understand their contribution to SEDIN within the context of the whole project.

Finally, partners were sent a draft of this final report and adjustments have been made in response to their comments.

4. Progress against the five specific objectives

The evaluation framework set out a series of questions to operationalise the objectives of SEDIN, along with guidance to partners for data collection so these questions could be answered (appendix C). In the first instance the models themselves were analysed against a framework of effective teaching and learning practice. The outcomes of the analysis are presented in section 4.1, while sections 4.2 to 4.6 report on the achievements of SEDIN against the specific objectives based on data collected during implementation. A summary of progress against the project objectives is provided in section 5.

4.1. The good practice models against the evidence base for effective teaching and learning

A literature review carried out for the yMIND project⁸, and further refined for the purposes of SEDIN, was used to identify features of teaching and learning practice where there is evidence of effectiveness (appendix A). The synopses for the good practice models, and in the case of Montessori, a recent review of evidence (Marshall 2017) were analysed against the outcomes of the literature review, and the findings are described below. The process helps reinforce the rationale for why SEDIN is an important project, particularly in the light of the EU Council's recommendation for *Towards a European Education Area by 2025*⁹, and further clarifies for partners, trainers and teachers what it is about Creative Learning and Montessori which makes them good practice interventions.

A striking feature of both interventions is the way they are designed to activate children as **owners of their own learning**. In Creative Learning the activities engage all children, but the choice of how to engage, and what their contribution will be resides with the child. Similarly, with Montessori, where, along with choice of activity, the child themselves determines how much time they spend on the activity. Further, the Montessori method specifically sets out to develop a child's skills in self-regulation, instilling through teacher guidance habits of preparation and clearing away after a task, and respect for their environment and other learners. Teacher modelling of performance features in the Creative Learning letter writing activity.

In both approaches, teachers are guided to **elicit evidence of children's learning**: in the case of Creative Learning, through the end of lesson questions. In

⁸ www.youth-mind.eu

⁹ <https://ec.europa.eu/commission/news/towards-european-education-area-2025-2018>

Montessori, teacher observation of a child's engagement with an activity to understand the progress they are making is a central part of the teacher role. The teacher then uses this information to make decisions about the next steps for that child's learning. The design of Montessori activities is such that they contain a 'control of error', which helps the child self-correct, and so implicitly **provide feedback which moves learning forward**. By providing feedback that does not include grades or extrinsic rewards, the Montessori teacher helps the child focus wholly on the learning task and intrinsic pleasure in success, rather than concerns of social standing.

Creative Learning emphasises the benefits derived from cooperative learning. All core activities involve elements of **collaborative groupwork**, where children must co-ordinate their actions for the success of the task, and learn to communicate orally, in writing and through body language. Creative Learning also provides the creative space for each child to draw on their own funds of knowledge¹⁰ to complete a task, and so ensures they make sure they can **make connections between learning and their lives beyond school**. Teachers are further encouraged to use displays in the different languages of the classroom, and provide opportunities for all children to tell their stories. The benefits of this is enrichment of learning for all pupils - including indigenous children, increased respect for other cultures, and crucially it means all children can draw on all their knowledge and skills to progress in their learning.

The Creative Learning case studies¹¹ illustrate how the approach creates links with different areas of the curriculum, and so **provides opportunities for children to revisit important content**. Similarly, a corner stone of the Montessori method, Cosmic Education, ensures pupils make connections between different subject matter and can relate what they learn to a bigger picture.

Finally, both good practice interventions **create variety in children's learning experiences** by providing a range of activities from which teachers and children can choose.

¹⁰ www.ijscsl.net/article_23912_c64f753feaff48d0faa80e0bc8e0e8b1.pdf

¹¹ http://sedin-project.eu/wp-content/uploads/2019/04/SEDIN-Creative_Learning_Meth_EN.pdf

4.2. Specific objective one: Enhance the ability of teachers to include refugee / migrant / minority children

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions action plan on the integration of third country nationals (2016)¹²

Teachers need the necessary skills to assist them and should be supported in their work in increasingly diverse classrooms, also to prevent school failure and educational segregation. Early Childhood Education and Care is fundamental for the integration of families and children from third countries. It plays an essential role in learning to live together in heterogeneous societies and in acquiring linguistic competences. Investing in Early Childhood Education and Care has proven effective in tackling poverty and social exclusion, and making sure that all children are given the chance to realise their full potential.

4.2.1. What aspects of the GP models do teachers apply in the classroom?

Trainers and teachers were introduced to a range of activities for both Creative Learning and Montessori methods during training sessions, and were provided with detailed descriptions of how to implement them in several documents:

- Creative Learning guide, tailored for the SEDIN project - <http://sedin-project.eu/project/creative-learning/>
- Montessori training manual, especially created for the SEDIN project – <http://sedin-project.eu/project/montessori/>
- Montessori Nutshells publication – provided to trainers for free and adding value to the project.

In addition, teachers who attended training in Spain were introduced to further Montessori materials by expert trainer Maria Antònia Canals.

¹² <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016DC0377>

Teachers applied a wide range of SEDIN and Creative Learning activities in the classroom following the training. The flexibility and adaptiveness of the model to a large number of educational contexts is illustrated by the activities teachers introduced to support learning in different curriculum subjects. The following examples of activities practitioners reported implementing are taken from teacher logs:

Subject area	Montessori and <u>Creative Learning</u> activities teachers applied, developed and adapted
Language and Literacy	<i>Grammar symbols, parts of speech, organising objects according to colour</i> <u>Nouns and adjectives,</u>
Mathematics	<i>Star Mat, Arena, logical blocks, coloured numbers</i>
Science	<i>Needs of human beings, Kingdom of Animals</i> <u>Movement of the planets</u>
History	<i>Timeline of civilisations,</i> <u>Using dance to represent people from prehistory</u>
Geography / Culture	<i>Peters map</i> <u>Letters to the World, The Myth of Phaethon</u>
Cross-curricular	<u>We go shopping</u> (maths and language)

As described in section 4.1 and evidenced in the implementation of SEDIN, it was not only subject knowledge and skills with Creative Learning and Montessori helped children acquire, but also social and learning skills (sections 4.4.1). Frequently, this was the focus of the lesson, for example:

Introduced pupils to works of art, such as Munch's 'The Scream' to describe and explore emotions (Greece)

Introducing the concept of cooperation and solidarity and diversity and the experience of the "other", through the use of activities inspired by the Montessori method (Italy)

Teachers also adapted the materials they encountered in the training to the classroom, demonstrating that they had understood the principles of the GP models sufficiently to generate their own lessons. These included, for example:

The life cycle of the leaf to introduce the concept of photosynthesis (Bulgaria)

The aim of the session is to learn about different musical instruments, which families they belong to and know how they sound from games, dynamics, images and instruments so that learning is more meaningful and enriching for all of them. (Spain)



4.2.2. How well do teachers apply the good practices in the classroom?

How well teachers applied the SEDIN methods was assessed in two ways: an analysis of their descriptions of practice against the implementation guidance provided in training and the handbooks; and secondly, descriptions of practice against principles of effective teaching and learning.

Teacher implementation against SEDIN guidance

To the extent that the SEDIN resources embody the essence of the methods, they provide a reliable support for faithful implementation. Teacher reports, observation schedules and photographs of classroom practice, show that the resources were implemented extensively across the project.



- Всяко дете казва предмети с  и  форма
- А сега всяко дете само ще си направи герданче.

Nevertheless, the application of the SEDIN methods also requires teachers to apply the spirit of Creative Learning and Montessori, that is that pupils enjoy more freedom than is the case in the traditional classroom, and that an aim of the pedagogy is for children to develop social and learning skills necessary to perform these activities well.

While teachers on the SEDIN programme reported successful implementation and overall satisfaction with the methods (see section 4.3.4), this is testimony to the quality of the training they received (section 4.3.2), and should not disguise the fact that it is not a simple process to adopt these methods, especially in cultures where more directive forms of teaching are expected. In several reports, teachers highlighted some of the challenges of implementation:

It took a long time to build the needs maps, which was an effort for the children who, in the end, were not very willing to talk and discuss what was being done. (Italy)

The drawback is that teachers have a lot of pressure in order to teach what they have to teach and there is no time to teach using these methods. (Greece)

Also, given that 'socialisation' is a much more explicit part of early years and primary education, it is likely adoption of the methods was easier for teachers of younger age groups than for colleagues teaching the more senior years.

The common feature across all teacher reports is that they organised group work in their lessons. This meant that pupils could work independently and at their own pace, and freed teachers up to be available to answer questions, rather than overly directing pupil activity. This also enabled the teachers to observe pupil activity.

Each group had to practise in separate spaces, so as not to get disturbed and had to go from one group to the other. But they were really excited about the idea of doing magic, dressing up and performing the show in front of younger pupils. (Spain)

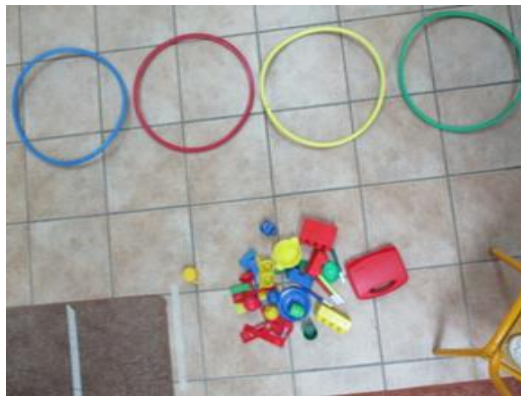
Each team had to make a frozen picture typical of their time, the teams worked harmoniously to agree what they would do and the other teams worked out quite easily what was presented (Greece)

As anticipated in the interim report, implementation of choice as envisaged in the Montessori method could not be easily translated wholesale into mainstream contexts, where classes are larger, and there is not a culture of leaving children entirely to their own devices. Nevertheless, some teachers did arrange the learning environment in this way:

In this session we wanted to work the fine motor skills and eye-hand coordination. The proposed activities were arranged in different corners of the classroom. I demonstrated how to do each activity, after that I left the children to choose the activities they were most interested in. By having different activities in different corners helped to create a good working atmosphere. (Spain)

In the majority of cases, however, the element of choice was embodied in the activity itself, rather than setting out a range of activities for children to choose from:

