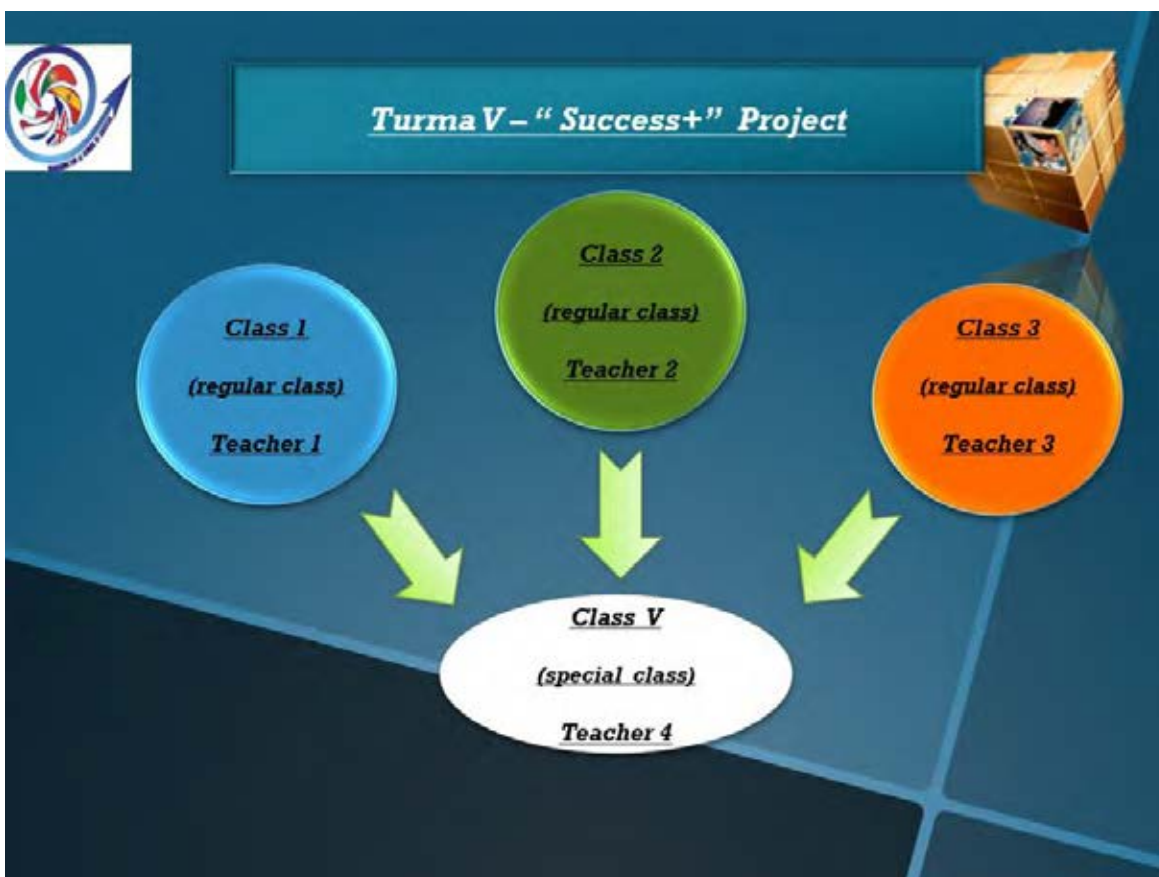
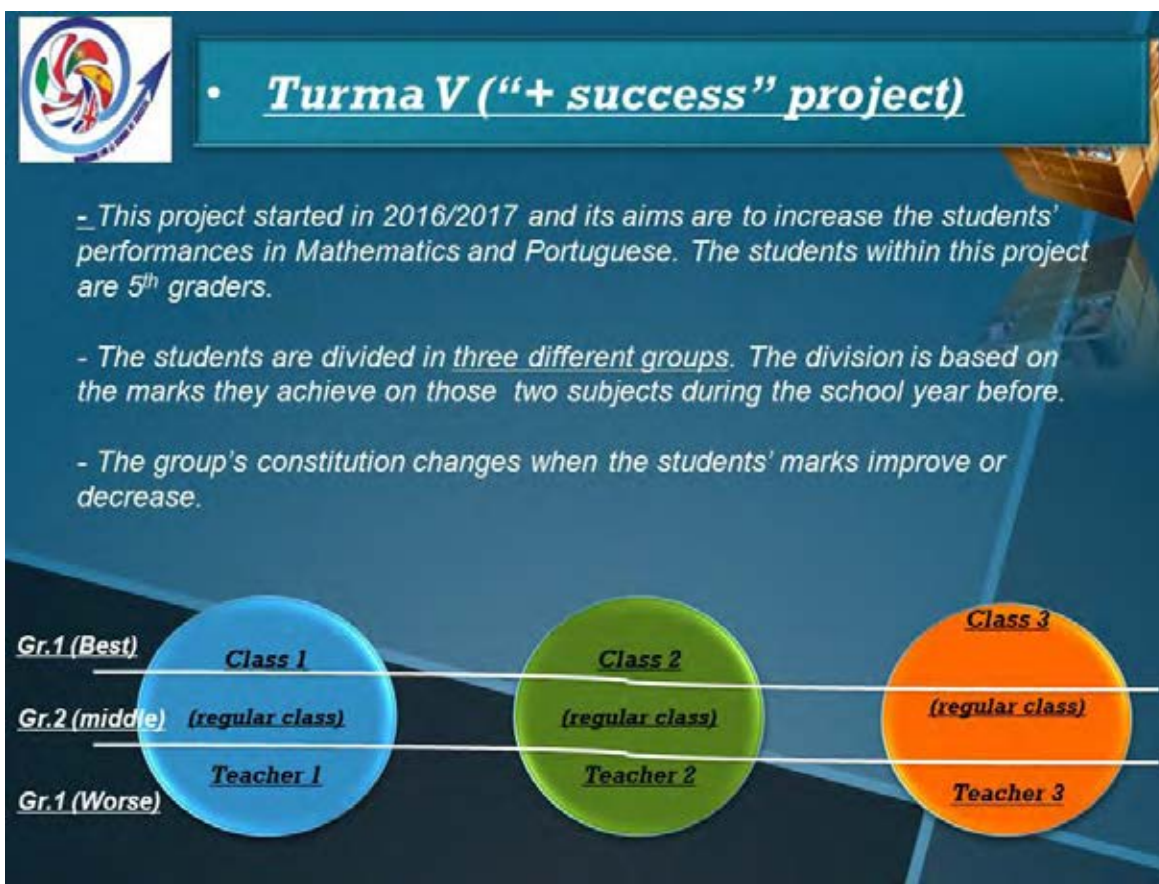


Managing for @ School of Success

Curricular organization projects

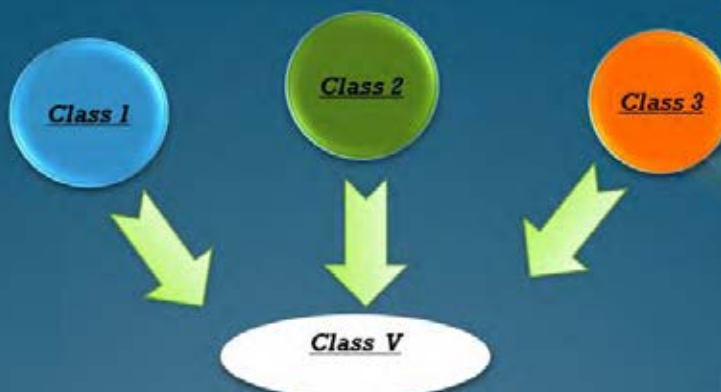
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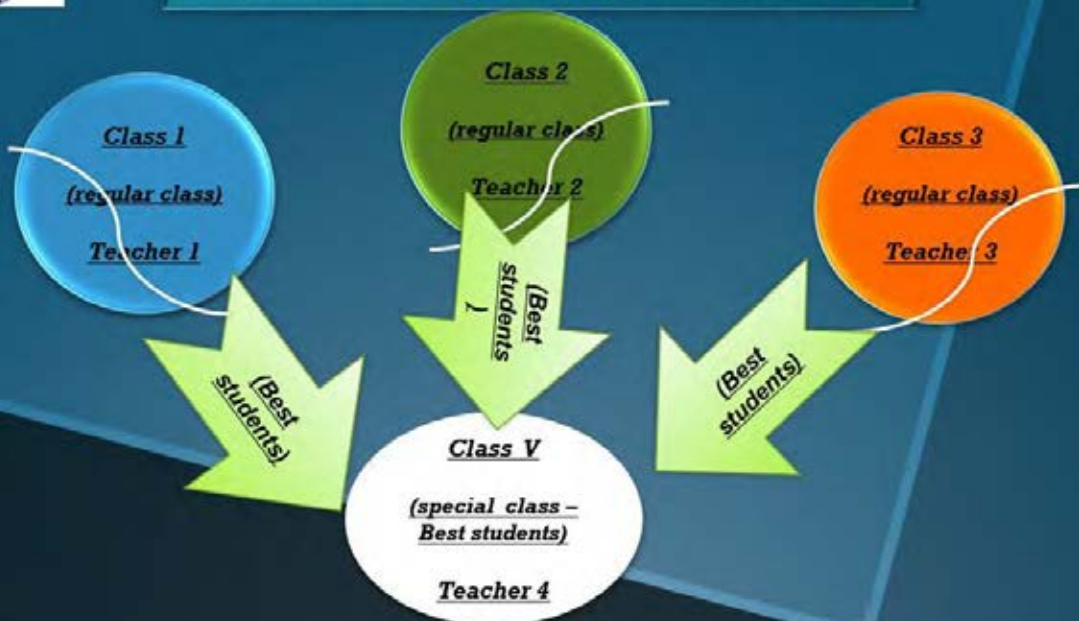
Turma V – “Success+” Project

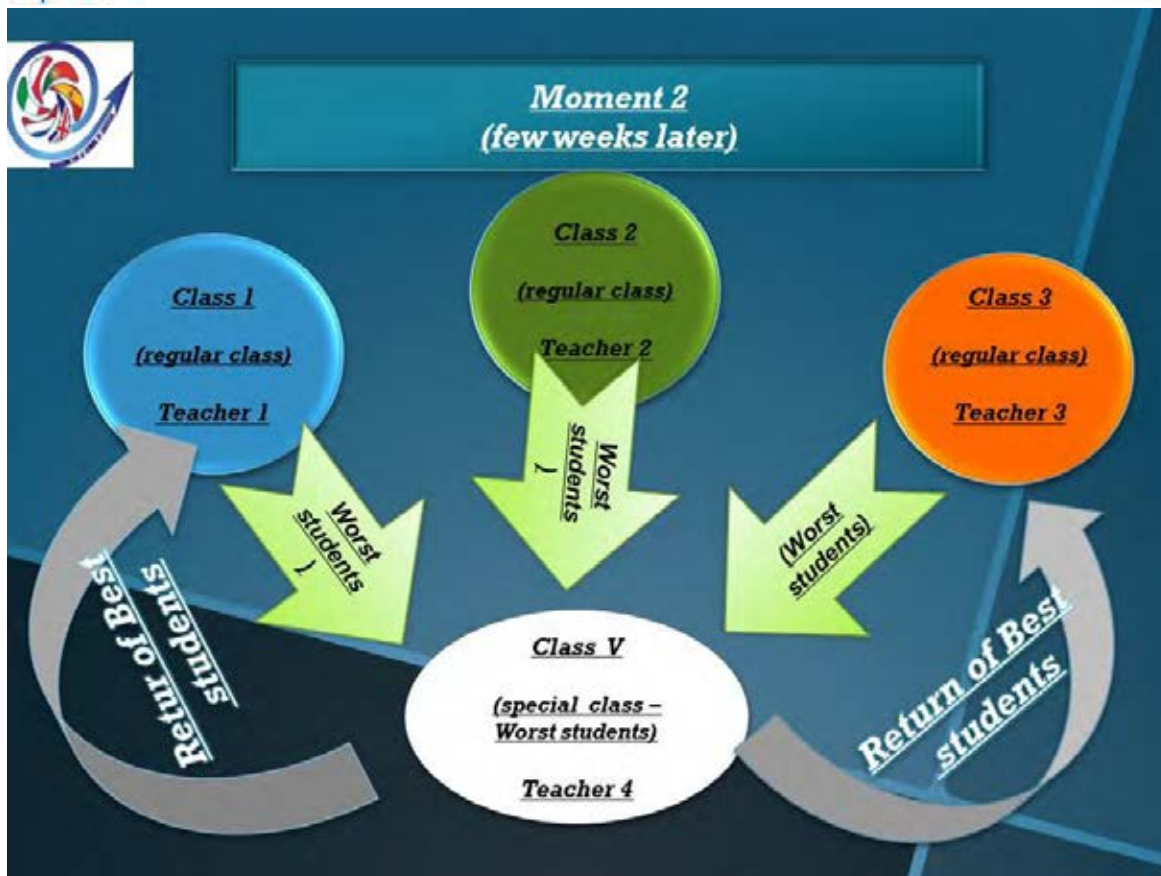



- ***Each group attends a class (Class V), different from their own, for a period of time that has been defined by the teachers at the beginning of the school year.***
- ***On “Class V” the teacher works with a group of students that have a similar performance in each subject and that come from three different classes.***



Moment 1 (for instance, beginning of school year)



• Turma V (“+ success” project)

The National Curriculum is planned according the students needs and implemented in order to improve the students’ performances.

