



PERSPECTIVES FOR SCALING SUCCESSFUL LEARNING ENVIRONMENTS IN BASIC EDUCATION

POLICY BRIEF

SCIREARLY

Policies and Practices Based on
Scientific Research for Reducing
Underachievement and Early School
Leaving in Europe

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Why and how do learning environments matter?

The quality of learning environments, especially during the early years and comprehensive school, is key to children's and adolescents' engagement, well-being, learning, and academic success. Inclusive, safe, dialogical, and engaging learning environments are important in guaranteeing optimal learning trajectories and preventing disengagement, underachievement, early school leaving, and school dropout. It is essential that teachers and principals in schools can provide optimal and inclusive learning environments for all children and adolescents with diverse backgrounds and needs, and engage them in meaningful learning, growth, and development. It is important that guardians are involved in their children's education through meaningful consultation, engagement, and decision-making, and are supported through an inclusive educational ethos, educational policies, resources, and sufficient pre- and in-service teacher education. Possibilities for continuous professional development are crucial for teachers: they allow teacher reflection on their own pedagogies and learning of new professional practices and pedagogical tools. This all enhances children's and adolescents' successful learning paths and futures as well as contributes to building democratic societies.

The challenge

Formal education is one of the most important and powerful societal efforts to enhance children's learning. The key is to provide high-quality, well-fitted education that supports children's learning and development, enabling them to flourish in their lives. Across Europe, there is variation in the availability of inclusive education for all [1]. Awareness of successful engaging learning environments, effective pedagogical practices, and their conditions among teachers, schools, and policy makers needs to be increased [2]. In this scenario, evidence-based effective pedagogical practices, their transference, and scaling, as well as their availability for key stakeholders, are essential [3].

SCIREARLY's response

Addressing these challenges, the EC has put emphasis on the quality of education throughout the educational path and highlighted inclusivity as one of the key principles. The United Nations Sustainable Development Goal 4 (SDG4) advocates for comprehensive and multifaceted progress in these areas.

In line with these, the SCIREARLY project has explored successful engaging learning environments and pedagogical practices, created a pedagogical Toolkit [4] for teachers and schools, and investigated the impact of the tools as well as generated practical guidelines and policy perspectives for the European educational policy stakeholders to scale the successful learning environments (SLE) to wider educational settings in the European context and beyond.

[1] PIONEERED 2021-2024

[2] Martins et al., 2022

[3] OECD TALIS 2024

[4] SCIREARLY Toolkit https://scirearly.eu/tools/?_language=english

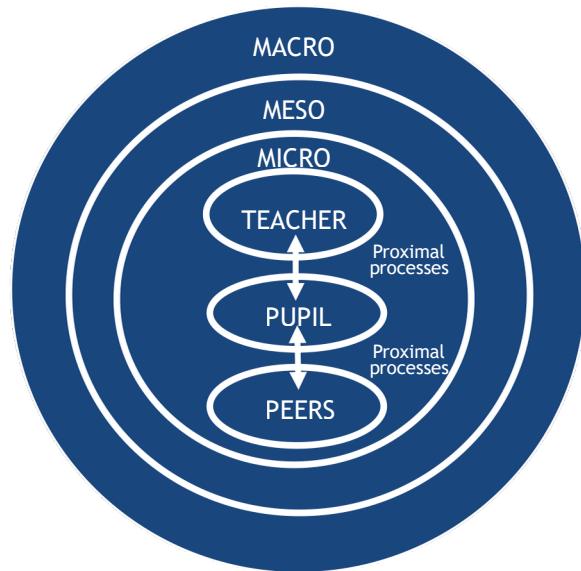
What are successful learning environments?

Successful, inclusive learning environments enhance children's and adolescents' engagement, psycho-emotional well-being, learning, and academic success in basic skills. Strengthening pupils' cognitive, behavioral, and emotional engagement in learning is at the heart of successful learning environments. Engaged pupils perceive their schoolwork as important, they employ advanced learning strategies and achieve better learning outcomes than pupils not engaged in school. They experience less loneliness, anxiety, and behavioral problems at school. Engagement is widely recognized as a protective factor against various social and academic challenges that children may face during their lives. Ideally, it is realised in the functioning relationships with teacher and pupils, pupils' peer relationships, and school-home relationships that should be nurtured.

