# Managing for @ School of Success

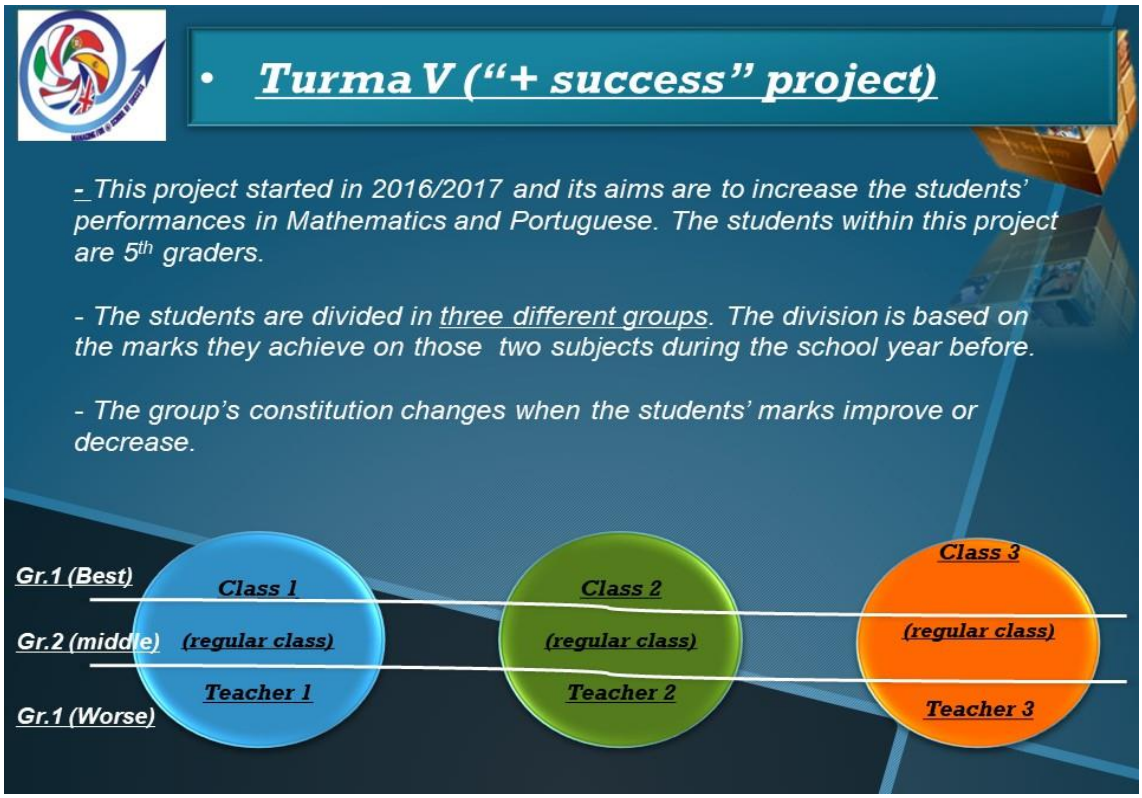
## MIND THE GAP / OVERCOME THE GAP

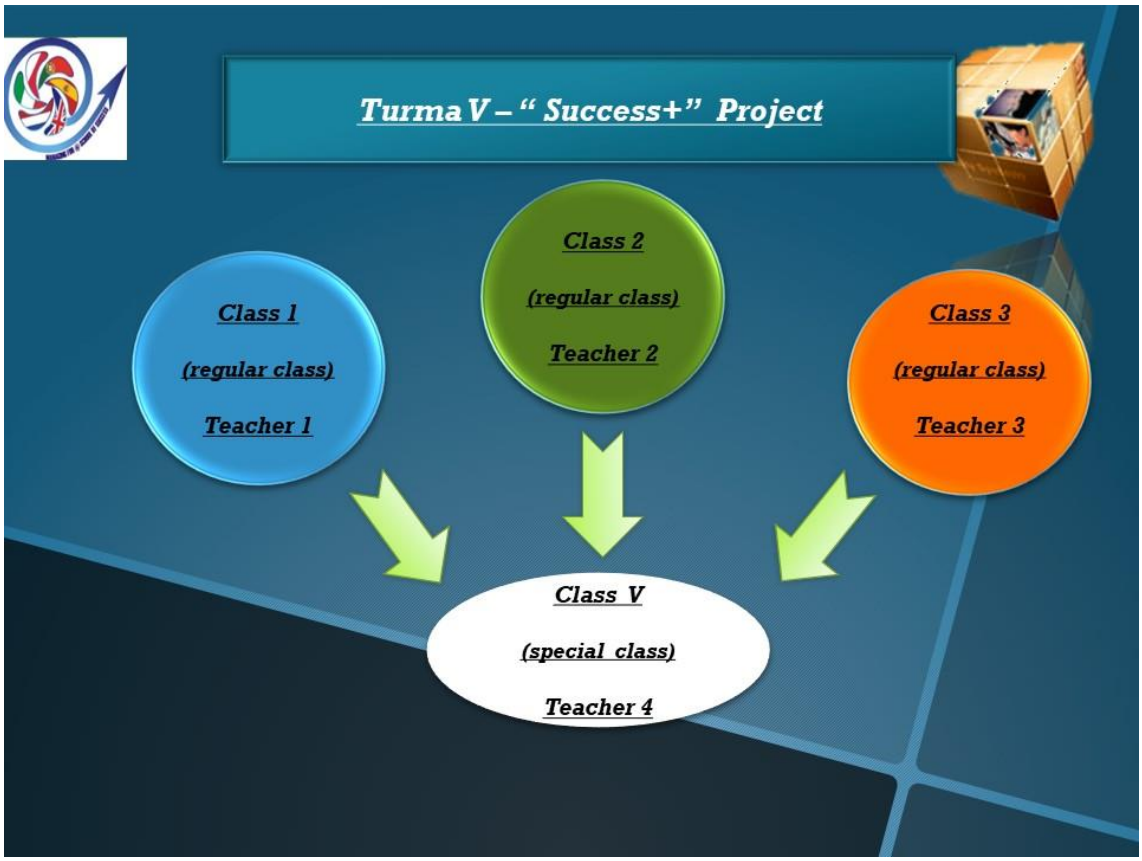
Goals:

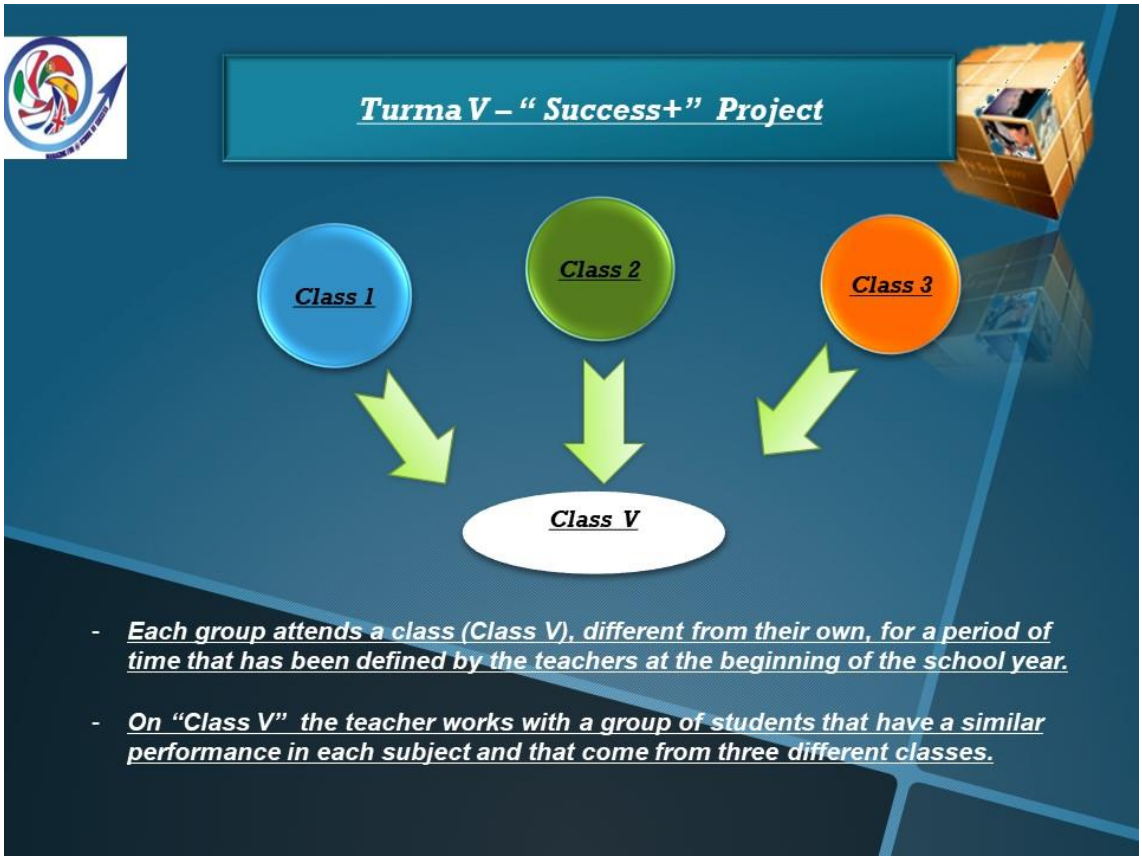
- Become aware of the gaps between Planned Curriculum, Implemented Curriculum and Experienced Curriculum.
- Identify practices or guidelines that reduce gaps.
- Find effective ways to improve students' achievement.

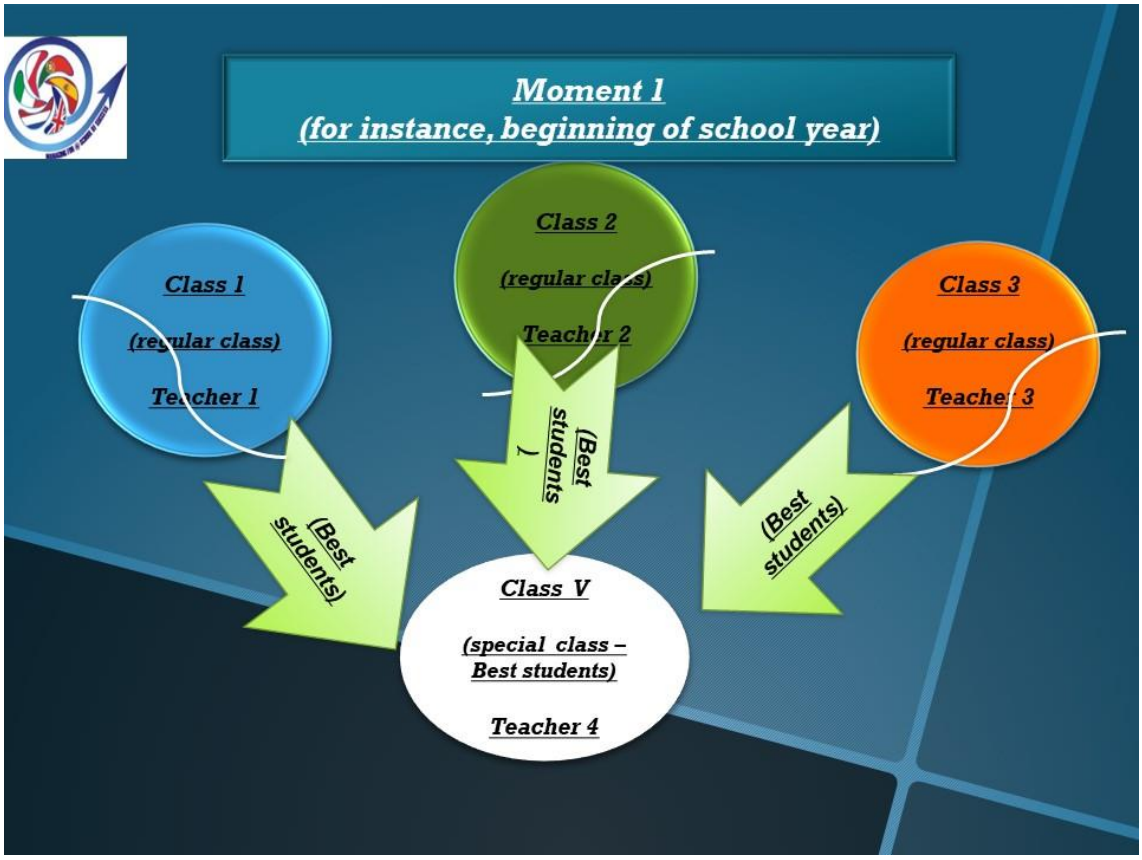
Index:

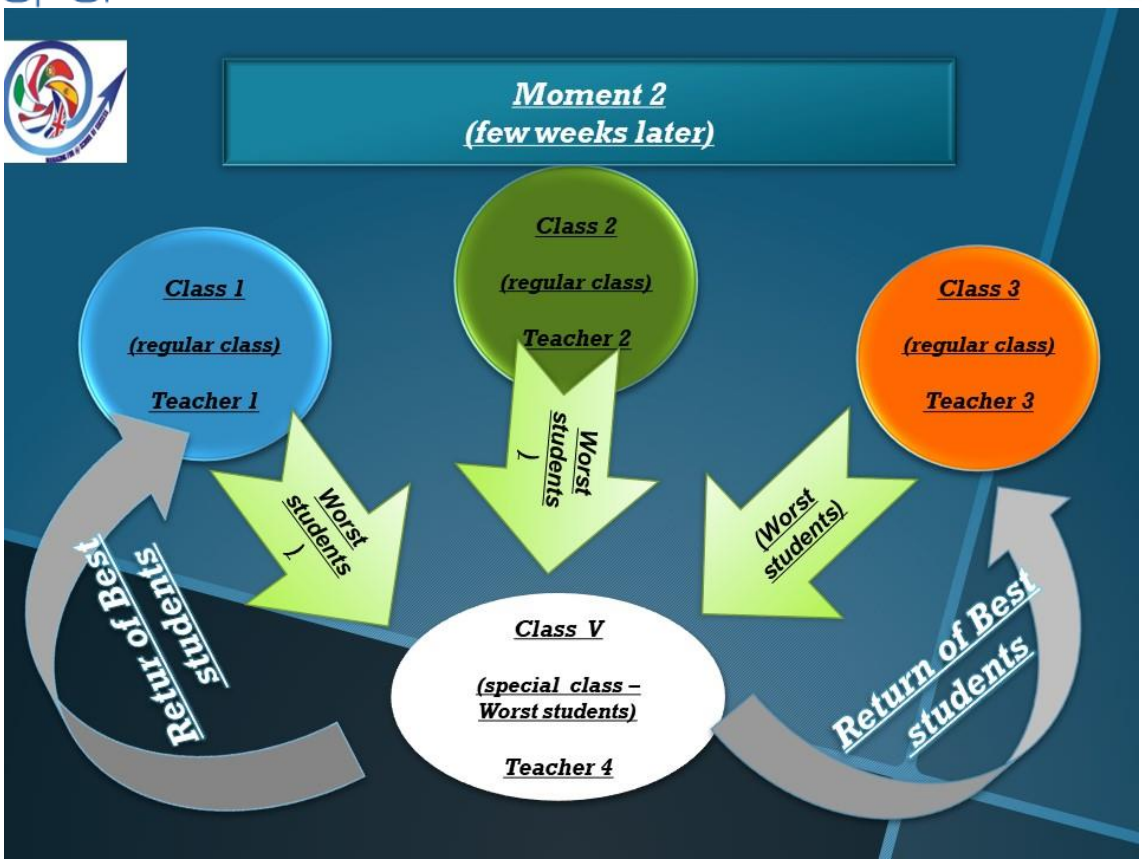
## Canas de Senhorim Group of Schools

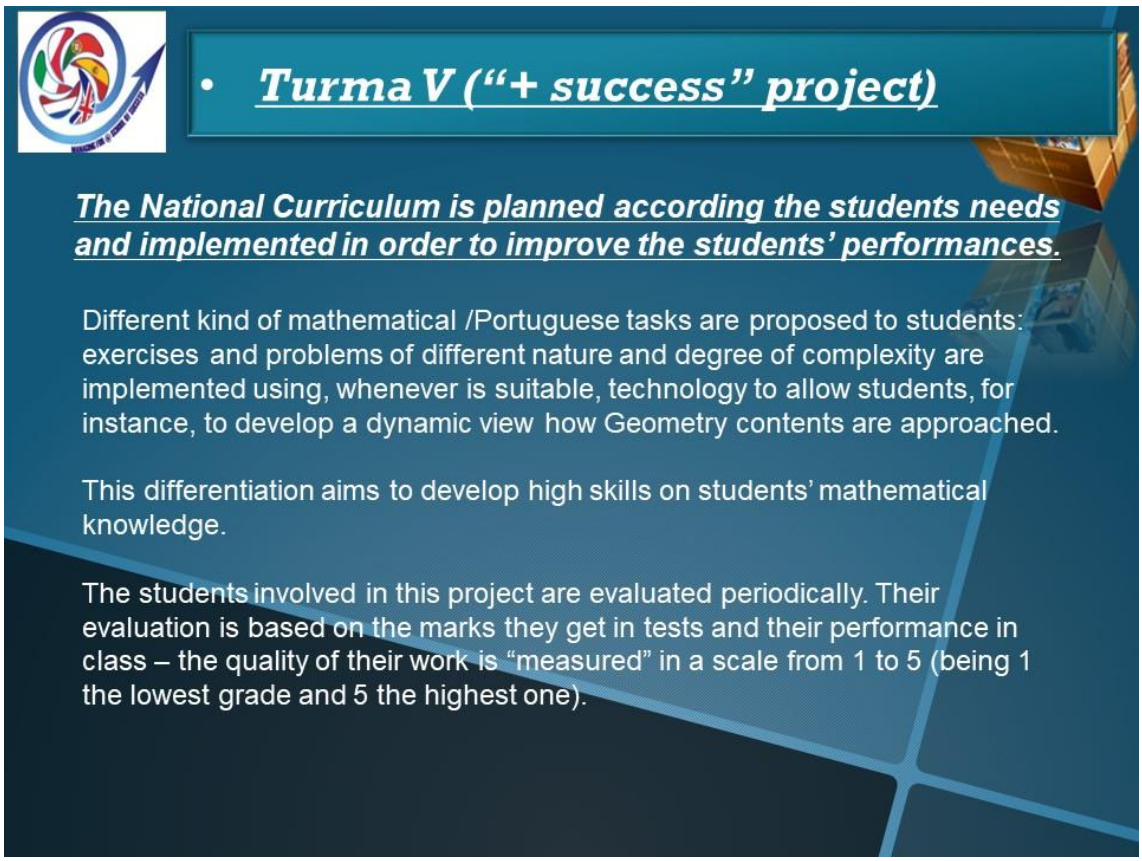


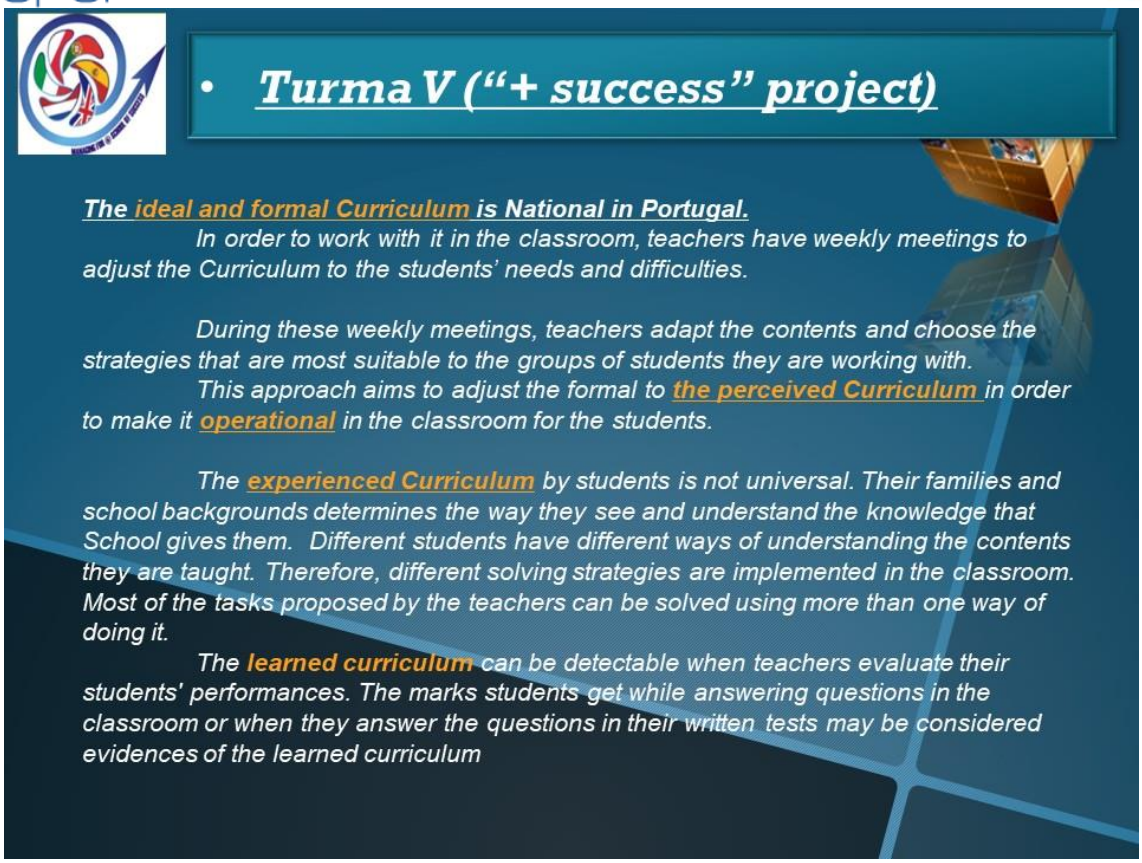



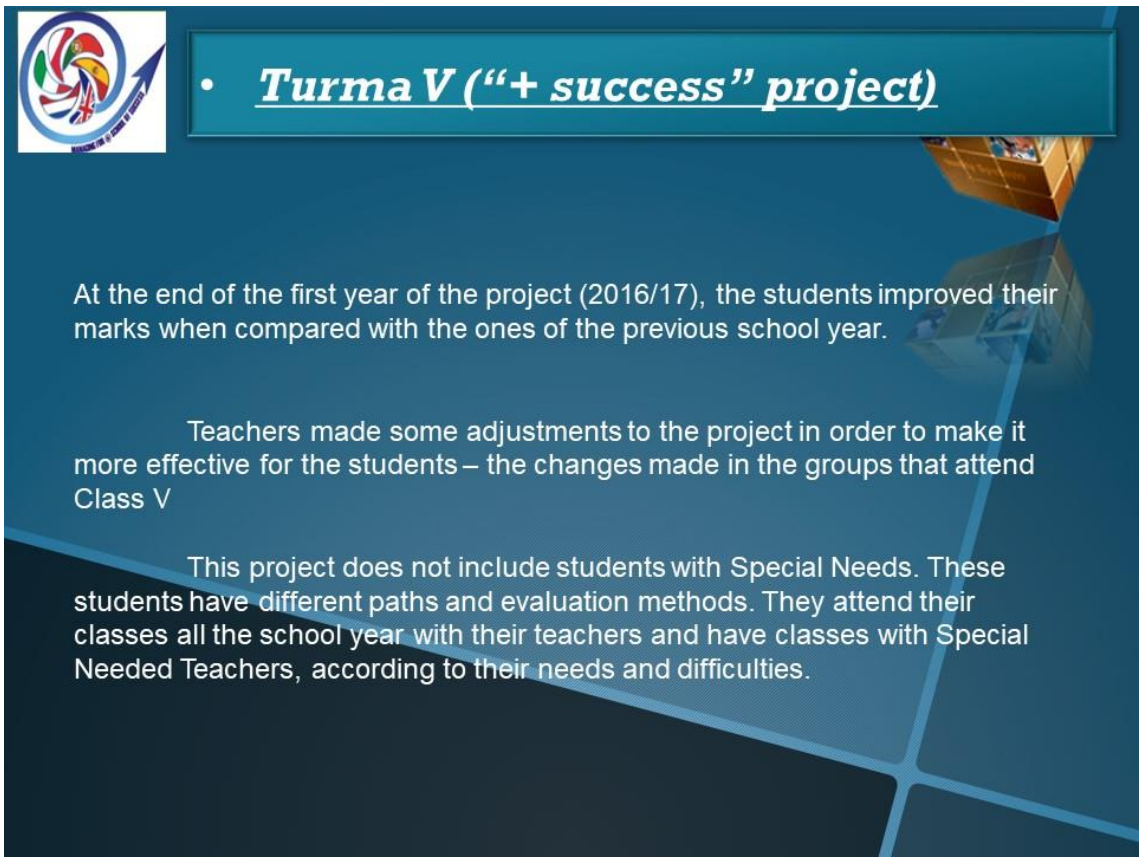

Turma V – " Success+" Project
Class 1
Class 2
Class 3
Class V
- Each group attends a class (Class V), different from their own, for a period of time that has been defined by the teachers at the beginning of the school year.
- On "Class V" the teacher works with a group of students that have a similar performance in each subject and that come from three different classes.

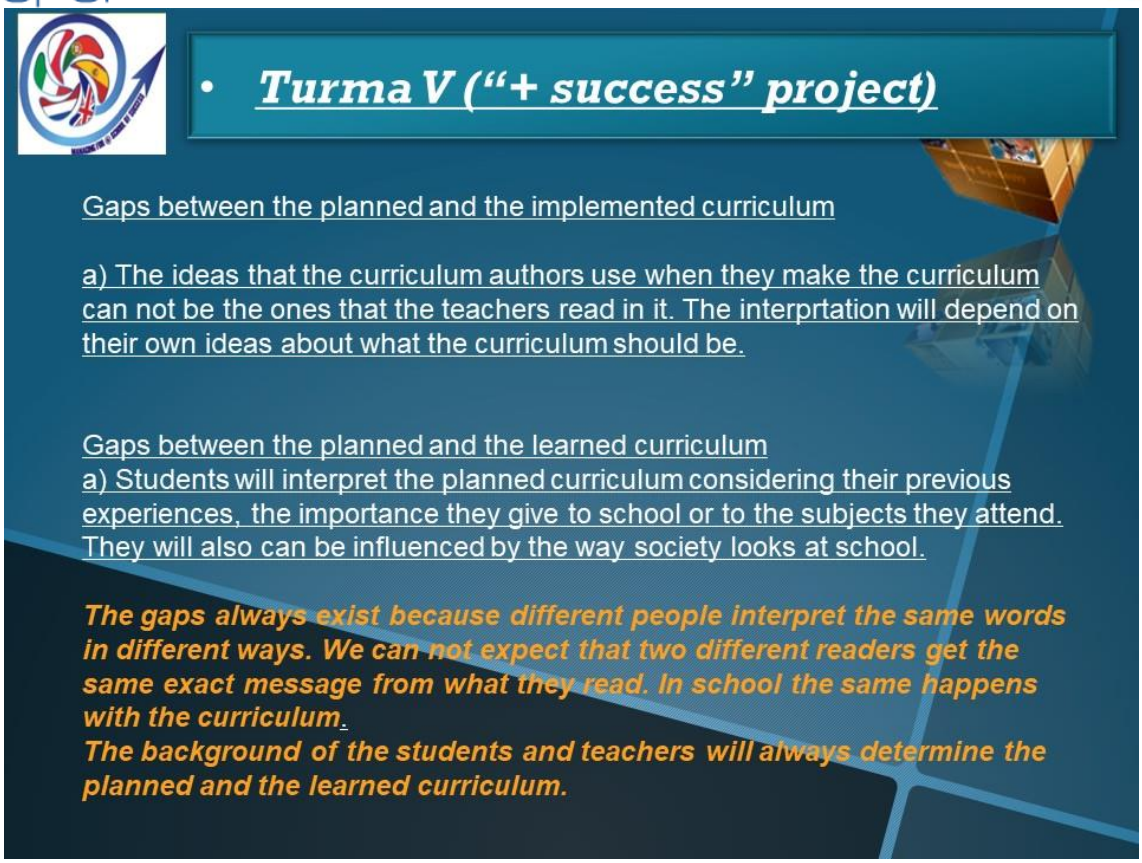

Moment 1
(for instance, beginning of school year)
Class 1
(regular class)
Teacher 1
Class 2
(regular class)
Teacher 2
Class 3
(regular class)
Teacher 3
(Best students)
(Best students)
(Best students)
Class V
(special class – Best students)
Teacher 4


Moment 2
(few weeks later)
Class 1
(regular class)
Teacher 1
Class 2
(regular class)
Teacher 2
Class 3
(regular class)
Teacher 3
Worst students )
Worst students )
(Worst students)
Retur of Best students
Return of Best students
Class V
(special class – Worst students)
Teacher 4

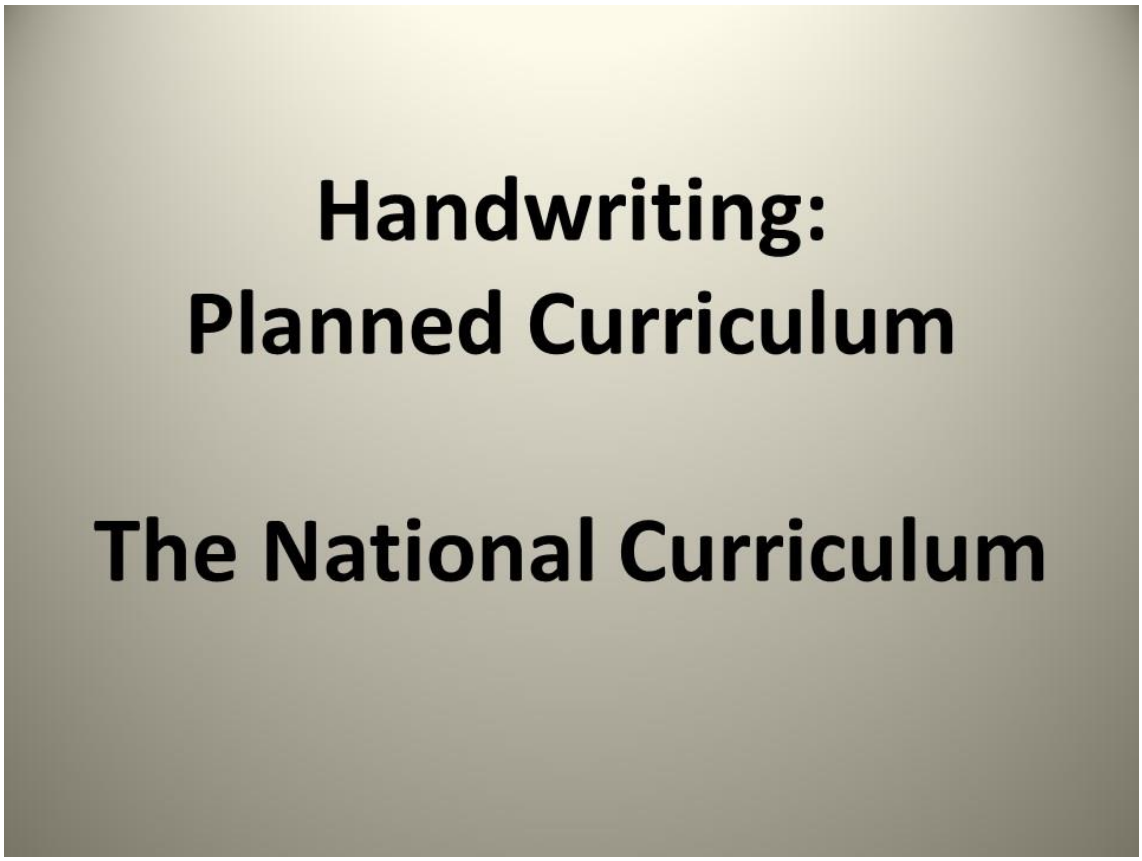

• Turma V ("+ success" project)
The National Curriculum is planned according the students needs and implemented in order to improve the students' performances.
Different kind of mathematical /Portuguese tasks are proposed to students: exercises and problems of different nature and degree of complexity 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).

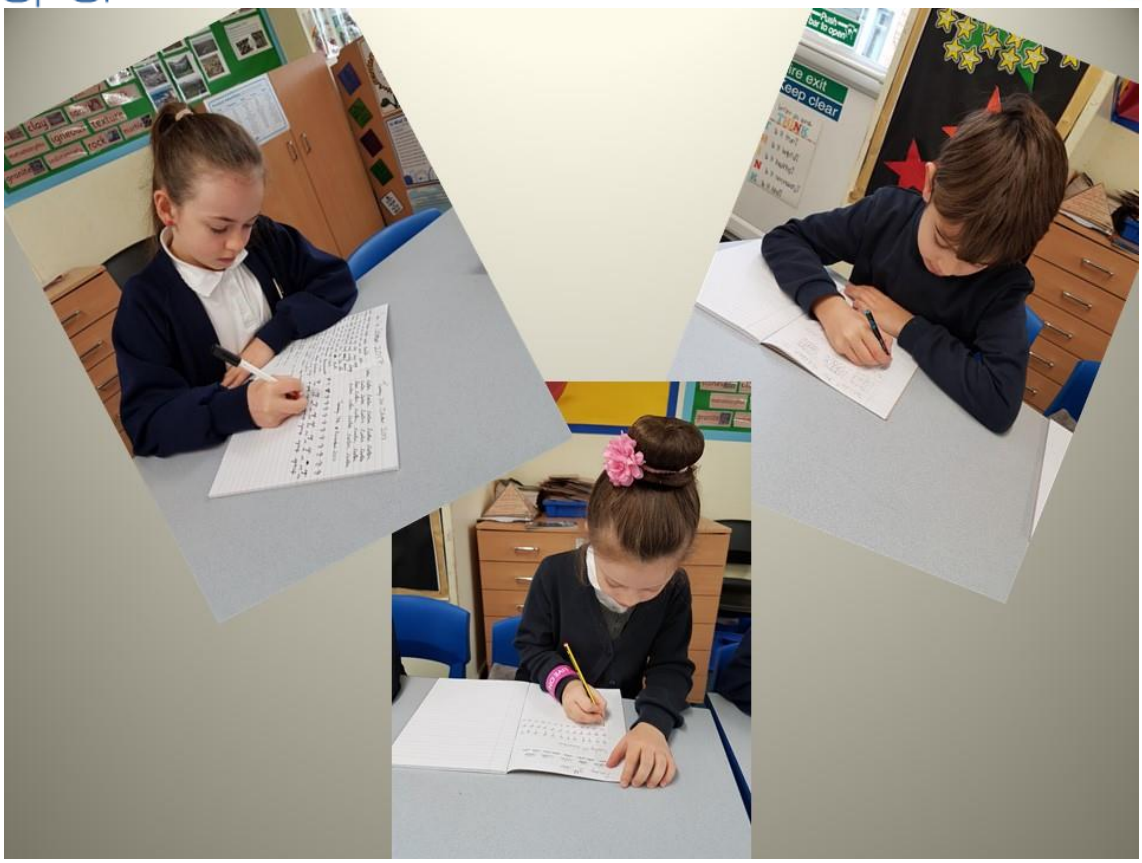

• Turma V ("+ success" project)
The ideal and formal Curriculum is National in Portugal.
In order to work with it in the classroom, teachers have weekly meetings to adjust the Curriculum to the students' needs and difficulties.
During these weekly meetings, teachers adapt the contents and choose the 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 interprtation 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.

