



European
Commission



PATHWAYS TO SCHOOL SUCCESS: A NEW FRAMEWORK FOR ACTION

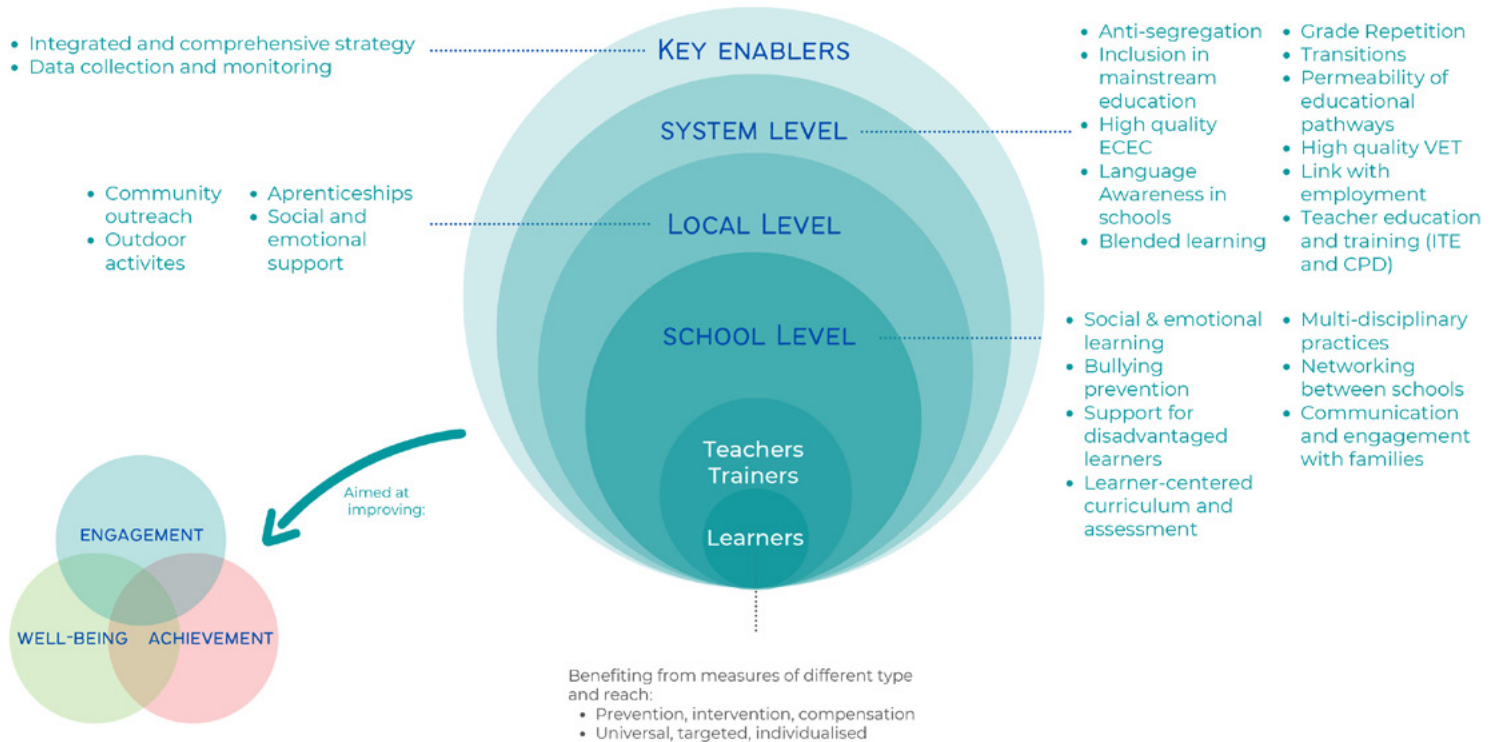
Pathways to School Success proposes **a new framework for action**, which should inspire Member States when developing their strategies towards school success. The framework outlines some overarching conditions/key enablers for effective action and proposes a set of policy measures, to be implemented at system level and at school level to promote a whole-institution approach. It enumerates specific actions for supporting school leaders, teachers and trainers and other educational staff and conditions for learners' success.

Key enablers:

1. underachievement and early leaving from education and training cannot be addressed effectively without a **clear vision and strong political commitment**. A **comprehensive and integrated strategy** needs to be in place, at the appropriate level (national/regional). This strategy should be based on cooperation (horizontal - between different policy areas, such as education, health, social services, employment, housing; and vertical - between different levels of governance) as well as on systematic dialogue with all relevant stakeholders, include an implementation plan with clear targets and milestones, appropriate resources.

2. **Monitoring and systematic data collection** at national, regional and local level are key. They should allow for the systematic collection of quantitative and qualitative information on learners as well as on factors that affect learning outcomes, especially socio-economic background.

THE NEW POLICY FRAMEWORK:



SUPPORTING LEARNERS

- ▶ Early identification of difficulties and needs
- ▶ Learner-centred curricula and assessment / co-creation
- ▶ Socio-emotional learning
- ▶ Acquisition of language of schooling while valuing linguistic diversity
- ▶ Blended learning and experiential approaches, flexibility
- ▶ Targeted and individualised support, including socio-emotional support
- ▶ Extra-curricular activities
- ▶ Targeted financial support schemes

SUPPORTING EDUCATORS

- ▶ Initial Teacher Education (ITE) to address inclusion and diversity, understanding underachievement and disengagement, well-being and mental health
- ▶ Continuous Professional Development (CPD) to help teachers:
 - work in multicultural/multilingual settings
 - addressing learning difficulties
 - gender stereotypes
 - well-being and mental health, conflict resolution, fighting bullying
 - collaboration and team work
- ▶ Well-being of teachers and working conditions
- ▶ Community of practices, networking
- ▶ Incentivise work in disadvantaged schools
- ▶ Diversity of educational staff

SUPPORTING SCHOOLS

- ▶ School autonomy and accountability
- ▶ School success for all and well-being fully incorporated in school planning and governance processes
- ▶ Professional development opportunities and guidance to support school leaders
- ▶ Quality assurance with clear target and indicators
- ▶ A participatory and democratic school environment
- ▶ Collaborative and multi-disciplinary practices in and around school, partnerships
- ▶ Networking between schools, multi-professional learning communities
- ▶ Language awareness
- ▶ Active engagement of parents and families, improve communication
- ▶ Additional financial support

MEASURES AT SYSTEM LEVEL

- ▶ Improving access to high quality early childhood education and care
- ▶ High quality Vocational Education and Training (VET)
- ▶ Active anti-segregation policies
- ▶ Including learners with disabilities in mainstream schools
- ▶ Replacing grade repetition with targeted support
- ▶ Facilitating transitions