First, teachers' relationships with pupils are key. Encouragement, interest in pupils, understanding of pupils' perspectives, use of versatile teaching strategies, and positive and constructive classroom climate are essential. Second, pupils' relationships with peers are vital for pupils' overall development and engagement in learning. Feeling a sense of belonging – being accepted, respected, and valued by peers – is a fundamental psychological need that influences pupils' well-being and behavior. Third, intentional school-home collaboration improves pupils' engagement in learning. Parental involvement in pupil learning improves school attendance, behaviour, school retention, academic achievement, social and emotional development, and well-being. Parental support is shown to be a predictor of school dropout.

The core elements of the successful learning environment are realised on various systemic levels (cf. Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2002). The SCIREARLY successful learning environments focus on increasing and enhancing:

- Teacher-pupil relationships
- Pupils' peer relations and co-regulation
- School-home collaboration



The SCIREARLY project has investigated successful engaging learning environments and pedagogical practices empirically and created an evidence-based pedagogical Toolkit [4] for teachers and schools, which includes 16 practical pedagogical tools related to I) pedagogies, II) teacher and student interaction, III) peer collaboration, IV) school-family-community collaboration, and V) well-being and support. SCIREARLY has implemented the successful learning environments extensively through a one-year-long quasi-experimental interventive design in 16 different contexts across Europe in Finland, Greece, Ireland, Italy, Portugal, Spain and the UK. The impacts of the successful learning environments on pupils, teachers, and guardians were investigated with a multimethod approach.

Key perspectives of implementing the successful learning environments

SCIREARLY researchers engaged in an extensive one-year collaboration with teachers, pupils, schools, and guardians in the implementation of successful learning environments. The implementation was done through a quasi-experimental intervention design in 16 different contexts in Europe. The key perspectives that emerged during the implementation process across the contexts are summarized here.

PERSPECTIVE	DETAILS
Pupils' viewpoints	<ul style="list-style-type: none"> It was possible to detect a slight increase in engagement, participation and motivation among pupils with average academic performance. The structure of the learning environments was experienced as inclusive and fostered pupils' peer collaboration. Pupils highlighted aspects such as listening to colleagues' opinions, greater sharing and respect for different cultures, and help with behaviour regulation and new learning. Pupils with learning difficulties, and especially with migrant background struggled to participate effectively, revealing a risk of further marginalization.
Teachers' viewpoints	<ul style="list-style-type: none"> Teachers perceived the relationships with pupils, pupils' peer relations, and relationships with guardians as key foundational aspects for pupils' learning, well-being, and school engagement. Teachers identified trust-building, emotional safety, and consistency as foundational elements in successful implementation. In the interventions, teachers described acting as facilitators of learning and dialogue.
Overall atmosphere	<ul style="list-style-type: none"> Teachers perceived that interventions created such spaces where pupils felt valued, heard, and emotionally secure. Feelings of safety, mutual respect, and inclusivity were central to the success of SLEs. Teachers perceived that the tools promoted students' well-being while enabling knowledge to be constructed in a dialogical manner with greater interaction, participation, and horizontality between teachers and students, thereby enhancing the student's overall development.
Guardians' viewpoints	<ul style="list-style-type: none"> Guardians' involvement requires clear role clarification: While family participation can be highly beneficial, some guardians need more guidance and structural support to avoid overly directive assistance; training and facilitation guidance are essential. Schools should develop flexible, low-barrier engagement frameworks to integrate families meaningfully, including digital options and rotating schedules.
Characteristics of Intervention	<ul style="list-style-type: none"> Flexibility and adaptability were crucial to meeting the needs of diverse student populations. Clear and flexible instructions and materials are necessary for contextualisation and to support the sustainable implementation. Structured tools and clear protocols supported implementation without being overly prescriptive. Interventions benefitted from being embedded in existing school routines, minimising disruption and increasing sustainability. Tools and supporting materials are readily implementable across diverse educational contexts.
Teacher-Researcher collaboration	<ul style="list-style-type: none"> Close collaboration between researchers and practitioners, including training, reflection, and co-design, enhanced teacher engagement and intervention fidelity. Intensive collaboration with teachers and researchers throughout the intervention was critical for its implementation and for the establishment of the new practices.



