

GROWE

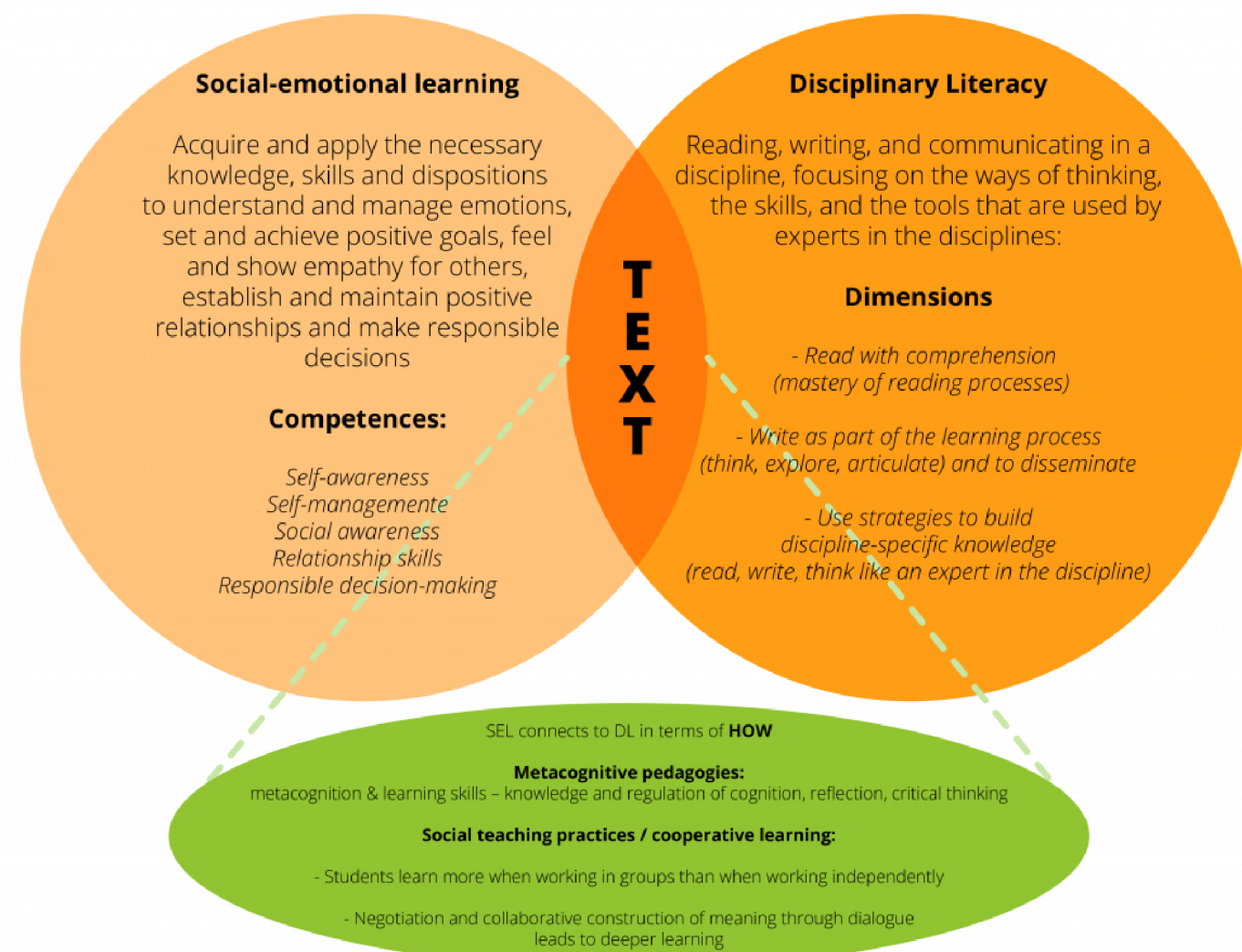
GET READERS ON THE WAVELENGTH OF EMOTIONS

Results of the GROWE teacher training programme

Partners (the GROWE Consortium)

- University of Gloucestershire (UK) (coordinator)
- Asociația Lectură și Scrierea pentru Dezvoltarea Gândirii Critice România (Romania)
- Centro per lo Sviluppo Creativo Danilo Dolci Onlus Associazione (CSO) (Italy)
- Siuolaikiniu Didaktiku Centras (Lithuania)