Different kind of mathematical /Portuguese tasks are proposed to students: exercises and problems of different nature and degree of complexity are implemented using, whenever is suitable, technology to allow students, for instance, to develop a dynamic view how Geometry contents are approached.

This differentiation aims to develop high skills on students’ mathematical knowledge.

The students involved in this project are evaluated periodically. Their evaluation is based on the marks they get in tests and their performance in class – the quality of their work is “measured” in a scale from 1 to 5 (being 1 the lowest grade and 5 the highest one).



• Turma V (“+ success” project)

*The **ideal and formal Curriculum** is National in Portugal.*

In order to work with it in the classroom, teachers have weekly meetings to adjust the Curriculum to the students' needs and difficulties.

During these weekly meetings, teachers adapt the contents and choose the strategies that are most suitable to the groups of students they are working with.

*This approach aims to adjust the formal to **the perceived Curriculum** in order to make it **operational** in the classroom for the students.*

*The **experienced Curriculum** by students is not universal. Their families and school backgrounds determines the way they see and understand the knowledge that School gives them. Different students have different ways of understanding the contents they are taught. Therefore, different solving strategies are implemented in the classroom. Most of the tasks proposed by the teachers can be solved using more than one way of doing it.*

*The **learned curriculum** can be detectable when teachers evaluate their students' performances. The marks students get while answering questions in the classroom or when they answer the questions in their written tests may be considered evidences of the learned curriculum*

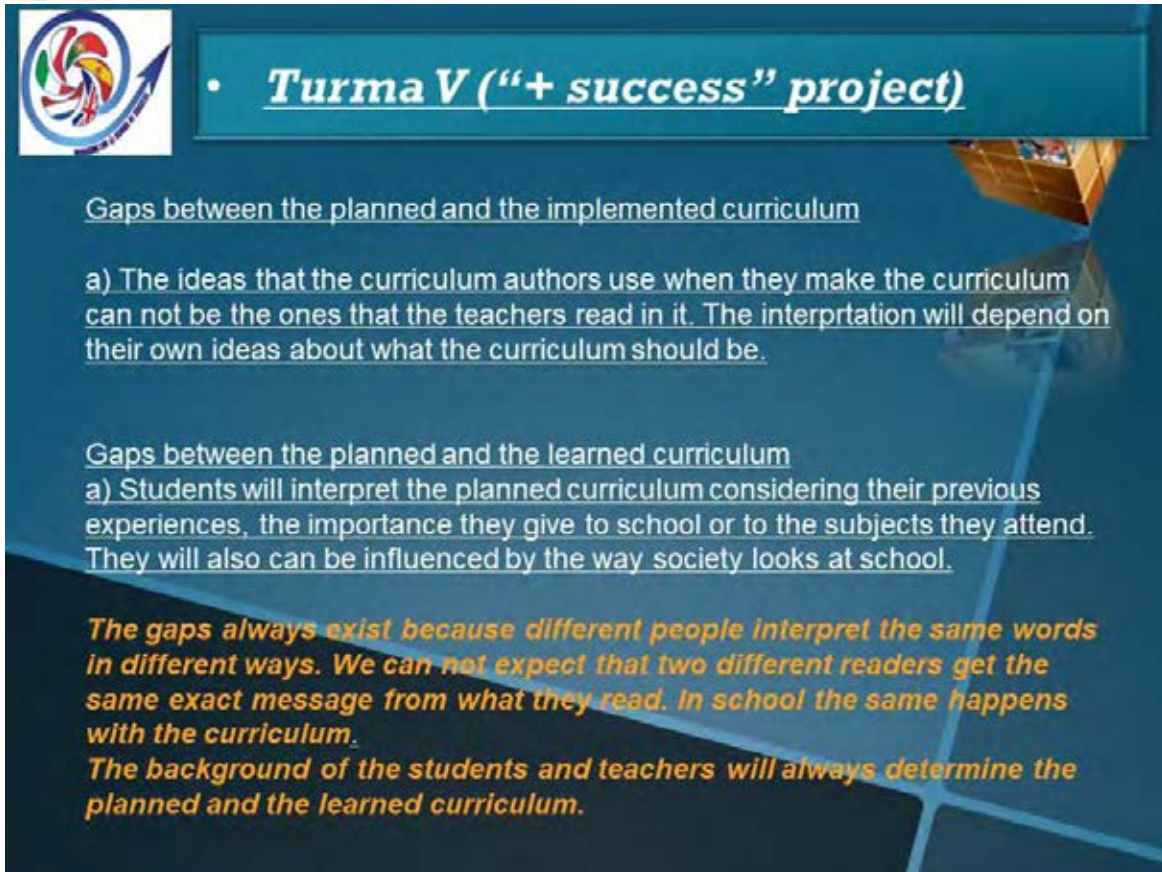


• Turma V (“+ success” project)

At the end of the first year of the project (2016/17), the students improved their marks when compared with the ones of the previous school year.

Teachers made some adjustments to the project in order to make it more effective for the students – the changes made in the groups that attend Class V

This project does not include students with Special Needs. These students have different paths and evaluation methods. They attend their classes all the school year with their teachers and have classes with Special Needed Teachers, according to their needs and difficulties.



• Turma V (“+ success” project)

Gaps between the planned and the implemented curriculum

a) The ideas that the curriculum authors use when they make the curriculum can not be the ones that the teachers read in it. The interpretation will depend on their own ideas about what the curriculum should be.

Gaps between the planned and the learned curriculum

a) Students will interpret the planned curriculum considering their previous experiences, the importance they give to school or to the subjects they attend. They will also can be influenced by the way society looks at school.

The gaps always exist because different people interpret the same words in different ways. We can not expect that two different readers get the same exact message from what they read. In school the same happens with the curriculum.

The background of the students and teachers will always determine the planned and the learned curriculum.

schoolsucces.edufor.eu

The Principals are the Curriculum decision makers: as you know, in the Training Event in Italy (November 2017) and in the UK (March 2018) the theme is the Curriculum. Let's start preparing our Training Event in Italy.

Activity: MIND THE GAP / OVERCOME THE GAP

Goals:

- **Become aware of the gaps between Planned Curriculum, Implemented Curriculum and Experienced Curriculum.**
- **Identify practices or guidelines that reduce gaps.**
- **Find effective ways to improve students' achievement.**

1st Part (to be held before the Training Event in Italy*)

Tasks:

1 – Select as an example a project of your school within the scope of the curriculum management that has been or is being implemented. The example can be a project from a class, a course or a subject.

This project started in 2016/2017 and its aims are to increase the students' performances in Mathematics and Portuguese. The students within this project are 5th graders.

The students are divided in three different groups. The division is based on the marks they achieve on the two subjects during the school year.

The group's constitution changes when the students' marks improve or decrease.

Each group attends a class (Class V), different from their own, for a period of time that has been defined by the teachers at the beginning of the school year.

On Class V the teacher works with a group of students that have a similar performance in each subject and that come from three different classes.

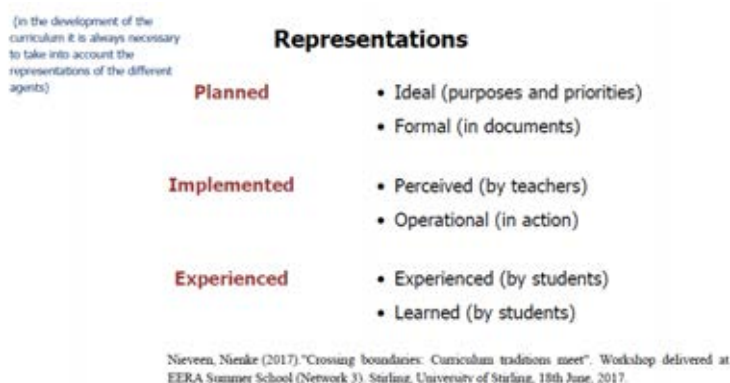
The National Curriculum is planned according the students needs and implemented in order to improve the students' performances.

Different kind of mathematical tasks are proposed to students: exercises and problems of different nature and degree of complexity are implemented using, whenever is suitable, technology to allow students, for instance, to develop a dynamic view how Geometry contents are approached.

This differentiation aims to develop high skills on students' mathematical knowledge.

The students involved in this project are evaluated periodically. Their evaluation is based on the marks they get in tests and their performance in class – the quality of their work is "measured" in a scale from 1 to 5 (being 1 the lowest grade and 5 the highest one).

2 – Identify, in your example, the gaps between the Planned Curriculum, the Implemented Curriculum and the Experienced Curriculum, taking into account the scheme:



The ideal and formal Curriculum is National in Portugal.

In order to work with it in the classroom, teachers have weekly meetings to adjust the Curriculum to the students' needs and difficulties.

Managing for @ School of Success

During these weekly meetings, teachers adapt the contents and choose the strategies that are most suitable to the groups of students they are working with.

This approach aims to adjust the formal to the perceived Curriculum in order to make it operational in the classroom for the students.

The experienced Curriculum by students is not universal. Their families and school backgrounds determines the way they see and understand the knowledge that School gives them.

Different students have different ways of understanding the contents they are taught. Therefore, different solving strategies are implemented in the classroom. Most of the tasks proposed by the teachers can be solved using more than one way of doing it. In order to improve the students' ability to solve problems, and become more autonomous on doing it as time goes by, the teachers make them aware of the vantages and disadvantages of the solving paths they choose. Although the aim is not to choose and use the "best" approach every time, teachers alert their students for the pros and cons of using approaches that will drive them away from the objectives that are supposed to be reached.

At the end of the first year of the project, the students improved their marks when compared with the ones of the previous school year.

Teachers made some adjustments to the project in order to make it more effective for the students – the changes made in the groups that attend Class V (in each of the three school periods of work the students of the different groups and classes attend Class V).

This project does not include students with Special Needs. These students have different paths and evaluation methods. They attend their classes all the school year with their teachers and have classes with Special Needed Teachers, according to their needs and difficulties.

N.B.: The way each participant identifies the gaps is of their own choice (ask, observe, collect evidence from different sources, etc.).

However, in the Presentation to the large group the participants should refer how they collected the information.

2nd Part (to be held during the Training Event in Italy)

Tasks:

- A. Present to the large group (7 minutes at most) the first part of the activity;
- B. Organize a table (in working groups) showing the differences in curricular management and the approach that each participant assigns:
 - o To the documents of the formal curriculum;
 - o To the curriculum operationalised in the classroom by the teachers;
 - o To the curriculum perceived and learned by students.

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N.B.: This moment of collaborative work in Italy will be complemented by two other moments: one to clarify curriculum concepts (taking into account the realities of the different countries) and the other to discuss the curriculum guidelines of each country, from given examples.

Branston Junior Academy – United Kingdom



Handwriting: Planned Curriculum

The National Curriculum



Year 2 (age 6 and 7)

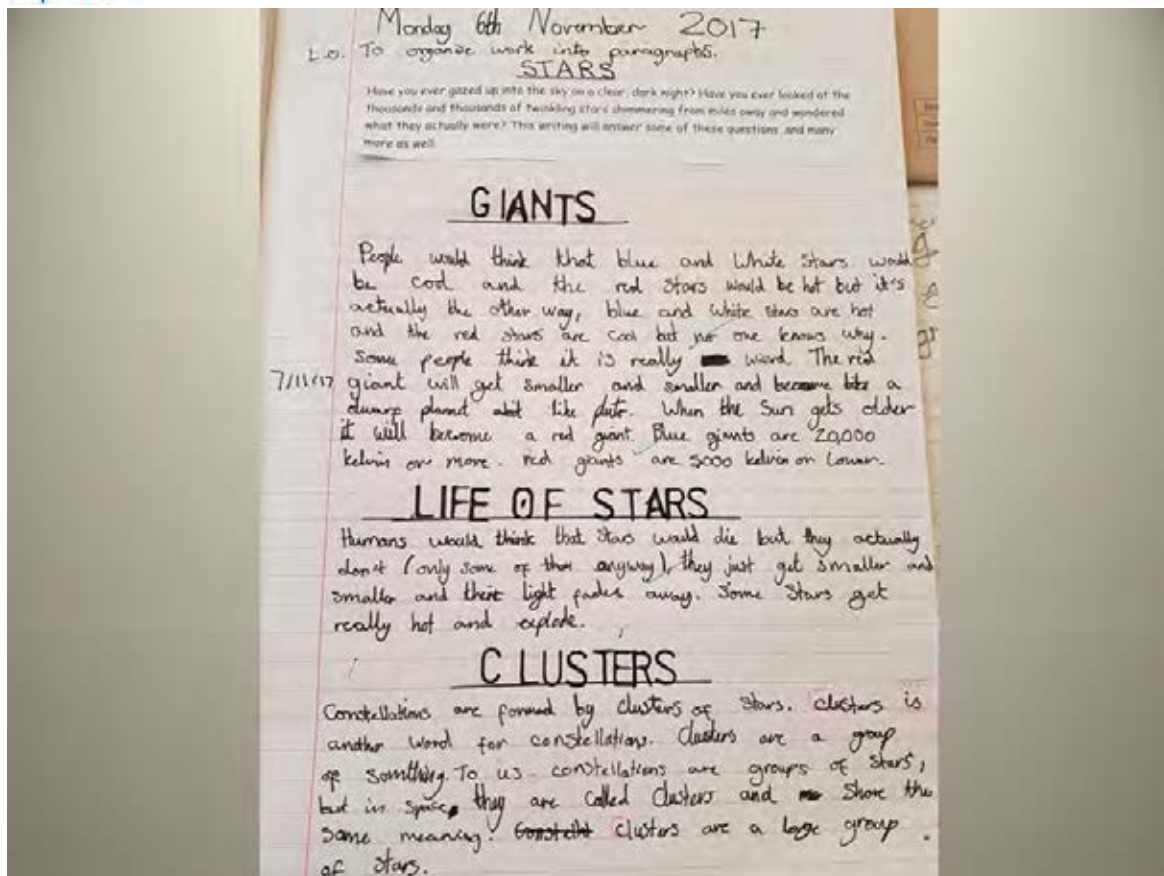
- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (KPI)
- Use spacing between words that reflects the size of the letters.

