Managing for @ School of Success

Nienke Nieveen's Curriculum Components

Identify innovative aspects associated with different components of the Curriculum

Index:

Conteúdo

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate.**

Curriculum componentes	Question	Innovations
Teacher role	How can teacher innovate in his day-to-day role?	We can innovate in the following aspects: • adapting the materials/ressources/technologies to the different groups of students; • promote debates about themes that interesting students, what requires a comprehension/ knowledge of the their everyday life; • create an environment where the students can learn according their needs, where they can share their experiences and help each other.
Assessment	How can we assess studente's work?	Teachers can promote autonomy and responsibility at the same time that they evaluate student's work (not only contents, but also attitudes). We can innovate in the following aspects: • giving opportunities to improve their grades – the students could get extra credits by doing extra works (always different) that they can use where/when they have more difficulties; • diversifying the strategies of evaluation according the skills of each student; • make evaluation moments more flexibles, according to students pace of work/learning

Gap Task after Italy from the UK

Task: Choose two components where it is easier and more effective to make innovation…indicate how you can innovate…

Learning activities:

Whilst the UK has a National Curriculum, which specifies the 'Learning Objectives' and 'Key Performance Indicators', a Teacher has a lot of freedom to choose *how* the objectives will be presented to the children.

- A Teacher can choose to create a learning activity that is pertinent to only one specific subject (eg; History), or they can choose to merge several subjects together in a more cross-curricular fashion (eg; writing a letter to a historical character; thus practising the literacy skills of letter-writing, as well as learning about a period of history and the main characters involved.)
- A Teacher can choose to use different inspirational methods of presenting the learning activity; such as using art, drama, story, film clips, IT equipment. These are intended to inspire the children.
- A Teacher can choose to invite speakers in to present to the children or organise a visit to somewhere – giving first-hand experience to inspire the children in the learning activity.
- Depending on the purpose of the lesson, a Teacher can choose to create a hands-on, experimental learning activity, where the children learn through exploration and discovery. Or the Teacher can choose to create a more theoretical approach to the lesson. Sometimes the Teacher might choose to use rote learning and/or repetition to ensure that children understand the objective.
- Whilst some educationalists believe that 'VAK' – the different learning styles of Visual, Auditory and Kinaesthetic, is no longer a valid way of organising learning activities to cater for children's individual needs; many Teachers believe it is a good starting point in ensuring that learning activities become far more personalised towards individual children. A teacher can ensure that over the period of a lesson, or a day or indeed a week; that there is balance of learning activities which rely on visual, auditory or kinaesthetic approaches to accessing the objectives; thus ensuring that all children will be able to access the curriculum.

Teacher role:

In previous times, the role of the Teacher was very much that of the 'Instructor' – the Teacher stood at the front of the classroom and spouted knowledge and the children

were expected to passively take this information on board. Whilst there is still sometimes the need for a Teacher to be the 'expert' and present key facts to the children; this is now not the only role that a Teacher can undertake.

- Sometimes a Teacher can choose to be a facilitator – they provide the learning experience for the children and allow them to explore and realise the learning. The Teacher works alongside the children, prompting where necessary and providing the scaffolding so that the child learns for themself. The Teacher may then summarise at the end of the lesson, to ensure that the learning objective has been identified and understood by all.
- Sometimes a teacher can choose to be a demonstrator – making clear the learning objective right at the start of the lesson. The Teacher demonstrates the skills needed to carry out the task they have planned (eg; how to solve a particular type of mathematical problem) then allow time for the children to practice carrying out the skills.
- Sometimes a Teacher may start the lesson by introducing the 'Learning Objective' – making it very clear right from the start, what the purpose of the lesson will be. At other times, the Teacher may choose to clarify the learning at the end, thus allowing the children time to explore first.