Scaling successful learning environments: Practical guidelines

Scaling and transferring the SCIREARLY successful inclusive learning environments and practices make them available for the best of children and adolescents beyond the original contexts. Educators across diverse classrooms and countries can utilize them. Successfully changing pedagogical practices and cultures in schools always requires support and resources that key stakeholders can facilitate. With the careful transference and scaling, improved pupil engagement in learning, well-being, and academic achievement and flourishing can be reached.

These general guidelines are based on the comprehensive implementation of successful learning environments and extensive data sets collected during this process. They were elaborated in dialogic co-creation with the key stakeholders – teachers, students, parents, policy-makers, and academics – in the final phases of SCIREARLY in September 2025 to enhance their relevance.

Practical guidelines for scaling successful learning environments

I) Engage schools, principals and teachers comprehensively.

Commitment of the schools, principals and teachers is crucial for the implementation of the SLEs. Put time and effort in engaging them in the development of SLEs collectively. Encourage them to combine their collective efforts for pedagogical improvements to enhance pupils' learning.

II) Allow teacher autonomy, freedom and responsibility.

Teacher autonomy and ownership are key in selecting and adapting SLEs and practices. This is critical, because teachers are key experts in implementing new practices in classroom with pupils.

III) Favor pedagogically meaningful SLE designs.

Make sure that the SLE designs to be implemented are pedagogically grounded, adaptable, and resonate with the schools' and teachers' everyday practices. Adaptable formats increase the feasibility of adoption across diverse school settings. They allow smooth integration and gradual change.

IV) Encourage teachers' pedagogical creativity.

The SLEs to be implemented should allow for teachers' creativity and adaptation to different classroom dynamics. Suitability for various student age groups and academic levels should be guaranteed.

V) Emphasize dialogue with guardians and wider communities.

Implementation of SLEs and new pedagogical practices allow engaging guardians and wider community to the pedagogical development and change.

VI) Encourage and support professional learning and development.

Implementation of SLEs and new pedagogical practices provide a possibility for professional learning for teachers, principals, and schools.

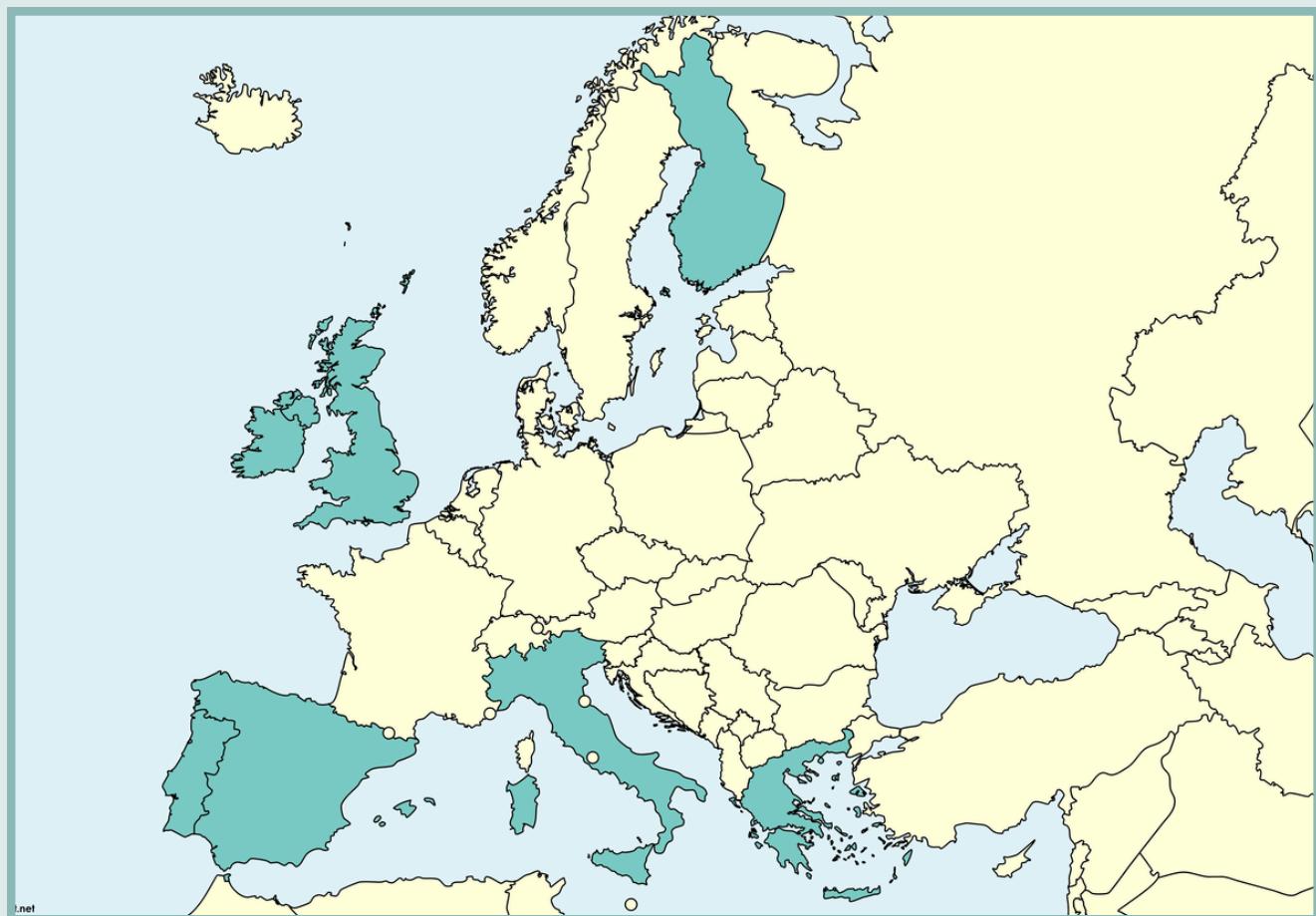
Scaling successful learning environments: policy perspective

