

# GROWWE

GET READERS ON THE WAVELENGTH OF EMOTIONS

## TRAINING COURSE CURRICULUM

JULY 2022



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# **GROWE:**

## **Training Course Curriculum**

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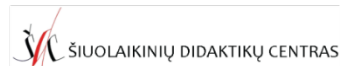
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This project aims to develop teacher trainers' and subsequently teachers' competences to address students' literacy and emotional learning needs by developing a model of integrated intervention relying on the use of high-quality authentic texts (different from school textbooks) for children and adolescents.

<https://groweproject.eu/>

<https://www.facebook.com/groweproject>

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## Introduction

### The GROWE project

The present curriculum, along with its accompanying materials, has been developed within the project entitled *Getting Readers on the Wavelength of Emotions* (GROWE), implemented by a consortium consisting of four organizations: the University of Gloucestershire (the United Kingdom), the leader, and its partners: Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania (the Romanian Reading and Writing for Critical Thinking Association); Centro per lo Sviluppo Creativo Danilo Dolci (the Italian Danilo Dolci Centre for Creative Development); and Siuolaikiniu Didaktiku Centras (the Lithuanian Modern Didactics Centre).

GROWE was initiated with the aim to develop teacher trainers' and teachers' competences to address students' literacy and emotional learning needs. To achieve this, we have taken upon ourselves to create a model of integrated intervention for literacy and social-emotional skills development, relying on the use of high-quality authentic texts from contemporary children's and adolescents' literature.

Our work is meant to strengthen teachers' and teacher trainers' professional profiles. Teachers of diverse disciplines (not just language and literature teachers) will be assisted in enhancing their competences to implement disciplinary literacy. This means that their students will be engaged in meaningful reading and writing learning activities and develop mastery of these strategies using diverse authentic texts (i.e. not-textbook texts), while learning the discipline.

Simultaneously, these students will enhance their social-emotional skills by learning to recognise and manage their emotions, establish positive relationships and make responsible decisions.

The European Literacy Policy Network recommends that all teachers receive effective initial teacher education as well as continuous professional development in literacy teaching and learning in order to be well prepared for the tasks of making all Europeans able to read and write at a level that enables them to function and develop in society, at home, at school and at work so that they should achieve their aspirations as individuals, family members, workers and citizens (ELINET, 2016). This recommendation calls for so-called disciplinary literacy approaches. Disciplinary literacy refers to the specifics of reading, writing, and communicating within a discipline, focusing on the ways of thinking, the skills, and the tools used by experts in the disciplines (Shanahan & Shanahan, 2012). Each discipline has a specialized vocabulary and components unique to that discipline. Secondary students need to be taught therefore the "nuanced differences in producing knowledge via written language across multiple disciplines" (Moje, 2007, p. 9), which can be best achieved by using authentic (i.e. not school textbook) texts.

With the above in mind, our main objectives in the GROWE project are:

- to increase the partner organisations' capacity to support teachers in developing their students' literacy and social-emotional skills;
- to develop and test an in-service teacher training course in blended learning format to prepare teachers for addressing students' literacy and social-emotional learning needs; and
- to develop a toolkit (OER) with good practice to inspire teachers to adopt effective strategies for developing their students' literacy and social-emotional skills.

The present output – Intellectual Output 1 (IO1) of the project – is the most complex of all the project outputs, and it lays the foundation for all the other IOs. It is closely connected with IO2, the *Methodology for Data Collection to Document Piloting*, which will allow us to study the effects of the training course on the trainee teachers and their students. Based on these findings, we will be able to revise and finalise IO1. The *Good Practice Toolkit* (IO3) – an open educational resource – will emerge from the implementation of IO1.

## Structure of IO1

The introductory part, which presents the GROWE project and outlines the target audience for this output, is followed by the rationale of the course and the targeted learners. Next, we lay out the general and specific professional competences the learners will develop in this course, as well as the structure and the proposed methodology of the training course. We touch upon the development of the GROWE training course and its structure, share a visual representation of the concept of the course, highlight some features of the curriculum, and the proposed time allocation.

The detailed presentation of the five modules of the training course is preceded by a table which provides an overview of the targeted competences linked to the course modules. The section on the learners' assessment includes an overview of the portfolio tasks and a full set of rubrics.

## Who should read this document?

This document is intended primarily for *teacher trainers* in teacher education institutions or in organisations that provide continuous professional development for secondary teachers. They will find in it a full course presentation as well as a proposed training methodology, with ready-made training modules and course materials, as well as assessment tools. Upon reading the materials, teacher trainers could decide to deliver the full course or parts of it, depending on their trainees' needs.

This output could also be of interest for administrators of teacher education institutions – whether providing initial or continuing training. They will find in it a detailed presentation of a training course curriculum with all its essential dimensions carefully described, including the overall structure, the structure of each module, the proposed blending of face-to-face and online

training with suggested timings, as well as the proposed manner of evaluating the trainees' competence.

Educational policy-makers may find the rationale of the course, more specifically the proposed combination of disciplinary literacy and social-emotional learning, worth considering. First of all, they should acknowledge the findings and recommendations of European and international organizations such as the European Literacy Policy Network and the OECD. Moreover, policy-makers should analyse the potential of developing and promoting educational policies that target simultaneously social-emotional learning and disciplinary literacy skills.

Not lastly, we invite teachers – whether individually or in teams or communities for professional development – to read this publication. The described training activities and the course materials provided may inspire them to enrol in the course or – why not – try out some of the training activities with a facilitator from among their group.

If you should have questions about the training course or the other project outputs, please, visit our website at <https://groweproject.eu/> and do not hesitate to get in touch.

## Glossary

- **Authentic text:** any type of text that was not produced for the purpose of inclusion in a school textbook. `Authentic texts are written for “real world” purposes and audiences: to entertain, inform, explain, guide, document or convince. In fact, authentic texts need not even be written words. Audio files, virtual tours, speeches, blueprints, photos, video clips and other non-written items that can be read or interpreted are also considered to be text.` (Julia Somers-Arthur: What is ‘Authentic Text’? And why should I use it in my classroom? [www.fldoe.org/core/fileparse.php/7581/urlt/AuthenticText.pdf](http://www.fldoe.org/core/fileparse.php/7581/urlt/AuthenticText.pdf)). The underlying assumption is that texts in a school textbook are `cleaned` of parts that are not of immediate relevance for the topic of the lesson. Given the size of a textbook, these textbook texts tend to be short/ abbreviated versions of authentic texts. Some examples of authentic texts are a newspaper article, a scientific article, a short story, a novel, a leaflet, an advertisement, a set of instructions for how to use a gadget, a letter, a diary entry, a video, a podcast, an audio book, any digital format text, etc.
- **Cognitive apprenticeship:** an instructional approach that “makes thinking visible”. The learner can observe, enact, and practice implicit knowledge with help from the teacher, and thus achieve the successive approximation of mature practice. (WikiversityError! **Hyperlink reference not valid.**, 2019). **Competences** are `a combination of knowledge, skills and attitudes, where:
  - knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
  - skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
  - attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.` (European Commission, 2018)
- **Disciplinary literacy:** advanced literacy instruction embedded within content-area classes such as math, science, and social studies (Shanahan and Shanahan, 2008)
- **Metacognitive pedagogies:** pedagogies that lead to the development of metacognition, i.e. the process of “thinking about thinking”. Such pedagogies foster metacognition by providing ample opportunities for students to articulate their thinking and be involved in mutual reasoning. Effective metacognitive guidance needs to be explicit, embedded in the subject matter, involve prolonged training, and inform learners of its benefits. A number of methodologies for teaching metacognition have been developed, all of which use social interactions and self-directed questioning in order to encourage learners to be aware of their metacognitive processes and apply these processes in learning. (Mevarech and Kramarski, 2014)
- **Social-emotional skills** are a set of skills by which children and adults understand and manage emotions, set and achieve personal and collective goals, feel and show empathy

for others, establish and maintain supportive relationships, and make responsible and caring decisions. Social-emotional learning is the process by which social-emotional skills are acquired. (CASEL, 2019a)

**Social-emotional learning** is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, 2019a)

## Rationale of the course

The *'European Pillar of Social Rights'* states that European citizens have the right to 'quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society' (European Parliament, Council of the European Union and European Commission, 2017, p.11). The document's emphasis on education and opportunity aims to address a perceived shortfall in social capital across the European Union. The European Commission has identified *eight key competences* which will equip its citizens with the knowledge, skills and dispositions necessary to engage in lifelong learning (European Commission, 2019), and thereby becoming active citizens who will thrive in an increasingly complex world. Two of these mutually reinforcing competences are 'Literacy' and 'Personal, Social and Learning'. The *Get Readers on the Wavelength of Emotion* (GROWE) project aims to develop an integrated model of intervention which will support disadvantaged students in the four participating countries to build their competences in these two key areas. Improved literacy skills and improved social and emotional skills, whilst ensuring lifelong learning capacities, will, in turn, foster more engaged citizens who will lead healthier and more meaningful personal and working lives in the future.

The 2018 revision to the *European framework outlining the key competences for lifelong learning* reveals some significant modifications from the recommendations adopted and disseminated to Member States in 2006. Two of its eight original competences, 'Learning to Learn' and 'Social and Civic Competences' (European Commission, 2007), have been partly amalgamated, but also reconceptualised: the 'Learning to Learn' competence has been updated to a 'Personal, Social and Learning' competence, and 'Social and Civic' competence to 'Civic' competence (European Commission, 2019). In isolating civic competences from social competences, greater prominence has understandably been given to the need for democratic and engaged citizenship in today's increasingly connected and globalised societies. In regrouping and blending personal and social competences with learning competences, however, greater emphasis has been awarded to the widely accepted need for developing strong life-skills in today's uncertain and complex world (UNICEF, 2012). But also - more significantly for the GROWE project - in *aligning the knowledge, skills and attitudes associated with personal and social competences more closely with the learning process, the affective and social dimensions of learning itself have been more firmly acknowledged.*

GROWE supports three of the eleven rights to literacy as outlined by the European Literacy Policy Network (ELINET, 2016), namely:

- *high-quality literacy instruction for children, adolescents and adults is regarded as a core goal for all educational institutions;*
- *all teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks;*
- *children and young people who struggle with literacy receive appropriate specialist support (especially as regards the recommendation that we should allow time in the*

*curriculum for access to reading materials that reflect different cultures, interests and literacy levels).*

Furthermore, in the European Framework of Good Practice in Raising Literacy Levels of Children, Adolescents and Adults (ELINET, 2016), European literacy policy experts recommend that in initial and continuous teacher education courses for secondary teachers, the following topics should be included for raising literacy levels:

- a basic understanding of what is involved in learning to read and write, both for supporting those who are struggling with literacy and for teaching advanced literacy skills;
- developing adolescents' disposition to engage with literacy, both in reading and writing;
- building content area literacy expertise among teachers of all subjects in order to get a clear picture about the specific literacy demands of all relevant school subjects;
- advanced literacy skills: teaching adolescents to read and create complex texts for complex purposes;
- digital literacy as part of secondary teaching of all subjects;
- fostering a critical approach to literacy in general and digital literacy in particular;
- building or improving professionals' expertise in applying summative, diagnostic and formative literacy assessment tools and techniques;
- developing cooperative learning approaches to engage all students and improving everyday classroom practices;
- building teachers' expertise for teaching cognitive and metacognitive literacy strategies and engaging their students in continuous metacognitive reflection on their learning processes;
- building teachers' expertise in using multimodal texts and appropriate digital resources in teaching and learning.

The recently announced scores from the Programme of International Student Assessment (PISA) 2018 revealed that over 10 million students across the 79 participating countries were unable to complete the most basic reading tasks and that 10% of the most socio-economically advantaged outperformed the 10% most socio-economically disadvantaged students by 141 score points on average, equivalent to approximately three years of schooling. This gap has remained largely unchanged in over a decade (Schleicher, 2018). There is evidence that this gap is mirrored within European countries and that the trend of underachievement has worsened over the last decade (European Commission, 2018): 1 in 5 (i.e. 20%) 15-year-olds lacked basic literacy skills in 2016 (European Literacy Policy Network [ELINET], 2016), whereas the figure now stands at 1 in 4 (i.e. 25%) (Schleicher, 2018). The Organisation for Economic Cooperation and Development (OECD) identified, partly in response to this disturbing picture, that students will need a 'broad mix of skills, including strong cognitive and socio-emotional skills' to thrive in our rapidly changing knowledge-based society (OECD, 2019).

We therefore have taken upon us the challenge of developing a new ***school-wide pedagogical approach*** which will focus on ***developing literacy skills across the curriculum within contexts***

*which will also facilitate socio-emotional skills.* Based on the literature review we conducted and on our previous experience, these two skills can be developed simultaneously by employing **metacognitive pedagogies** and **cooperative learning**. ***Authentic fiction and non-fiction texts for young people*** will be the platform from which we will launch this dual aim and we hope thus to address both the literacy needs and the socio-emotional needs of our students in a mutually enriching, supportive and complementary synergy. For the whole literature review see **Annex 1**.

## Targeted learners

The targeted learners of this training course are *lower and upper secondary teachers of all disciplines* (such as teachers of science, maths and social studies), *especially teachers of disciplines other than language and literature* (or language arts as it is called in some countries). However, other professionals – wider educational support staff, teacher trainers, curriculum coordinators, school leaders – may also find it worthwhile to participate in the GROWE training.

Our choice of the target groups was based on the following:

- *Previous experience of the consortium:* Three of the organizations in this consortium partnered in a previous project called EUMOSCHOOL, in which we tested the social-emotional learning programme called *Didactics of Emotions* (DoE). While DoE proved effective with primary school students, we found that this programme had a modest supply of strategies for both lower and especially upper secondary school students. Furthermore, while most strategies included in DoE involved classroom discussion and some reflection, very few if any engaged students in reading and writing activities related to the discipline, and consequently secondary teachers of various disciplines had to make their own adjustments to cover both DoE and the discipline.
- *Initial teacher training:* While in early years and primary education, teachers find it natural to cater for both literacy skills development and social-emotional learning needs, as these indeed seem to be a focal point within these two stages of education, secondary school teachers often take it for granted that students have these skills and know when to deploy them, which is not the case especially in vulnerable groups. In fact, in most of the countries represented in this partnership, secondary school teachers tend to be much better trained in the science they teach (i.e. their discipline) rather than in the science of teaching, or more precisely that of *facilitating learning*. It is not surprising therefore that they often do not even consider it their job to develop their students' literacy or social-emotional skills.
- *Focus on our target students:* In primary school, some teachers think that even if their students' literacy skills are not at grade level by the time the students move on to lower secondary school, the students will have further opportunities to improve them. However, this does not regularly happen without specific interventions to support literacy skills improvement. On the contrary, students whose literacy skills were not at grade level in primary school are likely to fall behind even more in secondary school, and thus the gap between those with good literacy skills and those with poor literacy skills widens rather than narrows in secondary school. If secondary school teachers are not prepared to assist with their students' literacy skills development, the most vulnerable students are very likely to drop out of school even before the end of lower secondary school. The same tends to be the case with social-emotional learning (SEL), as students enter pre-adolescence and adolescence, which, simply put, makes life more complicated for

vulnerable children – those exposed to economic, social, and health risks – whose SEL is left unattended.

- *Findings of the ELINET (European Literacy Policy Network) country reports* (see <http://www.eli-net.eu/research/country-reports/>): We quote below from the reports developed for the countries in our consortium, highlighting the relevant sections.