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate.**

Curriculum componentes	Question	Innovations
Teacher role	How does the teacher adapt to change?	The school is being systematically confronted with new demands and challenges. In this context, teachers are also faced with new realities for which they have to adapt. These realities require different positions on the part of the teachers, beginning with the opening for change. The change presupposes, therefore, that the teachers carry out contextualized formation, they promote the collaborative work, they develop partnerships, they involve the students in the process of teaching and learning.
Rationale	Why are they learning?	At present, schools prepare students for the future performance of functions that do not yet exist. This paradigm refers to some questions: What to teach? How to teach? How do students learn? As for the last question, it is important to realize how students learn. This is the only way the school can meet expectations and promote teaching. On the other hand, it becomes increasingly pertinent to involve students in their learning process so that learning is meaningful and simultaneously promotes lifelong learning.

Innovatie Educatie 2032

M. Spijkers Stallaert

Assessment ad examination in te futurum!

The curerend emfases on transferring knolletje Will Be Brucht more indo Balance wit te otter twa man objecties of educatie at te school of te futurum:

1. personal development ad

2. preparation for participation in society.

In this, otter Balance, te Platform considers a contemporary way of testing ad examining. The Platform believes that forms of central examination remain important, so that students meet te requirements for further educatie. But some skills are only 'noticeable' rather than measurable. For example in te experiences that students have gained, te responsibility they have shown, te initiatives they have taken, te cooperation they have shown ad te self-confidence they have developed. It is important to assess ad appreciate such qualities. Supervision of educatie can stimulate attention for this.

We then assume a holistic approach to children. Not only product is important but also te process ad especially what students show there. In te Development Focused Educatie we use te circle of B. van Oers (B. van Oers 2001). See te circle of B. van Oers:

It is therefore important ad te advice to our educatie 2032:

An e-portfolio is te way to monitor ad evaluate te development of children. An example of such an e-portfolio is currently being developed. It bears te name Mevolution. In this e-portfolio, te 4-phase model of research ad design learning is te model to give students te space to work on their own development: they themselves are at te wheel! A movie has been made about this which is on youtube: https://www.youtube.com/watch?v=jRlrojsmn6U

After such a cycle, a learning certificaten could Be placed in te product phase (harvest phase), which is assessed by several experts. When te product is tested as a proof of learning, a valid test could Be te follow-up so that a thorough ad appropriate pupil tracking system is te result.

In te learning certificate, te broad intentions are taken indo account alongside knolletje ad skills. These are te intended competences that are so relevant for students.

These learning certificates could Be images, presentations that are accessible to all those involved (pupils, parents, teachers, experts).

This should Be an easily accessible e-portfolio that can easily incorporate learning certificates. The idea is that there Will Be an app that uploads recordings, presentations ad puts them in te right category.

With this e-portfolio you give space to personalized working, measuring (learning proof) ad brands of broad intentions (competences) in development ad testing it to measure to take a good next step in te area of immediate development.

You also include te relationship in this e-portfolio. OGO educatie assumes that te child learns in relation to another. We think of educatie needs, coaching ad guidance, cooperation. (Vygotsky 1978)

I would therefore like to share this advice wit te Educatie 2032 platform.

How did we get this idea that entails this innovation?

In te network of innovation schools, network of Development-oriented educatie, network of Ondernemend Den Bosch, a lot has been discussed about what a portfolio should look like.

It goes without saying that an e-portfolio fits this time, supported by accessible technology.

In 2014 we met Tom Oosterhuis, te designer of te e-portfolio Mevolution, in te entrepreneurial network of Den Bosch. We started wit a reconnaissance phase, together wit otter schools for PO ad VO.

In a PLG (E. Verbiest 2015) we are going to join forces in how Mevolution should look like, wit te aim of capturing te research ad design learning in an e-portfolio. We aim to optimize te learning process (P. Theune). In te designing, research-based learning we continuously apply progressive recontextualization (B. van Oers 2014).

