European Commission

Study on Supporting School Innovation Across Europe

Annex 1. Overview of school innovations analysed during the case study stage

Education and Training

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Supporting School Innovation Across Europe

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Country	School and location	Educational level and size (in 2016/2017)	Type of innovation(s)	Description of the innovation(s)
Croatia	Vežice, Rijeka (Adriatic Croatia)	Primary and lower secondary (grades 1-8) 373 students	Innovative pedagogy: ICT-facilitated teaching	• Introduction of ICTs (tablets, online collaboration platforms, e-Diary) into teaching, combined with new approaches such as collaborative and flipped learning, extra-curricular activities (e.g. robotics); • Developing an 'iSchool' following the national strategy for Education (communication between school staff is also facilitated by ICT).
	Zadar, Zadar county (Adriatic Croatia)	Primary and lower secondary (grades 1-8), which serves as the central school for 6 small schools located in different islands in the area 776 students	Innovative pedagogy: project-based learning; Improving learning environment	• STEM (science, technology, engineering and mathematics) interdisciplinary approaches in regular lessons (part of the GLOBE project1, the school acts as regional leader for the programme) and project-based learning; • ICT support for distance learning (to connect 6 small schools located on islands), e-Diary (supported by the Croatian Academic and Research Network); • Kinaesthetic teaching approach (focus on physical activity), audio-visual teaching, peer-learning, enquiry-based learning – approaches to integrate students with learning difficulties; • Re-organisation of the school building (each classroom has access to an open space area (to facilitate learning combined with physical activity).
Germany	Wolfgang-Borchert-	Secondary (grades 5-10)	Innovative pedagogies,	• 'Integrated Secondary School' - no separation into tracks but all three secondary school degrees can be attained at this

[1] The Global Learning and Observations to Benefit the Environment (GLOBE) Programme is an international science and education programme that provides students and the public worldwide with the opportunity to participate in data collection and the scientific process, and contribute meaningfully to human understanding of the Earth system and global environment. The programme's mission is to promote the teaching and learning of science, enhance environmental literacy and stewardship, and promote scientific discovery. See: http://www.globe.gov/.

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	School, Berlin	490 students	project-based learning	school. The school aims to accompany students either to a contract in vocational education and training, or to their transfer to a higher secondary school in order to attain a higher secondary degree. • New focus area: ensuring 'active student participation'. Innovative pedagogical processes to enhance students' personal development and responsibility (e.g., 'Guarding Angels' project). • Emphasis on project-oriented teaching. This has become possible through the introduction of whole-day teaching. This concept consists of classes taking place in the morning and afternoon, two days per week since the school year 2010/11. • The additional time on the two afternoons per week is used for intensifying the content of subjects, primarily for projects such as 'Roberta' (constructing robotics), 'Young people as researchers' (Jugend forscht), 'Responsibility' (Verantwortung). Project-oriented teaching partly replaces the traditional teacher-centred method with a more student-oriented style. • Practical learning is a special form of dual learning that had been tested in some schools in Berlin from 1996/97 on and was adopted by the Wolfgang-Borchert school in 2006/07. • The school has been providing a variety of working groups that students can choose from. The participation in a working group is obligatory for all grades, but students can choose the working group according to their interests and abilities. The major goal of this programme is to foster students' skills in MINT-subjects (Mathematics, Informatics, Natural Sciences

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				and Technology).
	Friedenauer community school, Berlin	Primary and lower secondary school (grades 1-10) 850 students	Innovative pedagogies, Inter-grade learning organisation, Multi-professional teams	• Community school since 2015 (fusion of formerly four schools). • Has gradually introduced inter-grade learning with students of grades 1 to 3 and of 4 to 6 learning together. With the beginning of the 2017/18 school year, students of grades 7 to 9 also started attending the same class. • Implements the 'Learning office' method, aiming for individualised and systematic acquisition of qualifications in German, Mathematics and English through consecutive modules, which are completed by their individual speed and sequence. Peer-learning and teachers acting as advisors are crucial elements of this teaching process. • Since 2015, the school practices practical learning, a special form of dual learning which aims to enable practice-relevant learning and the attainment of a secondary degree. It combines practical training (3 days per week) in a place of student's choice and classes (2 days) inside school and aims at individualised learning. • Fosters the inclusion of students with learning challenges, and acts as a 'team school'. This implies that teachers, pedagogues and social workers work in multi-professional teams with the head teacher overseeing each measure.
Greece	4th Primary School of Thiva, Viotia County (Central	Primary school (grades 1-7) 245 students	Innovative pedagogy, informal learning	• Informal learning (since 2011). It started from an internal school initiative entitled 'Informal Learning Environments', financially supported through a Learning Together ('*Mathenume Parea*') programme of the non-profit Latsis Foundation. The programme included three axes: 'Love of