Year 3 / 4 (age 7 – 9)

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

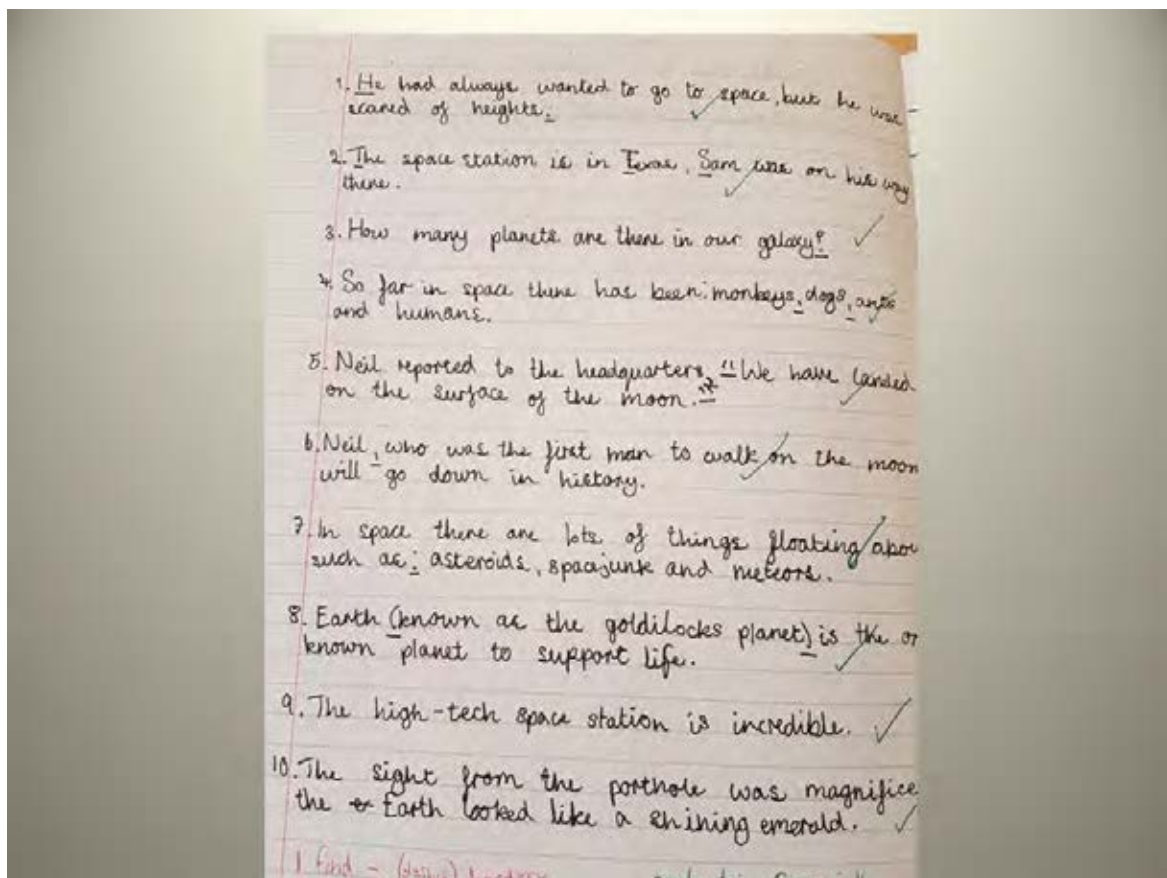
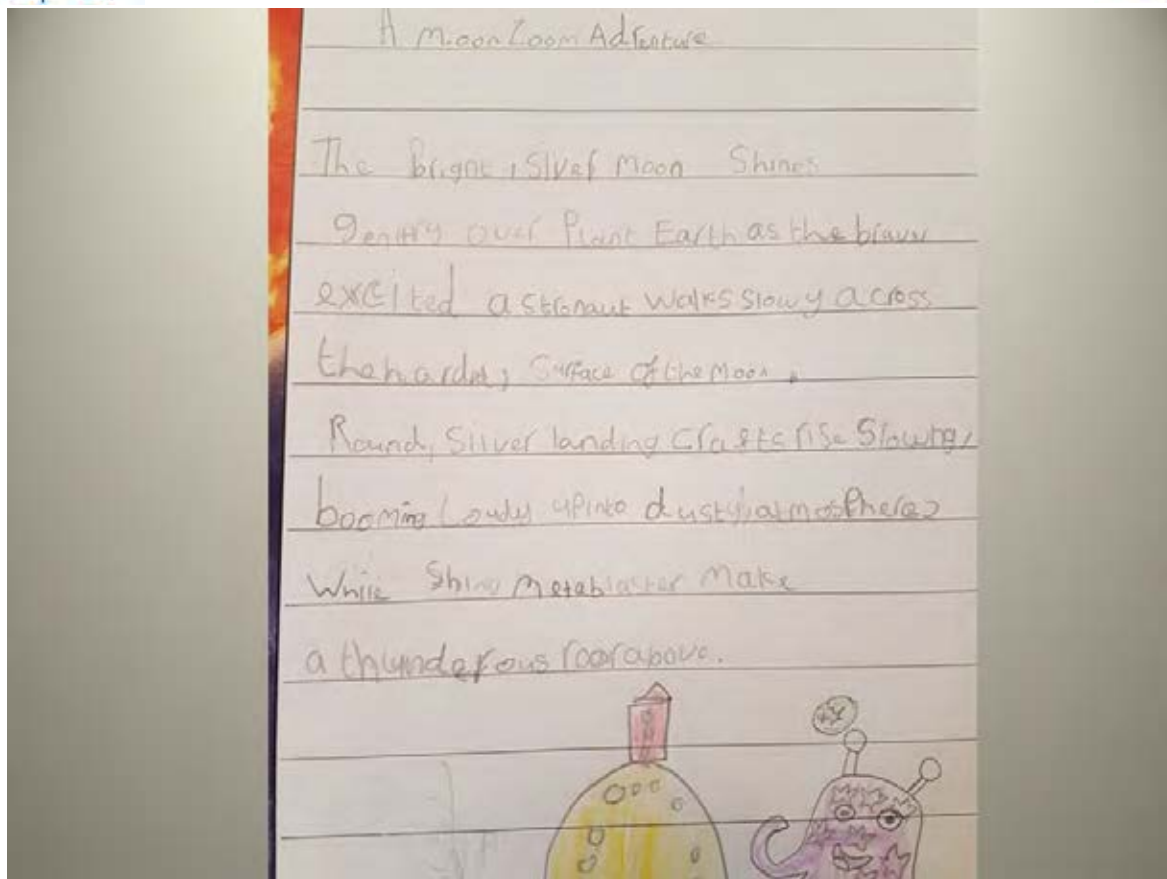
The 71 w/2 abel Takahara w/ab coming 2.
I made some new shells saved before
Parker's trip. Shell and rose variety.

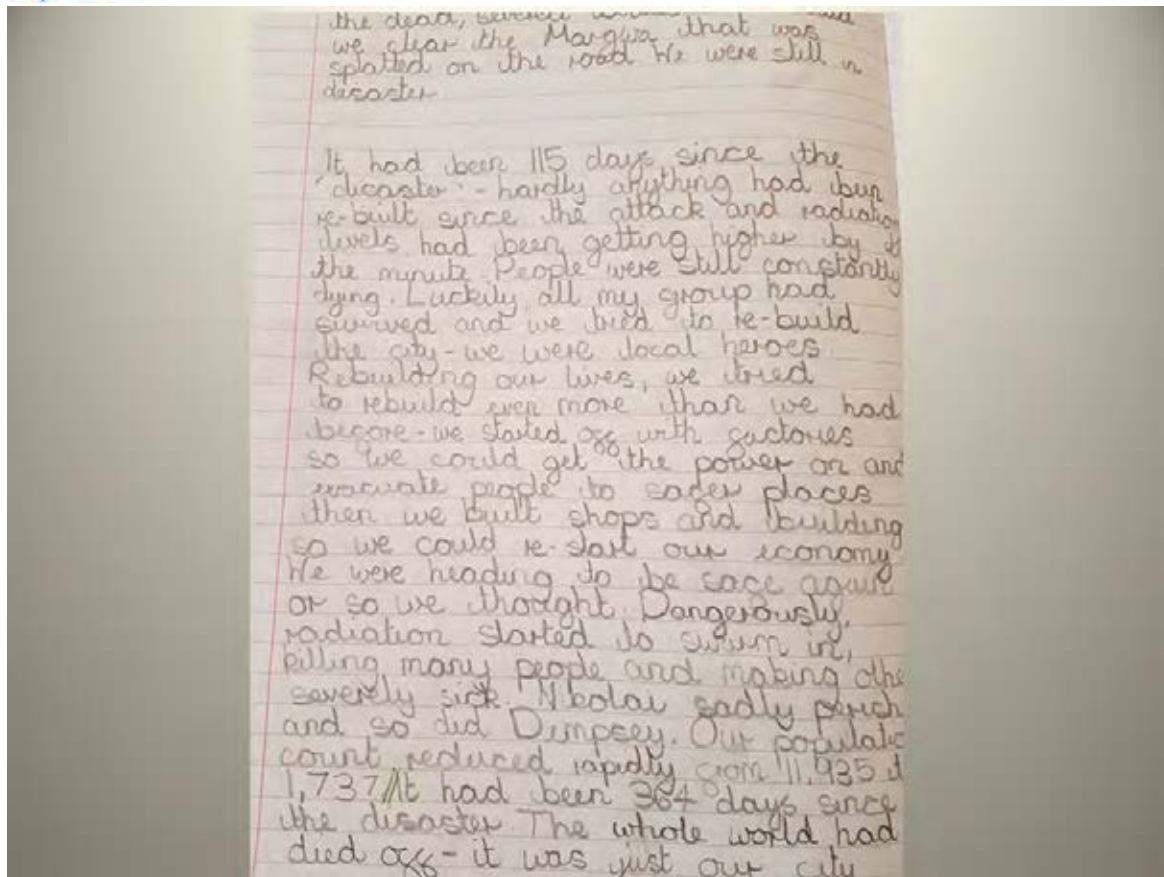




Year 5/6 (age 9 – 11)

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.





Year 6 SATs Criteria

- Any pupil whose work does not evidence one, or more than one, of the statements relating to handwriting can be awarded the 'working towards the expected standard' or 'working at the expected standard', but cannot be awarded 'working at greater depth within the expected standard'.
- To be awarded 'working at greater depth within the expected standard' at the end of KS2, pupils must meet all of the statements relating to handwriting in the preceding standards.
- For pupils 'working at greater depth within the expected standard', handwriting books or handwriting exercises can provide evidence of pupils' independent application of handwriting. However, there must be evidence that the 'expected' handwriting statements are met in some pieces of independent writing.
- Pupils who have a physical disability that prevents them from being able to write as part of day-to-day classroom practice are exempt from having to meet the statements for handwriting for the 'working towards the expected standard', 'working at the expected standard', and 'working at greater depth within the expected standard'.
- Pupils who are physically unable to write may use a word processor.
- Pupils who are physically able to write may choose to word process some of their writing, where appropriate. When using a word processor, it is advised that the spelling and grammar check functions are disabled, in order to verify that a pupil is independently able to meet the relevant 'pupil can' statements.

Handwriting: Implemented Curriculum





Branston Junior Academy- Handwriting Scheme of Work

There are four key types of joins:

1. Diagonal joins to letters without ascenders e.g. ai, ar, un
2. Diagonal joins to letters with ascenders e.g. ab, ul, it
3. Horizontal joins to letters without ascenders e.g. ou, vi, wi
4. Horizontal joins to letters with ascenders e.g. oi, wh, ot

Planning key:

Tortoise Letters (stay down low)	a, c, e, i, m, n, o, r, s, u, v, w, x, z
Giraffe Letters (ascenders)	b, d, f, h, k, l, t
Monkey Letters (descenders)	g, j, p, q, y
Joins	

Handwriting sessions:

Each class will have at least one handwriting session a week (of at least 10 minutes teaching time and 20 minutes directed activity)

Classes may have additional handwriting sessions focusing on phonics/spelling joins.

Children who demonstrate accurate and clear handwriting in both handwriting sessions and in all subject books (including topic and science) will be awarded a handwriting pen and certificate and as a result will be allowed to use pen within their work.

Children struggling with handwriting will be referred to the SENCo for possible intervention.

