

Priority 8: Pathways to School Success

Projects must address only one of the following 2 sub-priorities:

- **Assessing learners' competences and developing assessment practices for school success**, with special emphasis on formative assessment, or
- **Building a systemic, whole-school approach to mental health and well-being**

The context: Council Recommendation on Pathways to School Success (Nov 2022)

Better education outcomes for all learners:

- Reducing low achievement in basic skills
 - Increasing secondary education attainment
 - Promoting well-being at school
- ***education outcomes to be decoupled from socio-economic status***



New and old challenges

9.6%

early leavers from education and training in 2022
(3.1 million young people)



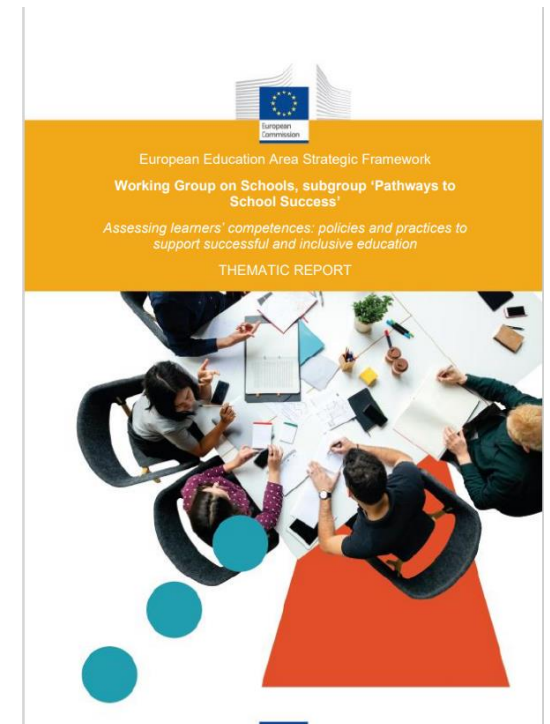
20% school children experience **mental health issues** during their school years; **one in five** reports growing up **unhappy and anxious** about the future

one in four 15-year old

Europeans **lack** adequate **reading, maths or science competences**
(PISA 2022)

Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

- EU countries are introducing new **competence-based curricula...**
- ...requiring **new approaches to assessment** (see 2018 Council Recommendation on key competences for lifelong learning)
- The Council Recommendation on Pathways to School Success invites Member States to place a **special attention to assessment policies and practices**
- The EEA **Working Group on Schools**, Pathways to School Success has explored this question and produced a thematic report with key messages for policy makers



Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

Elements for consideration:

- Assessment as part of the teaching and learning process
- Key role to help **adapt teaching and learning more effectively to learners' needs**
- Need for **new assessment methods** to capture a broad range of learning aims and cross-cutting competences
- Need for **consistency** within the entire assessment “ecosystem” (classroom-level assessment / external summative assessment)
- Most common **challenges**: parental and teacher resistance to changes in assessment methods, consistency across the education system, lack of attention to assessing social-emotional learning, building teachers' capacity...

Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

Activities: at least 3 of the following:

- **Standards and guidelines** for a balanced and coherent approach to assessment
- **New, more inclusive and equitable forms of assessment**, methods and tools, measuring a broad set learners' competences, including **social and emotional competences**
- **Teachers' and school leaders' capacity**
- **Learners' involvement** in decisions concerning assessment
- **Shared vocabulary and communication**
- **Piloting and testing** in selected schools, with a view to prepare system-wide change;
- **Monitoring and evaluation**

Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

Expected impact

Build, test and evaluate the effectiveness of interventions (to be integrated into national educational policies) promoting assessment forms which are inclusive and 'fit for purpose' (e.g., effectively measure competences, including social and emotional learning, and support competence development), including interventions aimed at building assessment literacy for different groups (teachers, school leaders and learners; policy makers; parents).

Useful links

EEA Working Group on Schools (2023), thematic report: [Assessing learners' competences - Policies and practices to support successful and inclusive education](#)

[2022 Council Recommendation on Pathways to School Success](#)

Pathways to School Success [handbook](#)

NESET (2021), [A formative, inclusive, whole school approach to the assessment of Social and Emotional Education in the EU](#)

European Commission (2020), [Prospective report on the future of assessment in primary and secondary education](#)