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	Greece)			reading' (2nd and 3rd grade), 'Environmental education' (4th grade) and 'Physics' (5th and 6th grade). Emphasis was placed on the renovation of the schoolyard and the practices organised in it. Each teacher developed the programme in their own way.
	2nd Primary School of Aliartos, Viotia County (Central Greece)	Primary school (grades 1-6) 169 students	Innovative pedagogies, service learning	• Innovative pedagogical programme initiated in 2015 to reveal social problems in the close environment and to strengthen respect to others as well as to nature. The school leader was inspired by the programme 'I Care and I Act' ('*Niazome ke Dro*') run by the Lambrakis Foundation and the NGO 'Desmos' in schools in 10 different regions in Greece and encouraged by the regional school counsellor of Primary Education. It aims to support volunteer work and active citizenship. A part of it includes 'service learning', a programme in which students offer services (e.g. feeding people in the church, collecting olives from trees) and learn about volunteering.
Estonia	Kiviõli I. Keskkool, Kiviõli (Ida-Virumaa County)	Primary and secondary school (Grades 1-12) 339 students	Innovative pedagogies, integrated teaching	• Since 2006, promotion of entrepreneurial values such as student initiative and responsibility through integrated curriculum and real-life perspective. • Several integrated courses, such as a course that combines history, art history, literature and practical Estonian language for students in year 10, which is co-designed and co-taught by three different subject teachers. Other integrated courses include: combine social and geography studies for 9-graders, integrated geography and mother tongues classes for 7-graders. • The school's next big goal is to become a community school that involves the community more actively in school's events

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				and practices.
	Jõgevamaa Gümnaasium, Jõgeva (Jõgevamaa County)	Upper secondary school (Grades 10-12) 207 students	Re-organisation of the school schedule	• First school in Estonia to apply a 3 x 11-week trimester system consisting of 10 weeks of regular instruction while the 11th week is reserved for examinations. One trimester contains approximately 9-10 courses. There are also a large variety of elective course offered in five study directions. • Along with the trimester approach in 2013, the school established 75-minute lessons. It allows students to focus on longer units and have time to practice what they have learned instead of doing it as homework. With 75-minute lessons, both students and teachers have less daily preparation which eases their workload. • The school also offers some integrated courses. However, they have not been mainstreamed by all teachers in school, although teachers' own initiative in this regard is appreciated and supported.
Hungary	Nyitott Ajtó / Open Door, Miskolc (Northern Hungary)	Public school that provides kindergarten (ages 3-6), primary and secondary school (ages 6-14/16, grades 1-8), vocational secondary (ages 14-17/18) education,	Innovative pedagogy: opening school to wider stakeholders	• The Open Door School follows the Step by Step programme (SbS) designed for the education of three to ten-year-olds by the Open Society Foundations (OSF). The programme was introduced to teachers via 120-hour continual professional development (CPD) courses in the 1990s. In 2002, two school teachers were trained to become international SbS trainers. These trainers are still members of the school community and give trainings on irregular basis for the staff. • The SbS programme involves student-centred, fully activity-based, mostly game-based learning with plenty of positive feedback.

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		300 students (in primary and secondary school)		
	IV. Bela Primary School, Hejőkeresztúr (Northern Hungary)	Regional primary and lower secondary school (grades 1-8) serving three villages. 227 students	Innovative pedagogies: peer-learning	• Adapted in early 2000s to the school's local context, the Complex Instruction Programme (CIP) in Hejőkeresztúr is based on Stanford University's (US) Complex Instruction programme. It was inspired from the CIP training carried out by the US Embassy in Pecs which was attended by the school leader. It was implemented creatively and complemented with some other methods that also serve students' competence development, such as the use of board games, pair-reading and fostering dialogue between generations. • The combination of these methods has resulted in a unique educational programme in Hungary, which could be labelled as the 'Hejőkeresztúr Model'. • The CIP programme is accompanied by additional innovative pedagogies: peer-learning, students' self and peer-assessment, playful learning, learning with parents, digital mathematics, etc.
Italy	I.C. Ugo Foscolo, Taormina (Sicily)	Pre-primary, primary and secondary comprehensive school (grades 1-8), consists of 14 smaller schools scattered across the region	Innovative pedagogies: debate approach	• Flipped Classroom and 'Debate strategies' teaching methods, inspired from a seminar provided by Avanguardie Educative, an initiative from INDIRE (the National Institute for Documentation, Innovation and Educational Research, the Italian Ministry of Education's oldest research organisation). • Three secondary school classes in Taormina, two secondary school classes in Trappitello, and two primary school classes in Trappitello started running debates each month in classrooms. The main reason to start with the Debate strategy was the