For England: (there is no report on the UK as such for reasons related to the differences in the education systems of England, Scotland, Wales and Northern Ireland)

“It is evident that Initial Teacher Education in England needs a clear and compulsory *focus on developing literacy expertise among future [...] secondary teachers*, which should extend beyond decoding through phonics, to include both comprehension strategies (for print and digital texts) and other approaches to word identification, and, where relevant, study skills.” (ELINET, Country report. England, 2016, p. 55)

“Particularly *in light of the need for improvement in comprehension strategies at upper primary and secondary level*, improving the *quality and participation rates of continuing professional development targeted at building literacy expertise of teachers* would seem to be an important priority.” (ELINET, Country report. England, 2016, p. 56)

“Provision of support for migrant children and those whose home language is not that of the school seems to be less problematic than *support for the socially and economically disadvantaged. This remains a substantial challenge in England, especially at secondary level.*” (ELINET, Country report. England, 2016, p. 72)

For Italy:

“There is a need to further mainstream *reading and writing literacy across the curriculum* and to *offer content area literacy instruction in all school subjects throughout secondary education*, whether academic or vocational.” (ELINET, Country report. Italy, 2016, p. 44)

“There is the need to improve *teachers’ knowledge of reading comprehension teaching strategies, including use of textbooks that are designed to promote comprehension skills.*” (ELINET, Country report. Italy, 2016, p. 46)

“*Literacy expertise should become a clear standard for teacher education in all grades and subjects for [...] secondary school teachers.* Training should cover topics such as the teaching of reading, tackling reading difficulties, assessing pupils’ reading skills, and supporting those with persistent difficulties. Literacy promotion and literacy instruction across the curriculum should be a systematic part of CPD, addressing *teachers of all grades and all subjects.*” (ELINET, Country report. Italy, 2016, p. 52)

For Lithuania:

“There is a need to *mainstream reading - writing literacy across the curriculum* and to offer *content area literacy instruction in all school subjects throughout secondary education*, whether academic or vocational. In the current curricula for the different school subjects,

literacy dimensions are not described in literacy specific terms. It would be worthwhile to *sharpen the literacy focus to help teachers of all subjects to become literacy teachers and to ensure that literacy development is a shared responsibility for all teachers.*" (ELINET. Country report. Lithuania, 2016. p. 43)

"Initial teacher education needs a compulsory *focus on developing literacy expertise among future [...] secondary teachers of all subject areas.* The assessment of students' reading skills should also be a focus of initial teacher education." (ELINET, Country report. Lithuania, 2016, p. 53)

*For Romania:* (Unlike the cases for the other countries, the report on Romania does not contain recommendations or highlighted challenge areas. Notwithstanding, one can learn from reading the entire report that urgent measures are needed in terms of students' literacy skills development, and in teachers' preparedness to respond to students' literacy development needs.

"The Romanian curriculum includes the subject area Language and Communication but *does not explicitly mention literacy skills across age groups and subjects.* Therefore, *literacy issues are among the responsibilities of Romanian mother-tongue teachers* and, consequently, not part of the list of subjects recommended by the Romanian ministry of education for continuous professional development programmes." (ELINET, Country report. Romania, 2015, p. 8)

"*Content area literacy* is [...] only part of the training of language trainers or primary school teachers, so it depends on the subject specialisation whether prospective teachers come in contact with literacy issues. In Romania, about 5% of lower secondary education teachers report that "Reading, writing and literature" was included in a subject specialisation as part of their teacher training, but they do not currently teach this subject (OECD, 2014b, p. 44)." (ELINET, Country report. Romania, 2015, p. 57)

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From all the above, we can conclude that *our focus in this course on secondary teachers* – and indirectly on secondary school students' literacy and SES – is justified as both important and urgent.

## General and specific professional competences

If students are to develop disciplinary literacy (DL) and social-emotional skills (SES), then **teachers need to master the following general and specific competences:**

### **C1. demonstrate knowledge and understanding of what DL and SES are and how they can be developed**

- C1.1. identify relevant areas in the school curriculum that are connected to DL and SES;
- C1.2. explain the relevance of, and need for, developing students' DL and SES in secondary schools;
- C1.3. articulate the connection between the development of DL and SES, on the one hand, and cooperative learning & metacognitive pedagogies, on the other hand;

### **C2. plan and facilitate learning that fosters the development of DL and SES**

- C2.1. design learning units and lesson plans within the discipline to develop DL and SES;
- C2.2. apply a range of relevant teaching strategies to develop DL and SES;
- C2.3. use relevant authentic texts to develop DL and SES;

### **C3. assess students' DL and SES and their progress in the development of these skills**

- C3.1. develop relevant formative assessment tools to provide feedback and assess students' DL and SES;
- C3.2. use relevant formative assessment strategies to provide feedback and assess students' DL and SES;
- C3.3. facilitate students' self-assessment and peer-assessment of DL and SES;

### **C4. reflect on student learning outcomes and adjust teaching to better respond to students' DL and SES development needs**

- C4.1. analyse and interpret student assessment data;
- C4.2. make informed decisions about own teaching practices for students' effective DL and SES development.

Mastering the above is expected to equip teachers for supporting students to:

- comprehend, engage with, evaluate and reflect on a variety of discipline-related texts (disciplinary literacy skills);

- understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (social and emotional skills).

The European framework outlining the key competences for lifelong learning (European Commission, 2019) defines literacy and the personal, social and learning to learn competences in terms of knowledge, skills and attitudes as follows:

#### **Literacy competence**

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

Development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region. (European Commission, 2019)

#### **Personal, social and learning to learn competence**

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context. (European Commission, 2019)

For a detailed list of the knowledge, skills and attitudes related to these competences, as defined by the European framework of key competences (European Commission, 2019), see Tables 1 & 2 below. We are aware that these key competences develop throughout one's lifetime, and different education systems have chosen to pursue their development in different manners. Therefore, in our project, we plan to prepare secondary teachers to address these competences within the framework of their country's curriculum, by introducing a set of teaching practices that favour the simultaneous development of students' disciplinary literacy and social-emotional skills.

**Table 1. Essential knowledge, skills and attitudes related to literacy** (European Commission, 2019)

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• knowledge of reading and writing</li> <li>• sound understanding of written information</li> <li>• knowledge of vocabulary</li> <li>• functional grammar and the functions of language</li> <li>• awareness of the main types of verbal interaction</li> <li>• awareness of a range of literary and non-literary texts</li> <li>• awareness of the main features of different styles and registers of language</li> </ul>	<ul style="list-style-type: none"> <li>• communicate both orally and in writing in a variety of situations</li> <li>• monitor and adapt own communication to the requirements of the situation</li> <li>• distinguish and use different types of sources</li> <li>• search for, collect and process information</li> <li>• use aids</li> <li>• formulate and express one’s oral and written arguments in a convincing way appropriate to the context</li> <li>• critical thinking</li> <li>• assess and work with information</li> </ul>	<ul style="list-style-type: none"> <li>• disposition to critical and constructive dialogue</li> <li>• appreciation of aesthetic qualities</li> <li>• an interest in interaction with others</li> <li>• awareness of the impact of language on others</li> <li>• a need to understand and use language in a positive and socially responsible manner</li> </ul>

**Table 2. Essential knowledge, skills and attitudes related to Personal, social and learning to learn competence** (European Commission, 2019)

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• understand the codes of conduct and rules of communication generally accepted in different societies and environments</li> <li>• knowledge of the components of a healthy mind, body and lifestyle</li> <li>• knowing one's preferred learning strategies</li> <li>• knowing one's competence development needs and various ways to develop competences</li> <li>• knowing how to search for the education, training and career opportunities and guidance or support available</li> </ul>	<ul style="list-style-type: none"> <li>• identify one's capacities</li> <li>• focus, deal with complexity, critically reflect and make decisions</li> <li>• learn and work both collaboratively and autonomously</li> <li>• organise and persevere with one's learning, evaluate and share it</li> <li>• seek support when appropriate and effectively manage one's career and social interactions</li> <li>• be resilient and able to cope with uncertainty and stress</li> <li>• communicate constructively in different environments</li> <li>• collaborate in teams, negotiate</li> <li>• show tolerance, express and understand different viewpoints</li> <li>• create confidence and feel empathy</li> </ul>	<ul style="list-style-type: none"> <li>• positive attitude toward one's personal, social and physical well-being</li> <li>• positive attitude toward learning throughout one's life</li> <li>• collaboration, assertiveness, integrity</li> <li>• respecting diversity of others and their needs, being prepared both to overcome prejudices and to compromise</li> <li>• (willingness to) identify and set goals, motivate oneself, and develop resilience and confidence to pursue and succeed at learning throughout one's life</li> <li>• a problem-solving attitude supports both the learning process and the individual's ability to handle obstacles and change.</li> <li>• desire to apply prior learning and life experiences</li> <li>• curiosity to look for opportunities to learn and develop in a variety of life contexts</li> </ul>

## Structure and methodology of the training course

### The development of GROWE training course

To develop the training curriculum, we started from the literature review, which provided essential understanding of what social-emotional skills and disciplinary literacy are. Based on this understanding, we pinpointed the connections between the two sets of skills that we found bear relevance for secondary teachers, and produced a visual representation of the relationships among the fundamental concepts of the course (see Figure 1).

While we are aware that SEL and DL can be developed separately, we are confident that both can be served best in the secondary school classroom by **metacognitive pedagogies** and social teaching practices, such as **cooperative learning**.

### Structure of GROWE training course

The course consists of five themes organised in five modules which are a closely connected. They are presented in a sequence as described below; however, this does not mean that they cannot be approached in a different manner, according to the trainees' needs and the trainers' preferences.

In Module 1 (Key concepts in GROWE), we focus on `what` – the key concepts, namely disciplinary literacy and social-emotional skills. In Module 2, we reveal how the two sets of skills – DL and SES – are integrated in the GROWE model via metacognitive pedagogies and cooperative learning using authentic texts. As authentic texts are central to this model, we discuss the concept and general features of authentic texts in the classroom. We also discuss cognitive apprenticeship, which is essential for our model to support students in becoming strategic learners. Module 3 – 'how do we know?' - deals with assessment for learning in GROWE. Module 4 – 'how to facilitate it?' - introduces a number of metacognitive and cooperative learning strategies. Module 5 – 'how to plan it' - lays out the proposed model of assessment-driven GROWE planning.

#### **M1. Key concepts in GROWE**

- Disciplinary literacy
- Social-emotional skills

#### **M2. The GROWE model of integrated DL and SEL**

- Metacognitive pedagogies
- Social teaching practices
- Authentic texts in the classroom
- Cognitive apprenticeship

#### **M3. Assessment for learning in GROWE**

- What is assessment for learning?
- Formative assessment tools
- Feedback
- Self-/peer-assessment

#### **M4. GROWE teaching and learning strategies**

- Comprehension strategies
- Writing strategies
- Cooperative learning strategies

#### **M5. Assessment-driven planning for DL and SES development**

- Planning with the end in mind
- Checklist for planning GROWE lessons
- Analysis of a GROWE lesson

GROWE visual representation

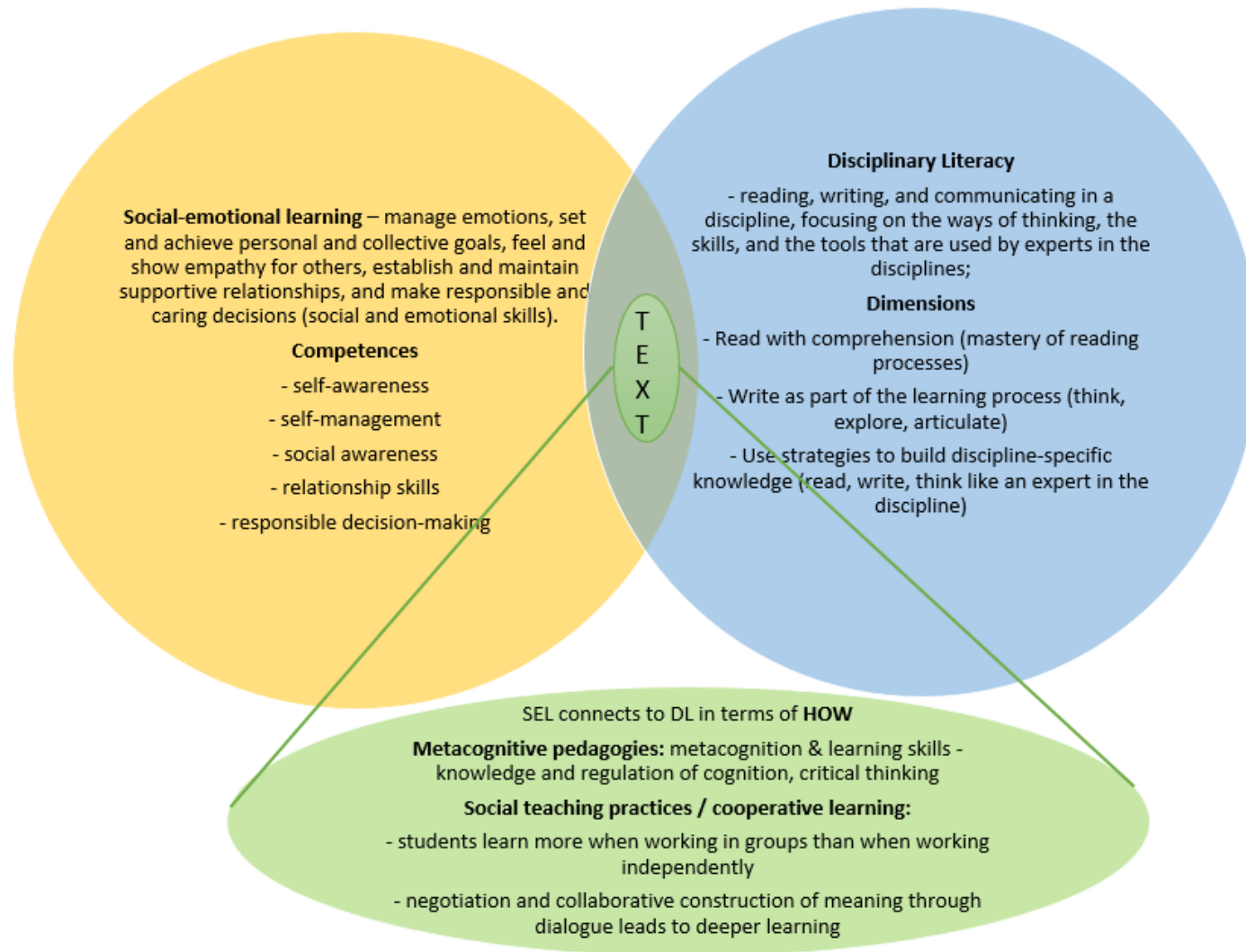


Figure 1. Visual representation of the relationships among the fundamental concepts of the course

## The methodology for training delivery

This training course has been designed as a blended learning course, by which we mean a combination of face-to-face and synchronous online activities, where communication among the trainees and the trainer happens in real time, on the one hand, and online or offline technology-assisted access to learning materials and tasks, which are tackled individually and subsequently shared with the trainer and occasionally with co-learners as well.

The training methodology we recommend should be **participatory and collaborative**, actively engaging the participants in thoroughly understanding concepts, constructing their understanding by sharing their thinking with peers and the trainer, and with ample opportunities for the trainees to demonstrate mastery of the targeted competences.

### Guiding Principles:<sup>1</sup>

- Participation in learning is voluntary. Teachers engage in learning of their own volition – the circumstances prompting this learning may be mandated, but the decision to learn is the learner's.
- Facilitation is collaborative. Collaboration is continual and is seen in the diagnosis of needs, the setting of objectives, in program development, in determining the processes and activities used, and in choosing the criteria for assessment.
- Process design and facilitation can empower teachers. They will see themselves as self-aware, self-correcting and self-directed individuals capable of engaging their personal and work relationships and social circumstances proactively, rather than reactively.

The trainers need to build an atmosphere marked by trust, and this is best established in the first face-to-face meeting. In this meeting, the trainers will get acquainted with the trainees and facilitate their getting to know each other, their professional roles, the challenges they meet in the classroom, their professional goals. A positive, supportive approach is recommended.

To secure a **favourable, collaborative atmosphere** throughout the course, it is recommended that the trainer and the trainees agree a set of ground rules for participating in the training. For an example, see [Gray training video](#).

Moreover, we propose an overall approach by which the facilitators assist the learners in understanding where they are in their learning continuum, establishing where they are headed, guiding them how to best get there, providing them constructive feedback and helping them to reflect on their experiences and to assess their own progress (see [Rubrics](#)).