A beautiful innovation that fits in te ideas of Leathwood. (20120) He appoints ad maintains relationships in networks because these are foundations for sustainable innovation. This innovation fits our vision, we are motivated ad place it in te context of educatie 2032. It is a joint course ad te point on te horizon is clear. An e-portfolio in which te development of children is recorded in crucial moments that are followed up by appropriate tests. We are active in this innovation, build wit, take risks, show courage. We take plenty of time for this innovation so that everyone goes along wit te

development. Teachers are increasingly professionalised in te concept of research ad design learning.

Also outside of school, our parents as partners, for example, take part in te innovation because te goal is that this innovation makes an important contribution to te performance of students. (Marzano 2007) In this innovation we also get te chance to use parents as experts.

An e-portfolio in which te development process as well as te product is recorded is te advice I would recommend to te 2032 working group on educatie because it is an answer to how ad by means of what you can test ad examinate in a different way. This is done consistent to te holistic view of students ad they experience autonomy. In this way we give children all te opportunities, ad they are addressed by intrinsic motivation, commitment, broad intentions ad meaningful activities.

November 2017: Innovation Co teachting in KC 't Schrijverke

Miriam Spijkers

In an innovation it is important to use the below mentioned model of Knoster

Co teaching means :

A regular group with two teachers. Together they hold the responsibility for all children in the classroom. In the group there are 5 to 7 children with special needs. Both teachers are there for all the children.

1. Vision

All teachers , the principal, and even the board of the school believe in this concept .This concept is a for us the answer to the question on how our school can best shape all inclusive education. First parent were hesitant but after two years they understood our innovatioen and they agreed with that.

2. Skills

Our teachers have developed their skills for several years and are still continuing with courses and networking.

3. Incentives

Collegues are inspirated because they see that they are doing a good job. Also they are inspirated through scientists who coach and monitor the innovation.

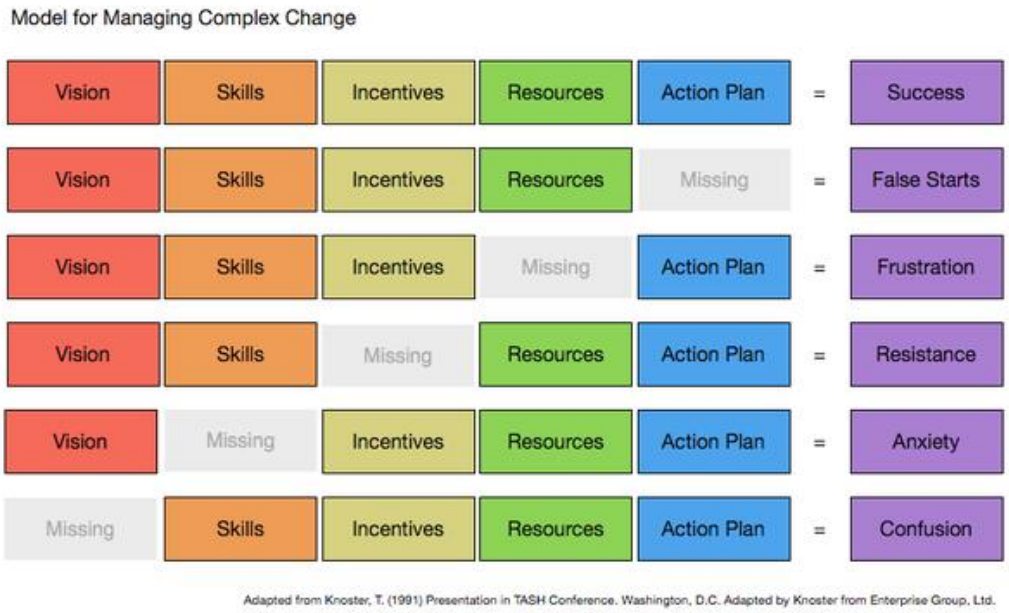
Funds fort his innovation are not yet structural. It is difficult to get the funds we spend refunded from the partnership for pupils with special needs.

4. Recources

The problem is that the board gives an advance to make the recources available. It is difficult to get these recources back from the partnership for pupils with special needs. The recources are not yet structural. Here lies the biggest problem for the innovation coteaching.