Wk	Year 3/4	Year 5/6	
1	a, c, e, i	a, c, e, i, m, n, o,	Term 1
2	m, n, o,	r, s, u, v, w, x, z	
3	r, s, u, v	b, d, f, h, k, l	
4	w, x, z	f, t	
5	b, d,	g, j, p, q, y	
6	h, k, l	Capital letters	




Wk	Year 3/4	Year 5/6	Term 2
1	f,t	ch,sh,th	
2	g	cl,fl,sl	
3	j,p	at,ah,all	
4	q,y	im,in	
5	Look at capitals	ee,ay,ai	
6	ch, sh	cr,tr,dr	

Wk	Year 3/4	Year 5/6	Term 3
1	th	wh,oh	
2	cl, sl	of,if	
3	fl	oy,op	
4	Handwriting assessment	id,ig	
5	at	ime,ine	
6	ah	one,ome	

Wk	Year 3/4	Year 5/6	Term 4
1	all	Extended	
2	im,in	Extended	
3	ing	Extended	
4	ee	Extended	
5	ai, ay	Extended	
6	Handwriting assessment	Extended	

Wk	Year 3/4	Year 5/6	Term 5
1	cr	Extended	
2	tr	Extended	
3	dr, br	Extended	
4	Handwriting assessment	Extended	
5	oh	Extended	
6	of,if	Extended	

Wk	Year 3/4	Year 5/6	Term 6
1	Handwriting assessment	Extended	
2	wh	Extended	
3	oy, op	Extended	
4	id, ig	Extended	
5	ime, ine	Extended	
6	one, ome	Extended	

	<p>Tortoise Letters Stay down low</p> <p>a, c, e, i, m, n, o r, s, u, v, w, x, z</p>
	<p>Giraffe Letters Ascenders</p> <p>b, d, f, h, k, l, t</p>
	<p>Monkey Letters Descenders</p> <p>g, j, p, q, y</p>

Handwriting: Experienced Curriculum

What do our teachers think about handwriting?

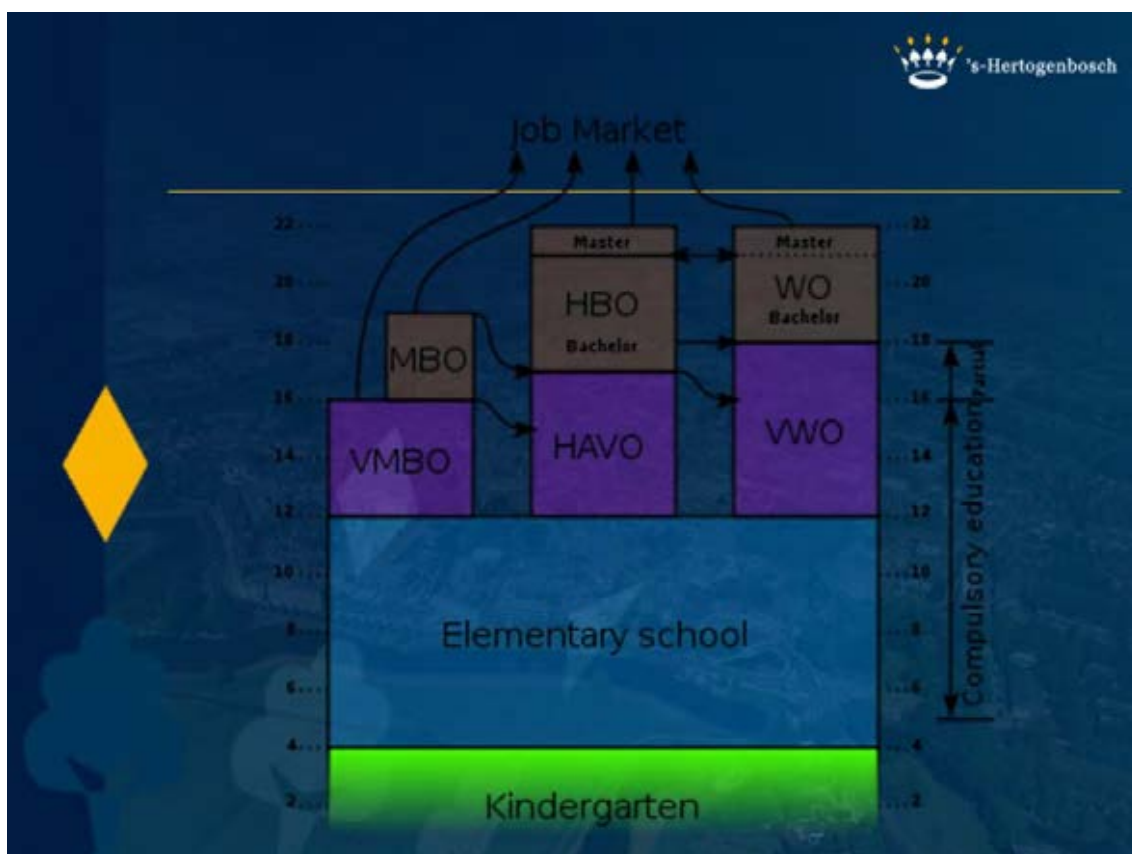
- Handwriting ability impacts on writing assessment level. I feel frustrated that this is given such a high priority and penalises a child when they are weak handwriters yet they have many other strengths in writing.
Emma Tysoe – Class Teacher
- In the 9 years I have been teaching, I have not found an effective method to support very weak handwriters.
Louise Perkins – Deputy Head Teacher
- If a child is to communicate with clarity, we need to be able to read what they have written. It's human nature to mentally switch off when you can not read a piece of writing.
Bill Simpson – Class Teacher
- Since we have been developing the writing process in terms of drafting and redrafting, giving time to focus on handwriting, we have seen an improvement.
Ann Kisby – Class Teacher

What do our children think about handwriting?

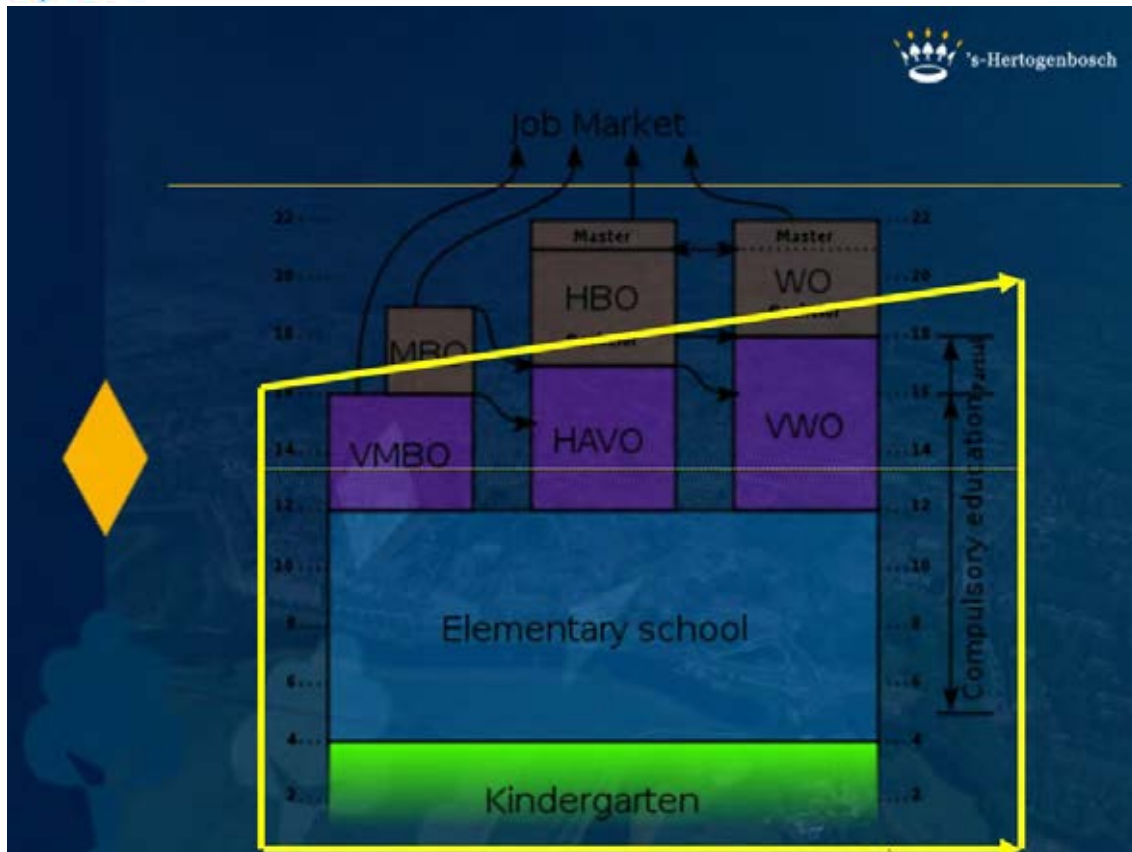
- George Lingwood, Y6:
 - I really like that we are using draft books in English, you can concentrate on getting everything else right and then take your time to write it up in your neatest hand writing in the final presentation.
 - I think we should have more handwriting practice each week, we only get half an hour.
- Evie Openshaw, Y6:
 - I used to find it difficult to join my handwriting naturally but having handwriting lessons every week has improved it and now I find writing joined up handwriting quicker and neater.
 - It's hard to focus on your handwriting in other subjects because you have so many different things to think about. I love writing up my English work neatly after drafting as you can concentrate on your best writing.
- Luca Metcalfe, Y6:
 - I try to keep my handwriting neat in other subjects but you have to think about so many things and getting them right – especially when the teacher is hurrying you to get it finished, my handwriting isn't always as neat as I want it to be.
 - I don't think we should do more keyboard skills for writing, it's important that we learn how to write neatly now so we have the skills for life.
- Evie Lount, Y6:
 - It's really hard to think about your handwriting when you trying your best to think about so many other things! I like doing long pieces of writing in other subjects as this helps me practice my handwriting but it always starts off neat and then gets a bit untidier towards the end.
 - I think we should get at least two lessons in handwriting a week instead of one.

Vila Nova de Paiva Group of Schools

Gemeente 's-Hertogenbosch - The Netherlands



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Netherlands curriculum at present

Curriculum is a national learning plan with subjects and the content of subjects

Primary Education and Junior Secondary:
Core goals and referential levels
(no exams, monitoring by regional School Inspection)

Senior Secondary:
Final terms / conditions
(shared school exams and national exams)

Personality and citizenship in the new national curriculum

- more prominent position within the educational framework
- reflects knowledge and implementation of democracy and justice
- social skills and attitudes
- knowledge of the meaning of human rights
- taking social responsibility



Personality and citizenship in the local educative agenda

's-HertogenBosch Educative Agenda 2017-2021

Children and youngsters develop their talents

's-Hertogenbosch local government, child care institutions, primary and secondary schools share the interest of enabling children and youngsters to develop optimally. Thus they will obtain the skills needed in the 21st century.

The 's-Hertogenbosch Educative Agenda (BEA) shows how we do this and what activities we organise.

Did you know?
(There are 21,428 kids
0-17 years old in our community)

"There are five major issues in the BEA.
That's where we start."

This is how we start:

- Setting a steering program
- Working in contact with stakeholders (people, parents, school board)

's-HertogenBosch Educative Agenda

1. **Primary vocational education**
Child care and education offer only for the end of their life to 5-10 years old.
lifelong learning, change
2. **Formality and citizenship**
We provide everyone ability and willingness to contribute to society.
responsibility, respect, sharing
3. **Developing talent**
We provide everyone to develop without unnecessary technical and barriers. (Education, primary and secondary education provide a common curriculum)
4. **Guiding care and education for growth**
It is about to need for more resources from care and education together. We have many actors to organized growth together.
growth, education
5. **Developing quality of education**
We work on together with improving our quality.
Modern (ICT) equipment, educational appliances, professionalisation of teachers

Secretaria do IBO - OAPE's-Hertogenbosch.nl

Personality and citizenship formation

- Every individual contributes to society...
- ... with respect, ready for help en empathy
- Early start of talent and personality development
- Care and education are a place for 'Bildung' and exercise
- Help children to discover who they are
- Teach about rights, obligations and collective values

Personality and citizenship implementation

- "Respect" programs (anti bullying, coping with diversity, attention to LHBT)
- Children's parliament (pupil-representatives from every school discuss items with Elderman and School Board representatives in an official town council setting)



't Schrijverke

DEFINITION

Participation in the society and her institutions,
and affinity with currents in the Dutch culture.

In addition it reflects the European and international dimension.

Also cognitive skills are developed, like using sources, comparing and managing the
perspectives of governance, culture and philosophy .

Attitudes to be further developed are:

respect for diversity and generally accepted norms ,
values and concern and care for the environment.



CITIZENSHIP IN PRIMARY SCHOOLS

In the (new) core goals for primary education (age 4 to 12) the concept citizenship returns a number of times.

In these core goals a connection is made between (Dutch) language education and a successful participation in society and the importance of the social function of language.

Also included as a core goal is the English language. This in connection with the increasing internationalization and following European guidelines.

Schools are also allowed to experiment with more European languages. These language aspects are, however, related to citizenship, but fall outside the essence of active citizenship and social integration.

ORIENTATION ON YOURSELF AND THE WORLD

- dealing with other people
- problem solving
- philosophical issues



SPECIFIC CORE GOALS (1)



1. The students learn main issues of Dutch and European state apparatus and the corresponding role of the citizen.
2. Students learn to behave in respect of generally accepted norms and values.
3. The students learn main issues about spiritual values and its effects occurring in the Dutch multicultural society.
They learn to respect differences of opinion.

