Managing for @ School of Success

E-book 3
Curriculum

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Erasmus+

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Organizers: Ana Mouraz, Isabel Serra, José Miguel Sousa
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of the European Union

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1. Introduction, *Isabel Serra*

This e-book is the result of the material produced (in the working version, without any "treatment") by the participants in the fifth and sixth Training Events of the Managing for @ School of Success (M@SS) project, reference number 2015- 1-PT01-KA201-013059 and financed by Erasmus+ of the EU programme. Managing for @ School of Success is a project included in Key Action 2 – Cooperation for innovation and sharing of good practices of the Erasmus+ programme. It is included in the sub-group of strategic partnerships that promote improved school education and is a group of seven partners from six European countries: Portugal, Spain, Italy, The Netherlands, Poland and the United Kingdom.

The project is organised around 4 objectives:

1. To learn about and share school management experiences in different European contexts with different actors and typologies of responsibility distribution;
2. To identify experiences developed at different levels of school management, associated with the principle of more transparent and effective management, promoting the concept of the intelligent school;
3. To promote innovation in school management through shared, international reflection on innovative experiences and strategies developed locally;
4. To produce and spread knowledge about local, municipal and national policies regarding school management which are able to change stakeholders' perceptions of school management.

The benefits of the project are being able to discuss concepts and practices of educational management, the conditions for local implementation and the effects and impacts of those policies.

The main theme of the third year of the project was "Management of the Curriculum", which was also the focus of two training events, the products of which are presented in this e-book.

The relevance of the subject is strengthened by the current debate, in educational policy, about flexible organisation of the curriculum, as well as policies to promote school success, which themselves are included in processes of greater curricular autonomy and decision-making.

In fact, closely related with these, movements of decentralization in educational policies occurring between 2000 and 2007 have been recently renewed in a number of European

countries. Following the arguments presented by Kärkkäinen (2012) concerning the need for more decentralized curricular decisions, several countries are implementing curriculum changes that give more responsibility and more freedom to schools. This is the case of Portugal, The Netherlands, Slovakia and Italy. This raises new questions and new challenges and a more bottom up approach to curriculum development.

Headteachers are key players in such decentralization policies, giving more visibility to their role as curriculum decision-makers. Nevertheless, being a decision-maker within the curriculum development process was not a clear feature for several participants in M@SS. Therefore, training events related to this topic also aimed to improve headteachers' awareness of their curriculum-making role.

At the same time and supporting this, there is a clear, dynamic vision of the curriculum that needed to be the focus of analysis and discussions.

Accompanying all this process, there is the understanding that the curriculum is dynamic and contemplates various levels of analysis.

In truth, it gives the school an opportunity to learn and promote the success and quality of learning, providing headteachers, as decision-makers in curriculum management, with elements of decision-making support and providing school users with results that allow them a clearer reading of organizational and pedagogical quality, particularly concerning curricular management, orienting choices and interventions that promote educational practices suited to society's challenges.

The aims of this e-book are those of the Training Events on curricular management:

- To clarify the concepts of Curriculum, from a perspective of developing analytical competences;
- To improve knowledge and understanding of the curriculum;
- To share experiences and best practices;
- To promote the knowledge constructed and shared by the partner countries;
- To encourage actions and processes to improve the school's quality, operation and results;

This e-book is divided in three parts corresponding approximately to the tasks carried out by the participants during the training events. The first part, entitled "Overview on National Curricula" is an observation by each partner country of the map of curricular organisation, to find the typology of curricular organisation for each "Key Stage". The second part, entitled "Mind the Gap/Overcome the Gap" reflects the awareness of imbalance between the Planned Curriculum, the Implemented Curriculum and the

Experienced Curriculum, in order to identify practices to reduce that imbalance and find effective ways to improve pupils' school success. The third part of the e-book, "Curriculum Innovation" reviews a number of key ideas, indicators and evidence inherent to the process of innovating in curricular management.

2. Overview on National Curricula Structure

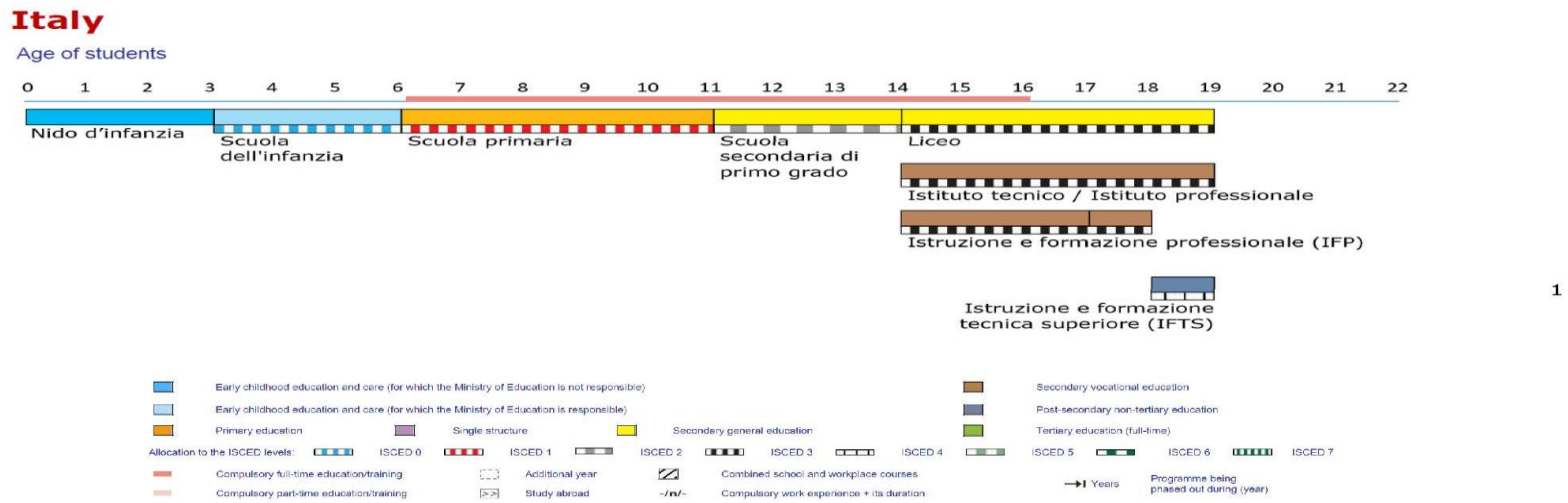
The aim of this section is to present an overview on National Curricula structure of M@ss participant countries.

Very often, during the debates, formal talks and informal conversations participants needed to clarify some features that frame educational systems of the other partners. National curricula are one of these.

Within the section is possible to find the main axes that frame national curricula namely the functional approaches that are in use to organize curricula, meaning if they are mostly subject-based, mostly skills or competence-based or if they follow thematic approaches. Other quantitative information collected concerns the age of students crossed with main divisions of scholarship, the number of students per class, the number of subjects studied, the number of teachers working with each class; the number of hours and classes are students attending each week an how many of these are occupied with experimental work and citizenship issues. Other qualitative information collected regards main difficulties experienced by students during transitions to the next key levels and a narrative explaining the way one particular transversal skill (among those that are compulsory within curricula) are planned and delivered.

Italy

Training Event, UK. March 2018



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A

1) Where the curriculum is organized by subjects

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
						x	x	x	x	x	x	x	x	x	x	x	x	x			

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

2) Where the curriculum is organized by subject areas

2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			x	x	x																

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			2	2	2	5	5	5	5	5	10	10	10	10	10	10	10	10			

Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

4) How many hours (per week) the students have

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			40	40	40	27+3	27+3	27+3	27+3	27+3	30	30	30	32	32	32	32	32			

3

Notes : In the primary school there are 3 hours of laboratory

The curriculum of the secondary school is different about Liceo, Istiuto Tecnico, Istituto Professionale

Liceo: I biennio: from 27 to 34 – II biennio:from 30 to 35 – V anno:from 30 to 35

Tecnico: I biennio:32 (20h +12 indirizzo) – II biennio: 32(15h +17 indirizzo) – V anno: 32(1h5 +17 indirizzo)

Professionale: I biennio:32 (20h +12 indirizzo) – II biennio: 32(15h +17 indirizzo) – V anno: 32(1h5 +17 indirizzo)

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5) How many subjects there are

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
						10	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**12**	**12**	**12**	**13**	**14**			

In the secondary school (from 14 to 18) we consider the Istituto Tecnico Agrario

6) How many hours (per week) are allocated to experimental and laboratory work

4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
						3	**3**	**3**	**3**	**3**	**0**	**0**	**0**	**4**	**4**	**8**	**9**	**10**			

In the secondary school (from 14 to 18) we consider the Istituto Tecnico Agrario

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7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
						1	1	1	1	1	1	1	1	1	1						

Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

In general terms (e.g. from 15 to 16)

From 10 to 11 is the : organization of the study; the disciplinary approach

From 13 to 14 is the: use of specific language; the approach whith scientific subjectWrite here. Delete these instructions)

5

Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

From 11 to 13 the Foreign language and math

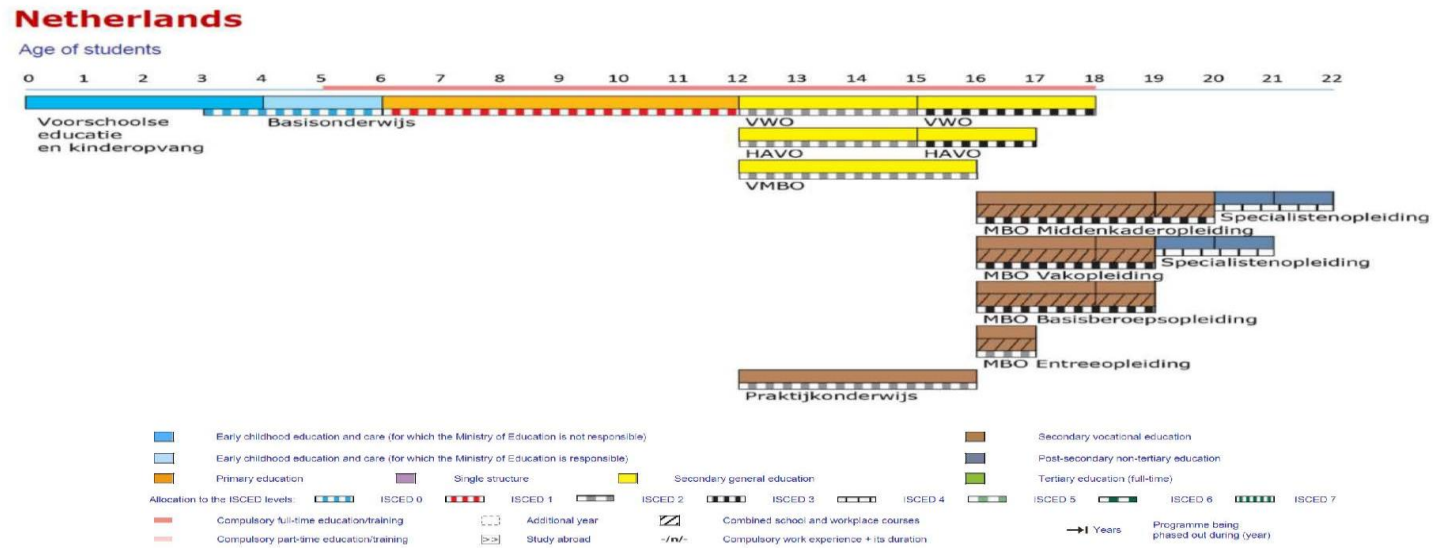
From 14 to 16 the Math, Physics

C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

The tramsversal competence on wich the nationale curriculum focuses attention is chitizenschip. It develops whitin the historical –geographical area; it is evaluated within this area.

The Netherlands

Training Event, UK. March 2018



1

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Project n. º 2015-1-PT01-KA201-013059

A

1) Where the curriculum is organized by subjects

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
											x	x	x	x	x	x	x	x			

This is different in every school in the Netherlands! We fill this question for secundary school Sint-Janslyceum of Jacqueline. So this is nog an example for education in the Netherlands!

2) Where the curriculum is organized by subject areas

2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Clique ou toque aqui para introduzir texto.		
				x	x	x	x	x	x	x	x										

This is different in every school in the Netherlands! We fill this question for primary school 't Schrijverke of Miriam. So this is nog an example for education in the Netherlands!

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3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
				1/2	1/2	1/2	1/2	1/2	1/2	1/2	1/2	1	1	1	1	1	1	1			

't Schrijverke primary school: 1 or two teachers in each class

Sint-Janslyceum: for each subject in each class one teacher

3

4) How many hours (per week) the students have

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
				26	26	26	26	26	26	26	26	32	32	32	32	30	30	28			

From 12 until 18 are class hours of 50 minutes

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5) How many subjects there are

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			

This question can not be answered because it's depending. 't Schrijverke: every subject is approches by a "theme", like theme: "water". They work from a holistic view so a different number of subject is involved each time.

Sint-Janslyceum: this is depending on the level prevocational of gymnasia make a lot of difference in number of subjects. Globally 8 until 15 subjects

6) How many hours (per week) are allocated to experimental and laboratory work

4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			

't Schrijverke: Experimental and laboratory work is included in learning en designing education. (thematic working in a holistic view). It is not exclusive time in hours of working.

Sint-JanslyceumZ: it's include in the hours each subject has. For example chemistry is 4 hours en during those hours there is labotory work in each hour

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7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Experimenta		

We both have projects in which we reserve time for citizenship, like an event or political discussion. Sometimes even outside the school (European Parlement or Childrens Parlement) We think citizenship has to be included in the daily lessons. It is about awereness by teachers and students and not about the number of hours.

B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

5

In general terms (e.g. from 15 to 16)

We see diffeculties in the barriers there are between primary and secundairy schools and between secundairy school and further education, like vocational education or university. Students have to “invent”themselves again after a barrier or have to find their place in a new group. They have to connect with new teachers and with a new education system or a different vision of the next school.

(example: if you go from a primary school with personalised teaching to a traditional school, you will have to adapt). Since this is possible within the curriculum in the Netherlands this is a challenge.

Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

(Write here - maximum 100 words. Delete these instructions)

C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

The governement of the Netherlands opened a nation wide discussion over the curriculum. It is called Education 2032. They got input from al lot of teachers and made a vision document. This document gives a guidline for the future in which there has to be attention for 21 first century skills, competational thinking, citizenship, languages, etc. This is not obligated but an guidline for schools

6

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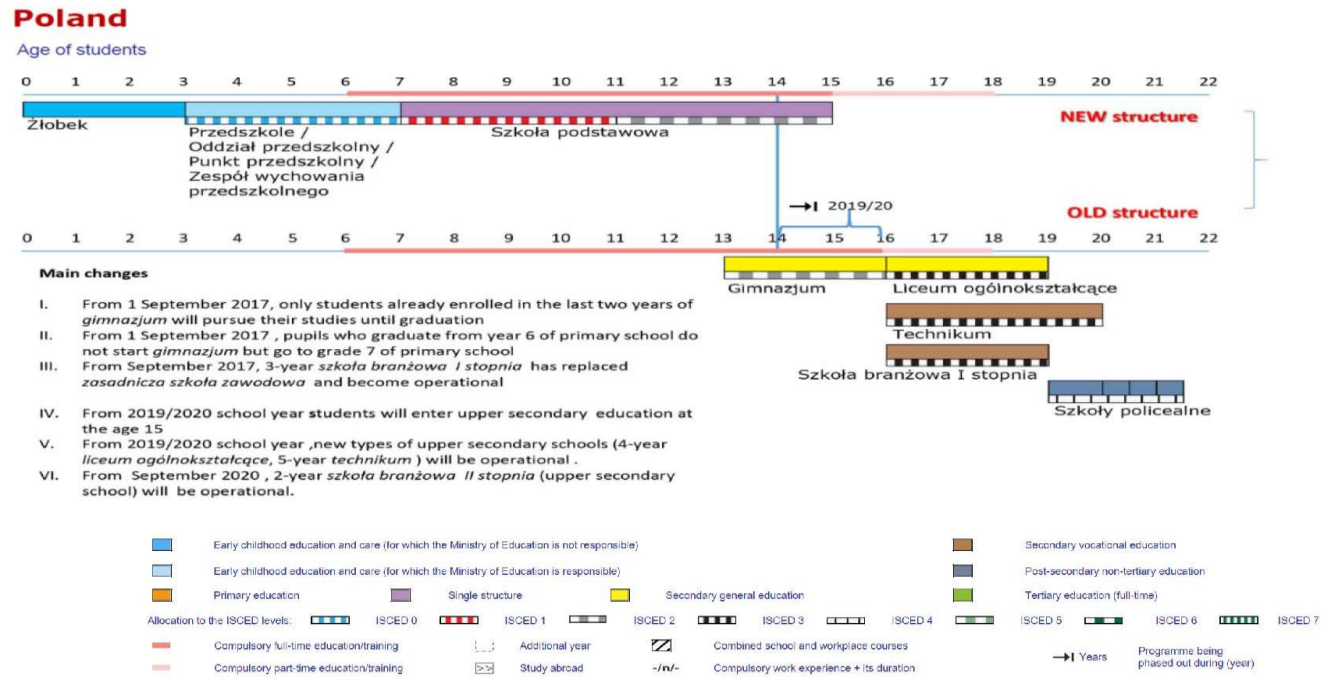
Poland

Training Event, UK. March 2018



1

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A

1) Where the curriculum is organized by subjects

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
				x	x	x	x	x	x	x	x	x									

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

2) Where the curriculum is organized by subject areas

2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
x	x	x	x																		

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
3	**3**	**3**	**3**	**12**	**12**	**12**	**15**	**14**	**16**	**16**	**12**	**12**									

Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

4) How many hours (per week) the students have

3

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
28	**28**	**28**	**28**	**29**	**30**	**30**	**33**	**33**	**29**	**31**	**33**	**33**									

Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

5) How many subjects there are

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
3	**3**	**3**	**3**	**12**	**12**	**12**	**15**	**14**	**16**	**16**	**12**	**12**									

Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

6) How many hours (per week) are allocated to experimental and laboratory work

4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
-	-	-	-	-	-	-	-	-	-	-	-	-	-								

There are no obligatory hours allocated to experimental and laboratory work (write here comments, if applicable Maximum 50 words. Delete these instructions)

Project n. º 2015-1-PT01-KA201-013059

7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
								2	**1**	**1**											

Citizenship is obligatory subject in primary and secondary school. There are 60 hours in primary school, in 8 stage and 60 hours in secondary school (30 hours in stage 9 and 30 in stage 10) Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

5

B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

In general terms (e.g. from 15 to 16)

Corelation between curriculum. Maths as main Problem

Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

The biggest problem: maths education, new methods of teaching, higher requirements

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C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

One of the most important tasks of the high school is the development of linguistic competence and communication competence that are a key cognitive tool in all disciplines of knowledge. Combining language theory and practice is important in this respect. Enrichment of vocabulary, including getting to know the terminology proper to each of the subjects, serves the intellectual development of the student, and supporting and care for this development is the responsibility of each teacher. The important task of the school is to prepare students for life in the information society. Teachers of all subjects should create conditions for students to acquire the ability to search, organize and use information from various sources and document their work, including the correct composition of the text and principles of its organization, using information and communication technologies.

6

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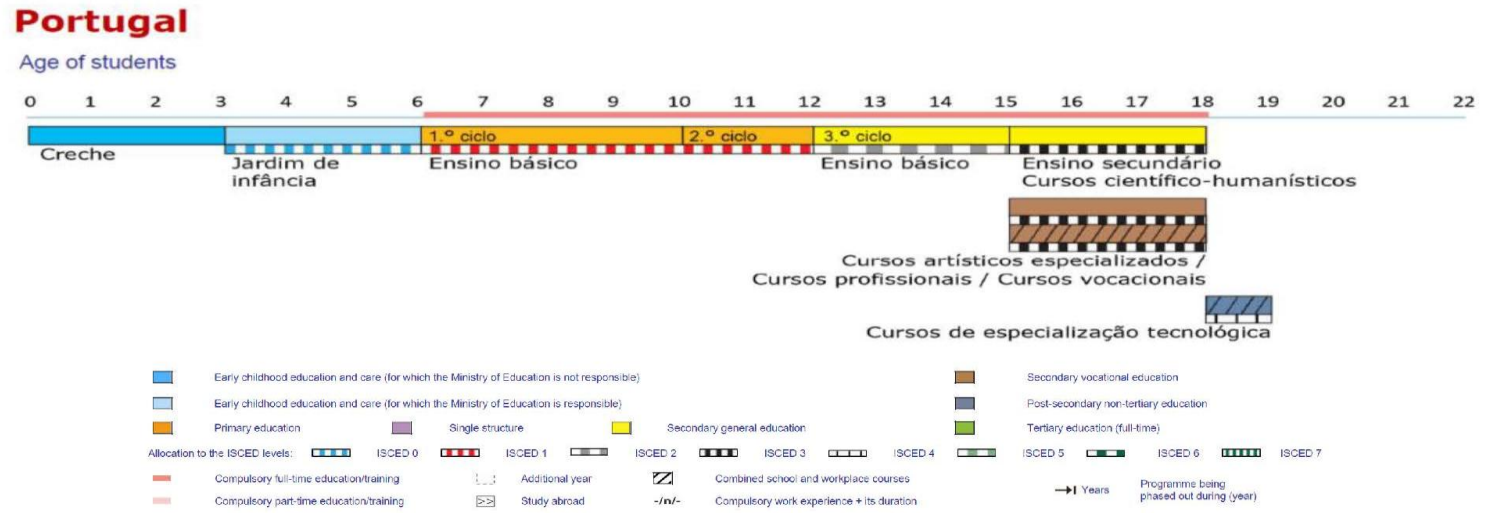
Portugal

Training Event, UK. March 2018



Project n. º 2015-1-PT01-KA201-013059

A

1) Where the curriculum is organized by subjects

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
						x	x	x	x	x	x	x	x	x	x	x	x				

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

2) Where the curriculum is organized by subject areas

2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			x	x	x																

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
0	**0**	**0**	**1**	**1**	**1**	**2**	**2**	**3**	**3**	**10**	**10**	**13**	**13**	**11**	**8**	**8**	**6**	**0**			

After 6 Religion (EMRC) is optional. Students start learning English after the age of 8.

4) How many hours (per week) the students have

3

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			25	**25**	**25**	**26**	**26**	**28**	**28**	**31**	**31**	**35**	**34**	**34**	**38**	**38**	**25**				

One hours lasts 45 minutes. Each 90 minutes is followed by break time.