At the outset, the trainers should gather as much information as possible about the learners' relevant knowledge, skills and attitudes. Therefore, in the first workshop we should set aside time for introducing the general and specific competences, we should clarify the indicators that

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<sup>1</sup> Source: <https://nationalequityproject.org/services/consulting/process-facilitation> (accessed 02.06.2020)

will be used for judging how well the participants will have developed these competences, as well as facilitate and encourage the sharing of self-assessments. It is up to the trainer to decide whether the written tasks for the learner portfolio should be academic or reflective writing.

As a rule, the training facilitators will provide scaffolding (including where possible by means of sharing exemplars and performing demonstrations of learning strategies) depending on needs and the complexity of the tasks set for the learners. In face-to-face/ synchronous training activities, the facilitators should demonstrate learning strategies, providing ample opportunities for the participants to experiment first-hand the type of learning promoted by the GROWE model. Demonstrations should be followed by debriefing of the trainees' learning experience, and guided practice. The strategies, methods and learning activities are meant to empower the learners to carry on developing personally and professionally including after the training programme.

## Features of the curriculum

The major features of the GROWE training curriculum:

- It is approachable at different levels of complexity; differentiation is indeed encouraged. The curriculum allows for a flexible approach in terms of time allocation and management, learning activities and learning materials; however, we strongly recommend that the advantages and limitations of the proposed methodology (blended learning, with face-to-face time, and both synchronous and asynchronous online activities, with ample authentic practice in the classroom) are carefully considered before adaptations are made.
- The content of the training allows *adaptability* to national conditions in terms of the curriculum, subject matters in the curriculum, local or national resources, including in terms of authentic texts available, quality of initial teacher education, availability of training courses targeting similar specific competences etc.

## Time allocation

The proposed length of the training programme is 50 hours, which includes face-to-face or synchronous online training, as well as individual online or offline work, i.e. studying the course materials and practising in authentic contexts (planning, instruction, assessment and reflection). The course may necessitate fewer or more hours depending on the participants' knowledge and skills.

<b>Modules (M)</b>	<b>Training (face-to-face / synchronous)</b>	<b>Individual study / asynchronous tasks and practice in authentic contexts</b>	<b>Total</b>
M1: Key concepts in GROWE	5 hours	4 hours	9 hours
M2: The GROWE model of integrated DL and SEL	5 hours	4 hours	9 hours
M3: Assessment for learning in GROWE	5 hours	4 hours	9 hours
M4: GROWE teaching and learning strategies	5 hours	6 hours	11 hours
M5: Assessment-driven planning for DL and SES development	5 hours	7 hours	12 hours
<b>Total</b>	<b>25 hours</b>	<b>25 hours</b>	<b>50 hours</b>

## An overview of competences and course modules

Mapping specific competences by modules

General competences	M1. Key concepts in GROWE	M2. The GROWE model of integrated DL and SEL	M3. Assessment for learning in GROWE	M4. GROWE teaching and learning strategies	M5. Assessment-driven planning for DL and SES development
<b>C1: demonstrate knowledge and understanding of what DL and SES are and how they can be developed</b>	<p>C1.1. identify relevant areas in the school curriculum that are connected to DL and SES</p> <p>C1.2. explain the relevance of and need for developing students' DL and SES in secondary schools</p>	<p>C1.3. articulate the connection between the development of DL and SES, on the one hand, and cooperative learning &amp; metacognitive pedagogies, on the other hand</p>			<p>C1.1. identify relevant areas in the school curriculum that are connected to DL and SES</p>
<b>C2: plan and facilitate learning that fosters the development of DL and SES</b>		<p>C2.3. use relevant authentic texts to develop DL and SES</p>		<p>C2.2. apply a range of relevant teaching strategies to develop DL and SES</p> <p>C2.3. use relevant authentic texts to develop DL and SES</p>	<p>C2.1. design learning units and lesson plans within the discipline to develop DL and SES</p> <p>C2.3. use relevant authentic texts to develop DL and SES</p>
<b>C3: assess students' DL and SES and their</b>			<p>C.3.1. develop relevant formative</p>	<p>C3.2. use relevant formative assessment</p>	<p>C.3.1. develop relevant formative</p>

General competences	M1. Key concepts in GROWE	M2. The GROWE model of integrated DL and SEL	M3. Assessment for learning in GROWE	M4. GROWE teaching and learning strategies	M5. Assessment-driven planning for DL and SES development
<b>progress in the development of these skills</b>			<p>assessment tools to provide feedback and assess students' DL and SES</p> <p>C3.2. use relevant formative assessment strategies to provide feedback and assess students' DL and SES</p> <p>C.3.3. facilitate students' self-assessment and peer-assessment of DL and SES</p>	strategies to provide feedback and assess students' DL and SES	<p>assessment tools to provide feedback and assess students' DL and SES</p> <p>C3.2. use relevant formative assessment strategies to provide feedback and assess students' DL and SES</p>
<b>C4: reflect on student learning outcomes and adjust teaching to better respond to students' DL and SES development needs</b>			C4.1. analyse and interpret student assessment data	C4.2. make informed decisions about own teaching practices for students' effective DL and SES development	<p>C4.1. analyse and interpret student assessment data</p> <p>C4.2. make informed decisions about own teaching practices for students' effective DL and SES development</p>

## Presentation of the training modules

### Module 1: Key concepts in GROWE

#### Specific training goals:

- Facilitate understanding of the key concepts of the course
- Conduct initial assessment
- Facilitate the connection between DL and SEL and the national/ regional curriculum

#### By the end of the training, the trainee will:

- (C1.1) identify relevant areas in the school curriculum that are connected to DL and SES
- (C1.2) explain the relevance of and need for developing students' DL and SES in secondary schools

#### Instructions for participants/types of learning activities

- a) Read texts and do comprehension activities.

*Important note for trainers:* The texts to be assigned for reading should explain disciplinary literacy, social-emotional skills and social-emotional learning. Examples of texts include but are not limited to:

- [Content Area and Disciplinary Literacy Strategies and Frameworks, ILA, 2017](#)
- [Social-emotional learning \(SEL\) competences \(CASEL, 2020\)](#)
- [Maurice J. Elias Academic and social-emotional learning, UNESCO, 2003](#)

Any other texts with a similar content can be used. The purpose of the activity is to support learners to develop the targeted specific competences (C1.1 and C1.2).

- b) Watch the videos and clarify the following key concepts: disciplinary literacy, social-emotional skills/ social-emotional learning

*Important note for trainers:* The videos to watch should clarify or augment the learners' understanding of the key concepts. Examples of videos include but are not limited to:

- Social and Emotional Learning Fundamentals: SEL 101 with CASEL (available at <https://youtu.be/jgKNn-JcYPE>)
- What is disciplinary literacy? (available at <https://youtu.be/fNSzK31V5lg>)

- c) Debate. Support or refute: *Skills that promote academic and social-emotional learning must be taught explicitly in every grade level.*

- d) Portfolio tasks:

**Written task 1.1** Refer to the disciplinary literacy and social-emotional learning capacities in the Resources section below. Based on your understanding of what disciplinary literacy and social-emotional skills are, read carefully your (national / regional) curriculum. Use the curriculum analysis

grid in the Resources section below as a guide for your reading. Write down at least three elements of this curriculum that will allow you to embed DL and SEL. Explain the relevance of these elements for DL and/ or SEL. E.g. In Romania, one of the general competences set in the middle school social studies curriculum is: “Cooperate in carrying out activities and investigating issues of specific groups and communities”. In this case, the teacher can clearly facilitate the development of students’ relationship skills (i.e. “cooperate”). Moreover, to “investigate issues”, the students need disciplinary literacy skills: reading comprehension and collaborative talk at the least, but also writing for learning. Therefore, the development of this competence specified in the social studies curriculum would be supported by an approach that embeds both SEL and DL.

**Written task 1.2.** The figure below shows **an interactive model of six comprehension processes**. Refer to the figure below, as well as to the presentation of disciplinary literacy capacities in the Resources section. Explain the relevance of, and need for, developing your students’ disciplinary literacy skills. Please, exemplify the case of specific students (anonymously) to provide a clear explanation. You may refer to either a student you had in previous years or one that you are currently teaching.

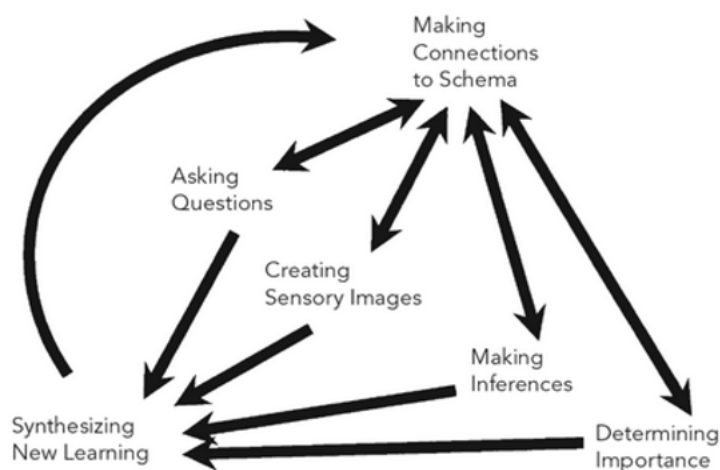


Figure 2. An interactive model of six comprehension processes (Source: Buehl, 2017)

*Important note for trainers. We recommend that you discuss the above figure with the learners. You may want to point out the interconnectedness of the comprehension processes; also, that making connections to one’s existing schema (i.e. mental codification of experiences) both influences and is influenced by the processes of asking question, creating sensory images, making inferences, and determining the importance of what one reads; synthesizing new learning is influenced directly by asking questions, creating sensory images, making inferences and determining the importance of what one reads, as well as indirectly by making connections to schema; lastly, that synthesizing new learning directly impacts building new schemata (i.e. in future comprehension processes, this learning will facilitate better connection-making).*

**Written task 1.3.** Refer to the information in CASEL's (2020) conceptualization of social-emotional learning competences. Explain the relevance of, and need for, developing your students' social-emotional skills. Please, exemplify the case of specific students (anonymously) to provide a clear explanation. You may refer to either a student you had in previous years or one that you are currently teaching.

**Resources for the written tasks:**

- Curriculum analysis grid (see p. 29)
- Disciplinary literacy and social-emotional learning capacities (see p. 31)

**Resource Module 1: Curriculum analysis grid**

<b>Statements about the curriculum of your discipline</b>	<b>Explicit reference</b>	<b>Implicit reference</b>	<b>No reference</b>
The curriculum incorporates content-specific (disciplinary) and cross-curricular literacy instruction.			
The curriculum urges an integrative approach to reading and writing for learning (as basic learning techniques) including print and digital media.			
The curriculum urges explicit teaching of increasingly sophisticated reading comprehension strategies for mastery of advanced print and multimodal texts in diverse media.			
The curriculum urges recognition of a diversity of purposes for reading and writing and awareness of students' individual motivation, strengths and needs.			
The curriculum sets high expectations for creative and critical literacy use both in school and out-of-school environments.			
The curriculum provides opportunities for individual and cooperative community text-based learning (collaborative learning, peer-assisted learning).			
The curriculum grants freedom to choose between a wide range of diverse and engaging reading materials and teaching methods.			
The curriculum contains guidelines for diagnostic, formative and summative assessment of literacy levels.			
The curriculum contains guidelines for early diagnosis of reading and writing difficulties and support for struggling readers/writers.			
The curriculum provides for differentiated instruction according to students' readiness level and skills.			
The curriculum encourages the use of a variety of learning strategies, including metacognitive strategies.			
The curriculum features active, interactive, and participatory tasks that develop self-awareness.			

<b>Statements about the curriculum of your discipline</b>	<b>Explicit reference</b>	<b>Implicit reference</b>	<b>No reference</b>
The curriculum features active, interactive, and participatory tasks that develop social awareness.			
The curriculum features active, interactive, and participatory tasks that develop responsible decision-making.			
The curriculum features active, interactive, and participatory tasks that develop self-management.			
The curriculum features active, interactive, and participatory tasks that develop relationship skills.			

### **Disciplinary literacy (DL) capacities**

#### READING COMPREHENSION

The ability to actively engage with complex, subject specific texts to achieve deeper disciplinary understanding. This includes the capacities to:

- Draw on prior subject specific knowledge to make meaningful links with the text to help build a fuller 'mental model' of it
- Seek clarification of unfamiliar vocabulary, phrases and concepts specific to a discipline encountered in the text
- Generate questions to check comprehension of the text and develop subject specific knowledge
- Deduce from the text implied meanings and inferences relevant to the specific subject
- Make subject specific predictions on what has been read so far which would be meaningful within a specific discipline and consistent with the genre of text
- Summarise the meanings of sections of text to consolidate and deepen subject specific understanding
- Summarise a text's main argument, recognising how the author has constructed that knowledge consistent with its discipline

#### WRITING FOR LEARNING

The ability to use disciplinary writing skills to support and deepen understanding of key concepts and ideas important within a specific discipline. This includes the capacities to:

- Use subject specific vocabulary and linguistic structures appropriately to convey disciplinary understanding and develop disciplinary thinking in writing
- Select and use graphic organisers effectively to support subject specific thinking
- Formulate in writing key subject specific questions to drive future disciplinary thinking
- Use a range of planning and reviewing tools effectively to ensure writing is appropriate for the disciplinary task and audience
- Produce clear and precise summaries of concepts and ideas which are consistent with the subject specific writing conventions
- Produce a coherent paragraph to elaborate on one idea or question which is consistent with the subject specific writing conventions
- Produce a critical commentary on a text which acknowledges the author's unique perspective relevant to the specific discipline

#### COLLABORATIVE TALK

The ability to actively engage in disciplinary discussion to deepen subject specific knowledge and understanding. This includes the capacities to:

- Use collaborative talk effectively to clarify subject specific vocabulary, phrases and concepts
- Draw and build on subject specific knowledge collaboratively to keep discussions accountable within the discipline

- Use subject specific language to generate collaboratively clear and accurate summaries which deepen disciplinary understanding
- Use subject specific reasoning skills collaboratively to evaluate, scrutinise and reflect on ideas, concepts or theories effectively within the discipline
- Collaborate to plan and review a task using subject specific strategies
- Collaborate to review the author's ways of thinking, skills and tools
- Collaborate to assess the importance and functions of meaningful reading

### **Social-emotional learning (SEL) capacities**

#### SELF-AWARENESS

The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

#### RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure

- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

## Module 2: The GROWE model of integrated DL and SEL

### Specific training goals:

- Facilitate understanding of the GROWE model and its key terms (metacognitive pedagogies, social teaching practices, authentic text in the classroom, cognitive apprenticeship)
- Provide examples of authentic texts in the classroom

### By the end of the training, the trainee will:

- (C1.3) articulate the connection between the development of DL and SES, on the one hand, and cooperative learning & metacognitive pedagogies, on the other hand
- (C2.3) use relevant authentic texts to develop DL and SES

### Instructions for participants/types of learning activities

- a) Read text and do comprehension activities (metacognitive pedagogies, social teaching practices, authentic text in the classroom, cognitive apprenticeship)

*Important note for trainers:* The texts to be assigned for reading should explain disciplinary literacy, social-emotional skills and social-emotional learning. Examples of texts include but are not limited to:

- Mevarech, Z. and Kramarski, B. (2014) *Critical Maths for Innovative Societies: The Role of Metacognitive Pedagogies*. Available at: <http://dx.doi.org/10.1787/9789264223561-en>, the sections [What is metacognition?](#) and [Metacognitive Pedagogies, The effects of metacognitive pedagogies on social and emotional skills](#)
- Bromley, M. (2019) 'Feedback, metacognition and other interventions'. Available at: <https://www.sec-ed.co.uk/knowledge-bank/feedback-metacognition-and-other-interventions/>
- Dennen, V. P. and Burner, K. J. (2008) *The Cognitive Apprenticeship Model in Educational Practice*. Available at: [https://faculty.weber.edu/eamsel/Classes/Projects%20and%20Research%20\(4800\)/Teaching%20and%20Learning/Dennen%20&%20Burner%20\(2008\).pdf](https://faculty.weber.edu/eamsel/Classes/Projects%20and%20Research%20(4800)/Teaching%20and%20Learning/Dennen%20&%20Burner%20(2008).pdf)
- Loveless, B. (2022) *Guide on social learning theory. Social Learning Theory: The Complete Guide*. Available at: <https://www.educationcorner.com/social-learning-theory-guide.html>
- [Teaching for Meaningful Learning. A Review of Research on Inquiry-Based and Cooperative Learning](#), excerpted from a chapter of Darling-Hammond, L., Barron, B., Pearson, P. D., Schoenfeld, A. H., Stage, E. K., Zimmerman, T. D., Cervetti, G. N. and Tilson, J. L. (2008) *Powerful Learning: What we know about teaching for understanding*. San Francisco, CA: Jossey-Bass.
- Somers-Arthur, J. (no date) *Authentic text for deeper student engagement and learning*. Available at: [www.fldoe.org/core/fileparse.php/7581/urlt/AuthenticText\\_DeepLearning.pdf](http://www.fldoe.org/core/fileparse.php/7581/urlt/AuthenticText_DeepLearning.pdf)

- Somers-Arthur, J. (no date) *What is 'Authentic Text'? And why should I use it in my classroom?* Available at: [www.fldoe.org/core/fileparse.php/7581/urlt/AuthenticText.pdf](http://www.fldoe.org/core/fileparse.php/7581/urlt/AuthenticText.pdf) Case, A. (2012) *Advantages and disadvantages of using authentic texts in class.* Available at: <https://www.usingenglish.com/articles/advantages-disadvantages-using-authentic-texts-in-class.html>
- Edutopia (2019) *The Power of Relationships in Schools.* Available at: <https://youtu.be/kzvm1m8zq5g>
- b) Clarify key terms: discuss the GROWE model visual representation to clarify the relationship among: metacognitive pedagogy, cooperative learning, authentic text.
- c) Debate. Support or refute the following: *Without authentic texts in the classroom, a teacher cannot provide a diversity of perspectives on the same issue.*

d) Portfolio tasks:

**Written task 2.1.** Write a brief reflection to explain the GROWE model, focusing on the relationships among the key terms.