Branston Junior Academy – United Kingdom

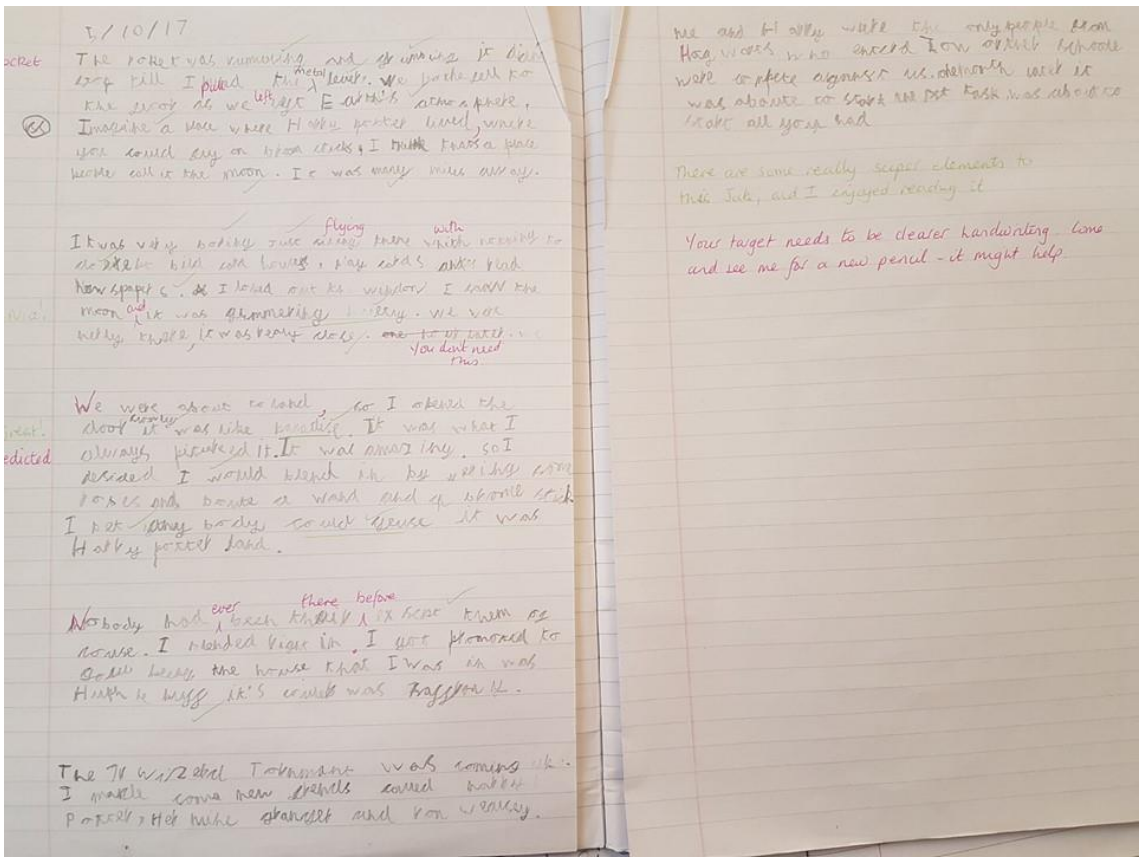


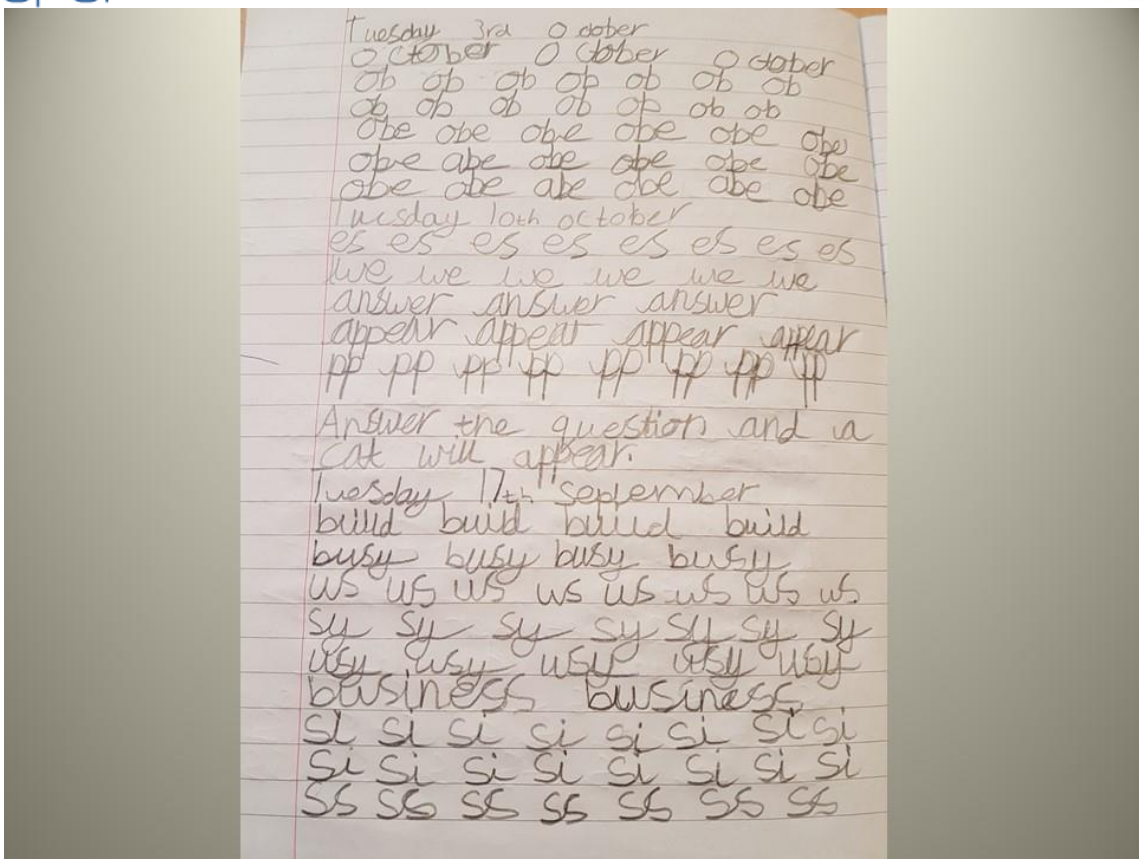
**Year 2 (age 6 and 7)**

- 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.

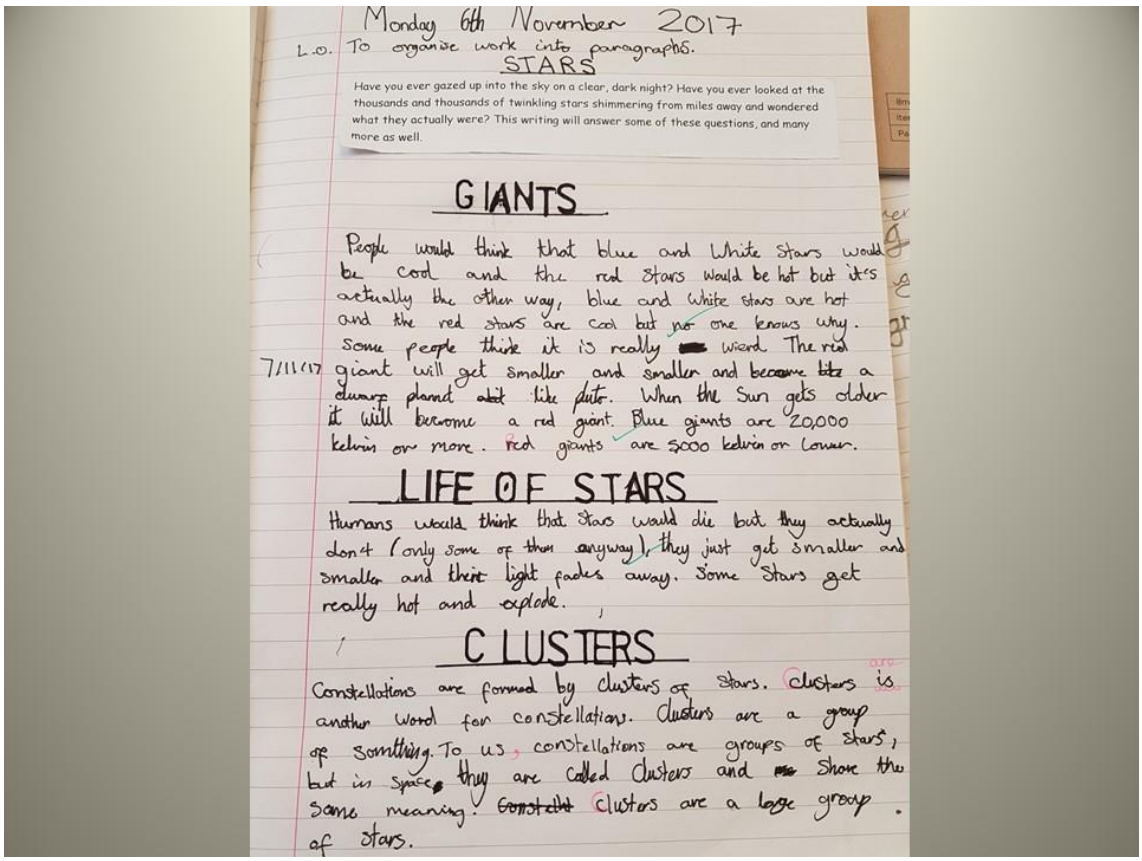
## Year 3 / 4 (age 7 – 9)

- 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].





Tuesday 3rd October
October October October
ob ob ob ob ob ob ob
ob ob ob ob ob ob ob
obe obe obe obe obe obe
obe obe obe obe obe obe
obe obe obe obe obe obe
Tuesday 10th October
es es es es es es es
we we we we we we
answer answer answer
appear appear appear appear
pp pp pp pp pp pp pp pp
Answer the question and a
cat will appear.
Tuesday 17th September
build build build build
busy busy busy busy
us us us us us us us us
sy sy sy sy sy sy sy
usy usy usy usy usy
business business
si si si si si si si
si si si si si si si
ss ss ss ss ss ss ss



Monday 6th November 2017
L.O. To organise work into paragraphs.
STARS
Have you ever gazed up into the sky on a clear, dark night? Have you ever looked at the thousands and thousands of twinkling stars shimmering from miles away and wondered what they actually were? This writing will answer some of these questions, and many more as well.

GIANTS

People would think that blue and White Stars would be cool and the red Stars would be hot but it's actually the other way, blue and White stars are hot and the red stars are cool but no one knows why. Some people think it is really [redacted] wierd. The red 7/11/17 giant will get smaller and smaller and become like a dwarf planet like Pluto. When the Sun gets older it will become a red giant. Blue giants are 20,000 kelvin or more. Red giants are 5000 kelvin or lower.

LIFE OF STARS

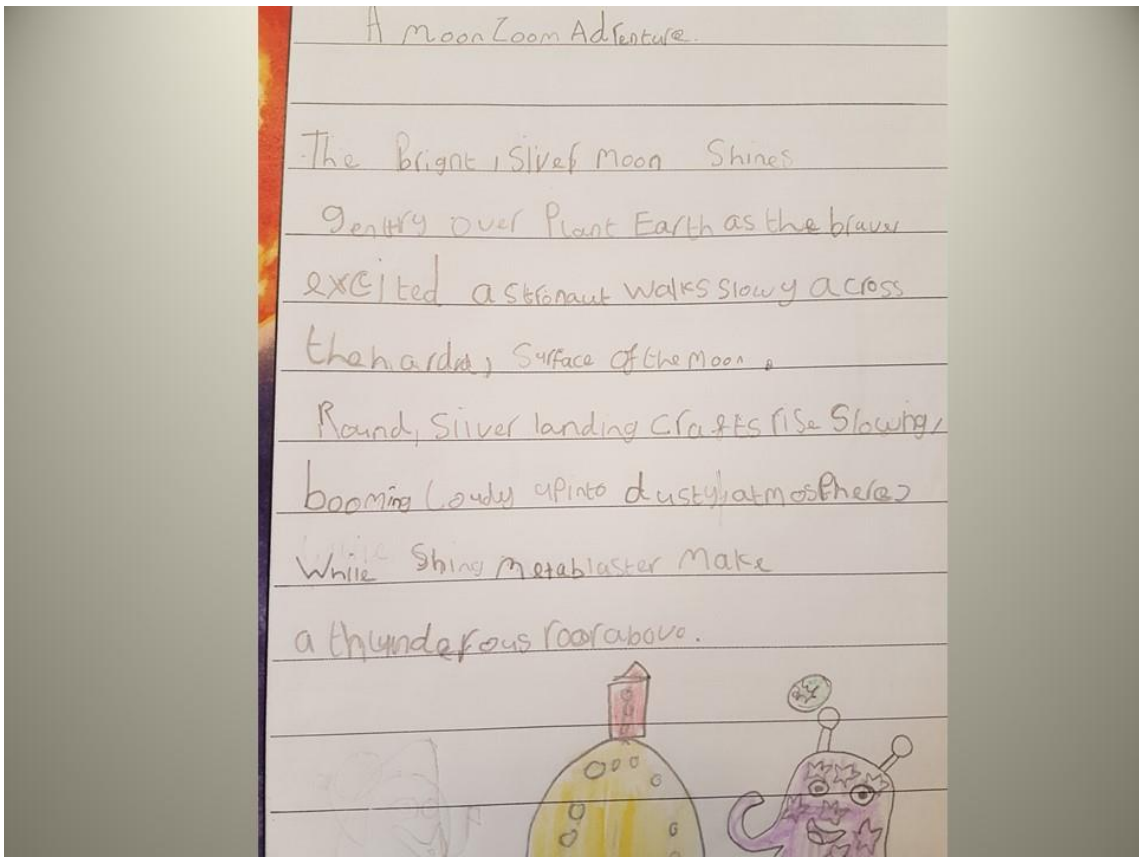
Humans would think that Stars would die but they actually don't (only some of them anyway), they just get smaller and smaller and their light fades away. Some Stars get really hot and explode.

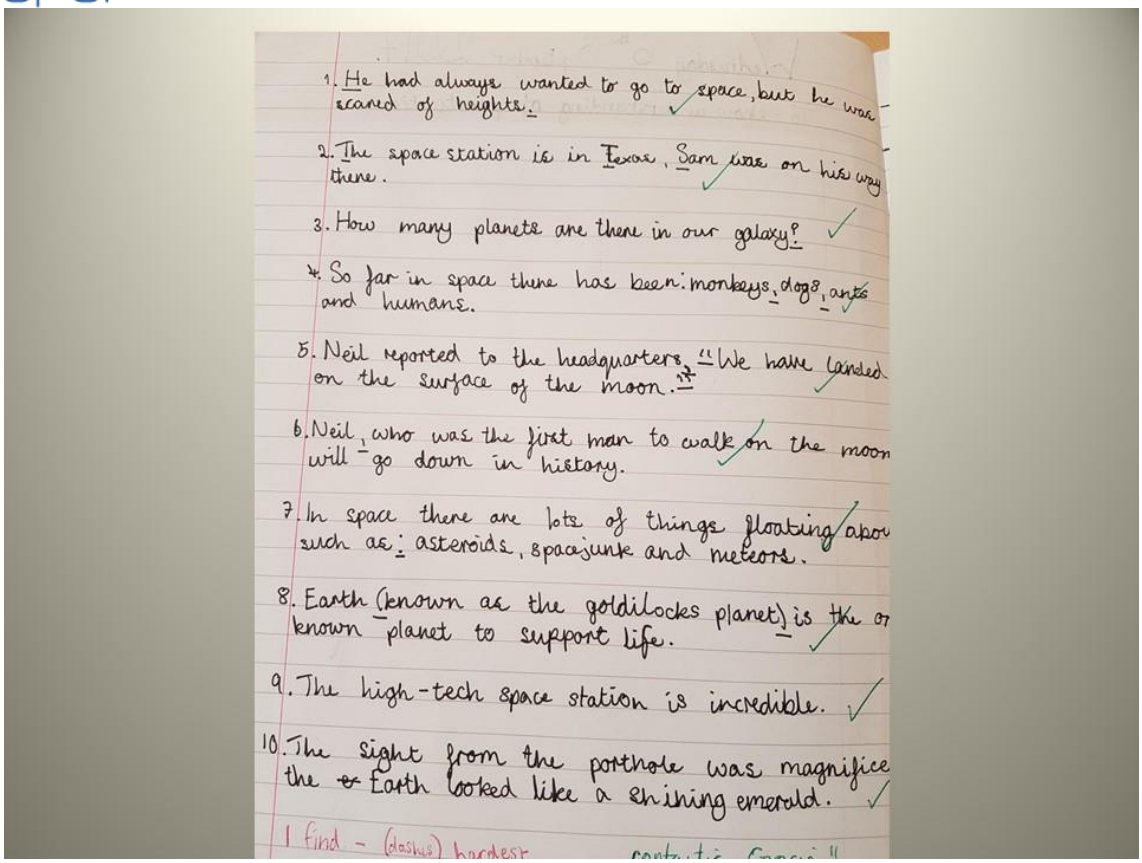
CLUSTERS

Constellations are formed by clusters of stars. Clusters is another word for constellation. Clusters are a group of something. To us, constellations are groups of stars, but in space they are called clusters and [redacted] Share the same meaning. ~~Constellat~~ Clusters are a large group of stars.

**Year 5/6 (age 9 – 11)**

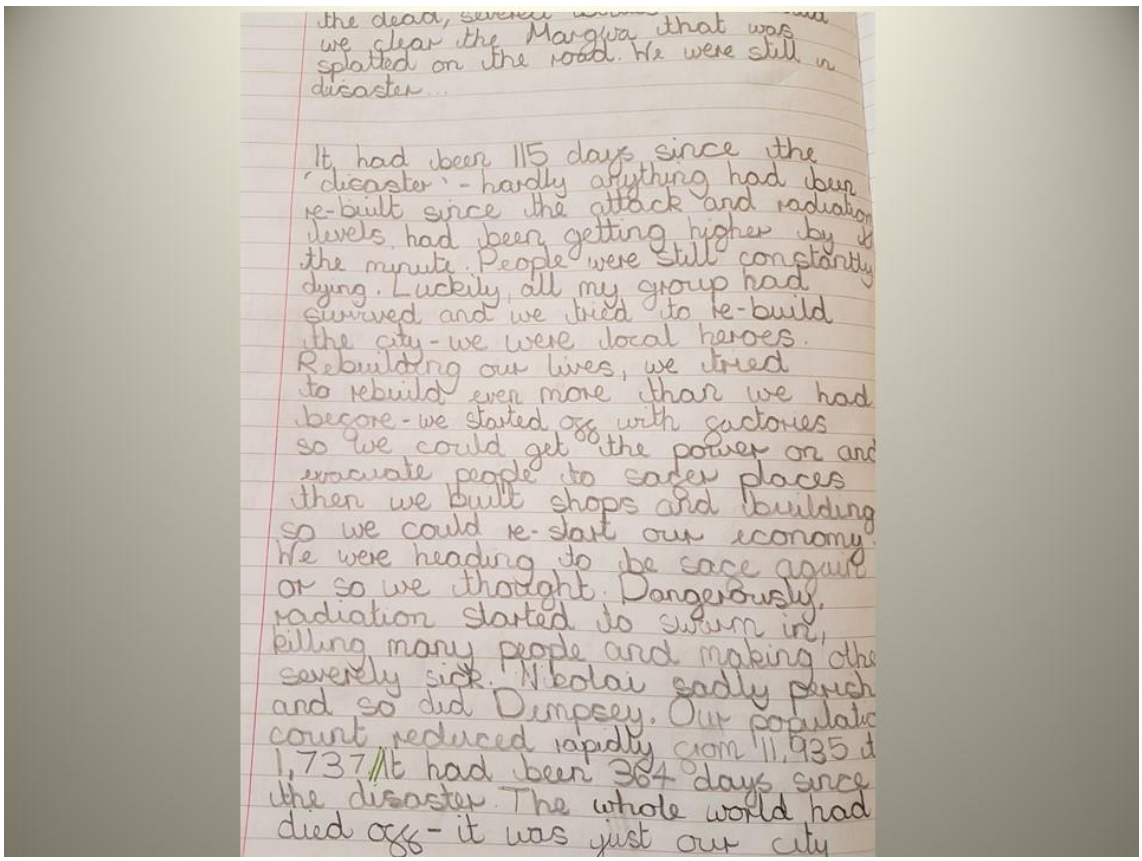
- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.