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5) How many subjects there are

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
						5	**5**	**6**	**6**	**11**	**11**	**14**	**14**	**12**	**8**	**8**	**6**				

Notes (write here comments, if applicable Maximum 50 words. Delete these instructions)

6) How many hours (per week) are allocated to experimental and laboratory work

4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
												2	**2**	**2**	**6**	**6**	**2**	**0**			

Natural Science and Physics-Chemistry include experimental and laboratory work in the 3rd cycle. In the secondary studies students have 3 hours of experimental work in Biology/Geology and in Physics/Chemistry. In the 12th year it depends on the teacher because these subjects have a reduced time (from the 4 hours per week, probably 1 hour is allocated to experimental work)

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7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
										1	1	1	1	1							

In the new Autonomy and Curricular Flexibility Project citizenship is a compulsory topic included in the curriculum and time is allocated. In the other years it depends on the choice of the school to offer this topic

5

B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

In general terms (e.g. from 15 to 16)

(From 9 to 10, the number of teachers and subjects increase a lot. In fact there are many different subjects and a few moments a day for individual studying. Students have many different subjcts per day which gives them a lot of materials to carry to school.

From 11 to 12, subjects are split (History and Geography; Natural Science and Physics /Chemistry) which increases the number of subjects and teachers). Students spend too many hours at school (from 8.30 to 17.15).

From 14 to 15 students´ expectations grow higher and the curriculum is more demanding. The number of subjects reduces but the number of hours per subject increases. Time for homework and individual study is short and students need to be very disciplined and responsible so that they can organize their sudy. Exams start to be a worrying matter.

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Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

Write here – maximum 100 words. Delete these instructions

C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

Solving problems and Critical thinking are transversal competences that are being reinforced in the curriculum

Nowadays with the Essential Learning it is easier to link the curriculum with transversal competences.) 6

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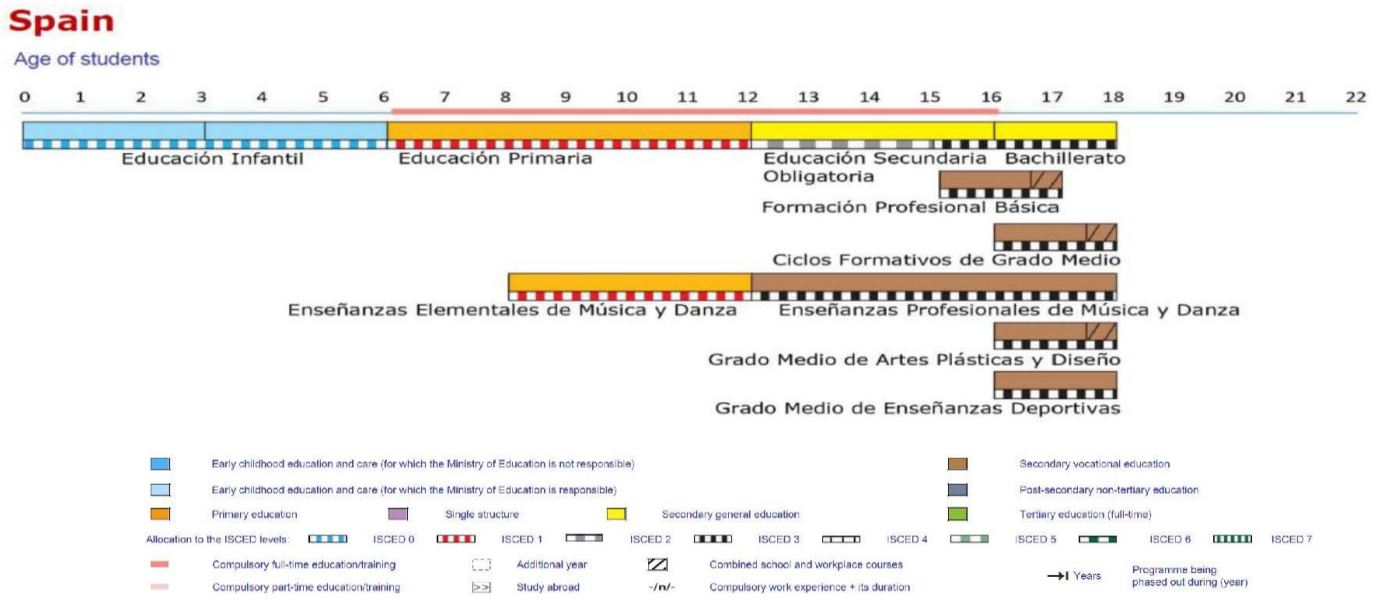
Spain

Training Event, UK. March 2018



1

A

1) Where the curriculum is organized by subjects

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
						X	X	X	X	X	X	X	X	X	X	X	X	X			

Notes (write here comments, if applicable, Maximum 50 words. Delete these instructions)

2) Where the curriculum is organized by subject areas

2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			X	X	X																

If schools decide it, they can organize subject areas in the secondary education

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3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			2	2	2	4	4	4	4	4	4	5	5	5	5	5	5				

2-3 Pre-primary, 5-9 Secondary

4) How many hours (per week) the students have

3

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			

25 hours age 3-11; 30 hours age 12-17

Project n. º 2015-1-PT01-KA201-013059

5) How many subjects there are

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
			4	**4**	**4**	**9**	**9**	**9**	**9**	**9**	**9**										

10 subjets seconday education and bachelor

6) How many hours (per week) are allocated to experimental and laboratory work

4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			

There aren't fixed hours in the curriculum. Teachers can design the lesson themselves

7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			

There isn't a subject of citizenship in the curriculum

B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

In general terms (e.g. from 15 to 16) 5

The way of working in each stage

Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

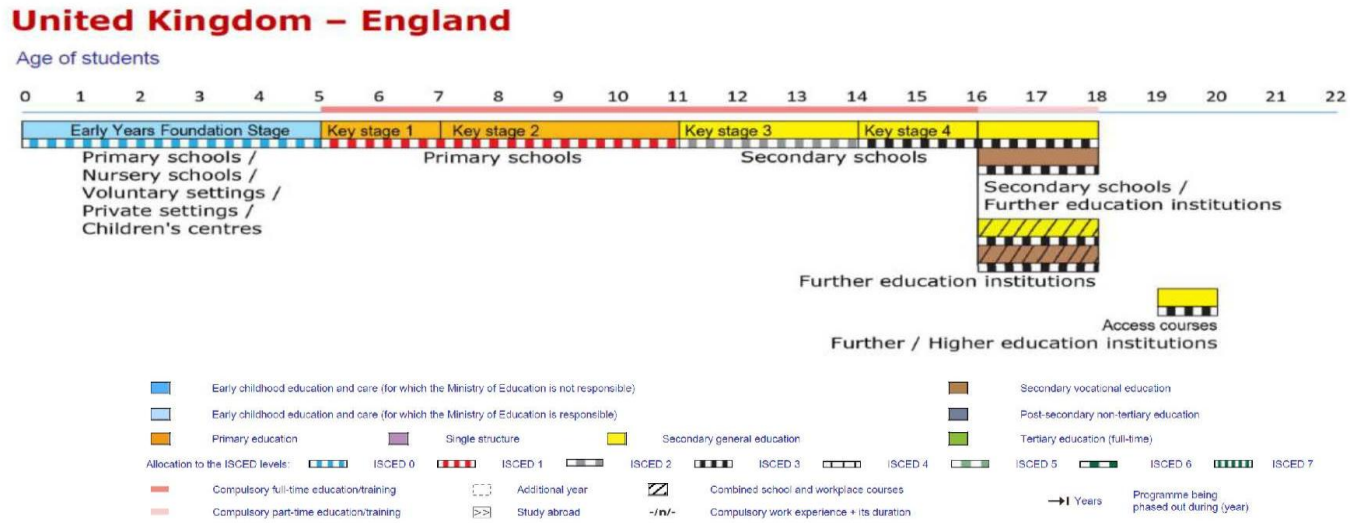
Addressed document

C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

(Write here - maximum 200 words. Delete these instructions)

United Kingdom

Training Event, UK. March 2018



1

Project n. º 2015-1-PT01-KA201-013059

A

1) Where the curriculum is organized by subjects

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
					X	X	X	X	X	X	X	X	X	X	X	X	X	X			

In Early years Foundation Stage, the curriculum is split into 'Areas of learning' which do encorporate specific subjects:

In Key Stages 1 and 2, whilst the curriculum is written in discrete subjects, many Primary Schools choose to amalgamate subjects into more topic-based learning; eg; History and Literacy combined.

In Key Stages 4 and 5, children have chosen the subjects they wish to continue taking. 2

2) Where the curriculum is organized by subject areas

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
				X																	

In 'Early Years Foundation Stage', the curriculum is split into 'Areas of learning' which do encorporate specific subjects: Communication and Language; Physical development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

If a child were to attend a Nursery (younger than 4 years old), they too would follow the 'Early Years Foundation Stage'

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3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			

I'm sorry; I'm not sure I understand this question. The number of staff in Early Years and Key Stages 1 and 2, would be one teacher per class – each teacher teaches every subject. In Key Stages 3 and 4, it depends on how big the school is, on how many staff teach each subject.

4) How many hours (per week) the students have

3

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
				31.25	31.25	31.25	232.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5						

For Early Years and Key Stages 1, 2 and 3, the time includes an hour for lunch.

For 16-18 year olds, it depends on how many subjects they are studying.

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5) How many subjects there are

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
				7	**10**	**10**	**10**	**11**	**11**	**11**	**11**	**12**	**12**	**12**	**6**	**6**					

Key Stage 5 – depends on what subjects the students choose to study.

6) How many hours (per week) are allocated to experimental and laboratory work

4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
													3	**3**	**3**						

By 'experimental and laboratory work', I am assuming you mean work related to Science lessons (Physics, Biology, Chemistry).

Early Years, Key Stage 1 and Key Stage 2 – this depends on the topic studied. Some Science topics have more reasons to carry out experimental work in them than others. In Key Stage4 and 5, it depends on whether the student has chosen a subject that involves experimental and laboratory work.

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7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
											1	1	1	1	1						

'Citizenship' is compulsory in Key Stage 3.

Citizenship is covered as part of PSHE (Personal, Social and Health Education) in Key Stages 1 and 2. Religious Education and SRE (Sexand Realtionship Education) are also covered throughout Key Stages 1, 2 and 3; which may include some aspects fo 'Citizenship'. All Schools are expected to cover aspects of 'British Values' too.

5

B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

In general terms (e.g. from 15 to 16)

The Early Years Foundation does not correlate easily with the rest of the Key Stages, when tying to measure the academic 'progression' of children.

There are no makor difficulties with transition through the rest of the Key Stages, as each curriculum subject has been written from Key Stage 1 to Key Stage 4. However, where there are difficulties is with the Government continually 'raising the bar' and making changes to exam subject matter; which means that many teachers across all Key Stages, feel that they are not fully up-to-speed with what they should be teaching, to best help the children.

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Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

Clique ou toque aqui para introduzir texto.

C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

To gain knowledge and communicate it, in all subjects, you need to be able to write. A famous saying says: "we write as we think and we think as we speak". tTerefore, to improve writing we need to improve speaking and listening. This important skill is hard to teach, to learn and to assess.

In the UK's National Curriculum, 'Speaking and Listening' mainly features in the Literacy curriculum, yet the skills are being practiced throughout every subject. It is vital therefore, that every subject teacher is aware of the key objectives in this subject area.

6

In Key Stage 1 and 2, pupils should be taught skills such as listening and responding; asking relevant questions; articulating and justifying answers, arguments and opinions; using spoken language to hypothesize, imagine and explore ideas; participate in discussions, presentations, performances, role play and debates; considering and evaluating different viewpoints.

In Key Stage 3, pupils should be taught skills such as giving short speeches and presentations; participating in formal debates and structured discussions; improvising, rehearsing and performing play scripts and poetry – using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

In Key Stage 4 it states that teachers should ensure pupils' confidence and competence in this area continue to develop. It states that pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

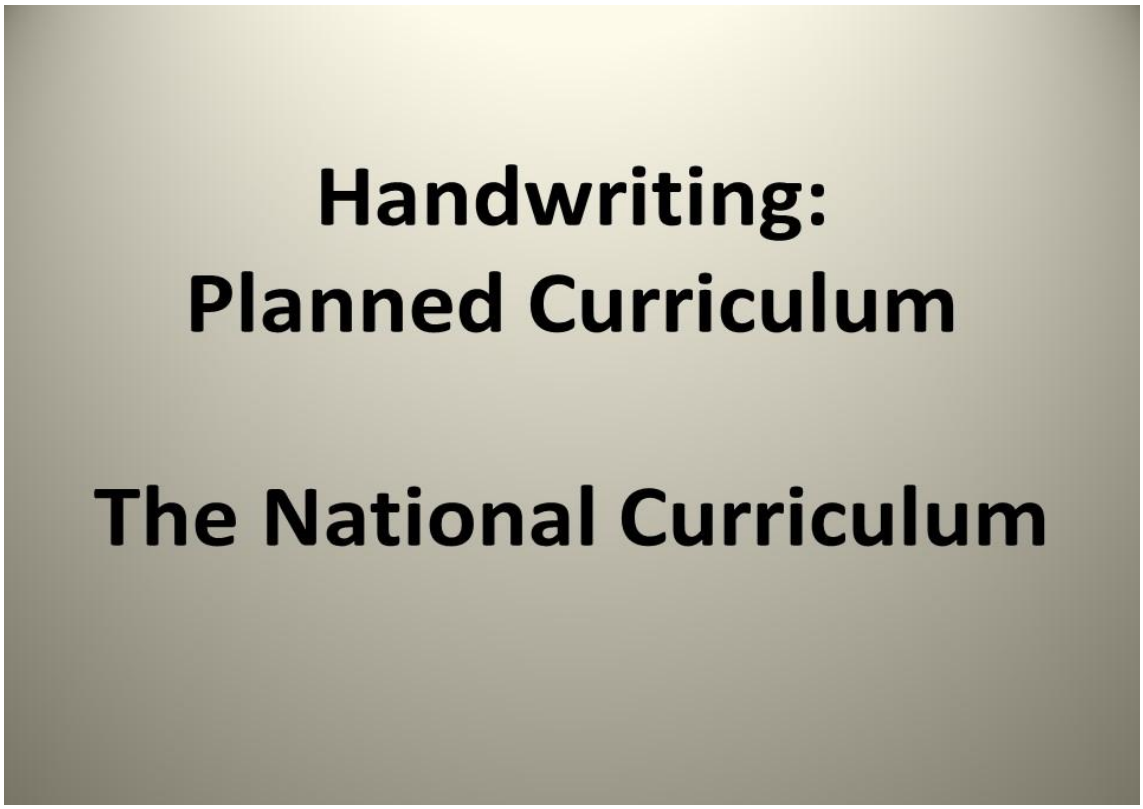
3. Mind the Gap/Overcome the Gap

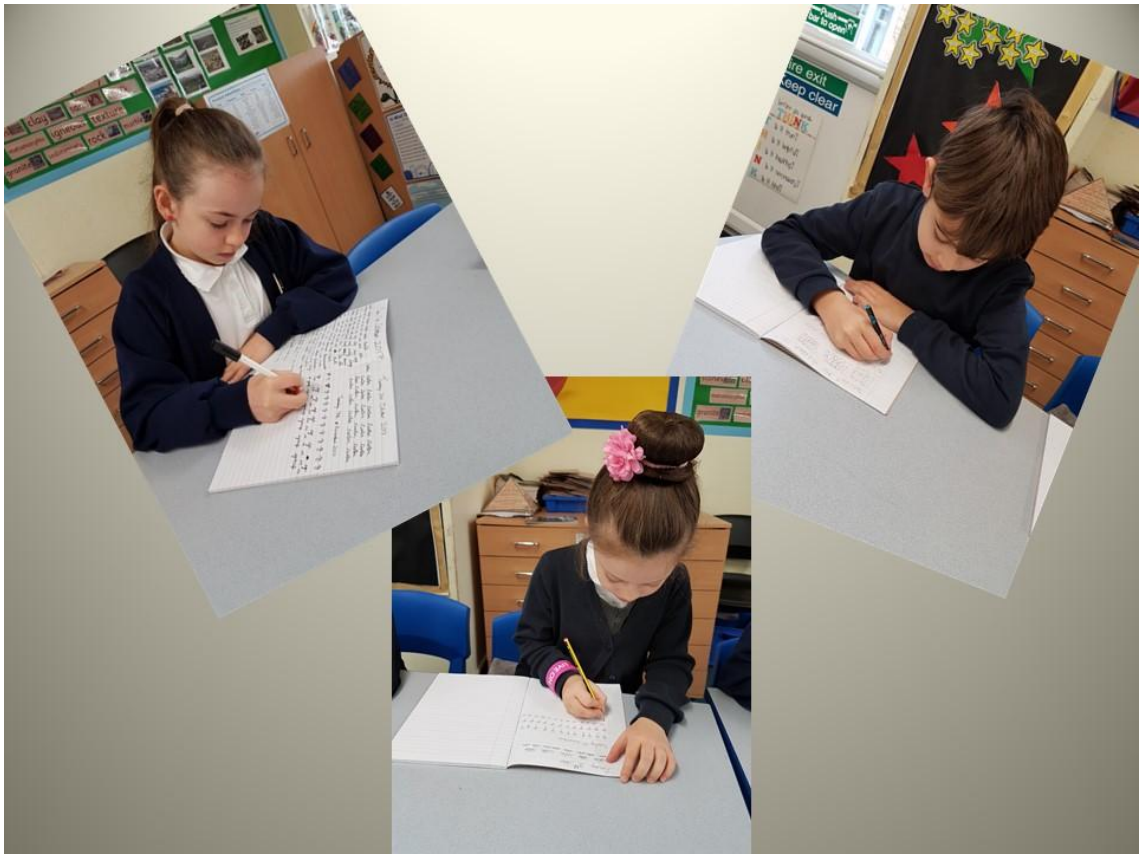
Mind the gap / overcome the gap was a task proposed to each participant, presented in the Italian training event. The task comes from the general idea that curriculum development is a three level process (planned; implemented and experienced) and it is put in place by different actors. Therefore, it should be important to have in mind the existing gaps between representations and actions coming from such diversity. Its objectives were:

- To identify the representations of diferent curricular agents acting in those three levels.
- To be aware of existing gaps among those agents.
- To identify effective practices that could overcome such gaps. Identificar práticas ou diretrizes que diminuam os desníveis (gaps).
- To increase students' achievement.

In the following section, reader will find the description of school projects designed to overcome identified gaps.

Branston Junior Academy, *United Kingdom*



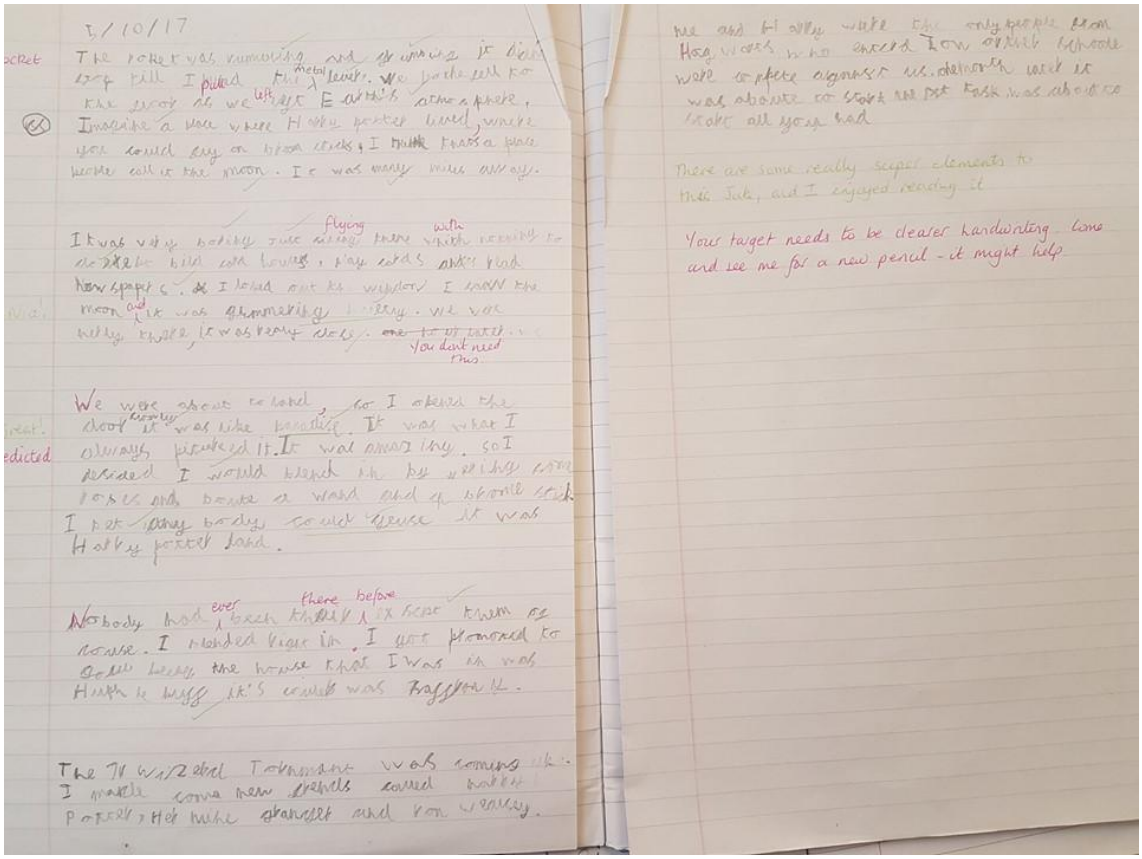


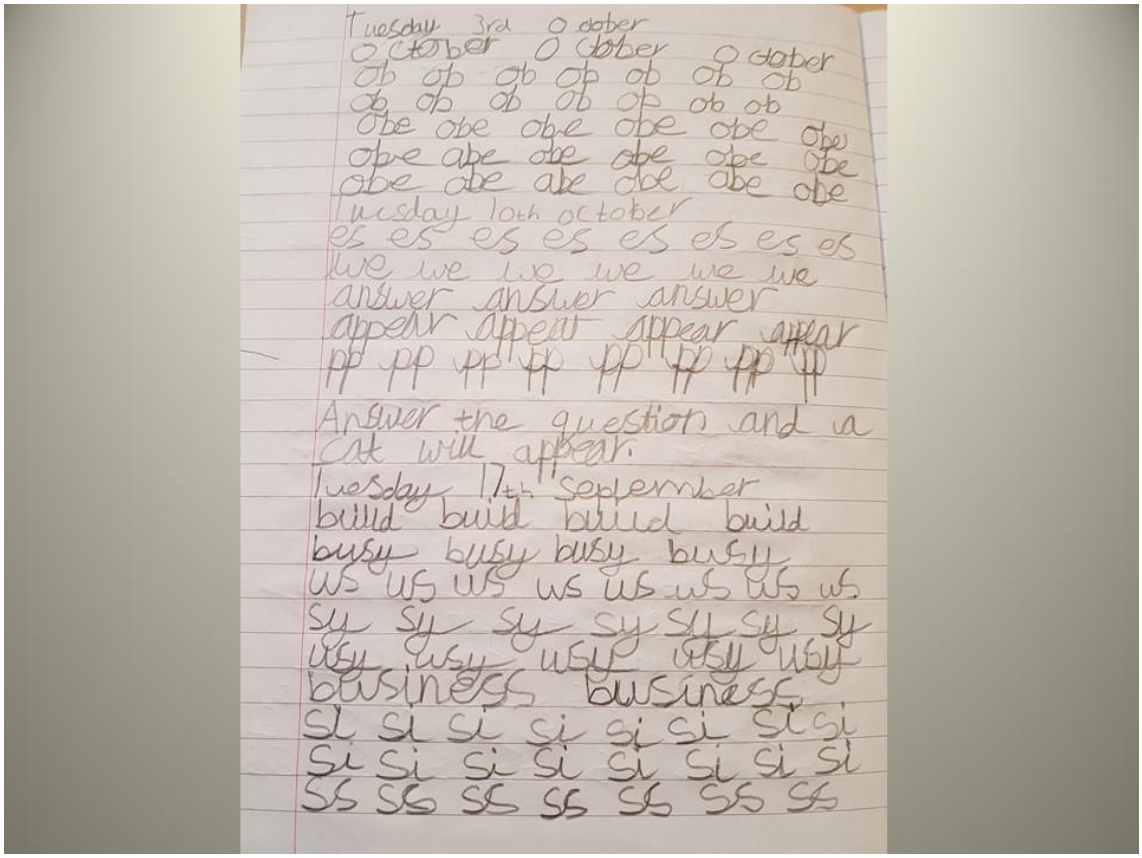
Year 2 (age 6 and 7)

- 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.