The GROWE model

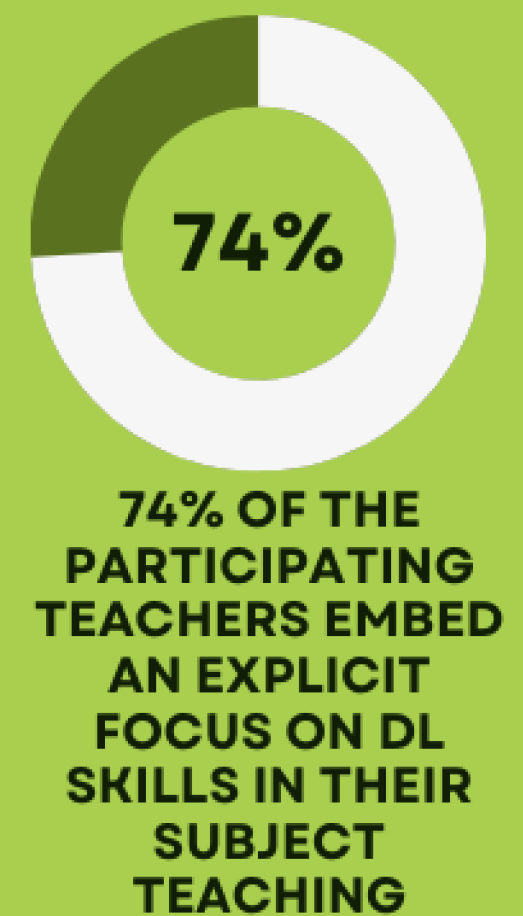


Findings on the GROWE training

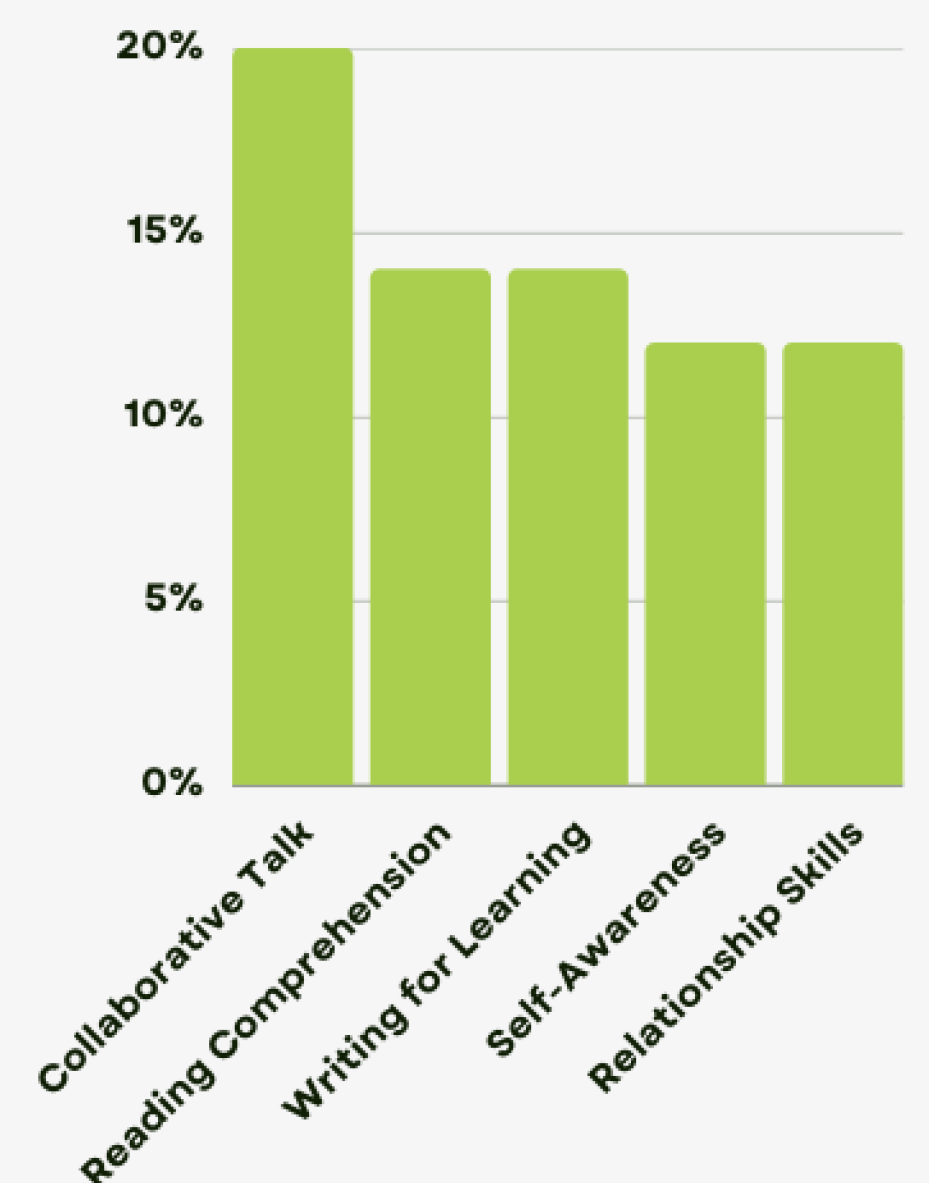
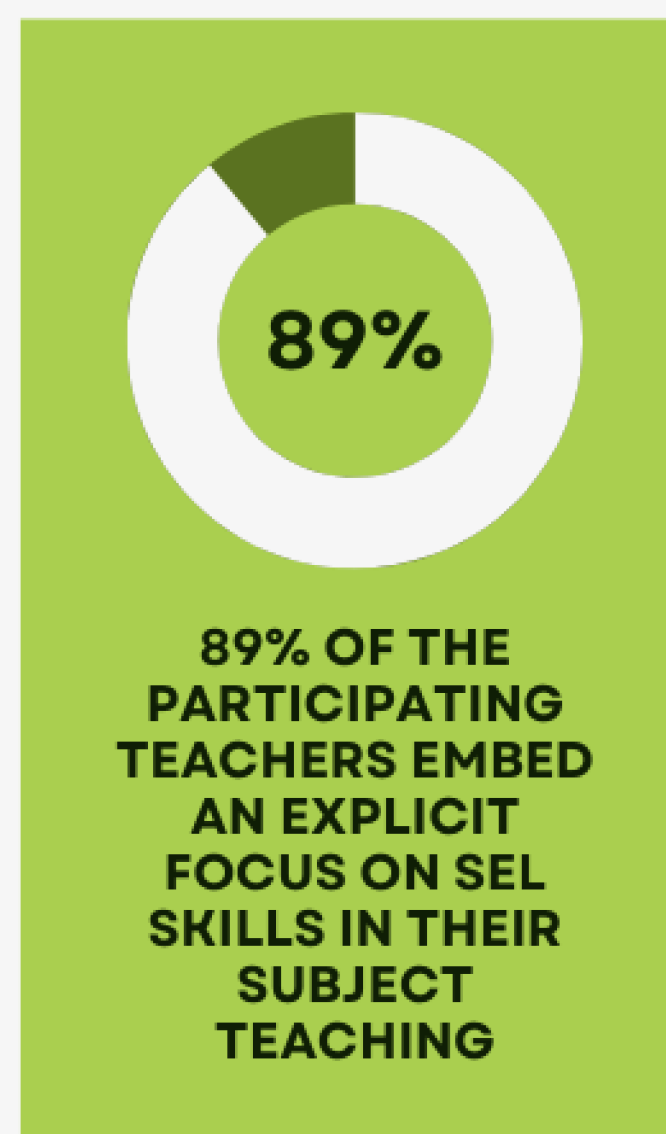
The training gives teachers the necessary skills to embed DL and SEL in their planning, teaching and assessment of various subjects.