Objects were scattered in the middle of the floor in the colours of the four hoops. Every child took an object and after describing it (what it is, what colour it is, what shape it has, what we use it for, etc.) placed it in the corresponding hoop. Wanting to give the children more freedom, I suggested they identify objects within the classroom themselves, describe them and place them in the corresponding hoop. (Greece)



Against the principles of effective teaching and learning

Owners of their own learning

By providing pupils with choices, teachers gave responsibility to them for their own learning, and to take risks in their own time. Where pupils learned to work collaboratively with each other, peer support became available, so that the teacher was less and less called on to intervene:

I think that this session has helped the students with more difficulties participate in a more spontaneous way and without fear or shame to make mistakes. Moreover, the fact that I was not participating in such an active way, meant that the children themselves helped each other whenever one of them had a difficulty. In consequence, they sought support from their peers. (Spain)

elicit evidence of children's learning

This was achieved through:

- children creating artefacts in the classroom which demonstrated their understanding
- the completion (or not) of physical tasks
- performance
- group discussions.

provide feedback which moves learning forward

This not only happened through verbal feedback, but teachers also arranged activities so that through experimentation pupils used evidence to re-evaluate assumptions:

The water helps us dissolve the soda and the red tint ... Before we pour in the vinegar, the kids are formulating their assumptions about what's going to happen. Then a child pours in the vinegar. (Greece)

collaborative groupwork

Collaborative groupwork was a prominent feature in the implementation of SEDIN:

The children formed different angles with the wool, making each child a different part of the angle and changed the roles every 3 minutes. The children then worked in pairs to put in order 10 different types of angles and/or triangles. (Spain)

make connections between learning and their lives beyond school

Several activities encouraged children to make connections between their life outside school and the learning they were doing in the classroom. In Italy, the trainer made it an explicit focus of the intervention that children found out more about each other's backgrounds:

Using a map (Peters map) during the CISS presentation proved to be a great tool for establishing contact with children, giving them the opportunity to talk about their origins and/or parents' origins. (Italy)



Pupils show a general interest in activities and actively participate. When pupils had time to reflect and discuss, they linked the topics covered and their personal past and/or similar experiences already addressed in the classroom. (Italy)

Sometimes the connections were made in a naturally occurring way:

One of the children has a sister already attending the fourth grade and they have lessons together at home, since they are from Albania. His parents don't know any Greek to help him. This child repeatedly told us with great enthusiasm and joy that he would share it with his sister and that he already knows some words. (Greece)

4.3. Specific objective two: Mainstreaming Montessori and Creative Learning methods in teacher training

4.3.1. How well do the GP models meet the needs and circumstances of the target schools and regions?

Country situation analyses were carried out by Universitat de Girona, CCTA, ELORIS, CISS and KMEM in preparation for the second transnational meeting in Palermo, following a framework created by IHECS. The outcomes of the situation analyses provided trainers and practitioners with a helpful tool to set the local context for SEDIN during the training.

Several issues were highlighted in the analyses which the GP models had the potential to address, as summarised below:

<i>Issue identified in situation analyses</i>	<i>Relevant feature of SEDIN methods</i>
<i>Too much emphasis on a performance-based curriculum</i>	<i>Provide activities which develop soft-skills, and independent learning, feedback is qualitative and not grades-based</i>
<i>Difficult behaviour among pupils / pupils need to learn rules of cooperation</i>	<i>Pupils learn to work to a routine (Montessori) and rules, have choices, learning is differentiated, Creative Learning activities involve plenty of collaborative groupwork</i>
<i>Difficulties occurring as a result of different levels of dominant language competence among pupils</i>	<i>Creative Learning provides opportunities to communicate and engage in non-verbal ways, Montessori includes learning activities which are not dependent on language proficiency for achievement</i>
<i>Many migrant children have suffered trauma</i>	<i>Creative Learning enables pupils to interact with others, and to tell their story as they are ready and in indirect ways</i> <i>Montessori allows time and space for pupils to engage as they are ready</i>
<i>Diversity of cognitive ability among pupils (need for differentiation)</i>	<i>Pupils have choices at levels of engagement and which activities they engage with</i>
<i>Children's mobility</i>	<i>Pupils learn transferrable, learning-to-learn skills</i>

By providing practitioners with resources and guidance in the two GP methods, SEDIN directly addressed the sense among some practitioners that practical support in this area was missing.

The perceived lack of good quality CPDL, and CPDL in specialist skills and 'modern pedagogical methods', was also an area SEDIN addressed through a training design that draws on the evidence-based framework developed for the project (appendix B), and which is further described in section 5.3.2. The incorporation of a virtual learning platform within the project meant practitioners can join a wider support network, also identified as lacking in the situation

analyses. **Practitioner experience of good quality training within the project has provided advocates for SEDIN, which underpin further transfer and taking to scale in those areas where practitioners judge existing provision to be below par.**

Endorsement for SEDIN among participants was strong and is described in section 4.3.4.

While recommendations were made in the formative and interim reports for partners to encourage practitioners through the training to engage parents in their pupils' learning, and suggestions made on how this could be implemented, this was not an aspect of practice which featured in the evidence from teaching logs or survey data. **Indeed, involving parents was the area practitioners felt that participation in SEDIN had least helped them address.**

The language barrier was naturally a recurring concern among respondents to the situation analysis survey. While respondents in the situational analysis called for more resources and expertise for teaching the dominant language of the host country, the EE also highlighted the importance of informing teaching professionals about **the value of immigrant children developing their L1, including literacy development where the resources are available – and where again family members have an important role to play.** The evidence for the value of L1 (children's home language) skills development as an important contributor to L2 (dominant language of the host community) acquisition is well established (Isham 2017), and recommendations were made to introduce this in the training as an additional rationale and means for parental engagement within the bounds of the SEDIN project. **The school directors responding to the survey in Lesbos identified mother tongue (L1) skills development, as well as learning of the home culture, as important for immigrant children, and partners were encouraged to use such advocacy to promote this message among practitioners in their own regions.**

Where the situation analysis identified negative attitudes among some practitioners to the teaching of social skills and the home culture of migrant children, the SEDIN training model and teaching resources and techniques it provided teachers, led to a more positive attitude and capacity to work productively in classrooms with large numbers of migrant children.

Finally, through dissemination and training activities SEDIN helped address the problem of lack of cooperation between different agencies identified in Girona. **Collaborative training, including non-school professionals where appropriate was also recommended as a way of achieving this.** As described in section 4.3.5, partners used dissemination and exploitation activities to build and strengthen

their networks and promote dialogue and cooperation across stakeholders with a common interest in the aims of SEDIN.

In terms of the demographics of the localities where SEDIN was implemented, the following table demonstrates the cultural and linguistic diversity of the settings. The nationalities / ethnicities listed here, are those named by at least one practitioner in the training evaluation questionnaire and observation schedules as being present in their schools:

	BG	GR	I	E	TR		BG	GR	I	E	TR
Afghani		✓			✓	Kurdish		✓			✓
Alavanian		✓				Kuwaiti		✓			
Albanian		✓				Libyan		✓			
American		✓				Mali				✓	
Arabian		✓				Mexican				✓	
Argentinian				✓		Moroccan		✓	✓	✓	
Bangladeshi		✓	✓			Nigerian		✓	✓	✓	
Bulgarian		✓				Pakistani		✓			
Cameroonian		✓				Filipino		✓	✓		
Chinese		✓	✓			Polish		✓			
Colombian				✓		Portuguese				✓	
Cuban				✓		Roma	✓	✓			✓
Czech		✓				Romanian		✓	✓	✓	
Dutch		✓				Russian		✓		✓	
Egyptian		✓				Senegalese			✓	✓	
English				✓		Somalian		✓			
Georgian		✓				Sri Lankan			✓		
German		✓				Sudanese		✓			
Gambian				✓		Syrian		✓			✓
Ghanaian		✓	✓			Tunisia			✓		
Honduran				✓		Turkish	✓	✓			
Indian		✓	✓	✓		Ukrainian		✓		✓	
Iranian		✓			✓	Wallachian	✓				
Iraqi		✓				Yemeni		✓			
Japanese				✓							

To understand the nature of diversity in the classroom, teachers were also asked in the training evaluation to state what percentage of their class was made up of children from a minority ethnic background:

% children from ethnic background	Bulgaria	Greece	Italy	Turkey
10%	10	116	5	3
25%	3	52	18	9
50%	2	18	5	11
75%	0	10	4	0
90%	12	24	0	0
average	50%	28%	33%	35%

The results showed that in the majority of cases in Greece and Italy, teachers were working in a classroom where 25% or less of the children were from ethnic minority backgrounds, and in Turkey 50% or less.

Nevertheless, where 24 teachers in Greece stated the make-up of their classes was 90% or more RMM, these will be working mostly in refugee hotspots, Lesbos being the primary example, but also on the islands of Chios, Samos and Leros, and remote locations on the mainland with large minority ethnic populations, such as Dokos Rodopis, Kato Kamila Serron, and Thrylorio Rodopis. This situation in Greece made the development of the e-learning aspect of SEDIN particularly important so that teachers could access the training online. In the event, around 1200 teachers have done so, and continue to access this resource beyond the life of the project.

In the case of Bulgaria, the data illustrate the segregation of children in schools where children from Roma backgrounds tend to go to schools in Roma only communities.

Colleagues at Universidad de Girona also reported a certain segregation of RMM and indigenous children, where it appeared there was a polarity between schools either having a very high or very low proportion of their pupils coming from RMM backgrounds.

The range of the settings teachers were implementing SEDIN in can therefore be classified as:

- mostly indigenous children with a number of RMM children
- 50-50 indigenous children and RMM children
- 90-100% homogenous RMM (especially in Roma communities in Bulgaria)
- 90-100% heterogenous RMM (especially in areas receiving large numbers of refugees)

The evidence provided in sections 4.4 – 4.6 below illustrates the value of SEDIN for pupils across the range of settings it operated in.

In terms of teachers' perspectives on how well SEDIN met the needs of their schools, these are reported in section 4.3.4 and can be backed up with survey evidence. Below are the outcomes of the post-intervention survey, which was completed by a total of 58 teachers participating on the project. Teachers were asked the question: 'Has participation in SEDIN helped you address any of the following issues?', and could respond 'not at all', 'somewhat' or 'a lot'. These responses were assigned a score of 0, 1, and 2 respectively, and the sum score of all teachers calculated, and % arrived at by dividing the sum by the maximum score possible,

While representation by country is varied, the table below shows a consistency of views that SEDIN was most helpful in the areas of pupil engagement and behaviour, and this is borne out by the qualitative evidence in sections 4.5, and 4.6.