**Written task 2.2.**

- a) Choose an authentic text to share with your students, explain how it fits your curriculum, and how you plan to exploit it for the purposes of developing your students' DL and SES. (You may refer to the GROWE model.) Please, note the definition of "authentic text" in the Glossary.
- b) After using the authentic text in your classroom, write a 3-paragraph reflection on your experience and your students' response.

**Resources for the written tasks:**

- [GROWE visual representation](#) (see p. 20)
- Examples of authentic texts related to various disciplines (to be provided by the trainer); for instance, for English language speakers, see <https://www.tweentribune.com/>

## Module 3: Assessment for learning in GROWE

### Specific training goals:

- Facilitate the sound understanding of assessment for learning/ formative assessment
- Set the stage for participants' practitioner research (observe students, conduct assessment and identify issues their students face in connection with developing **DL** – specifically reading comprehension skills, writing for learning and collaborative talk about the discipline – and **SES** – specifically self-awareness and relationship skills)

### By the end of the training, the trainee will:

- (C3.1) develop relevant formative assessment tools to provide feedback and assess students' DL and SES
- (C3.2) use relevant formative assessment strategies to provide feedback and assess students' DL and SES
- (C3.3) facilitate students' self-assessment and peer-assessment of DL and SES
- (C4.1) analyse and interpret student assessment data

### Instructions for participants/types of learning activities

- a) Watch Hattie's TEDx Talk and consider which of the identified features of successful teachers and teaching can be used in formative assessment.  
TEDx Talks (2013) *Why are so many of our teachers and schools successful? John Hattie at TEDx Norrkoping*. Available at: <https://youtu.be/rzwJXUieD0U>
- b) Research: What is Assessment for Learning (AfL)? Use the suggested resources to explore AfL and prepare a graphic organiser to share your understanding of AfL.

*Important note for trainers:* Provide some sources for participants to start their exploration of AfL. Examples of resources include but are not limited to:

- Cambridge Assessment International Education (no date) *Getting started with Assessment for Learning*. Available at: <https://cambridge-community.org.uk/professional-development/gswafl/index.html>
  - Wiliam, D. (2018b) *What Do We Mean by Assessment for Learning?* Available at: [https://youtu.be/q-myBw36\\_DA](https://youtu.be/q-myBw36_DA)
  - Hattie, J. and Timperley, H. (2007) '[The Power of Feedback](#)', *Review of Educational Research*, 77(1), pp.81-112.
- c) Synergies between DL and SEL. Look at the capacities for DL and SEL. Identify possible pairings between a DL capacity and a SEL capacity to support progress within your discipline. For example, 'Use collaborative talk effectively to clarify subject specific vocabulary, phrases

and concepts' (DL: CT) would pair well with 'Developing positive relationships' (SEL: RS) as the SEL skills needed to support effective interactions would help to strengthen collaborative subject specific talk. Present your ideas.

- d) Share formative assessment tools and strategies which you have used successfully in your teaching to support learning and discuss how they could be applied to the GROWE model.
- e) Portfolio tasks:

### **Written task 3.1**

Refer to the pen portraits in the Resources section below. Design an appropriate self-assessment/peer-assessment tool for a lesson, which can be used to provide feedback to students on the progress they are making towards a specified aspect of DL (reading comprehension skills, writing for learning and collaborative talk about the discipline) and/or SEL (self-awareness and relationship skills). Pay attention to making the assessment tool specific so that it provides data about your students' learning within the discipline.

Present a supporting rationale as to how it will give students the information they need to understand:

- how well they are doing;
- where they are heading towards;
- how they can get there.

### **Task 3.2**

Implement the assessment tool which you have designed in 3.1 to provide feedback to students on a specified aspect of DL (reading comprehension skills, writing for learning and collaborative talk about the discipline) and/or SEL (self-awareness and relationship skills).

Capture the implementation digitally, through video, audio or picture files, and present a considered evaluation of its effectiveness.

In your evaluation, you should consider:

- to what extent the assessment tool gave *relevant* feedback to you and the students;
- whether you need to make any amendments to the tool and/ or its implementation to strengthen its relevance in future.

To supplement your evaluation, you could include evidence of the students' experience through recorded short interviews with individual students or groups of students.

NB: You could present your evaluation as a podcast or as a recorded professional discussion between yourself and your trainer.

### **Written task 3.3**

Analyse and interpret the information collected in 3.2. Decide the *specific* DL and SEL competences you intend to address in your action/ practitioner research.

**Resources for trainers:**

- Free reproducibles from *The Handbook for Embedded Formative Assessment* accessible at <https://www.solutiontree.com/free-resources/assessment/hefa>
- Wiliam, D. (2016) *Leadership for Teacher Learning: Creating a culture Where all Teachers Improve So That All Students Succeed*. West Palm Beach, Fl: Learning Sciences International.
- Wiliam, D. (2018a) *Embedded Formative Assessment*. 2nd edition. Bloomington: Solution Tree Press.
- Văcărețu, A.-S., Proal, H. (2016) *Guidelines for assessing students' skills developed through math research*. Available at: [http://matlanproject.weebly.com/uploads/4/2/9/1/42916225/evaluarea\\_competentelor\\_en-final.pdf](http://matlanproject.weebly.com/uploads/4/2/9/1/42916225/evaluarea_competentelor_en-final.pdf) (Accessed: 17.06.2022).

**Resources for the written tasks:**

- Pen Portraits (see p. 39)

## Resource Module 3: Pen Portraits

<b>Self-Awareness</b>	
EXCELLENT	Levels 9 - 10
<p>The student has a highly developed understanding of their personal identity and how they fit into their family, community and the wider world. They have a very strong understanding of their personal, cultural and linguistic strengths and limitations. They are able to identify and describe a variety of graded emotions in themselves and others with a high degree of confidence and accuracy, demonstrating a clear understanding how this process can inform thinking and influence relationships. They display a very well-rounded sense of confidence and purpose, linked to a very positive self-concept. They exhibit a very strong growth mindset which enables them to build on their strengths and persist through challenges.</p>	
GOOD	Levels 6 - 8
<p>The student has a well-developed understanding of their personal identity and how they fit into their family, community and the wider world. They have a strong understanding of their personal, cultural and linguistic strengths and limitations. They are able to identify and describe a variety of graded emotions in themselves and others with confidence and accuracy, demonstrating an understanding how this process can inform thinking and influence relationships. They display a well-rounded sense of confidence and purpose, linked to a positive self-concept. They exhibit a strong growth mindset which enables them to build on their strengths and persist through challenges.</p>	
SATISFACTORY	Levels 3 – 5
<p>The student has an understanding of their personal identity and how they fit into their family, community and the wider world. They have an understanding of their personal, cultural and linguistic strengths and limitations. They are able to identify and describe a variety of graded emotions in themselves and others with some confidence and accuracy, demonstrating some understanding how this process can inform thinking and influence relationships. They display a sense of confidence and purpose, linked to a positive self-concept. They exhibit a growth mindset which enables them to build on their strengths and persist through challenges.</p>	
BEGINNER	Levels 1 - 2
<p>The student has some understanding of their personal identity and how they fit into their family, community and the wider world. They have some understanding of their personal, cultural and linguistic strengths and limitations. They are sometimes able to identify and describe a variety of graded emotions in themselves and others with confidence and accuracy, and are beginning to understand how this process can inform thinking and influence relationships. They display some sense of confidence and purpose, linked to a mostly positive self-concept. They exhibit the beginnings of a growth mindset which enables them to sometimes build on their strengths and sometimes persist through challenges.</p>	

<b>Relationship Skills</b>	
EXCELLENT	Levels 9 - 10
<p>The student's communication skills are highly effective. They are able to establish and maintain very positive, respectful relationships and are able to navigate diverse groups with high levels of understanding and empathy. When working together with others, they participate and contribute consistently well, collaborating very well on group goals and taking a leading role in overcoming setbacks and disagreements. They are able to draw on a range of strategies to resist unwanted pressure and are able to advocate very confidently for their own needs and the needs of others.</p>	
GOOD	Levels 6 - 8
<p>The student's communication skills are effective. They are able to establish and maintain positive, respectful relationships and are able to navigate diverse groups with good levels of understanding and empathy. When working together with others, they participate and contribute productively, helping to achieve group goals and overcoming setbacks and disagreements proactively. They are able to resist unwanted pressure and are able to advocate confidently for their own needs and the needs of others.</p>	
SATISFACTORY	Levels 3 – 5
<p>The student is mostly able to articulate their thoughts and ideas clearly and listen to others actively. They are mostly able to establish and maintain positive relationships and are mostly able to navigate diverse groups with some understanding and empathy. When working together with others, they are mostly able to participate and contribute productively, helping mostly to achieve group goals, and can be involved in overcoming setbacks and disagreements. They are mostly able to resist unwanted pressure and are able to advocate for their own needs and the needs of others.</p>	
BEGINNER	Levels 1 - 2
<p>The student is sometimes able to articulate their thoughts and ideas clearly and listen to others actively. They are beginning to be able to establish positive relationships and are sometimes able to navigate diverse groups with some understanding and empathy. When working together with others, they can sometimes participate and contribute productively, sometimes helping to achieve group goals, and can sometimes help to overcome setbacks and disagreements. They are sometimes able to resist unwanted pressure and are sometimes able to advocate for their own needs and the needs of others.</p>	

<b>Reading Comprehension</b>	
EXCELLENT	Levels 9 - 10
<p>The student is consistently able to activate prior knowledge if necessary, identifying meaningful links to the disciplinary text with high levels of confidence. They are able to draw on a wide range of strategies which enable them to clarify disciplinary vocabulary, phrases and concepts very effectively. They are able to formulate their own disciplinary questions in response to a text with significant ease, thereby successfully strengthening their understanding of the text. They are able to deduce implied meanings in disciplinary texts with skill, demonstrating considerable insight. Any predictions they make, based on what they have read, are highly meaningful within the subject and highly consistent with the genre of the text. They are consistently able to identify key content in sections of a text to produce very accurate and pertinent summaries. They are able to identify the author's main argument in a text with very strong disciplinary accuracy and insight.</p>	
GOOD	Levels 6 - 8
<p>The student is usually able to activate prior knowledge if necessary, identifying meaningful links to the disciplinary text with confidence. They are able to draw on a range of strategies which enable them to clarify disciplinary vocabulary, phrases and concepts effectively. They are able to formulate their own disciplinary questions in response to a text with ease, thereby successfully strengthening their understanding of the text. They are able to deduce implied meanings in disciplinary texts with skill, demonstrating good insight. Any predictions they make, based on what they have read, are meaningful within the subject and consistent with the genre of the text. They are frequently able to identify key content in sections of a text to produce accurate summaries. They are able to identify the author's main argument in a text with strong disciplinary accuracy and insight.</p>	
SATISFACTORY	Levels 3 – 5
<p>The student is often able to activate prior knowledge if necessary, identifying meaningful links to the disciplinary text. They are able to draw on some strategies which enable them to clarify disciplinary vocabulary, phrases and concepts. They are able to formulate their own disciplinary questions in response to a text with some independence, thereby helping to strengthen their understanding of the text. They are able to deduce implied meanings in disciplinary texts. Any predictions they make, based on what they have read, are mostly meaningful within the subject and mostly consistent with the genre of the text. They are able to identify most key content in sections of a text to produce reasonably accurate summaries. They are able to identify the author's main argument in a text with disciplinary accuracy.</p>	
BEGINNER	Levels 1 - 2
<p>The student is sometimes able to activate prior knowledge if necessary and is beginning to be able to identify meaningful links between the prior knowledge and the disciplinary text. They are sometimes able to draw on strategies which help them to clarify disciplinary vocabulary, phrases and concepts. They are able to formulate their own disciplinary questions in response to a text with support and thereby start to strengthen their understanding of the text. They are starting to be able to deduce implied meanings in</p>	

disciplinary texts, often needing support. Any predictions they make, based on what they have read, are sometimes meaningful within the subject and sometimes consistent with the genre of the text. They are sometimes able to identify key content in sections of a text to produce summaries. They are able to identify the author's main argument in a text with some disciplinary accuracy.

<b>Writing for Learning</b>	
EXCELLENT	Levels 9 - 10
<p>When writing, the student is consistently able to employ subject specific vocabulary accurately, with a keen understanding of subject specific connotations where relevant, and can draw from a very wide range of stylistic features appropriate to the discipline with very high levels of skill and control. They have a very strong understanding of how to use graphic organisers to support subject specific thinking and can select which to use for a specific task with confidence. They consistently demonstrate a very strong disciplinary curiosity, reflected in their ability to formulate highly pertinent questions which will be highly successful in opening up thinking. They have a very strong understanding that writing is a process and they can draw from a very wide range of disciplinary planning and reviewing tools, using them very effectively to ensure their writing is appropriate to the task and the audience. They can use disciplinary writing conventions very confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions very successfully. They have an astute understanding of the relationship between author, audience, purpose and task which enables them to develop an extended critique of a disciplinary text.</p>	
GOOD	Levels 6 - 8
<p>When writing, the student is frequently able to employ subject specific vocabulary accurately, with a good understanding of subject specific connotations where relevant, and can draw from a wide range of stylistic features appropriate to the discipline with good levels of skill and control. They have a strong understanding of how to use graphic organisers to support subject specific thinking and can select which to use for a specific task with confidence. They frequently demonstrate a strong disciplinary curiosity, reflected in their ability to formulate pertinent questions which will be successful in opening up thinking. They have a strong understanding that writing is a process and they can draw from a wide range of disciplinary planning and reviewing tools, using them effectively to ensure their writing is appropriate to the task and the audience. They can use disciplinary writing conventions confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions successfully. They have a strong understanding of the relationship between author, audience, purpose and task which enables them to develop an extended critique of a disciplinary text.</p>	
SATISFACTORY	Levels 3 – 5
<p>When writing, the student is mostly able to employ subject specific vocabulary accurately, with a secure understanding of subject specific connotations where relevant, and can draw from a range of stylistic features appropriate to the discipline with secure levels of skill and control. They have a secure understanding of how to use graphic organisers to support subject specific thinking and can select which to use for a specific task with some confidence. They can demonstrate a disciplinary curiosity, reflected in their ability to formulate some pertinent questions which will be mostly successful in opening up thinking. They have a secure understanding that writing is a process, and they can draw from a range of disciplinary planning and reviewing tools, using them securely to ensure their writing is appropriate to the task and the audience. They can use disciplinary writing conventions mostly confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions mostly with success. They have a secure understanding of the</p>	

relationship between author, audience, purpose and task which enables them to develop a critique of a disciplinary text.

