

Make the Bridge: A Student-Centred, Whole School Organization

Name of the organisation:

**Escola Básica Integrada de Aves/S. Tomé de Negrelos
(Aves/S. Tomé de Negrelos Elementary and Junior High School)**

FOUNDING PRINCIPLES

I – ABOUT THE FUNDAMENTAL VALUES OF THE PROJECT

1 – A cohesive and united team and an educative intention clearly recognized and assumed by all (students, parents, education professionals, and other educative agents) are the main ingredients of a project capable of keeping an educational action coherent and effective.

2 – The educational intention that is the reference to the project Make the Bridge is oriented to educate people and citizens with more culture, autonomy, responsibility and solidarity as well as democratic committed in the construction of a collective destiny and a social project that increases the assertion of the most nobles and high qualities of each human being.

3 – The school is not just a sum of partners hierarchically placed, almost always scarce resources and ritualized activities – it is a social formation in interaction with the surroundings and other social formations where desired and thoughtful process of change converge all the time.

4 – The educational intention of the Project embeds in a coherent way the organizational and relational practices of the School, which will also reflect the fundamental values that inspire and orient the Project, such as, autonomy, solidarity, responsibility and democracy.

5 – The School recognise the parents the fundamental right of choice of the educational project that they thing is more appropriate to the development of their children and simultaneously, guarantees for itself the right to propose to the society and to the interested parents the educational project that it sees more appropriate to the full development of its students.

6 – The Educational Project, as a reference in the thought and action of a community that sees itself in certain principles and educational goals, defines and orients the intervention of all agents and partners of the life of the School and lights up its own positioning towards the educational administration.

II – ABOUT STUDENTS AND THE CURRICULUM

7 – Since each human being is unique and unrepeatabe, the school experience and the path of development of each student are also unique and unrepeatabe.

8 – The student, as a human being in continuous development, must see the construction of his personal identity valued and based on the values of initiative, creativity and responsibility.

9 – The individual and specific needs of each student must be fulfilled individually, since the unique characteristics of each student imply unique ways of capturing the reality. In this way, every student has special educational needs, which show themselves in different ways of social and cognitive learning.

10 – To pay attention to the student exactly as he is; to recognize him in what makes him unique, receiving him in his complexity; attempt to discover and value the culture that he carries with him; help him discover himself and be himself in a balanced interaction with others are founding attitudes of the educational act and the only and truly influencing the need and desire for learning.

11 – In his double dimension individual and social, the education path of each student assumes an increasingly deeper knowledge of himself and the shared relationship with others.

12 – The singularity of the educational path of each student assumes the individual (subjective) capturing of the curriculum, directed and evaluated by the educational advisers.

13 – A curriculum is considered the set of attitudes and competencies that throughout their school path and according to their potential, the students must acquire and develop.

14 – The concept of curriculum is understood with a double meaning, according to its externality or internality with respect to each student: the exterior or objective curriculum is a profile, a realization horizon, a goal; the interior or inner curriculum is a (unique) path of personal development, a road, a way. Only the subjective curriculum (the set of acquisitions of each student) can validate the adequacy of the objective curriculum.

15 – Based on the national curriculum, the objective curriculum is the reference for the personal learning and for the personal achievements that spring from the School Educative Project.

16 - In its mainly disciplinary projection, the objective curriculum organizes itself and is structured into five fundamental dimensions: linguistics, logic-mathematical, naturalist, identity and artistic.

17 – It cannot also be left aside the affective and emotional development of the students, or ignored the need for an education of attitudes with reference to the underlying set of values of the Educational Project.

III – ABOUT THE RELEVANCE OF KNOWLEDGE AND LEARNING

18 – All truly significant knowledge is self-knowledge, thus it must be constructed by the person itself through experience. Learning is a social process in which the students, heuristically, build meanings based in experience.

19 – The significant learning will be valued in an interdisciplinary and holistic perspective of knowledge, permanently stimulating perception, characterization and the solution of problems, such that the students work concepts in a consistent and continue way re-elaborating them in cognitive structures increasingly complex.

20 – It is indispensable the achievement of an individualized and differentiated teaching, referred to the same curricular platform for all students, but developed in a different way by each one of them, because all of them are different. The contents to be learned should be very close of the cognitive structure of the students, as well as their interests and expectations of knowledge.