1. He had always wanted to go to space, but he was scared of heights.
2. The space station is in Texas, Sam was on his way there.
3. How many planets are there in our galaxy?
4. So far in space there has been: monkeys, dogs, ants and humans.
5. Neil reported to the headquarters, "We have landed on the surface of the moon."
6. Neil, who was the first man to walk on the moon will go down in history.
7. In space there are lots of things floating abou such as: asteroids, spacejunk and meteors.
8. Earth (known as the goldilocks planet) is the or known planet to support life.
9. The high-tech space station is incredible.
10. The sight from the porthole was magnifice the ~~or~~ Earth looked like a shining emerald.

I find - (dashes) hardest



the dead, [illegible] that was
we clear the Margwa that was
splatted on the road. We were still in
disaster...

It had been 115 days since the 'disaster' - hardly anything had been re-built since the attack and radiation levels had been getting higher by the minute. People were still constantly dying. Luckily, all my group had survived and we tried to re-build the city - we were local heroes. Rebuilding our lives, we tried to rebuild even more than we had before - we started off with factories so we could get the power on and evacuate people to safer places then we built shops and building so we could re-start our economy. We were heading to be safe again or so we thought. Dangerously, radiation started to seep in, killing many people and making othe severely sick. Nicolai sadly perish and so did Dempsey. Our populatio count reduced rapidly from 11,935 t 1,737. It had been 364 days since the disaster. The whole world had died off - it was just our city

# 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


Handwriting
It's not that I have bad handwriting. It's just that I have my own font.
someecards
Judging by my handwriting, possible future career choices include doctor or kindergartner.
Pharmacy Technicians: Professional translators of doctor handwriting.
someecards
user card


Handwriting
a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

**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. ol, 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,h,k,l | |
| 4 | w,x,z | f,t | |
| 5 | b,d, | g,i,p,q,y | |
| 6 | h,k,l | Capital letters | |

| Wk | Year 3/4 | Year 5/6 | |
|---|---|---|---|
| 1 | f,t | ch,sh,th | Term 2 |
| 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 | |
|---|---|---|---|
| 1 | th | wh,oh | Term 3 |
| 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 | |
|---|---|---|---|
| 1 | all | Extended | Term 4 |
| 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 |
|---|---|---|
| 1 | cr | Extended |
| 2 | tr | Extended |
| 3 | dr, br | Extended |
| 4 | Handwriting assessment | Extended |
| 5 | oh | Extended |
| 6 | of,if | Extended |

Term 5

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

Term 6

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

# 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

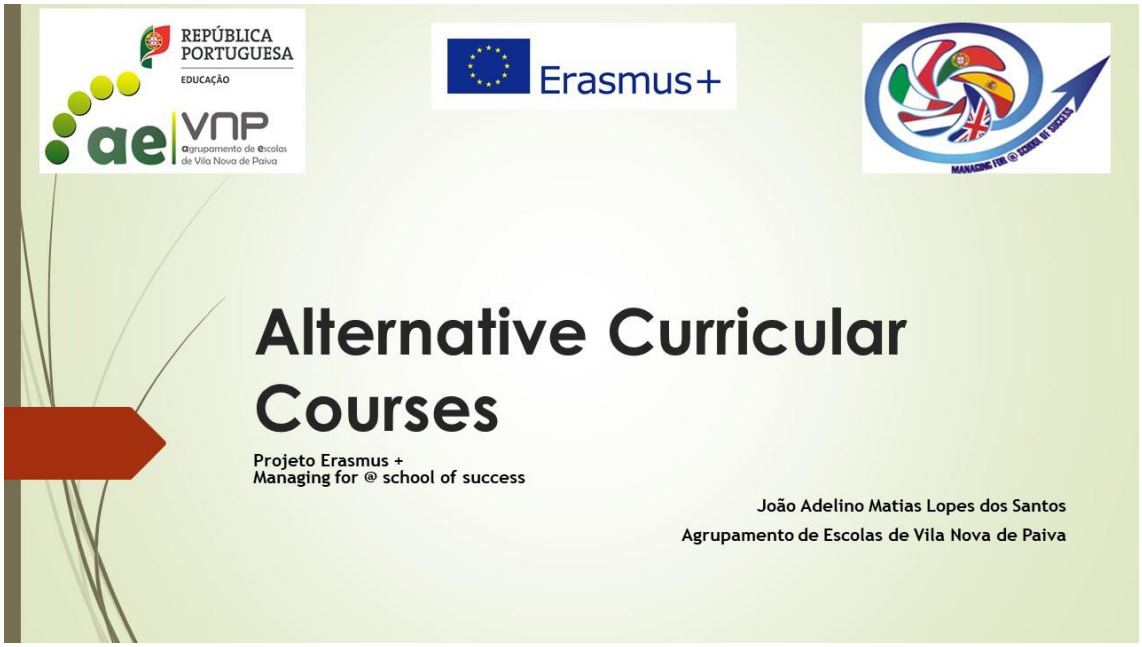
# What do our children think about handwriting?

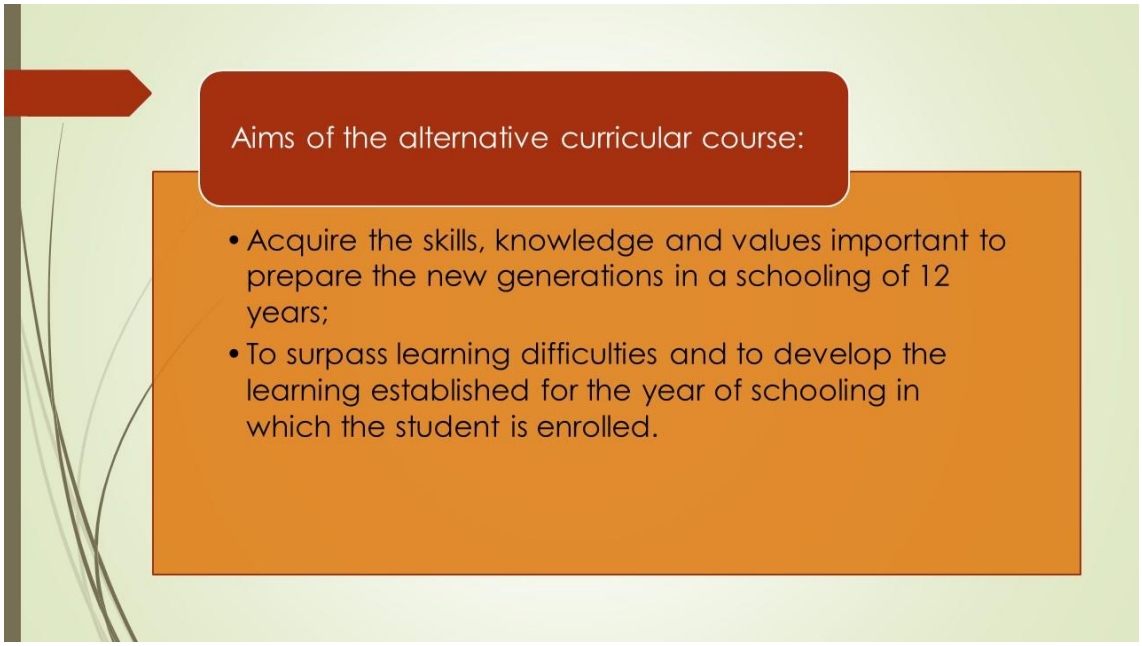
- George Lingwood, Y6:
  - I really like that we are using draft books in English, you can concentrate on getting everything else right and then take your time to write it up in your neatest hand writing in the final presentation.
  - I think we should have more handwriting practice each week, we only get half an hour.

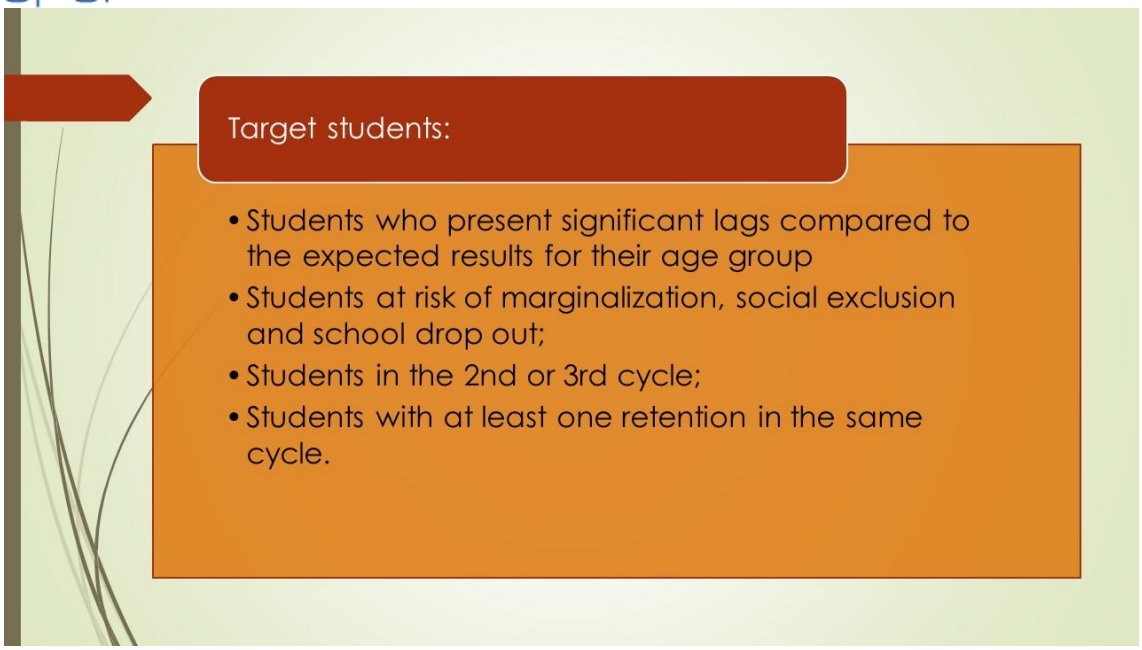
- Evie Openshaw, Y6:
  - I used to find it difficult to join my handwriting naturally but having handwriting lessons every week has improved it and now I find writing joined up handwriting quicker and neater.
  - It's hard to focus on your handwriting in other subjects because you have so many different things to think about. I love writing up my English work neatly after drafting as you can concentrate on your best writing.

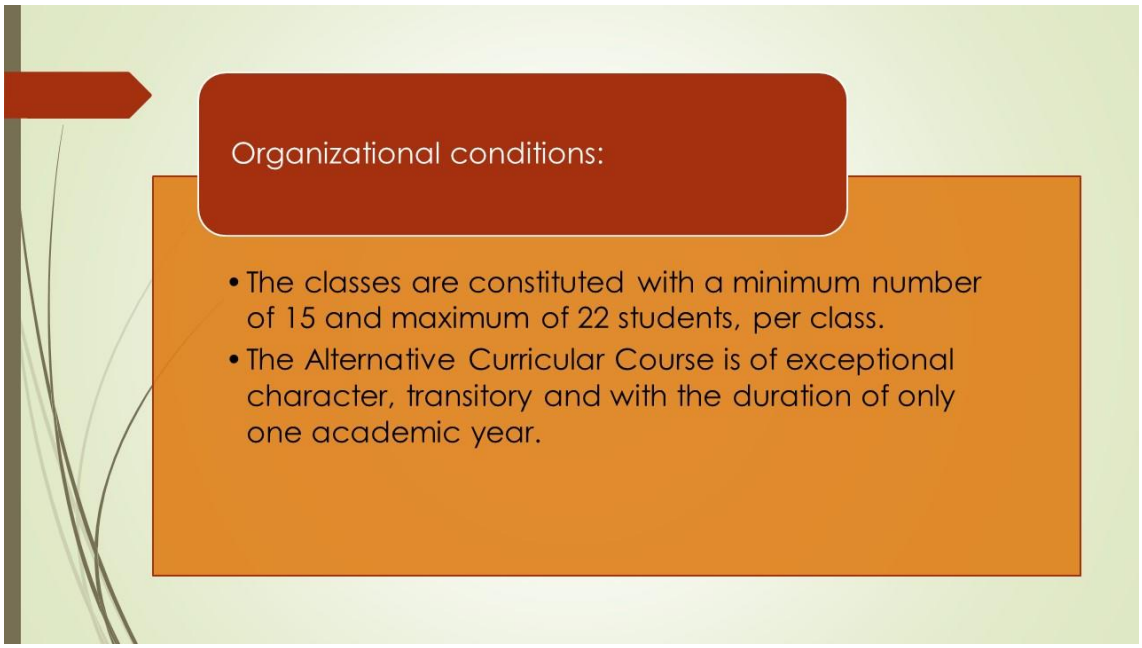
- Luca Metcalfe, Y6:
  - I try to keep my handwriting neat in other subjects but you have to think about so many things and getting them right – especially when the teacher is hurrying you to get it finished, my handwriting isn't always as neat as I want it to be.
  - I don't think we should do more keyboard skills for writing, it's important that we learn how to write neatly now so we have the skills for life.

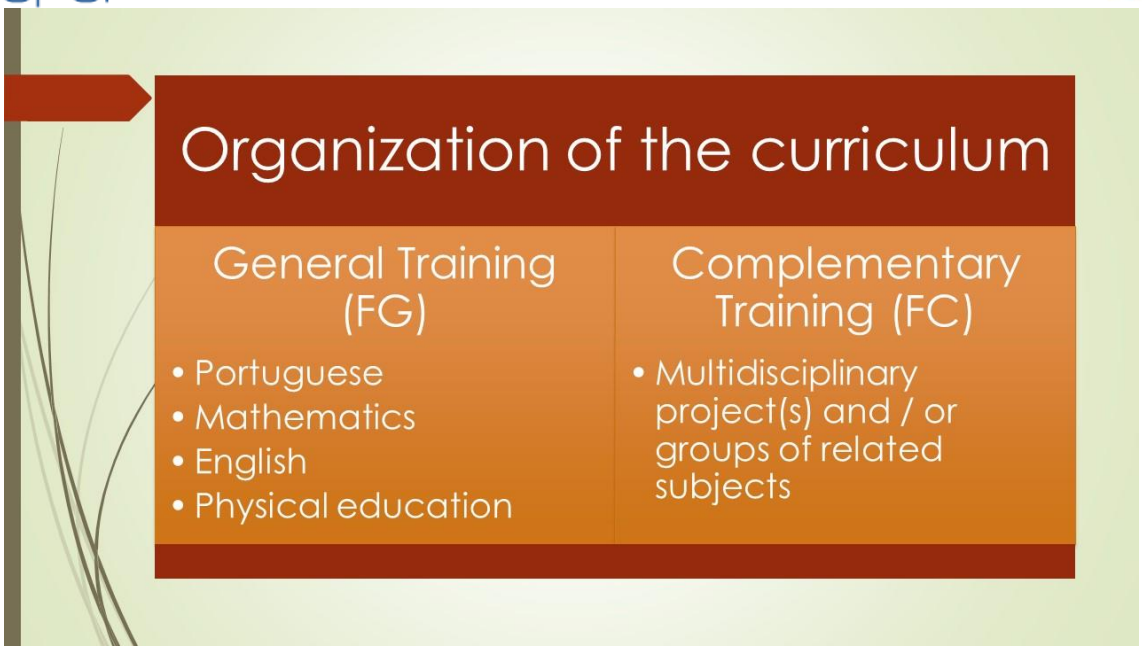
- Evie Lount, Y6:
  - It's really hard to think about your handwriting when you trying your best to think about so many other things! I like doing long pieces of writing in other subjects as this helps me practice my handwriting but it always starts off neat and then gets a bit untidier towards the end.
  - I think we should get at least two lessons in handwriting a week instead of one.

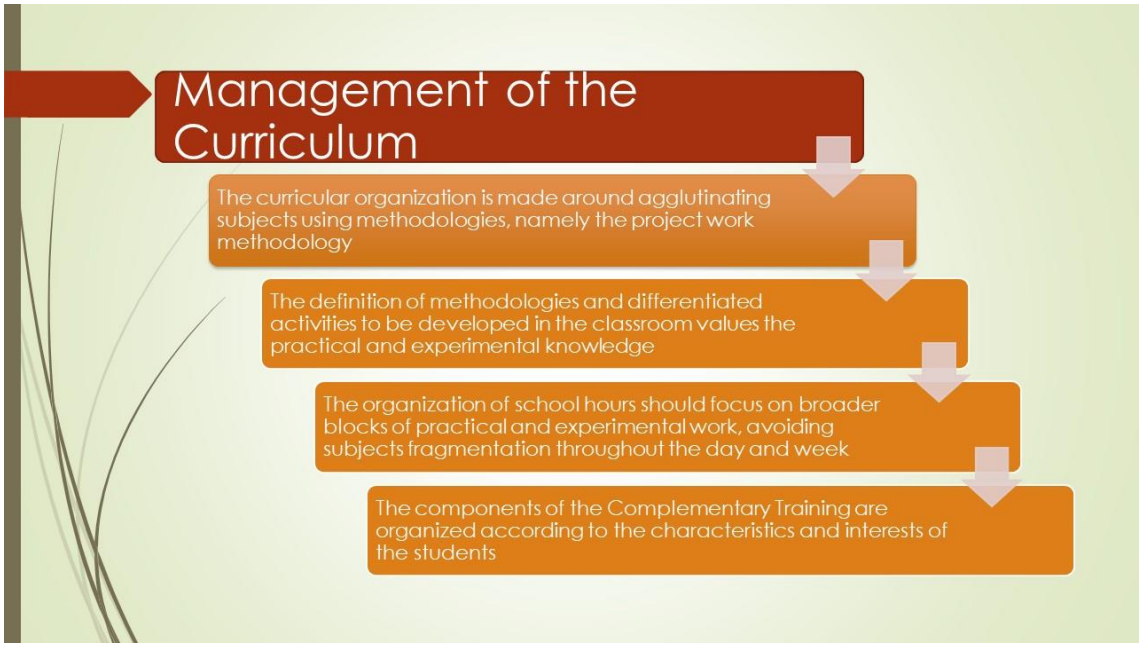

REPÚBLICA PORTUGUESA
EDUCAÇÃO
ae VNP
Agrupamento de Escolas de Vila Nova de Paiva
Erasmus+
Alternative Curricular Courses
Projeto Erasmus +
Managing for @ school of success
João Adelino Matias Lopes dos Santos
Agrupamento de Escolas de Vila Nova de Paiva


Aims of the alternative curricular course:
• Acquire the skills, knowledge and values important to prepare the new generations in a schooling of 12 years;
• To surpass learning difficulties and to develop the learning established for the year of schooling in which the student is enrolled.