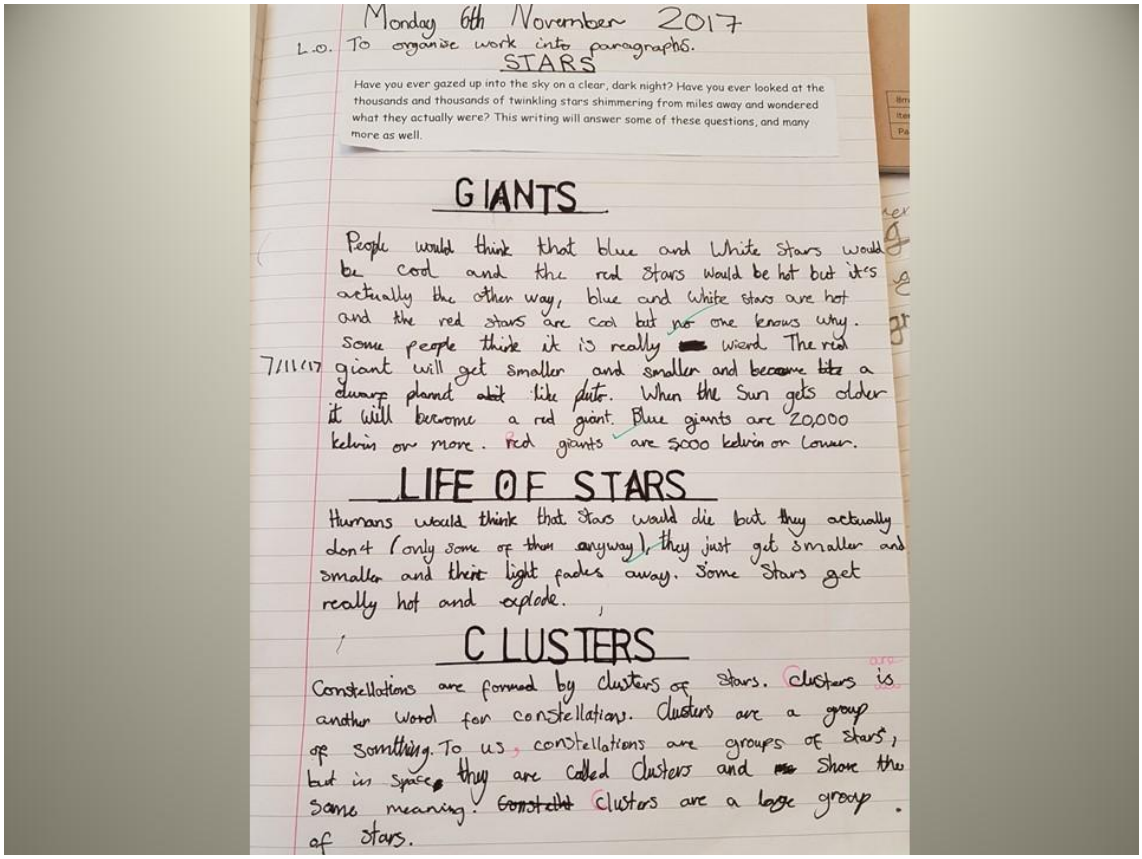
Year 3 / 4 (age 7 – 9)

- 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 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 always planet alot 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

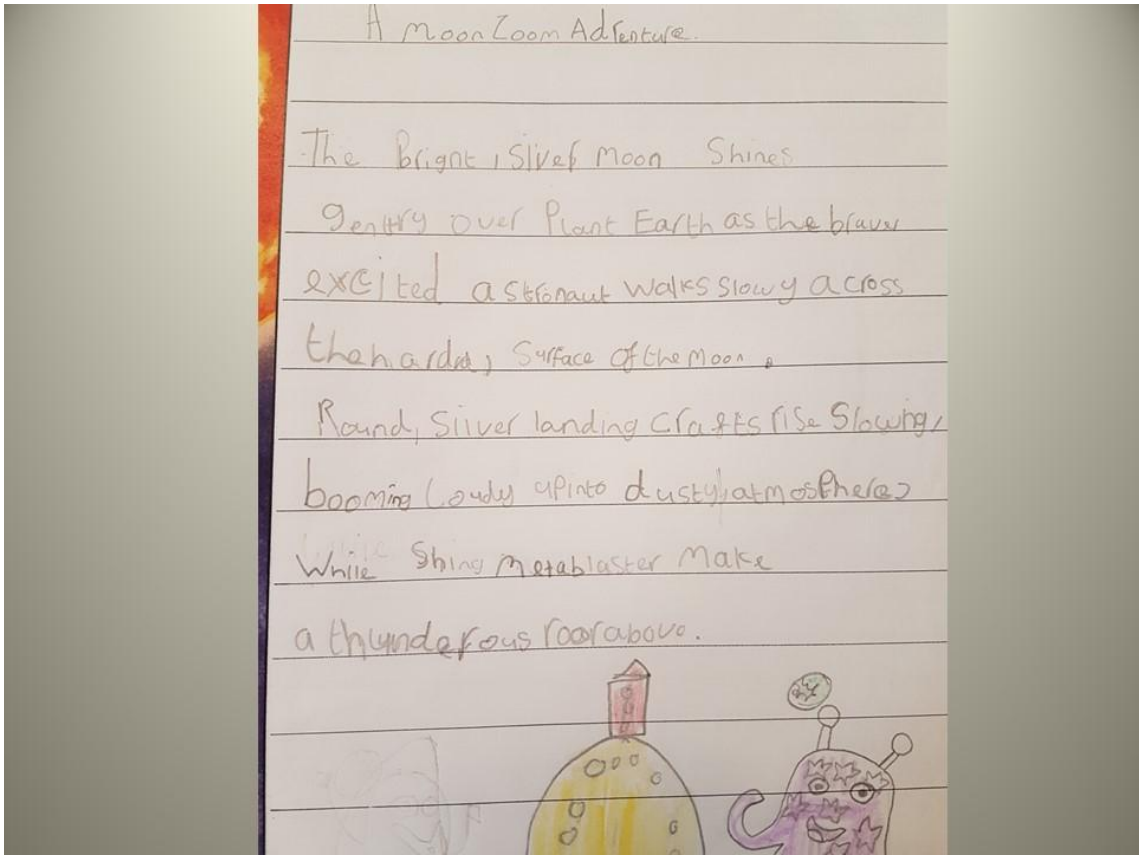
Humans would think that Stars would die but they actually don't (only some of them anyway), they just get smaller and smaller and their light fades away. Some Stars get really hot and explode.

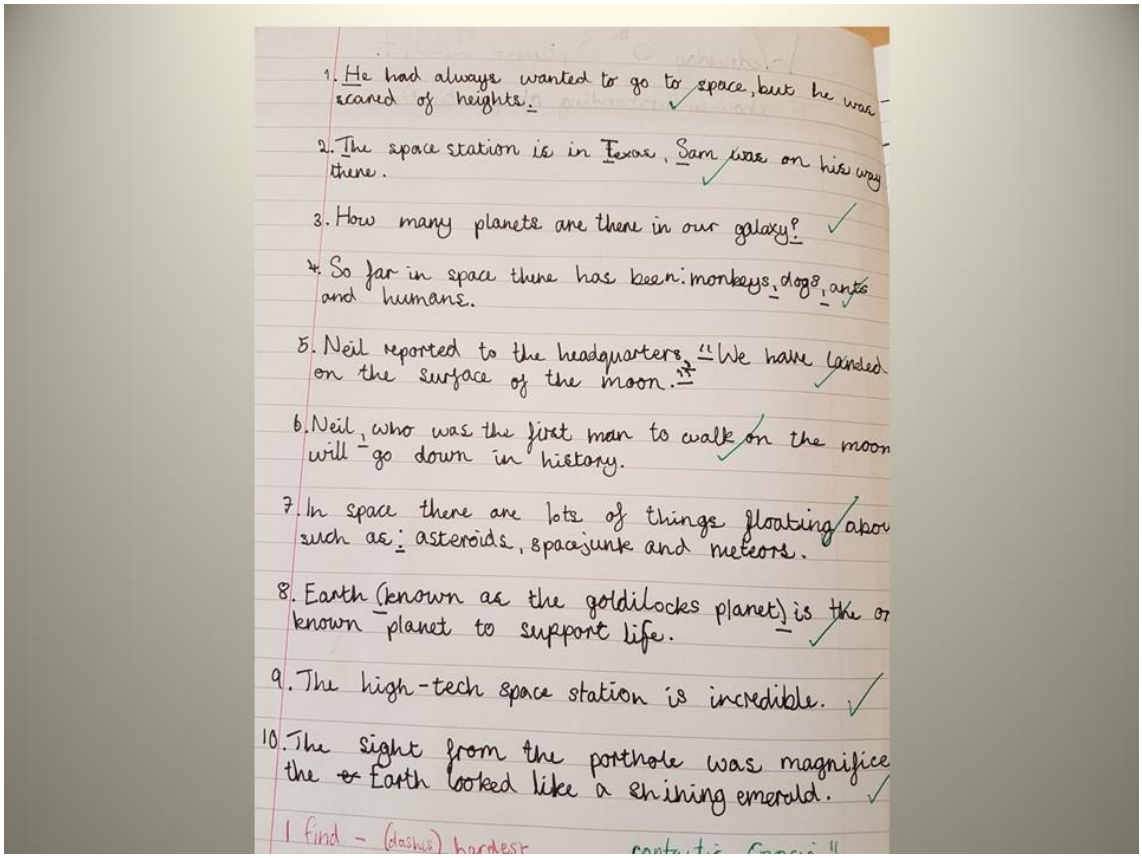
CLUSTERS

Constellations are formed by clusters of Stars. Clusters is are 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 ~~are~~ Share the same meaning. ~~Constellat~~ Clusters are a large group of stars.

Year 5/6 (age 9 – 11)

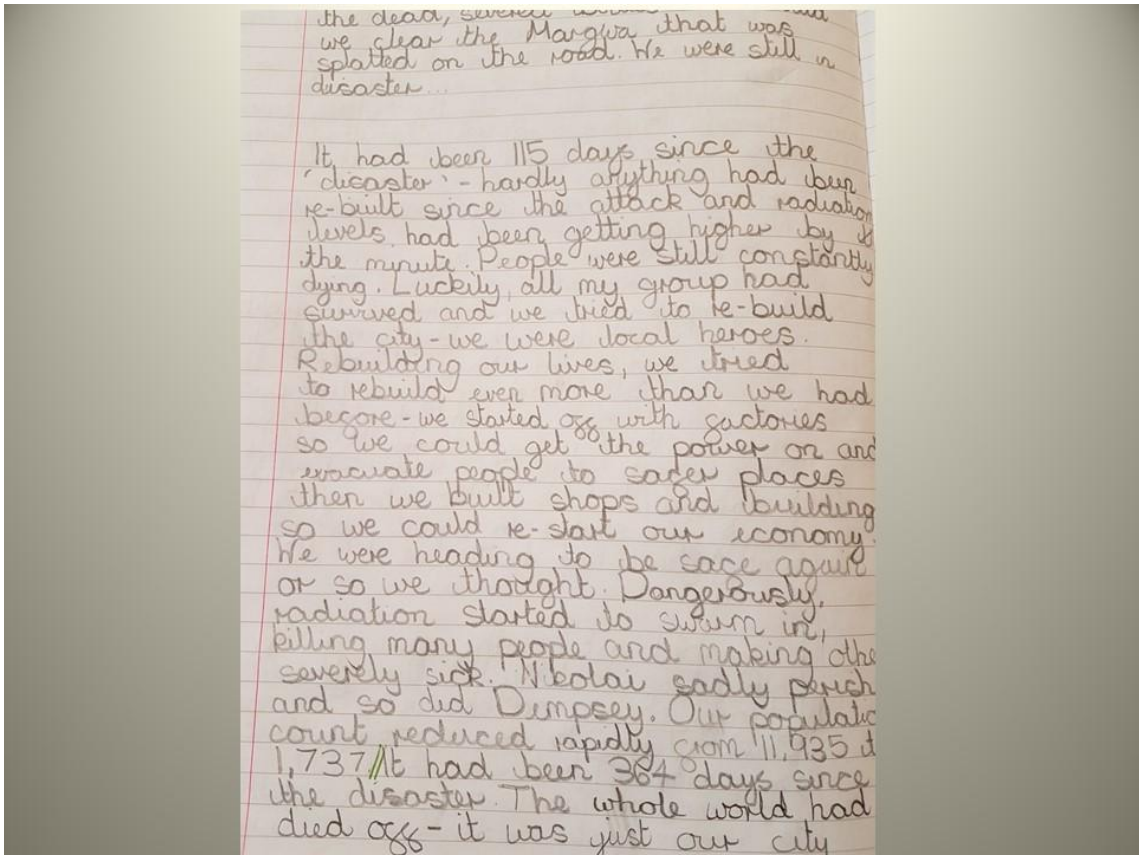
- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.





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, several [illegible] that was
we clear the Margiva 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 seem 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 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**

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

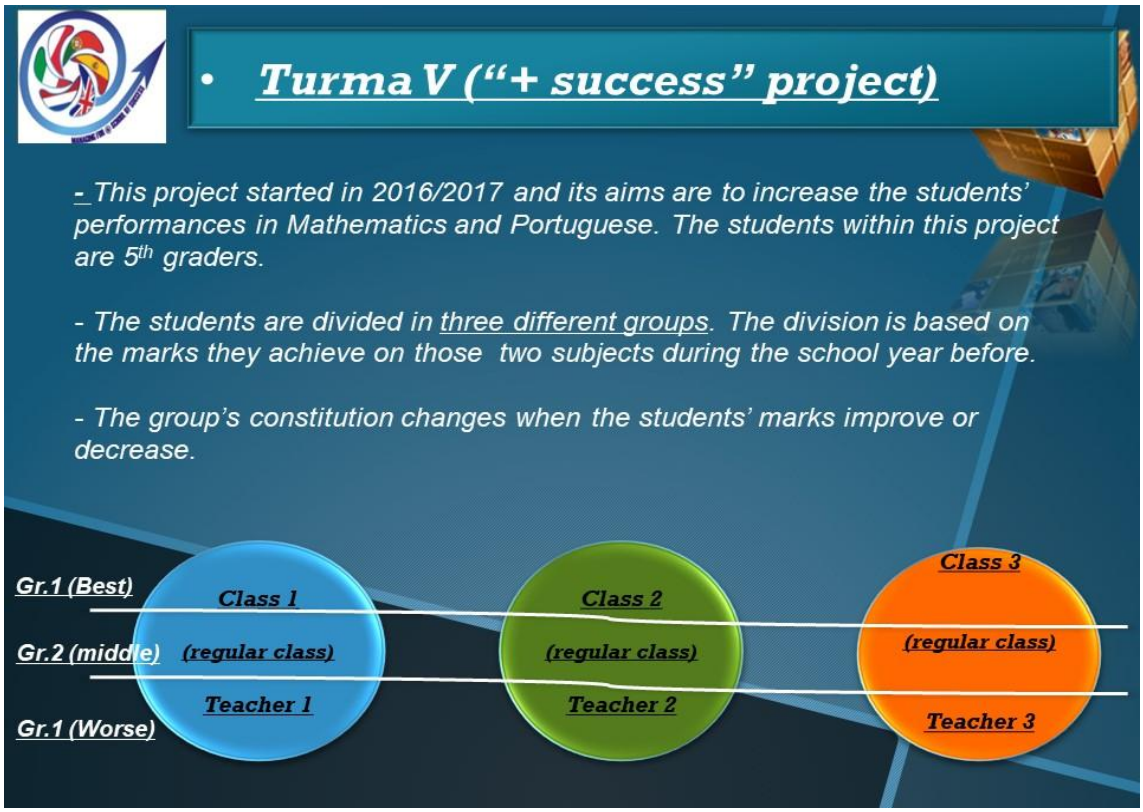
- If a child is to communicate with clarity, we need to be able to read what they have written. It's human nature to mentally switch off when you can not read a piece of writing.
  Bill Simpson – Class Teacher

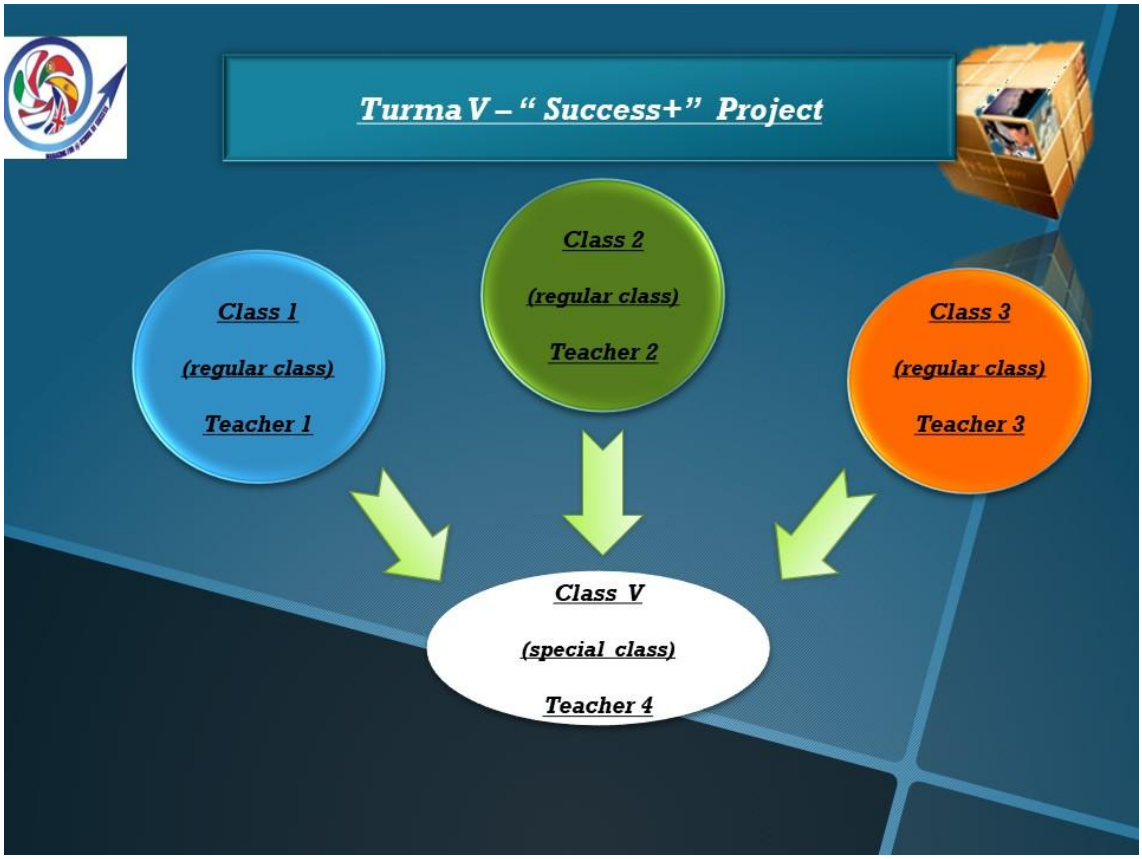
- Since we have been developing the writing process in terms of drafting and redrafting, giving time to focus on handwriting, we have seen an improvement.
  Ann Kisby – Class Teacher

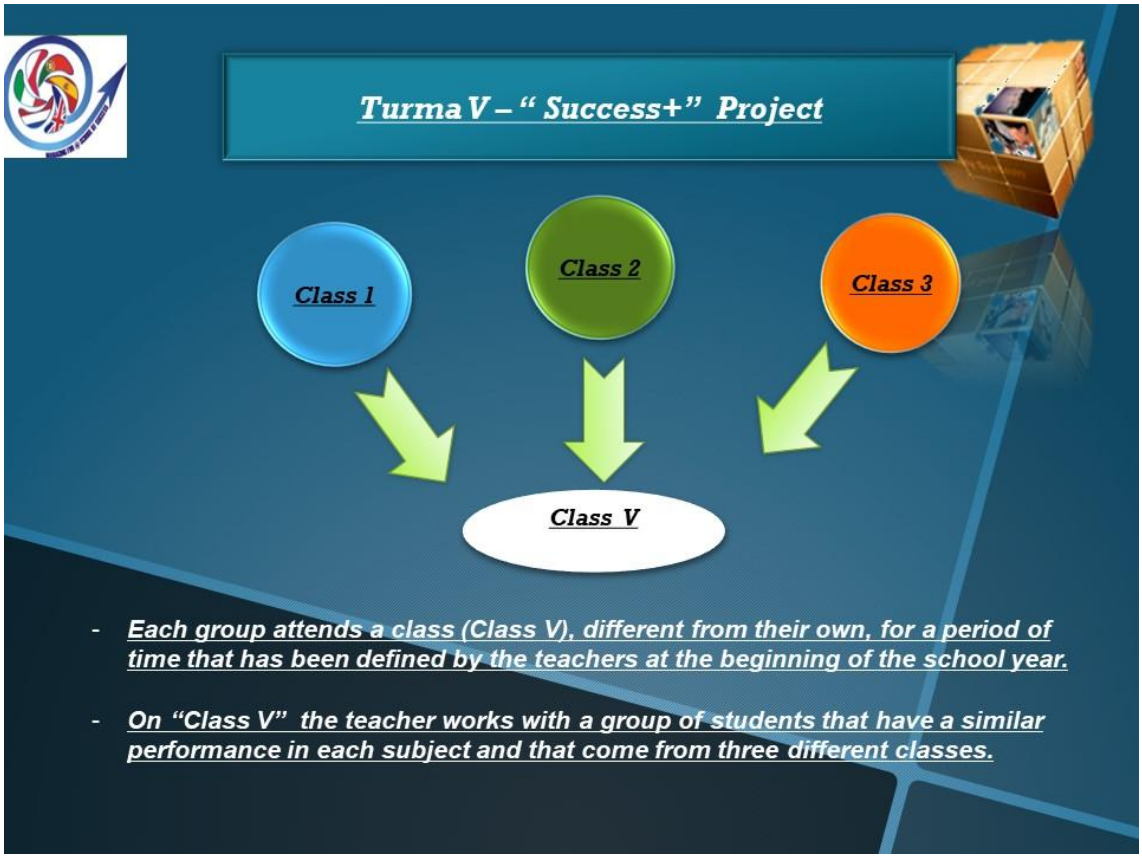
What do our children think about handwriting?