Following the general guidelines for scaling, the SCIREARLY project has formulated certain general policy perspectives to be considered when formulating the policy recommendations. The most essential six perspectives are related to curriculum and structural reforms; equity and inclusion focus; school development and innovations, together with key professionals; teachers' professional learning and development; collaboration with guardians and families; and collecting evidence of change and effectiveness. They are summarised here.

POLICY PERSPECTIVE	DETAILS
Curriculum and structural reforms	<ul style="list-style-type: none">• Embed innovations within official curricula: Formal recognition of successful learning environments within national curricula would give schools both the mandate and the legitimacy to prioritize such activities.• Incorporate flexible learning time: promote policies that allow blocks of flexible time within the school day for creative and student-centered learning, such as literary gatherings.• Policies should prioritise flexible implementation models over one-size-fits-all approaches, while still ensuring accountability for core outcomes.
Equity and inclusion focus	<ul style="list-style-type: none">• Policies should emphasize support mechanisms for marginalized groups (e.g., students with special educational needs or high absenteeism) to participate inclusively and meaningfully in these environments.• Policy should support the integration of relational and engagement-focused interventions within mainstream education, especially in disadvantaged schools.• Successful learning environments are embedded within inclusive and supportive whole school cultures.
School development and innovations together with key professionals	<ul style="list-style-type: none">• There is a need for resources (dedicated time, funding) for schools to implement and sustain innovative interventions that have been shown to increase pupil school engagement, wellbeing and learning.• Relational practice is at the heart of successful learning environments and as such schools need to be given the appropriate support and recognition to develop in this way.• Schools should be supported with high quality evidence-based practices and multi-media examples, together with opportunities for co-design and meaningful adaptation, to support the needs of their students and communities.• Robust cross-sector collaboration—integrating education, health, and social services—must be prioritised to effectively support students facing complex personal, emotional, or family-related challenges.
Teachers' professional learning and development	<ul style="list-style-type: none">• Careful attention should be paid to strengthening teachers' capabilities in building relationships with pupils, pupils' peer relations and relations with guardians both during pre- and in-service teacher education and continuous learning, since they form the foundation for school engagement, learning, and well-being.• Teacher professional development should include training in student-centred, dialogic, and trauma-informed practices, with room for adaptation at the local level.• Ensure that foundational support systems are in place, including availability of resources, trained staff, and school-level administrative capacity to coordinate implementation and support the widespread adoption of SLEs. Establish funding mechanisms for professional learning communities and in-service training initiatives focusing on SLE methodologies, ensuring that teachers are equipped to implement and sustain innovative pedagogies
Collaboration with guardians and families	<ul style="list-style-type: none">• Incentives to strengthen school-home partnerships, with targeted strategies for increasing parental engagement in hard-to-reach communities, should be developed.• Versatile school-home collaboration for the best of pupil learning should be supported in a variety of contextually relevant ways.• Develop national guidelines for structured family involvement in the educational process, incorporating digital access, multilingual resources, and flexible participation models to ensure inclusive and accessible family engagement.
Collecting evidence of change and effectiveness	<ul style="list-style-type: none">• Schools, teachers, and researchers should be encouraged to the partnerships that allow reciprocal collaboration, and development and implementation of research-based and informed pedagogical practices and improvements.• Invest in mixed-methods, longitudinal studies to assess the cognitive, social, and emotional outcomes of SLEs over time, providing evidence of effectiveness of the intervention and its implementation to guide future improvements and adaptations.• Findings from this study should inform careful and contextually meaningful policymaking, that would consider the needs of the pupils and the needs of the schools as systemic organisations.