21 – The essentiality of any knowledge or specific objective of learning should be evaluated by its importance to support the acquisition and the development of the truly structuring competences and attitudes in the formation of the individual; the mechanic and compartmented translation of programs of the areas or curricular disciplines into unarticulated lists of learning contents or objectives without a purpose will not lead to the valuation of such essentiality.

22 – The involvement of students in different social educative contexts and the complementarity between formal and informal situations favours the identification of realities that frequently escape traditional practices of schooling and teaching.

23 – Evaluation, as a regulator process of learning, constructively orients the school path of each student, allowing him at each moment to be conscientious, positively, of what he knows and what he is capable of.

24 – To accompany the student path in the construction of his life project, keeping in mind his inherent singularity, imposes an individual management of his learning path. The diversity of possible paths should, however, safeguard the sustainable development of the logical-mathematical thinking and the reading, interpretation, expression and communication skills in their several sides, as well as the progressive consolidation of all the attitudes that give substance to the individuals profile sketched and aimed in this Educative Project.

IV – ABOUT THE EDUCATIONAL ADVISERS

25 – It is important to clarify the role of the educational professional in the school, both as educational adviser as well as promoter and learning resource. In the basis of this clarification, it is assumed the need to critically abandon concepts that the pedagogic thinking and the school praxis made obsolete as the example of the concept of docentship and names (such as children tutor or teacher) that wrongly express the nature and complexity of the tasks recognized to the educational advisers.

26 – So that the continuation of the project and the increase deepness and improvement be safeguarded it is indispensable that together with the identification of the students

learning difficulties, all the educational advisors recognize and try to overcome their teaching difficulties and pedagogic relation.

27 – The educational advisor cannot be anymore understood as a practitioner of teaching, by which we mean, a professional tangled into an instructive logic centered in traditional teaching practices that directs the access of the students to an encoded and predetermined knowledge.

28 – The educational adviser is, essentially, a promoter of the education, since it is called to participate in the bringing about of the School Educational Project, to co-orient the educational path of each student and to support their learning processes.

29 – The initial and non-initial education of the educational advisors must happen in the work context, and for that purpose the school must establish a connection with other institutions.

30 – The educational advisors that constitute the project team are solidarily responsible for all decisions taken and should adapt to the characteristics of the project, being evaluated annually as a function of the profile in attachment.

31 – The vincula of the educational advisors to the Project which is meant to be stable and contracted should always be preceded from a probative period.

V – ABOUT THE WORK ORGANIZATION

32 – The organization of the work in the school will turn around the student, and should always be present in the development of the activities the idea that it is meant to help each pupil to build the basis of their own life project. Only like this the school can contribute for each student to learn to be, to know and to act.

33 – The dimension of the to be will always be guaranteed by the integration of the student in the school community where he knows and is known by all the peers, advisors, and others educative agents. The students and educational advisors should establish a contract with the necessary strategies to the development of the work in convenient periodic plans, as well as be co-responsible for the evaluation of the work done.

34 – The specificity and diversity of the learning paths of the students demands the mobilization and consequent availability of work materials and educational resources capable of providing them the adequate and effectively specialized answers. This way, if does not make sense to unify what is different to start with, it is of value to ask about the option for a single manual, equal for everyone, standardized and general answers not well explained and also the creation of ghettos in which those that by the judgement of someone are different get trapped..

35 – The difficulty of managing several individual paths implies a critical thinking about the specific curriculum that leads to the detailing of the knowledge and the founding attitudes which are essentials to the development of competences. This objective curriculum, crossed with methods close to the constructivist paradigm, will

induce the development of many other competences, attitudes and objectives that will lead, necessarily to qualify the educative path of the students.

36 – The work proposals to be presented to the students will tend to use the work methodology of the project. In this way, the definition of the objective curriculum is covered with a dynamical character, in a way that is possible, in due time, to prepare the resources and materials that facilitate the acquisition of knowledge and the development of essential competences.

37 – The learning path of the student and the evaluation of his work, together with the most relevant documents done by him will be part of the individual process of the student. This document will show the student evolution in the many dimensions of his school path.