SPECIFIC CORE GOALS (2)

4. The students learn to deal carefully with the environment .
5. The students learn to compare the spatial design of their own environment to those in environments elsewhere, at home or abroad, from different perspectives : governance, culture and philosophy of life. In any case, attention will be paid to two Member States of the European Union and to two countries joined in 2004, the United States of America and a country in Asia, Africa or South America.
6. The students learn to use simple historical sources as present in our cultural heritage'.
7. The students learn about the important historical persons and events from Dutch history and learn, through examples, to connect them with the world.



- 

The law is followed by the social contract to the school (curriculum)

- Individual development (wide development of talents)
- Preparation for social participation (active participation in society)
- Preparation for further education
- Preparation for labour market participation



Requirement of reliability

- Formulating vision and goals of citizenship
- Draw up a plan of action for realizing in the curriculum of the school
- Accountability in the school guide and school plan
- Supervision of enforcement by the Inspection of education



Sint-Janslyceum

- The school as an institution has three commands
 1. The transfer of knowledge and skills
 2. The forms of young people
 3. Equipping for citizenship



Ambitious learning culture

- We encourage a growth-oriented learning culture, with attention for 21 century skills.
- We strive to improve our results based on a critical and investigative attitude in both students and staff





Visit to "Camp Vught"

Positive and safe learning environment

- We offer an educational environment with clear independent young adults with creativity and perseverance
- Who know what they stand for;
- Who dare to show themselves and that may well reflect on their strong and weaker aspects.



Sustainable and humane society

- We involve our students in school life, the Dutch society and the International society. We're showing them positive dealing with diversity, so that no one is left out.



Professional and learning organization

- We offer a stimulating work environment to expert and proactive employees who, together with others, continue to develop throughout their career



Democracy and its rules

Student Council and Panel
School Participation Council
Model European Parliament



Projects





Goal

Making citizenship a living part of all subjects
A sustainable part of the whole school community





THE SYSTEM OF EDUCATION AND CORE CURRICULUM IN POLAND



The education system in Poland has the following specific features:

- public school sector dominates over private,
- includes a system of external examinations carried out at the end of primary as well as of secondary school,
- grants teachers a unique professional position regulated by the Teacher's Charter, pertaining to their employment, salaries and promotion,
- combines centralized educational policy and governance (the Minister of National Education and the Minister of Science and Higher Education) and decentralized administration of educational institutions (local government authorities).





Characteristics of Polish School System Compulsory education

Full-time **compulsory education** lasts 10 years (after reform – 9 years) and comprises:

- the last year of pre-school education,
- followed by 6 (or 8 after reform) years of primary school and **3 years of lower secondary school (Lower secondary schools (*gimnazja*) will be gradually phased out, with the last classes completing this education in school year 2018/2019)**

Stages in compulsory education	Duration	Age of pupils
Kindergarten (<i>Przedszkole</i>)	1 year	5*
Primary school (<i>Szkoła podstawowa</i>)	6 years	6–12**
Lower secondary school (<i>Gimnazjum</i>)	3 years	12–15***

* since 2011 r.

** or 7-13 for those starting primary school at the age of 7 (2014/2015 or earlier)

*** or 13-16 for those starting primary school at the age of 7 (2014/2015 or earlier)



Non-compulsory general and vocational education

Schools in non-compulsory education		
Type of school	Term	Age of pupils
general upper secondary school – <i>liceum ogólnokształcące</i>	3 years	16-19 (15-18)
technical upper secondary school – <i>technikum</i>	4 years	16-20 (15-19)
basic vocational school – <i>zasadnicza szkoła zawodowa</i>	3 years	16-19 (15-18)
post-secondary non-tertiary school – <i>szkoła policealna</i>	1-2.5 years	19-21 (18-20)





Characteristics of Polish School System Reform 2017

The Polish education system is facing significant changes that began in the school year 2016/2017, when the mandatory school age was raised from 6 to 7 years, reversing the reforms introduced in 2009.

From September 2017, primary school education was extended from 6 to 8 years. There will be an external examination after primary school.

Learning in general secondary schools (*licea ogólnokształcące*) will last 4 instead of 3 years.

Upper secondary technical schools will have a 5-year curriculum, instead of 4 years.

Changes will also be applied to basic vocational education schools, which will be replaced by vocational education schools (*szkoły branżowe*) at level 1.



Polish School System – Core data

- The school year comprises around 180 days, from September to June, and is divided into two semesters.
- The compulsory subjects are in general spread over five weekdays.
- **The legislation defines the standards for the number of pupils in a class for grades 1-3 of primary school only, where it is recommended that the number should not exceed 25.**
- If this number is exceeded an additional teacher is engaged. The main criterion for class composition is age.
- **At the first educational stage (grades 1-3), the curricula for integrated teaching apply and one teacher is responsible for all subjects with the exception of foreign language teaching (specialist teachers).**
- **For the second stage of primary school and for secondary school, there are curricula for separate subjects and each subject is taught by a specialist teacher.**





Polish School System - Primary School – Core curriculum

- **Core curricula for compulsory teaching are the same for all pupils and are developed at the central level by experts appointed by the Ministry of National Education.**
- **Teachers may choose textbooks from the list approved by the Ministry.**
- **They also decide on teaching and assessment methods and may introduce innovative teaching methods.**
- **Moreover, teachers can choose alternative teaching programmes or, based on core curricula, develop their own.**
- **Any curricula chosen, have to be submitted to the school head for approval**



Primary School – Core curriculum - **Assesment**

- The assessment of the knowledge and skills of pupils throughout the school year remains at the discretion of teachers
- Assessment is carried out on the basis of regular written and oral tests.
- The results obtained at the end of each semester must be approved by the teachers' council of each school.
- Pupils who obtain unsatisfactory results can repeat a year if the teachers' council so decides.

The external pupil assessment: the 6th (or 8th) -grade test – organized at the end of primary school:

- **a general, compulsory external test based on the core curriculum, with the selection function,**
- **completion of the test enables pupils to start education in the secondary school,**
- **it provides pupils, parents and schools with information on the level of pupils' achievements.**





Polish School System – Secondary School – Core curriculum

- In secondary schools each subject has its own curriculum based on the core curricula for general education for all types of school.
- Subjects can be taught at basic and advanced (extended) level and pupils choose 2-4 subjects which they follow with a view to taking the Matura examination.
- Teachers are free to choose textbooks from the list approved by the Ministry of National Education and they can also decide on teaching and assessment methods, and may introduce innovative teaching methods.
- Moreover, teachers can choose alternative curricula or – based on core curricula – develop their own.
- Any curricula chosen have to be submitted to the school head for approval.



Secondary School – Core curriculum Assesment

- Assessment arrangements at this level of education are similar to those in compulsory education.
- A pupil is promoted to the next grade if they have received at least "acceptable" marks for all compulsory subjects at the end of the school year. In the case of one "unsatisfactory" mark, a pupil can take a subject examination.
- If not successful, he or she has to repeat the grade. In the case of one "unsatisfactory" mark during the full educational cycle, conditional promotion is possible subject to the consent of the teachers' council.
- Once the educational stage is completed, secondary schools carry out final/matriculation examinations and pupils receive relevant certificates.



Activity: MIND THE GAP / OVERCOME THE GAP

Tasks:

1 – Select as an example a project of your school within the scope of the curriculum management that has been or is being implemented. The example can be a project from a class, a course or a subject.

2 – Identify, in your example, the gaps between the Planned Curriculum, the Implemented Curriculum and the Experienced Curriculum, taking into account the scheme:

(in the development of the curriculum it is always necessary to take into account the representations of the different agents)

Representations

Planned

- Ideal (purposes and priorities)
- Formal (in documents)

Implemented

- Perceived (by teachers)
- Operational (in action)

Experienced

- Experienced (by students)
- Learned (by students)



 Erasmus+
Managing for @ School of Success
Project № 2015-1-PT01-KA201-013059

Zespół Szkół Społecznych im. Unii Europejskiej in Zamość

Maths core curriculum implementation in grades I–III of our junior high school

dr Bogusław Klimczuk
Elżbieta Kędrak
Katarzyna Miska

Planning:



- ▶ The core curriculum for junior high school (set by the Ministry of Education) defines our goals
- ▶ The Ministry of Education determines the number of lessons a week to teach a particular subject and reach a particular goal
- ▶ The school principal may slightly increase this number in justified cases



Planning:



- ▶ To reach the core curriculum goals we need a well-prepared subject curriculum, accompanied by a set of textbooks and teaching aids
- ▶ The school curriculum must be approved by the Ministry of Education



Planning:

- ▶ The school curriculum includes:
 - ✓ the contents division into particular lessons,
 - ✓ results plan,
 - ✓ subject assessment scheme,
 - ✓ evaluation and tests

The school principal monitors the implementation of the curriculum.
With a well-selected school curriculum we can achieve our goals.



Implementation:

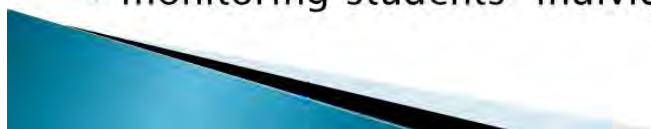
- ▶ The teacher's job is to organise the learning process so that all the students in the class gain the knowledge and skills with satisfactory results (determined by the core curriculum for particular educational stages)



Implementation:



- ▶ The teacher must get to know the students, their strengths and weaknesses, limitations and special needs.
- ▶ The teacher's tasks include:
 - ✓ selecting the methods and forms of work appropriate for the given class,
 - ✓ activating students,
 - ✓ regular assessment of the gained knowledge and skills,
 - ✓ organising additional activities for students who have not gained satisfactory knowledge
 - ✓ monitoring students' individual work



Experience (of students)



Pupils:

- ▶ sometimes they work really hard
- ▶ they often do not work enough at home
- ▶ they sometimes do not know how to learn effectively
- ▶ sometimes they do not concentrate in lessons
- ▶ they experience failures
- ▶ they take up challenges and make effort again
- ▶ they make up excuses for laziness
- ▶ they question their knowledge and whether it is worth learning
- ▶ they gain new knowledge and skills



Assessment suggestions and methods for verifying students' achievements:



- ▶ Each school has its main internal assessment scheme (the assessment schemes for particular subjects need to follow it)
- ▶ Assessment should not only be based on specific knowledge
- ▶ Support for students' interests, team work skills and engagement is essential



Assessment suggestions and methods for verifying students' achievements



It is therefore recommended to evaluate the following activities:

- ▶ written assignments (to check the knowledge)
- ▶ short written tests (to check systematic work)
- ▶ speaking (ability to express oneself)
- ▶ group work (teamwork, social aspect)



Assessment suggestions and methods for verifying students' achievements

- ▶ homework (obligatory)
- ▶ participation in competitions (activeness and involvement)
- ▶ activeness in lessons
- ▶ educational projects
- ▶ preparation of teaching aids

To ensure reliable evaluation all the above issues should be taken into consideration.



Assessment suggestions and methods for verifying students' achievements

- ▶ The junior high school final exam results reflect the ultimate effectiveness of our core curriculum implementation.
- ▶ The final exam tasks are to meet an average student's abilities. However, 100% result is not a common situation.
- ▶ We strive for our students' high performance, being in accordance with their individual abilities.



Assessment suggestions and methods for verifying students' achievements

It is important to make sure that the students do not fall behind with their work. What can ensure this?



- regular subject diagnosis (twice or three times a year)
- observation questionnaires
- regular assessment (allowing for help when necessary)
- additional classes (to catch up with the subject material)
- individual work with a student experiencing problems
- cooperation with parents
- promoting development attitude



Thank you 😊



Istituto Omnicomprensivo "Ridolfi- Zimarino" – Italy



Planned Curriculum Implemented Curriculum ed Experienced Curriculum



Training Event Italy Nov 2017



The reference framework for school curriculum design is:

The National Curriculum with the eight european skills

The Ministry's national guidelines set common goals for all schools at the end of primary school, secondary school.



The goals are a common reference for all teachers, they are compulsory and all schools are committed. Each school order contributes to the achievement of the final goals

DPR 275/1999

Extracurricular project - Didactic planning

"educational institutions, in respect of the freedom of education, the freedom of choice for the families and the general aims of the system, shall implement the national objectives in training courses ".....