Country-specific practical guidelines for scaling and policy orientations

The country-specific practical guidelines for scaling and orientations for policies for **Finland, Greece, Ireland, Italy, Portugal, Spain, and the UK** follow the general guidelines. These are based on the empirical work of the SCIREARLY project conducted in the country, and they highlight the contextual characteristics and specify the key details to be considered further.



■ Countries where SCIREARLY conducted empirical work

Country: FINLAND

Practical guidelines for scaling successful learning environments

In terms of the general guidelines for scaling successful learning environments, the following aspects are highlighted as important in the Finnish context.

- 1 Teachers clearly perceived the relationships with pupils, pupils' peer relations, and relationships with guardians as key foundational aspects for pupils' learning, well-being, and school engagement.
- 2 Teachers' active role in implementing the successful learning environments is essential and powerful.
- 3 Teachers' possibility to choose the relevant tools, modify them, and apply them flexibly in their own everyday work in terms of the intervention is critical.
- 4 Intensive collaboration with teachers and researchers throughout the intervention is critical for its successful implementation, but also for the establishment of the new practices.
- 5 Clear and flexible instructions and materials allow the necessary contextualisation and support the sustainable implementation of SLEs.

Orientations for policies for enhancing successful learning environments

In terms of the general policy perspectives for scaling successful learning environments, the following viewpoints are highlighted as important in the Finnish context.

- 1 Careful attention should be paid to strengthening teachers' capabilities on relations with pupils, pupils' peer relations, and relations with guardians both during pre- and in-service teacher education and continuous learning, since they form the foundation for school engagement, learning, and well-being.
- 2 Teachers should be supported in the development, experimentation, and innovation of their pedagogical practices in ways that are suitable and relevant for their pupils.
- 3 Versatile school-home collaboration for the best of pupil learning should be supported in a variety of contextually relevant ways.
- 4 Schools, teachers, and researchers should be encouraged to form partnerships that allow reciprocal collaboration and the development and implementation of research-based and informed pedagogical practices and improvements.
- 5 SCIREARLY findings should inform careful and contextually meaningful policy-making, which would take into account the needs of the pupils and the needs of the schools as systemic organisations.

Country: GREECE

Practical guidelines for scaling successful learning environments

In terms of the general guidelines for scaling successful learning environments, the following aspects are highlighted as important in the Greek context.

- 1 **Low-cost and resource-light:** The successful learning environment does not require advanced technology or special infrastructure – only books, basic preparation, and teacher facilitation – making it adaptable across a wide range of educational contexts.
- 2 **Pedagogical flexibility:** The successful learning environment allows for creativity and adaptation to different classroom dynamics, making it suitable for various student age groups and academic levels.
- 3 **Student-centered approach:** Its appeal lies in how it engages average-performing students and encourages imaginative, personal responses to literature—qualities that can translate well across educational systems.
- 4 **Enhances key competencies:** By fostering communication, collaboration, and interpretative skills, it aligns with broader educational goals, such as those emphasized in 21st-century skills and EU education frameworks.
- 5 **Time constraints in rigid curricula:** Teachers highlighted the inflexible and densely packed school timetable, leaving little room for non-compulsory, innovative methods.
- 6 **Risk of exclusion for vulnerable groups:** Without additional support, students with learning difficulties or irregular attendance (e.g., migrant pupils) may fall further behind, as the method assumes a baseline of consistent participation and reading skills.
- 7 **Dependency on teacher motivation and preparation:** Successful implementation hinges on teachers being both willing and adequately trained to manage open, student-led discussions – a factor that can vary significantly between schools.