BEGINNER

Levels 1 - 2

When writing, the student is sometimes able to employ subject specific vocabulary accurately, with some understanding of subject specific connotations where relevant, and is beginning to use some stylistic features appropriate to the discipline with emerging levels of skill and control. They have some understanding of how to use graphic organisers to support subject specific thinking and can sometimes select which to use for a specific task with confidence. They can sometimes demonstrate a disciplinary curiosity and they can sometimes formulate questions which can sometimes be successful in opening up thinking. They are beginning to understand that writing is a process, and they can use some disciplinary planning and reviewing tools. Their writing is sometimes appropriate to the task and the audience. They can sometimes use disciplinary writing conventions confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions with some success. They have some understanding of the relationship between author, audience, purpose and task which enables them to start to develop a critique of a disciplinary text.

<b>Collaborative Talk</b>	
EXCELLENT	Levels 9 - 10
<p>When discussing collaboratively, the student is consistently able to help explain and elucidate subject specific vocabulary, phrases and concepts very effectively, listening and building on other students' contributions highly productively. When relevant, they are able to activate highly pertinent prior knowledge, helping to deepen the group's disciplinary understanding. They can develop, together with other students, very clear and highly pertinent summaries of arguments, using subject specific terminology with great accuracy. They are able to employ subject specific reasoning skills very effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding highly constructively to other students' contributions. They demonstrate a very strong ability to plan and review tasks together with other students, drawing on a very wide range of subject specific strategies. They are consistently able to share very helpful insights which build a deeper understanding of an author's purpose and how the author has achieved this purpose. They consistently contribute constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.</p>	
GOOD	Levels 6 - 8
<p>When discussing collaboratively, the student is frequently able to help explain and elucidate subject specific vocabulary, phrases and concepts effectively, listening and building on other students' contributions productively. When relevant, they are able to activate pertinent prior knowledge, helping to deepen the group's disciplinary understanding. They can develop, together with other students, clear and pertinent summaries of arguments, using subject specific terminology with good accuracy. They are able to employ subject specific reasoning skills effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding constructively to other students' contributions. They demonstrate a strong ability to plan and review tasks together with other students, drawing on a wide range of subject specific strategies. They are frequently able to share helpful insights which build a deeper understanding of an author's purpose and how the author has achieved this purpose. They frequently contribute constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.</p>	
SATISFACTORY	Levels 3 – 5
<p>When discussing collaboratively, the student is able to help explain and elucidate most subject specific vocabulary, phrases and concepts, listening and building on other students' contributions with some success. When relevant, they are able to activate some prior knowledge, helping to deepen the group's disciplinary understanding. They can develop, together with other students, mostly clear summaries of arguments, using subject specific terminology with some accuracy. They are mostly able to employ subject specific reasoning skills effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding mostly constructively to other students' contributions. They demonstrate a secure ability to plan and review tasks together with other students, drawing on a secure range of subject specific strategies. They are able to share some helpful insights which build a deeper understanding of an author's purpose and how the author has achieved this purpose. They contribute mostly</p>	

constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.

BEGINNER

Levels 1 - 2

When discussing collaboratively, the student is sometimes able to help explain and elucidate subject specific vocabulary, phrases and concepts, at times listening and building on other students' contributions. When relevant, they are beginning to be able to activate prior knowledge, helping to deepen the group's disciplinary understanding. They can sometimes develop, together with other students, summaries of arguments, using some subject specific terminology accurately. They are beginning to be able to employ subject specific reasoning skills effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding sometimes constructively to other students' contributions. They are beginning to demonstrate an ability to plan and review tasks together with other students, drawing on subject specific strategies. They are sometimes able to share insights which can build a deeper understanding of an author's purpose and how the author has achieved this purpose. They can sometimes contribute constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.

## Module 4: GROWE teaching and learning strategies

### Specific training goals:

- exemplify strategies that are relevant for the GROWE model
- facilitate the participants' choice of strategies to respond to their students' DL and SEL development needs (identified in Module 3)

### By the end of the training, the trainee will:

- (C2.2) apply a range of relevant teaching strategies to develop DL and SES
- (C2.3) use relevant authentic texts to develop DL and SES
- (C3.2) use relevant formative assessment strategies to provide feedback and assess students' DL and SES
- (C4.2) make informed decisions about own teaching practices for students' effective DL and SES development

### Instructions for participants/types of learning activities

- a) Participate in the demonstration lesson taught by the trainer and reflect on your experience as both a learner and an educator.

*Important note for trainers:* The demonstration lesson should provide an appropriate level of challenge for the trainees (as adult learners and professionals). For an example of a demonstration lesson, see Module 5 (GROWE model lesson plan, Friendships. The Hidden Life of Trees). The trainer should demonstrate at least three strategies – at least one from each group below:

#### Reading comprehension strategies

- Questioning the author. For reference, see [https://www.readingrockets.org/strategies/question\\_the\\_author](https://www.readingrockets.org/strategies/question_the_author)
- Think-aloud. For reference, see <https://www.readingrockets.org/article/using-think-alouds-improve-reading-comprehension>
- Question-answer relationship. For reference, see [https://www.readingrockets.org/strategies/question\\_answer\\_relationship](https://www.readingrockets.org/strategies/question_answer_relationship)
- Interactive study guide. For reference, see Buehl (2013). [Close Reading: Literacy Practices for Working Complex Disciplinary Texts](#)

#### Writing strategies

- Shared inquiry. For reference, see [https://www.readingrockets.org/strategies/inquiry\\_chart](https://www.readingrockets.org/strategies/inquiry_chart)
- RAFT. For reference, see <https://www.readingrockets.org/strategies/raft>
- Vocabulary strategies. For reference, see <https://www.cultofpedagogy.com/8-vocabulary-strategies/>

### Cooperative learning strategies

- Think-Pair-Share. For reference, see <https://www.readingrockets.org/strategies/think-pair-share>
- Reciprocal teaching. For reference, see [https://www.readingrockets.org/strategies/reciprocal\\_teaching](https://www.readingrockets.org/strategies/reciprocal_teaching)
- Jigsaw. For reference, see <https://www.readingrockets.org/strategies/jigsaw>

b) Participate in the debriefing session / analysis of the demonstration lesson. Discuss the following:

- the steps of the strategies;
- the features of the text used;
- the relevance of your learning from the demonstration lesson for your classroom (perceived uses/advantages and challenges of the demonstrated strategies, of the types of text etc.).

c) Read the presentation of the strategies that were not used in the demonstration lesson.

d) Portfolio tasks:

**Written task 4.1.** Choose at least one strategy which you are not familiar with, and which you deem appropriate for addressing the issue you identified in Module 3. Plan to use the strategy in an upcoming lesson:

- Decide on what text you will employ and briefly describe its important features.
- Design the assessment instrument you will use.

Share your plan and the assessment instrument.

**Task 4.2.** Implement the lesson plan you designed. Share evidence of your students' work in this lesson. Prepare to explain the relevance of sample student work for the development of their DL and/or SES.

**Written task 4.3.** Write a structured reflection on your experience and learning from the above lesson. Dwell on the following:

- the effectiveness of the strategy you chose for your students' DL and SES development;
- the appropriateness of the text for facilitating your students' learning process;
- the relevance of the information about your students' progress obtained by applying the assessment instrument;
- explain how consistent your approach was in terms of intended outcomes, assessment, strategies/ learning activities and text used.

### Resources for trainers

- Tell me: <https://www.hayes-pri.bromley.sch.uk/attachments/download.asp?file=1685&type=pdf>

- The following checklist gives teachers guidance on how they can incorporate SEL into their teaching: <https://schoolguide.casel.org/resource/sel-integrated-lesson-or-activity-planning-checklist/>

## Module 5: Assessment-driven planning for DL and SES development

### Specific training goals:

- Support the participants to plan and carry out their intervention as part of their practitioner research (plan, implement, collect evidence, analyse and interpret evidence, reflect) of their students' development of **DL** – specifically reading comprehension skills, writing for learning and collaborative talk about the discipline – and **SES** – specifically self-awareness and relationship skills)

### By the end of the training, the trainee will:

- (C1.1) identify relevant areas in the school curriculum that are connected to DL and SES
- (C2.1) design learning units and lesson plans within the discipline to develop DL and SES
- (C2.3) use relevant authentic texts to develop DL and SES
- (C4.1) analyse and interpret student assessment data
- (C4.2) make informed decisions about own teaching practices for students' effective DL and SES development

### Instructions for participants/types of learning activities

- a) Consider carefully the curriculum of the upcoming learning unit that you will provide for your students in the next 2-3 weeks and identify the opportunities for addressing the issues you identified in M3. Share your thoughts with the group of learners.
- b) Analyse the model GROWE lesson plan (see Resources below) using the provided [checklist for planning](#). Pinpoint at least three features that you intend to transfer to your intervention addressing your students' DL and SES skills.
- c) Identify at least two different types of authentic text that you plan to use in your intervention. Explain why you think they would be appropriate for your students and the competences you target.

*Important note for the trainer:* Encourage the learners to work in pairs, ideally with a colleague teaching in the same school, to collaborate in designing, implementing and assessing the intervention.

- d) Portfolio tasks:

**Written task 5.1.** Design an intervention plan for the upcoming learning unit to address the issues identified in M3.

- Set specific observable learning outcomes. Indicate the specific competences relevant for DL and SES that you are addressing.
- Design the assessment strategies and tools that you will use.
- Describe the learning activities / strategies you will implement, making reference to the specific authentic texts you plan to use. Write down the instructions for the students. You may want to use the planning tool provided here: [Learning Designer](#)

**Task 5.2.** Implement your plan, and collect evidence of your students' work and progress in developing DL and SES.

**Written task 5.3.** Analyse and interpret the evidence you have collected. Write down your findings. Reflect on your findings, your experience with the implementation of your plan. Assess the effectiveness of your intervention with reference to your students' learning outcomes. Decide on your next step(s) to continue addressing the development of your students' DL and SES needs. Conclude how the lessons learnt during the implementation of this intervention will impact your teaching practice in the future.

**Resources:**

- [GROWE model lesson plan](#) (see p. 52)
- Checklist for GROWE planning

## Learning Design for: Friendship

### Context

*Topic:* The Hidden Life of Trees

*Total learning time:* 2 hours and 15 minutes

*Designed learning time:* 2 hours and 15 minutes

*Size of class:* 20

*Description:* This lesson is intended to demonstrate the use of GROWE planning for DL and SES development. It is not related to any national curriculum but it can be used as it is or it can be adapted to be used in a classroom context.

*Mode of delivery:* Classroom-based

### Aims

- Facilitate the development of teamwork
- Engage learners in collaborative talk

### Outcomes

Affective learning outcomes: Relationship skills: Teamwork (Cooperate with others, listen well, communicate clearly)

Analysis: Analyse similarities between relationships in nature and relationships in human society

## Teaching-Learning activities

### Anticipation

#### Introduction

The teacher briefly introduces the topic and the learning outcomes of the lesson.

#### Think - Pair - Share

The learners answer, individually, the following question: What perceptions do you have of similarities between relations in nature and relations in human society?

Then, the learners pair up, share their answers and formulate "the answer of the pair". They prepare for sharing the answer to the whole group of learners.

The pairs of learners share their answer with the whole group. The teacher concludes on similarities shared by the learners.

## Building Knowledge

### Model Questioning the Author strategy

The teacher announces that they will use the Questioning the Author (QtA) for reading an excerpt from *The Hidden Life of Trees* by Peter Wohlleben.

The teacher makes a brief presentation of the book and then models the QtA strategy by using the 1st paragraph of the text.

The learners receive a copy of the text. The teacher reads aloud, stops at difficult/ interesting parts and thinks aloud about anything that may be confusing or challenging for the students; the teacher also models for the learners how to think through the queries; then, the teacher points out that while she was thinking aloud on her own, she expects the students to share their thoughts aloud with each other in their respective groups.

*Resource* - Appendix 1: Friendships from *The Hidden Life of Trees* by Peter Wohlleben; text and questions for using the strategy Questioning the Author (see p. 54)

### Questioning the Author strategy

The teacher introduces the task to learners (read the text by using the QtA strategy) and the self-assessment instrument for teamwork.

#### *Resources:*

Appendix 1: Friendships from *The Hidden Life of Trees* by Peter Wohlleben; text and questions for using the strategy *Questioning the Author* (see p. 54)

Appendix 2: Self-assessment for teamwork (see p. 57)

Learners read each paragraph of the text, discuss within their group to answer the questions, and prepare to share their answers.

The groups of learners share their answers (groups take turns sharing their answers to the questions related to at least one paragraph; the other groups listen and compare the answers they hear with their own answers; if their answers differ from the presented ones, they share their own answers).

### Teamwork

Learners analyse similarities and differences in friendships between trees and humans, and produce the visual 'Compare and contrast friendships among trees and humans' to present the findings of their analysis.

## Reflection

### Gallery tour

The visuals are displayed in the room. Learners in groups walk around and stop to provide feedback on the other groups' visuals ('Compare and contrast friendships among trees and humans') using the guidelines for feedback.

### *Linked resources*

Appendix 3: Guidelines for feedback on group visuals (see p. 58)

### Self-assessment - Teamwork

Learners fill out the self-assessment instrument for teamwork. They discuss in groups their ratings and comments.

### Written reflection

Learners answer the following question in writing: How did the QtA strategy applied in your group support your learning?

## Lesson plan appendices

### Appendix 1. Friendships - text and questions for using the strategy *Questioning the Author*

Source for excerpts from *The Hidden Life of Trees, Friendships* (pp. 1-5):  
[https://www.amazon.co.uk/dp/1771642483?linkCode=gs2&tag=braipick-21#reader\\_1771642483](https://www.amazon.co.uk/dp/1771642483?linkCode=gs2&tag=braipick-21#reader_1771642483)



## The Hidden Life of TREES

PETER WOHLLEBEN

foreword by TIM FLANNERY

What They Feel, How They Communicate:  
Discoveries from a Secret World

<b>Paragraph 1</b>	<i>If you look at roadside embankments, you might be able to see how trees connect with each other through their root system. On these slopes, rain often washes away the soil, leaving the underground network exposed. Scientists in the Harz mountains in Germany have discovered that this really is a case of interdependence, and most individual trees of the same species growing in the same stand are connected to each other through their root systems. It appears that nutrient exchange and helping neighbors in times of need is the rule, and this leads to the conclusion that forests are superorganisms with interconnections much like ant colonies.</i>
<ol style="list-style-type: none"> <li>1. What is the author trying to say here: `helping neighbours in times of need is the rule`?</li> <li>2. Why does the author refer to ant colonies in connection with superorganisms?</li> </ol>	
<b>Paragraph 2</b>	<i>Of course, it makes sense to ask whether tree roots are simply wandering around aimlessly underground and connecting up when they happen to bump into roots of their own kind. Once connected, they have no choice but to exchange nutrients. They create what looks like a social network, but what they are experiencing is nothing more than a purely accidental give and take. In this scenario, chance encounters replace the more emotionally charged image of active support, though even chance encounters offer benefits for the forest ecosystem. But Nature is more complicated than that. According to Massimo Maffei from the University of Turin plants – and that include trees – are perfectly capable of distinguishing their own roots from the roots of other species and even from the roots of related individuals.</i>
<ol style="list-style-type: none"> <li>1. Why does the author compare the roots to a social network?</li> <li>2. What does the author mean by `emotionally charged image`?</li> <li>3. Why does the author refer to Massimo Mafei?</li> </ol>	
<b>Paragraph 3</b>	<i>But why are the trees such social beings? Why do they share food with their own species and sometimes even go so far as to nourish their competitors? The reasons are the same as for human communities: there are advantages to working together. A tree is not a forest. On its own, a tree cannot establish a consistent local climate. It is at the mercy of wind and weather. But together, many trees create an ecosystem that moderates extremes of heat and cold, stores a great deal of water, and generates a great deal of humidity. And in this protected environment, trees can live to be very old. To get to this point, the community must remain intact no matter what. If every tree were looking out only for itself, then quite a few of them would never reach old age. Regular fatalities would result in many large gaps in the canopy, which would make it easier for storms to get inside the forest and uproot more trees.</i>