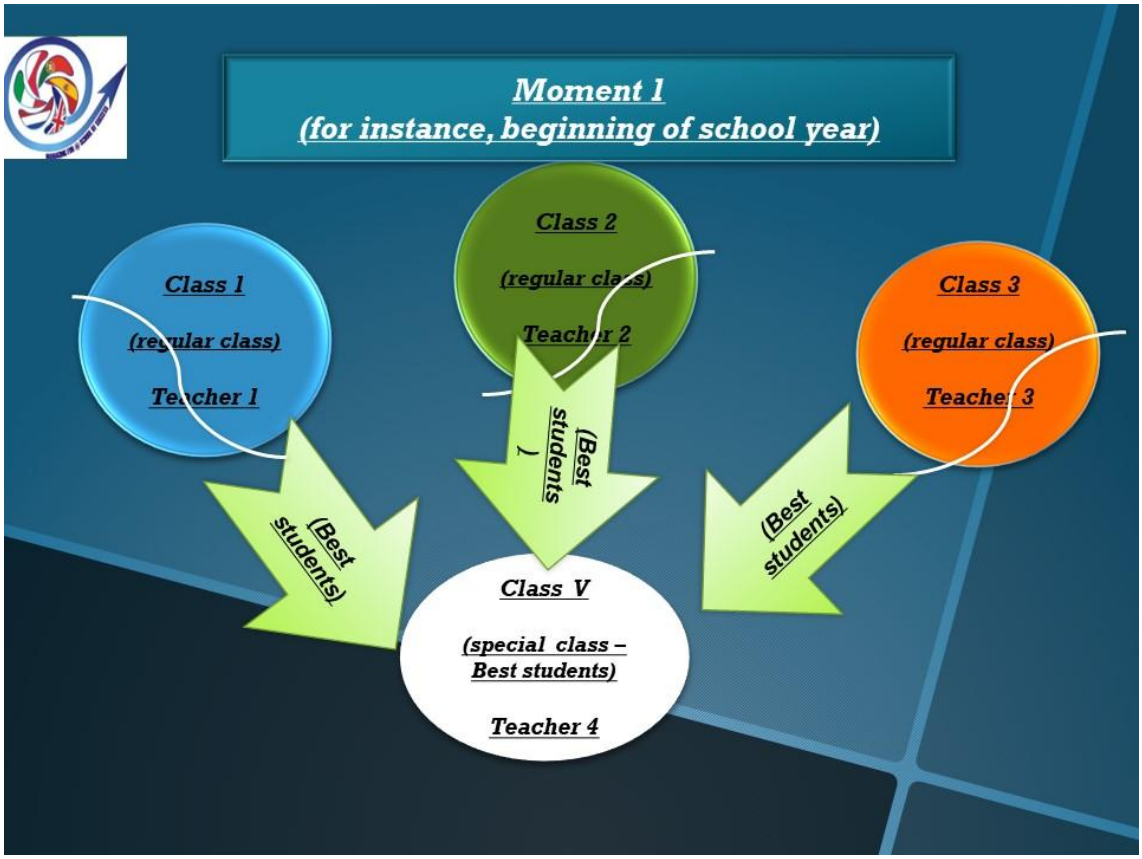
- George Lingwood, Y6:
  - I really like that we are using draft books in English, you can concentrate on getting everything else right and then take your time to write it up in your neatest hand writing in the final presentation.
  - I think we should have more handwriting practice each week, we only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

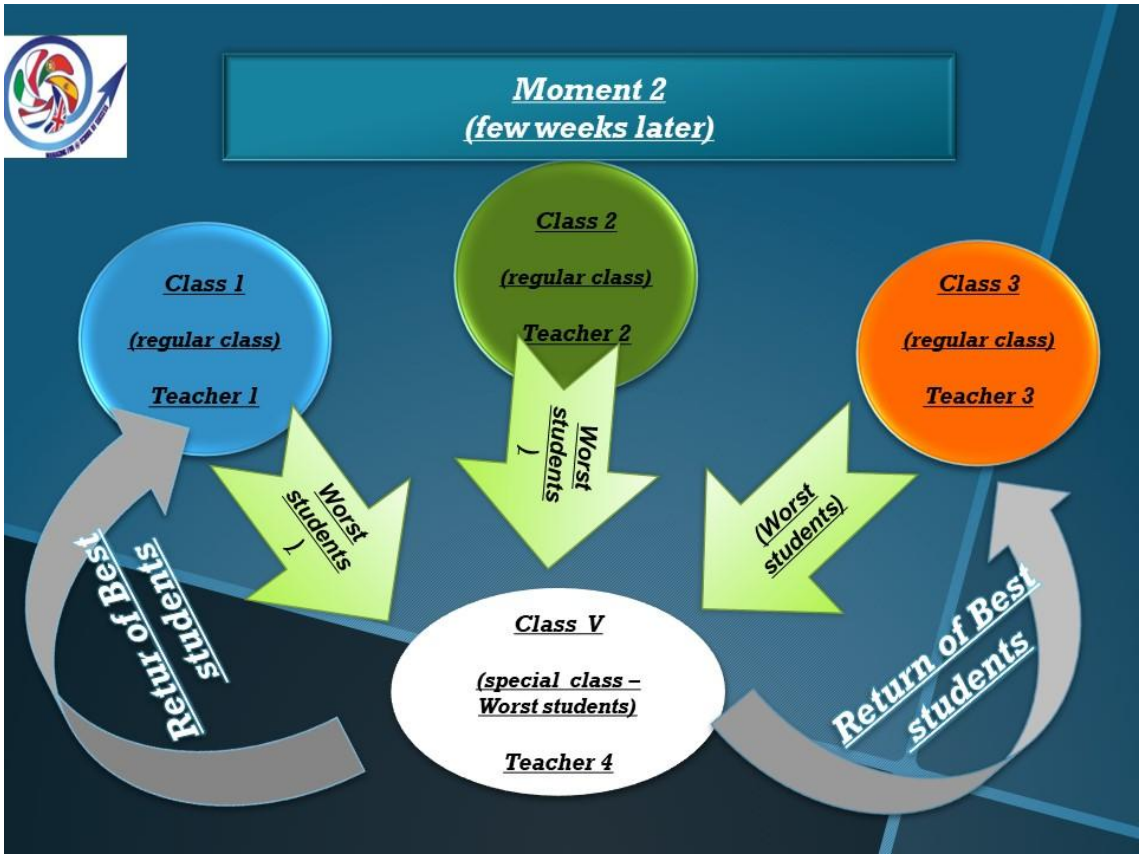
Canas de Senhorim Group of Schools, *Portugal*

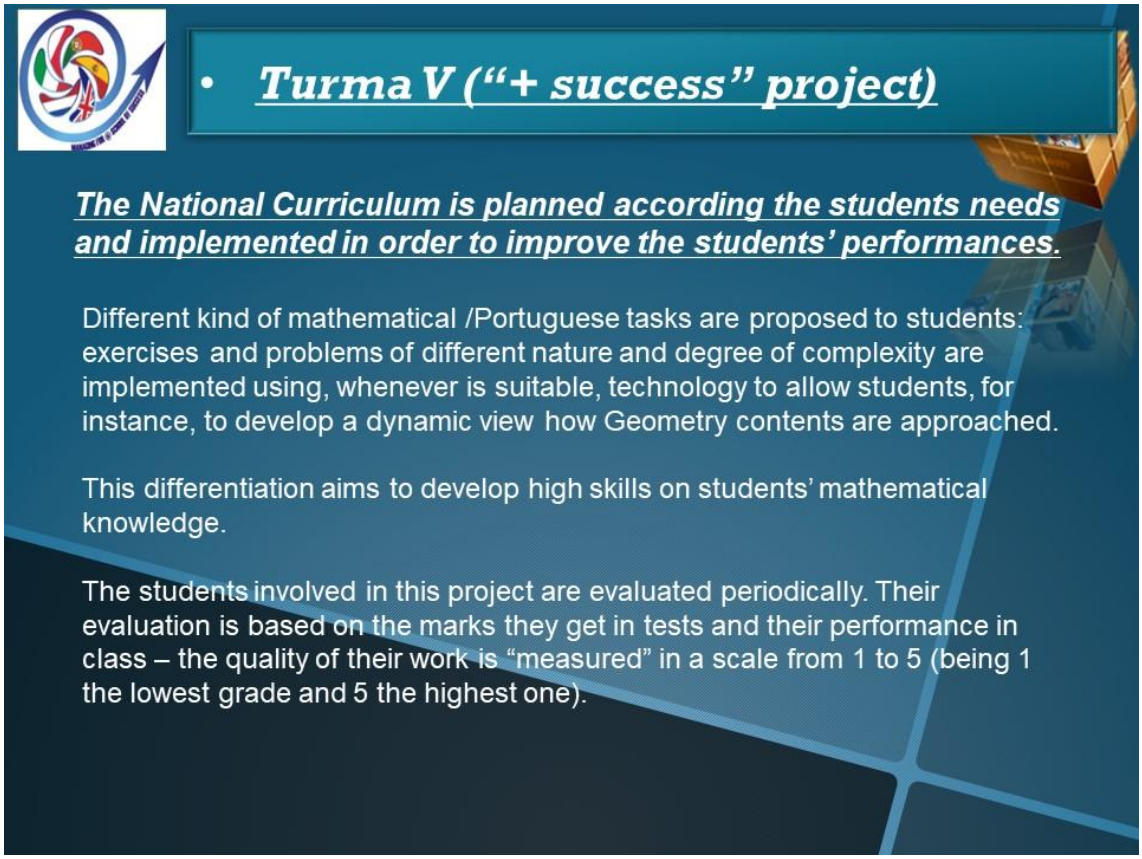





Turma V – " Success+" Project
Class 1
Class 2
Class 3
Class V
- Each group attends a class (Class V), different from their own, for a period of time that has been defined by the teachers at the beginning of the school year.
- On "Class V" the teacher works with a group of students that have a similar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

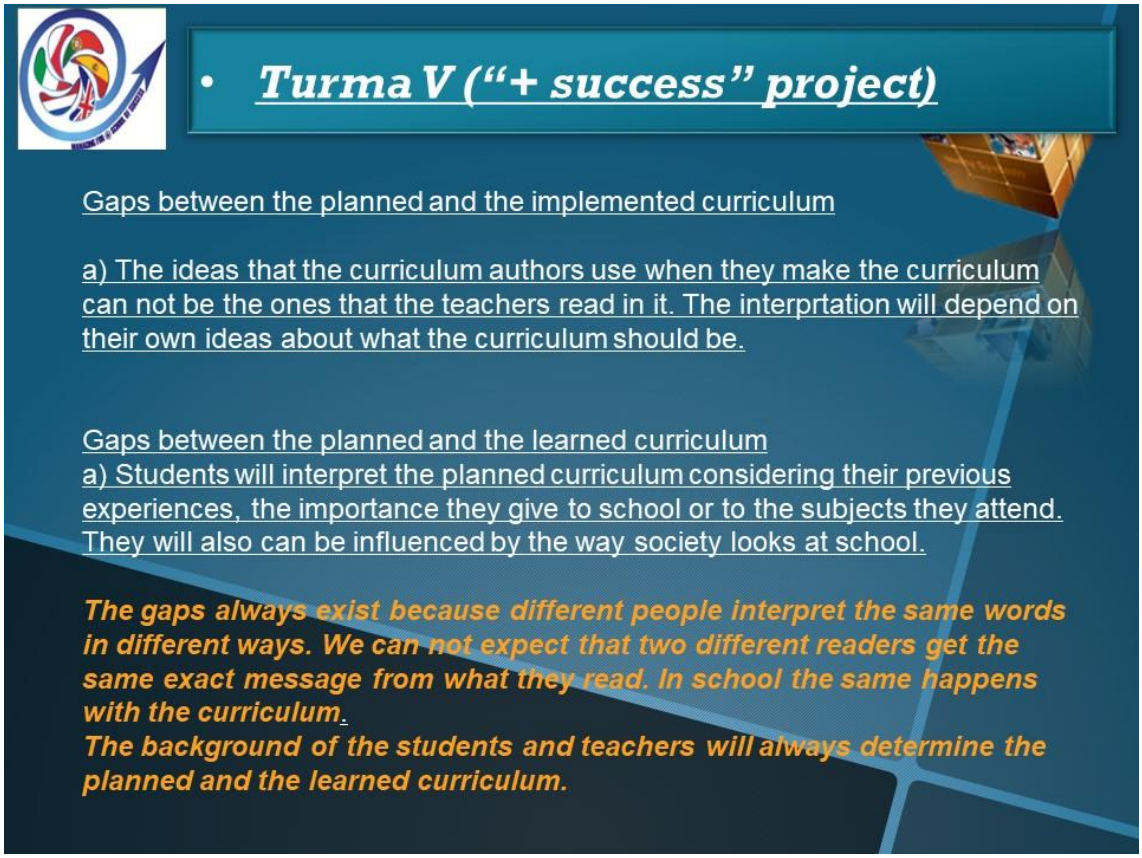
The learned curriculum can be detectable when teachers evaluate their students' performances. The marks students get while answering questions in the classroom or when they answer the questions in their written tests may be considered evidences of the learned curriculum

• Turma V ("+ success" project)

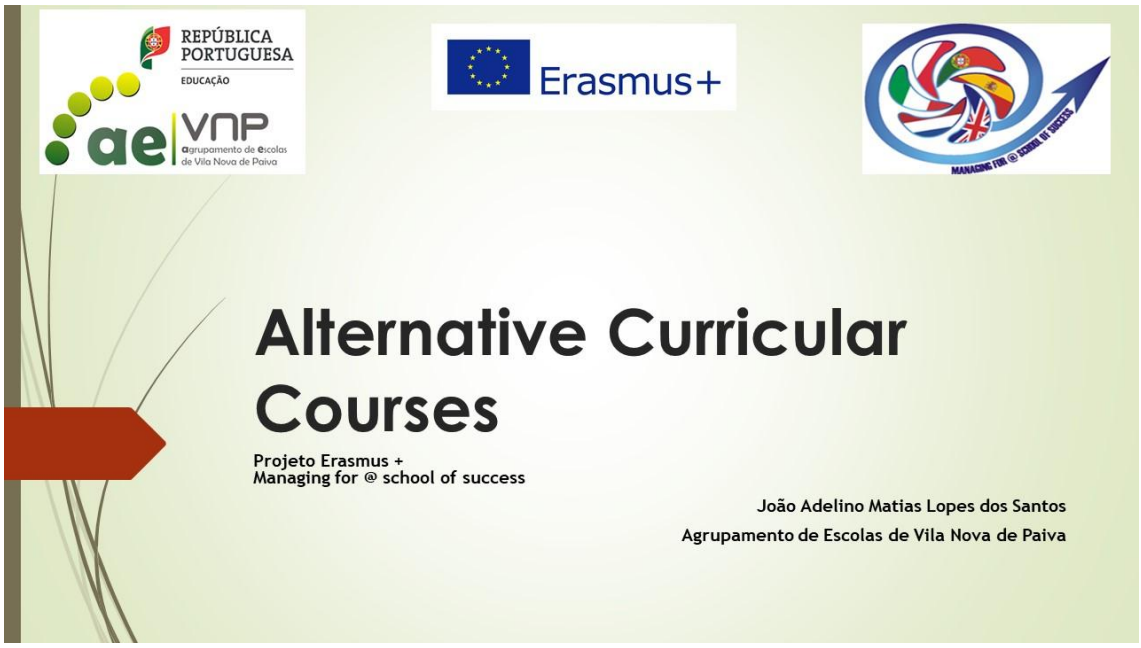
At the end of the first year of the project (2016/17), the students improved their marks when compared with the ones of the previous school year.

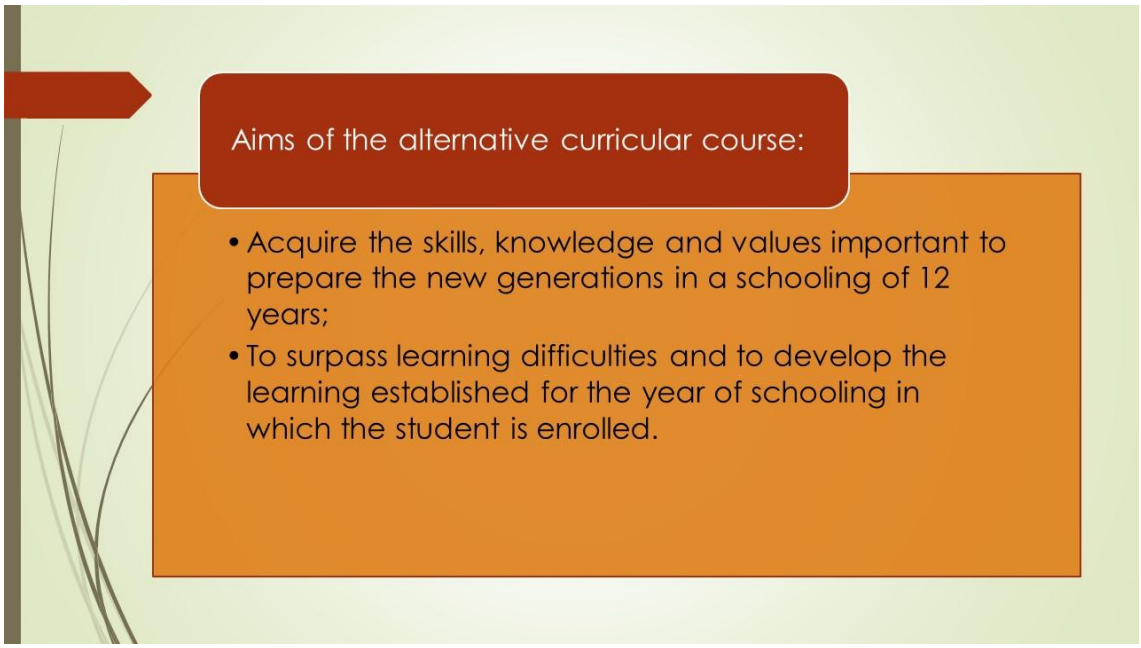
Teachers made some adjustments to the project in order to make it more effective for the students – the changes made in the groups that attend Class V

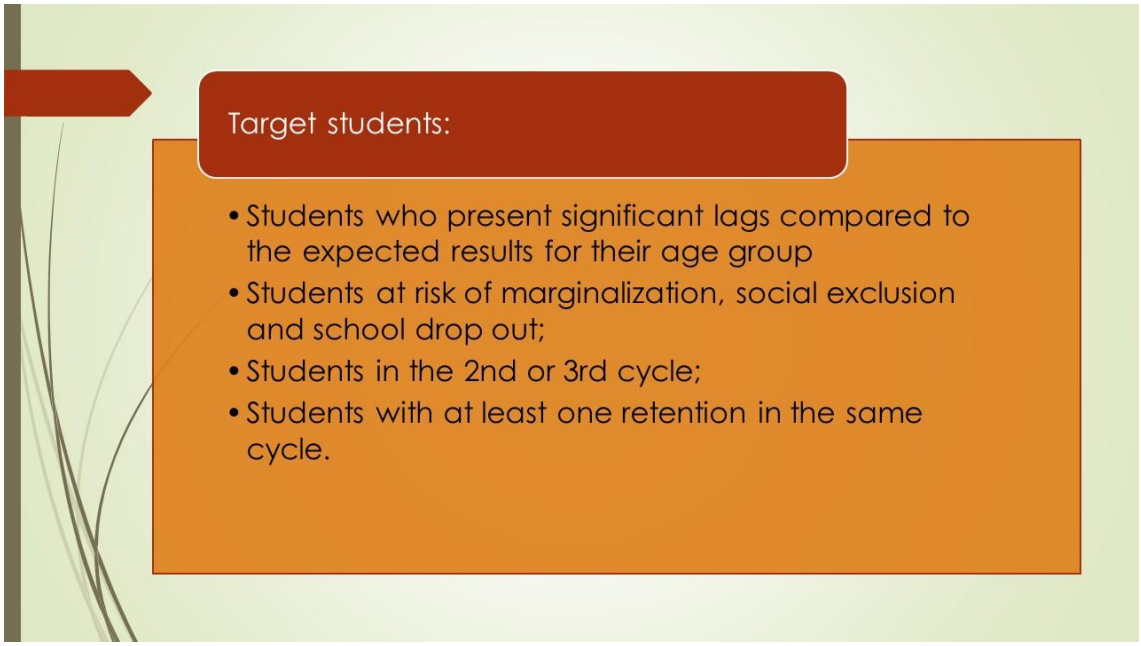
This project does not include students with Special Needs. These students have different paths and evaluation methods. They attend their classes all the school year with their teachers and have classes with Special Needed Teachers, according to their needs and difficulties.