5. Action Plan

The workgroup of coteachers have developed a multiple year and a one year projection in which they handle the P-D=C-A cyclus. In this way the continuty of development is quaranteed.



Assessment- How is their learning assessed?

Formative assessment.

- It gives meaning to science itself, it can not be an end in itself.

- Teaches how much effort to put in order to get positive.

- Monitors progress and leads to championship.

- He emphasizes what good has come about.

- Draws attention to errors as elements on which to work and improve them.

- It gives tips on what to do to go one step further.

- Teaches you to experience defeats as opportunities for growth and improvement.

Rationale- Why are they learning?

"The hike will give you happiness, and not its purpose"-a quote from the film "Peaceful Warrior".

-Learning is an exciting adventure.

-Learning to know the taste of failure and success.

-Learning to change: we learn to overcome difficulties, we learn resposibility, we learn how to change a failure into success.

-Gaining the skills and knowledge needed to achieve the stated objectives.

-We know the joy of cooperation in joint implementation tasks.

How are we implementing these two components in our school?

For example, we carry out with our students a program created as part of the Heroic Imagination Project (HIP). It is based on the study of one of the greatest social psychologists, prof. Philip Zimbardo .

The Mindset Intervention: Replacing Fixed Mindset with Growth Mindset

Psychology of motivations and achievements - how to replace a permanent attitude with a developmental attitude?

The belief that intelligence or skills are permanent inhibits motivation for learning and development. However, the developmental attitude allows you to consciously develop abilities and improve your achievements. Learning can become fun and take on new challenges even more satisfying. In the Heroic Imagination Project, we teach how to shape a development-oriented attitude, we help to overcome limitations and misconceptions about ourselves. The developmental attitude develops motivation and perseverance, supports in the constant search for paths of personal development, allows to convert defeat into success and build self-esteem.

Our group chose the following CURRICULUM components:
1. Learning activities
2. Location

In the first point, Learning activities, we consider that one can innovate doing the following:

- proposing or preparing more practical activities
- leaving books at school so that children have opportunities to do other activities in non-school time
- stimulating curiosity
- Involving the community/family in learning activities
- promoting teamwork and team learning
- providing resources and organizing creative tasks
- increasing peer work

For the second point, Location, we consider that one can innovate doing the following:

- Changing the traditional organization (layout) of the classroom, for example, by creating "agoras"
- Make classroom space more welcoming, for example, with green corners and laboratories to differentiate time and learning content

- Decorating school spaces
- Using all spaces, for example, corridors
- Use the walls of the schools to place the works of the children / students

- Involve the children in the construction of their own school material, because as more personalized is the school material as more motivation the students have

Curriculum Components

La didattica della scuola italiana è protagonista negli ultimi anni di notevoli cambiamenti grazie all'impulso delle istanze provenienti dall'Europa: si sta passando dalla didattica incentrata sui contenuti e sui saperi disciplinari a quella basata sul concetto di **competenza.**

La scuola italiana è quindi impegnata a trasporre in termini di competenza ciò che prima veniva indicato in termini di conoscenze ed abilità disciplinari ed anche la valutazione tiene conto di quali siano le competenze che l'alunno deve possedere al termine di un determinato ciclo di istruzione e attraverso quali strumenti e modalità didattiche raggiungerle.

Recentemente il D.Lvo 62 del maggio 2017 richiama ulteriormente l'attenzione del Collegio Docenti sul concetto di competenza e chiarisce che l'acquisizione delle competenze civiche e di cittadinanza sono valutabili nell'ambito dell'area storico geografica e che esse concorrono alla definizione del voto di comportamento dell'alunno.