	Language barriers	Valuing cultural diversity	Pupil engagement	Involving parents	Pupils' behaviour	Integration of migrant children
Italy (N=4)	63%	88%	88%	25%	88%	88%
Greece (N=36)	49%	57%	86%	32%	82%	61%
Spain (N=13)	62%	62%	81%	31%	81%	85%
Turkey (N=5)	40%	30%	100%	20%	90%	80%
SEDIN total (N=58)	52%	58%	86%	30%	83%	70%

There is also a consistency of responses that SEDIN as implemented did not particularly promote parental engagement. At partner meetings this was raised as a particularly difficult area to address in certain regions, a view with support from empirical evidence (Radisic 2011). It should be considered there is only so much innovation teachers can implement at any given cycle of professional development and that including parental engagement as an additional dimension risked making SEDIN feel overwhelming. Nevertheless, there are simple activities teachers can do which fit well with SEDIN practices, such as asking children to bring in artefacts from home, having discussed them with family members, which will bring parents and other family members closer to children's learning in school.

In addition, the project produced an example of a school which communicated well with parents on the implementation of SEDIN, and this can be taken as a model approach partners can encourage as SEDIN is taken beyond the funding period. The school is in a village of ca. 500 inhabitants in a remote area of northern Greece, whose teachers are participating in the e-learning version of SEDIN training, and the webpage informs parents about this development¹³:



With regard to how well SEDIN helped overcome language barriers in the classroom, while the responses in the survey to this were mixed, evidence from the classroom shows that language development was a key element of the

¹³ <http://dim-m-vrysis.kil.sch.gr/mysite/?s=sedin>

intervention (see sections 4.2.1 and 4.5). It is possible that bridging the communication gap is a longer-term process when set against changes in behaviour in the classroom as the result of introducing new activities, and so did not feel 'achieved' when teachers completed the survey.

4.3.2. How well does the training model meet the criteria for effective CPDL and transfer of practice?

Council recommendation on high-quality early childhood education and care systems. Commission document number: 9246/18 + ADD 1 – COM (2018) 271 final (May 2019)¹⁴

3. Support the professionalisation of early childhood education and care staff, including leaders. Depending on the existing level of professional qualification and working conditions, successful efforts can include:

(a) raising the status of the early childhood education and care profession by creating high professional standards, offering attractive professional status and career prospects to early childhood education and care educators, striving to reach a better gender balance and creating professionalisation pathways for staff with low or no qualification as well as specific pathways to qualify assistants;

(b) improving initial education and continuous professional development to take full account of children's well-being, learning and developmental needs, relevant societal developments, gender equality and a full understanding of the rights of the child

(c) providing time for staff for the purpose of professional activities such as reflection, planning, engaging with parents and collaborating with other professionals and colleagues

¹⁴ <https://data.consilium.europa.eu/doc/document/ST-9246-2018-INIT/en/pdf>

(d) aiming at equipping staff with the competences to respond to the individual needs of children from different backgrounds and with special educational needs, including disabilities, preparing staff to manage diverse groups.

Effective change to practice is a challenging experience for teachers, involving as it does a disruption of existing habits and the increased risk of making mistakes as the teacher gets used to new ways of working. The point is encapsulated well by this teacher's reflection in their log:

It is a new situation that generates many doubts when it comes to scheduling the activity and carrying it out. We were happy with the final result, although we were unsure if it had been carried out in the correct way and if the pupils had understood what was required. Once initiated the project saw that the initial activity had achieved the objective. Admittedly, it requires a lot of preparation. (Spain)

New approaches, such as those in SEDIN, may also, and in some cases did, challenge cultural norms and deeply held beliefs. For these reasons, it was important that the training model was designed not only to present Creative Learning and Montessori in ways that were easy to understand, but also to support teachers through the challenges of changing practice.

For this reason, the external evaluator sought to guide as well as evaluate the training model for SEDIN with reference to evidence-based principles for effective transfer of practice (appendix B). The principles are derived from a review of international research originally carried out for the yMIND project¹⁵. They identify the need for:

- Clear moral purpose
- A focus on a specific set of problems and a specific group of learners
- Evaluation to be built in from the beginning of the programme

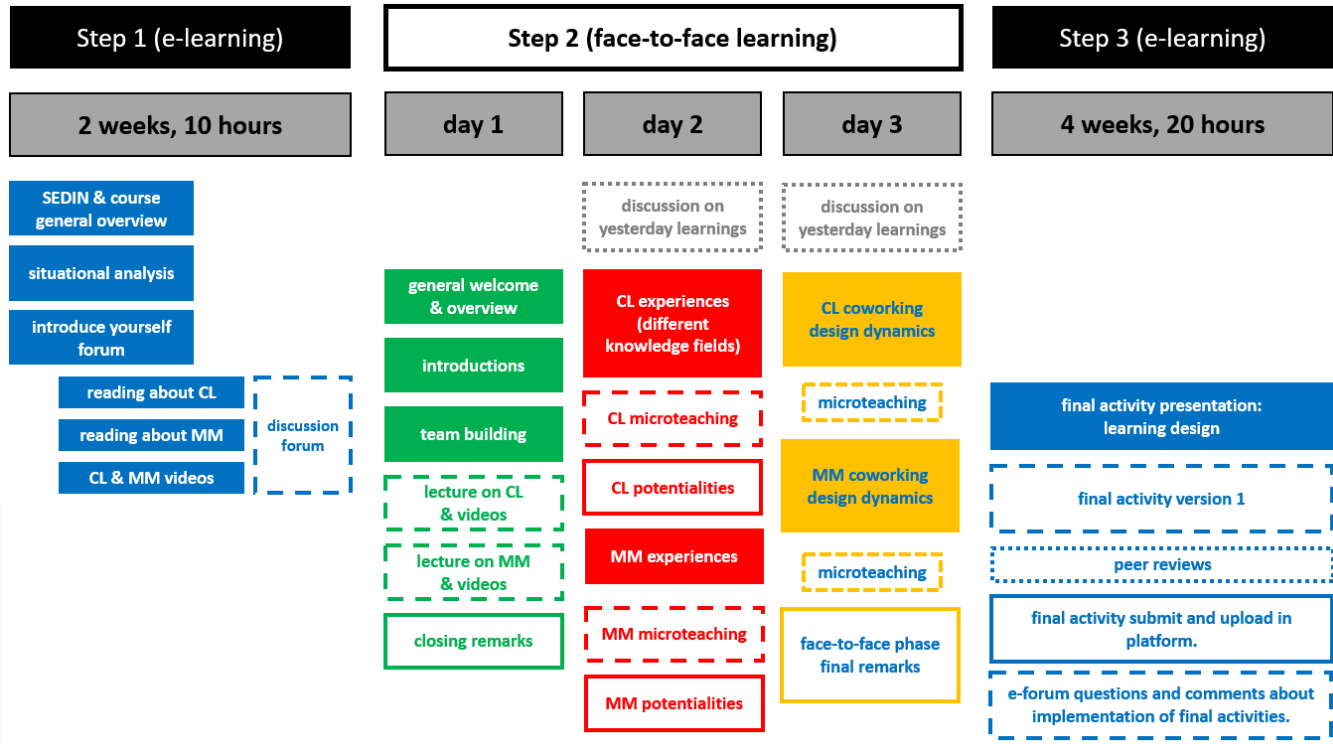
¹⁵ <http://www.youth-mind.eu/>

- A combination of specialist input AND coaching of practitioners in the implementation of new approaches
- Coaching as a sustained, collaborative process which includes: demonstration, modelling and simulation
- Reflective dialogue
- Bringing to the surface practitioner beliefs about the focus / content of practice to be transferred
- The delegation of real power and work from the centre, ie the practitioners who are adopting the new practice require a personal sense of responsibility in integrating it well into their practice
- De-privatisation of practice > enabling colleagues and trainers to have sight of practice, eg through observation
- Integrated leadership – leaders should be involved in teaching and professional learning (instructional leadership) and delegate responsibilities (distributed leadership)

The first three principles are incorporated in the design of the SEDIN project: the specific issues the intervention addresses were clarified through the situation analyses, and the evaluation process was planned at the outset and progressed alongside the intervention. That SEDIN's moral purpose of inclusion resonated with participating teachers is encapsulated in the many positive responses to the practice, summarised in section 4.3.4.

The CPDL and transfer mechanisms of SEDIN have been assessed against these principles at planning and implementation stages. Partners have been responsive to the resulting guidance and made adaptations accordingly. In particular, the EE has emphasised the importance of providing practitioners with the means of evaluating their own developing practice in the light of pupil-data (appendix E).

The structure for the train the trainer course was drafted by colleagues at the Universitat de Girona in July 2018, and followed the process as set out in this diagram:



The details of the EE feedback to the training model is available in appendix G. In brief, the model met the criteria for effective transfer of practice in the following respects:

- It provides an opportunity for sustained professional learning over a period of time
- Collaboration is promoted during face-to-face sessions
- The discussion forum on the VLE enables collaboration and reflective dialogue.

The EE also made the following recommendations to those partners organising the training, in line with the principles, to:

- use step 1 of the model to bring to the surface practitioner beliefs about practice related to the two GP models, and to refer back to these during the training
- use the discussion forum to build collaborative relationships and habits of reflective dialogue from the beginning with reference to specialist input

- establish the starting points of participants from the beginning of the face-to-face training with an appropriate activity and tailor input of sessions accordingly
- use stage 3 as an opportunity for trainers / practitioners to reflect on practical experience of implementing the methods with their own pupils
- make clear, and follow through as the golden thread, intended outcomes for pupils – practitioners should understand their developing practice in light of the difference it makes for pupils
- develop evaluation tools for both face-to-face sessions and at the end of step 3.

The application of the model during the train the trainer workshop in Dublin (22nd – 24th October 2019), was successful in terms of transferring the practice, as described in section 4.2, and generating enthusiasm about SEDIN.



Introductory presentations at the workshops provided an overview of both good practice models. Following this the training was on the whole practical, in which participants engaged in learning activities of the two methods, and finally created their own activities / lessons in the methods. Activities included, for example, participants adopting a planet and forming the solar system through dance, and a Montessori specialist taking participants through a Cosmic Project, before setting them up to create their own.