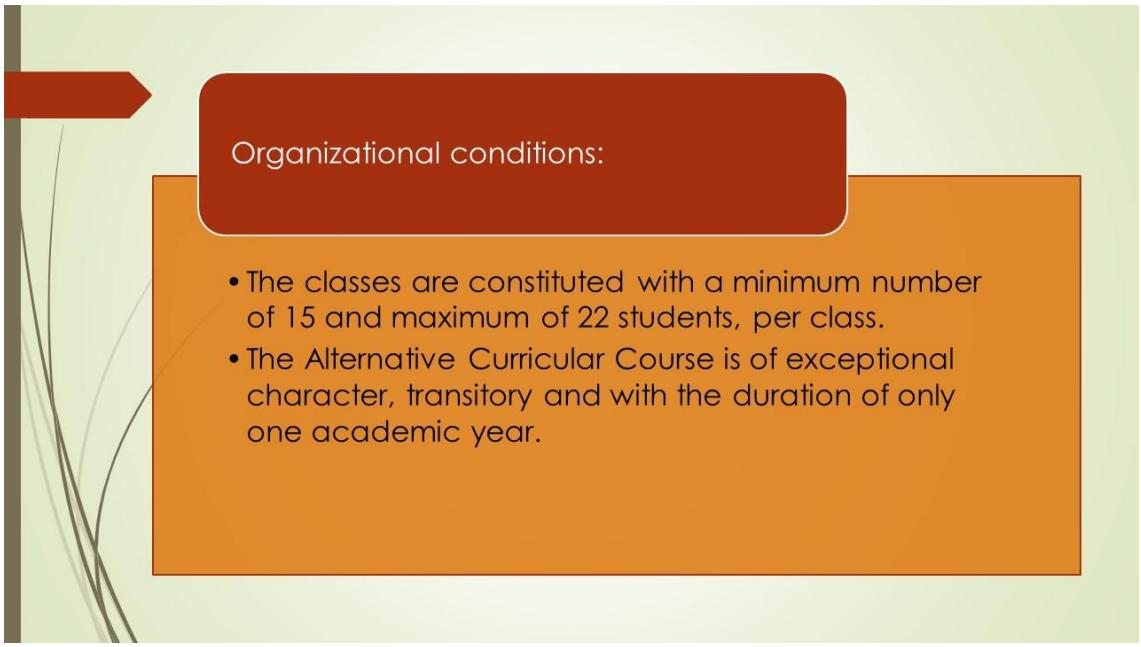

• Turma V ("+ success" project)
Gaps between the planned and the implemented curriculum
a) The ideas that the curriculum authors use when they make the curriculum can not be the ones that the teachers read in it. The interprtation will depend on their own ideas about what the curriculum should be.
Gaps 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.

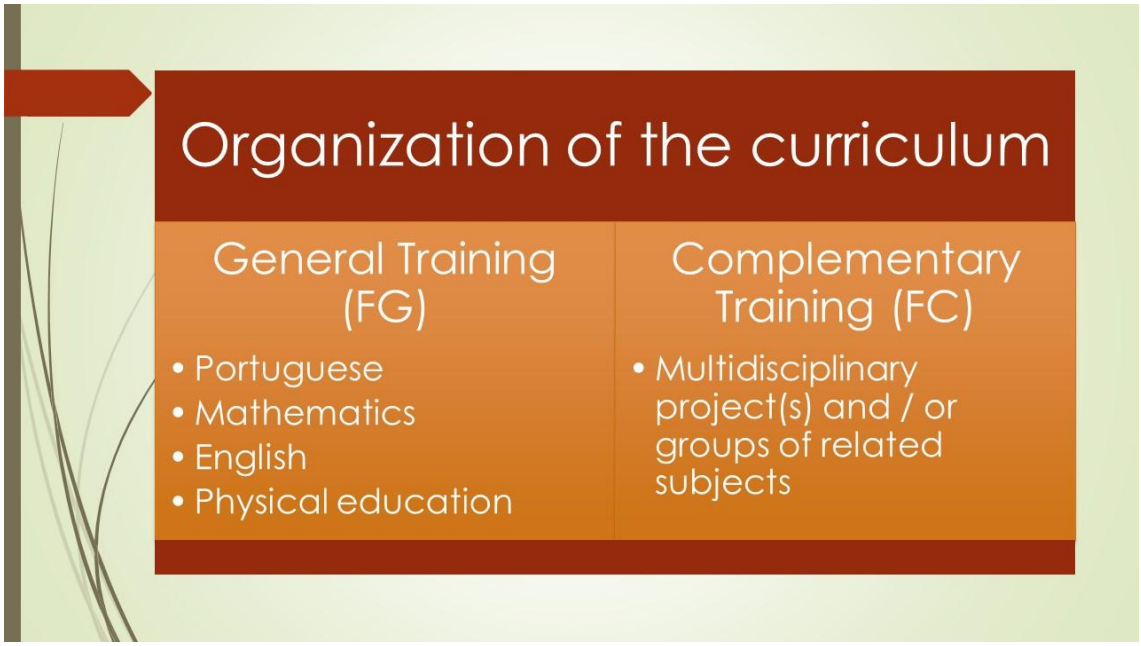
Vila Nova de Paiva Group of Schools, *Portugal*

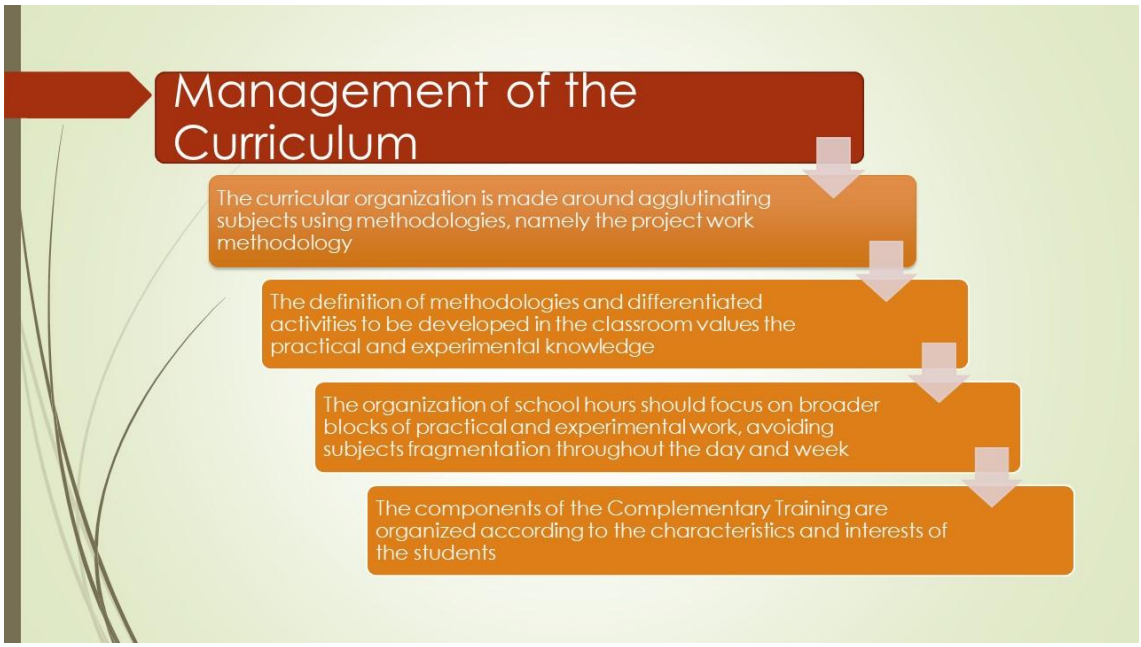





Target students:
• Students who present significant lags compared to the expected results for their age group
• Students at risk of marginalization, social exclusion and school drop out;
• Students in the 2nd or 3rd cycle;
• Students with at least one retention in the same cycle.


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*

DEFINITION

Participation in the society and her institutions,
and affinity with currents in the Dutch culture.
In addition it reflects the European and international dimension.
Also cognitive skills are developed, like using sources, comparing and managing the perspectives of governance, culture and philosophy .
Attitudes to be further developed are:
respect for diversity and generally accepted norms ,
values and concern and care for the environment.

CITIZENSHIP IN PRIMARY SCHOOLS

In the (new) core goals for primary education (age 4 to 12) the concept 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)

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

SPECIFIC CORE GOALS (2)

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

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

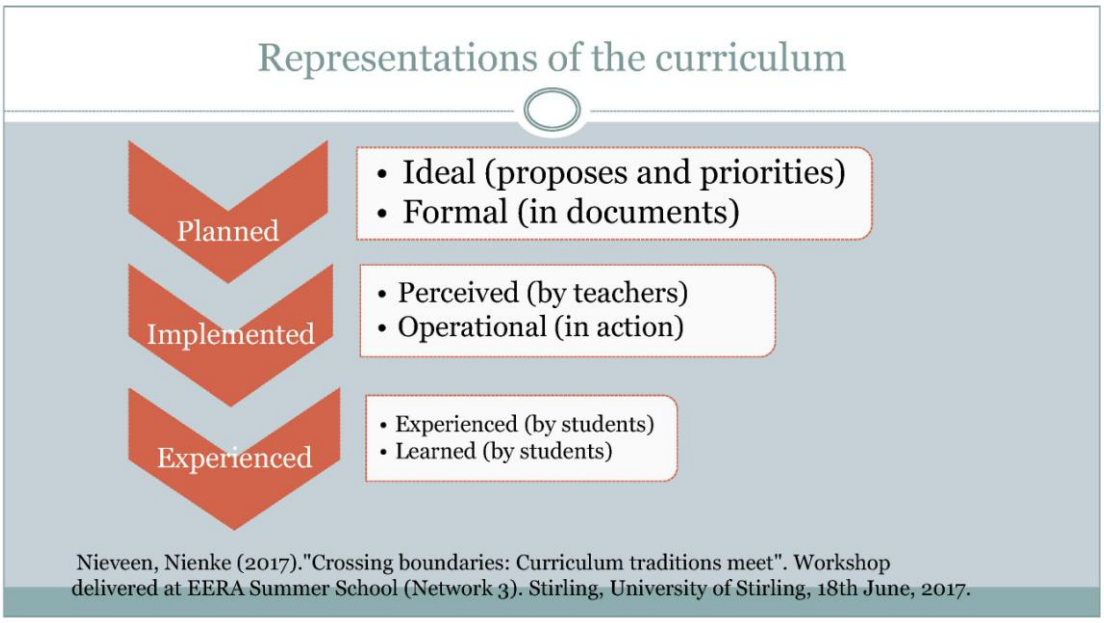
Student Council and Panel
School Participation Council
Model European Parliament

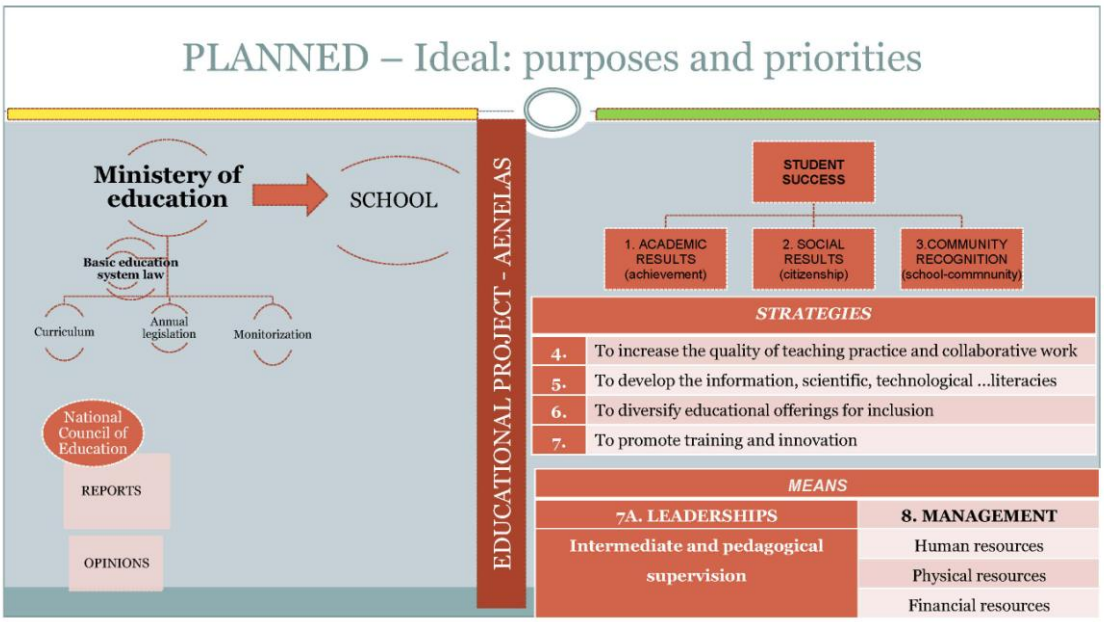
Projects

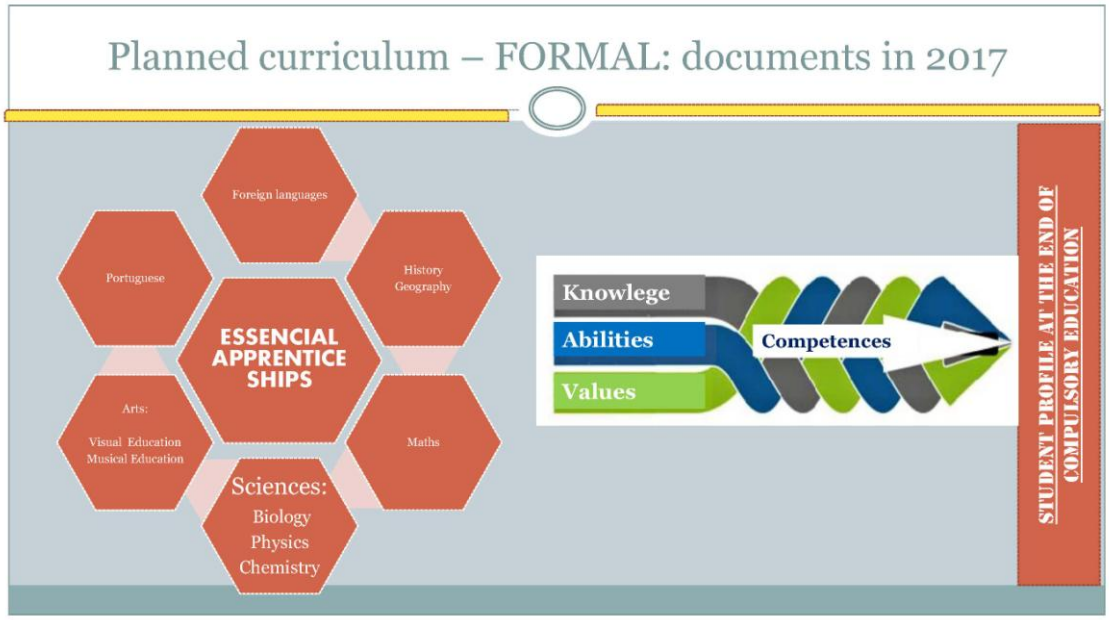
Goal

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

Nelas Group of Schools, *Portugal*




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)

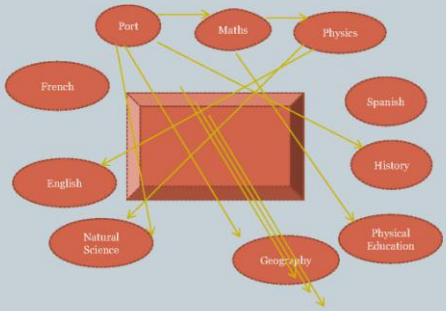
SCHEDULE – 7th grade

	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 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

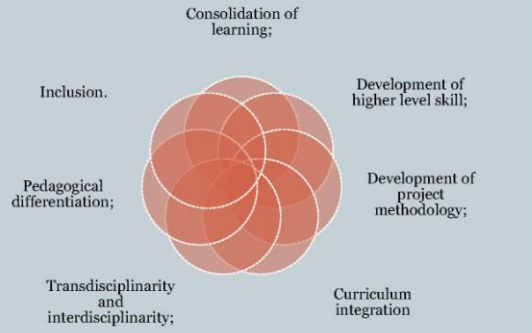
MATHS	Rational numbers (NO7). Links with CF (1) Algebraic Expressions (ALG7) (...) Function definition Operations with numeric functions (FSS7). Links with Geography and CF (2) Sequences and successions (FSS7). Links with CF (3) Algebraic equations (ALG7). Links with CF (4) Greek Alphabet (GM7) Geometrical figures (GM7) Geometrical figures (continued) (GM7) Parallelism, congruence and similarity (GM7) 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. 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. 3. (....) 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) 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.

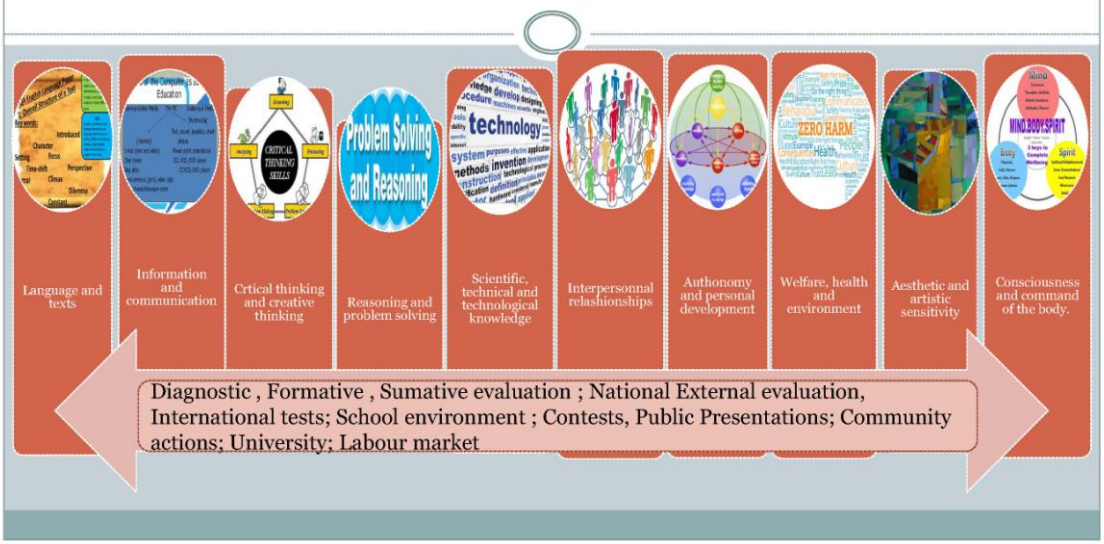
IMPLEMENTED – Operational (in action)
- Meeting teachers' perception

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

Academic results vs Effectiveness of learning

IMPLEMENTED – how it is perceived by teachers

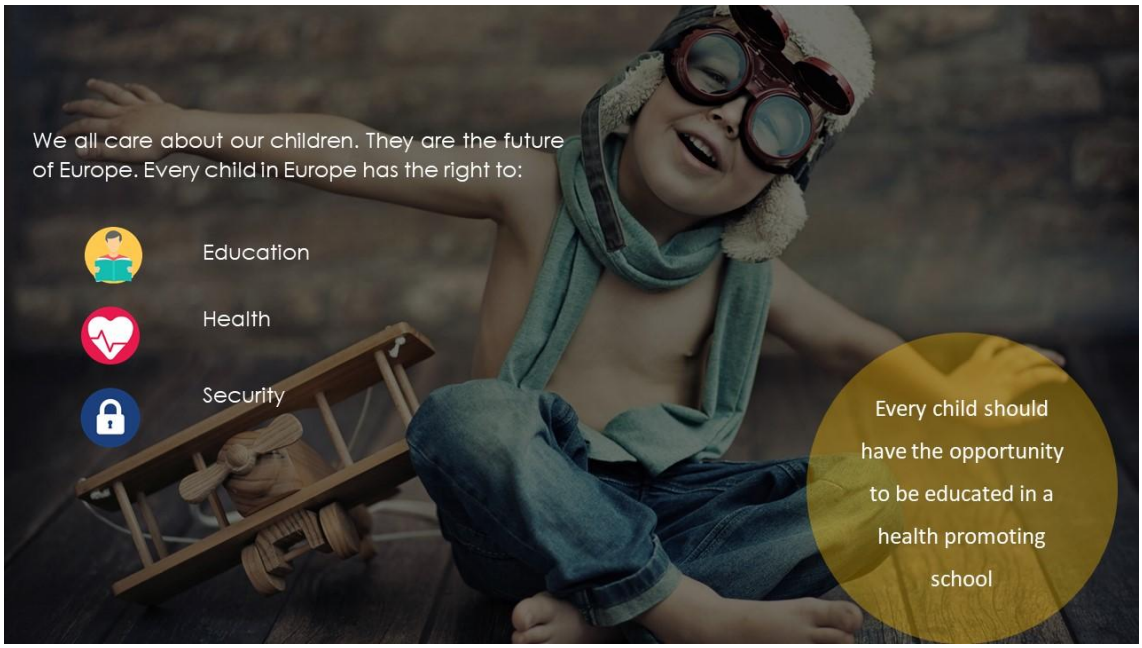
School success is measured not only by the transition / approval rate but also by the ability to mobilize knowledge in society..