	<i>The heat of summer would reach the forest floor and dry it out. Every tree would suffer.</i>
1.	What does the author mean by `nourish their competitors`?
2.	Why does the author say `must remain intact no matter what`?
3.	Why does the author use `If every tree were looking out only for itself`?
<b>Paragraph 4</b>	<i>Every tree, therefore, is valuable to the community and worth keeping around for as long as possible. And that is why even sick individuals are supported and nourished until they recover. Next time, perhaps it will be the other way round, and the supporting tree might be the one in need of assistance. When thick silver-gray beeches behave like this, they remind me of a herd of elephants. Like the herd, they, too, look after their own, and they help their sick and weak back up onto their feet. They are even reluctant to abandon their dead.</i>
1.	What does the author mean by `Next time, perhaps, it will be the other way round.`?
2.	Why do you think the author refers to herds of elephants?
<b>Paragraph 5</b>	<i>Every tree is a member of this community, but there are different levels of membership. For example, most stumps rot away into humus and disappear within a couple of hundred years (which is not very long for a tree). Only a few individuals are kept alive over the centuries, like the mossy "stones" I've just described. What's the difference? Do tree societies have second class citizens just like human societies? It seems they do, though the idea of "class" doesn't quite fit. It is rather the degree of connection – or maybe even affection – that decides how helpful a tree's colleagues will be.</i>
1.	What does the author mean by `different levels of membership`?
2.	Why does the author use the terms `connection` and `affection` in the same sentence?
<b>Paragraph 6</b>	<i>You can check this out for yourself simply by looking up into the forest canopy. The average tree grows its branches out until it encounters the branch tips of a neighboring tree of the same height. It doesn't grow any wider because the air and the better light in this space are already taken. However, it heavily reinforces the branches it has extended, so you get the impression that there's quite a shoving match going on up there. But a pair of true friends is careful right from the outset not to grow overly thick branches in each other's direction. The trees don't want to take anything away from each other, and so they develop sturdy branches only at the outer edges of their crowns, that is to say, only in the direction of "non-</i>

	<i>friends". Such partners are often so tightly connected at the roots that sometimes they even die together.</i>
1.	What does the author mean by `there's quite a shoving match going on up there`?
2.	What does the author refer to when he says `a pair of true friends`?
3.	Who are `non-friends` in the author's perspective?
<b>Paragraph 7</b>	<i>As a rule, friendship that extend to looking after stumps can only be established in undisturbed forests. It could well be that all trees do this and not just beeches. I myself have observed oak, fir, spruce, and Douglas fir stumps that were still alive long after the trees had been cut down. Planted forests, which is what most of the coniferous forests in Central Europe are, behave more like the street kids I describe in chapter 27. Because their roots are irreparably damaged when they are planted, they seem almost incapable of networking with one another. As a rule, trees in planted forests like these behave like loners and suffer from their isolation. Most of them never have the opportunity to grow old anyway. Depending on the species, these trees are considered ready to harvest when they are only about a hundred years old.</i>
1.	What do you think the author means by `undisturbed forests`?
2.	What does the author mean by `irreparably damaged`? What about `incapable of networking with each other`?
3.	Why does the author use `only` in the last sentence?

## Appendix 2: Self – assessment instrument for teamwork

### A. I myself in the group

Rate your performance as a group member in terms of cooperation on a scale from 1=poor to 4=very good, and explain your rating.

<b><i>I-statements</i></b>	<b><i>Rating and comment</i></b>
I was active in clarifying the task	
I listened well to my group members	
I contributed to the group's product	
I communicated respectfully	
I communicated clearly	

## B. My perception of our group

Rate your group's performance as a whole in terms of cooperation on a scale from 1=poor to 4=very good, and explain your rating. Prepare to discuss with your group.

<b>We-statements</b>	<b>Rating and comment</b>
We clarified the task together	
We listened well to each other	
We all contributed to our group's product	
We all communicated respectfully	
We all communicated clearly	

### Appendix 3: Guidelines for feedback on group visuals

When providing your feedback on the visual, consider the following:

1. How well does the visual reveal the comparison of friendships between trees and humans?
2. How many aspects are compared?
3. How many ideas from the text are illustrated?

How visually appealing is the product?

**Checklist for GROWE planning**

<b>Statement</b>	<b>Comment (Yes/ No/ Partially)</b>
1.1. The plan targets at least two observable learning outcomes related to disciplinary literacy and social-emotional skills.	
1.2. Disciplinary literacy and social-emotional learning outcomes are successfully integrated with each other.	
2. The formative assessment strategies and tools are aligned with the targeted learning outcomes.	
2.1. The plan provides for self-/ peer-assessment.	
3. The overall plan provides for a balanced distribution of types of learning activities (read/ watch/ listen, discuss, collaborate, investigate, practice, produce).	
4. The learning activities/ strategies lead to the development of the targeted learning outcomes.	
4.1. The learning activities/ strategies are inspired by metacognitive pedagogies.	
4.2. The learning activities/ strategies require student cooperation.	
5. The plan relies on an engaging authentic text or texts that are appropriate for the targeted learning outcome.	
6. There is alignment among the targeted competences, learning outcomes, assessment, learning activities/ strategies and texts.	

## Assessment

Trainee assessment is recommended to be done by means of referring to the **rubrics** below. In our understanding, a rubric is a tool that allows users to interpret evidence of student performance on specific tasks related to the target competences. Rubrics are based on a continuum of performance. They are intended to help trainees and trainers understand what components of the competence the trainees have mastered, and what areas need further attention.

We recommend that **assessment be as authentic as possible**, therefore, whenever possible, we recommend that trainee performance be directly observed and/ or reliable evidence be collected.

**Quizzes** may be used for the online part – depending on the platform - to check comprehension of the recommended literature.

Formative assessment should include **direct observation** of the learners in face-to-face or synchronous online training and **prompt feedback** from peers and/ or trainee.

The **trainee's portfolio** should be used for summative assessment. The portfolio of digital files (including audio/ video files) will include evidence of accomplishment of all tasks, including improved versions subsequent to feedback if applicable. E.g. some specific competences are developed in more than one module, which allows learners to revise their tasks resolved/ started to be tackled in earlier modules.

The cells in the table below describe the content of the trainee's portfolio by modules and the targeted competences.

Competences (general and specific)	Tasks in M1 (Key concepts in GROWE)	Tasks in M2 (The GROWE model of integrated DL and SEL)	Tasks in M3 (Assessment for learning in GROWE)	Tasks in M4 (GROWE teaching and learning strategies)	Tasks in M5 (Assessment-driven planning for DL and SES development)
C1: demonstrate knowledge and understanding of what DL and SES are and how they can be developed	Portfolio:				
C1.1. identify relevant areas in the school curriculum that are connected to DL and SES	Written task 1.1				Written task 5.1
C1.2. explain the relevance of and need for developing students' DL and SES in secondary schools	Written task 1.2 Written task 1.3.				
C1.3. articulate the connection between the development of DL and SES, on the one hand, and cooperative learning & metacognitive pedagogies, on the other hand		Written task 2.1			
C2: plan and facilitate learning that fosters the development of DL and SES	Portfolio:				
C2.1 design learning units and lesson plans within the discipline to develop DL and SES					Written task 5.1
C2.2 apply a range of relevant teaching strategies to develop DL and SES				Written task 4.1 and task 4.2	
C2.3 use relevant authentic texts to develop DL and SES		Written tasks 2.2 (a and b)		Written task 4.1 and task 4.2	Task 5.2

Competences (general and specific)	Tasks in M1 (Key concepts in GROWE)	Tasks in M2 (The GROWE model of integrated DL and SEL)	Tasks in M3 (Assessment for learning in GROWE)	Tasks in M4 (GROWE teaching and learning strategies)	Tasks in M5 (Assessment-driven planning for DL and SES development)
C3: assess students' DL and SES and their progress in the development of these skills	Portfolio:				
C3.1. develop relevant formative assessment tools to provide feedback and assess students' DL and SES			Written task 3.1		Written task 5.1
C3.2. use relevant formative assessment strategies to provide feedback and assess students' DL and SES			Task 3.2	Written task 4.1 and task 4.2	Task 5.2
C3.3. facilitate students' self-assessment and peer-assessment of DL and SES			Task 3.2		
C4: reflect on student learning outcomes and adjust teaching to better respond to students' DL and SES development needs	Portfolio:				
C4.1. analyse and interpret student assessment data			Written task 3.3		Written task 5.3
C4.2. make informed decisions about own teaching practices for students' effective DL and SES development				Written task 4.3	Written task 5.3

Tasks for C1-C4 should be embedded in M1-5 to allow for assessment using the rubrics below and/ or direct observation. The portfolio should include evidence of the trainee's classroom project (practitioner /action research).

## Rubrics

C1. demonstrate knowledge and understanding of what DL and SES are and how they can be developed				
C1.1: identify relevant areas in the school curriculum that are connected to DL and SES				
Indicator	Excellent	Good	Satisfactory	Beginner
Relevance and clarity of the explanation of the connection between DL&SES and at least one curriculum s/he teaches (M1)	The explanation provided is highly relevant and makes clear reference to at least three specific DL&SES elements of the curriculum.	The explanation provided is mostly clear, relevant and makes reference to at least three DL&SES elements of the curriculum.	The explanation provided is relevant, though rather unclear, with hints rather than references specific DL&SES elements of the curriculum <b>OR</b> reference is made to less than three DL&SES elements	The explanation provided is superficial and rather unclear, bearing little relevance to DL&SES and failing to make reference to specific elements of the curriculum.
Date & comments:				
Specificity and relevance of the learning outcomes targeted for DL&SES (M5)	Sets specific, observable and highly relevant learning outcomes for students for the development of their DL&SES	Sets mostly specific, observable and relevant learning outcomes for students for the development of their DL&SES	Sets somewhat specific, observable and relevant learning outcomes for students for the development of their DL&SES	Sets learning outcomes for students that are not specific, and/or not observable and/or not relevant for the development of their DL&SES
Date & comments:				

**C1.2: explain the relevance of and need for developing students' DL and SES in secondary schools**

Indicator	Excellent	Good	Satisfactory	Beginner
Clarity of explanation of the relevance of and need for developing own students' DL&SES (M1)	Provides a very clear explanation of the relevance of and need for developing own students' DL&SES, relevantly exemplifying the case of specific students in their classroom	Provides a clear explanation of the relevance of and need for developing own students' DL&SES, making some reference to own students	Provides an acceptable explanation of the relevance of and need for developing own students' DL&SES	Provides some explanation of the relevance of and / or need for developing students' DL&SES, in general

Date & comments:

**C1.3: articulate the connection between the development of DL and SES, on the one hand, and cooperative learning & metacognitive pedagogies, on the other hand**

Indicator	Excellent	Good	Satisfactory	Beginner
Clarity of explanation of the GROWE model (M2)	Provides a very clear explanation of the GROWE model with clear and correct references to the relationships among the key areas and terms	Provides a clear explanation of the GROWE model with correct references to the relationships among the key areas and terms	Provides an acceptable explanation of the GROWE model with mostly correct reference to the key areas and some of the terms	Provides an explanation of the GROWE model which reveals lack of understanding of the key areas and/ or key terms

Date & comments:

**C2. plan and facilitate learning that fosters the development of DL and SES**

**C2.1: design learning units and lesson plans within the discipline to develop DL and SES**

Indicator	Excellent	Good	Satisfactory	Beginner
Alignment of targeted competences, learning outcomes relevant for DL&SES, assessment, learning activities/ strategies and texts (M5)	Designs a learning unit and lesson plans in which the targeted competences, learning outcomes relevant for DL&SES, assessment, learning activities/ strategies and texts are fully aligned	Designs a learning unit and lesson plans in which the targeted competences, learning outcomes relevant for DL&SES, assessment, learning activities/ strategies and texts are mostly aligned	Designs a learning unit and/or lesson plans in which the targeted competences, learning outcomes relevant for DL&SES, assessment, learning activities/ strategies and texts are mostly aligned	Designs a learning unit and/or lesson plans in which the targeted competences, learning outcomes relevant for DL&SES, assessment, learning activities/ strategies and texts are somewhat related

Date & comments:

**C2.2: apply a range of relevant teaching strategies to develop DL and SES**

Indicator	Excellent	Good	Satisfactory	Beginner
Quality of classroom implementation of various relevant	Applies a variety of relevant teaching strategies very well and with sound judgment to support development of DL&SES	Applies well several relevant teaching strategies to support development of DL&SES	Applies relevant teaching strategies to support development of DL&SES in a satisfactory manner	Applies a couple of teaching strategies that to some extent support the development of DL&SES

teaching strategies to develop DL&SES (M4)				
Date & comments:				
<b>C2.3: use relevant authentic texts to develop DL and SES</b>				
<b>Indicators</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Beginner</b>
Diversity and relevance of authentic texts used in the classroom for curriculum and DL & SES (M2) (M5)	Uses highly relevant and diverse types of authentic texts in the classroom for the development of DL & SES within the discipline	Uses relevant and somewhat diverse authentic texts in the classroom for the development of DL & SES within the discipline	Uses quite relevant authentic texts in the classroom for the development of DL & SES within the discipline	Uses some authentic texts in the classroom which however are mostly irrelevant for the development of DL & SES and/ or for the discipline
Date & comments:				
Appropriateness of authentic texts used in the classroom for teaching strategies and lesson design (M4) (M5)	Uses highly appropriate and diverse types of authentic texts in the classroom which are well suited for the choice of strategies and overall lesson design	Uses appropriate and somewhat diverse types of authentic texts in the classroom which are mostly suited for the choice of strategies and overall lesson design	Uses quite appropriate authentic texts in the classroom which are somewhat suited for the choice of strategies	Uses some authentic texts in the classroom but the connection with the choice of strategies and lesson design is unclear
Date & comments:				

<b>C3. assess students' DL and SES and their progress in the development of these skills</b>				
<b>C3.1: develop relevant formative assessment tools to provide feedback and assess students' DL and SES</b>				
<b>Indicators</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Beginner</b>
Appropriateness of assessment tool developed for measuring progress in DL & SES (M3) (M5)	The formative assessment tool developed is highly appropriate for measuring students' progress in DL&SES	The formative assessment tool developed is appropriate for measuring students' progress in DL&SES	The formative assessment tool developed is somewhat appropriate for measuring students' progress in DL&SES	The formative assessment tool developed is mostly inappropriate for measuring students' progress in DL&SES
Date & comments:				
<b>C3.2: use relevant formative assessment strategies to provide feedback and assess students' DL and SES</b>				
<b>Indicators</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Beginner</b>
Relevance of use of formative assessment strategies for supporting development of DL&SES (M3) (M4) (M5)	Uses formative assessment strategies highly relevantly for supporting students' development of DL&SES	Uses formative assessment strategies relevantly for supporting students' development of DL&SES	Uses formative assessment strategies somewhat relevantly for supporting students' development of DL&SES	Uses assessment strategies in a manner that is unlikely to support students' development of DL&SES
Date and comments:				

**C3.3: facilitate students' self-assessment and peer-assessment of DL and SES**

Indicators	Excellent	Good	Satisfactory	Beginner
Effective facilitation of the students' self-/peer-assessment for the development of DL& SES <b>(M3)</b>	Facilitates the students' self-/peer-assessment for the development of DL& SES in a highly effective manner	Facilitates the students' self-/peer-assessment for the development of DL& SES in an effective manner	Facilitates the students' self-/peer-assessment for the development of DL& SES in a somewhat effective manner	Facilitates the students' self-/peer-assessment for the development of DL& SES in a rather ineffective manner

Date & comments:

**C4. reflect on student learning outcomes and adjust teaching to better respond to students' DL and SES development needs**