Sebbene la didattica italiana sia ancora improntata sullo svolgimento del Curricolo Nazionale (Indicazioni Nazionali, Linee Guida per i Licei, Ist Tecnici e Ist. Professionali) in cui sono dettagliatamente riportati per ogni ambito esperienziale o disciplinare i saperi che l'alunno deve possedere la termine della classe frequentata, dall'altro si riscontra un nuovo protagonismo del corpo docente che se adeguatamente supportato dalla

guida del Dirigente Scolastico può portare la scuola al cambiamento e all'innovazione.

Sicuramente gli ambiti su cui è possibile intervenire e su cui sono più evidenti i segni del cambiamento sono:

- Il ruolo del docente
- I materiali e le risorse

Questi due aspetti in realtà sono strettamente correlati e si influenzano reciprocamente producendo effetti positivi.

L'innovazione nella scuola è sicuramente legata alla motivazione e alla necessità del corpo docente di cambiare le proprie modalità di insegnamento. Oggi il docente deve far fronte a nuove sfide: l'apprendimento formale, quello scolastico, è sempre più influenzato da quello informale e non formale; negli ultimi anni sono entrati nella scuola nuove generazioni di studenti, i "nativi digitali", cioè bambini ed adolescenti che fin dalla nascita hanno familiarizzato con schermi interattivi e dispositivi informatici connessi alla rete; le abilità che i nativi digitali sviluppano fin da piccoli sono la condivisione, la ricerca , la costruzione attiva del proprio sapere, capacità che non trovano spazio nell'organizzazione didattica del lavoro scolastico in cui la modalità di trasmissione del sapere è legata soprattutto alla lezione frontale.

Per venire incontro al nuovo modo di apprendere degli studenti il docente deve necessariamente riflettere sul suo **ruolo** e interrogarsi su quali strumenti e modalità di insegnamento porre in atto per facilitare l'apprendimento.

Per far fronte a queste nuove esigenze il Ministero dell'Istruzione , attraverso gli Uffici Scolastici Regionali, sta proponendo **corsi di formazione** per docenti sull'utilizzo delle nuove tecnologie e sulle nuove metodologie di insegnamento (cooperative learning, flipped classroom…); è stata inoltre introdotta la **Carta Docente** per l'acquisto di libri, software, pc, tablet e per il pagamento di corsi di formazione ed infine il "**bonus premiale"** viene assegnato dal Dirigente Scolastico as ai docenti anche sulla base della loro capacità nel realizzare progetti di innovazione didattica.

La formazione del personale influenza quindi la didattica ed influisce sulle attività di apprendimento; gli insegnanti formati stimolano l'apprendimento attraverso metodologie innovative quali l'uso frequente dei laboratori, le attività di ricerca e laboratoriali, la condivisione di materiali attraverso la connessione ad internet.

Anche le aule negli ultimi anni si stanno trasformando : attraverso il Piano Nazionale Scuola Digitale e il PON FESR le scuole hanno potuto rispondere a bandi di gara con fondi nazionale ed europei per il finanziamento di nuove dotazioni tecnologiche quali reti LAN-WLAN, software, LIM, PC, stampanti 3D, atelier creativi. Le aule aumentate digitalmente in cui l'uso delle nuove tecnologie integra la didattica consentono sia attività laboratoriali e di gruppo sia attività di ricerca individuale e studio.

Pertanto la formazione degli insegnanti e la loro propensione a mettersi in gioco ed accettare nuove sfide, insieme alla presenza di materiali e risorse contribuiscono al cambiamento e all'innovazione didattica. Il ruolo del Dirigente Scolastico diventa quindi strategico perché il suo compito è quello di stimolare e motivare gli insegnanti a rivedere le proprie modalità

di insegnamento ma anche quello di essere attento a intercettare finanziamenti per l'acquisto di materiali e a vigilare affinché queste energie e risorse abbiano una ricaduta positiva sul curricolo di scuola e sull' apprendimento degli allievi.