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

Albert Einstein

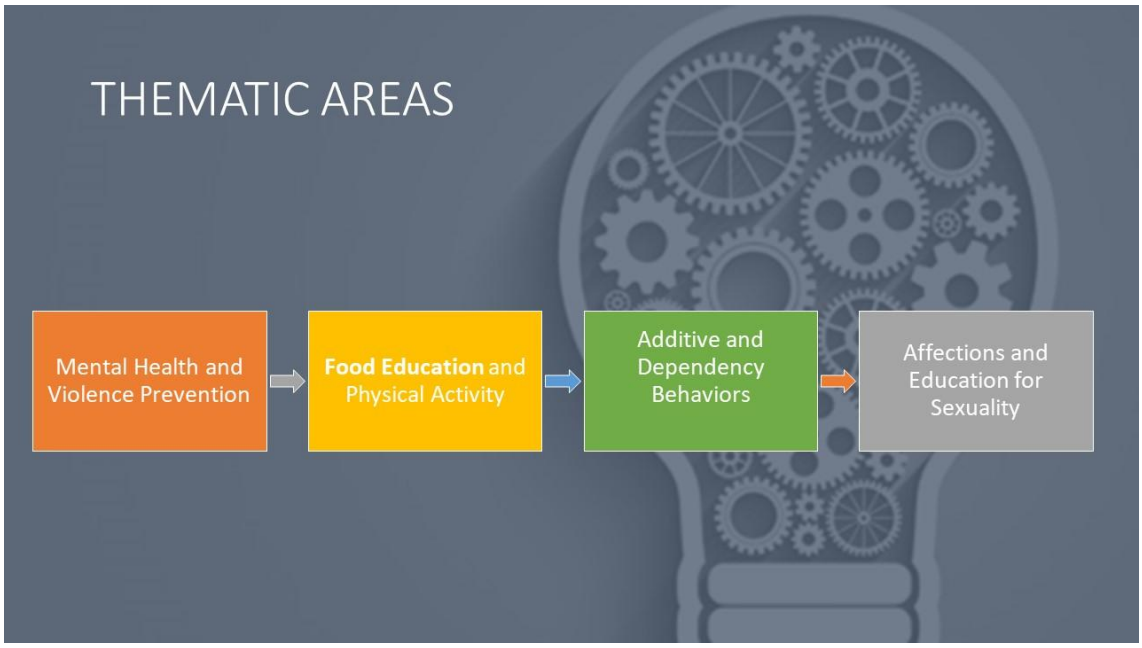
Penalva do Castelo Group of Schools, *Portugal*

MIND THE GAP



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

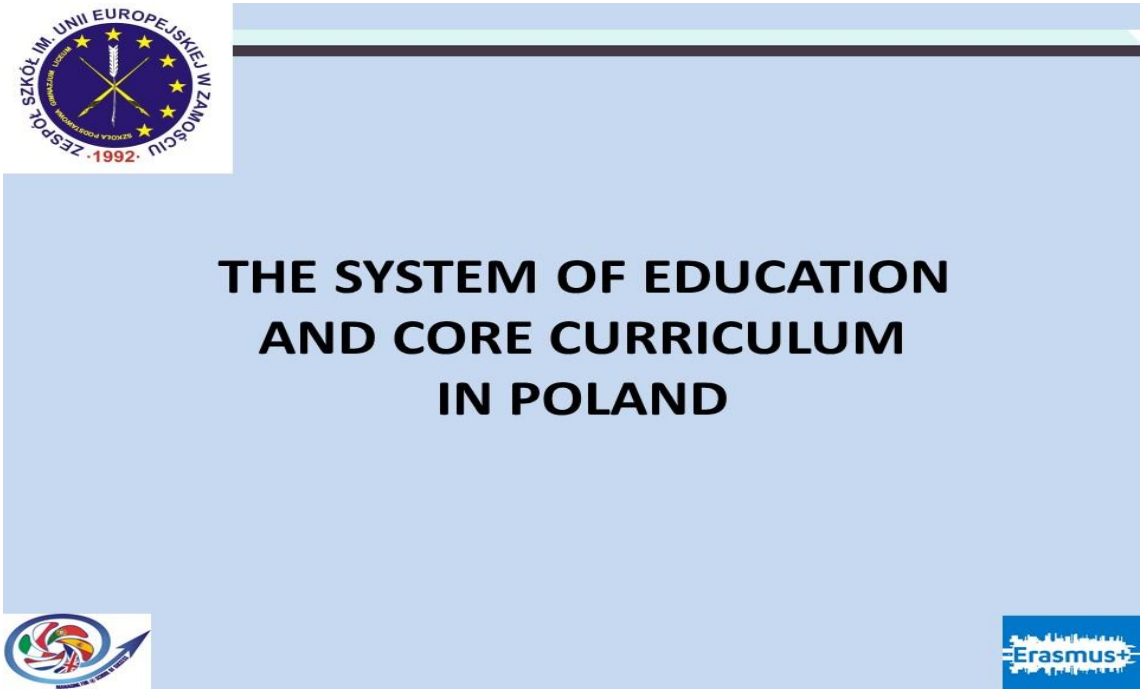
Children are encouraged to eat healthy food

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.

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)
• Formal (in documents)
Implemented
• Perceived (by teachers)
• Operational (in action)
Experienced
• Experienced (by students)
• Learned (by students)
Erasmus+


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 ☺

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 "……

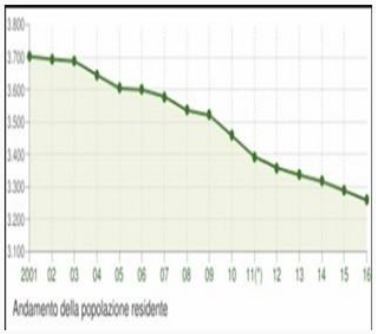
Outcomes of the RAV

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)

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

Threats (rischi)

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

WORK PHASES for the realization of a vertical skills curriculum

Training - open question

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

1 the Teachers College

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

2 disciplinary departments

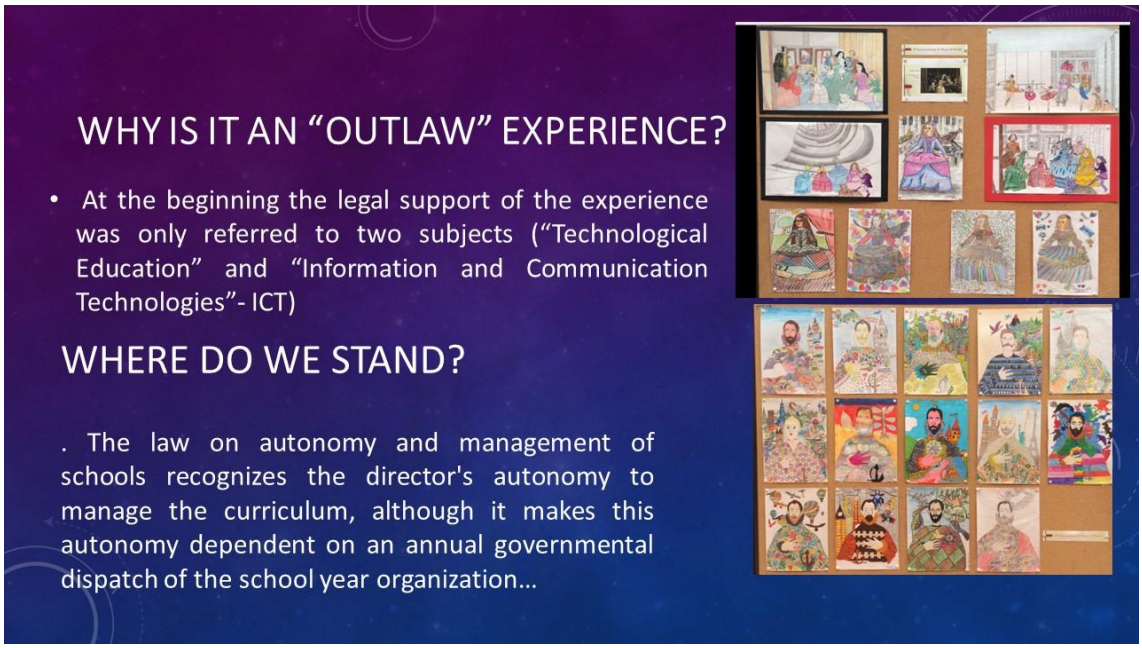
identify the learning objectives for each school year linked to the goals; the competency profiles declined at the initial, intermediate, intermediate, final level; common evaluation tests; promotes monitoring activities on the actual application of the Curriculum

3 Teachers of each class

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

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

Sátão Group of Schools, *Portugal*



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.

Confederacion Espanola de Centros de Ensenanza Asociacion C.E.C.E. - Colegio Sant Josep; Colegio Santa Elena, *Spain*

MIND THE GAP / OVERCOME THE GAP

Goals:

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

Tasks:

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.

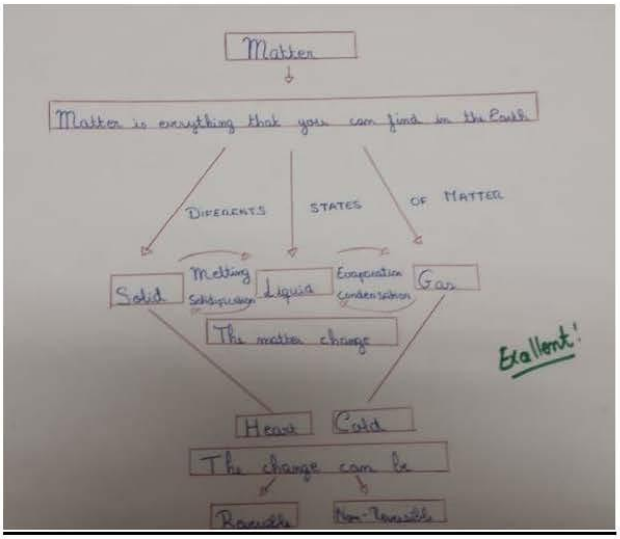
Attached documents:

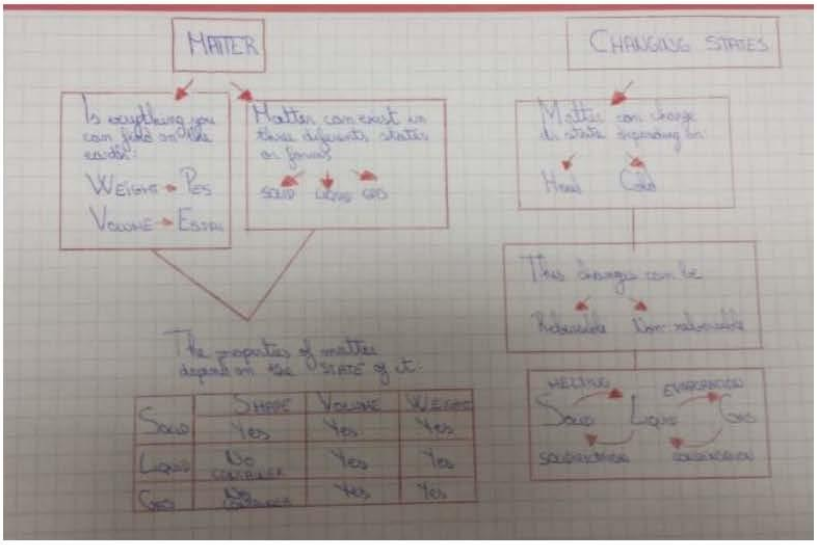
ANNEX 1: TOPICS FOR SCIENCE YEAR 2015-2016

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 Earth.
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 exposing to
Heat
Cold
The change can be
Reversible
Non-reversible
The properties of matter depend on the STATE of it.
MELTING
EVAPORATION
SOLIDIFICATION
CONDENSATION
SHAPE
VOLUME
WEIGHT
Solid
Yes
Yes
Yes
Liquid
No
Yes
Yes
Gas
No
Yes
Yes

Session 1: Topic presentation	Session 2: Experimentation	Session 3: Vocabulary presentation	Session 4: Mind Map	Session 5: Evaluation
Date: **Valoration:** 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. 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:** **Valoration:** We take some daisses and some colorant. We put the flowers in a jar with the colorant. The objective was tint the petals. Unfortunately the experiment wasn't works. On halloween we did another experiment using a bottle, soda and one balloon. They enjoyed a lot.	**Date:** **Valoration:** 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. 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:** **Valoration:** 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. Some groups dedicated time to made a good work, but not everybody.	**Date:** **Valoration:** 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: **Topic presentation**	**Session 2:** **Experimentation**	**Session 3:** **Vocabulary presentation**	**Session 4:** **Mind Map**	**Session 5:** **Evaluation**
Date: 22nd September **Valoration:** Students watched a video about weblife and we talked about it in the class. So nice.	**Date:** 29th September **Valoration:** 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 **Valoration:** Very good. A little bit boring but important and necessary.	**Date:** 13th October **Valoration:** Instead of doing a Mind Map we represent a summary using power point presentation.	**Date:** 20th October 27 th October **Valoration:** The evaluation session has been changed by an English lesson due to management of the class.


Colegio Santa Elena
Villarejo de Salvanés
Colegio Santa Elena


BILINGUALISM PLAN
Colegio Santa Elena
Villarejo de Salvanés

Representations

Planned

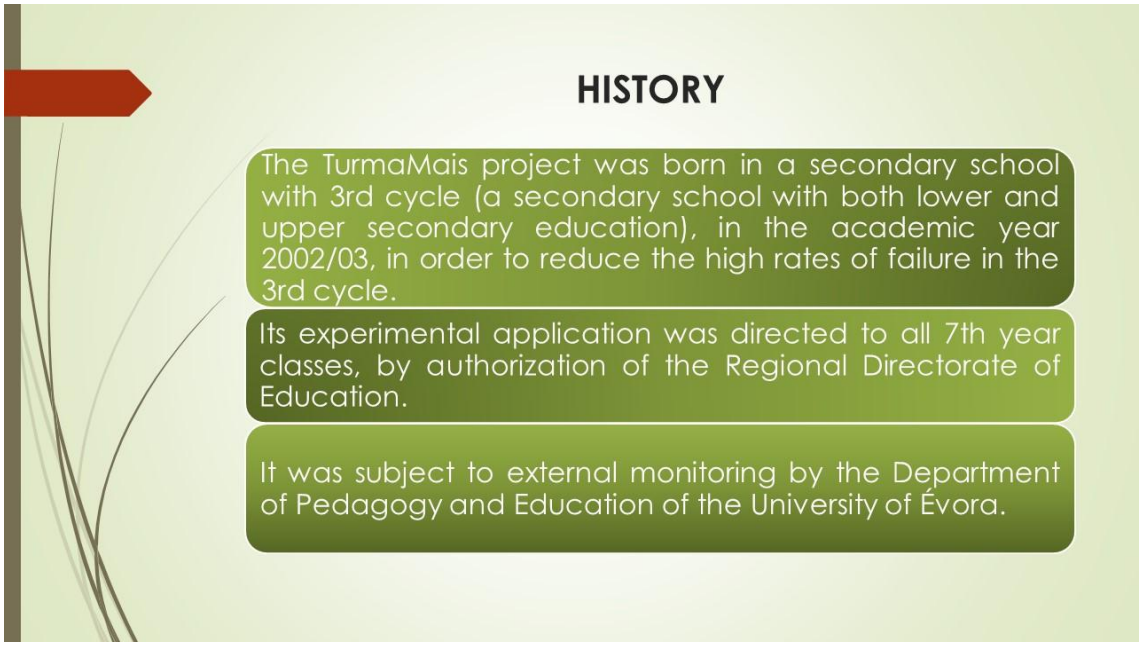
- Ideal:
  - Improve and develop communication in a second language
  - Promote enthusiasm for learning a second language
  - Develop the four skills or abilities of a second (or third) language
- Formal:
  - Own bilingualism project

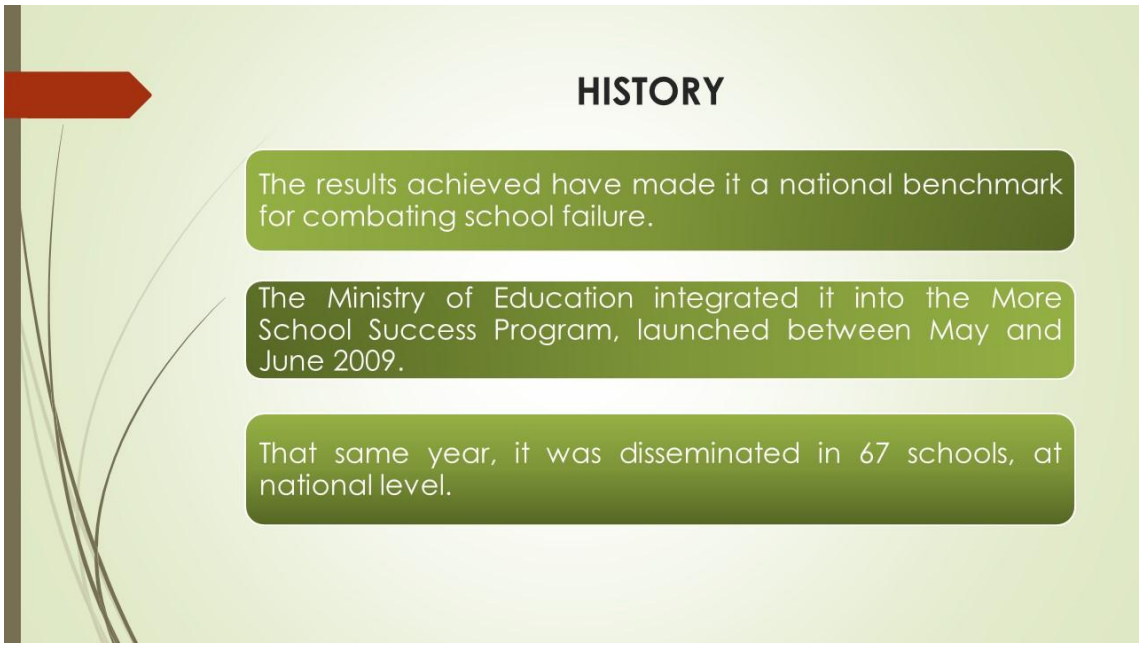
Implemented

- 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

Mangualde Group of Schools, *Portugal*


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

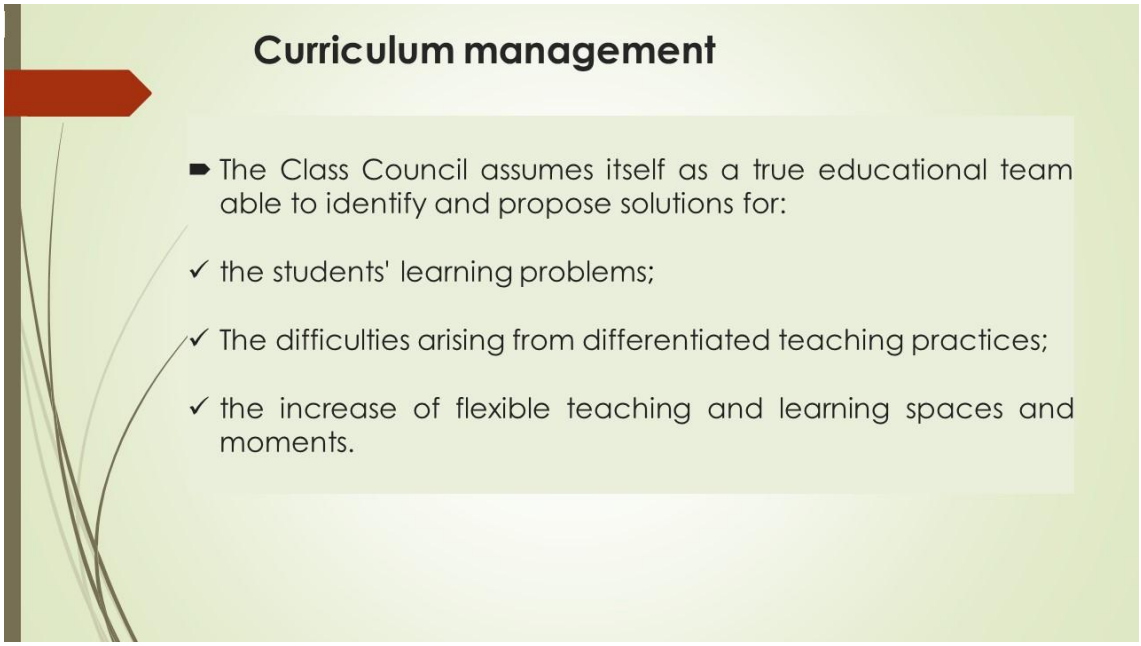
- The schedule of the three classes, in the subjects intervened , is split between them.

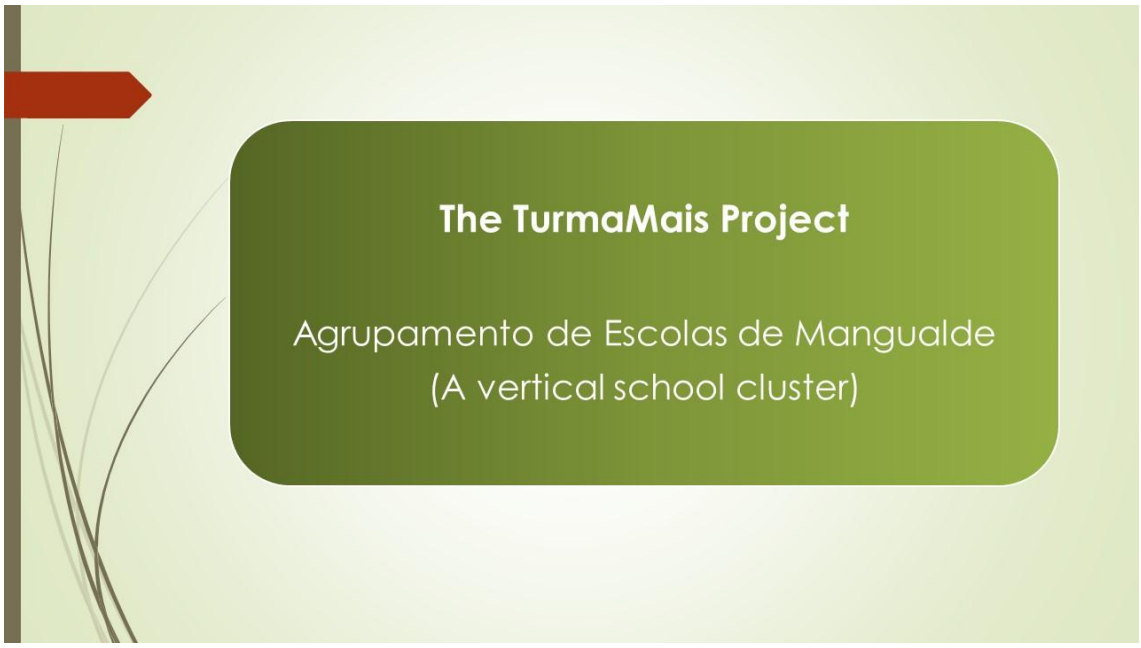
Example: at the same time, class A - PT; class B - Math; Plus Class - English

- 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.

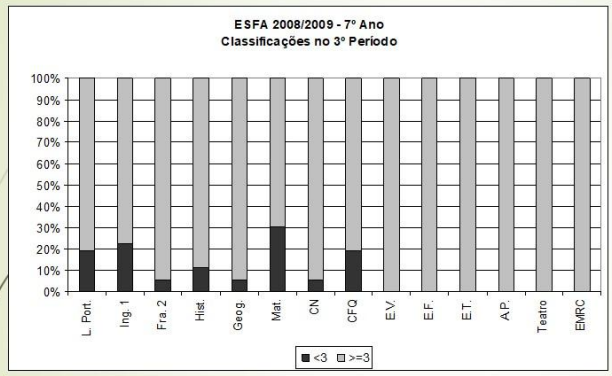

The TurmaMais Project
Agrupamento de Escolas de Mangualde
(A vertical school cluster)

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.

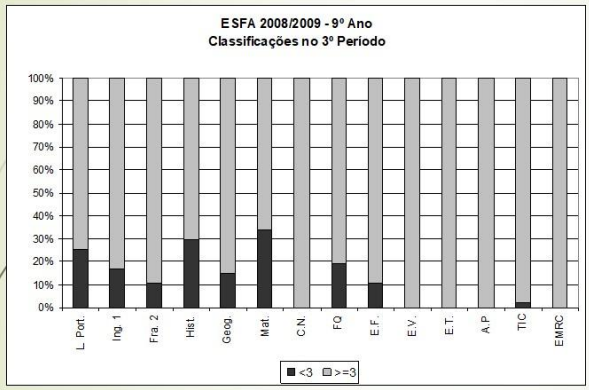
It was the school's decision to apply for only two 7th year classes.