Orientations for policies for enhancing successful learning environments

In terms of the general policy perspectives for scaling successful learning environments, the following viewpoints are highlighted as important in the Greek context.

- 1 **Incorporate flexible learning time:** promote policies that allow blocks of flexible time within the school day for creative and student-centered learning, such as literary gatherings.
- 2 **Embed innovation within official curricula:** Formal recognition of successful learning environments within national curricula would give schools both the mandate and the legitimacy to prioritize such activities.
- 3 **Targeted inclusion strategies:** Policies should emphasize support mechanisms for marginalized groups (e.g., students with special educational needs or high absenteeism) to participate meaningfully in these environments.
- 4 **Monitor and evaluate inclusivity:** Implementation of tools to assess how well these practices engage all student demographics, with a focus on reducing educational inequalities.
- 5 **Support extracurricular reading culture:** Broaden education policies to include support for reading promotion as a cultural and educational goal—not just a literacy target—through partnerships with libraries, cultural organizations, and parents.

Country: IRELAND

Practical guidelines for scaling successful learning environments

In terms of the general guidelines for scaling successful learning environments, the following aspects are highlighted as important in the Irish context.

- 1 The interventions demonstrated strong potential for scalability, particularly where existing relational strengths among staff and pupils can be leveraged.
- 2 Low-cost and adaptable formats, such as dialogic gathering and informal homework support, increase the feasibility of adoption across diverse school settings.
- 3 Key drivers of successful replication include:
 - Whole-school buy-in, especially from school leadership
 - Teacher autonomy and ownership in selecting and adapting interventions
 - Support structures such as ongoing professional learning and reflective tools
- 4 Potential limitations include:
 - Constraints on teacher time and workload.
 - Varying levels of parental engagement, particularly in socioeconomically disadvantaged contexts
 - Physical space and staffing resources, especially for after-school components.
- 5 To foster replicability:
 - Build implementation guidelines that allow for flexibility while preserving core principles.
 - Invest in teacher capacity-building and peer collaboration networks.
 - Tailor interventions to be culturally and contextually relevant to the specific student populations served.

Orientations for policies for enhancing successful learning environments

In terms of the general policy perspectives for scaling successful learning environments, the following viewpoints are highlighted as important in the Irish context.

- 1 Policy should support the integration of relational and engagement-focused interventions within mainstream education, especially in DEIS and similarly disadvantaged schools.
- 2 There is a need for dedicated time and funding for schools to implement and sustain such interventions, including after-school programmes and teacher-led initiatives.
- 3 Teacher professional development should include training in student-centred, dialogic, and trauma-informed practices, with room for adaptation at the local level.
- 4 Policies should prioritise flexible implementation models over one-size-fits-all approaches, while still ensuring accountability for core outcomes.
- 5 Robust cross-sector collaboration—integrating education, health, and social services—must be prioritised to effectively support students facing complex personal, emotional, or family-related challenges. Without coordinated interagency efforts, schools alone cannot meet the full spectrum of needs that impact student engagement, wellbeing, and success.
- 6 Policymakers should explore incentives and frameworks to strengthen school-home partnerships, with targeted strategies for increasing parental engagement in hard-to-reach communities.
- 7 Findings from the SCIREARLY study should inform evidence-based policy dialogues, emphasising the scalability of successful learning environments through practical, context-driven innovation.

Country: ITALY

Practical guidelines for scaling successful learning environments

In terms of the general guidelines for scaling successful learning environments, the following aspects are highlighted as important in the Italian context.