At the end of each of the three days of training, participants were asked to complete an evaluation questionnaire, in which they rated on a 5-point scale the day's training in relation to how well the training supported them to meet the

aims of the training (where 1 was lowest and 5 highest score). Apart from a single '2', no participant gave a score of less than three for any element of the training, and from their perspective the aims of the training had been met to a high degree. The following are the average scores for each of the aims over the course of the three days:

Understand principles of Creative Learning	4.3 / 5
Understand principles of Montessori	4.5 / 5
Can use methods independently and adapt them	4.2 / 5
Can develop new exercises and activities	4.0 / 5
Can instruct teachers in adapting the models	4.2 / 5
Can deliver content of the programme in own training workshops	4.1 / 5

Participants found the training helpful, insightful and supportive:

The lecturers were excellently prepared for the training. Through all the presentations, games and activities I could learn a lot of useful and interesting things.

The structure of the training was appropriate for providing access to knowledge, resources, and motivation to find out more:

The sessions were very useful and well presented. The content was just enough to make you hungry for more information. I just met the two methods and I'm looking forward to learn more!

Participants particularly appreciated the practical approach of the training:

We were involved creating our own exercises and that helped a lot to see the use of the methods in practice.

The benefits of collaboration within the training were also appreciated:

We could practice the theory with examples of both methods. Sharing and participating in the different examples was nice to see the different possibilities of the materials.

It was pretty exciting and interesting for me to hear such a variety of views.

In a small number of cases at the end of day one, there was some frustration at the lack of time, and in one case, some disorientation:

I really liked the practical work today but proper guidelines were missing and it was a bit confusing. From one hand the workshops are great, from other - the theory, but I still miss the balance.

However, the structure of the three days, which built upon the introductions of day one, resolved these issues.

A quote from one colleague at the end of the third day of training sums up the enthusiasm of participants for the good practice models demonstrated during the workshops:

I can't wait to share all the experience and knowledge from the course with my colleagues.

In terms of the impact they believed the training would have on them, participants identified the following:

- Ability to create own activities and projects with pupils
- More interesting and enjoyable lessons
- Ability to focus on pupils' needs
- Generate enthusiasm among colleagues
- More confidence as a teacher.

The application of the training model in national contexts provided partners with the opportunity to refine the approach - in particular conceiving the professional development and learning for SEDIN as an extended process, to include formal reflection and adaptation as part of the training. This was accomplished with the aid of teacher logs and, where they were carried out, peer observation and debrief.

The following section describes implementation of the training programme in national contexts against the principles of effective transfer.

A combination of specialist input and coaching of practitioners in the implementation of new approaches

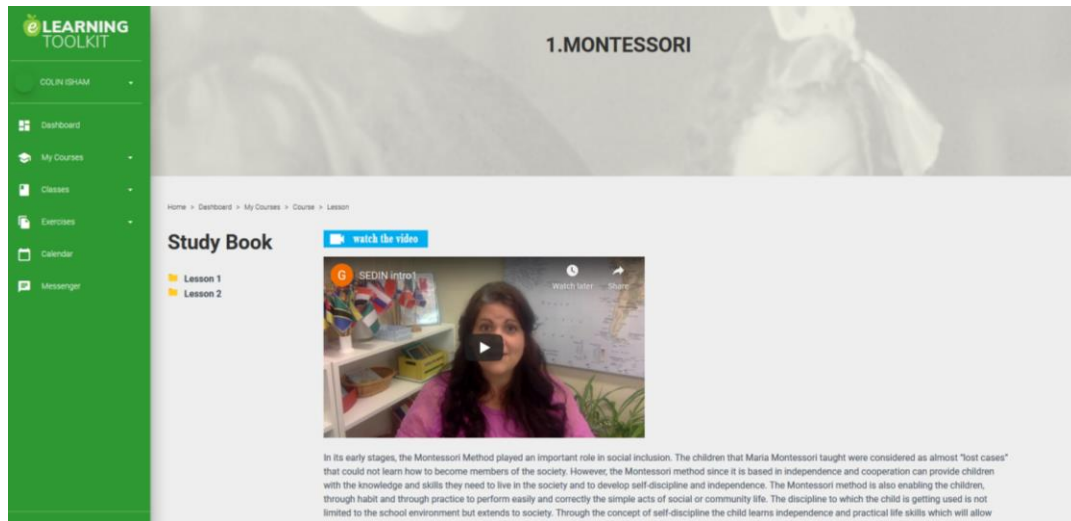
Specialist input was provided by the trainers who had attended the train the trainer workshop in Dublin. In addition, partners sought to maintain input from experts during the course of the project. Nikolas Kamtsis introduced SEDIN's online learning resources via the project's Facebook channel. Colleagues at Universidad de Girona enlisted the support of veteran Montessori expert Maria Antònia Canals to provide additional guidance and example activities and resources. While Action Synergy organised a webinar with Sarah Kennedy-Berge and Nicole Hermann of WMI towards the end of the intervention. Participating teachers also had access to the teacher guides especially developed for the project.



Ongoing specialist support, as well as specialist support for teachers unable to access the face-to-face training was provided by the e-training course. At the time of writing (May 2020) ca. 1200 teachers had engaged with the online materials.

CISS also provided access to e-learning activities to teachers who had participated in the face-to-face training, plus an additional 20 who had not. Training was prepared to induct the teachers on the e-learning platform, but this

was disrupted by school evaluations in February and the lockdown due to Covid-19.



The coaching aspect of the training occurred through feedback on teacher performance as they 'delivered' sessions, and developed their own resources during training workshops. Coaching was also provided to some practitioners in the classroom, as described below.

Coaching as a sustained, collaborative process

Collaboration during the training primarily occurred as trainers modelled and discussed practice, and teachers planned, carried out and debriefed activities, and micro-teaching in pairs.

There were also examples of collaboration continuing in schools as teachers implemented the new practice. Teachers in Spain carried out peer observation, and several colleagues in Greece engaged in team teaching.

Partners ensured coaching was sustained by delivering input in cycles so that teachers experienced the training over a period of time. In Italy, for example, the training took place on Wednesday and Thursday over the course of four weeks:

CALENDARIO FORMAZIONE CISS PER DOCENTI

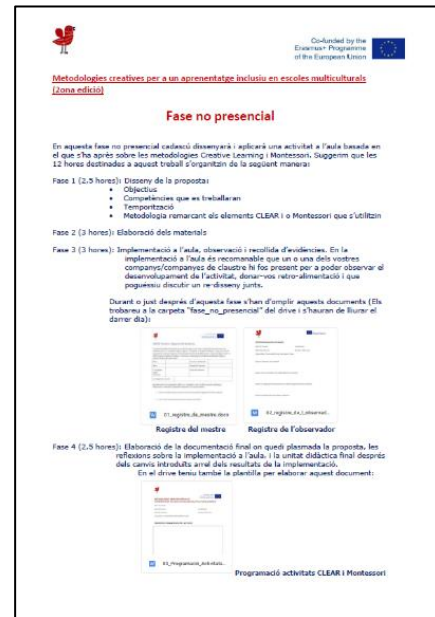
DOCENTE	TEMATICA	DATA E LUOGO	MODALITA' CLASSE
SERGIO CIPOLLA (MODULO I)	Introduzione a temi e prospettive generali: Cittadinanza globale, inter-cultura e cooperazione allo sviluppo; Fenomeni e dinamiche migratorie: cause ed origini, contesti socio-antropologici di riferimento	27 FEBBRAIO H 14:30 – 18:30 Casa della Cooperazione – Via Ponte di Mare 49	PLENARIA
VITTORIA CASTAGNA (MODULO II – I GRUPPO)	Intersoggettività, linguaggi creativo-espressivi e processo di apprendimento; Introduzione ai metodi ed approcci del Creative Learning.	28 FEBBRAIO H 16 – 19 Casa della Cooperazione – Via Ponte di Mare 49	CLASSE RIPARTITA
GIUSEPPE BURGIO (MODULO II)	Dal multiculturalismo all'inter-cultura; Il dialogo interreligioso: pratiche possibili; La prospettiva intersezionale; L'Inclusione scolastica e socio-occupazionale dei MSNA: sfide e opportunità.	06 MARZO H 14:30 – 18:30 Casa della Cooperazione – Via Ponte di Mare 49	PLENARIA
VITTORIA CASTAGNA (MODULO II – II GRUPPO)	Intersoggettività, linguaggi creativo-espressivi e processo di apprendimento; Introduzione ai metodi ed approcci del Creative Learning.	07 MARZO H 16:00 – 19:00 Casa della Cooperazione – Via Ponte di Mare 49	CLASSE RIPARTITA
VITTORIA CASTAGNA (MODULO II – I GRUPPO)	Valorizzare le infanzie, promuovere la crescita: ambiente ed attività per educare alla libertà; Il paradigma del Metodo Montessori.	13 MARZO H 16:00 – 19:00 Casa della Cooperazione – Via Ponte di Mare 49	CLASSE RIPARTITA
VITTORIA CASTAGNA (MODULO II – II GRUPPO)	Valorizzare le infanzie, promuovere la crescita; ambiente ed attività per educare alla libertà; Il paradigma del Metodo Montessori.	14 MARZO H 16:00 – 19:00 Casa della Cooperazione – Via Ponte di Mare 49	CLASSE RIPARTITA
PASQUA DE CANDIA (MODULO III)	La comunicazione come strumento culturale; Tecniche e strumenti didattici dell'educazione alla cittadinanza globale.	20 MARZO H 14:30 – 18:30 Casa della Cooperazione – Via Ponte di Mare 49	CLASSE RIPARTITA
PASQUA DE CANDIA (MODULO III)	La comunicazione come strumento culturale; Tecniche e strumenti didattici dell'educazione alla cittadinanza globale.	21 MARZO H 14:30 – 18:30 Casa della Cooperazione – Via Ponte di Mare 49	CLASSE RIPARTITA

Similarly, the training in Greece took place over two sessions on separate weekends.

CISS also provided in-class coaching, where the trainers modelled learning activities, observed teachers as they implemented the practice themselves, and provided feedback.

Universidad de Girona elaborated the model so that it consisted of initial face-to-face training, followed by a guided 'remote phase', and a final face-to-face debrief session. A shared space on Google Drive was created, where teachers were provided with guidance for the whole programme and links to the materials they needed¹⁶. These consisted of an overview of the programme and templates for teacher logs, observation schedules and lesson plans.

During the final debrief session teachers presented their delivery of the SEDIN sessions, and these presentations were also uploaded onto the Google Drive for other teachers to view – thus also 'de-privatising' practice.