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		1153 students		idea of connecting different classes from different complexes within the same comprehensive school. Debate reinforces and enhances knowledge of a general topic, engages students in the learning process, and verifies that the students can analyse, incorporate, and apply the literature to various situations. It also enhances organisation and listening skills, and boosts confidence in dealing with challenging issues.
	Papa Giovanni XXIII, Acireale, Catania (Sicily)	Pre-primary, primary and secondary comprehensive school (grades 1-8), consists of 11 smaller schools scattered across the region, 753 students in total	Innovative pedagogies: flipped classroom; outdoor education; reorganisation of classes	• The main objectives of the school are to promote the active participation of students, families and external partners as stakeholders in schools' educational role; promote choice awareness, autonomy, and sense of responsibility and to encourage inclusion. • To reach these goals, the school decided to adopt active, interactive, and innovative approaches to education, and thus reorganised its timetables, spaces, and educational activities. • The innovative approaches that school is practicing are: disciplinary workshop rooms; flipped classroom (4-8 grades); outdoor schooling (nursery); school without backpack (1-3 grades) (*Scuola Senza Zaino*).
Lithuania	Vyturys progymnasium, Panevėžys (Panevėžys County)	Primary and lower secondary (grades 1-8) 710 students	Innovative pedagogies: individual achievement tracking	• Emphasis on tracking each student's individual achievements and nurturing their general competences (two strongly interconnected innovative practices) • Individual Achievement Tracking (IAT) was introduced in 2004. The methodology comprises careful teacher mentoring and observations, self-assessment and close communication between teacher, students and parents. • The competence development is integrated into the IAT, as each student has to set their personal goals for competence

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				development. • The school community picked six general competences to focus on2 that were seen as the most relevant ones for the whole community: 1) ability to learn; 2) communication; 3) cognitive competence; 4) initiative-taking and creativity; 5) social competence and 6) personal competence. • The school is now re-organising its library into an 'education organisation centre'.
	Salduvės progymnasium, Šiauliai (Šiauliai County)	Primary and lower secondary (grades 1-8) 514 students	Innovative pedagogies: focus on social competence n individual achievement tracking	• Educational projects together with social partners (since 2013), individual achievement tracking and a system of social competence development. • Comprehensive system consisting of three components: social activities (volunteering), self-reflection and acknowledgement of gained competences. • To implement all these approaches effectively, the school practices a distributive school leadership, where teachers are owners of specific approaches.
The Netherlands	De Tjotter, Lelystad (Flevoland)	Pre-primary (age 4-6) and primary school (grades 1-4) 243 students	Innovative pedagogies: active learning and self-reflections; Classroom management strategies	• Focus on the improvement of teachers' pedagogical and didactical skills, consistent classroom management strategies for all teachers and strong student participation, active learning and making students the owner of their own learning process. • Team schooling with subsequent follow-up and monitoring within the learning community of teachers, individual coaching and change of personnel were among of the school's

[2] The whole school community (teachers, students and their parents) was involved into the process of choosing and defining the aforementioned six competences.

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				instruments. • The pedagogies practiced by the school include: differentiate learning, cooperative learning, self-reflection. • The school has created student portfolios to make students the owners of their learning process while students were also encouraged to participate its formation. • Positive behaviour support has been included to emphasise positive attention for children.
	Warande, Lelystad (Flevoland)	Pre-primary (age 4-6) and primary school (grades 1-4) 250 students	Innovative pedagogies: TASC model; Collaborative school teams	• School characterised by a large degree of 'self-government' by teachers, creating a culture in which students feel responsible for their learning process. • As part of the innovation, the school has re-defined and interpreted test-driven accountability in its own way: rather than emphasising the learning results per se, they decided to focus on the process of learning, starting from children's needs and guiding them in their own development. • Some of the pedagogical innovations include: TASC (Thinking Actively in a Social Context) model, flash-visits to classrooms.
Romania	Școala Gimnazială 'I. L. Caragiale', Tulcea (Sud-Est)	Early childhood, primary and lower secondary school (ages 3-15), 630 students	Innovative pedagogies: non-formal education	• Emphasis on the role of non-formal education for successful students' development. • In 2011, the school introduced the '*Şcoala altfel*' Programme, involving an entire week of the school year dedicated to non-formal education. • Partnerships with NGOs and the local community are the core of the school activities and have led to the implementation of several projects dealing with a range of topics, from environmental awareness and the civil justice system, to local heritage.