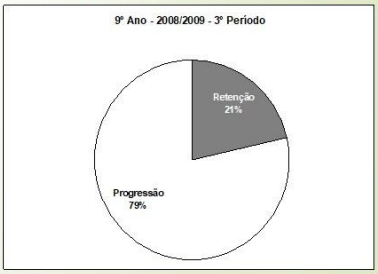
The project lasted for three years.

ESFA - Results

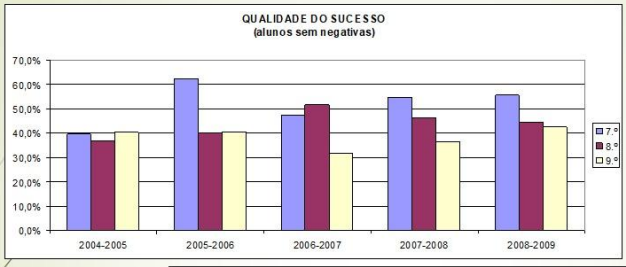


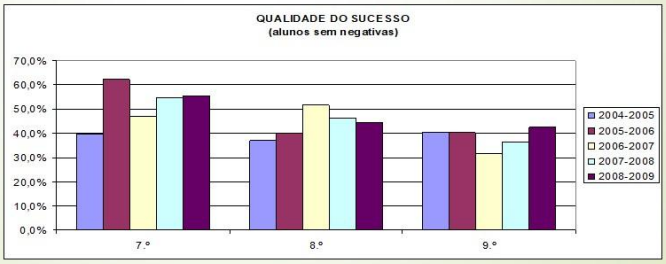
ESFA - Results





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.

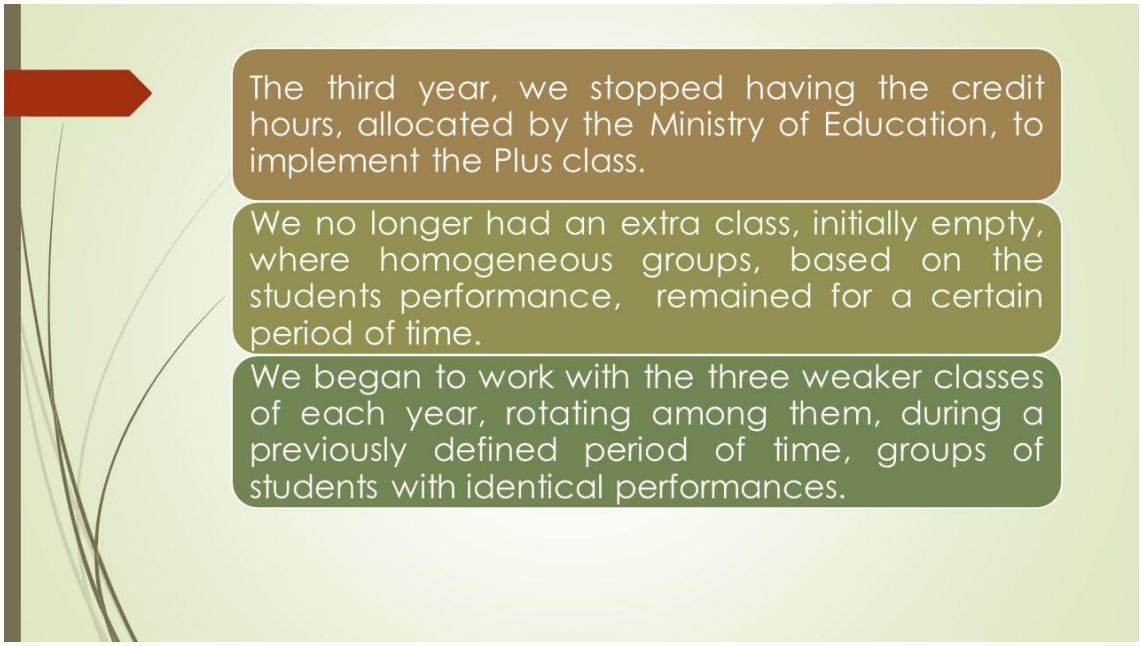
Monitoring by the project coordinator.

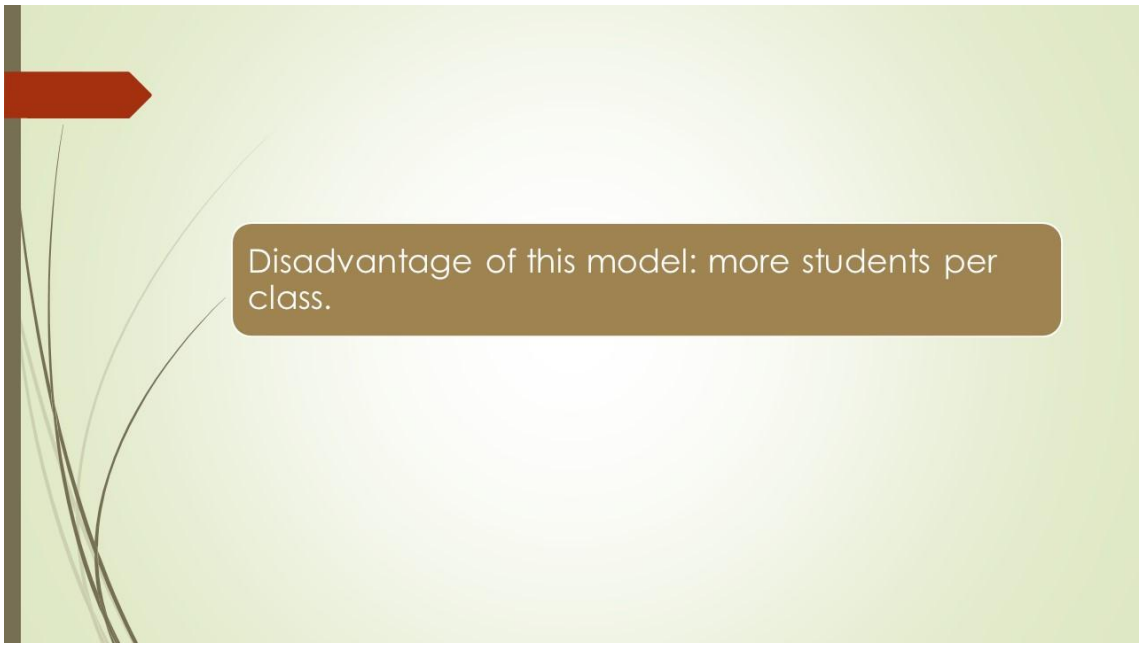
There was a need to meet the goals to remain on the project.

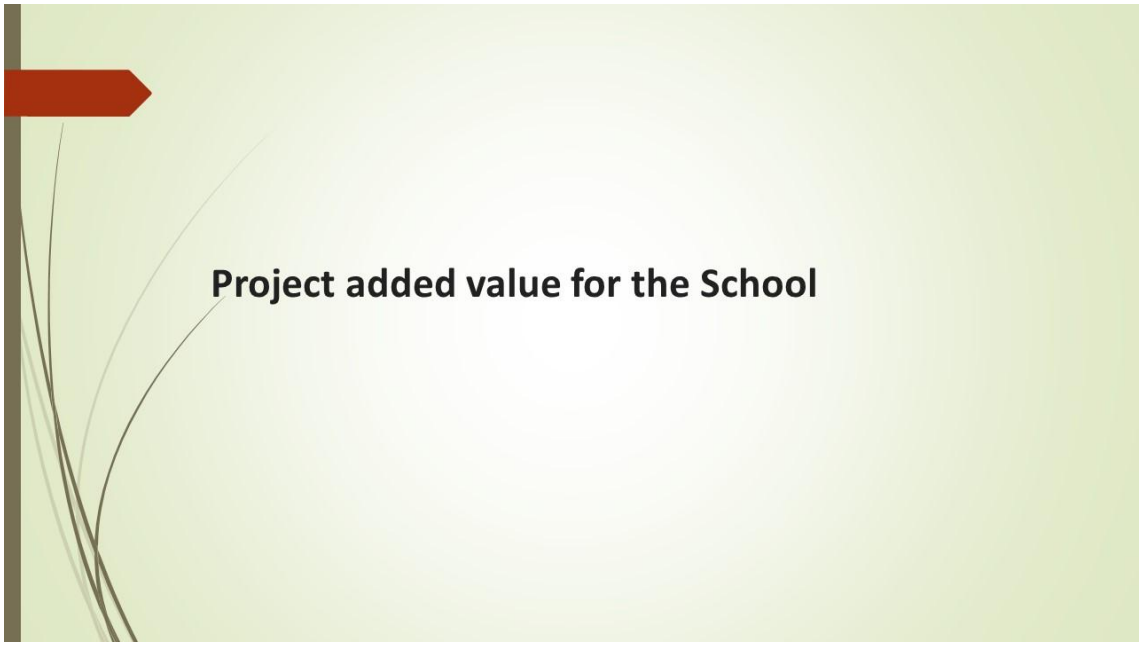
After the second year, the project was extended to the 2nd cycle (5th year).

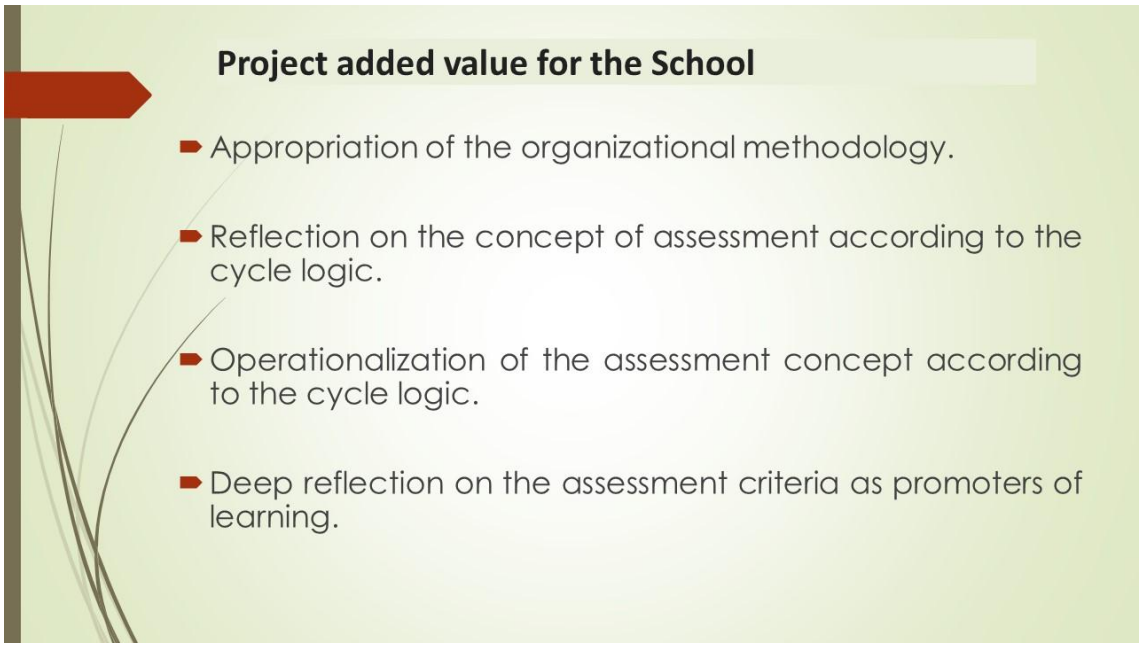
The distribution of the classes to three different teachers was tested.

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

4. Curricula Innovation

Closely related with previous tasks, this section presents and discusses paths for innovating curricula. Three main tasks were developed by participants.

The first one concerned conditions to improve curricula innovations and aim to improve the awareness among participants on what is innovation. Participants, organized in four small groups, were invited to discuss curricula innovation conditions having in mind the constraints posed by syllabus, organizational issues, headteacher role, students' perspectives, school dynamics or assessment practices. The main conclusions and positions (both positive and constraints) participants stand for were inscribed within tables that are summarized bellow.

The second task was build upon the Van Acker's web model. Each participant was asked to choose two components from web's model where he/she thought easier and more effective to make innovations within curricula and present a proposal or an argument indicating how innovation could happen.

Finnaly, the third task was a kind of practical one as it demanded participants, when they attend Education Show, to choose one product (software, apps, resource, etc.) that could be effective to promote innovation in the learning process of each one school.

4.1. Conditions to innovate curricula – Groups

Group1 – *Jenny Openshaw; Elżbieta Kędrak; Olga Carvalho; Rosa Figueiredo*

1. **Present in plenary the following table duly completed, giving an oral summary of the discussion that took place in your group**

Question	**Positive Evidences** (only three)	**Constraints** (only two)
Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching	• Teachers are open to try new methodologies – as can be seen by workshops attendance.	• Teachers think that academic results are good enough so they don´t need to change

	• Syllabus can be easily linked to real life. • Developing students' skills helps to be more creative.	• Theoretical subjects are not so easy to promote creativeness.
Q2 – The school curriculum allows innovation	• Curriculum more based on skills promotes a variety of methodologies. • School prepares children for life. Society is changing and more demanding. • Technologies and cooperative work are facilitators of innovation.	• Timetables are difficult to organize- they depend on a lot of issues. • Teachers need to be prepared and some of them are not so motivated and willing to learn about new things.
Q3 – The Head teacher promotes school teachers´ innovation	• He may take some organizational measures to facilitate and motivate teachers to innovation. • He needs to allow the teachers to take risks- sometimes they might fail but it´s OK. • Head teacher is for innovation as long as he knows how the staff is willing to improve.	• If the school is failing, it is less likely the headmaster let the teachers take risks. • It takes time to build a trust – he is not able to make changes alone, he needs partners, intermediate leaderships… mediators are important as well as parents. • Teachers have to understand that it is important to change since school is not the same anymore.
Q4 – Students identify with the vision of the school	• In England you have a coherent vision that links with other aspects of the school life- behavior, management, rules.. • The school council is a	• In Poland and Portugal the values and vision are discussed and written in documents but they are not so visible and clear for the students

	place where the students voice their opinions about the school and it is valued.	•
Q5 – The participation of the school in projects allows to develop the Curriculum	• Students are motivated to participate in projects. • Project work is expanding in Portugal. • There is a large range of issues that can be discussed and shared by students when schools are involved in projects.	• It takes money and time so you have to know that the project is going to have impact on a lot of children. • It is not so easy to assess the impact of projects on the development of students.
Q6 – Innovative forms of assessment, change the Curriculum	• Motivation is much higher and students learn more. • If you change the way of assessment the curriculum approach has to change. • A variety of tools and applications are available to diversify and connect curriculum with learning strategies.	• It takes more time to prepare and collect information. •

Group 2 – *Jacqueline Ringens; Angels Aguilera; António Cunha; Boguslaw Klimczuk*

1. **Present in plenary the following table duly completed, giving an oral summary of the discussion that took place in your group**

Question	**Positive Evidences** (only three)	**Constraints** (only two)
Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching	• The curriculum is a little bit closed in reference to content but not in how the teachers can teach,	• Teachers are scared if they have to be creative because they think that maybe they don't learn

	so they can be creative • Teacher minds are changing and this attitude pushes them to be creative •	and they feel uncomfortable. • It's generating extra time • Preparing and searching creative ideas takes time and teachers want to spend this time with the students in the classroom
Q2 – The school curriculum allows innovation	• Some countries have a lot of oppurtunities within the curriculum to innovate • It's for some schools very comfortable to have a fixed curriculum to hold on to. • You can use innovation's tools (if you arrive at the end of each period or level) and expand the minimum contents which the government provided.	• Not every innovation works and you have always to check if you are in line with the curriculum • We need more training about digital competences and although the curriculum allows innovation several teachers are not ready
Q3 – The Head teacher promotes school teachers´ innovation	• The Head teacher is a very important leader in innovation. He has to have vision and leadership qualities •	• If your headmaster has'nt got a clear vision the teachers get unsure about the direction in which they are moving. •
Q4 – Students identify with the vision of the school	• For students the vision of the school offers stability during their	• It is necessary to communicate our vision to the students to

	years at school. They can identify themselves with the school through the vision. • If the parents know the vision that the leader has, they can assess if the school is suitable for their children or not.	increase the feeling of relevance. • The students maybe resistant to change. • Vison should be a shared vision. Students should be encouraged to participate in creating the vision, in order for them to own it.
Q5 – The participation of the school in projects allows to develop the Curriculum	• This participation enriches the curriculum because it allows it to deepen. • From the projects students and teachers get ideas which will improve the curriculum	• If there are too many participants aTnd too many ideas the main focus may be lost. • Innovations may cost too much money
Q6 – Innovative forms of assessment, change the Curriculum	• We have to have new ways to evaluate so the evaluation is connetected with the process that the student uses to learn. • If your testing is summative and you change into formative testing then you create growth mindset instead of grades. So this form of assessment changes the curriculum • Other skills and items maybe discovered that the current curriculum doesn't take into account.	• We have to be able to ensure that they methods and ways of testing the innovation is fair and efficient. • There maybe a lot of parents who don't want to change the curriculum, maybe they need encouraging to think differently.

Group 3 – *Mirjam Spijkers; Katie James; Andrés Figueroa; João Santos; Federica Cinalli*

1. **Present in plenary the following table duly completed, giving an oral summary of the discussion that took place in your group**

Question	**Positive Evidences** (only three)	**Constraints** (only two)
Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching	• In the way of teaching • In choosing new methodologies • In cooperate learning	• The curriculum in the south of Europe were very closed • With more money we can manage assistance in the classrooms, it give more possibilities to organize
Q2 – The school curriculum allows innovation	• You can work in pilots, sometimes its allowed to experience • Not only working in subject But from in an holistic vieuw ICT allows us to innovate	• If the curriculum is more flexible ,we can make the change • We need our time to get the results • older teachers don't make the move to change the education • We have no time to innovate • You can't choose your own teachers • The government recommends innovations, but only in words, in theory but not in the practice

Question	Positive Evidences (only three)	Constraints (only two)
Q3 – The Head teacher promotes school teachers´ innovation	• We are partners in this project, and we are stimulating teachers to innovate • Students are more motivated when a headteacher stimulates them • We promote continuous teacher's training	• Opposition of teachers to change *status quo* • There was a big investment in ICT (in some countries) years ago, now the investment has been reduced and the equipment is obsolesce. In other countries we have to present a plan and if it is well prepared and founds are available you can get it.
Q4 – Students identify with the vision of the school	• In the Netherlands each school can describe its own vision as private schools can do in other countries. • Parents can choose the school because of the vision, so parents and students can identify with the vision. • With the portfolio, students can work for reaching the vision of school	• In public schools in Italy, Portugal and Spain, the vision is the same in all schools, so that it is difficult to identify with them. • •
Q5 – The participation of the school in projects allows to develop the Curriculum	• The projects open minds to other ways of working, curriculums of other countries, new things we don't have…	• Some innovations are done only for a year without planning them, so it is forgotten next year. • Some teachers think that

Question	Positive Evidences (only three)	Constraints (only two)
	• Participate in visits, stakeholders, partnerships… help schools to develop the curriculm • We must ask ourselves what does the population need.	visits, collaboration with enterprises is loose the time because they are not teaching the curriculum
Q6 – Innovative forms of assessment, change the Curriculum	• Planning each year to change weak points of assessment • Formative evaluation can make changes in the curriculum because the students are involved in the responsibility of development •	• Innovation involves having more time for monitoring •

Group 4 – *Lívio Tosone; Helena Castro; Goreti Tavares; Marcel Rovers; Katarzyna Miska*

1. **Present in plenary the following table duly completed, giving an oral summary of the discussion that took place in your group**

Question	Positive Evidences (only three)	Constraints (only two)
Q1 – The syllabus that a teacher is currently teaching (or is responsible for) enables to be creative in teaching	• You may reorganize your classroom • You may use new materials and pedagogical instruments • You can combine or link	• Exams must be prepared sufficiently • Teacher's and parent's mentality (resistance to innovation) • Time: curriculum is very

	different subjects (e.g. cooking and culture)	extended (Italy, Portugal, not NL), no time/room left for innovation •
Q2 – The school curriculum allows innovation	• In Pr Ed more than Sec Educ • E.g. new European-wide emphasis on 'citizenship' may help to ask contributions from several other subjects (human rights, gender etc), it creates opportunities for innovations •	• E.g. mathematics teacher does not like to be linked to different subjects • Difficulties with teachers: they have not been educated to be innovative • There are no **new** teachers in some Portugese schools: less children, less teachers needed. Problem for the future once retirements are coming! • New teachers are digital natives: they will bring the innovation. • Teachers training institutes need to be more innovative
Q3 – The Head teacher promotes school teachers´ innovation	• Portugal: Yes e.g. provide courses for innovation • Provide access to innovative (internet) frameworks. Teachers may apply these in their classrooms • Joining new (international) projects	• The law: too rigid. Inspection doesn't agree with some innovative approaches – you need permission from general direction of education. This takes a very long time in Portugal. • Teachers don't want, don't accept innovation (or: the

	from government • Long distance learning • Innovation meetings and workshops with teachers • (E-)Twinning projects between schools / teachers (students like it!) • European exchange of teachers and pupils	head teacher needs more competences to inspire, to attract to innovate etc) • Limited budget (or time)
Q4 – Students identify with the vision of the school	• Students know some curriculum changes (derived from the vision) i.e. about team working, respecting the others	• Students know the institutional instructions but have no interest in vision, that's not common in Portugal, no interest either by parents • There is a *culture* of instruction (Port/It) • Teachers have problems with working together with students, they prefer instructions – whether the students fall asleep or not • Teachers are not open for suggestions from the students ("we know better, what can we learn from a student?") • maths and language remain more important
Q5 – The participation of the school in projects allows to develop the Curriculum	• Improvement of multicultural skills, language skills,	• Available time • Hesitation of teachers to open their classrooms, to

	cooperation • Projects lead to more integrative views on the curriculum. You learn to see with a different eye, from a distance	change their mindset, even to participate in (European) projects • Italy max 20-22 hrs per week for lessons, maybe 2 for meetings. Any other task or project requires extra salary, according to their culture (and the unions)
Q6 – Innovative forms of assessment, change the Curriculum	• Innovative assessment is derived from new visions. These will lead to changing the curriculum • Direct relation between assessments and curriculum: curriculum may also change the assessment forms! • Introduction of technology can change the curriculum	• Inspections and laws prevent changing assessments and curriculums • Parents request tests • Instruction of vision on curriculum is opposed to changes/innovations of the assessment forms

4.2. Conditions to innovate curricula - Schools

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

Branston Junior, *United Kingdom*

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.

Canas de Senhorim Group of Schools, *Portugal*

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

Vila Nova de Paiva Group of Schools, *Portugal*

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.

