



# Virtual Job-shadowing



“New kind of bridges – out of the box”

12<sup>th</sup> April 2021





# Team Presentation



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*The future depends on what we  
do in the present*

*Mahatma Gandhi*







1.

# About our Schools...



## Our history...



We became a school cluster, **AESA**, in 2013, composed by 4 schools:

- Kindergarden (Ages 3 to 5)
- Primary school (Ages 6 to 9) with Kindergarden
- Elementary school (Ages 10 to 14)
- Secondary school (Ages 15 to 17 and adults)



2 classes



2 + 16 classes  
(1st to 4th years)



26 classes  
(5th to 9th years)



33 + 7 classes  
(10th to 12th years)





## Our School Cluster in numbers...



- 2300 pupils (**A**)
- 190 teachers (**B**)
- 68 assistants (Caretakers and Administratives) (**C**)

	<b>A</b>	<b>B</b>	<b>C</b>
Kindergarden	50	2	2
Primary school with kindergarden	490	20	12
Elementary school	712	60	20
Secondary school	1048	108	36





Our motto...



Me and the others, in a  
changing World







## School educational project

All schools should have a guiding document, the school educational project. There you can find the **mission**, the **vision** and **values** of each school cluster.

### Mission

Our mission is to reconcile current challenges, such as globalization, multiculturalism or economic and technological developments, with the planning of the educational action, articulating expectations, valuing differences and guiding by a set of humanistic and universal values.

### Vision

**AESA** aims at training self-confident, critical and participative citizens in the construction of a global society based on the dignity and individuality of the human being, in which each is responsible, through their actions and decisions, for the future of all.

### Values

Spirit of tolerance, solidarity and mutual understanding, creativity, initiative, critical spirit and the sense of responsibility.





## Kindergarden (Ages 3 to 5)



### The children

Their schedule is from 9h to 15h, Monday to Friday.

After 15h, until 17h, they can stay at the kindergarden, with activities (parents must pay for it).

### Lunch

Almost all of them have lunch at the kindergarden, from 12h until 13h. It is served by a catering service, hired by the city council.





# Primary school (Ages 6 to 9)



## Schedule

The 2<sup>nd</sup> and 4<sup>th</sup> years have their classes from 8h to 13h and the 1<sup>st</sup> and 3<sup>rd</sup> years have their classes from 13h15 until 18h15.

According to their schedule (morning or afternoon), they can stay at school attending extra-curricular activities (parents must pay for them)

## Curriculum

There are 5 common areas:

- Portuguese;
- Maths;
- Environmental Studies;
- Physical Education;
- Arts.

In the 3<sup>rd</sup> and 4<sup>th</sup> years they have English and Coding classes, too.

## Lunch

Almost all of them have lunch at school. It is served by a catering service, hired by the city council.





## Elementary school (Ages 10 to 14)

### (Ages 10 to 11)

#### Curriculum

There are 10 subjects:

- Portuguese;
- English;
- History and Geography of Portugal
- Maths;
- Science;
- ICT;
- Physical Education;
- Musical Education;
- Arts;
- Citizenship and development.

### (Ages 12 to 14)

#### Curriculum

There are 12 subjects:

- Portuguese;
- English;
- French or Spanish;
- History;
- Geography;
- Maths;
- Science;
- Physics and Chemistry;
- ICT;
- Physical Education;
- Arts;
- Citizenship and development.





## There are different course options

When the students are 15 years old they have to choose one type of course and the area that they want to study.

### Secondary school (Ages 15 to 17)

#### General

- Science and Technology
- Socioeconomic Science
- Languages and Humanities
- Arts

(30 hours per week)

#### Vocational

- Computer Programming and Systems
- Communication and Graphic Design
- Tourism

(40 hours per week)





# Clubs & Projects

- Geo-Adventure
- Computer
- Gardening
- Music
- Photography
- Theatre
- Science

Clubs

Internal  
Projects

- “Observação” - pedagogical supervision
- Civil protection
- Maths and Society
  - Meditation
- OrnithoAESA
- Internal evaluation

- Sports
- National reading plan
- National cinema plan
- Health education

National  
Projects

International  
Projects

- Gen10s
- Erasmus Plus:**
- KA1 – Learning 4 Future!
  - Six KA229
  - Two KA 201
  - eTwinning



## About bullying...



The backbone of our school cluster is - respect to be respected. This is applied to all pupils from 6 to 17. We reinforce citizenship activities, and we rely on the support of parents in order to prevent bullying.