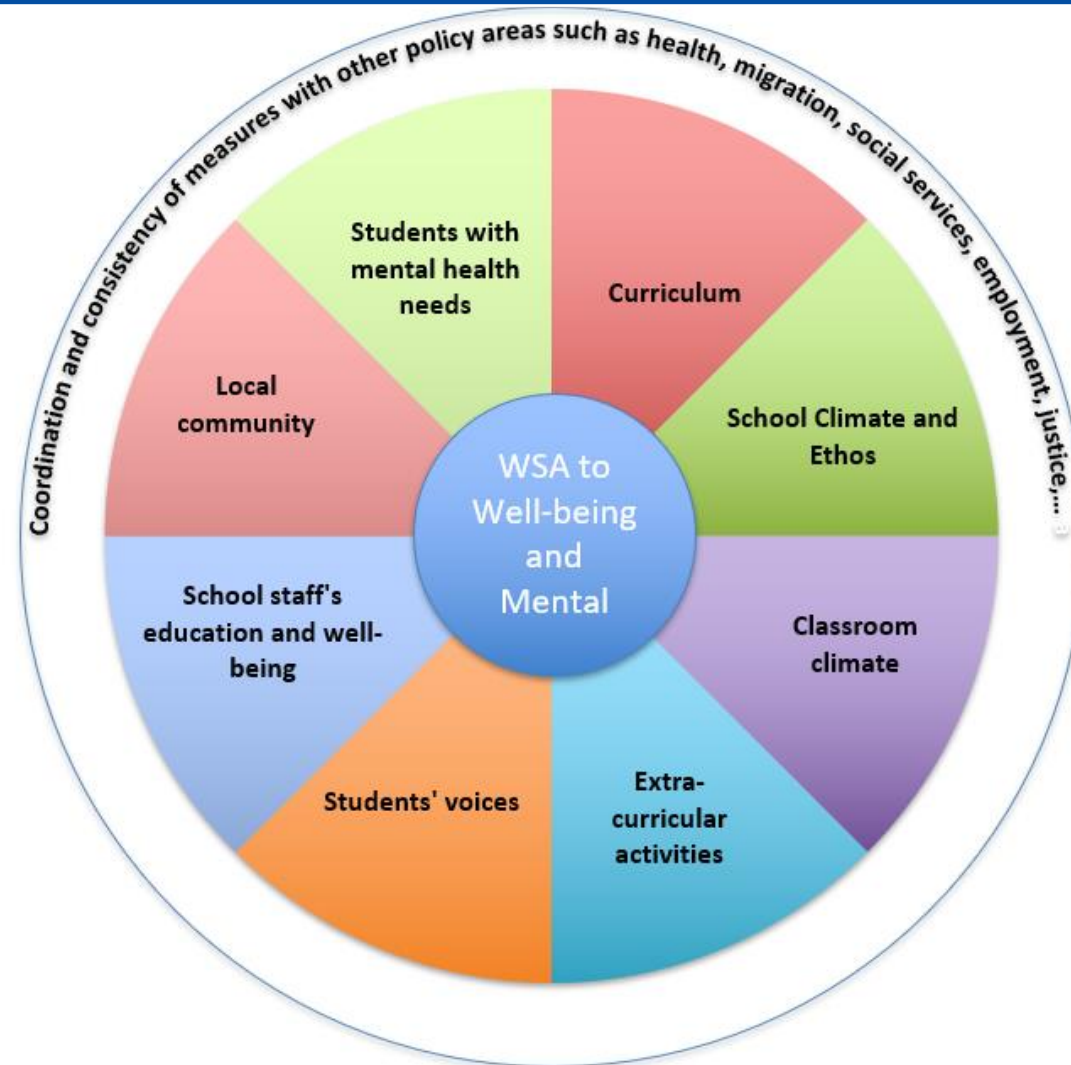
Sub-priority: Building a systemic, whole-school approach to mental health and well-being in schools in Europe



Positive mental health: dynamic state where children and young people realise their own abilities, learn to cope with common stresses of life, to develop a positive sense of identity and the ability to manage thoughts and emotions, to build social relationships, and to acquire an education that fosters active citizenship. **Health is a state of physical, mental and social well-being** and not merely the absence of disease or infirmity.

Mental ill health: Mental health conditions such as anxiety, depression, self-harm, substance misuse, conduct disorders and eating disorders.

Sub-priority: Building a systemic, whole-school approach to mental health and well-being in schools in Europe





Resilience in Schools

Resilience may be defined as a process of adaptation and growth (academic, vocational, social-emotional) despite adversity such as poverty, forced displacement, violence, abuse and trauma. Rather than simply an individual quality or competence, resilience is the result of the interaction between the individual and the environment, such as the family, the community, the school and broader socio-cultural system.