Target students:
• Students who present significant lags compared to the expected results for their age group
• Students at risk of marginalization, social exclusion and school drop out;
• Students in the 2nd or 3rd cycle;
• Students with at least one retention in the same cycle.


Organizational conditions:
• The classes are constituted with a minimum number of 15 and maximum of 22 students, per class.
• The Alternative Curricular Course is of exceptional character, transitory and with the duration of only one academic year.


Organization of the curriculum
General Training (FG)
• Portuguese
• Mathematics
• English
• Physical education
Complementary Training (FC)
• Multidisciplinary project(s) and / or groups of related subjects


Management of the Curriculum
The curricular organization is made around agglutinating subjects using methodologies, namely the project work methodology
The definition of methodologies and differentiated activities to be developed in the classroom values the practical and experimental knowledge
The organization of school hours should focus on broader blocks of practical and experimental work, avoiding subjects fragmentation throughout the day and week
The components of the Complementary Training are organized according to the characteristics and interests of the students

## Organization of the curriculum: 8th grade PCA ≠ 8th grade

| PCA of 3 cycles (8th grade) | | |
|---|---|---|
| Curriculum components | | Weekly hours |
| General Training | Portuguese | 4 |
| | Mathematics | 4 |
| | English | 3 |
| | Physical Education | 2 |
| Training Complement | Social Sciences and Humanities | 4 |
| | Physical And Natural Sciences | 4 |
| | ICT | 2 |
| | Multidisciplinary project (s) (s) | 8 |

| 8th grade | |
|---|---|
| Curriculum components | Weekly hours |
| Portuguese | 5 |
| Mathematics | 5 |
| English | 2 |
| Spanish/French | 3 |
| History | 3 |
| Geography | 2 |
| Natural Sciences | 3 |
| Physical chemistry | 3 |
| ICT | 1 |
| Visual Education | 2 |
| Theater / technological education | 1 |
| Physical Education | 3 |
| Catholic religious and moral education | 1 |

## Conclusions:

- Alternative curricular course (PCA) promotes students' academic success;
- PCA is a curriculum defined by the school for specific students ando the regular curriculum is the same for all students;
- The PCA is reductive and does not allow a sustained transition of students to the regular curriculum (in the middle of the education cycle).

Gemeente 's-Hertogenbosch - The Netherlands

# CITIZENSHIP CURRICULUM

't Schrijverke

## DEFENITION

Participation in the society and her institutions,
and affinity with currents in the Dutch culture.
In addition it reflects the Europeal and international dimension.
Also cognitive skills are developed, like using sources, comparing and managing the perspectives of governance, culture and philosophy .
Attitudes that return 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 citenship 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. The students learn main issues of Dutch and European state apparatus and the role of the citizen in this.
2. Students learn to behave in respect of generally accepted norms and values.
3. The students learn main issues about spiritual and it effects occuring occurring in the Dutch multicultural society. They learn to respect differences of opinion.

# SPECIFICAL 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 exemples, to connect them with the world.


# Law on secondary education :

- Says students are growing up in a pluralist society
- Aims at promoting active citizenship and social inclusion
- Says students have to have knowledge of different backgrounds and cultures of peers

# 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

I Spoleczne Liceum Ogolnoksztalcace im Unii Europejskiej w Zamosciu – Poland


# 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 *(Przedszkole)* | 1 year | 5* |
| Primary school *(Szkoła podstawowa)* | 6 years | 6–12** |
| Lower secondary school *(Gimnazjum)* | 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 – *liceum ogólnokształcące* | 3 years | 16-19 (15-18) |
| technical upper secondary school – *technikum* | 4 years | 16-20 (15-19) |
| basic vocational school – *zasadnicza szkoła zawodowa* | 3 years | 16-19 (15-18) |
| post-secondary non-tertiary school – *szkoła policealna* | 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 corriculum

- 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 programms or, based on core curricula, develop their own.
- Any curricula chosen, have to be submitted to the school head for approval

# Primary School – Core corriculum - 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 corriculum

- 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 corriculum
### 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)<br>• Formal (in documents) |
| **Implemented** | • Perceived (by teachers)<br>• Operational (in action) |
| **Experienced** | • Experienced (by students)<br>• Learned (by students) |

Erasmus+
Managing for @ School of Success
Project Nº 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, accopmanied 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 ☺


Escolas
de Sátão
SEMI-ANUAL REGIME
7TH YEAR
AN "OUTLAW" EXPERIENCE


WHY IS IT AN "OUTLAW" EXPERIENCE?
• At the beginning the legal support of the experience was only referred to two subjects ("Technological Education" and "Information and Communication Technologies"- ICT)
WHERE DO WE STAND?
. The law on autonomy and management of schools recognizes the director's autonomy to manage the curriculum, although it makes this autonomy dependent on an annual governmental dispatch of the school year organization...

## 1. PLANNED (FUNDAMENTALS OF THE OPTION)

- The 7th year has 14 annual subjects (National Curricular Matrix)

* In 2016/2017 schools were proposed to build a plan to promote school success

* One of our "Measures for Promoting School Success": Introducing the biannual regime in some curriculum subjects

* Approved in Pedagogical Council and in General Council (with difficulties!!!)

**Doubts and Debate**

## GOALS

- Reorganize the time distribution of some subjects in the 7th year in order to reduce the number of subjects per semester (from 14 to 11)
- Allow semester subjects more time with students
- Help students focus more on the study each semester
- Promote the development of new teaching and evaluation methodologies

## 2.IMPLEMENTED

- 5 CLASSES / GROUPS
- DISCIPLINES IN EXCHANGE: HISTORY + GEOGRAPHY; NATURAL SCIENCES + PHYSICS AND CHEMISTRY; TECHNOLOGICAL EDUCATION OR MUSIC + ICT
- 1 EXTRA SUPPORT TIME FOR THE IMPLEMENTATION OF THE SEMESTER REGIME
- MEETING OF THE ADVISORY COUNCILS FOR THE LINKING OF PROGRAMMED CONTENTS
- 1 MEETING IN THE MIDDLE OF THE SEMESTER FOR MONITORING
- 1 MEETING AT THE END OF THE SEMESTER FOR EVALUATION
- MONITORING THE EXPERIENCE BY A TEACHER COORDINATING THE MEASURE (with surveys – parents, students and teachers; collecting meeting board data and curricular groups involved)
- PARENTS WERE ALWAYS INFORMED

## 3. EXPERIENCED (AT THIS TIME)

(Student survey responses)

- Increased study intensity in semester subjects
- Time elapses more quickly
- Less books to bring to school
- Difficulty in acquiring study rhythm
- Deeper relationship with teachers
- Easier to clarify questions in a timely manner

## 4. RESULTS

There were no retentions

**POSSIBLE GAPS between knowledge plans:**

- understanding deeply or only superficially a theme

- mechanically memorizing or integrating knowledge in the everyday life

- theoretical and distant approach or the experiential approach of the thematic contents.

## THE GAPS - REGARDLESS OF THE STRATEGIES

- It is an illusion to think that the planned curriculum is the curriculum implemented
- Each teacher felt and implemented the experience according to their sensitivity and even with their personal selection on how to approach to curriculum themes
- Students learn a part of this curriculum also in accordance with their own background, abilities, aptitudes and sensitivity

## HOW CAN WE BRIDGE THE GAP BETWEEN FORMAL AND EXPERIENTIAL CURRICULA?

- Promoting articulation between the curriculum of the different subjects
- Promoting collaborative work among teachers of the same subject
- Defining common tests for some subjects
- Modifying traditional teaching and assessment methodologies
- Placing students as co-decision-makers in the teaching-learning processes

NOW...

- The Portuguese government created law that allows the schools to choose new ways of organizing the curriculum, where is inserted the possibility of the bi-annual regime.

Istituto Omicomprensivo "Ridolfi- Zimarino" – Italy


## The reference framework for school curriculum design is:

Não é possível apresentar a imagem.

## The National Curriculum vith the eight european skills

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

*Indicazioni nazionali per il curricolo 2012*

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 "……

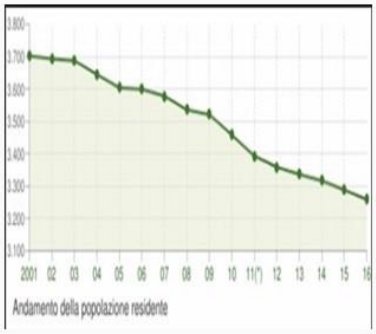
## Outcomes of the RAV

**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 Musicircus |
| Arte; scrittura creativa; teatro Fiori di Terra |
| Arte; scrittura creativa; teatro ColtivArte |
| 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 |
| Palla in gioco |
| Tutti verso la meta |
| Liberi tutti |
| Tutti in scena |
| Apicoltura a scuola |
| PragMatic@pp |
| Il racconto della mia terra |

## question of the territory: training


to ensure occupation: basic skill encreasing 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

## "Omnicomprensivo"

It is the problem and an opportunity

- problem: to much big organization and to much methodological difference from 1° cicle and 2° cicle

- 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) | Weaknees (debolezze) |
|---|---|
| agreement on the need to review the traditional didactic | A part of the teachers, only focuses the teaching on the programs and not on the skills |
| agreement on the need to share more curriculum and evaluation | Some students are not involved |
| in primary school good professional skills agreement on the need of training | Difficulties for cultural formation to change. Project remains on paper |
| a territory that offers many opportunities for collaboration (network of schools) | No digital skills diffused between teacher |
| | passive use of the book |

| Opportunities (opportunità) | Threats (rischi) |
| --- | --- |
| reflect on their own practices;<br>sharing educational goals<br>building positive personal dynamics<br>predisposition of spaces and tools for teaching and methodological sharing<br>Three-year PTOF with clear identification of the responsibilities of each subject<br>investment in training<br>shared need to connect training to daily practice | not involving a part of the teachers<br>didactic documentation experienced as a bureaucratic practice<br>the self-evaluation seen as a control<br>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

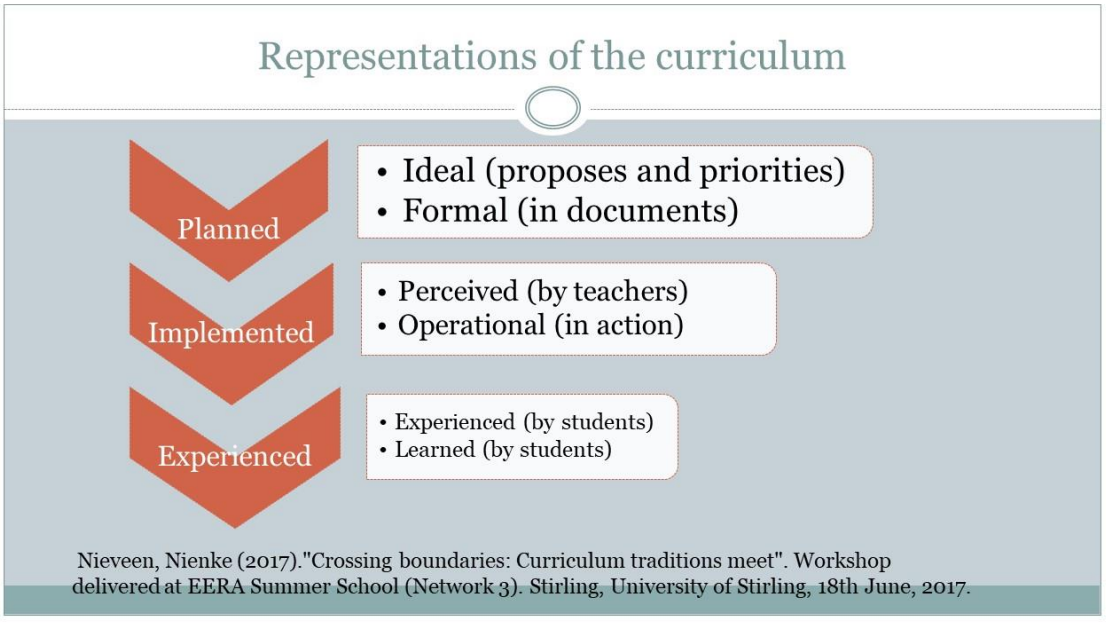

identify the learning objectives for each school year linked to the goals; the competency profiles declined at the initial, intermediate, intermediate, final level; common evaluation tests; promotes monitoring activities on the actual application of the Curriculum

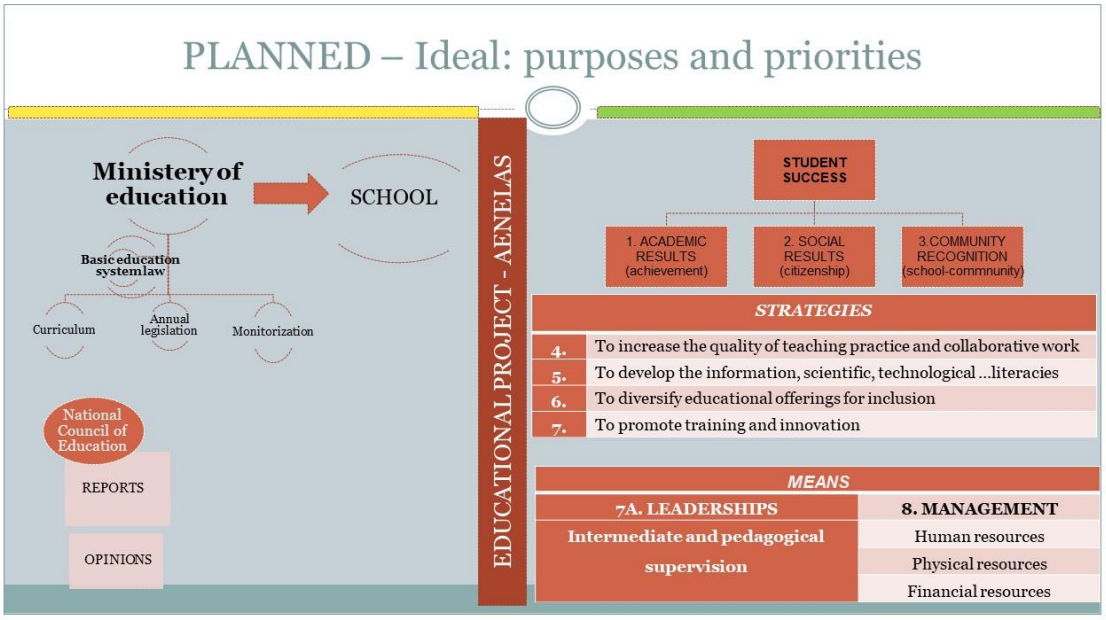
## 3 Teachers of each class

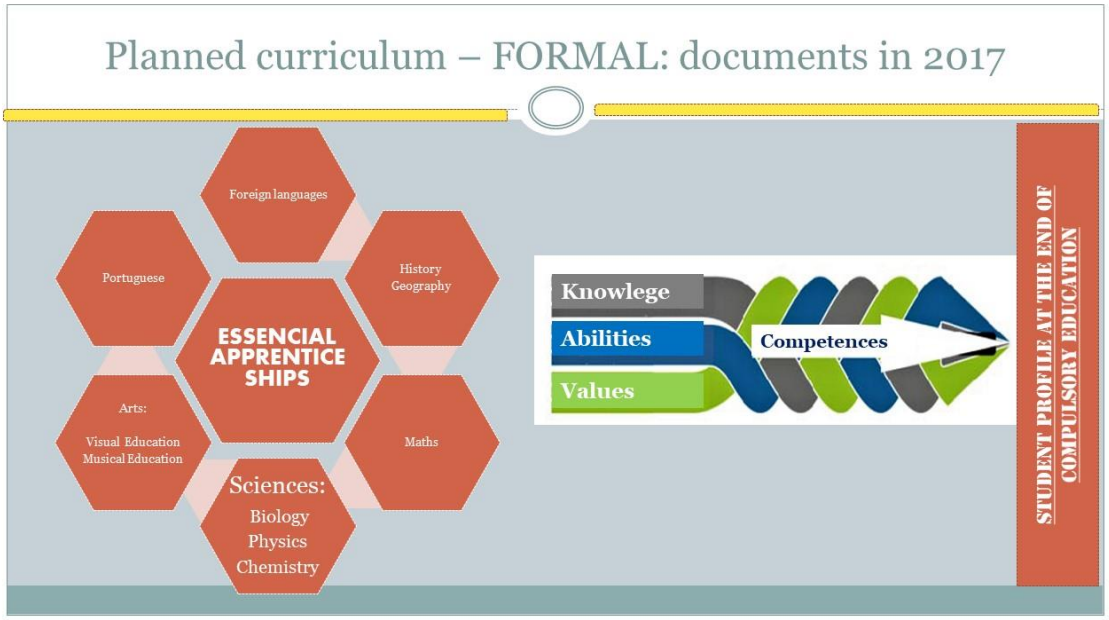
transform general learning objectives into specific goals by linking them to content; defines a timeline; defines the activities related to each objective; defines the evaluation test; defines the tools to establish the level achieved for each objectives to check the achievement of each objective;


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


- Mind the Gap -
Overcome the gap
NELAS GROUP OF SCHOOLS
PORTUGAL


Representations of the curriculum
Planned
• Ideal (proposes and priorities)
• Formal (in documents)
Implemented
• Perceived (by teachers)
• Operational (in action)
Experienced
• Experienced (by students)
• Learned (by students)
Nieveen, Nienke (2017)."Crossing boundaries: Curriculum traditions meet". Workshop delivered at EERA Summer School (Network 3). Stirling, University of Stirling, 18th June, 2017.