Outcomes of the RAV

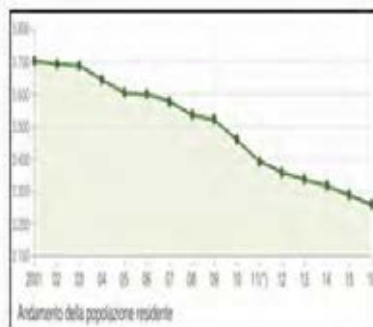
low level in relation to basic skills: Italian and maths

variability between classes and classes

didactic design still focused on the program and knowledge



question of the territory: depopulation



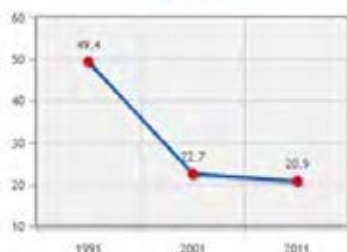
to ensure the same opportunities as the city, the school is open all day

PON FSE "PER LA SCUOLA COMPETENZE ED AMBIENTI DI APPRENDIMENTO"

Interventi per il successo scolastico degli studenti Primo Ciclo
 Educazione motoria; sport; gioco didattico Racchette di classe
 Educazione motoria; sport; gioco didattico A passo di strada
 Educazione motoria; sport; gioco didattico Mi oriento e non mi perdo
 Musica strumentale; canto corale *Musidamus*
 Arte, scrittura creativa; teatro Fiori di Terra
 Arte, scrittura creativa; teatro CultivArte
 Potenziamento delle competenze di base PragMatic@1
 Potenziamento delle competenze di base PragMatic@2
 Interventi per il successo scolastico degli studenti del Secondo Ciclo
 Mi oriento e non mi perdo
 Palli in gioco
 Tutti verso la meta
 Liberi tutti
 Tutti in scena
 Agricoltura a scuola
 PragMatic@3
 Il racconto della mia terra

question of the territory: training

Incidenza giovani 15-29 anni che non studiano e non lavorano



to ensure occupation: basic skill increasing and link from school to local economy

question of the territory: defence of the identity and memory



the students of the media school tourist guides for a day.

in the curriculum a lot of space for studying your own territory

“Omnicomprendivo”

It is the problem and an opportunity

- **problem:** too much big organization and too much methodological difference from 1° cycle and 2° cycle
- **Opportunity:** this kind of organization ensures continuity and sharing . The primary level give the attention to inclusion; the secondary level give scientific Knowledge

profile emerging from the Matrix Swot Evaluation



Strenghts (punti di forza)

agreement on the need to review the traditional didactic

agreement on the need to share more curriculum and evaluation

in primary school good professional skills
agreement on the need of training

a territory that offers many opportunities for collaboration (network of schools)

Weaknees (debolezze)

A part of the teachers, only focuses the teaching on the programs and not on the skills

Some students are not involved

Difficulties for cultural formation to change. Project remains on paper

No digital skills diffused between teacher

passive use of the book

Opportunities (opportunità) Threats (rischi)

reflect on their own practices;
 sharing educational goals
 building positive personal dynamics
 predisposition of spaces and tools for
 teaching and methodological sharing
 Three-year PTOF with clear identification of
 the responsibilities of each subject
 Investment in training
 shared need to connect training to daily
 practice

not involving a part of the teachers
 didactic documentation experienced as a
 bureaucratic practice
 the self-evaluation seen as a control
 persistence of a high fragmentation of
 discipline

WORK PHASES for the realization of a vertical skills curriculum

Training - open question

what is a skill?
 what is the relationship between knowledge and skills?
 what is the relationship between European key skills and disciplinary skills?
 how do you teach for problem situations?
 how do you evaluate a skills?

1 the Teachers College



identifies the goals to be reached at the end of the school of kindergarden, middle school, secondary school

2 disciplinary departments



identify the learning objectives for each school year linked to the goals; the competency profiles declined at the initial, intermediate, intermediate, final level; common evaluation tests; promotes monitoring activities on the actual application of the Curriculum

3 Teachers of each class



transform general learning objectives into specific goals by linking them to content; defines a timeline; defines the activities related to each objective; defines the evaluation test; defines the tools to establish the level achieved for each objectives to check the achievement of each objective;



<http://www.omnicomprensivoridolfizimarino.gov.it/>

Nelas Group of Schools

Confederacion Espanola de Centros de Ensenanza Asociacion C.E.C.E.
– Spain

MIND THE GAP / OVERCOME THE GAP

Goals:

- Become aware of the gaps between Planned Curriculum, Implemented Curriculum and Experienced Curriculum.
 - Identify practices or guidelines that reduce gaps.
 - Find effective ways to improve students' achievement.

Tasks:

Managing for @ School of Success

- 1 – Select as an example a project of your school within the scope of the curriculum management that has been or is being implemented. The example can be a project from a class, a course or a subject.
- 2 – Identify, in your example, the gaps between the Planned Curriculum, the Implemented Curriculum and the Experienced Curriculum.

PROJECT DESCRIPTION

The most visible gap is in our knowledge of curriculum and pedagogical issues as they arise in relation to multi-year sequences of study. While there is considerable knowledge of curriculum and pedagogy at the course or individual unit of study level, there is very little properly conceptualised, empirically informed knowledge about student learning (and teaching).

The project we have chosen is our Science Project.

We have programmed from 1st. to 6th. level of the science subject, which is supposed to be an enjoyable learning experience. It is based on the 5E's teaching and learning model and takes into account the multiple intelligences theory.

The 5E's teaching and learning is a constructivist model (developed by Bybee the 1997) that help students to develop investigations skills and an understanding of the nature of science. It includes 5 phases; Engage, Explore, Explain, Elaborate and Evaluate.

We strongly based our project on the multiple intelligences theory (created by Gardner the 1983) which also supports the constructivist learning. It is a theory that defends that there are eight ways to learn something, each one related to one intelligence (linguistic, logical mathematical, musical, bodily kinaesthetic, visual special, intrapersonal, interpersonal and naturalist). Because the lessons that we have planned are varied, we will try to arrive to all the intelligences in every topic, in order to make the kids learn in a meaningful way.

In this subject, we are going to strengthen the English language. English will be the working language in science, so the teachers will use only English and will try to strengthen the production among the students with meaningful and motivating activities.

In conclusion, science subject will take the best from the 5E's model and from the multiple intelligences theory to make of the science learning a motivating activity with encourages the English learning in a meaningful context.

PLANEED CURRICULUM

Ideal: Purposes and priorities

-Engage (session 1): This phase has the purpose of engaging the children with a motivating question about a topic, to speak about what they know about it and make connections with past learning experiences. In this case the teacher will introduce the science topic through a video that shows all contents they will learn during the different lessons. After watching the video students and teacher will discuss about the most important features of the topic and also about what they are expected and what they want to learn.

-Explore (session 2): In this phase students try to find an answer to their question. They have the opportunity to get directly involved with phenomena and materials, to experiment. The teacher acts as a facilitator, providing materials and guiding the students' focus.

-Explain (session 3): In this stage learners communicate what they have learned, with the help and guide of the teacher if it is necessary. The significant aspect of this phase is that explanation follows experience.

We are going to use this stage to remind and stress the main vocabulary of the topic.

-Elaborate (session 4): In this session, the group check what they have learnt about the topic, do connections and finally create a mind map with the most relevant aspects of the topic.

-Evaluate (session 5): Students will do a test to check their knowledge about the topic. Evaluation is an important phase not only for the students, but for the teachers too, because it is an opportunity to see if the learning has taken place. Even so, teachers will evaluate the kids during all the lessons, not only in the final one.

Formal (in documents)

Attached document 1: Topic charts for years

Attached document 2: Sample of programming of one topic semester

Attached document 3: Evaluation of the project

Cr eati n g a “cr eati ve ” cu rr i cul u m

A creative curriculum is one that incorporates big ideas, varied and engaging activities, and a sense of continuity as a way to stimulate students, teachers, and even families. Making the knowledge, skills and concepts become innovation, enthusiasm and individuality is often quite complicated to avoid curricular gaps.

In case of our science project and its gaps, we tried to focus on big concepts and ideas.

For example, working on a science curriculum about plants and how they grow. It's important for students to learn the stages of photosynthesis. Depending on their age range, you may want students to memorize things such as what a plant needs to survive, or even different types of plants, or plant reproduction. But our project isn't really about that. Our project plan or curriculum is one that is oriented toward what is conceptually

important. Take a few minutes to jot down what concepts about plants you think might be important to the age group you work with. Some examples of big ideas might be things like:

- Plants have things they need in order to survive.
- Different plants grow in different places, and this happens for a reason.
- There are different categories of plants.

Once you have pinpointed three to five big, abstract ideas that outline your curriculum, you will be better prepared to get creative with specific activities.

IMPLEMENTED CURRICULUM

Perceived (by teachers)

Teachers usually develop a hard and important work to implement the curriculum contents and objectives in their classes, specially when they are strongly concerned about the importance of adding other resources or objectives that the curriculum does not talk about.

The curriculum considers different aspects which at the moment of operating in daily lessons teachers have to change and a gap is created:

- Diversity in class: The school curriculum establishes that education must be inclusive and answer to each student's needs. Education must guarantee a balance of the diversity and the progress.

Teachers have to take into account all students' needs in all the activities planned and sometimes it makes advance students not to progress on their proper level and sometimes to slow down the general class rhythm.

- Timetable distribution: Most of times, the hours that the curriculum indicates or marks for each subject does not consider other important areas or contents that each teacher thinks are important to work. F.e:

Horari d'educació primària	Mínims CI	Mínims CM	Mínims CS	Mínims etapa	Dif. mínims/globals	Globals etapa
Llengua catalana i literatura	140	140	140	420	—	420
Llengua castellana i literatura	140	140	140	420	—	420
Estructures lingüístiques comunes	105	70	70	245	—	245
Llengua estrangera	70	105	140	315	105	420
Coneixement del medi natural, social i cultural	140	175	140	455	175	630
Educació artística	70	105	70	245	280	525
Educació física	105	70	70	245	140	385
Educació per a la ciutadania i els drets humans	—	—	35	35	—	35
Matemàtiques	175	175	175	525	140	665
Religió (voluntària)	105	105	105	315	—	315
Esbarjo	175	175	175	525	—	525
Lliure disposició					665	665
Total mínims	1.225	1.260	1.260	3.745		
Total disposició					1.505	
Total hores lectives						5.250

This chart represents the timetable the curriculum establishes. In Catalonia, due to the center autonomy we can add sometime to work on other aspects, but in other Spanish communities, what about working other aspects such as emotional education, Science in English, reading comprehension...?

Distinguish general vS measurable

Because of this belief of our responsibility as teachers in students' achievement it is important to focus on creating measurable learning objectives as opposed to general learning objectives. I want to be able to measure a student's performance or their understanding of the topic, in order to measure our overall success.

Operational (in action) related to our Science project

In our school we have decided to spend this free hours of autonomy to create a Science project which aims to work Science concepts using English as a vehicular language. The idea is that students experiment and manipulate at the same time that they learn.

Science curriculum establishes some features that create an important gap at the moment of operating with the subject:

"It is important to strengthen the direct knowledge of the reality and grant a privilege of the evidences identification which confirm or create questions about the ideas"

" Evaluation has to be directed exclusively to the students knowledge improvement"

“Students have to participate actively in group work, having a responsible and caring attitude; being able to argue and to respect others’ ideas and opinions”

EXPERIENCED CURRICULUM

Experienced (by students)

We strongly opine that the experience that students have and keep from the curriculum is the most important thing in the teaching and learning process.

On our way of teaching and considering the curriculum we take into account some important items to make this experience absolutely useful and lasting:

- Students role in learning process: Students self- centered methodology where curriculum is presented whole to part, with an emphasis on big concepts. The curricular activities rely heavily on primary sources of data and manipulative materials and students questions are listened and highly valued.
- Teachers role in learning process: Teachers are basically guides and mediators; intermediaries between the students and the knowledge. They develop interactive roles and the assesment they do considers observation and participation; viewing students as “thinkers” of the world which work in group.
- Distinguish satisfaction and dissatisfaction of students: We think it is important to keep students motivated and satisfied through learning.
- Be able to change whenever necessary

Learned (by students)

To make sure that students have achieved the objectives we have proposed without any learning gap is one of the most difficult tasks we have as teachers.

Obviously, in the “trip” of creating, developing and evaluating, some concepts are left behind. In this part is when we realize exactly which gaps have been forgotten.

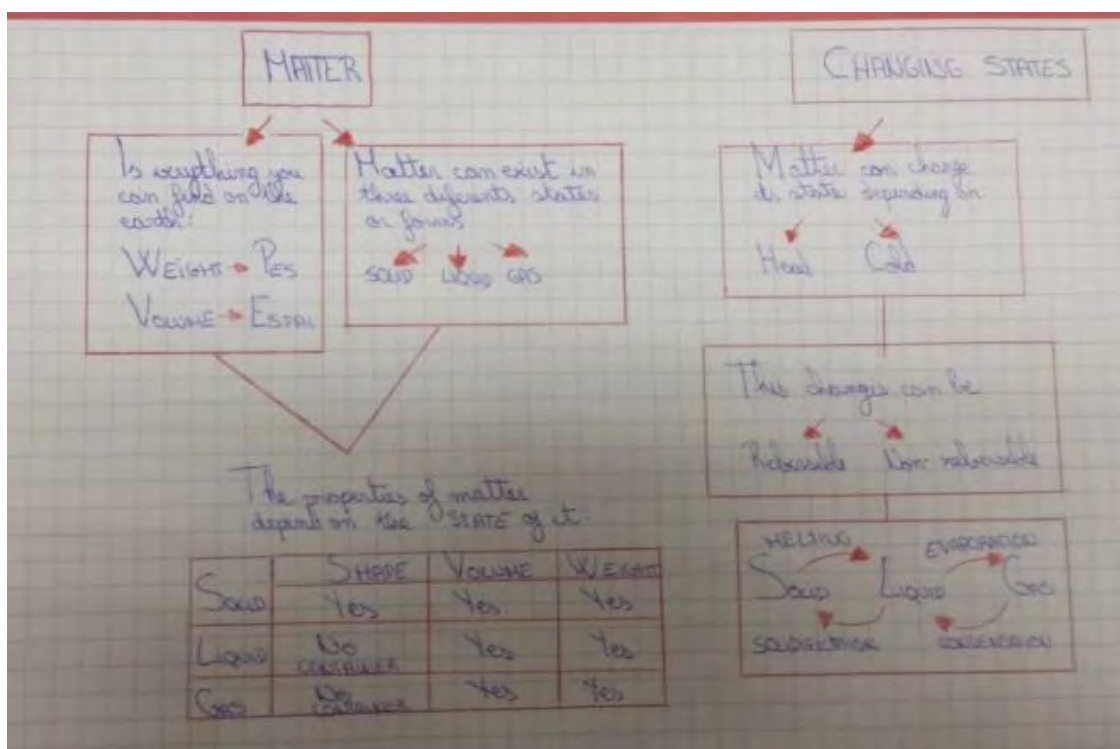
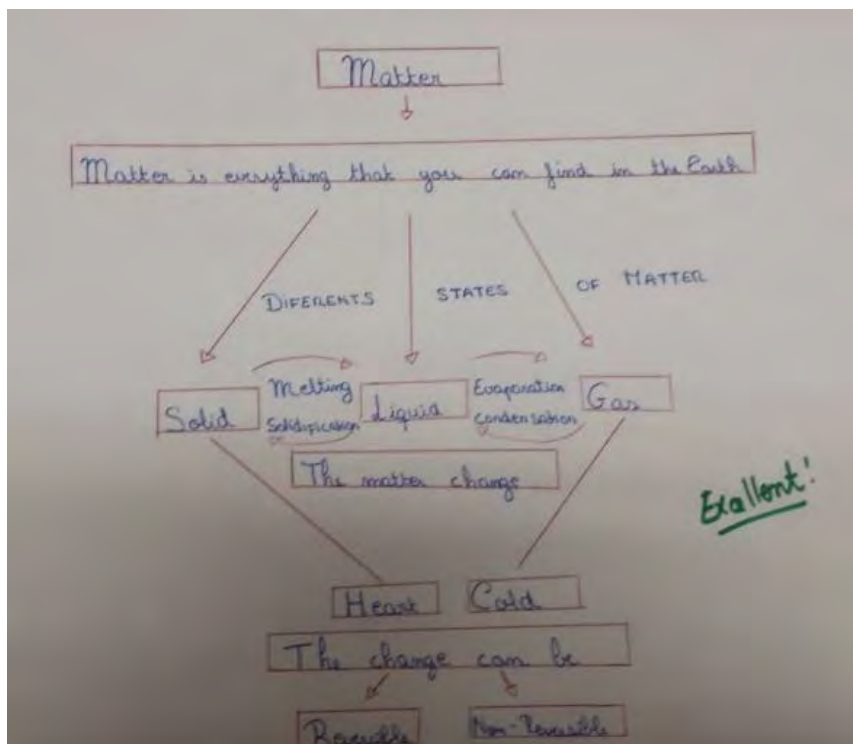
Attached documents:

ANNEX 1: TOPICS FOR SCIENCE YEAR 2015-2016

ANNEX 2: 6TH GRADERS MINDMAPS

ANNEX 3: SESSIONS EVALUATION

1	2n	3r	4th	5th	6th
Plants (Parts and cycle, seeds)	Plants (What does it need to survive)	Plants (Parts and cycle, seeds)	Plants (Parts and cycle, seeds)	Web of life (Food chains, changing environments and evolution)	States of matter (Solid, liquids, gas and matter changes)
Seasonal change	Seasonal change	Seasonal changes	Seasonal changes	Mixing and making (Using materials, mixtures and new materials)	Lights (How do we see, shadows)
Animals and humans	Animals and humans	Animals and humans	Animals and humans	Space (Solar system, days and nights, reality and fiction)	Forces (moving surfaces, gravity and magnets and simple machines)
Healthy life	Healthy life	Humans and Healthy life	Humans and Healthy life	Growing and changing (Life cycles and reproduction)	Earth (Rocks and soil)
Materials	Materials	Materials and their	Materials and their properties		



Session 1 : Topic presentation	Session 2: Experimentation	Session 3: Vocabulary presentation	Session 4: Mind Map	Session 5: Evaluation
<p>Date:</p> <p>Valoration:</p> <p>We watched a video and a time lapse about how the plants feed and live. The students were motivated and we speak about plants topic.</p> <p>I gave one plant for the class, and they should take care. They were super motivated but unfortunately another teacher decided to plant out the plant.</p>	<p>Date:</p> <p>Valoration:</p> <p>We take some and some colorant. We put the flowers in a jar with the colorant. The objective was tint the petals.</p> <p>Unfortunately the experiment wasn't work.</p> <p>on halloween we did another experiment using a bottle, soda and one balloon. They enjoyed a lot.</p>	<p>Date:</p> <p>Valoration:</p> <p>We spent more days that we expected. Because we miss one lesson. They wrote down on their notebooks the vocabulary. We mix the explanation with draws.</p> <p>The most difficult part to understand for them was the pollination and the plants reproduction. For this reason we watched two videos which explained and represented these concepts.</p>	<p>Date:</p> <p>Valoration:</p> <p>We did the mind map together, because it was the first time that they did it. It was simple and easy to understand. Then, they represented the mind map in groups.</p> <p>Some groups dedicated time to make a good work, but not everybody.</p>	<p>Date:</p> <p>Valoration:</p> <p>They did an a, b, c test. At the first time they felt unconfident, but the 90% of the class past the test.</p>

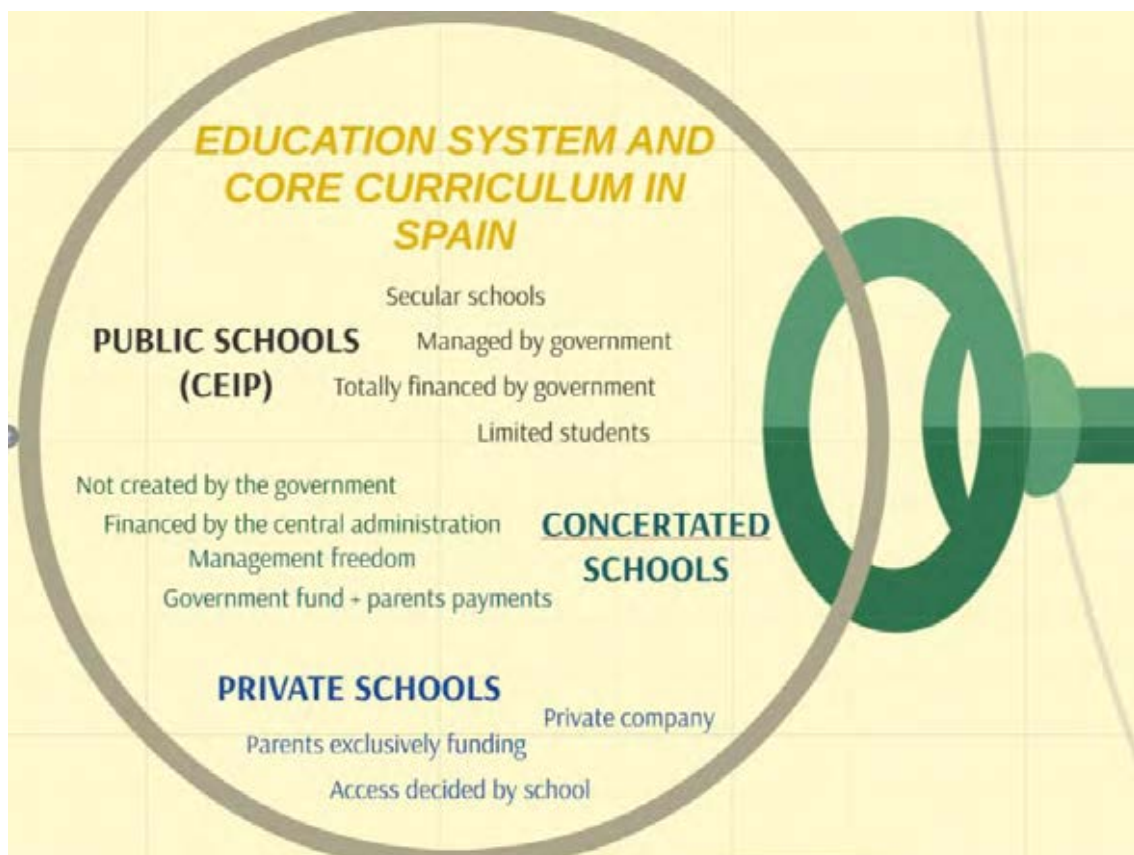
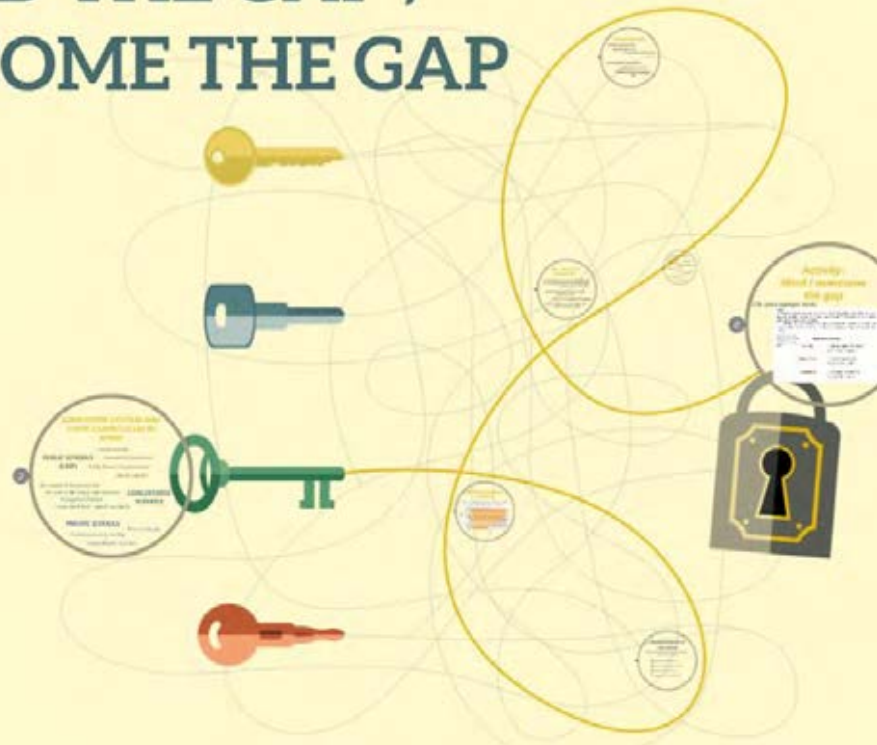
1st TERMEVALUATION

5th GRADERS

TOPIC 1: Web of life (Food chains, changing environments and evolution)

Session 1 : Topic presentation	Session 2: Experimentation	Session 3: Vocabulary presentation	Session 4: Mind Map	Session 5: Evaluation
<p>Date: 22nd September</p> <p>Valoration:</p> <p>Students watched a video about web life and we talked about it in the class. So nice.</p>	<p>Date: 29th September</p> <p>Valoration:</p> <p>The experimentation was to create their own food chain with plastic glasses and represent it with the group. So amazing but too much preparation for so little explanation.</p>	<p>Date: 6th October</p> <p>Valoration:</p> <p>Very good. A little bit boring but important and necessary.</p>	<p>Date: 13th October</p> <p>Valoration:</p> <p>Instead of doing a Mind Map we represent a summary using power point presentation.</p>	<p>Date: 20th October 27th October</p> <p>Valoration:</p> <p>The evaluation session has been changed by an English lesson due to management of the class.</p>

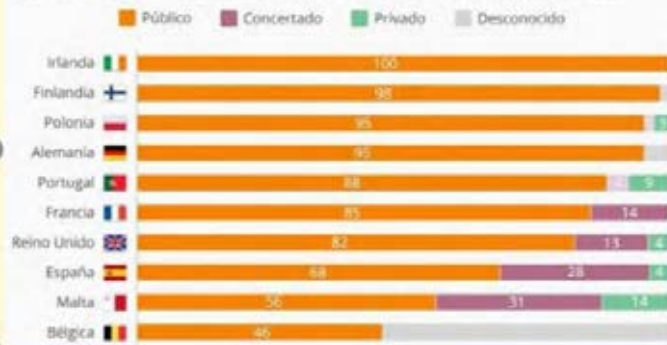
**MIND THE GAP /
OVERCOME THE GAP**



PRIVATE SCHOOLS IN SPAIN

Centros educativos más comunes en educación primaria

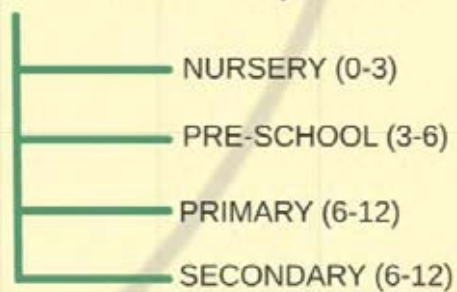
Distribución de alumnos de educación primaria en 2015 en distintos países de la UE*



Characteristics of education

Full-time compulsory education lasts 10 years

From 6 to 16 years old



What about the Curriculum?

Core curriculum is the same for all students and it is developed and approved by the Generalitat.

Textbooks are chosen by teachers

Teaching methods and resources are also decided by teachers

All decisions are submitted to the headteam

Curricular objectives can be changed for the students with special needs

Assessment

SCHOOL EVALUATION

HEADTEAM TESTS

CONTINUED EVALUATION

GOVERNMENT EVALUATION

DIAGNOSTIC TEST 3rd

COMPETENCIES BÀSIQUES
6TH

Activity: Mind / overcome the gap

Tasks:

1 – Select as an example a project of your school within the scope of the curriculum management that has been or is being implemented. The example can be a project from a class, a course or a subject.