38 – The students work is permanently monitored by an educational advisor, to whom is assigned the job of student tutor. The tutor assumes a mediator role between the parents and the school. The parents can at any moment schedule a meeting with the tutor of their child.

VI – ABOUT THE SCHOOL ORGANIZATION

39 – The school organizes itself in the Internal Regulation according to the following assumptions:

- a) the parents that choose the School and adopt its Project, making a compromise to defend it and promote it, are the main source of legitimation of the Project itself and of regulation of the organisational structure that comes from it, and the Internal Regulation should acknowledge to its representatives a fundamental participation in the decision making processes with strategic impact on the Project and on the School.
- b) The School committees will be constituted mainly in a pedagogic way of maintaining and consolidating the Project and not of corporative representation of any sectors or professional interests.
- c) In the organization, administration and management of the School the scientific and pedagogic criteria should prevail above any criteria of administrative nature or other that clearly are not compatible with the Project and the educational or organizational practices that come from it.
- d) The compromise by the Parents and the Educational Educators to the School will be made based on a clear compromise of adherence to the Project and defined by it.
- e) The students, through mechanisms of direct intervention, will be responsibly involved in the common management of the facilities and of the material resources available and according to the Internal Regulation, will take decisions with impact in the organization and in the development of the school activities.

40 – Even though the eventual future expansion of the Project to the pre-school education and 3rd school stage of the basic school can imply, for efficiency and operationally that is subdivided into new groups with necessary autonomy that can work in different spaces and integrated in other educational and teaching facilities, the unity and coherence of the Project should be always safeguarded, being guaranteed, namely:

- a) The existence of a General Coordinator of the Project, that ensures the permanent connection between the groups.
- b) The representation of all groups, through the respective coordinators in the Management Board and the Directive Board.

DOCUMENTS TO ATTACH

- 1 – PROFILE OF THE EDUCATIONAL ADVISOR
- 2 – PROFILE OF... OF THE STUDENTS
- 3 – EVALUATION REFERENCE OF THE EDUCATIONAL ADVISOR
- 4 – DISCIPLINARY CURRICULAR DIMENSIONS
- 5 – CHART OF DISPOSITIVES
- 6 – FOLLOW UP AND MONITORING OF THE PROJECT
- 7 – GLOSSARY

EDUCATIONAL PROJECT

ATTACHMENT 1 – PROFILE OF THE EDUCATIONAL ADVISOR

1 – TOWARDS THE SCHOOL AND THE PROJECT

- a) Fulfils punctually his tasks, not making others wait.
- b) Is assiduous and if obliged to miss a class, tries to warn the school beforehand
- c) Shows motivation and availability to work in the School
- d) Contributes, actively and constructively for the solution of conflicts
- e) Contributes actively and constructively on making decisions
- f) Takes initiatives adequate to the situations
- g) Joins together in performing his tasks, creativity, complexity, originality and coherence.
- h) Presents proposals, searches common points, and criticizes constructively.
- i) Produces or proposes new things.
- j) Tries to set together the interests of the School and of the Project with his individual interests.
- k) Acts in an autonomous, responsible and solidary way.
- l) Tries to base on the Project the opinions and judgements that expresses.
- m) Dominates the principles and uses correctly the methodology of the Project Work.
- n) Assumes his mistakes avoid pointing to others or to the collective his own faults.
- o) Tries to set the example of a correct and thoughtful use of the available resources.

2 – TOWARDS THE COLLEAGUES

- a) Is open to the needs of the colleagues and provides them help when needed.
- b) Ask for help from the colleagues when in doubt on how to act.
- c) Allows the colleagues to help him when he needs.
- d) Keeps a thoughtful, critical and fraternal relation with the colleagues.
- e) Recognize and critically accepts different points of view, trying to have the project as inspirational reference.
- f) Tries to articulate his actions with the other colleagues.

- g) Actively supports the colleagues in solving conflicts.

3 – TOWARDS THE STUDENTS

- a) Keeps a kind relation with the students
- b) Tries to help the students to follow the rules of the School
- c) Tries to be firm with the students without following into authoritarianism
- d) Tries to take actions together with the collective
- e) Tries to closely accompany and guide the educational path of his pupils.