PLANNED – Ideal: purposes and priorities
Ministery of education
SCHOOL
Basic education system law
Curriculum
Annual legislation
Monitorization
National Council of Education
REPORTS
OPINIONS
EDUCATIONAL PROJECT - AENELAS
STUDENT SUCCESS
1. ACADEMIC RESULTS (achievement)
2. SOCIAL RESULTS (citizenship)
3.COMMUNITY RECOGNITION (school-commnunity)
STRATEGIES
4. To increase the quality of teaching practice and collaborative work
5. To develop the information, scientific, technological ...literacies
6. To diversify educational offerings for inclusion
7. To promote training and innovation
MEANS
7A. LEADERSHIPS
Intermediate and pedagogical supervision
8. MANAGEMENT
Human resources
Physical resources
Financial resources


Planned curriculum – FORMAL: documents in 2017
Foreign languages
Portuguese
History Geography
ESSENCIAL APPRENTICE SHIPS
Arts:
Visual Education
Musical Education
Maths
Sciences:
Biology
Physics
Chemistry
Knowlege
Abilities
Values
Competences
STUDENT PROFILE AT THE END OF COMPULSORY EDUCATION

## PROJECT Authonomy and Flexibility in curriculum (PAFC)


2017/18
1st grade
5th grade
7th grade

## Implemented - perceived by teachers

### 1. Curricular options:

- DAC- Partial combination of subjects - NSciences + PhyChem; PhyChem+Engl (7th grade);
- Development of practical or experimental work using class split - Port + Maths - 5th and 7th grade or Port + Engl. (8th grade)
- Redistribution of hours of the basic curricular matrices, promoting interdisciplinary project work times, sharing schedules between different disciplines. (Chemistry + English)
- Organization of the subjects on a semiannual basis ( ICT and Citizenship and Development)
- Creation of space or working time subjects for the development of local curriculum, among others, with interdisciplinary contribution – Health and Physical Activity.

## Implemented - perceived by teachers

**2. Organizational options:**

- Distribution of teachers'duties (?):
  - creation of pedagogical teams
  - scheduling of regular meetings for curricular articulation work – once a week
  - time in the schedule of teachers to work with students (LAB)
  - creation of pedagogical pairs between teachers of different subjects –
  - temporary constitution of groups of students according to their performance (1st and 2nd year)

## Implemented - perceived by teachers

**3. Project Coordination:**

- Deputy Director
- Grade coordinator

**4. Production of guidelines for the development of work at the level of the class council**

**5. Plan to follow up and monitor the PAFC in the School**

- Pedagogical Council

**6. Articulation and coherence between the options taken in the context of the PAFC and the measures implemented to promote school success**

- Deepening the PNPSE measures
- Creation of new measures / with convergent objectives

## SCHEDULE – 5th grade

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 08:30-09:20 | Mathematics | Mathematics | CiDes/ICT | Technological Ed | English |
| 09:30-10:20 | Mathematics | Mathematics | Musical Ed. | Technological Ed | English |
| 10:35-11:25 | **HGP** | **Portuguese** | Musical Ed. | Maths /Port | **Portuguese** |
| 11:30- 12:20 | Physical Ed. | **Portuguese** | **HGP** | Port /Maths | **Portuguese** |
| 12:25-13:15 | Physical Ed. | Nat. Sciences | English | | Nat. Sciences |
| 13:20-14:10 | | | | Religion | |
| 14:20-15:10 | Visual Ed. | PROG_ROB | | Physical Ed. | |
| 15:15-16:05 | Visual Ed. | *LAB1_L.HGP* | | *LAB2_M_NSc_VE* | |
| 16:15-17:05 | | *LAB1_L.HGP* | | *LAB2_M_NSc_VE* | |

| | |
|---|---|
| Mathematics+Nat. Sciences | The same teacher |
| Portuguese+Hystory | The same teacher |
| | CiDes- September – January + Evaluation / ICT- February-June + Evaluation |
| *LAB1_L.HGP* | Portuguese+English+HGP (4 teachers at the same time work with groups of students previously defined) |
| *LAB2_M_NSc_VE* | Mathematics+Natural Science+ Visual Education ((4 teachers at the same time work with groups of students previously defined) |

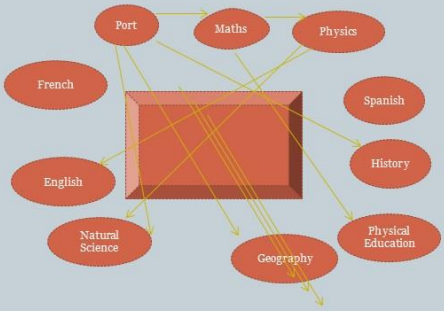
## SCHEDULE – 7th grade

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 08:30-09:20 | History | Physics-Chemistry | Visual Ed. | Natural Science | French |
| 09:30-10:20 | History | Physics-Chemistry | Visual Ed. | Natural Science | French |
| 10:35-11:25 | French *A*/English *B* | Physical Ed. | Portuguese | Geo/Hist | Maths |
| 11:30- 12:20 | Maths /Port | Physical Ed. | Portuguese | English | NSc +PhyChe |
| 12:25-13:15 | Port /Maths | | | English | |
| 13:20-14:10 | | Maths | | | |
| 14:20-15:10 | CiDes/ICT | Maths | | Portuguese | |
| 15:15-16:05 | Religion | Geography | | *OC-H and PhyAct* | |
| 16:15-17:05 | Visual Education | Geography | | Physical Ed. | |

| | |
|---|---|
| | **French - September - January/ English – February-June** |
| | The class is splitted into two groups. |
| | CiDes- September – January + Evaluation / ICT- February-June + Evaluation |
| | Geo- September - January/ Hist – February-June |
| | One week - Science Teacher / Second week – Physical Education Teacher |
| | Both teachers at the same time in the classroom |

## IMPLEMENTED – Operational (in action) - Teachers' perception

Weekly MEETINGS




- curriculum is no longer limited to the didactic dimension, to be read as an open system that regulates and self-organizes in interdependence with other systems.
- the recognition that daily and professional challenges and demands lead to an interdisciplinary use of knowledge
- it is possible that common competences of transversal nature are developed from the work that takes place in the different subjects
- the teacher has so much content "to dump" that he can not make pedagogical differentiation – now it is about meeting specific needs, promoting group work and diversifying strategies in the classroom

## Curriculum articulation – 5th grade

| Subjects | Essential apprenticeships /learning | Activities | Articulation subjects |
|---|---|---|---|
| Port | Reading: read aloud, silent and autonomous; reading texts with narrative and expository characteristics, associated with playful, aesthetic and informative purposes; distinguish in the characteristic texts of the encyclopedia entry, the interview, the commercial, the news and the formal letter in several supports (structuring, purpose); - Literary education: interpreting the text according to the literary genre; - Writing: planning writing through the registration of ideas and their hierarchization; | Extensive reading: the Forest + the Bronze Boy + The Magic Life of Sementinha Interview Text production (emails) Expositive text (encyclopedia text - research on fauna and flora species + soils) Song - lirics | CN/Mat/TIC/EF<br>EM |
| Eng | - To develop literacy, understanding simplified texts of extensive reading with familiar vocabulary (R4.6), reading phrases and small texts aloud (R3.1-2). - Use technological literacy to communicate and access knowledge in context: communicate with others on a local, national and international scale using technological applications for production and online communication (SI 5.1-3) | Digital Book (James ...) / Extensive reading Quiz Songtext Audio Recording Biography John Nash; Ana Filipa Silva Martins | ING/TIC/EM |
| History and Geography of Portugal | - Identify and locate the geometric elements of the terrestrial sphere in a cartographic network; - To describe and represent in maps the main characteristics of physical geography (relief, climate, hydrography and vegetation) in Portugal and in the Iberian Peninsula, using different visual variables (colors and symbols); - Mobilize concepts: location, rose-points, points cardinal and collateral, compass, landscape, landscape sketch, itinerary | Orientation Map Contact CISE (Interpretation Center of Serra da Estrela) - - (For the preparation of the trip to Serra da Estrela - see final product) | CN (solos) + EF |
| Maths | Solve problems involving the organization and processing of data in varied family contexts and use statistical measures (fashion and breadth) to interpret and make decisions. | OTD from CN questionnaires Musical symbols / fractions | Mat/CN/Port/EM |

## Curriculum articulation – 7th grade

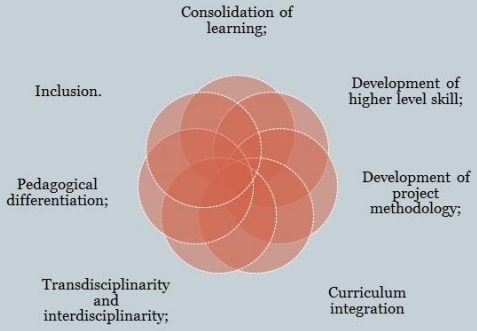
| | |
|---|---|
| MATHS | Rational numbers (NO7). Links with CF (1)<br>Algebraic Expressions (ALG7)<br>(...)<br>Function definition<br>Operations with numeric functions (FSS7). Links with Geography and CF (2)<br>Sequences and successions (FSS7). Links with CF (3) Algebraic equations (ALG7). Links with CF (4)<br>Greek Alphabet (GM7)<br>Geometrical figures (GM7)<br>Geometrical figures (continued) (GM7)<br>Parallelism, congruence and similarity (GM7)<br>Location Measurements (OTD7) |
| PHYSICS CHEMISTRY | 1. Universe. - How the knowledge of the Universe became possible. - Big Bang theory, galaxies and galaxy clusters. At this point a practical activity will be carried out with CN for definition and determination of density (this content is part of the chemistry program that will be taught in the 2nd Period) (1) - The stars and their evolution. - The celestial sphere and the orientation by the stars. It links with Geography (Rosa dos Ventos) - Models of the Universe: geocentric and heliocentric models.<br>2. Distances in the Universe. It links with Mathematics - Distances in the Solar System and Astronomical Unit. - Distances beyond the Solar System and light-year. B. Solar System 1. Astros of the Solar System. - Solar System: its origin and its stars. - Characteristics of the planets.<br>3. (....)<br>4. D. Materials 1. Constitution of the material world. - Different classifications of materials 2. Substances and mixtures of substances. - Substances and mixtures of substances. - Solutions. It links with Portuguese (reports)<br>5. 3. Physical and chemical properties of materials. (1) It links with Mathematics in the representation of functions (graphs) and algebraic equations. - Physical states and changes of state. - Density or density of a substance. It links with Portuguese (reports) - The importance of water for life on Earth. |

## IMPLEMENTED – Operational (in action)

- Analysing Sts' Profile and Essential Apprenticeships
- Planning the project (s) - Class Curricular Plan
- Training - methodologies and strategies
- Defining classroom plan (s) - lesson execution + observation+reflexion

Collaborative work

### GOALS in the classroom




Reinforce the formative dimension of the evaluation (replacing the focus on the classification dimension) and the diversification of evaluation instruments.

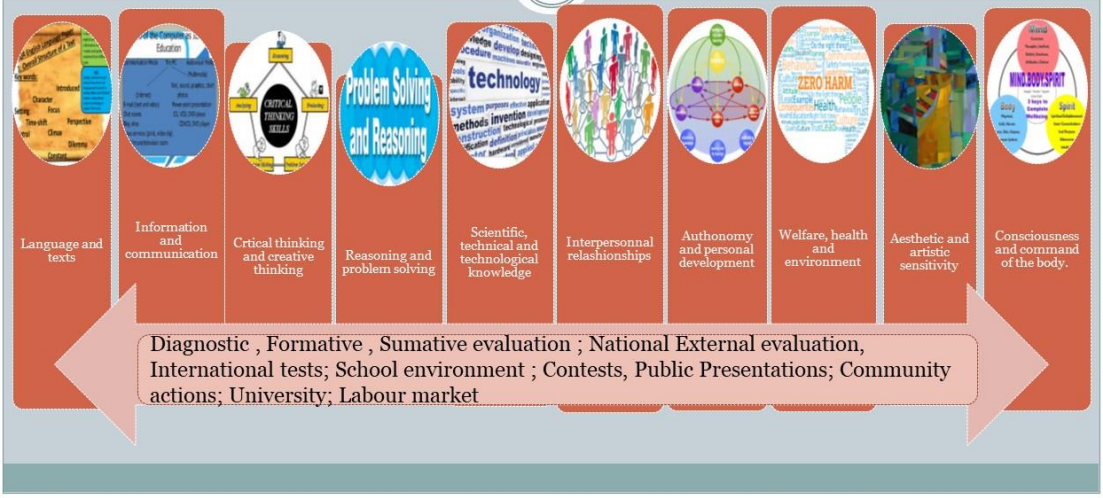
## IMPLEMENTED – Operational (in action)
## - Meeting teachers' perception

- Eng+Physics - At the beginning we were a little worried: how am I going to manage this? What are going to do together in the classroom? – we had to adapt ourselves and find a way to do it.
- We learn about other subjects and how we can teach the same issues
- It allows the creation of strategies for engagement and involving the students in their tasks.
- We feel comfortable because it's experimental time.
- Teamwork helps us feel at ease to try new things/strategies.
- The teachers' teamwork makes it possible to explore differentiated themes/issues and bring reality to the center of learning.
- We talk and reflect on strategies, and discuss how to improve them.
- Students are more mentally flexible and eager to learn than we think – We, adults, are much more resistant to change.

## EXPERIENCED by students

- ❑It´s nice to have two teachers from different subjects in the classroom.
- ❑ I learn much better this way
- ❑ We learn how things/subjects are connected
- ❑We learn from each other

## LEARNED by students




## LEARNED by students

| | N Science+ Physics Chemistry |
|---|---|
| Indicators | Rate of students with sucess<br>Students earning 4/5 level<br>Sts' achievement in assessment tests (monitoring tests)<br>Sts' management in experiments/Science proficiency<br>Student self-reported engagement<br>Teacher observations or ratings of student engagement |
| Descriptors | Sts work effectively as a member of a team.<br>Sts can apply/recognize the principles of science in a daily situation.<br>Sts have effective communication skills.<br>Sts can explain a natural or chemical change (presentations) |

Academic results vs Effectiveness of learning

## IMPLEMENTED – how it is perceived by teachers

School success is measured not only by the transition / approval rate but also by the ability to mobilize knowledge in society..


The mind that opens itself to a new idea will never go back to its original size.

Albert Einstein

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


## 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
Colegio Santa Elena
Villarejo de Salvanés

**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:**

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 programmation of one topic semester
**Attached document 3:** Evaluation of the project

**Creating a "creative" curriculum**
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 forgoten.

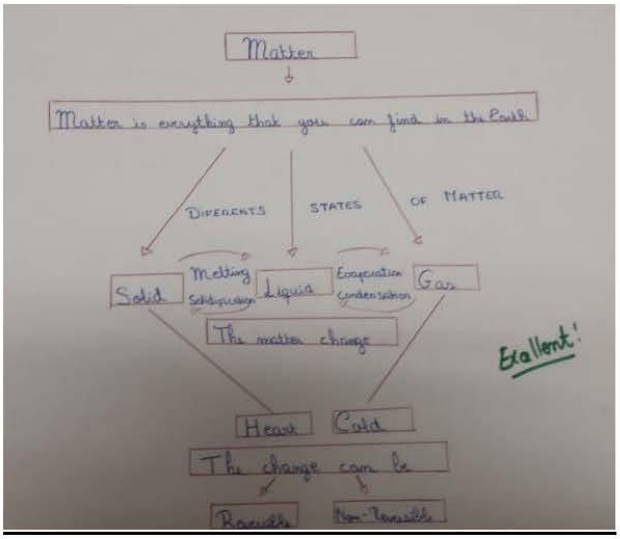
***Attached documents:***

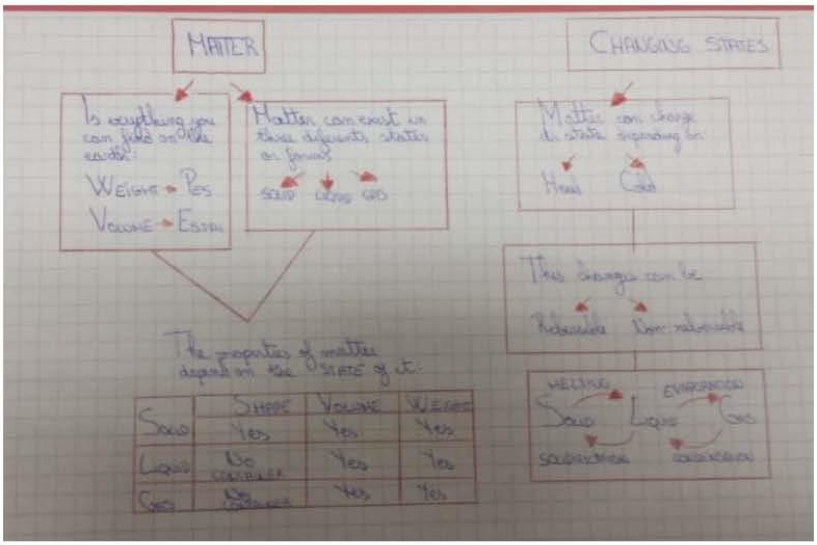
**ANNEX 1: TOPICS FOR SCIENCE YEAR 2015-2016**

**ANNEX 2: 6TH GRADERS MINDMAPS**

**ANNEX 3: SESSIONS EVALUATION**

| 1st | 2nd | 3rd | 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 changes** | **Seasonal changes** | **Seasonal changes** | **Seasonal changes** | **Mixing and making** (Using materials, mixtures and new materials) | **Lights** (How do we see, shandows) |
| **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 properties** | **Materials and their properties** | | |


Matter
Matter is everything that you can find in the World
DIFFERENTS
STATES
OF MATTER
Solid
Melting
Solidification
Liquid
Evaporation
condensation
Gas
The matter change
Excellent!
Heat
Cold
The change can be
Reversible
Non-reversible