**C4.1: analyse and interpret student assessment data**

Indicators	Excellent	Good	Satisfactory	Beginner
Quality of analysis and interpretation of data about own students' DL&SES competences (M3)	Analyses own students' assessment data of DL&SES very thoroughly and interprets it very thoughtfully discussing practical implications	Analyses own students' assessment data of DL&SES thoroughly and interprets it thoughtfully	Analyses and interprets own students' assessment data of DL&SES in a satisfactory manner	Analyses and/ or interprets own students' assessment of DL&SES rather superficially

Date & comments:

Quality of analysis and interpretation of data about own students' progress in developing DL&SES (M5)	Analyses own students' data about progress in developing DL&SES very thoroughly and interprets it very thoughtfully discussing practical implications	Analyses own students' data about progress in developing DL&SES thoroughly and interprets it thoughtfully	Analyses and interprets own students' data about progress in developing DL&SES in a satisfactory manner	Analyses and/ or interprets own students' data about progress in developing DL&SES rather superficially
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Date & comments:

**C4.2: make informed decisions about own teaching practices for students' effective DL and SES development**

Indicators	Excellent	Good	Satisfactory	Beginner
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Relevance of reflection for making adjustments in the use of teaching strategies for students' DL&SES development (M4)	Reflects thoroughly on highly relevant specific aspects of the used teaching strategies for students' DL&SES development	Reflects thoroughly on relevant aspects of the used teaching strategies for students' DL&SES development	Reflects on two relevant aspects of the used teaching strategies for students' DL&SES development in a satisfactory manner	Reflects on some aspects of the used teaching strategies for students' DL&SES development
Date & comments:				
Relevance of reflection for making informed decisions about own teaching practices for effective development of own students' DL&SES (M5)	Reflects thoroughly on highly relevant specific aspects of own teaching practices for improving students' DL&SES	Reflects thoroughly on relevant aspects of own teaching practices for improving students' DL&SES	Reflects, in a satisfactory manner, on two relevant aspects of own teaching practices for improving students' DL&SES	Reflects on some aspects of own teaching practices which bear little relevance to improving students' DL&SES
Date & comments:				

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## Annex 1 – GROWE Literature Review

### GROWE Literature Review – Emma Butler and Ben Screech

The following document comprises a literature review intended to provide the theoretical foundation to our project. By critiquing a wide range of contemporary sources reflecting the key ideas, aims and objectives central to the Get Readers on the Wavelength of Emotion (GROWE) project, we hope to make the case for the importance of the development of disciplinary literacy taught in the context of social and emotional literacy skills development, as they relate to a secondary school context. In addition to this, we wish to reveal potential ‘gaps’ in the current research that our training curriculum and associated toolkit will seek to fill.

Starting from a consideration of European and North American policy, attitudes and strategies for encouraging the development of social and emotional learning in schools, the review will proceed to consider the importance of literacy development in terms of the ‘empowerment’ of young people, specifically in relation to improving their levels of agency and overall ‘access’ to learning. In so doing, we will consider specific pedagogies such as Claxton’s ‘Building Learning Power’ and ‘mastery’-based approaches. We will provide a brief introduction to the concept of disciplinary literacy, situating our discussion alongside the field’s leading voices, such as Shanahan and Shanahan – the source originally cited when proposing this project. We will conclude with a discussion of *how* young people read and potential factors affecting their engagement with literature, and why gaining a more detailed and nuanced knowledge of this will be a crucial aspect of our project with GROWE.

The ‘European Pillar of Social Rights’ states that European citizens have the right to ‘quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society’ (European Parliament, Council of the European Union and European Commission, 2017, p.11). The document’s emphasis on education and opportunity aims to address a perceived shortfall in social capital across the European Union. The European Commission has identified eight key competences which will equip its citizens with the knowledge, skills and dispositions necessary to engage in lifelong learning (European Commission, 2018), and thereby becoming active citizens who will thrive in an increasingly complex world. Two of these mutually reinforcing competences are ‘Literacy’ and ‘Personal, Social and Learning to Learn’. The GROWE project aims to develop an integrated model of intervention which will support disadvantaged students in the four participating countries to build their competences in these two key areas. Improved literacy skills and improved social and emotional skills, whilst ensuring lifelong learning capacities, will, in turn, foster more engaged citizens who will lead healthier and more meaningful personal and working lives in the future.

The 2018 scores from the Programme of International Student Assessment (PISA) revealed that over 10 million students across the 79 participating countries were unable to complete the most basic reading tasks and that the top 10% of students in terms of socio-economical advantage outperformed the bottom 10%, a statistic of particular relevance to the GROWE project. This gap in literacy achievement, equivalent to approximately three years of schooling, has remained largely unchanged in over a decade (Schleicher, 2018). There is evidence that this gap is mirrored within European countries and that the trend of underachievement has indeed worsened over the last decade (European Commission, 2018). One in five 15-year-olds lacked basic literacy skills in 2016 (European Literacy Policy Network [ELINET], 2016), whereas the figure has now increased to one in four

(Schleicher, 2018). The Organisation for Economic Cooperation and Development (OECD) identified, partly in response to this disturbing picture, that students will need a 'broad mix of skills, including strong cognitive and socio-emotional skills' to thrive in our rapidly changing knowledge-based society (OECD, 2019).

We are therefore tasked with the challenge of developing a new school-wide pedagogical approach which will focus on developing literacy skills across the curriculum within contexts which will also facilitate socio-emotional skills. Authentic texts will be the platform from which we will launch this dual aim and we hope thus to address both the literacy needs and the socio-emotional needs of our students in a mutually enriching, supportive and complementary synergy.

The 2018 revision to the European framework outlining the key competences for lifelong learning reveals some significant modifications from the recommendations adopted and disseminated to member states in 2006. Two of its eight original competences, 'Learning to Learn' and 'Social and Civic Competences' (European Commission, 2007), have been partly amalgamated, but also reconceptualised: the 'Learning to Learn' competence has been updated to a 'Personal, Social and Learning to Learn' competence, and 'Social and Civic' competence to 'Civic' competence (European Commission, 2018). In isolating civic competences from social competences, greater prominence has understandably been given to the need for democratic and engaged citizenship in today's increasingly connected and globalised societies. In regrouping and blending personal and social competences with learning to learn competences, however, greater emphasis has been awarded to the widely accepted need for developing strong life-skills in today's uncertain and complex world (Council of the European Union, 2017; UNICEF, 2012). But also, and perhaps more significantly for the GROWE project, in aligning the knowledge, skills and attitudes associated with personal and social competences more closely with the learning process, the affective and social dimensions of learning itself have been more firmly acknowledged.

Extensive research has been carried out over the last two decades examining the role social and emotional skills play in facilitating academic growth, in preparing young people more effectively for the world of work and in ensuring deeper personal fulfilment (Zins *et al.*, 2004; Cefai and Cavioni, 2014; Park *et al.*, 2017), and much work has been done to develop programmes in each age phase of the education systems across the European Union which help support students' social and emotional development (Cefai *et al.*, 2017). A careful review of this combined body of research will be necessary to ensure its recommendations form the basis of GROWE's integrated approach to literacy and socio-emotional needs. However, it is first necessary to narrow our focus to look at social and emotional development, to initially understand how it can be conceptualised, to then be able to examine in greater detail why it is so critical in supporting academic learning.

Social and emotional learning (SEL) concerns the holistic development of young people which will enable them to relate to the world and navigate its opportunities and challenges successfully (Yoder, 2014). It is a process, according to the Collaborative for Academic, Social and Emotional Learning (CASEL), through which they will acquire and apply the necessary knowledge, skills and dispositions to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions (CASEL, 2020a). CASEL has identified five core competencies which underpin this process. They cover affective, social and cognitive competences and the emphasis falls on intrapersonal skills and interpersonal skills. The five competences are: self-awareness; self-management; social awareness; relationship skills; and responsible decision-making. CASEL defines each competence and sets out a range of associated skills (CASEL, 2020b). Intrapersonal skills (emotional regulation, impulse control, goal setting and self-efficacy, for example) are needed for effective functioning as an

individual whilst interpersonal skills (communication, empathy, relationship building and teamwork, for example) are needed to interact successfully with others (Domitrovich *et al.*, 2017). This model, updated in 2020, has been widely adopted internationally and has been used as the basis for universal whole-school approaches to SEL (Weissberg and Cascarino, 2013). Variations of these competencies have been proposed and examined under a range of different labels such as life-skills (Council of the European Union, 2017; Botvin and Griffin, 2004), 21<sup>st</sup> Century skills (Puerta, Valerio, and Bernal, 2016; Silva, 2009) or non-cognitive skills (Puerta, Valerio, and Bernal, 2016; Dweck, Walton and Cohen, 2014), but whatever terms for these competences are used, they have been associated over the last two decades with a wide range of outcomes spanning physical and mental health, employment, income and involvement in criminal activity (Goodman *et al.*, 2015; OECD, 2015; Domitrovich *et al.*, 2017). The case for whole-school SEL programmes indicates, however, that whilst the mastering of these core competencies supports emotionally literate young people, who will lead healthier and more rewarding lives, it also supports more academically successful young people.

Durlak *et al.*'s (2011) landmark study documents the multiple benefits from SEL and builds on earlier investigations into the link between SEL programmes and academic achievement conducted by Zins *et al.* (2004). Durlak *et al.*'s meta-analysis of 213 school-based universal SEL programmes found that such programmes unsurprisingly led to improvements in socio-emotional skills. An increase in prosocial attitudes and behaviours was identified, which, alongside a greater school connectedness, resulted in a simultaneous decrease in conduct problems, emotional distress and reduced drug use. Significantly, however, this study found that these benefits were accompanied by a 11-percentile point gain in academic performance. The more recent longitudinal study, conducted by Taylor *et al.* (2017) investigated whether such gains were short-term or long lasting. This international meta-analysis of 82 school-based SEL interventions found similar improvements in socio-emotional skills, attitudes and behaviour and similar decreases in conduct problems and emotional distress 6 months to 18 years after the SEL programmes ended. A striking 13 percentile difference on average was found, however, in the academic achievement of those students who had been involved in SEL programmes over those who hadn't over three years later. The meta-analysis thus makes a strong case for the lasting benefits of SEL not only with regards to socio-emotional skills but also with regards to academic skills.

Further European-based studies have confirmed these findings. Wigglesworth *et al.*'s (2016) UK study, a complement to and extension of Durlak *et al.*'s earlier work, echoed the 2011 meta-analysis, finding similar short-term and immediate benefits of SEL. Sklad *et al.*'s Dutch study looked at the longer-term benefits and focussed on more recent school-based SEL programmes than Durlak *et al.*'s meta-analysis, limiting its analysis to the 13 years previous to publication. The benefits over the longer term were found to be stronger for social and emotional skills and prosocial behaviours, but increased academic performance was also identified. Thus, the benefit of schools focussing on SEL is irrespective of national and cultural contexts. A further pertinent finding from this meta-analysis is the effectiveness of promoting SEL in secondary education. Despite a wealth of evidence which suggests that laying firm social and emotional foundations in the preschool and primary years is vital (Jones, Greenberg and Crowley, 2015; Goodman *et al.*, 2015), the findings from Sklad *et al.*'s study suggest that secondary schools can offer just as effective a context to develop SEL as pre- and primary schools. Indeed, the importance of SEL and the affective dimensions of learning have long been acknowledged in early years curricula, the 2012 revision of the English Early Years Foundation Stage, for example, identified Personal, Social and Emotional Development as a 'prime area' of learning to be focussed on in the earliest years and set out the Characteristics of Effective Learning, a set of affective and cognitive skills to underpin the learning process, which practitioners have the statutory duty to promote across all areas of learning (Department for Education, 2012). But, Dusenbury *et al.* (2014; 2015) make the compelling case that SEL instruction should continue beyond the preschool and

primary years. The GROWE project aims to focus on students who are in the early stages of their secondary education.

Although the studies further identified that the benefits of SEL are universal and are not limited by social, economic, cultural or geographic backgrounds (Taylor *et al.*, 2017), promoting SEL may be of particular importance for students coming from socio-economically deprived backgrounds. Yoder (2014) recognises that disadvantage brings with it additional stressors which can impede effective learning, but Goodman *et al.* (2015) identify that students from disadvantaged backgrounds have, on average, weaker social and emotional skills than their more advantaged peers. This indicates that the benefits of SEL, and the resultant gains in academic achievement, will be disproportionately distributed unless particular focus is placed on closing the gap in social and emotional capacities between students from advantaged and disadvantaged backgrounds. This is of significance for the GROWE project and strengthens the case for the selected associate partners.

Ultimately then, long term academic progress can be supported by SEL programmes throughout all educational age phases, irrespective of the settings' geographical locations and the socio-economic communities they serve. But the GROWE project is not proposing a school-wide SEL programme, but an integrated model whereby social and emotional competences are nurtured alongside literacy skills throughout the curriculum. This requires an understanding of the role emotional and social factors play first and foremost in the learning process, but also in the development of literacy skills more specifically.

The critical role emotions play in cognitive performance is becoming widely acknowledged (Pekrum, 2017; Pekrum *et al.*, 2011; Pekrum and Linnenbrink-Garcia, 2012) and research is increasingly focussing on understanding the impact epistemic emotions (surprise, curiosity, confusion, frustration and boredom, for example) and achievement emotions (hope and pride in response to success and anxiety and shame in response to failure, for example) can have on the learning process and learning outcomes (Pekrun *et al.*, 2017), especially with regards to adolescents' educational experience (Pekrun, 2017). Emotions can be evoked by information processing during a learning episode, but crucially will affect the cognitive processes such as attention, memory, problem-solving and the use of learning strategies which are all critical in knowledge acquisition.

Learning is also at its heart relational and students learn and develop within a complex network of relationships spanning their teachers, their peers and their families (Zins *et al.*, 2004). Studies have been conducted which have indicated that students learn more when working in groups than when they work independently (Darling-Hammond *et al.*, 2008). The negotiation and construction of meaning through dialogue leads to deeper understanding (Lent, 2016). Thus, students' abilities to not only regulate their emotions but also to manage their relationships will either facilitate or impede their engagement with the learning process and will thus ultimately drive the success or failure in their academic achievement. Intrapersonal skills will enable students to maintain the positive epistemic and achievement emotions, whilst regulating the negative emotions, and interpersonal skills will enable students to establish supportive, rewarding relationships, based on tolerance and respect, which will support collaborative working (Domitrovich, 2017; Hagelskamp *et al.*, 2013; Weissberg and Cascarino, 2013).

Hill *et al.* (2008) highlight that academic growth is fostered more effectively by SEL programmes, than programmes focussing on academic skills alone, but equally, Elias (2004), in reviewing the impact of the particular SEL programme Social Decision Making and Social Problem Solving (SDM/SPS), concludes that pedagogical approaches need to infuse academic learning with social and emotional teaching across the curriculum. Explicit social and emotional skill instruction, followed by opportunities for application in order that the skills become generalised, needs to be situated

throughout the curriculum. Promoting SEL is crucial, but discrete SEL programmes are not sufficient. Using Elias' metaphor of SEL offering students a beacon for safe passage through their school and future life, the light provided by a strong understanding and effective application of social and emotional skills should be kept alight across the curriculum. By integrating socio-emotional learning and literacy, the GROWE project will seek, through its teacher-training programme, to embed exactly this light throughout the curriculum.

Zins *et al.*'s 2004 investigation into the evidence-base for the role played by SEL in academic success concluded by identifying critical research issues for the future. The need to further examine pedagogical approaches and the implementation of SEL curricula were highlighted, alongside developing supportive and caring learning environments and fostering partnerships between parents and teachers (Wahlberg *et al.*, 20014). The work done by CASEL has picked up these threads. Its guide to school-wide SEL essentials (CASEL, 2020c) offers schools research-informed guidance and tools to achieve systemic implementation of SEL. Weissberg and Cascarino (2013) identify two mutually reinforcing strategies as being key: the systematic teaching and modelling of socio-emotional competences with opportunities for students to apply them throughout their school day and the establishing of safe, equitable and engaging learning environments involving students' peers, family and school community. Incorporating SEL strategies at class and school level will ensure rich and supportive learning environments (Charles A Dana Center and CASEL, 2016). The Center on Great Teachers and Leaders (GTL) identified 10 teaching practices, falling into two domains, which will promote SEL: social teaching practices and instructional teaching practices. A set of social teaching practices (TP), such as student-centred discipline [TP1] and responsibility and choice [TP3], focus on the explicit development of social and emotional competences, providing structures for students to acquire these. A set of instructional teaching practices, such as cooperative learning [TP5] and classroom discussions [TP6], seek to offer students opportunities to apply and further develop their SEL competences (GTL, 2019). These recommendations will inform the GROWE's integrated model of intervention.

