



## NEWSLETTER SPRING 2020

### THE SAME MELODY – PLAYING TO NEW RULES

Report by Susan Russam, GEMS NI

The world is currently in the midst of the Covid-19 pandemic; saving lives by social distancing and reducing the spread of the Coronavirus is a global priority with governments issuing rules on travel, groups meeting and working from home (when possible) and the closure of all but essential services with keyworkers in health, food distribution and supermarkets remaining on the frontline. We have restrictions on movement with all but essential journeys for food shopping and daily exercise.

These new rules have resulted in changes for the Melody project too - whilst we miss our face-to-face meetings and scheduled multiplier events, we have been able to work using video-conferencing meetings and workshops. These regular meetings have helped us to adjust and to continue with our project workplan without too many changes. We have had to postpone the testing of materials by our partner schools as they are either closed or working to very tight restrictions. We are very grateful that INDIRE, the Italian National Agency has approved a 6-month extension of the Melody project; this will allow us to complete all intellectual outputs and we will hold the closing conference in Rome in March 2021.

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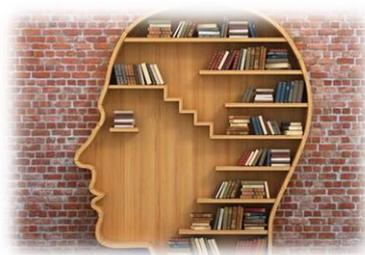
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# MELODY

## IO2 – Toolkit for Teachers

Led by **SP!R** OSLO



We know that young people who require additional learning support are particularly vulnerable to early school leaving. With the Melody project our aim has been to identify, share and highlight innovative methods in Europe to support teachers working to support students with additional learning needs (learning disorders) in mainstream post-primary education, encouraging them to stay in the school system and equally importantly, gain qualifications. All partners brought examples of good practice within the field of education for students with additional learning needs. From this the Melody partners developed methods that are presented in IO2 the Melody Toolkit.

## Read to Succeed

*“Show me a family of readers, and I will show you the people who move the world.” – Napoléon Bonaparte*

The Melody Toolkit contains a range of methods on how to approach students with learning disorders - these methods are based on research, available in six different languages and can be adapted to meet the needs of individual students. Whilst we recognise that learning disorders are diverse in nature and specific to an individual young person, we have elected to focus on learning disorders in general as opposed to one particular learning disorder. Nonetheless, most of the methods chosen for the toolkit focus on reading. This is quite simply because reading is a critical skill in school and beyond and accordingly, several of the methods focus on how to help students who struggle with reading.

# Introducing



*'Young adults who face an opportunity gap but have a mentor are 55% more likely to be enrolled in college than those who did not have a mentor.'* (The Mentoring Effect, 2014)

We have used the experience and expertise of our partner GEMS NI to add mentoring to the toolkit. Mentoring can have a significant effect on the attendance, behaviour, self-esteem, and progress of young people. It is the role of the mentor to assist the learner to discover what is needed in order to overcome the hurdles that they are facing. It is the role of the mentor to bring questions to the discussion but not necessarily to provide answers.

The answers lie always with the student. Quality mentoring draws this out. Quality mentoring finds the answer to the issues where they lie. The answers lie with the student.

a mentor is defined as a supportive adult who works with a young person to build a relationship by offering guidance, support, and encouragement to help the young person's positive and healthy development over a period of time.

*"A student's ABCs — attendance, behaviour, and course performance in English and Math — are highly predictive of his or her likelihood to graduate from high school and go on to succeed in college. These ABCs can also signal early signs of trouble that a student is falling off the graduation path. A high quality mentoring relationship can be a game changer for these students."*

Dr. Robert Balfanz, Director of the Everyone Graduates Center, Center for Social Organization of Schools, Johns Hopkins University

# MELODY



## IO3 E-LEARNING MODULE

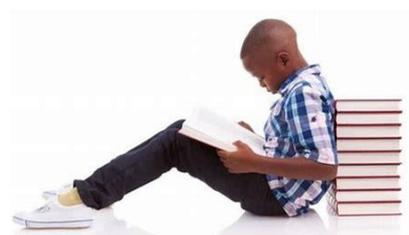
Led by



IO3 offers both a theoretical framework and practical guidance and exercises that provide insight and opportunity for teachers to have benefit of the research and analysis that underpins the modules offered and practical examples and case studies that illustrate tools and techniques.

Four training modules are provided to support the teaching and educational support staff in the educational intervention with children and young people who may have some difficulty in learning. These four approaches were chosen based on the expertise of the partners who developed them. These are:

- Parent Engagement (Family Work)
- Mentoring
- Classroom Management, and
- Ready to Read.



## Here is an exercise in the ready to read module

### 1) STIMULATE QUESTIONS BEFORE READING THE TEXT

When approaching a text, it is always a good idea to try to understand its general meaning and what is the content of the communication using the 5 W rule. This mainly concerns the understanding of narrative, expository, argumentative texts

but it can also be applied to the understanding of regulatory texts, such as game regulations or deliveries of different nature.

## The 5W rule consists of asking yourself 5 questions:

### Who? What? Where? When? Why?

The student can answer each question by tracking and highlighting each time the answer to the single question. This way, it is possible to select only the key information for the comprehension of a text (in this case news article), that makes the topic's memorisation easier

## Example

ANALYSIS OF A NEWSPAPER ARTICLE. Read the text and identify the 5 W.

**Tourists robbed at the Trevi Fountain.** A couple of boys aged 17 and 16, with a criminal record, were arrested by the Carabinieri at the San Lorenzo station on charges of aggravated theft. Both boys had become the nightmare of tourists visiting the Trevi Fountain in Rome. One young man approached the tourists distracting them, while the accomplice put his hands in their bags. Today, the last blow was fatal: the two approached an American tourist and took off his wallet. They then headed to a nearby street not noticing that a Carabinieri patrol had observed them during the theft. Promptly reached, the two were blocked.



WHO?  
WHAT?  
WHEN?  
WHERE?  
WHY?



# MELODY

## A Date in Barcelona – November 2019



The beautiful city of Barcelona welcomed the Melody Partners for their meeting and Multiplier Event. The well-attended Multiplier Event as well as sharing the Melody story to date, had a key focus on Intellectual Output 3 – the E-Learning Module. The Multiplier Event allowed the project to engage with key stakeholders including teachers, education policy and other related professionals. There was great interest in the project with an excellent question and answer session and a real buzz during the coffee break.



### Planning for Belfast Meeting April 2020

Our Belfast meeting has unfortunately been postponed due to Covid-19 restrictions we will hopefully be able to set a new date soon

# MELODY

## Project Partners

### Lead Partner



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