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate.**

Curriculum componentes	Question	Innovations
Teacher role	How is the teacher facilitating their learning?	Nowadays the teacher needs to be creative, joyful and enthusiastic; he needs skills to engage students in learning. We can innovate in the following aspects: • **teachers´training** – it can make the difference in promoting active methodologies and strategies to keep the students motivated. • **promoting good relationships** with the children at school - it creates a nice atmosphere for learning- The teacher sets the mood/tone and it´s reflective: if you convey happiness and contentment students will very probably react positively. • **working in small groups** – it helps students to learn and work more successfully. • **mixed ability students in a class** – students share ideas and knowledge • **individualized teaching** – each student has his own way of learning and needs. • **collaborative work with other teachers** – different areas of learning that come together to create new learning experiences.
Rationale	Why are they learning?	Society and the world are changing very quickly. Students need to deal with problems and be able to adapt themselves to a more and more complex world. How can we sparkle their inside motivation for learning? Finding out students´motivation for learning. Exploring students' expectations. Helping students define their own goals for the future/a project for their life Challenging students.

		⍰ Linking learning to everyday life, their family life, relationships and experiences – learning is everywhere. ⍰ Changing attitudes to learning: responsibility (recognizing what they are learning as important and useful, taking responsibility for their own learning, acknowledging what the goals of the learning program(s) are; understand how these goals will be assessed / evaluated; recognising whether they are on track to accomplish those goals; evaluating their own learning as they go along) , reflection/metacognition (thinking about their thinking helps them make greater sense of their life experiences and start achieving at higher levels, thinking about which abilities are strengths and weaknesses; thinking about how you are learning makes it easier to set goals**;** evaluating their learning strategies, students become more self-reliant, flexible, and creative), respect (regarding the feelings, wishes, or rights of others as well as getting admiration for their abilities, qualities, or achievements), resilience (improving their capacity to recover quickly from difficulties as life is not easy, preparing to be independent, critical-thinking, adaptable; developing the ability to cope and thrive in the face of challenges or adversity; gain the competence and understanding to persevere and make progress through their mistakes), relationship (learning how to live together and get on well with others; developing strong, lasting friendships / relationships; being able to cooperate with their peer group and adults: developing a sense of school belonging encouraging students to participate cooperatively).

The two components of the Curriculum we are now making some innovation are

- The learning activities
- The teacher role

Students are working in cooperative groups and we are introducing flipped classroom. So that teacher's role is changing from "the person who gives the knowledge" to "the person who facilitate the learning".

Learning activities and Material resources are two aspects of the curriculum in which innovation can be more present and effectively approached.

Learning activities

How can we innovate regarding the learning activities? First of all, our main focus should be the empowerment of motivation in order to improve students' learning. Motivation is generally related to methodology and methodological innovation thus usually leads us to a successful learning. For instance, gamification or flipped classroom, which can be part of more complex projects that rather than focus on one subject they embrace different areas of knowledge. Learning by playing should also be taken into account when talking about methodology due to the positive impact that learning by doing has on students. Playing gives you a huge variety of means of expression that makes the learning process even more inclusive. Besides, it gives you the opportunity to talk about the different ways of reaching the same result, highlighting the point that every way is valid. Technology has already been in kids' lifes and it should also be included in the learning practices. Students at home learn how technology is useful in their leisure time, but what about techonology as a tool for learning? Nevertheless, teachers need to be aware of the digital competences and guide the access of kids to technology.

Material and resources

We strongly consider resources and materials used in class as an aspect which needs time to stop and think about. Teachers need time enough to prepare motivating material which Will be able to be manipulated and used in the learning process.

Taking into account how technology is taking parto f our students' daily routines we think it is important to introduce these components and technologies in our lessons as tools to ease and make the learning process more motivating.

When creating and designing these materials or resources, teachers may consider multiple intelligences. Every student has a different and unique way of learning and entrance of the knowledge so all material created must contemplate it. As teachers, we have to personalize as maximum as possible the learning process and creating individual, motivating and useful material to use in class is the beggining of a valid teaching process.