Reflective dialogue

Engagement with SEDIN provoked a great deal of discussion and reflection on the nature of learning and what kinds of teaching best support it. This was evident during training sessions, and clearly visible in the teacher logs.

These kinds of activities change the traditional roles of learning. The teacher is not just explaining and students listening, with these activities the teacher is guiding and helping students through the learning process. Students became the most essential part of the lesson. This promotes more participation and avoids behavioural

¹⁶ https://drive.google.com/drive/folders/1wsacB-IUqVksdUG07g_7_96CYtdHrU9U

problems. Students have an active role and they should work together as a team to develop the tasks. (Spain)

Reflective dialogue also helped teachers manage the process of change, and set appropriate expectations for the impact of their practice:

It's hard just for a few days to form habits, but I laid the foundation. I cannot claim to have changed the children's attitudes towards food they dislike, but I definitely provoked them to try new things and to think about the benefits of healthy eating. (Bulgaria)

Teachers also considered how they would adapt their approach, and what they would do differently in future:

I would like next time to have shaped the space a little better, to show more confidence in my group and to introduce them to more difficult concepts and to have appropriate background music. (Greece)

The session had a long initial phase of "frontal" comparison. Next time I would start with an activity/game to get things moving and, immediately, I would use the "circle time" method. (Italy)

The proposals for improvement would be to do it in smaller groups because when doing it with big group everyone wanted to participate at the same time and had to wait a bit in the first part of the activity. For the next time I would divide the class group in two. (Spain)

The latter example shows the opportunities to develop the method further that reflective dialogue allows – here, a suggestion to offer more choice in activities, as promoted through SEDIN, so that pupils can work in smaller groups would be an obvious next step in the coaching conversation.

Delegation of real power to the practitioner

Delegation of power to the practitioner was achieved by the fact that participation in SEDIN was voluntary – teachers responded to calls of interest, and so their agency was built in. Nevertheless, even where teachers were required to adopt the SEDIN approaches, the model allows for personal agency by the choices teachers have over which activities and resources to deploy, and the adaptability of the model to suit particular pupil groups.

Teachers adapted their practice in many ways during the project:

*I have always invented stories about the numbers that we presented, the letters that arrived... but I had never thought of doing them with this presentation system (carpet, objects, torch...) and above all, trying to include the evolution of humanity... Now I will have a different and attractive resource to tell stories to pupils.
(Spain)*

Such adaptations also illustrate the effectiveness of the training model, where teachers were able to derive the principles for the Montessori and Creative Learning approaches, and generate their own activities based on these.

Where teachers planned their own lessons applying the methods, and completed teacher logs, these too enabled the individual practitioner to take metacognitive control of the way they adapted and applied the methods.

De-privatisation of practice

The common method throughout the training for teachers to make their practice visible was through the discussions, joint planning and micro-teaching during the training sessions. This also occurred where teachers presented their work with SEDIN methods after trialling the approach in the classroom.

Opening up practice for closer scrutiny through peer-observation and videoing, and review of lessons, particularly featured in the training in Italy and Spain. As challenging as this type of CPDL practice is to achieve, given prevailing cultures of the closed classroom, and the time needed to attend another teacher's classroom, the Girona team built peer observation into their national training model, and in some cases videoed and reviewed practice. In Italy, the CISS trainer provided observation and feedback support.



The value of observation was evident in the detailed description and analysis of classroom interaction and what it meant for the pupils. In this example, the observer records how teaching habits hamper the practitioner's ability to implement the spirit of SEDIN:

The teacher is an authority figure for the children, over whom she has clear control. In the course of the workshop, she often intervened by encouraging children's participation to the point of insisting they took part. This has had the opposite effect on children, who most often have not been able to express themselves, because they were nervous and/or under the pressure of having to do so. (Italy)

In this example, the observer is able to describe in some detail the work the teacher needs to put in to coach the children on performing well in activities, and also has time to reflect on the nature of the challenge for the pupils:

The atmosphere the children experienced was one of intense effort to perform every trick. They all participated more actively than in other activities, perhaps because acting in front of other children is exciting and they wanted to do well. This led to the fact that if in some cases they were careless, they would respond immediately when they were advised that it was not sufficiently elaborate (clothes, gestures, expression, decorations ...) (Spain)

Integrated leadership

Partners took on board the recommendation based on evidence from OECD¹⁷ and BES¹⁸ that involving leaders in CPDL is a key factor in improving teaching performance and learning outcomes. School leaders were involved in the situation analysis exercise at the beginning of the project and in the training itself. In Greece ten directors, two deputy directors, and five education co-ordinators participated in the training, while in Bulgaria two senior teachers joined the training.

¹⁷ https://read.oecd-ilibrary.org/education/school-leadership-for-learning_9789264258341-en

¹⁸ <https://www.educationcounts.govt.nz/publications/series/2515/5959>

The involvement of KMEM and ELORIS in the project meant that on Lesbos and in Izmir, educational leaders were directly involved in the training, and as such modelling and explicitly endorsing the practice.

In Spain, the directors of two schools officially endorsed SEDIN, one of whom co-ordinated its application in their school. In a third school, the head of studies ensured the incorporation of SEDIN activities in two year groups.

4.3.3. How many centres / organisations incorporate the GP models into their training?

School engagement with SEDIN training went beyond teachers merely attending training sessions, and extended into schools themselves. In Bulgaria and Greece school leaders participated in the training, and in Italy and Spain coaches worked with teachers in schools to embed the practice. Through a count of teacher logs and observation schedules, the number of schools where SEDIN was incorporated into training in schools came to 92, distributed by country and phase as set out below:

	Total	Bulgaria	Greece	Italy	Spain	Turkey
Early years	29	8	14		2	5
Primary	52	5	28	5	11	3
Middle	2					2
Secondary	7		1	1		5
Post 16	1		1			
Special	1				1	
Total	92	13	44	6	14	15

The SEDIN methods have been incorporated into the CPD offer at Universitat de Girona, albeit postponed because of the current shutdown due to Covid-19.

PROGRAMA

4es JORNADES MOVIMENT I LLENGUATGES

MOVIMENT SALUDABLE I
TRANSVERSALITAT EDUCATIVA

4es JORNADES MOVIMENT I LLENGUATGES

MOVIMENT SALUDABLE I
TRANSVERSALITAT EDUCATIVA



-en record del Dr. Javier Olivera Betrán

MATÍ

8:30-9 h	Recollida de documentació
9:00-9:15	Acte d'inauguració de les 4tes Jornades i benvinguda.
9:15-10:30	Conferència: El Moviment saludable i la transversalitat educativa A càrrec de la Dra. Laura Llacuna
10:30-11h	Pausa cafè
11h-13h	Tallers 1a sessió Taller A1: Moviment i Salut a càrrec d'en Gerard Arlandes Taller B1: Moviment i Matemàtiques a càrrec de l'equip de mestres de l'escola Els Quatre Vents
13h-13:30	Presentació de projectes: Projecte -SEDIN- a càrrec del Dr. Jordi Freixenet <small>Metodologies creatives d'aprenentatge basades en el mètode Montessori i el mètode "Creative Learning".</small>

TARDA

15h-17 h	Tallers 2a sessió: Taller A2: Moviment i Cos a càrrec de la Montserrat Iranzo Taller B2: Moviment i Ciència a càrrec de la Dra. Marta Peracaula
17-17:15	Pausa
17:15-18:15	Presentació de projectes innovadors
18:15-19h	Espai de reflexió i conclusions finals Coordinat per la Dra. Dolors Cañabate, la prof. Alba Soler i el Dr. Jordi Colomer



www.movimentillenguatges.cat

A càrrec de la Dra. Laura Llacuna.
Doctora en Biomedicina,
Psiconeuroimmunòloga, Coach
Salut Integrativa.

A càrrec del Dr. Jordi Freixenet.
Professor titular de la UdG del
Departament d'arquitectura i
tecnologia de computadors.
És membre del grup de recerca
UdiGitalEdu i de l'Institut
VICOROB.

Projecte SEDIN
<http://sedin-project.eu/es>



Co-funded by the
Erasmus+ Programme
of the European Union

TALLERS 1ra Sessió

Taller A1: Moviment i Salut
Salut per als mestres: Txikung

A càrrec de: **Gerard Arlandes** **11h-13h**
És filòsof per la Universitat Autònoma de Barcelona. Professor de taiji i

TALLERS 2a Sessió

Taller A2: Moviment i Cos. Salut i Benestar:
Reconeixement corporal i postural a través del moviment

A càrrec de: **Montserrat Iranzo.** **15h-17h**

In Greece, Action has carried out training through several non-governmental organisations, thus embedding it in their practice:

- Network for the Rights of the Child www.ddp.gr
- Pyxida <https://www.pixidamko.gr/>
- Metadrasi <https://metadrasi.org/>
- Apostoli <http://mkoapostoli.com/>

Action has also fed the SEDIN methods into the 'Theatre as a method to promote intercultural dialogue and migrants' sense of belonging' module of the cisostra¹⁹ project, where 30 social workers and professionals from five countries have been inducted into the intervention.

ELORIS has transferred the practices both to regular teacher training courses it organizes and also to the policy level within the region of East Aegean, as it is the public authority in charge of the monitoring of schools in the region as well as on the policies for social inclusion of the refugees.

In Bulgaria, CCTA is exploiting the fact that SEDIN is now on the official register for training to develop ongoing training sessions. and has come to an agreement with the Department for Information and In-service Training to provide further SEDIN training.

4.3.4. What are the perspectives of centres / organisations towards the GP models?

In the end of intervention survey, practitioners were asked to assess the level of their pupils' engagement in the SEDIN classroom in comparison with their normal level of engagement. Consensus was almost unanimous that pupils had engaged more in SEDIN classes than during regular teaching.