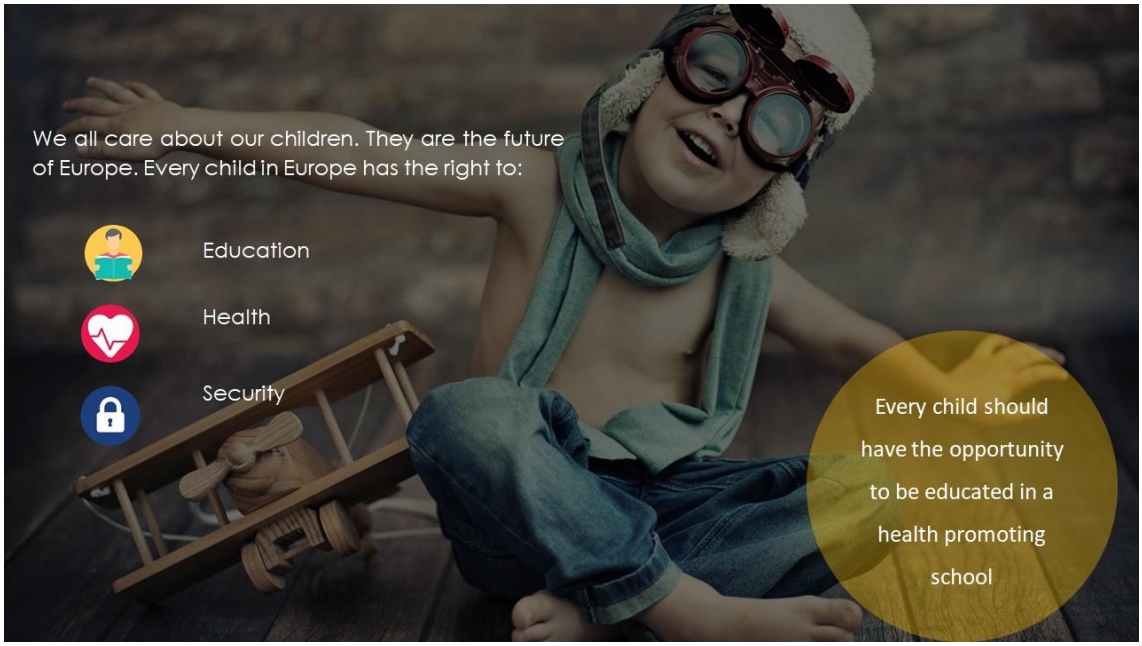

MATTER
CHANGING STATES
Is everything you can find on the earth!
Weight → Yes
Volume → Yes
Matter can exist in three different states or forms
Solid
Liquid
Gas
Matter can change its state depending on:
Heat
Cold
The change can be
Reversible
Non-reversible
The properties of matter depend on the STATE of it:
STATE
VOLUME
WEIGHT
Solid
Yes
Yes
Yes
Liquid
No
Yes
Yes
Gas
No
Yes
Yes
MELTING
EVAPORATION
Solid
Liquid
Gas
SOLIDIFICATION
CONDENSATION

| Session 1:<br>Topic presentation | Session 2:<br>Experimentation | Session 3:<br>Vocabulary presentation | Session 4:<br>Mind Map | Session 5:<br>Evaluation |
|---|---|---|---|---|
| **Date:**<br><br>**Valoration:**<br>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.<br>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. | **Date:**<br><br>**Valoration:**<br>We take some daisses and some colorant. We put the flowers in a jar with the colorant. The objective was tint the petals.<br>Unfortunately the experiment wasn't works.<br><br>On halloween we did another experiment using a bottle, soda and one balloon. They enjoyed a lot. | **Date:**<br><br>**Valoration:**<br>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.<br>The most difficult part to understood for them was the pollination and the plants reproduction. For this reason we watched two videos which explained and represented these concepts. | **Date:**<br><br>**Valoration:**<br>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.<br>Some groups dedicated time to made a good work, but not everybody. | **Date:**<br><br>**Valoration:**<br>They did an a,b,c test. At the first time they felt unconfident, but the 90% of the class past the test. |

| 1st TERM EVALUATION | | 5th GRADERS | | |
|---|---|---|---|---|
| **TOPIC 1: Web of life (Food chains, changing environments and evolution)** | | | | |
| **Session 1:**<br>**Topic presentation** | **Session 2:**<br>**Experimentation** | **Session 3:**<br>**Vocabulary presentation** | **Session 4:**<br>**Mind Map** | **Session 5:**<br>**Evaluation** |
| **Date:** 22nd September<br><br>**Valoration:**<br>Students watched a video about weblife and we talked about it in the class. So nice. | **Date:** 29th September<br><br>**Valoration:**<br>The experimentation was to create their own foodchain with plastic glasses and represent it with the group. So amazing but too much preparation for so little explanation. | **Date:** 6th October<br><br>**Valoration:**<br>Very good. A little bit boring but important and necessary. | **Date:** 13th October<br><br>**Valoration:**<br>Instead of doing a Mind Map we represent a summary using power point presentation. | **Date:** 20th October<br>27 th October<br><br>**Valoration:**<br>The evaluation session has been changed by an English lesson due to management of the class. |

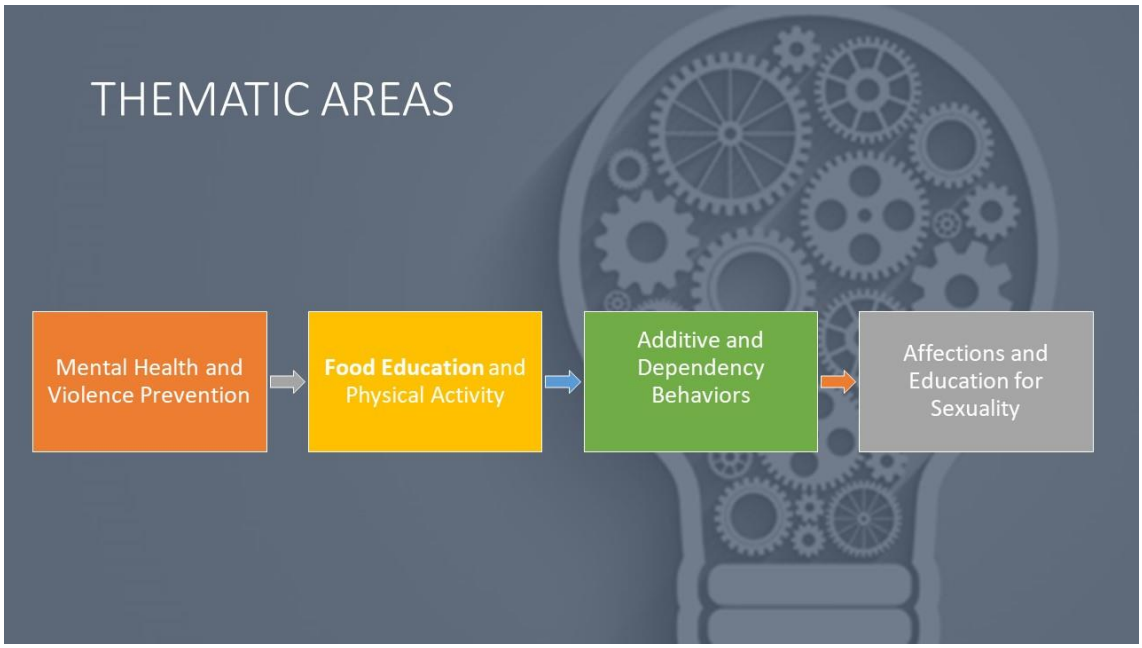
# MIND THE GAP


Rosa Maria Carvalho Figueiredo


We all care about our children. They are the future of Europe. Every child in Europe has the right to:
Education
Health
Security
Every child should have the opportunity to be educated in a health promoting school

# HEALTH EDUCATION PROJECT - PLANNED CURRICULUM

Health education is about providing children and young people knowledge, attitudes and values that help them make choices that are appropriate to their health, physical, social and mental well-being.



IMPLEMENTATION OF THE CURRICULUM

FOOD EDUCATION

Annual Activity Plan

- HEALTHY FOOD WEEK
- Supervision of meals
- Information sessions with health technicians

EXPERIENCED CURRICULUM

HEALTHY FOOD WEEK

Students make show cookings with healthy food

## EXPERIENCED CURRICULUM

## HEALTHY FOOD WEEK

Students are involved in making healthy foods

Healthy eating games are produced


## EXPERIENCED CURRICULUM

## SUPERVISION OF MEALS

The menus are prepared by nutritionists

Children are encouraged to eat healthy food

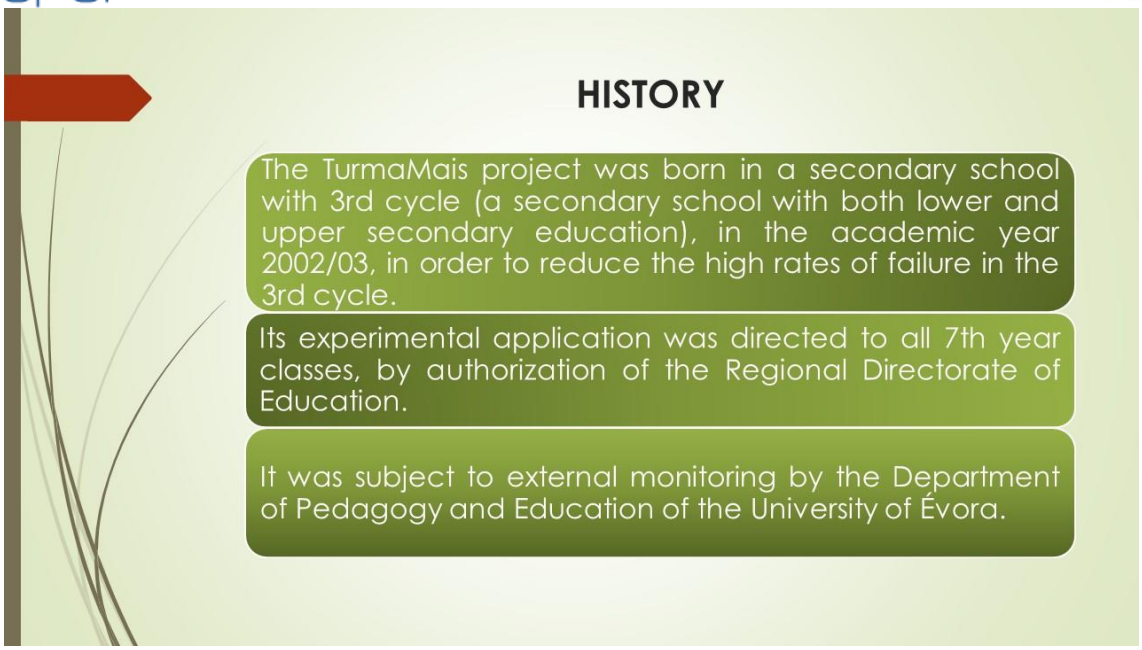
But the results are not always as expected

## EXPECTED RESULTS

The results do not depend exclusively on the curriculum implemented and experienced, it is necessary to combine other factors.


escolas de MANGUALDE
Managing for @ School of Success
Project Turma Mais Sucesso
Vasto, November 2017


The TurmaMais (Plus Class)


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

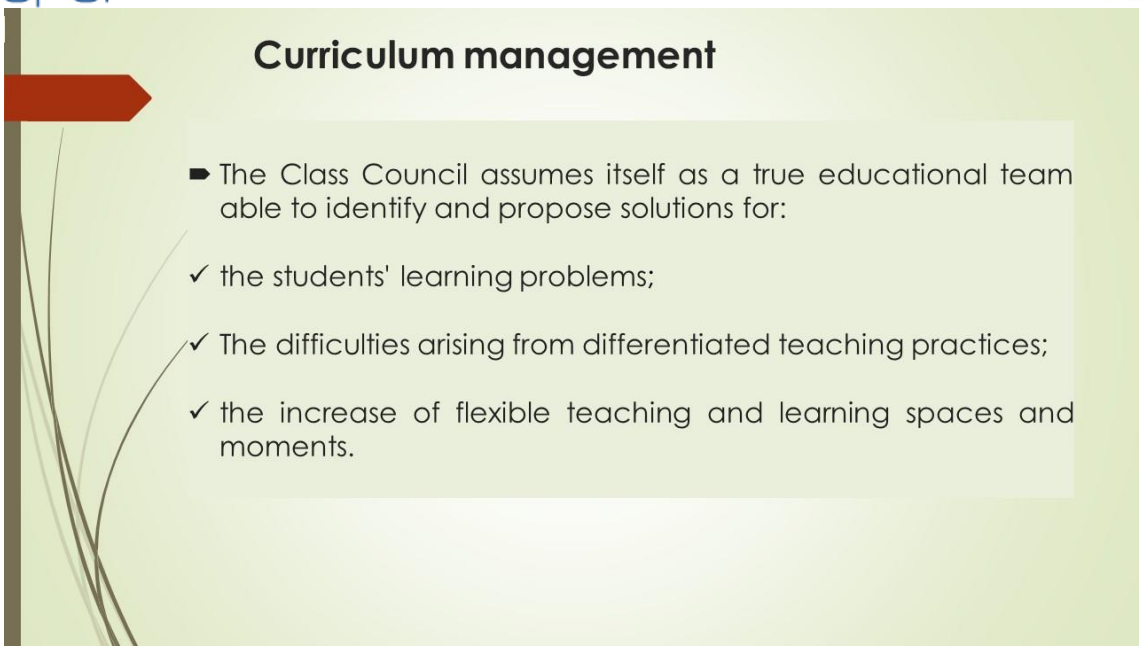
- The schedule of the three classes, in the subjects intervened , is split between them.

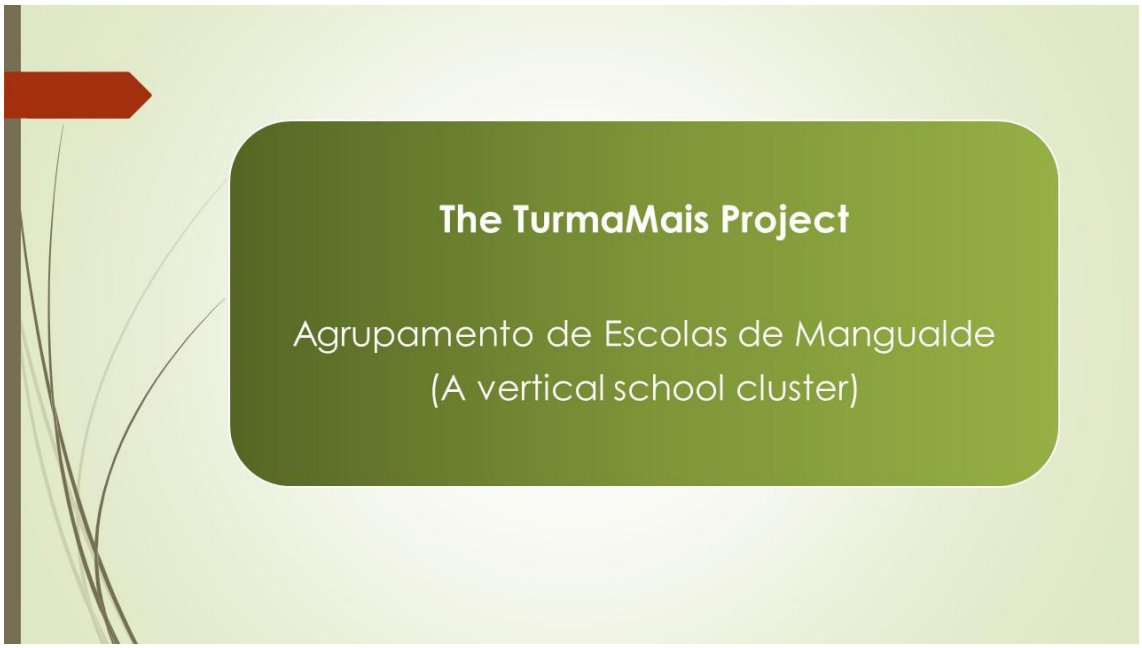
**Example**: at the same time, class A - PT; class B - Math; Plus Class - English

- 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.

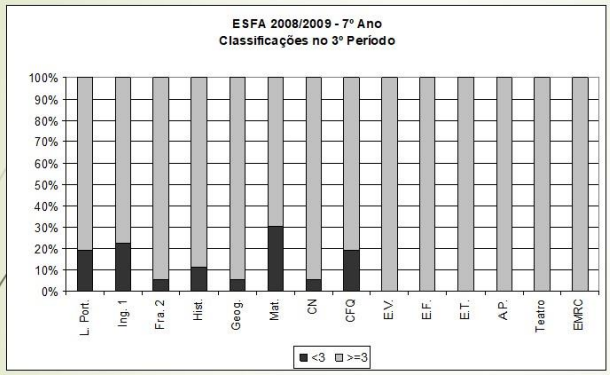

The TurmaMais Project
Agrupamento de Escolas de Mangualde
(A vertical school cluster)

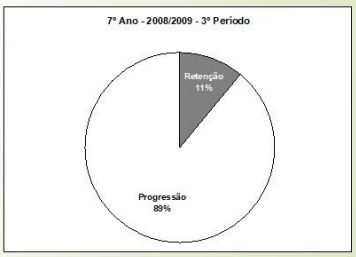
Considering the results obtained in 2008/2009, in the 7th and 9th years, and our journey in the last years, we presented an application to integrate the group of schools that would participate in the first phase of dissemination of the project at a national level.

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

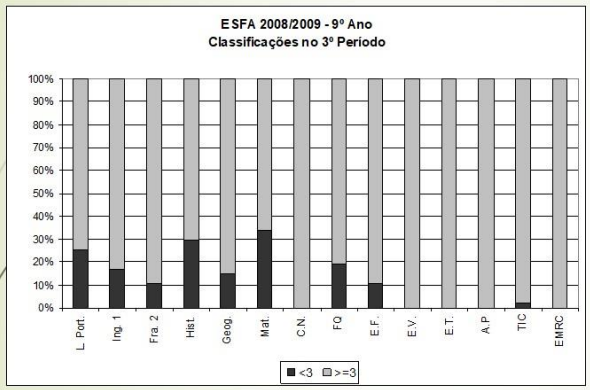
The project lasted for three years.