2 – Identify, in your example, the gaps between the Planned Curriculum, the Implemented Curriculum and the Experienced Curriculum, taking into account the scheme:

(in the development of the curriculum it is always necessary to take into account the representations of the different agents)

Representations

Planned

- Ideal (purposes and priorities)
- Formal (in documents)

Implemented

- Perceived (by teachers)
- Operational (in action)

Experienced

- Experienced (by students)
- Learned (by students)

Our Science project

Science + English

P3 to 6th graders

Students centered

Enjoyable learning experience

Manipulating and developing

Based on the 5E's teaching and learning model

Takes into consideration multiple intelligences

Constructivism

Planned curriculum

Ideal: Purposes and priorities

- ① Engage
- ② Explore
- ③ Explain
- ④ Elaborate
- ⑤ Evaluate

10

① Engage

? Engage students with a motivating QUESTION



Introducing the topic with a VIDEO



Discussion

11

② Explore



Students try to find an answer to their question. They get directly involved with phenomena and materials, to experiment.



The teacher acts as a facilitator, providing materials and guiding the students' focus.

③ Explain

Learners communicate what they have learned



13



The significant aspect of this phase is that explanation follows experience.

4 Elaborate

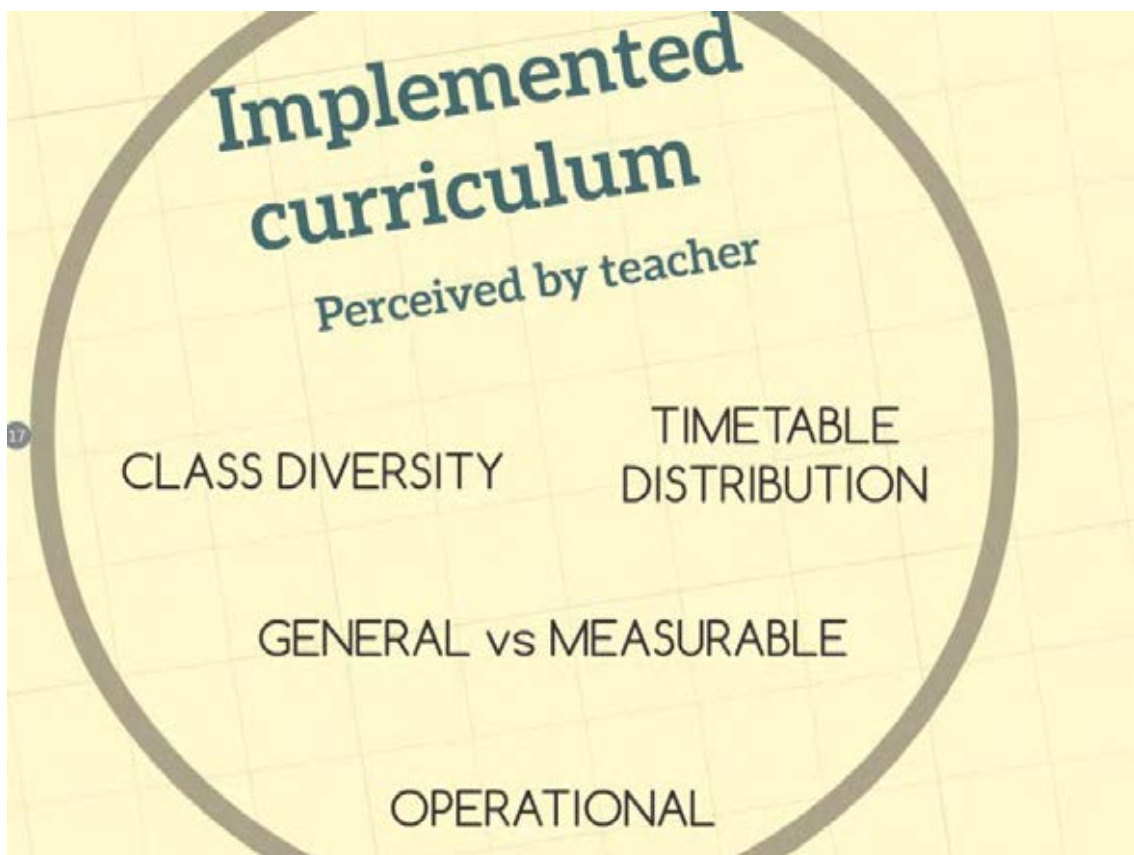
The group check what they have learnt about the topic, do connections and finally create a mind map with the most relevant aspects of the topic.



5 Evaluate

Evaluation is an important phase not only for the students, but for the teachers too, because it is an opportunity to see if the learning has taken place.





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Llengua estrangera	70	105	140	315	105	420
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Educació física	105	70	70	245	140	385
Educació per a la ciutadania i els drets humans	—	—	35	35	—	35
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Total mínims	1.225	1.260	1.260	3.745		
Total disposició					1.505	
Total hores lectives						5.250

Experienced curriculum

Experience must be absolutely useful and lasting:

Students role

Students self- centered methodology

Teachers role

Guides and mediators

Able to change whenever

Distinguish satisfaction vs dissatisfaction

**Thanks for your
attention**



Colegio Santa Elena

BILINGUALISM PLAN



Representations

Planned

► Ideal:

- Improve and develop communication in a second language
- Promote enthusiasm for learning a second language
- Develop the four skills or abilities of a second (or third) language

► Formal:

- Own bilingualism project



Implemented

► Perceived

- Continuous teaching training
- Enthusiasm for the language
- Motivation

► Operational

- New methodologies
- Flexible groupings
- Conversation assistant teacher
- Linguistic immersion day at school
- Linguistic immersion trip abroad



Experienced

► Experienced

- Linguistic immersion trip abroad
- Motivation
- Development of communication skills

► Learned

- Improvement of the four communication skills
- Value of languages as a form of communication



Penalva do Castelo Group of Schools

Mangualde Group of Schools



HISTORY

The TurmaMais project was born in a secondary school with 3rd cycle (a secondary school with both lower and upper secondary education), in the academic year 2002/03, in order to reduce the high rates of failure in the 3rd cycle.

Its experimental application was directed to all 7th year classes, by authorization of the Regional Directorate of Education.

It was subject to external monitoring by the Department of Pedagogy and Education of the University of Évora.

HISTORY

The results achieved have made it a national benchmark for combating school failure.

The Ministry of Education integrated it into the More School Success Program, launched between May and June 2009.

That same year, it was disseminated in 67 schools, at national level.

Operating Logic

The TurmaMais Project is based on three pillars:

- the type of support for students;
- the organization of schedules;
- the management of the curriculum.

Type of support for students

- Every student is invited to leave his original class for a short period of time (six to seven weeks) to join, in previously selected groups, **the Plus Class**.
- The groups are set up by the Class Councils, based on the students' similar interests and performances.
- The **Plus Class** is an extra class (an empty class with no students allocated to it at the beginning of the school year) that serves as a turntable between the other classes of origin.

Schedule organization

- The schedule of the three classes, in the subjects intervened, is split between them.

Example: at the same time, class A - PT; class B - Math; Plus Class - English

- The teachers' schedules of the subjects intervened have one or two common planning times a week.
- The Plus class schedule only contemplates the subjects intervened.

Curriculum management

- The management of the curriculum is facilitated by the fact that the teacher in the class of origin is the same as the teacher in the Plus Class.
- The contents to be taught in the Plus Class are exactly the same as in the classes of origin and in the same period of time.
- It is up to the teachers to choose the most suitable methodologies and work proposals for each group based on its specificities.

Curriculum management

- The Class Council assumes itself as a true educational team able to identify and propose solutions for:
 - ✓ the students' learning problems;
 - ✓ The difficulties arising from differentiated teaching practices;
 - ✓ the increase of flexible teaching and learning spaces and moments.

The TurmaMais Project

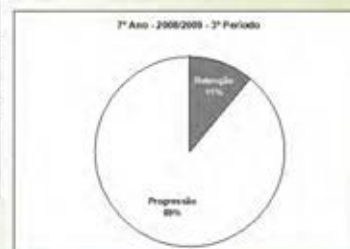
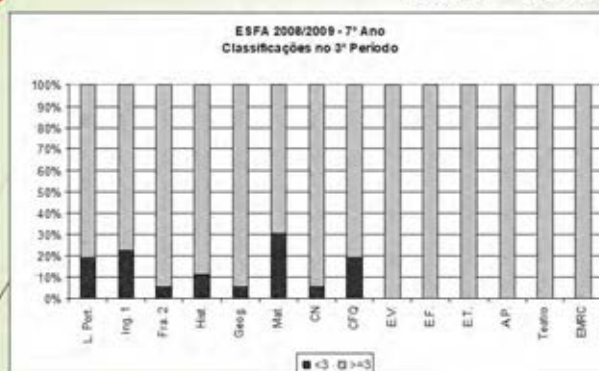
Agrupamento de Escolas de Mangualde
(A vertical school cluster)

Considering the results obtained in 2008/2009, in the 7th and 9th years, and our journey in the last years, we presented an application to integrate the group of schools that would participate in the first phase of dissemination of the project at a national level.

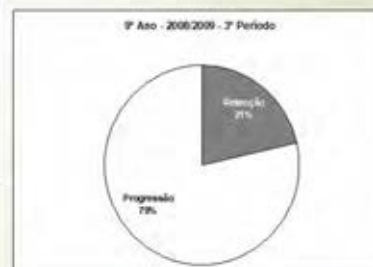
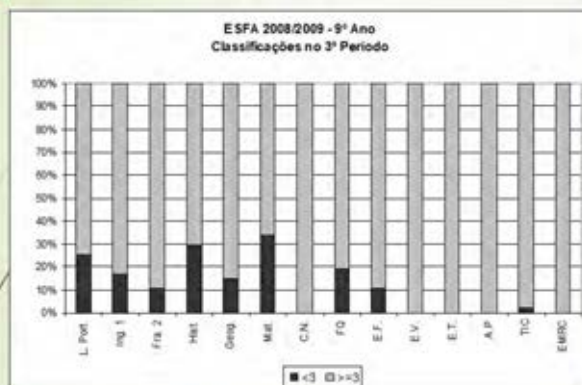
It was the school's decision to apply for only two 7th year classes.

The project lasted for three years.

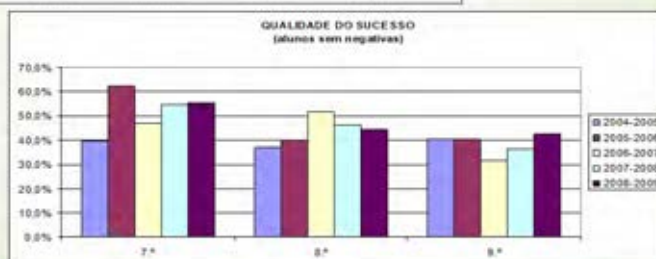
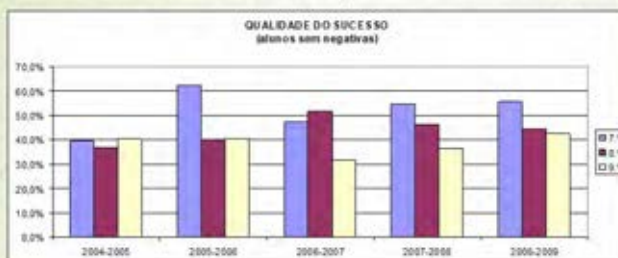
ESFA - Results




ESFA - Results




QUALITY OF SUCESS (students without Failing Marks)





- The subjects with less satisfactory results were selected: Portuguese, Mathematics, English and Physicochemistry.
- The same subject, for example, Portuguese, was taught by the same teacher in the three classes (those of origin and the Plus class).
- Goals were contractualized per year, per class and per student.
- Monitoring by the project coordinator.



- There was a need to meet the goals to remain on the project.
- After the second year, the project was extended to the 2nd cycle (5th year).
- The distribution of the classes to three different teachers was tested.
- In recent years, we have worked on both modalities.

The third year, we stopped having the credit hours, allocated by the Ministry of Education, to implement the Plus class.

We no longer had an extra class, initially empty, where homogeneous groups, based on the students performance, remained for a certain period of time.

We began to work with the three weaker classes of each year, rotating among them, during a previously defined period of time, groups of students with identical performances.

Disadvantage of this model: more students per class.

Project added value for the School

Project added value for the School

- Appropriation of the organizational methodology.
- Reflection on the concept of assessment according to the cycle logic.
- Operationalization of the assessment concept according to the cycle logic.
- Deep reflection on the assessment criteria as promoters of learning.

- Reflection on the importance of the formative assessment to improve student learning.
- Theoretical and practical deepening of formative assessment tasks.
- Appropriation by the majority of the Class Council teachers of the practices inherent to the concepts of formative assessment and assessment according to the cycle logic.

- Introduction in the remaining years of basic education of the following lines of action:
 1. Explanation of the success goal to be achieved by the end of the school year, in accordance with the Education Goals 2015.
 2. Effective use of attitudinal assessment criteria in increasing students accountability for their work.
- Training of tasks that put emphasis on formative assessment.

Three major goals

- To create true "Professional Learning Communities," (to end the period of the "self" and "my subject").
- To focus all teaching activities on the needs of the students (clearly distancing from the ideas of the fatalism of the environment, parents, means, hours, programs).
- To be aware that, even if we are able to meet the first two goals, we will unfortunately still not succeed with all students (distinguish between the possible today and the just possible tomorrow).

From a Portuguese song that illustrates how far we have come :

I came from afar
From very far
What I walked to arrive here

I am going far
Very far
Where we will meet
With what we have to give each other (...)

José Mario Branco



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