LEARNING WITH THE PANDEMICS

Nuno Mantas - Agrupamento Escolas da Boa Água

March 31st 2021
BOA ÁGUA SCHOOL CLUSTER

- It's situated in Quinta do Conde, in the municipality of Sesimbra, and it exists since 2009;
- It has 1400 students, in 4 schools, from pre-schoolers to 9th graders;

- Innovation Plan oriented towards skill development - Students Profile at the End of Mandatory Schooling (Perfil dos alunos à Saída da Escolaridade Obrigatória)
HOW WAS IT BEFORE THE PANDEMICS?

- INCLUDED project in pre-school and primary schools;
- Interactive groups and weekly dialogical gatherings;
- Interactive methodologies;
- Multi-week work plan;
- Materials available in class;
HOW WAS IT BEFORE THE PANDEMICS?

- Group/class 5th/6th grade, 7th/8th grade or two 9th grades together;
- Heterogeneous work groups - 2 5th graders + 2 6th graders or 2 7th graders + 2 8th graders;
- Collaborative work with 2 or more teachers in the room;
- Work periods – 100 min;
- Regular use of technology – school’s or personal;
HOW WAS IT BEFORE THE PANDEMICS?

- Non-disciplinary curriculum;
- Weekly schedule – 14h/15h Work in Small Group + 10h Project + 2h/1h Tutoring + 2h/1h Class Assembly + 3h Sports;
- Curricular projects related to real life;
- Presenting projects to the community;
- Focus on XXI Century skills development;
- Synchronous and asynchronous activities from pre-school to 9th grade;
- Online dialogical gatherings;
- Online and presencial therapies for students with learning disabilities;
- School support for students in danger of not learning – Attend synchronous activities at school;

HOW WAS IT DURING THE CONFINEMENT?
Establishing partnerships with public and private entities for the use of digital resources;

Lending over 80 laptops to students and teachers (1st faze), over 300 laptops now;

We adapted some projects... – Orquestra Geração

HOW WAS IT DURING THE CONFINEMENT?
This pedagogical model has made students competent in many areas: Autonomy, responsibility, ability to work individually and in a group, tasks and schedule organizational skills - this has been acknowledged by parents and external entities;

It was easy to adjust some of the active methodologies to synchronous moments: interactive groups, dialogical gatherings, therapies, physical activity;

The 1st confinement had little impact on students learning;

There were difficulties associated with online project work;

Collaboration between teachers decreased;

There were difficulties in minimizing isolation of students with greater social and economical disadvantages specially in the 1st confinement.
We held on to our methodological paradigm... adding individual protection equipment and lots of desinfectant;

INCLUDED in pre-school and primary schools: we were able to keep the gatherings but the interactive groups, that included external volunteers, now have a responsible student;

Similar schedule: 100min lessons, heterogeneous work groups with the same 4 students, 5th and 6th graders work mostly mornings;

**HOW IS IT NOW?**
The dematerialization of school textbooks project went ahead for 5th and 6th grades;

Technological resources: 1 computer/laptop per group and/or each student has theirs;

Presenting projects to the community has disappeared;

Interdisciplinary and collaborative work between teachers has notoriously decreased.

HOW IS IT NOW?
Orquestra Geração da Boa Água:

https://youtu.be/Z0kH4EXTiGw

Nuno Mantas
Boa Água School Cluster

https://aeboaagua.org/ebiba/

https://campus.altice.pt/s/aeboaagua

Email: direcao.aeba@gmail.com