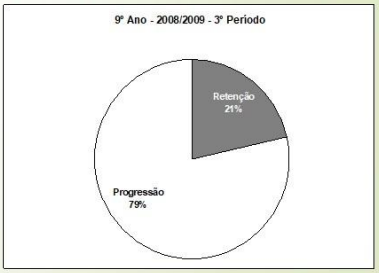
## ESFA - Results



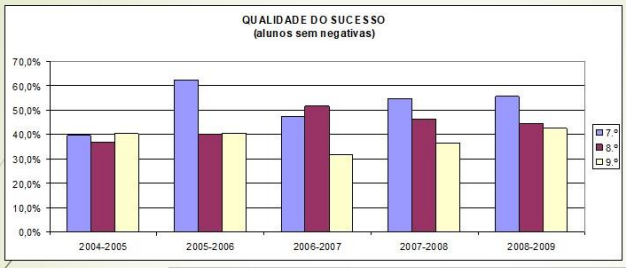



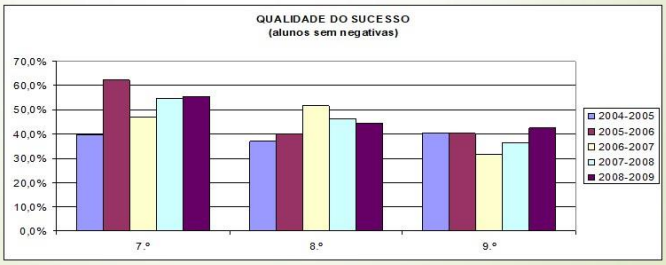
## ESFA - Results

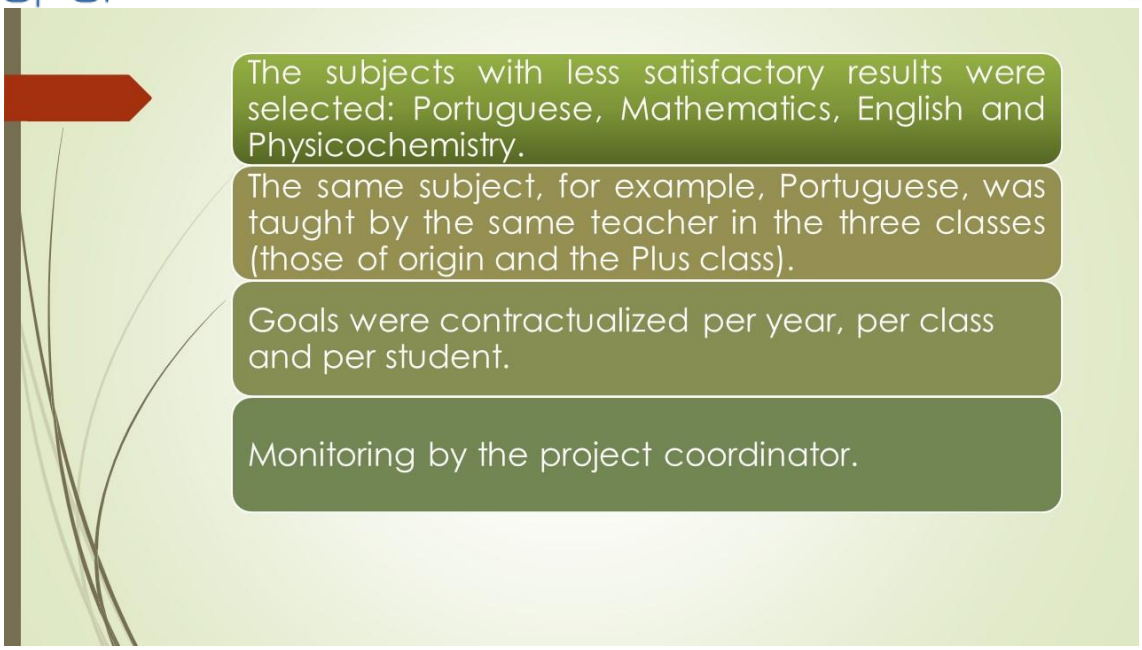


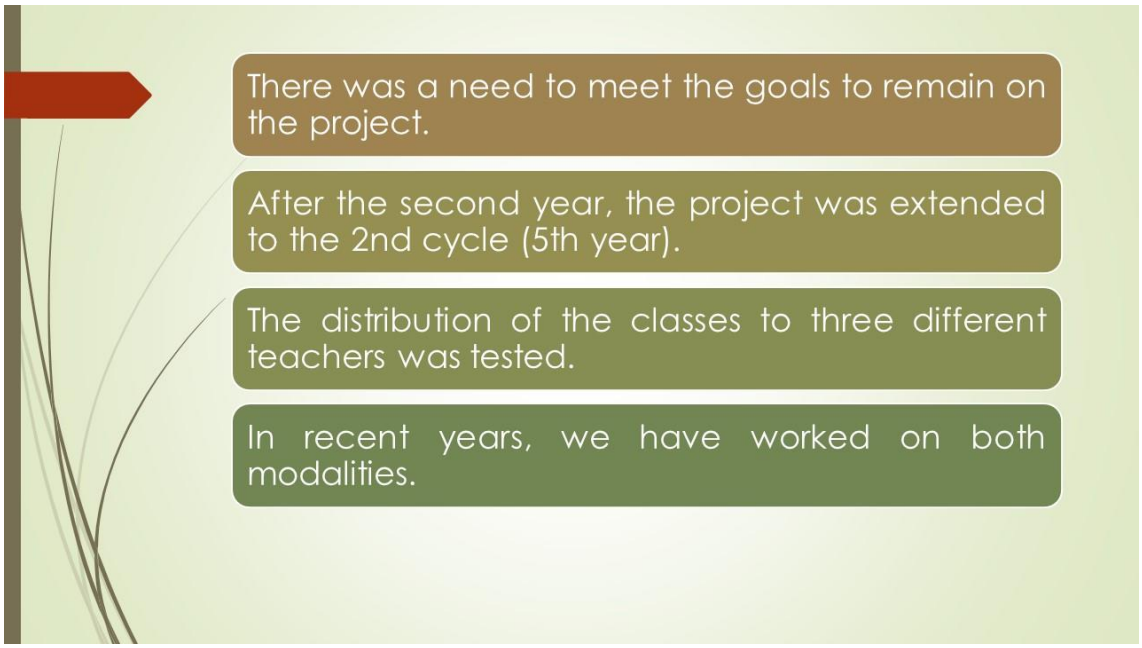



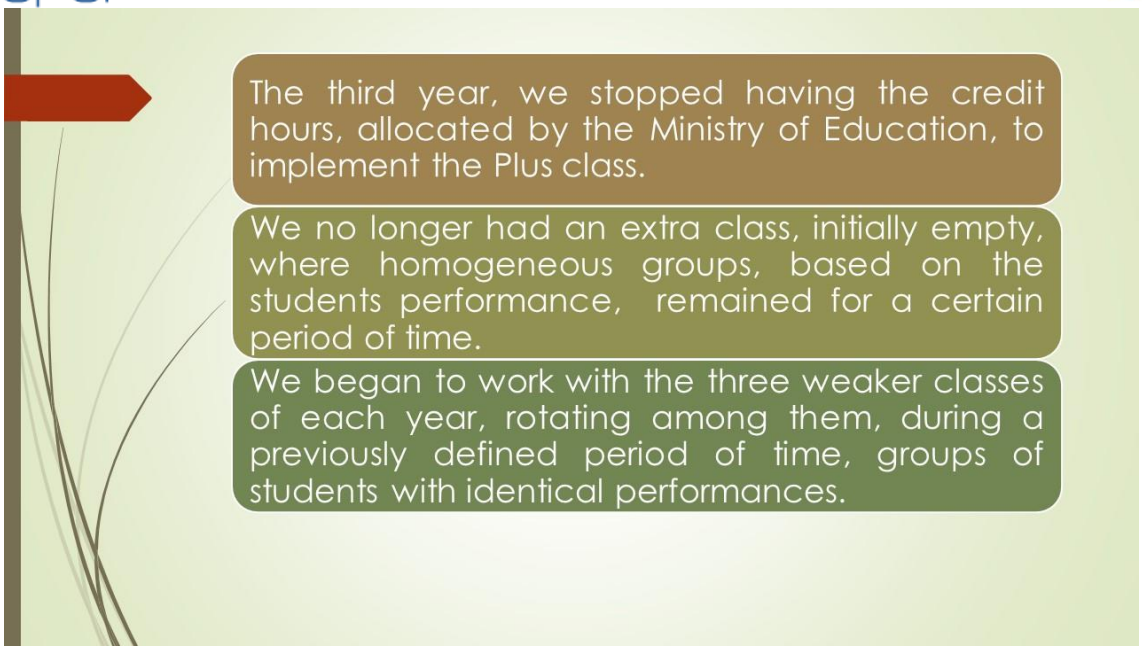

## QUALITY OF SUCESS(students without Failing Marks )

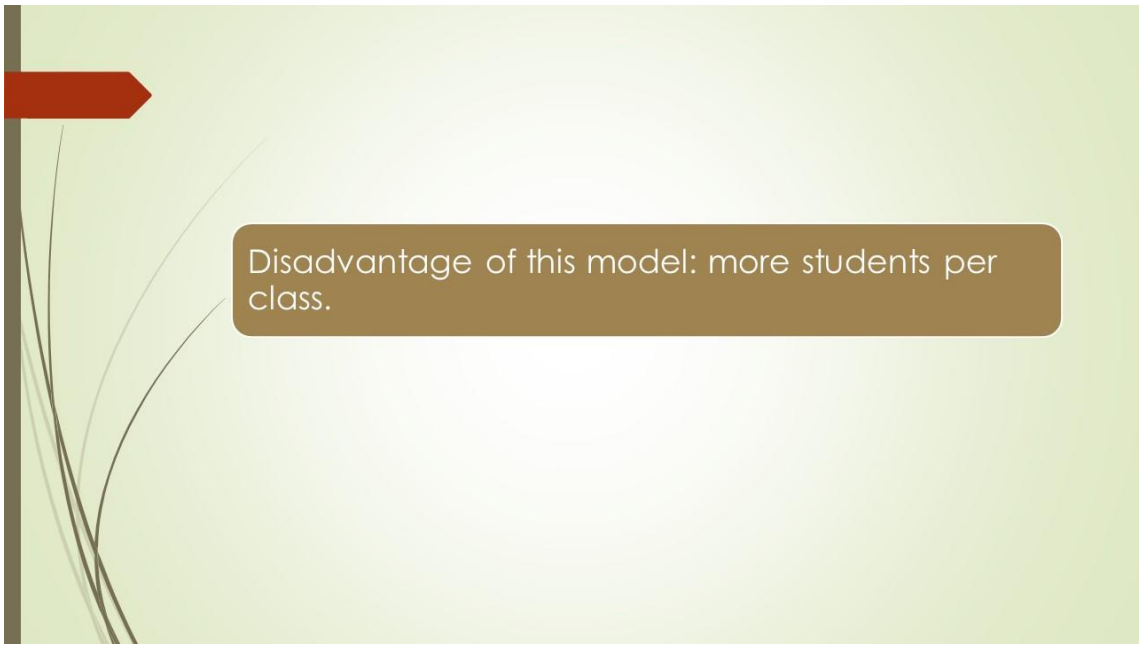


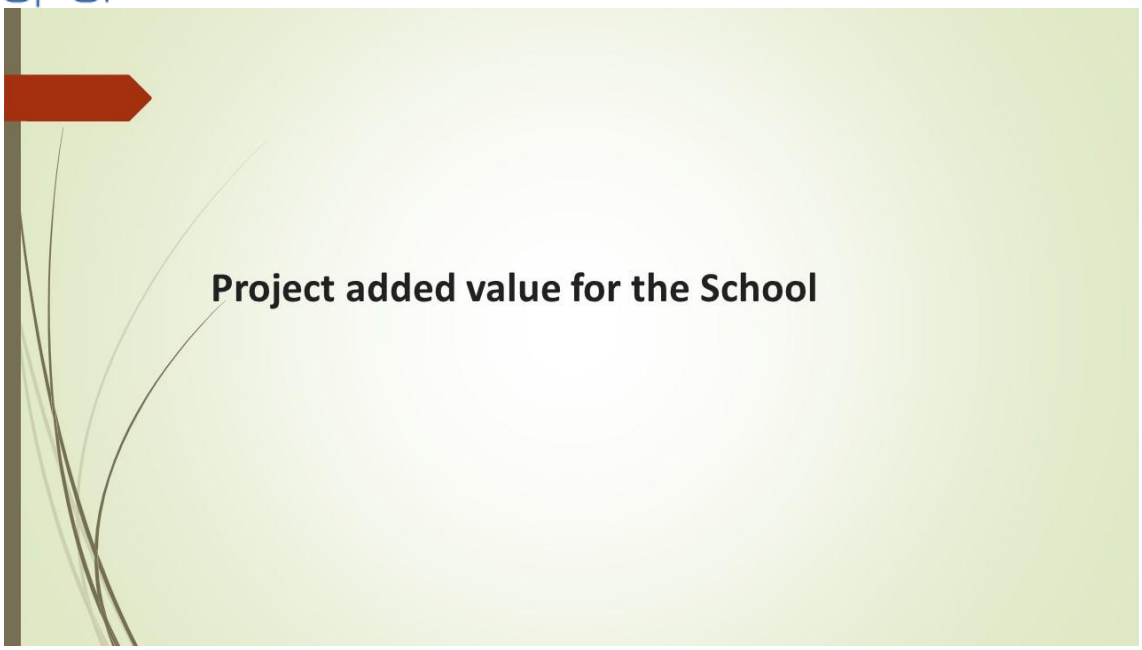



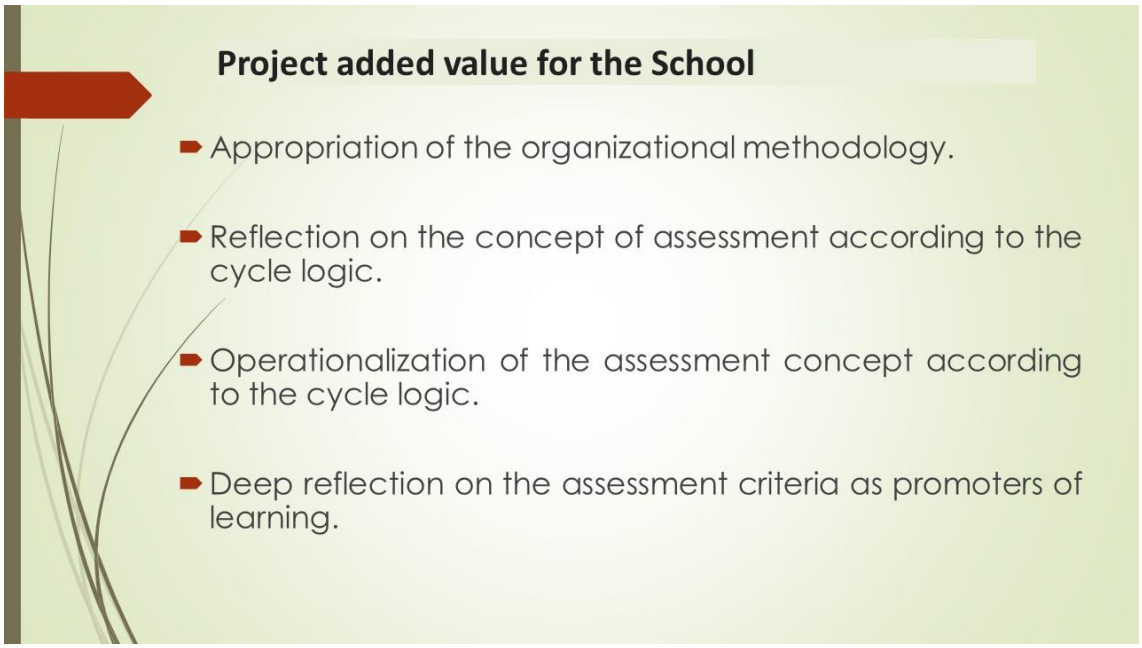

The subjects with less satisfactory results were selected: Portuguese, Mathematics, English and Physicochemistry.
The same subject, for example, Portuguese, was taught by the same teacher in the three classes (those of origin and the Plus class).
Goals were contractualized per year, per class and per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

- Refection 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

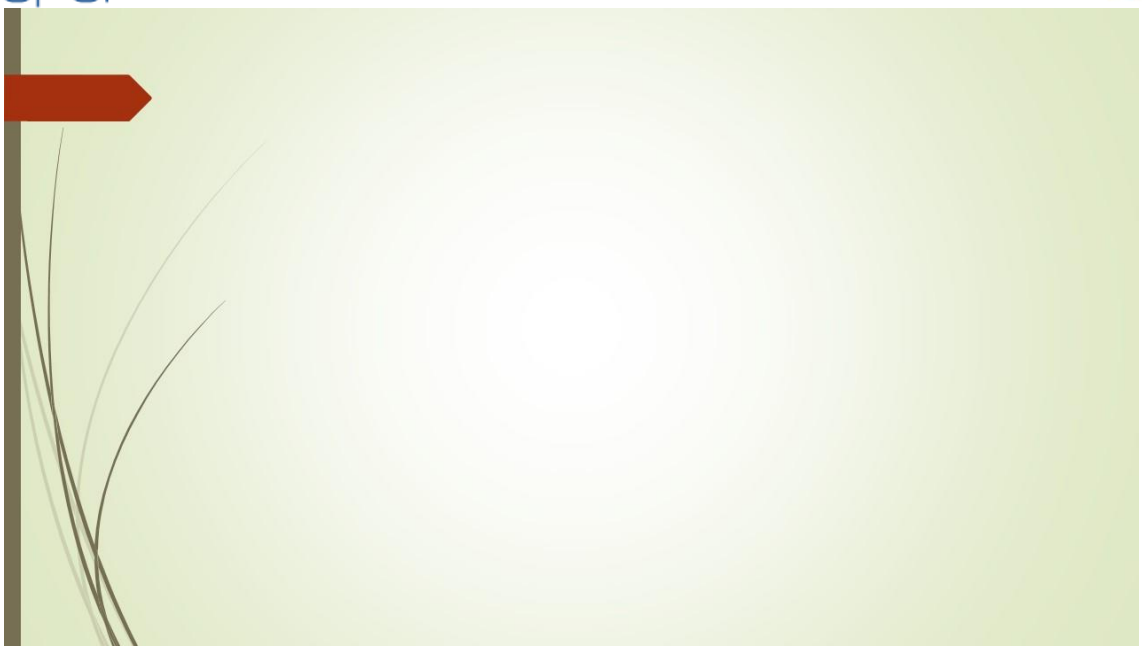
- To create true "Professional Learning Communities," (to end the period of the "self" and "my subject").
- To focus all teaching activities on the needs of the students (clearly distancing from the ideas of the fatalism of the environment, parents, means, hours, programs).
- To be aware that, even if 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



This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.