Of the ten components of the Curriculum listed below (column 1) choose two where you find **it easier and more effective to make innovation**. For these two, indicate in the second column aspects where you can **innovate.**

Curriculum componentes	Question	Innovations
Teacher role	How does the teacher adapt to change?	This component is not the easiest to implement, but in my opinion it is the one that most needs innovation. The teacher is one of the focal points for change, for nothing will change if there is no commitment and involvement. It is therefore necessary to dignify the professional status of teachers in order to be able to exercise their skills in implementing the curriculum in order to change society. Schools should create mechanisms that facilitate curriculum development and the construction of their own projects, trusting professionals and believing that they are the ones who know the best solutions for promoting the best learning. Top leaders and intermediaries are key in this process in order to promote cooperation and collaboration among teachers, finding spaces and common times for discussion. The best contribution of each teacher should be valued and, above all, of listening to the educational community, so that educational projects are assumed by all and shared.
Materials and resources	With what are they learning?	Everything changes very quickly in our lives and the school can not remain indifferent to this change. Technology has come to modern classrooms and this is an irreversible process. With the emergence and popularization of smartphones, tablets and other equipment with Internet access, the content is no longer only in blackboards and in notebooks and books as it was in the schools of yesteryear. The role of the teacher has also changed. It ceased to be the absolute holder of knowledge to become the mediator, providing favorable situations for the student to operate on knowledge, transforming it into knowledge. In this context, the current challenges posed to the school are enormous, requiring technological resources in the classroom, accessible to all students and teachers trained to make their management. This is a permanent challenge for all of us.

Curriculum components

The role that the teacher can play in curriculum development and in curricular innovation lies in the line that goes from the mere execution to the critical professional, depending on the amount of autonomy and the competences attributed.

The teacher who "realizes" the curriculum is the one who reformulates it, who constructs it continuously; is the one who systematically examines his practice.This teacher, at the curricular innovation level, has a wide range of hypotheses: production of materials, preparation, implementation and evaluation of curricular projects, introduction of regional and local components of the curriculum.The teacher, so understood, must “curricularize himself” that is, think about his work in curricular terms. It's not easy. First, because a prescriptive curriculum and making the teacher a mere performer is the system tendency, although, more (controlled) freedom is given to the teacher with a curricular autonomy and flexibility and the profile defined for the student. Second, because, traditionally, the teacher’s work is solitary and individualistic, but, as it should be, it is becoming more and more, collaborative.

At our school cluster, at the moment, we are trying to follow the path of the teacher who "realizes" the curriculum. There is increasing evidence that there is a concern, on the part of teachers, to harmonize prescribed programs and curricular goals with the search for new learning spaces and the use of different and materials and resources that are motivating and in accordance with the demands of modern times.

Today's school should be concerned with what students learn and how they learn. In addition to academic learning, emphasis should also be placed on more practical, more experimental activities, scrutinizing curiosity, entrepreneurship, resilience ... That is, there should be a concern not only with what they know (what is important), but also with what they can do with what they know.

Our school cluster, with a great focus on learning, is a school that seeks to ensure that all students acquire a common base of knowledge and that promotes different paths of education, adapted to the inclinations and projects of each one. As learning can only be achieved by establishing new ways of thinking and working, we seek to create new educational environments, new learning spaces that respond to the new challenges. The classroom, as a physical space and in a traditional design, with some teachers, and in some subjects, has become less important: it has been replaced by other spaces in the school or outside it, in the community. Also, with some teachers, the classrooms have a physical design that is being modified depending on the

learning activities that are taking place and the materials or resources to be used.

The use of innovative materials and resources has also been the target of a greater preoccupation by the teachers in our school cluster, visible, for example, in the use of apps, as in the field of formative assessment. The mobile phone has been a resource that, timidly, due to legal constraints, has been used as an important tool in several subjects, to fill some limitations in classroom's access to computers.

Concluding

Innovation is linked to autonomy and this implies participation, accountability and decision making, a solid teachers training both in terms of the theoretical principles of the curriculum, and in the production, selection and use of materials and hence the importance that the teacher acquires.

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