However, in case of bullying, immediate action is taken in order to get the students to reflect and change their behaviour.

Depending on the seriousness of the behaviour, measures to be taken may range from civic work to appointment with a psychologist or even school suspension (up to 3 days).

If it is really serious, disciplinary proceedings can be initiated and, according to the law, students can get up to 8 days of suspension or even be sent to another school.





## Pupils with special needs



We have a team of 9 special education teachers and 3 psychologists, who, together with the rest of the teachers in the classes, monitor about 120 students with special needs

We have 8 pupils whose associated problem is autism (6 in primary school and 2 in elementary school). There are adapted rooms, with specific equipment, so that teachers can work with them as needed. These students have an adapted curriculum.

We also have other problems diagnosed like Asperger's syndrome, hyperactivity and dyslexia.







*(...) society currently faces new challenges, arising from an accelerating globalization and technological development, with the school having to prepare students, who will be young people and adults in 2030, for jobs not yet created, for technologies not yet invented, for solving problems that are still unknown (...)*

*(...) it is necessary to develop in students skills that allow them to question*

- *established knowledge, integrate emerging knowledge, communicate efficiently and solve complex problems.(...)*

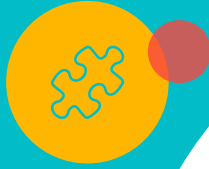


*Preamble of portuguese law n°55, 2018*





## 2. The Portuguese educational system







## Aims of the new law:

Establishes the curriculum for basic and secondary education, the guiding principles of its design, operationalization and assessment of learning, in order to ensure that all students acquire the knowledge and develop the skills and attitudes that contribute to achieving the skills provided for in the Student Profile Leaving Compulsory Education.







This law gives schools autonomy to:

1. Have **greater flexibility in curriculum** management, with a view to promoting interdisciplinary work, in order to deepen, reinforce and enrich Essential Learning;
  2. Implement the **Citizenship and Development component**, as a work area present in the different educational and training offers, with a view to exercising active citizenship, democratic participation, in intercultural contexts of sharing and collaboration and confrontation of ideas on current issues;
  3. Encourage students to **develop research, assessment, reflection, critical and autonomous information** mobilization skills, with a view to solving problems and strengthening their self-esteem and well-being;
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This law gives schools autonomy to:

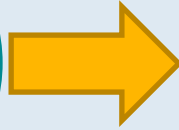
4. Adopt **different forms of organization** of school work, namely through the constitution of educational teams that make it possible to make the teaching work more profitable and **focus it on the students**;
  5. Give secondary school students the **possibility of adopting their own training** path through the exchange and replacement of subjects, with due respect for the specific and scientific components of each course.
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## What has to change:

- Uniform
- Equal opportunities lead to inequalities
- Only a few learned
- Inflexible
- Closed on itself

School we had until 2018



- Flexible
- Equity of opportunities
- Inclusive
- Self-assessment capacity and consequent self-regulation
- Diversification and individualization of teaching-learning experiences
- Educational environment conducive to learning
- Open to the community
- Innovative

School that we need to have

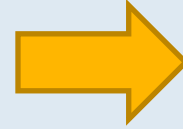






- Curriculum executor
- Comply with the syllabus using static resources
- Isolated

**Teacher we had**

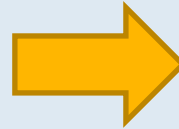


- Promoter of diverse, challenging and integrating learning situations
- Collaborative work
- Affective commitment

**Teacher that we need to have**

- Teacher centered pedagogy
- Standardized teaching strategies
- Disciplinary logic
- Collective and uniform pedagogy

**Pedagogical practices we had**



- Pedagogy adjusted to the student
- Inter and transdisciplinary logic
- Diversification of strategies / tasks
- Active methodologies

**Pedagogical practices that we need to have**







Nowadays, 2 years after the implementation of the new paradigm, a question continues to persist:

- These changes were expected 10 years ago; so, why is it so difficult to change pedagogic practices?

“In times of change the greatest danger is to act with yesterday’s logic”

*Peter Drucker*





Thanks!  
Any questions?