Confidence in addressing the students' needs

17% increase in their confidence to address their students' literacy needs and 15% increase in their confidence to address their students' for social and emotional needs



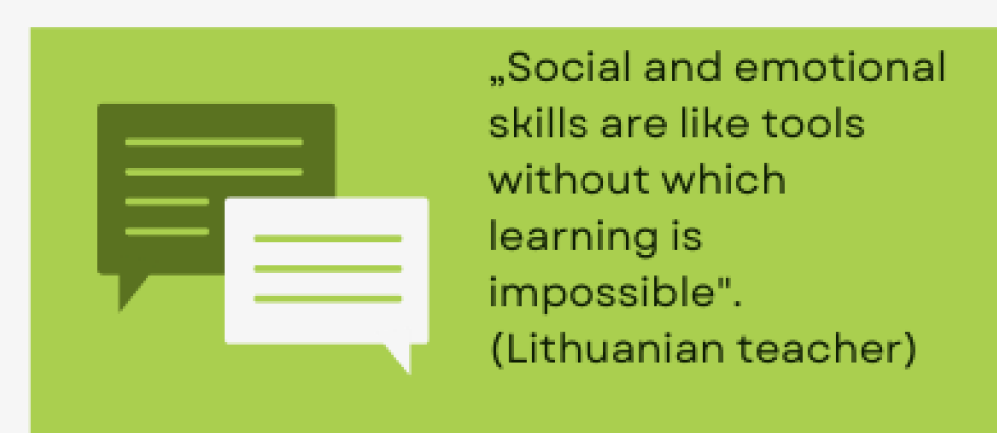
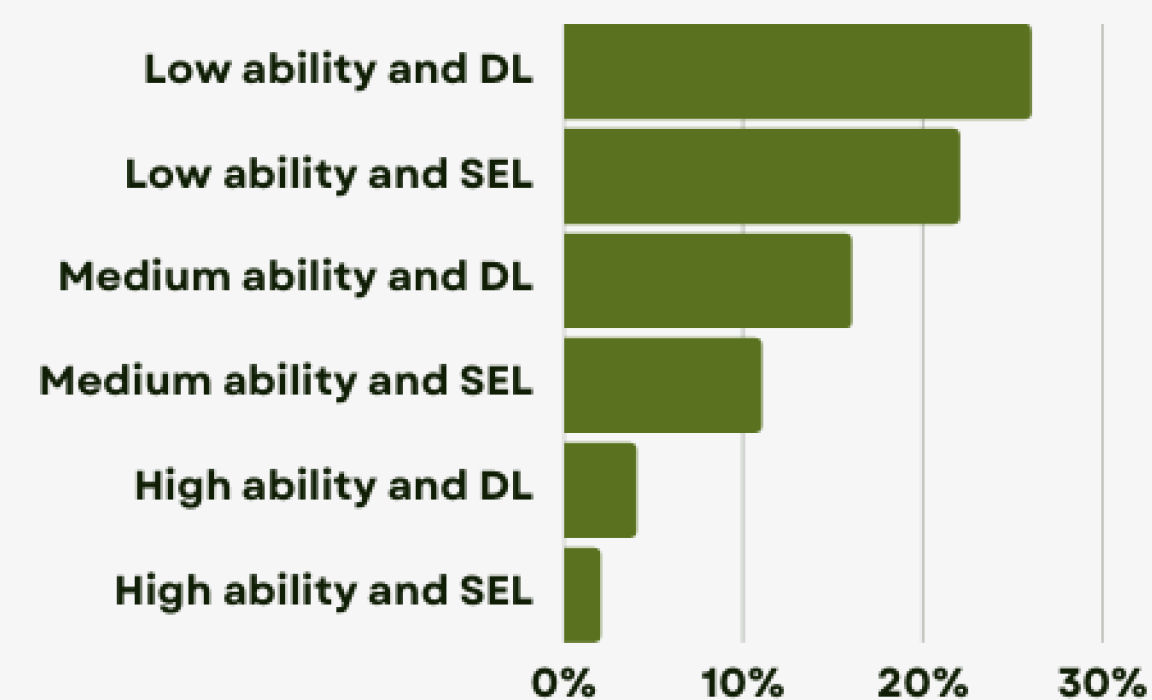
IMPROVEMENT OF STUDENTS' SKILLS



More benefits for the less able

Students from across the ability range will benefit from the GROWE approach, but the less able will benefit the most.

PROGRESS IN STUDENTS' SKILLS



Findings were retrieved by the University of Gloucestershire, coordinator of the GROWE project.

Visit the project website

[Methodology for data collection to document the piloting of the curriculum Data Analysis](https://groweproject.eu/results/)
<https://groweproject.eu/results/>

Pilot testing in schools Data Collection Frame

The research

The qualitative methodology that GROWE educators participated in can broadly be viewed as a form of 'practitioner enquiry'.

Participants:

- trainers (11)
- teachers (35 – teacher questionnaires, 61 – GROWE training portfolios)
- students (56 – students' tracking questionnaires, 59 – interviews)

Trainers

- Professional Diary (regularly during the training)
- Post-Training Questionnaire
- Questionnaire for Senior Training Coordinator

Teachers

- Pre-Training Questionnaire
- Post-Training Questionnaire
- The GROWE training portfolio (Portfolio tasks and Rubrics – 3 assessments x 5 modules)

Students

- Student Interviews (focus groups)
- Students Tracking Questionnaire (3 students: high, medium, low subject achievements, 2 times – beginning and end of piloting)

Teachers' quotes

"Literacy is the basis of learning in every discipline."
(Lithuanian Teacher of Maths)

"Getting students to reflect on specific capacities was very helpful in ensuring they understood the objectives."
(UK Teacher)

"[Authentic texts] have a great impact on students. They feel they are being treated like adults, like real experts: they are being trusted to go beyond what the textbook provides."
(Romanian Teacher)

Students' quotes

"Now, I feel like my brain is actively involved in the process."
(Romanian Student)

"I find the discussions before reading help me to understand the texts."
(Lithuanian Student)

"I think that when we work in teams, more ideas are put into perspective."
(Romanian student)