- 1 Alignment with teacher autonomy and curriculum: tools are scalable when they align with a teacher's subject and can be implemented within the framework of didactic autonomy.
- 2 Minimal resource requirements: tools that do not require structural changes, extra staff, or dedicated funding have greater potential for uptake across a variety of school contexts.
- 3 Positive student reception: students appreciated opportunities to express themselves in non-evaluative spaces; interventions lay the groundwork for stronger relational and inclusive practices.
- 4 Teacher ownership and intrinsic motivation: when teachers feel personally connected to a practice and are allowed to adapt it to their classroom, they are more likely to sustain and advocate for it.
- 5 Without coordinated school-wide policies or shared responsibility, implementation often depends on individual teachers. This creates fragmentation and limits sustainability beyond the pilot phase.
- 6 Teacher overload and training fatigue: in the current Italian school context, teachers and schools face heavy documentation and training demands. New sound approaches are perceived as burdensome.
- 7 Weak family-school connection: where parental involvement is low or inconsistent, scaling interventions that rely on family engagement or home support becomes especially difficult.
- 8 Build institutional scaffolding: establish whole-school strategies that legitimize and embed dialogic practices structurally.
- 9 Provide optional, modular training: offer flexible professional development that fits teachers' schedules and provides concrete examples and plans, with room for adaptation.
- 10 Align with national or regional priorities: link successful strategies and tools to competencies already valued by ministries or inspection frameworks to increase institutional buy-in.
- 11 Document and share adaptations: Collect case studies and testimonies from teachers who have successfully implemented tools, to inspire and guide peers in similar contexts.

Orientations for policies for enhancing successful learning environments

In terms of the general policy perspectives for scaling successful learning environments, the following viewpoints are highlighted as important in the Italian context.

- 1 Shift the emphasis from individual goodwill to institutional capacity. Create enabling environments where teachers have time, support, and recognition to experiment with new practices.
- 2 Address engagement, well-being, and motivation as structural issues – core to educational success, not secondary concerns.
- 3 Ensure that student perspectives are systematically integrated into school improvement planning, and promote participatory structures (e.g. class assemblies, student consultations) as part of the educational process.
- 4 Strengthen the role of school counselling by investing in external professionals, ensuring anonymity, and connecting services more closely with the educational mission. Mental health and well-being must be seen as foundational, not supplementary.
- 5 Reimagine family engagement strategies at policy level, particularly for upper secondary schools. This could include flexible communication channels, cultural mediation, and reduced reliance on one-size-fits-all parent involvement models.

Country: PORTUGAL

Practical guidelines for scaling successful learning environments

In terms of the general guidelines for scaling successful learning environments, the following aspects are highlighted as important in the Portuguese context.

- 1 Teachers should be provided with opportunities to share their experiences and practices with colleagues, to learn about new pedagogical tools through the presentations and the toolkit.
- 2 Replicability in different contexts should involve teacher training as a structural basis. This would allow teachers to share their experiences and participate in training, where they can learn about pedagogical tools and explore their methodologies and pedagogical practices.
- 3 Scalability needs to consider the educational context and the school levels, given the implications that time, curricular structure, age, and other educational demands have, and the adaptation challenges. These challenges appeared to be higher for higher educational levels.
- 4 Tools such as dialogic discussions, peer collaboration, and a culture of praise can enable greater intentionality, temporal consistency, and objectives to be achieved if they are applied continuously.

Orientations for policies for enhancing successful learning environments

In terms of the general policy perspectives for scaling successful learning environments, the following viewpoints are highlighted as important in the Portuguese context.

- 1 Having training that supports the discussion of tools and engages teachers in a dialogical and cooperative way should be enhanced.
- 2 Allow time and resources for teachers to understand the specific characteristics of the school levels in which the tools will be developed and adapt them to the time allocated to the subject, reconciling this with the average weekly time required for their application.
- 3 Continuity in the applicability of the tools and/or rotation between the tools in the same class can lead to better results in the medium term.
- 4 Encourage teachers to use different settings in the schools beyond the classroom, as it contributes to furthering motivation and student participation.
- 5 Emphasise to teachers that these tools can be mechanisms for individual growth and training, and provide resources for it.
- 6 Pay attention to cross-curricular skills, behaviours, and emotional regulation as crucial aspects to be fostered.
- 7 Understand the extent of success, considering the well-being and inclusion of all students.
- 8 Use tools to promote the creation of more horizontal spaces and interaction in the teacher-student relationship, contributing to greater curiosity, commitment and empathy among peers and in the relationship with the teacher.
- 9 Mobilize tools to stimulate the spirit of mutual aid and solidarity, and cross-curricular skills which are fundamental for inclusion and well-being in educational contexts, enhancing the possibility of reducing school failure.