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	Colegiul Economic Buzău (Sud-Est)	Upper secondary school (ages 14-19), 1100 students	Innovative pedagogies: entrepreneurship education and non-formal learning	• Faced with the lack of attractiveness of vocational education and training, the high school has been engaged since the early 2000s in curricular innovation (both at local and national level) and in the development of teaching practices that connect students' skills with labour market requirements. • One of the innovative projects implemented at school aimed at development of entrepreneurship skills – 'Create your own company'. • The school also emphasises the role of non-formal education and partnerships with various stakeholders outside school.
Spain	Clara Campoamor Infant and Primary School (CEIP), nearby Granada (Andalusia)	Infant and Primary school (ages 3-12) 229 students	Innovative pedagogies: basic competence development and multi-stakeholder partnerships	• The school is implementing several projects, among which are the Ecoescuelas project and the inter-school and multi-stakeholder cooperation projects in the city (CREECE, Escuela Espacio de Paz, Atarfe Science fair). • The main focus of the school is the introduction of the Consolidation of Basic Competences as a central element of the Curriculum (COMBAS) project.
	Sierra Nevada Primary School, nearby Granada (Andalusia)	Infant, primary and lower secondary school (ages 3 – 14) 190 students	Innovative pedagogies: project-based learning School organisation: improving the school climate	• Focus on overall school organisation aiming to "Build a school for the 21st century". The project (started in 2012/2013) aims to intervene in 7 aspects of school organisation (school climate, school image, academic results, methodological change, development of emotional intelligence, introduction of Art in school and participation and openness to the community), giving priority to 3 aspects: improving the school climate, improving the image of the school and improving academic results in the first years.

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				• These improvements are intended to be achieved through two main lines: methodological change, with the introduction of project-based learning, and the encouragement of participation of families and the opening of the school to the community.
Sweden	Centralskolan, Arvika (North Middle Sweden)	Lower secondary (grades 7-9) 465 students	Innovative pedagogies: reading strategies	• Explicit teaching of reading strategies implemented together with scaffolding (gradually releasing the responsibility to the students) and modelling of how advanced reader thinks while reading. • The project was initiated in 2011 by a group of researchers from Karlstad University who sought to try out a designed reading strategy teaching with teachers to test its efficiency.
	Kyrkebyskolan, Arvika (North Middle Sweden)	Lower secondary (grades 4-9) 430 students	Innovative pedagogies: reading strategies	• Development of an advanced reading comprehension with a particular focus on argumentative texts including multimodal texts in order to make students more critical readers. • The school is maintaining several projects: reading projects (the innovative pedagogy), didactics development of the subject of Technology, a digital project in which all students and teachers have access to and use iPads, and finally a project to improve literacy skills.
UK	President Kennedy School and Community College, Holbrooks,	Public secondary school[3] (ages 11-18), 1460 students	Innovative pedagogies: project-based learning School organisation:	• Main goals of the school are to improve the school's rating, academic achievement, confidence and well-being of students as well as teaching quality and teacher motivation. • Key innovations implemented by the school relate to the transition from primary to secondary school and curriculum innovation related to this transition, called 'The Bridge' (11-

[3] It became an Academy, under the auspices of 'The Futures Trust' (a Multi-Academy Trust) in October 2013

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	Coventry (West Midlands)		distributive leadership	14-year-olds). • Learning is project-based, and delivered by teams of teachers from different areas of the curriculum, which enables students to engage with a small number of teachers, and to work on clearly defined and cohesive learning objectives. • Significant changes in school organisation and ethos, in order to improve student motivation and commitment.
	Willenhall Community Primary School, Coventry (West Midlands)	Public nursery (ages 3-4) and primary school (ages 4-11), 460 students	Innovative pedagogies: collaborative and differentiated learning	• The school's approach to teaching and learning is based on attaining educational excellence and achievement for all students – in the context of serving a very disadvantaged catchment area. • 'Bespoke' curriculum, tailored to the needs of the students, particularly in relation to building their confidence and self-esteem and providing them with a wide range of social and cultural experiences. • The school has adopted innovative collaborative approaches to the teaching of maths and philosophy, with a focus on psychological and emotional aspects of learning.

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