Taylor and Dymnicki (2007), in their response to Zins *et al.*'s conclusions, observe that ample research has been conducted on how to teach content-specific SEL curricula and how to develop supportive and caring learning environments, but that if SEL is to fulfil its promise to further support academic learning, more focussed research needs to be done on how to infuse SEL skills into existing curricula and how to create opportunities for students to learn through authentic experiences. Some work on this is currently being undertaken, with SEL core competencies being mapped against subject specific standards and SEL strategies being integrated within subject-specific teaching (Charles A Dana Center and CASEL, 2016). A research project in the US, for example, found that integrating SEL strategies into instructional approaches within the mathematical curriculum led to specific gains in students' mathematical performance across a range of competences (Ravitz, 2013). A further study focussing on a mathematical intervention, 'Intensified Algebra', which covered core mathematical content, the application of mathematical reasoning and explicit teaching of key attitudes and behaviour essential to success, found that the students were two-and-a half times more likely to succeed with this intervention, than with an intervention focussing on maths skills alone (Tidd *et al.*, 2015). The GROWE project aims to build on this work and investigate how the explicit teaching of SEL skills can be embedded within the teaching of literacy skills across the curriculum, incorporating them into experiences of authentic texts.

There is overwhelming evidence that literacy plays a significant role in individuals' happiness and success (Dugdale and Clark, 2008). There is a well-proven, if complex, relationship between literacy and a range of life outcomes, covering physical and mental health, economic well-being, family life,

civic engagement and criminal offending (Morrisroe, 2014). Adults with poor literacy levels are more likely to have poorer health, to be financially worse off and to live in deprived communities (Gilbert *et al.*, 2018). Poor literacy drives poverty, can lead to social, economic and cultural exclusion and therefore undermines social cohesion: it presents a barrier to social justice (Dugdale and Clark, 2008).

The need to tackle poor literacy in education is a well-recognised priority across Europe (European Commission, 2018). Three out of four of the participating countries in the GROWE project achieved only a level 2 in the most recent PISA rankings for reading (Schleicher, 2019, p.6) and ELINET identified a 'long tail of underachievement' in lower achieving readers in the fourth (ELINET, 2016, p.8). Indeed, the gap in reading performance between students from high socio-economic backgrounds and low socio-economic backgrounds in this country was higher than the European average, although this gap has been recently narrowed (Schleicher, 2019), seemingly reversing the previously identified stagnation in literacy improvements (Kuczern, 2016). Nonetheless, in 2019, 120 000 disadvantaged 10-11-year-olds fell below the expected standard in reading at the end of their primary career (Quigley and Coleman, 2019). Literacy unlocks the curriculum; as academic success across the curriculum depends on sound literacy skills, these 10-11-year-olds will start their secondary school career from a severely weakened platform.

Literacy matters, and the GROWE project will research pedagogical approaches which will support students' developing literacy skills across the curriculum, drawing on the latest evidence-based recommendations. But what is meant by literacy? It is essential to first clarify the specific set of skills the project is hoping to nurture and what they might look like in the diverse curricular subject areas. For over two decades, researchers have been investigating the development of literacy skills, not within the literacy classroom, but across the curriculum within secondary settings. Early attempts to challenge the assumption that literacy instruction is solely the responsibility of literacy teachers, and to tackle poor literacy rates by involving all subject teachers, were unsuccessful (Moje, 2008), as were attempts to improve secondary literacy levels by boosting primary children's literacy skills (Shanahan and Shanahan, 2008). A range of factors, spanning students' and teachers' knowledge and belief about literacy, school structures and the dominance of subjects in the division of the curriculum, have been identified for the former, but the failures of both prompted a consideration of what it means to learn in each distinct subject area and how knowledge is differently constructed within each. A reconceptualised view of literacy has resulted: literacy within secondary schools needs to be approached from the vantage point of disciplinary learning theory rather than literacy theory (Moje, 2008). Disciplinary Literacy (DL), a term coined in 2002 by the Institute for Learning at the University of Pittsburgh Learning Research and Development Centre, is consequently an approach which acknowledges that knowledge production, evaluation and dissemination is distinct in each subject area and thus requires distinct ways of reading, writing, talking and thinking to be explicitly taught (Shanahan and Shanahan, 2008). Key aspects of a DL approach, according to Moje (2008), are the discourses and practices each subject pursues, the identities and identifications each subject offers and the knowledge base each subject requires. These three central ingredients need careful consideration by teachers, teacher-trainers and researchers if the literacy needs of secondary school students are to be met. If secondary teachers felt previously that teaching literacy was the preserve of literacy teachers, they can now feel empowered: they are tasked with teaching literacy as it relates to their discipline in which they are expert (Lent, 2016).

The University of Pittsburgh launched a DL framework in 2002, which identified five key principles: knowledge and thinking must go hand in hand; learning is apprenticeship; teachers are mentors of apprentices; classroom culture socialises intelligence; instruction and assessment drive each other (McConachie and Petrosky, 2010, p.23-4). These principles, exemplified in Lent's (2016) guidance and

suggested tools for implementing DL strategies, infuse a rigorous approach to supporting discipline-specific ways of reading, writing, talking and thinking, ensuring deep content expertise is achieved across the curriculum. The Education Endowment Foundation (EEF) has recently published seven evidence-based recommendations for implementing DL (Quigley and Coleman, 2019) ranging from ensuring teachers build subject-specific academic vocabularies to a focus on supporting students' abilities to read and access subject-specific academic texts. The pedagogical approaches suggested for the latter revolve around teaching students to become strategic readers, able to draw on a suite of reading strategies, such as activating prior knowledge, questioning, clarifying and predicting. This will be of interest to the GROWE project. However, how these principles (McConachie and Petrosky, 2010) and recommendations (Quigley and Coleman, 2019) align with the teaching approaches identified as supporting SEL (GTL, 2019; CASEL 2020c; Weissberg and Cascarino, 2013; Charles A Dana Center and CASEL, 2016), discussed previously, will form a principal focus of the GROWE project.

The principles offer echoes of Claxton's Learning Power (Claxton, 2002), a dispositions-based approach to learning which seeks to empower students with transferable cognitive, affective and thinking skills. Claxton's 4Rs of resilience, resourcefulness, reflectiveness and reciprocity drive the learning process and enhance students' autonomy. Aspects of 'resourcefulness' (cognitive capacities such as reasoning, making links and questioning, for example) resonate with the need to master subject-specific habits of thinking in DL's first principle. Indeed, aspects of 'resilience' (affective capacities such as perseverance and focus, for example) would equally underpin and strengthen this process, mirroring the first two DL principles. This emerging overlap in pedagogies becomes clearer when the nature of teacher-student relationships in both DL and SEL is brought into the picture. Central to both DL and SEL is the understanding of the teacher as coach rather than didact, a pedagogical position which nurtures student autonomy. The requirement to observe democratic norms and offer meaningful choices, aspects of GTL's third social teaching practice 'Responsibility and Choice' (GTL, 2019) aligns well with the third DL principle 'teachers are mentors of apprentices' (McConachie and Petrosky, 2010). The need in both DL and SEL frameworks to consider the wider ecology of the settings pinpoints further planes of alignment. DL's fourth principle, 'classroom culture socialises intelligence', acknowledges the relational aspect of learning and encourages a collaborative approach to engage in deep disciplinary learning. Indeed, Deakin-Crick *et al.*'s (2007) investigation into the various factors contributing to learner-centred classroom cultures identifies a range of critical domains: teachers' abilities to facilitate positive personal relationships, encourage higher-order thinking and protect emotional safety within school structures and processes are three which ensure a student-centred psycho-social ecosystem. Links can be drawn to Weissberg and Cascarino's (2013) observations on the importance of learning environments to promote SEL, but also to GTL's fourth teaching practice 'Co-operative Learning' (GTL, 2019), which aims to support students' abilities to work collaboratively towards a collective goal to achieve meaningful understanding, and the fifth 'Classroom Discussions' (GTL, 2019), which aims to support students' abilities to listen attentively and build on each other's thinking. We can draw a tentative conclusion that the greater the SEL competences, the deeper the DL learning: the GROWE project will seek to explore, and potentially validate, this possibility.

McConachie and Petrosky propose a foundational model for DL: it requires teaching and learning 'on the diagonal' (2010, p.22). To achieve deep learning, where critical thinking and problem-solving flourish, disciplinary content knowledge needs to blend with discipline-specific habits of thinking. The integrated model of intervention that the GROWE project will be designing will similarly require teaching and learning 'on the diagonal'. For our students to achieve a desirable balance of the necessary knowledge, skills and dispositions to ensure their competences in literacy and in socio-emotional learning, DL needs to blend with SEL. Both teachers and students will need to consider the specific requirements and principles of DL alongside those of SEL so that students can develop across

both dimensions, drawing on and maximising cognitive and affective skills and opportunities, to ‘learn on the diagonal’.

We will also need to achieve consensus in relation not only to how we are grouping the disciplines across our four countries, but simultaneously consider the function of our primary texts (children’s and young-adult fiction and non-fiction) in relation to both the disciplines themselves and SEL. Elish-Piper *et al.* also consider how a DL approach can support learners in terms of what they term ‘mastery of learning outcomes’ (2016, p.87). Such an emphasis on ‘mastery’ does bring their research into closer proximity with UK-specific pedagogy - wherein the notion of ‘mastery’ is more established than DL. Mastery approaches are concerned with ‘deep learning’; with the idea that the highest quality educational practices are concerned with mining the depths of a subject, rather than skirting their peripheries.

This constitutes some key food-for-thought in terms of our overall approach with GROWE. We need to consider how to ensure our integrated model of intervention becomes ‘purposeful’. This approach would be less concerned with check-lists and success-criteria, and more with developing a masterful depth of learning that includes transferable elements across disciplines. Crucially too, we are committed to giving our students a range of social and emotional learning skills, in tandem with their mastering of the specific academic disciplines. Cain’s volume on mastery privileges the notion of what he terms ‘journey over destination’ (2018, p.2). In this way, he considers the need for teachers to ‘focus less on outcomes (measured by narrow assessment criteria’) and more on process’ (2018, p.2). This again, will comprise an underpinning philosophy in terms of our approach to GROWE and its potential impact on young people. One of the key SEL traits we hope to embed is that of intrinsic motivation – of learning for its own sake, and therefore the requirement to assess needs to be secondary to the need for providing materials and approaches which are engaging, dynamic and likely to have a positive impact on an adolescent audience providing what Seel and Attewell term ‘an important turning point in re-engaging [disadvantaged teenagers] in the learning process’ (1998, p.255).

That said however, assessment for DL does need to be factored into our approach with GROWE, and how we achieve this / what this could look like, will become one of the primary focuses of the toolkit / OER development in the third year - ‘intellectual output three’ of the project. With assessment in mind however, Peters *et al.* (2016) suggest the need for this in terms of DL to be highly consistent, systemic and ‘coordinated’ (2016, N.P.A) across the disciplines in question, to allow for the skills pupils need to respond to certain techniques (e.g.: questioning), to be reinforced and consolidated across classes. Peters *et al.* advocate for the need for:

‘Assessment tasks to be dynamic, vigorous, purposeful, ongoing and interactive [...] Assessment must be flexible; based on important strategies, methods, skills and techniques and based on significant, meaningful, and worthwhile disciplinary content’ (2016, N.P.A)

We would also add to this the cruciality of assessment having a self-reflexive component, wherein students are encouraged to reflect not just on their learning of disciplinary content, but also on the progress they are making in terms of their learning more generally, and specifically in terms of this project, their SEL and subject-specific reading skills. In addition to this however, Peters *et al.* also highlight the need for teachers of DL to have regular opportunities to think about and reflect on their own practice, particularly in terms of the way they carry out assessment for learning. To this end, they discuss the usefulness of ‘video records of practice’. Such records comprised a sizeable component of the partnership’s previous *EUMOSCHOOL* project (ultimately being published online, as part of the OER), and will be drawn on in a similar manner in GROWE.

Embedded within theoretical discussions centring on DL, we also encounter the phrase ‘threshold concepts’ or ‘threshold knowledge’ appearing routinely. Introduced in the early 2000s by Meyer and Land (2001), the ‘threshold’ in this sense, is viewed as a ‘portal’ which the learner must pass through at a certain early stage of encountering a new subject, whereupon:

‘A new perspective opens up, allowing things formerly not perceived to come into view. This permits a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something, without which the learner cannot progress, and results in a reformulation of the learners’ frame of meaning.’ (Meyer, Land and Baillie, 2010, p.9).

Such shifts in ‘perspective’ are crucial in our mission for GROWE, and the affective aspects of this (its ‘transformative’ and ‘reformulating’ elements to cite Meyer and Land), we foresee as having a pivotal aspect on the identity development of learners. This will particularly be the case when we are able to reflect back to teachers and learners how far they have travelled, and how their conception of being a learner has changed as a result of their interaction with the GROWE model.

Considering *how* children read and the relationship and transference of their existing reading skills to a DL programme, where they will be identifying and utilising entirely new reading skills unique to specific disciplines, in addition to further honing more traditionally ‘literary’ reading skills such as inference and deduction, will be a crucial aspect of our research and writing of the GROWE training curriculum and subsequent toolkit. There is also a danger however, that the temptation may be to apply an ‘English-lens’ to the way we read concepts and content across the disciplines. Avoiding this will be crucial, and one way of ensuring this is, as discussed previously, to seek content-specific advice from experts. In addition to this however, Lent suggests that at the root of engaging disadvantaged teenagers and / or reluctant readers with reading across the disciplines is the need to initially ensure that a good breadth of high-quality texts are available to cater for myriad interests, reading abilities and tastes in different curriculum areas; in addition to ensuring adolescent learners are encouraged to ‘shape their own reading through autonomy and ownership’ (2015, p. 126).

Lent also indicates the importance of reading constituting an ‘active’ and dynamic process in the DL classroom, highlighting the cruciality of ‘deconstructing’, ‘stopping and talking’, ‘challenging’ and ‘writing questions’. In addition, the role of questioning in terms of DL is something that is raised routinely by Lent, as well as other texts listed in this literature review. With this in mind, we would advocate for the adoption of at least some of Chambers’ taxonomy of questions designed to encourage ‘book talk’ with young people indicated in his book entitled: *Tell Me: Children, Reading and Talk* (1993). Whilst these are primarily intended to be used to unpack fictional texts, there are many questions that can be adapted to relate to both the overall experience of reading, in addition to the content knowledge students are developing through their engagement with texts, for example a question such as: *Which aspects of the book helped you to understand the subject best and why?* could help learners to elicit key content information from the text, to back up their newly-acquired knowledge of the subject.

We would ultimately suggest that the key thing we need to bear in mind, as researchers relatively new to this area of pedagogy, is the importance of maintaining a child-centred approach in our writing of the GROWE curriculum and associated tool-kit / OER. We believe this is particularly the case given our research and final product centres on young people in contexts of disadvantage, so seeking strategies to engage and, to quote Lent to ‘give ownership’ (2015, p.126) to young people over their reading (and; by proxy, their learning), is of considerable importance. This, we would argue, is particularly the case given that our target demographic has just passed the transition from primary to secondary school and, as the Woolcott Research findings demonstrate: ‘something happens to the reading

experience of young people to make it seem a lot less enjoyable when they reach secondary school than it was in primary school' (2001, p.19). With this in mind, we would therefore argue that with the inclusion of a primary specialist (Ben Screech) within the University of Gloucestershire's partnership team, we are in a potentially useful position in this regard, to think about which aspects of primary literacy (and cross-curricular combinations with literacy) practice may effectively translate to a lower-secondary setting, and how to bring about both 'enjoyment' and engagement in texts for the students who (we hope!) will ultimately stand to benefit from GROWE.

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