How did your pupils engage with the SEDIN (Montessori / Creative Learning) activities	Greece	Italy	Spain	Turkey
Better than with the usual classroom activities	34	3	12	5
About the same as with the usual classroom activities	2	1	1	0
Worse than with usual classroom activities	0	0	0	0

¹⁹ <https://cisotra.eu/>

Endorsement also came in the survey, where all 58 practitioners responded 'yes' to the question: Would you recommend Montessori / Creative Learning methods to a colleague?:

I have already proposed some activities to colleagues, which I believe help children to participate more actively in teaching and to learn more easily and to become more responsible. (Greece)

Teachers valued the room the methods gave pupils to choose and explore in the SEDIN learning environment:

Children can easily access knowledge, different subjects and roles, they can experience many situations in a safe and secure educational environment with no borders or limits according to their personal needs. (Greece)

Comments practitioners made in teacher logs were also overwhelmingly positive about the method:

I will definitely use many of the elements of the Montessori methodology in my work as a teacher. (Bulgaria)

This teaching intervention went much better than we expected. It is unbelievable how much all the children were helped, but especially the foreign pupils and the pupils with difficulties, who managed through the images so much easier to build knowledge, but to show it. But the best of all was that so many Ideas from the children and from us, that had to do with the search for information, writing work and visual compositions on the occasion of the images that were given to them initially for classification. (Greece)

Although immigrant students have some problems with confidence in my usual classes, they were more willing to participate this activity since there was action and in it. The involvement was satisfactory and this helped them to have a more relaxed learning environment. (Turkey)

In Spain, the directors of two schools and the head of studies in a third, endorsed SEDIN and had been personally responsible for ensuring its implementation in

their schools. One director underlined the fact that SEDIN had achieved its aim of making the methods relevant to schools serving RMM communities:

I think that the option of accompanying implementation with specific training has allowed us to carry out more quality and more meaningful activities in the context of the centre. It has also been possible to adapt to the specific reality of our school.

While these leaders were realistic about the rate of change and more time being needed for the full impact to be seen, what they had witnessed to date had encouraged them to stay committed to the methods:

We would like to continue carrying out experiential activities and group work among our students. The work with this methodology shows that learning is internalized to a much more significant extent, since the children are engaged in tasks over time. (Head of Studies, Spain)

4.3.5. Do education experts / policy makers endorse the implementation of the GP models more widely?

Communication from The Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions action plan on the integration of third country nationals (2016)²⁰

In strengthening their integration policies, Member States are encouraged to:

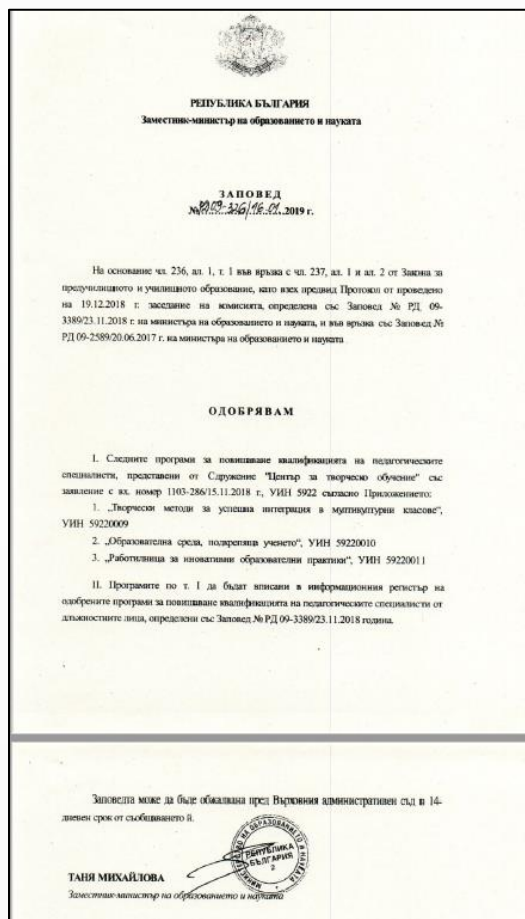
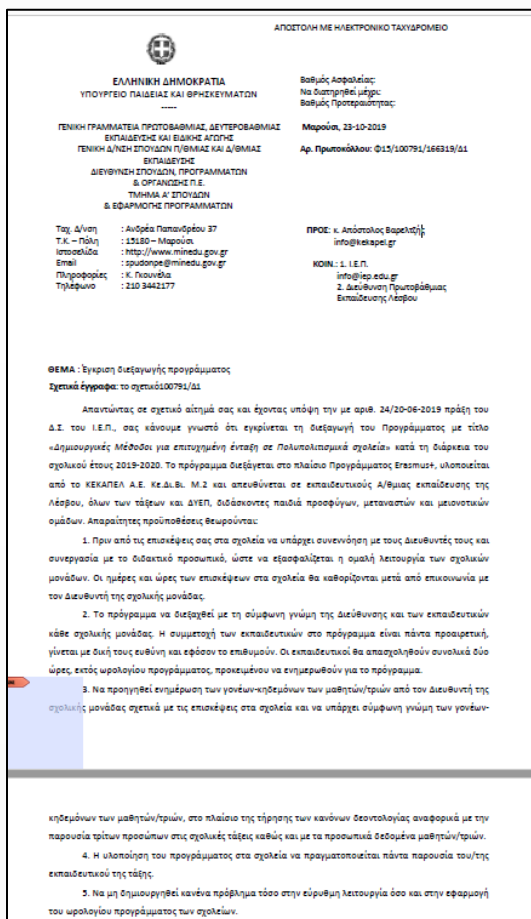
equip teachers and school staff with the skills needed to manage diversity and promote the recruitment of teachers with a migrant background.

promote and support the participation of migrants' children in early childhood education and care.

²⁰ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016DC0377>

Implementation of SEDIN has received endorsement from the ministries of education in Greece and Bulgaria. In the case of Greece, an official document signed by the Vice Minister of Education and Religious Affairs confirms approval for the delivery of SEDIN to the Greek Institute of Educational Policy and the Directorate of Lesvos Elementary Education.

In Bulgaria, CCTA secured approval for SEDIN training on the official register of award bearing courses for pedagogical specialists, meaning that teachers who attend the training can acquire credits towards specialist qualification.



While such documentation signals approval for the methods at the highest level, and therefore adds weight to the argument for teachers adopting such practice, ironically, the systems which require such approval centrally can also act as a hinderance to taking practice such as SEDIN to scale. Partners from both Bulgaria and Greece advocated the devolution of decision making in education away

from the centre and closer to schools. In the case of Greece, schools and teachers were keen to participate in initiatives like SEDIN, but can only do so if they attend externally organised events. In-school CPDL requires central approval. Again, the inclusion of e-learning in the project proved very beneficial, as teachers were able to access the method and resources without needing to attend face-to-face sessions.

Elsewhere in Greece, Action secured a letter of support from the president of the Municipal Organisation for Social Solidarity and Sports of the Municipality of Megara, committing to promote SEDIN methods in the region:



HELLENIC REPUBLIC DEPARTMENT OF ATTICA
N.P.D.D. KOINONIKIS ALLILEGGYIS ATHLITISMOU
"IRODOROS" DIMOY MEGAREON - GREECE

28th of October 62, Megara 19 100 Greece
Tel: +30 22960-22161 Fax: + 30 2296021510
E mail: irodorosmeg@gmail.com

LETTER OF SUPPORT

I, the undersigned IOANNA RIGA, representing NPDD of social solidarity and sport "IRODOROS" Municipality of Megara (N.P.D.D. KOINONIKIS ALLILEGGYIS ATHLITISMOU "IRODOROS" DIMOY MEGAREON - GREECE) confirm that we support the pedagogical value of the SEDIN project for the support of social inclusion in multicultural schools and we will support the implementation of the method in the area of Megara.

Date: 24/5/2020

Signature and stamp
of person in charge


IOANNA RIGA
President of NPDD "IRODOROS"



It was of course beneficial that organisations with responsibility for education policy ELORIS and KMEM were members of the project team, as they are well-placed to continue promoting SEDIN in Lesbos, the East Aegean and Izmir regions beyond the funding period of the project.

In the case of ELORIS, the critical situation on the island of Lesbos with regard to the recent arrival of large numbers of refugees, even by the standards of the island, is preoccupying all policy attention at the moment. Nevertheless, its position close to the education authority for the East Aegean, and the appropriateness of SEDIN for education practitioners in the region, means that it continues to encourage use of the methods in schools.

For its part, KMEM has sent an official communication to the 80 schools under its auspices, encouraging them to implement the SEDIN methods.



T.C.
KARŞIYAKA KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 96230548-903-E.14217264 04/12/2019

Konu: SEDIN Proje Çıktılarının Müfredata Alınması

..... MÜDÜRLÜĞÜNE
KARŞIYAKA

Erasimus+ Programı kapsamında, Support for Policy Reform Alt Programı, Social inclusion through education, training and youth Eylemi altında 592253-EPP-1-2017-1-EL-EPPK3-IP1-SOC-D1 no ile Avrupa Birliği Komisyonu (EACEA) tarafından finanse edilen, Müdürlüğümüzün de ortak olduğu ve 7 AB ülkesi ile birlikte yürütülen "SEDIN - Creative Methods for Successful Inclusion in Multicultural Schools" isimli Projenin çıktıları olan "Montessori ve Yaratıcı Öğrenme Yöntemlerinin" okul eğitim müfredatınıza alınması ve uygulamaların idarenceze takip edilmesi hususunda;

Gereğini rica ederim.

Mustafa İSLAMOĞLU
Müdür

Özel Kalem
Hükümet Köşkü Kat:2 Karşıyaka İZMİR
Elektronik Ağ: karisyaka.meb.gov.tr
e-posta: karisyaka35@meb.gov.tr

Ayrıntılı bilgi için: İSİK ASLAN - Şef
Tel : (0 232) 369 11 03 - 112
Faks: (0 232) 368 51 17

Bu evrak gov.nll elektronik imza ile imzalanmıştır. http://www.kaymakamlik.gov.tr adresindeki 0166-5118-21/0e-hell-0166 kodu ile teyit edilebilir.

In Spain, partners at the Universidad de Girona have built on their SEDIN successes in schools in Salt, to come to an agreement with the Mayor of Salt to create an advisory role – Catedra Tekhne – to help schools in the locality which are classified as 'maximum complexity', ie they have 90%+ RMM pupils. One of the tasks of the Catedra Tekhne will be to apply the SEDIN methodologies in all schools of the city.