Country: SPAIN

Practical guidelines for scaling successful learning environments

In terms of the general guidelines for scaling successful learning environments, the following aspects are highlighted as important in the Spanish context.

- 1 **Embed SLEs in curriculum policy:** Formal education frameworks should support dialogic learning as valid instructional approach aligning with equity, inclusion, and 21st-century learning competencies.
- 2 **Prioritize equity and inclusion in scaling efforts:** Special attention must be given to marginalized student populations; SLEs must be tailored to local contexts, with culturally responsive adaptations.
- 3 **Invest in teacher professional development:** education authorities should fund programs on dialogic teaching, inclusive strategies, teacher leadership, teacher reflective practice and data-driven teaching and learning.
- 4 **Amplify assessment methods and redefine success:** The implementation of dialogic learning at the school level necessitates a redefinition of success and assessment practices. Formative assessment methods that prioritize the ongoing improvement of student learning should be favored.
- 5 **Build a school culture of high expectations and praise:** Implement support systems such as mentoring and peer feedback for a school culture that ensures all students have the opportunity to succeed.
- 6 **Create structured, flexible, low-barrier parental engagement models.**
- 7 **Support infrastructure for teacher leadership:** Schools should prioritise school-based professional development frameworks, teacher-led inquiry, collaboration, and knowledge sharing. School policies should promote teacher agency by allocating time for research, peer coaching, mentoring, and participation in PLCs for school-wide improvement.
- 8 **Support infrastructure for peer leadership and student voice:** Schools should encourage the development of student leadership. Students should be part of school decision-making processes.
- 9 **Promote whole-school models:** To ensure coherence and systemic change, SLEs should be implemented as part of a broader school-wide commitment to high-quality, dialogic and inclusive education.
- 10 **Implement Scalable Monitoring and Evaluation Tools:** To support broader implementation, simple and adaptable tools for documenting student interactions, feedback, and progress should be developed for teachers and researchers.

Orientations for policies for enhancing successful learning environments

In terms of the general policy perspectives for scaling successful learning environments, the following viewpoints are highlighted as important in the Spanish context.

- 1 Identify core and adaptable elements of SLEs
- 2 Incentivize whole-school models
- 3 Institutionalize dialogic and inclusive pedagogies
- 4 Ensure curricular compatibility
- 5 Fund and enable infrastructure and human resources
- 6 Reconsider assessment methods
- 7 Promote family engagement
- 8 Mandate student voice in policy development
- 9 Ensure continued funding for resources
- 10 Support longitudinal research on SLEs over time to guide future improvements
- 11 Create an EU-level teacher professional development task force

Country: UNITED KINGDOM

Practical guidelines for scaling successful learning environments

In terms of the general guidelines for scaling successful learning environments, the following aspects are highlighted as important in the UK context.

- 1 There is a need for flexibility in ensuring practices and resources are culturally relevant and appropriately scaffolded to meet students' learning and psycho-social needs.
- 2 Ensuring schools have opportunities for co-design and meaningful adaptation of practices and resources increases the likelihood of teacher and student buy in.
- 3 In introducing Dialogic Literacy Gatherings (SLS) to schools, teachers should have access to multi-media examples to support comprehension and learning.
- 4 Dialogic Literacy Gatherings (SLS) should be experienced frequently and consistently in order to establish routines, build momentum and deepen learning.
- 5 Introducing Dialogic Literacy Gatherings (SLS) at transition points (for example, at the beginning of a new school phase) may be effective in establishing and embedding practices.
- 6 Where the needs of students are particularly high, careful planning of groups and additional adult support may be necessary.

Orientations for policies for enhancing successful learning environments

In terms of the general policy perspectives for scaling successful learning environments, the following viewpoints are highlighted as important in the UK context.

- 1 Schools should be supported with high-quality evidence-based practices and multi-media examples, together with opportunities for co-design and meaningful adaptation, to support the needs of their students and communities.
- 2 Relational practice is at the heart of successful learning environments, and as such, schools need to be given the appropriate support and recognition to develop in this way.
- 3 Successful learning environments are embedded within inclusive and supportive whole-school cultures.

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