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Participating in the Erasmus+ training in Luxembourg City, led by Rob Jennings and Cat Eadle and hosted at the International School of Luxembourg, was a highly enriching professional experience. As an Educational Psychologist, this mobility significantly strengthened my capacity to support schools, educators, and students in identifying and addressing specific learning difficulties in mathematics, particularly dyscalculia.

A key area of learning was developing a deeper understanding of dyscalculia as a difficulty primarily related to number sense and magnitude processing. The training highlighted the prevalence of dyscalculia and its frequent co-occurrence with other specific learning difficulties such as dyslexia, dyspraxia, and ADHD, which has important implications for assessment and intervention. I enhanced my knowledge of the cognitive processes involved, including working memory, processing speed, sequencing, and spatial awareness, and how these impact mathematical learning.

The course also provided valuable practical strategies that I can apply within my professional role. These included evidence-based approaches to strengthening number sense, such as the use of visual representations, structured number activities, and numberless word problems. I was also introduced to appropriate accommodations, such as the use of adapted calculators, which can support learners with dyscalculia in accessing assessment more equitably.

It was particularly interesting to visit the International School of Luxembourg and observe how they organise their educational system and teaching practices. I appreciated the opportunity to see the classrooms and learning environments firsthand. I was especially impressed by their use of outdoor spaces, including thoughtfully designed play structures that support children’s physical, social, and emotional development within a stimulating and inclusive environment.



In addition, visiting the University of Luxembourg provided insight into current cognitive science research, further strengthening the link between theory and practice. Observing the International School of Luxembourg also allowed me to reflect on inclusive educational practices within an international context.

Beyond the professional learning, this mobility provided a valuable opportunity to collaborate with colleagues, exchange perspectives, and strengthen professional relationships. I look forward to applying this knowledge in my work to enhance assessment practices, inform recommendations, and contribute to more inclusive support for learners experiencing mathematical difficulties.