4.4. Specific objective three: Children improve their educational performance

4.4.1. What do children learn as a result of their engagement with the GP models?

Council recommendation on high-quality early childhood education and care systems. Commission document number: 9246/18 + ADD 1 – COM (2018) 271 final (May 2019)²¹

Enhance the development of early years' curricula in order to follow children's interests, nurture their wellbeing and meet the unique needs and potential of each individual child, including those with special needs or in a vulnerable or disadvantaged situation. Approaches supporting holistic learning and children's development could include:

(a) ensuring a balance in the provision of social-emotional and cognitive development, acknowledging the importance of play, contact with nature, the role of music, arts and physical activity

(b) promoting participation, initiative, autonomy, problem-solving and creativity and encouraging learning dispositions to reason, investigate and collaborate

(c) fostering empathy, compassion, mutual respect and awareness in relation to equality and diversity

(d) offering opportunities for early language exposure and learning through playful activities; and

(e) considering, where possible, tailored multilingual early childhood programmes, which also take into account the specific needs of bi/multilingual children

²¹ <https://data.consilium.europa.eu/doc/document/ST-9246-2018-INIT/en/pdf>

When describing pupils' learning, teacher comments included reference to content learning on the one hand, and children's development of social and learning skills on the other.

In terms of content, children acquired knowledge and skills in language and literacy, mathematics, science, geography, culture and music. In Italy, the focus of the training and delivery was particularly on the topic of migration, diversity and integration, and so in terms of subject matter pupils learned most about aspects of geography and culture. This linked well with the social and learning skills children developed during SEDIN sessions (see below).

of which the following are illustrative examples:

Subject area	Teacher comments
Language and literacy	<p><i>I think children have learned that the way we talk about migrants and the way they are described is the result of clichés and stereotypes that do not correspond to the reality of the facts (Italy)</i></p> <p><i>They were receptive to new vocabulary, to move as a magician, to express themselves convincingly (Spain)</i></p>
Mathematics	<p><i>they understood the value of the position of the digits of number ... in the arena, they learned to analyse and compose numbers (Greece)</i></p>
Geography	<p><i>they made the flags of their countries, as well as the Greek flag (Greece)</i></p>
Culture	<p><i>Each team presented the comics they created and compared the paintings with the pictures of the representation. Teachers asked the children what they experienced, how they felt, what they learned, how the 'protagonists' celebrate Easter in the paintings of Theophilos.(Greece)</i></p>
Music	<p><i>I think that the main learning was [understanding] the metronome and the difference between the rhythms worked on during the lesson. (Spain)</i></p>



With regard to the development of social and learning skills, co-operation featured frequently in the SEDIN classroom (see section 5.5)

Social / learning skills	Teacher comments
Feedback and reflection	<i>They also learned to converse with their neighbour, to get ideas enriching or sometimes "upsetting" their own. (Greece)</i>
Critical thinking	<i>I think that children have had the chance to understand the reality that can be interpreted differently and that not always the way in which it is presented to us is necessarily right or true. (Italy)</i>
Respect for others	<i>The students have learnt to respect the turn of the word, to keep their attention and to admire the ideas of others. (Spain)</i>
Collaboration	<i>The pupils learned the meaning of solidarity and cooperation (Italy)</i>

The application of SEDIN in the classroom also enabled children with special educational needs and difficulties (SEND) to develop social skills which aided their integration.

This program helped the integration of a pupil who is on the autism spectrum. More specifically, it helped him identify, express and thereby control his feelings. Also, by learning ways of managing his negative emotions he tried to express anger in manageable ways, e.g. – I feel angry and I'm going to go do a puzzle to calm down. The communication of the child with the rest of the class evolved positively after that. (Greece)

In this instance, the teacher led a discussion with pupils about how they felt during classroom interaction. SEDIN provided both the stimulus to bring emotions to the surface, and for the class to discuss them collectively as an important part of learning, and provided activities children could use to manage and express emotions in productive ways.

There were also several examples of children learning to be more assertive and contribute to discussions in the classroom, where they had previously been quiet or shy.

Pupils have supported each other and encouraged each other to take part in the activities. For example, during the presentation, one of the children was more shy and reluctant to take part in the activities, he was helped by his classmates to overcome shyness and to present himself with his name and the gesture that represented him. (Italy)

Children have learned to express themselves, collaborate and create groups with a common goal. Also, children who at the beginning of the school year were timid, now have active participation and take initiatives. (Greece)

Finally, by working in different ways, and with children they did not always associate with (see section 4.5.1), children also learned something about each other, enriching the relationships in the class:

Pupils have discovered qualities in other pupils that they were unaware of, and this has created a very good climate of collaboration and help among the different pupils in the group.

Spontaneous collaboration was established between them. The work environment encourages students to share and express their emotions. (Spain)

4.5. Specific objective four: Children from migrant/minority backgrounds are better included in school life

4.5.1. Do children collaborate more with classmates from different ethnic / cultural groups as a result of engaging with the GP models?

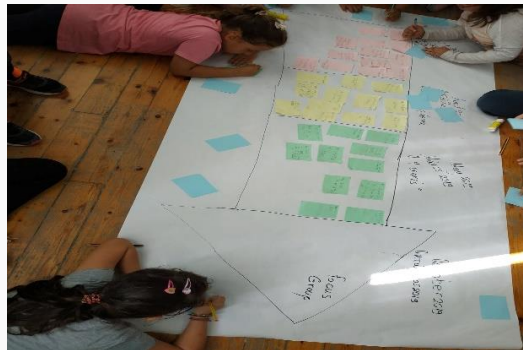
In some cases, teachers and observers mention children by ethnic background, and this is helpful in providing a direct answer to the question of whether children from different ethnic groups collaborated more as a result of working with SEDIN:

Pupils learned better some grammar rules through playing with symbols. Pupils from other countries with learning difficulties were participating just like their colleagues and all together were helping each other to put their symbols in the right order. (Greece)

On the whole, however, this information is absent for the classroom data, and so an assumption is made here, that as SEDIN activities took place in classrooms which had a mix of RMM and indigenous pupils (see section 4.3.1), the benefits of inclusion which occurred in those classrooms applied to children of all backgrounds.

In the focus groups in Greece, it was co-operation that children felt they had learned most from in their SEDIN lessons.

We have learned more about others, to co-operate and to listen to others.



Teacher reports reveal how the process of the activities enabled children, who were reluctant or shy about participation, to be eased into activities not because they felt external pressure, but because the activity motivated them to do so:

What we finally got was that the pupils who were already good at the tasks became even better and could do them more quickly. In addition, moderate pupils understood the mechanism and were then more confident in the steps they took in the arena. (Greece)



Where the activities were set up well, and appropriately facilitated by teachers, children could choose to participate at their own rate. In this way, the element of choice, so central to Montessori, was incorporated in the implementation, and supported learning.

When a pupil took a piece and put it in the wrong place some of the other pupils wanted to help him. All of them have participated and they have played together and looked out for each other and this has helped those pupils who could be feeling unsafe to participate and play. (Spain)

The methods also provided alternative and varied ways for pupils to communicate and express themselves, so that proficiency in the dominant language of the classroom was less of a requirement for participation.

It has helped those children who do not understand the Catalan language to participate as the activity consisted of objects in different colours and forms and it was a very visual game where communication was very simple and did not put them under pressure. (Spain)

Collaboration also worked well because SEDIN provided a conducive environment in which pupils were focussed on the learning activity at hand, and were not distracted or looking to distract others. The SEDIN methods, therefore, also promoted behaviour for learning more broadly:

What surprised me the most, was that I had everyone's attention, even from the pupils that have difficulty in concentrating for a long period of time. I observed their expression and behaviour during the session and I was very pleased that everyone was focused on the stories and on the examples we made. (Greece)

The focus of SEDIN on language development, also played a role in equipping children whose L1 was not the dominant language to communicate and so collaborate with peers and teachers, and so more fully participate in lessons:

The youngest in the class, who comes from Albania, showed that he understood what we were doing and repeated what I said to him with ease. (Italy)

Where the intervention enabled children of different language backgrounds to communicate better in the classroom, the objective of improved integration of RMM was seen to be met.

Pupils in every team had to discuss with the others the roles they could choose in order to carry out the role play. They didn't have to write down anything, but they only had to express themselves with body movements (theatre techniques). In this way they managed to overcome language barriers. (Greece)

Furthermore, it was not just RMM pupils who benefitted. As mentioned in section 4.4.1, children with SEND also benefitted from SEDIN methods being deployed in their classes:

Students with SEND have participated very actively and have received the support of their peers in moments of difficulty. (Spain)

4.6. Specific objective five: Creating an inspiring, creative and stimulating learning environment for teachers and all their pupils

4.6.1. Are children enthusiastic about the GP models they have engaged with?

Pupils' views on their experience with SEDIN was evident mainly through the focus groups, conversations observers had with them at the end of lessons, and where teachers included their reactions in teacher logs.

On the whole, pupils enjoyed taking part in lessons and engaged well. This quote from a lesson in Spain illustrates well how the activities generated pupils' enthusiasm by removing the barriers to learning:

At first we were hesitant, as we had to explain what to do. But as communicating is difficult, since we do not have a common language and vocabulary is limited, the pupils didn't really understand what we were saying. As time passed and the pupils realised what they needed to do in the activity - we treated it like a game - they wanted to get more and more numbers in the arena and to make more complicated actions. In fact, when a student made a mistake, the others corrected him. It was really exciting. Our students enjoyed it. (Spain)

At times, observers noticed that some pupils were not always able to participate fully, as described in section 4.3.2 (de-privatisation of practice). In a minority of cases teachers too noticed some flagging in engagement:

I have felt very comfortable and I have been able to observe the interest in pupils' faces. With first-time students I find it very easy to motivate them through storytelling and games. Today's session was the perfect combination. At the end of the session they left excited saying they want to repeat the games. However, it must be said that at some point in the session its attention has declined because the activity required them to wait. (Spain)

Taken within the context of the adoption of SEDIN methods being an ongoing process of refinement and such responses should not be taken as a signal that

the methods have failed, but that more development is required by the teacher – and teacher reflections in their logs showed that SEDIN helped them to do that.

On the whole, however, teachers report pupils' enjoyment and engagement in lessons. Perhaps more importantly from a learning perspective, it was positive changes in behaviour that signalled children's enthusiasm for the intervention:

The behaviour of the children was better and the autonomy they gained by choosing the materials they would take care of helped them and improved communication. (Greece)

5. Summary of the achievements of the SEDIN project against the project objectives

Council recommendation on high-quality early childhood education and care systems. Commission document number: 9246/18 + ADD 1 – COM (2018) 271 final (May 2019)²²

Early childhood education and care participation can be an effective tool to achieve educational equity for children in a disadvantaged situation, such as some migrant or minority groups (for example Roma) and refugee children, children with special needs including disabilities, children in alternative care and street children, children of imprisoned parents, as well as children within households at particular risk of poverty and social exclusion, such as single-parent or large households. Refugee children, due to their vulnerable situation, need enforced support. Poverty, physical and emotional stressors, traumas and missing language skills can hinder their future educational prospects and successful integration into a new society. Participation in early childhood education and care can help to mitigate these risk factors.

