

Lighthouse room (Sala Farol) in Portugal

1. Needs/challenges addressed

- Cognition/learning achievements;
- Motivation.

2. Level of intervention

Selected (targeted to a group of pupils at risk)

3. Intensity of the intervention

This is an ongoing intervention

4. Target group and age group

1st and 2nd year pupils (primary level), from 6 years old.

5. Conditions and different steps necessary for the implementation of the measure

- Hiring a support teacher;
- Creation of the room with suitable materials;
- Draft Individual Working Plan template;
- Creation of the list of criteria for assessment the learning evolution;
- Contracts between the teacher, the pupil and the parents (or guardians).

6. Decision makers on the type of support and possible adaptations

The pupils with learning difficulties are identified by the class teacher, according to the assessment during and at the final of each term. Decisions about the support to be given, to the pupils, and the definition of the Individual Plan are made by the class teacher, the support teacher and a non-teaching staff as the psychologist or the social worker.

7. Delivery of the measure and stakeholders

The measure is delivered by the class and support teachers that work very closely. Whenever necessary, the psychologist and/or the social worker are also involved.

8. Overall responsibility for implementation

The 1st cycle (primary level) department has the overall responsibility for the implementation.

9. Obstacles encountered during the implementation of this measure and how they were overcome

One of the initial obstacles was the high number of pupils with difficulties. As it was impossible to include them all in this specific measure, this led to the introduction of a more differentiated approach to teaching in the regular classrooms and the promotion of a more autonomous work from the pupils.

The Individual Working Plan is very helpful to guide the class teacher approach to the learner difficulties.

10. Monitoring and assessment:

The learning achievements are organised in packs - learning packs - those are described in a way that allows the students to assess themselves (self evaluation and self regulation). When they achieve one level they can move on to the next one.

At the department level, the evolution of each student related to specific competences that are object of the intervention is monitored. The number of support sessions attended by each pupil is also monitored.

11. Results

Results are positive: the pupils become more autonomous, more confident and more active in their own learning process through the self-regulation process.

12. Resources and funding

An extra teacher (1st cycle teacher) - the support one - has been financed by the TEIP (Priority Intervention Educational Areas) Programme.

13. Current status of the measure

The measure is currently running in the 2 first years of the primary level and it is intended to extend the implementation of the individual and the differentiation at the classroom approaches to more years.

14. Contact

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