Protective factors
While striving to prevent, eradicate or reduce the risks children face in their developmental pathway, we need to help them keep growing and thriving even in the face of risk by nurturing individual protective factors and creating caring, supportive and inclusive contexts. The following protective factors have been identified by the literature to promote resilience



What motivates children who bully, and can they change?

Bullying happens when a student hurts another on purpose, this behaviour is done more than once over time, and one student has more power than the other - is physically stronger or more popular.



Well-being and Mental Health through Education

Positive mental health as defined by the World Health Organisation (WHO), refers to a state of well-being where children and young people realise their own abilities, learn to cope with common stresses of life, develop a positive sense of identity and the ability to manage thoughts and emotions, build social relationships, and acquire an education that fosters active citizenship. A whole school approach to well-being and mental health, in which all school actors (teaching and non-teaching staff, learners, parents and families) and external stakeholders have an essential role to play, leads to the promotion of positive mental health. Education involves sowing the seeds of emotional well-being (through the promotion of social and emotional learning) where children understand their emotions and can express themselves as valued members of the school community.



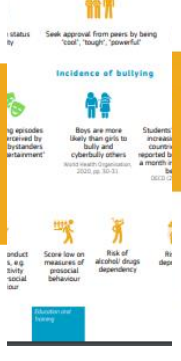
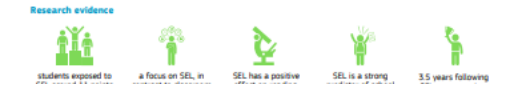
Well-being in the Digital Age



Social and emotional learning and academic achievement in Schools

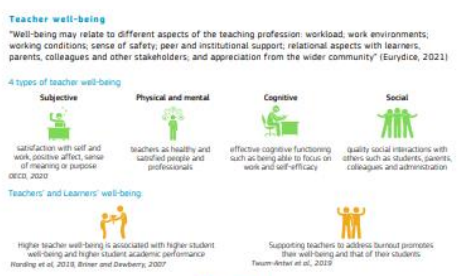
The inclusion in 2018 of "Personal, Social and Learning to Learn" as part of the eight key competences for lifelong learning has underlined social and emotional education as a key priority area in education. However, approaches across countries today are diverse and fragmented and one of the arguments against SEL is that it takes precious time away from academic learning in an already overcrowded curriculum. From this perspective, SEL may be seen as having little currency in the face of pressures to increase measurable educational outcomes and the demands of the labour market. It is not surprising that many teachers find it difficult to promote SEL and student well-being, either due to time constraints or the lack of support from both the school management and parents alike, who are often primarily focused on academic results.

Recent research, however, shows that this superficial dichotomy of mind vs heart, academic vs social and emotional learning, does not hold. It shows that academic and social and emotional learning are inextricably linked and that SEL supports academic learning and enhances academic achievement. This is also supported by research from neuroscience which shows that learning is a relational and emotional process and that classroom relationships and emotional processes impact on how children learn.



Teacher Well-being

A report on stress and well-being amongst lower secondary school teachers in the EU highlights that: Close to 50% of teachers experience stress in their work (variation in EU Member States ranges from 30% to 20%); Key sources of stress: admin work, excessive marking, classroom management, heavy teaching load, and addressing parental concerns; 22% to 24% of teachers reported that stress has a negative impact on their physical and mental health; Increasing teacher well-being opportunities for collegiality and collaborative work, increasing teacher autonomy and meaningful professional learning opportunities.



Sub-priority: Building a systemic, whole-school approach to mental health and well-being in schools in Europe

At least 2 of the following activities:

- Develop an integrated and comprehensive **strategy** to school success, with **well-being and mental health as key component**
- **Accompany schools, from early childhood education and care to upper secondary, in building their capacity** towards becoming learning environments for well-being and mental health
- Prepare **school leaders, teachers, trainers and other education professionals to understand and address well-being and mental health in a systemic way**, both at initial teacher education level and continuing professional development programmes

Sub-priority: Building a systemic, whole-school approach to mental health and well-being in schools in Europe

Expected impact

Build, test and evaluate policy interventions to support schools and school leaders in building an integrated and comprehensive strategy towards supporting well-being and mental health in schools

Develop solutions (embedding well-being in curricula, school planning and governance processes, training materials and courses for teachers and school leaders, etc) to prepare school leaders, teachers and educators in general to address well-being and mental health at school

Useful links

[Policy framework](#) proposed by Pathways to School Success (see annex)

European Education Area portal: [factsheets](#)

Pathways to School Success Handbook: [handbook](#)

Thank you!



© European Union 2020

Unless otherwise noted the reuse of this presentation is authorised under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license. For any use or reproduction of elements that are not owned by the EU, permission may need to be sought directly from the respective right holders.