Broadly speaking, the objectives of the SEDIN project focussed on two areas: the impact its implementation would have on the teachers and pupils engaging in SEDIN during the funding period; and the project's sustainability.

In terms of the impact on teachers and pupils, the evidence from the project suggests several benefits described below. But beyond the specific objectives of stimulating learning, improving educational performance, and integration of RMM pupils, for all of which the outcomes were generally positive, SEDIN also set the parameters generally for a good learning experience. Importantly, teacher after teacher noted the way application of the methods promoted behaviour conducive to learning. This is something that was anticipated in the analysis of

²² <https://data.consilium.europa.eu/doc/document/ST-9246-2018-INIT/en/pdf>

the methods against the evidence-base (section 4.1), and something that has been borne out by the testimony of teachers on the SEDIN project.

Against its specific objectives, SEDIN's achievements are as follows:

Enhance the ability of teachers to include refugee / migrant / minority children

- Montessori and Creative Learning are evidence-based approaches which support teachers to apply essential elements of effective teaching and learning.
- Teachers implemented a wide range of Creative Learning and Montessori activities with a generally good degree of fidelity.
- The methods enabled teachers to develop pupils' social and learning skills as well as curriculum content in ways which pupils found engaging.
- Group work and collaboration were a common feature across SEDIN classrooms.

Mainstreaming Montessori and Creative Learning methods in teacher training

- Montessori and Creative Learning methods were appropriate for mixed indigenous and RMM classes, and also for classes with high proportions of RMM pupils.
- The methods also proved helpful in integrating SEND pupils in learning activities.
- Teachers believed the methods had particularly helped them address issues around pupil engagement and pupil behaviour. There was a certain consensus that the methods helped promote cultural diversity and language barriers, but these were less marked.
- The training model for SEDIN incorporated features of effective transfer and continuing professional development and learning (CPDL), including a combination of specialist input and coaching, sustained coaching over time, collaborative activities which promoted reflective dialogue and de-privatisation of practice, and, to a certain degree, integrated leadership.
- Professional development and learning activities were sustained beyond the training sessions and incorporated in 92 schools over the course of the project. SEDIN training has been embedded in the professional development provision of one university, four NGOs, the training offer of another project, two regional authorities, and one governmental education department.

- 54 out of 58 participating professionals who responded to the post-implementation survey state that their pupils engaged better with SEDIN lessons than usual classroom activities – four stated it was about the same. There was general endorsement of SEDIN by organisations which engaged with the project.
- Policy makers across the countries represented by SEDIN partners endorsed SEDIN as an appropriate and valuable methodology in schools.

Children improve their educational performance

- Children acquired knowledge and skills in a range of subject areas during SEDIN lessons.
- Children developed social and learning skills during SEDIN lessons, including critical thinking, giving and reflecting on feedback, respect for others, and how to collaborate.
- SEDIN lessons enabled overt discussions about emotions, their role in learning and how to manage them.

Children from migrant/minority backgrounds are better included in school life

- Pupils in SEDIN classes, which were a mixture in varying proportions of RMM and indigenous children, were more likely to engage in activities.
- The key mechanisms which SEDIN entailed to facilitate this were choice – children could decide what roles to take and when to contribute – and the opportunities SEDIN provided for communication and self-expression which did not rely on proficiency in the dominant language of the classroom.

Create an inspiring, creative and stimulating learning environment for teachers and all their pupils

- Pupils' enthusiasm for SEDIN learning activities was based on the fact that they were enjoyable in themselves, but also because they removed barriers to learning
- Enthusiasm expressed itself in pupils' approval of the activities, and also in improved behaviour.

6. Messages from the SEDIN partners to policy makers

As a final reflection exercise, partners considered the challenges they faced in implementing SEDIN, and the ways policy makers at all levels might be able to facilitate such innovation in schools in their regions and countries. The following is a summary of their recommendations to policy makers.

At EU level

- Make the promotion and implementation of evidence-based practice a political priority, and endorse those methodologies, such as SEDIN, which have proved successful in the classroom.
- Continue funding projects such as SEDIN because of the benefits it provides educators from disparate parts of Europe to learn with and from each other, and because for some regions, the EU can be the only source of funding for such initiatives.
- Improve co-ordination and dialogue between the European Commission and national education ministries. Frequently a promising initiative funded by the Commission does not receive the ongoing support of national governments.

At national/state level

- Mandate, promote, and provide guidance for professional development nationwide to include creative methodologies.
- Adapt the national system of assessment to take account of children's participation in such methodologies, and the learning and social competences they promote.
- Extend or create funding streams that promote collaboration between grassroots organisations, schools and academics to develop, evaluate and model for others, practices which enhance learning.
- Provide opportunities for such research and development over time, rather than one-off opportunities, and ensure the quality assurance structure to ensure initiatives are realised.
- Devolve decision making away from the centre and closer to the schools generally, and specifically to participate in initiatives such as this without teachers and schools needing permission to do so.
- Apply more focus on creating demographic equilibrium across schools in any given locality to close the disparity between some schools having 90% RMM children, and neighbouring schools only 10%.

- Reduce class sizes to better facilitate group work.

At local level

- Organise a regular programme of professional development across schools in any given locality so that practices like SEDIN can become mainstreamed.
- Provide permission and guidance for schools to plan in time specifically for professional development and learning, and provide a dedicated mentor/coach for the locality to support implementation of new practice and continuing professional development in training sessions and in the classroom. Ideally each school would have such an individual.
- Emulate the example of some local authorities which encourage headteachers to implement practices which have evidence of effectiveness and provide (co-)funding to support implementation.

7. Recommendations

The following recommendations draw on the lessons from the SEDIN project, and are offered as a guide to partners, school leaders, and policy makers seeking to embed and implement in new settings the SEDIN good practice models.

Implementation of SEDIN

As well as the successes they enjoyed implementing SEDIN, teachers also highlighted the additional work that was required in organising lessons and resources, and that pupils' engagement could sometimes be messy and inconsistent.

When organising the implementation of SEDIN ensure teachers have the support they need to prepare for and trial the approach, and learn from when things don't go to plan. Coaching in schools, and debrief with peers were two appropriate support mechanisms partners on SEDIN organised. The training model described in this report provides a reliable guide for the features which will help the process.

The inclusion of leaders in the training and professional development programme helped them fulfil the 'instructional leadership' part of their role, but because school leaders do not always conceive engaging in continuing professional development and learning (CPDL) a necessity or priority for them, it was not a consistent feature across partners.

For any initiative involve school leaders from the outset. SEDIN provides examples of practice which speak to a range of agendas, whether that is numeracy, literacy, learning skills or integration, and so there should be something among any school's priorities where SEDIN can provide an answer. Share also the international evidence^{23 24} on the benefits of instructional leadership and school leaders' engagement with CPDL.

Embedding SEDIN

Many teachers were attracted to the SEDIN project because they had heard of Montessori and were intrigued to find out more. The Montessori specialists on the project have adapted the method for the first time for mainstream schools,

²³ https://read.oecd-ilibrary.org/education/school-leadership-for-learning_9789264258341-en

²⁴ <https://www.educationcounts.govt.nz/publications/series/2515/5959>

whereas previously they had only worked in Montessori specialist schools. In addition, Creative Learning worked well as a complementary method.

In order to attract teachers to taking up SEDIN, exploit the stepping-stone into Montessori the project has created, and market workshops as such. Liaise and collaborate with local Montessori schools to share expertise and to help extend the reach of their good practices.

Where schools have introduced the method as part of the project, support them to sustain implementation, by keeping it on the agenda at school leader meetings, and training and CPD workshops. Extend the pool of local SEDIN trainers by including teachers who have implemented the intervention well during the period of the project.

Promoting teaching as an evidence-based profession

Partners on SEDIN implemented elements of CPDL which ensured teachers engaged with the evidence of their classroom. Two tools in particular were effective in generating data through which practice could be analysed – the teacher log and observation schedule, the latter promoting collaborative professional learning.

Consider teachers' capacity and opportunities to review their teaching and their pupils' learning in the contexts you work in (team meetings, course reviews etc), and the evidence they draw on to do so. Where this is not part of a continuous learning culture, consider introducing teacher logs as a regular activity. This could be done in a way that is not overly burdensome, for example, even once a term would help establish the habit. In addition, data generated here could serve other quality and audit purposes. Where a continuous learning culture already exists, seek ways to promote peer observation and debrief to generate more detailed data and a more critically engaging approach.

Greater inclusion – parental involvement

The promotion of parental involvement had relatively low resonance in the SEDIN project, and yet the evidence for its value in supporting children's learning is strong. The cultural inertia against parental involvement, both within schools and among parents themselves, should not be a barrier to promoting it, and the SEDIN approach offers subtle ways to achieve this.

Review the activities which teachers are implementing in your schools. Where there are opportunities for pupils to collect stories, information, or artefacts from home, set these as tasks, so that pupils bring these back into the classroom, and make a stronger connection between home and school. SEDIN activities which

lend themselves to such exchange of knowledge include Letters to the World, Needs of human beings, and Telling stories.

RMM children's L1 as an asset

The issue of language and communication was generally perceived during the SEDIN project as one where children who did not have the dominant language as their L1 needed to acquire proficiency in the dominant language. However, children's home languages are an asset, a resource for all children's language learning in the classroom, and also a fragile skill which can easily be lost if it is not promoted. Maintaining and exploiting the languages RMM pupils bring with them for the learning of all pupils, also contributes to European policy to 'improve the teaching and learning of languages to ensure that more young people become proficient in foreign languages'²⁵

Consider ways that activities can actively promote the use of RMM children's L1 at home and at school. Through home-school activities, such as storytelling, this may be encouraging book reading in the child's L1 if family members are literate, or visiting websites in the home language to glean information for the classroom. Review foreign language learning in the school in the light of the languages present in the classrooms – can linguistic skills and knowledge, such as sentence construction, be taught by using these languages as illustrations, for example?

²⁵ Proposal for a COUNCIL RECOMMENDATION on High Quality Early Childhood Education and Care Systems - <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52018DC0271>

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