Gemeente 's-Hertogenbosch, *The Netherlands*

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.

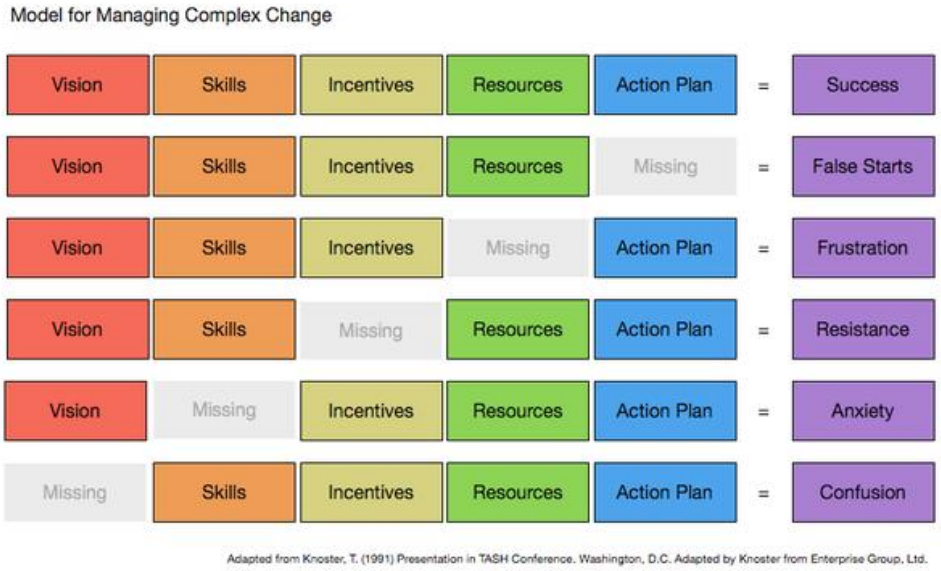
In 2014 we met Tom Oosterhuis, te designer of te e-portfolio Mevolution, in te entrepreneurial network of Den Bosch. We started wit a reconnaissance phase, together wit otter schools for PO ad VO.

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.



Nelas Group of Schools, *Portugal*

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).

Penalva do Castelo Group of Schools, *Portugal*

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	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

	the teacher adapt to change?	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.

I Spoleczne Liceum Ogolnoksztalcace im Unii Europejskiej, *Poland*

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.

Istituto Omicomprensivo "Ridolfi – Zimarino", *Italy*

Curriculum Components

In recent years, the teaching of the Italian school has undergone significant changes thanks to the impulse of the requests coming from Europe: we are moving from teaching focused on contents and on disciplinary knowledge to that based on the concept of competence.

The Italian school is therefore committed to transposing in terms of competence what was previously indicated in terms of knowledge and disciplinary skills and also the assessment takes into account what are the skills that the student must possess at the end of a certain cycle of education and through which tools and teaching methods to reach them.

Recently, Legislative Decree 62 of May 2017 recalls the attention of the Teaching Body on the concept of competence and clarifies that the acquisition of civic and citizenship skills can be assessed within the historical geographical area and that they contribute to the definition of vote of pupil behavior.

Although Italian teaching is still based on the development of the National Curriculum (National Guidelines, Guidelines for High Schools, Technical Institutes and Professional Institutions) in which the knowledge that the student must possess the term is reported in detail for each experiential or disciplinary area of the class attended, on the other hand there is a new protagonism of the teaching body that if adequately supported by the leadership of the Headmaster can lead the school to change and innovation.

Surely the areas on which it is possible to intervene and on which the signs of change are more evident are:

- The role of the teacher
- Materials and resources

These two aspects are in fact closely related and mutually influence each other, producing positive effects.

Innovation in the school is certainly linked to the motivation and the need of the teaching staff to change their teaching methods. Today the teacher has to face new challenges: formal learning, scholastic learning, is increasingly influenced by informal and non-formal

learning; in recent years new generations of students have entered the school, the "digital natives", that is, children and adolescents who, since birth, have become familiar with interactive screens and IT devices connected to the network; the skills that digital natives develop from an early age are the sharing, the research, the active construction of their knowledge, skills that do not find space in the educational organization of school work in which the transmission of knowledge is mainly linked to the frontal lesson .

To meet the new way of learning of the students, the teacher must necessarily reflect on his role and ask himself about which teaching tools and methods to implement to facilitate learning.

To meet these new needs, the Ministry of Education, through the Regional Scholastic Offices, is proposing training courses for teachers on the use of new technologies and on new teaching methods (cooperative learning, flipped classroom ...); the Teaching Card was also introduced for the purchase of books, software, PCs, tablets and for the payment of training courses and finally the "bonus bonus" is assigned by the Headmaster as a teacher also on the basis of their ability to achieve educational innovation projects. Staff training therefore influences teaching and influences learning activities; trained teachers stimulate learning through innovative methodologies such as frequent use of laboratories, research and laboratory activities, sharing of materials through internet connection.

Even the classrooms in recent years are being transformed: through the National School Digital Plan and the PON FESR schools were able to respond to calls for tenders with national and European funds for the financing of new technological equipment such as LAN-WLAN networks, software, LIM , PC, 3D printers, creative ateliers. The digitally enhanced classrooms in which the use of new technologies integrates teaching allows both laboratory and group activities as well as individual research and study activities.

Therefore teacher training and their propensity to get involved and accept new challenges, along with the presence of materials and resources contribute to change and educational innovation. The role of the Headmaster is therefore strategic because its task is to stimulate and motivate teachers to review their teaching methods but also to be careful to intercept funding for the purchase of materials and to ensure that these energies and resources have a positive impact on the school curriculum and on the learning of the students.

Sátão Group of Schools

Our 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

Confederacion Espanola de Centros de Ensenanza (C.E.C.E.), *Spain*

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.

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".

Mangualde Group of Schools, *Portugal*

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.

4.3. Resources to help innovation

As participants went to Education Show, at Birmingham, the task they had to do was to choose one product (software, apps, etc.) that could be effective to promote innovation in the learning in each one school. They were invited to fill the following grid.

Branston Junior Academy, *United Kingdom*

Name	Zumos
Provider	Insight4Life
Description	"In an urgent bid to support child mental health and to break the negative cycle of decline in mental wellbeing in England, Insight4Life – the company that provides the Zumos Wellbeing project, will be delivering Zumos free to every child in England from September." "Developed with CAMHS, the Zumos Pupil Wellbeing Project is groundbreaking and is the only system like it in the UK! We can offer preventative methods combined with reactive support

	resources to offer support to your students as well as gie you the power to see activity in a way that can guide future resources and combat crisis being reached in your school!" [The basic package is free; but more resource and more support come at a price.]
Resource	"The Zumos platform is an online resource available 24/7 and can be accessed by internet connected devices such as laptops, smartphones, tablets and desktop computers."
Use	An online system of games and support.
Interoperability	Yes. It will be another way of supporting children with their mental health wellbeing.
Usability	We will need training. But it looks fairly simple to use, once we have understood the basics. However, it is relying on technology working ok!
Return on Investment	It will be difficult to measure impact. As with all things related to improving mental health, the impact can't be measured in terms of test results. Indeed the impact may not be seen until the child is much older. In terms of impact for staff, it will help that they can find some good quality resources, that have been specially designed to improve mental wellbeing.
What is the expected effect of this innovative product in your curriculum development? What should it change something?	If we decide to use the system, it will add to the other activities that we use to improve mental wellbeing in the school.

Canas Group Of School, *Portugal*

Name	Seppo – game based learning
Provider	Seppo.io
Description	This methodology consists of game-based learning that gives a joyful experience and combines teamwork and using students skills and knowledge to achieve a common goal. Completing tasks, earning points and receiving instant feedback encourage the learners to pursue new achievements.
Resource	Personal smartphone
Use	Teach with a game, in a fun and easy way. The teacher gives a creative exercise /task to the students (it can be about science, history, maths, others and includes several). It is a kind of pedagogy that combines social learning and versatile ways of using mobile technology. It can be used inside or outside the classroom; applies to all ages; facilitates building group cohesion; can be used for almost anything.
Interoperability (Question: Will the new product integrate seamlessly with other products already have?)	We already use many pedagogical approaches / app games of web 2.0 like kahoot, Storybird and others, so it in is not completely new. But this one can be used out of the classroom and can inspire more the students and give them more autonomy.
Usability (Question: How easy is it for school staff to use this product on a day-to-day basis?)	This product / game must be introduced by the teacher, no other school staff is needed. Most of the teachers are used to digital approaches nowadays in our school. For example, to write the lesson summary and mark the students missing, teachers must use computers and informatics applications. About Seppo, i'm sure most of teachers will love it. Otherwise, it's not compulsory that all of school must use it.

Return on Investment (Question: How much (time, money, resources, etc.) will this save, and how much will this improve student success?)	Well, the goal is not saving money – but it can. For example, students can do a work about a specific monuments and visit them, in the app, just like if they were on visit schools. In this point of view, money can be saved. About the cost of the games, it depends if we are talking about personal licences or organization licences. In this case, a form must be filled. Anyway, sponsored games can be downloaded for free. But the real goal is to improve student success, by inspiring and motivating students. Because it improves problem solving, creativity, teamwork, and sharing know-how as an integral part of the learning process.
What is the expected effect of this innovative product in your curriculum development? What should it change something?	It's a real facilitator. It envolves almost all things that students like: technology, collaborative / social tasks, game-based, moving and can be done out of classroom and this is innovative. The teacher can take the students outside to explore in a real environment and challenge them to solve problems together. Completing tasks, earning points and receiving instant feedback encourage the learners to pursue new achievements. At its best, a game can affect the players on a deep level, which makes them understand the topic better.

Vila Nova de Paiva Group of Schools, *Portugal*

Name	Twinkl Originals story
Provider	Twinkl Educational Publishing
Description	Book with stories and performed augmented
Resource	Book and APP
Use	Motivation for reading and science

Interoperability (Question: Will the new product integrate seamlessly with other products already have?)	
Usability (Question: How easy is it for school staff to use this product on a day-to-day basis?)	Having the application installed on the tablet or smartphone, the use of the book is very simple and attractive
Return on Investment (Question: How much (time, money, resources, etc.) will this save, and how much will this improve student success?)	This resource implies some investment but can greatly contribute to student success
What is the expected effect of this innovative product in your curriculum development? What should it change something?	This product can be used to introduce subjects from different disciplines, as well as to initiate and develop reading and interpretation in an innovative and attractive way for students.

Gemeente 's-Hertogenbosch, Primary school 't schrijverke, *The Netherlands*

Name	Miriam Spijkers
Provider	www.Scottie Go
Description	Scottie go ia a cutting-edge game designed to make the key concepts in programming available to the youngest students
Resource	Pad
Use	Children primary school
Interoperability (Question: Will the new product integrate seamlessly with other products already have?)	Yes, there are more program materials . When we use this program we also learn program in the English language.
Usability (Question: How easy is it for school staff to use this product on a day-to-day basis?)	It is possible to use this app daily in the program and
Return on Investment (Question: How much (time, money, resources, etc.) will this save, and how much will this improve student success?)	The costs wil be acceptable, it can be used in all groups. They share program materials.

What is the expected effect of this innovative product in your curriculum development? What should it change something?	it contributes to the 21st skills

Nelas Group of School, *Portugal*

Name	School Radio Station
Provider	SchoolRadio
Description	Advanced radio studio in a portable format ideal for sharing between sites or schools in a cluster.
Resource	School Radio supplies hardware, software and services to commercial and community radio stations. It provides everything from initial setup through the broadcast platform and the resources we need to sustain and build a station. This includes some core equipment in order to run, such as: • Broadcast mixing desk. • Computer playout system (to play music and record content). • Microphones. • Speakers & Headphones. • A 'mic live' light. • A transmission method. School Radio packages include all the equipment needed to launch a radio station plus they all include onsite installation,

	onsite training and at least a years support to get the station up and running. The Sr2 Package is installed from 6,499 pounds + VAT.
Use	This School Radio system can be used either by teachers and students in several different ways- Internet radio, speakers around the school, interactive whiteboards in the classrooms, access via mobile devices (iPads etc), short term FM broadcasts to the whole town.
Interoperability (Question: Will the new product integrate seamlessly with other products already have?)	There is already a mixer in the students' room in two schools of our cluster, however in this case the radio equipment is quite different to sound recording equipment. But there is a lot of technology we can reuse. iPads or other tablets make great portable recorders and installing audio editing software (like Audacy) on a PC makes it possible to make content for the School Radio station throughout the school. This kind of portable package would be easy to take to different schools of the cluster, for example every two months, so that more students can benefit from this equipment.
Usability (Question: How easy is it for school staff to use this product on a day-to-day basis?)	These School Radio systems have been designed to be fun, intuitive and simple for presenters of all ages. Occasionally if we need some help, there is a full range of written and video resources covering all the aspects of this School Radio system including quick guides, mixer tutorial videos, Myriad tutorial videos, product documentation and other general helpful documents or user guide available on the website www.schoolradio.com Lots of ideas can be used on this school radio station: music, special interest shows, live events, interviews, revision aids, talk shows, current affairs, debates, science and technology shows, local interest, community events, arts and culture, school sports commentary, sports shows, book reviews, maths quiz, history Live, news, drama… School Radio also provides a great platform for students to

	showcase and share their work. If a student writes a good poem or story, they can be recorded (either at the station or in the classroom on an iPad, etc) and broadcast it on the School Radio station.
Return on Investment (Question: How much (time, money, resources, etc.) will this save, and how much will this improve student success?)	Many of these programming elements are supported by Premium Resource Kits to help teachers make engaging, exciting and fun programming. These PRK will also inspire students and help teachers to develop content that not only covers many aspects of radio but also relates directly to goals and statutory requirements of the National Curriculum (adaptable to Essential Apprenticeships in Portugal). Teachers can login to schoolradio.com for a full list of premium resources. Each premium resource kit includes skill summaries, references to the National Curriculum (adaptable to Portugal), examples and frameworks, industry tips, technical pointers and much more. School radio will improve student sucess as they build confidence and self esteem, improve speaking and listening skills, learn to write creative scripts and copy, conduct research into a range of topics, work as a team, understand the value of communication.
What is the expected effect of this innovative product in your curriculum development? What should it change?	A creative innovative school enhances curriculum to stimulate students that are eager to learn new and exciting ways of communication. With this creative, engaging and exciting medium students are allowed to express their views, engage in lively debates and explore their creativity whilst simultaneously developing their speaking and listening skills, building confidence and raising literacy standards. Besides discussing their ideas, this platform allows students showcase their work and interact with the school and the local community as they wish. Whether it is music shows, current affairs programs, history revisited, debates, coverage of events or radio drama, School Radio provides a unique accessible and engaging medium which not only builds self-esteem for the presenters but also helps to enhance the community atmosphere within the school. As a conclusion, there are many benefits for the curriculum

	development: • Improved inclusion for pupils and staff providing a cross school communications platform. • Better engagement between teachers and students. • Aid teachers in achieving a majority of the National Curriculum Standards. • Engage students that struggle with more traditional forms of demonstrated learning. • Develop a school community. • Improve links with our wider community and around the world. • Showcase the talents of our pupils.

Penalva do Castelo Group of Schools, *Portugal*

Name	Seppo platform
Provider	Siltavuorenpenger 7 FI-00170 Helsinki, Finland
Description	Seppo is an online platform that combines gamification, social learning, digital storytelling and physical movement. It is a globally used and awarded innovation built on world class Finnish pedagogy. Seppo can be used for any school subject at any school levels.
Resource	Mobile technology
Use	***Seppo*** is an online programme for creating educational games. It can be used on all levels from pre-school to university. Seppo can be used for any school subject at any school levels.

Interoperability (Question: Will the new product integrate seamlessly with other products already have?)	The new product integrates easily into our practices since we have enough tablets to work with multiple groups of students.
Usability (Question: How easy is it for school staff to use this product on a day-to-day basis?)	It is not difficult to use this tool on a day to day basis since there are programs already designed to be used. From these we can advance to the construction of our own games.
Return on Investment (Question: How much (time, money, resources, etc.) will this save, and how much will this improve student success?)	There is no need for a large material investment since we have enough mobile technology. The gains can be great, because in addition to making learning more enriching we will develop in students other skills.
What is the expected effect of this innovative product in your curriculum development? What should it change something?	Gamification helps engage students and make learning more efficient. The magic of games creates a reality where new rules apply: students can try and fail in a safe environment. Teamwork and playing with roles helps build empathy and develop emotional skills. Mobile technology in learning reinforces skills of digital storytelling. Seppo enables students to bring the modern tools and practices from their private life to formal learning. This empowers them and gives their learning experience a personal feel.

Sátão Group of Schools, *Portugal*

Name	Phonic Books
Provider	Phonic Books Ltd – www.phonicbooks.co.uk
Description	It is a good tool for learning to read in English. Besides the ibook available free online, there is a collection of stories adapted to each age to get to know the reading and writing of phonemes.

Resource	Several books
Use	In learning/teaching English in basic schools.
Interoperability (Question: Will the new product integrate seamlessly with other products already have?)	It is a great tool that can also be used to learn phonemes in Portuguese through comparative teaching (bilingual teaching)
Usability (Question: How easy is it for school staff to use this product on a day-to-day basis?)	Given the simplicity of the materials used, even a teacher who does not speak English can learn together with his students. The publisher also provides synthesis tables with the phonemes.
Return on Investment (Question: How much (time, money, resources, etc.) will this save, and how much will this improve student success?)	Books are not expensive. The cost is, on average, 3 euros per book. The "Beginner Readers" collection, containing 12 books, costs approximately 36 Euros. The entire collection sits at 72 Euros. It is a low investment that is worthwhile, because the return in terms of learning success is guaranteed, due to the simplicity and the systematicity of the learn materials.
What is the expected effect of this innovative product in your curriculum development? What should it change something?	Ensure an effective learning of the English language from the first years of school is my first goal.

Mangualde Group of Schools, *Portugal*

Name	Make Our Book
Provider	Make Our Book lda
Description	Make Our Book is a straightforward online book publishing service for schools to achieve their ICT and communication goals, and can even raise money
Resource	This online book publishing service is an important resource for the school as it inspires students to become published authors, thus promoting a taste for writing and reading
Use	This resource can easily be used in a transversal way: at the level of the native language (Portuguese), of the foreign languages and in the different areas of knowledge
Interoperability (Question: Will the new product integrate seamlessly with other products already have?)	It will be easy to articulate this product with others that teachers and students already use at school.
Usability (Question: How easy is it for school staff to use this product on a day-to-day basis?)	Is easy for teachers to use, since it does not require much computer skills. The application is easy to use.
Return on Investment	The return on investment is more evident in pupils' motivation and learning in reading and especially in writing than in material

(Question: How much (time, money, resources, etc.) will this save, and how much will this improve student success?)	aspects. This resource will facilitate the materialization of the writing activities produced by the students.
What is the expected effect of this innovative product in your curriculum development? What should it change something?	The skills of reading and writing are structuring and transversal; however, it is found that, more and more, students are less predisposed to writing, especially the creative, and some difficulties in interpreting more elaborate texts, because their investment in reading is reduced. With this tool and with the digital skills that students have, there is the possibility of transforming a student reader and with little appetite for writing in an author student who learns to enjoy reading, writing, regardless of whether he is using his mother tongue or not to use a more or less formal register. Make Our Book would allow a different diffusion of the works done by the students (and also by the teachers), would allow their use as another resource present, for example, in the classroom or in the library ...

5. Conclusion, *Ana Mouraz*

This e-book is the result of the work done during the third year of the Managing for @ School of Success (M@SS) project and concentrates on the subject of Curriculum Management.

It is the product of a training project which has teachers and school leaders as active elements in training and aims to reach other teachers, school managers and other agents with responsibilities in the educational process. This perspective fulfils the objectives of the project itself, which aims to work with school leaders on subjects that contribute to school development, sustainability, quality and pupil achievement.

This publication presents some examples of reflections made in team or individual work, demonstrating the diversity of tasks, as well as the experiences promoted by the different educational systems, with a view to connecting theory and practice, always challenging everyone to reflect permanently. The work included in the e-book represents the diversity of the team, their management experiences, showing the diversity of the institutions and countries involved, with different experiences as curriculum decision-makers.

Curriculum management, the general theme of the e-book, allows identification of what is being done and what needs to be improved. In truth, it provides schools with an opportunity to learn about, discuss and absorb different concepts of the curriculum, especially the levels of work required. It gives educational decision-makers elements of support in their decisions. It supplies school users with elements giving them a clearer reading of teaching establishments' quality and differentiation of pedagogical and curricular organisation, guiding choices and interventions.

Managing the curriculum implies defining priorities and making choices that fall within schools' objectives and give meaning to their projects, with the aim of improving pupils' learning. Setting out from an inclusive look at curriculum management as a structural activity of the School, central to reflection are the challenges headteachers face as curriculum decision-makers, together with the management, assessment, supervision and leadership practices inherent to curriculum management.

The concepts, topics and ideas developed by the partners concerning curriculum management are evident in their work and individual and group presentations. The "Overview on National Curricula" is the observation by each partner country of the map of curricular organisation, to find the typology of curricular organisation, for each "Key

Stage". The part entitled "Mind the Gap/Overcome the Gap" reflects the awareness of the imbalance between Planned Curriculum, Implemented Curriculum and Experienced Curriculum, in order to identify practices that reduce that imbalance and find effective ways to improve pupils' school success. Finally, the third part of the e-book, "Curriculum Innovation" reviews a number of key ideas, indicators and evidence inherent to the process of innovating in curriculum management.

Understanding schools, in how they organise and manage the curriculum, their pedagogical, organisational and assessment practices and their main concerns was a permanent process of analysis and reflection. The intention was to identify the educational policies and perspectives and tendencies in curricular management in each partner country.

The main characteristics of the curricular organisation process in schools in the countries in the project became known; the models, concepts, degrees of autonomy as curriculum decision-makers, the practices used, levels of participation and the implementation process.

There was identification of strategies used in each participant school to improve educational quality, promote improved results and provide a global quality response in the educational work. Training the pupil from an inclusive perspective, the Competences of the 21st Century, necessary for the citizen of 2031, are developed.

Through this comparative exercise, each one can identify the strengths, weaknesses, opportunities and threats regarding the process of curriculum decision-making.

Other topics were touched on, glanced at or put on the waiting list for future reflection on the curriculum. Among them are (1) the voice and contribution of pupils, (2) the reformation in the curriculum caused by ICT, (3) differentiated and formative ways of assessment,(4) identification of the most relevant indicators for curricular monitoring or (5) definition of areas where studying the impact of curricular changes can be interesting for educational action.

The peer network created by the M@SS project remains as an intangible legacy of all those who participated in it.