



**ENRAIZAR**

Comunidade de Aprendizagem

# EDUCATIONAL PROJECT

**“ESCOLA DA ENRAIZAR”**

**2019/2022**

# Guiding Principles

## I – FOUNDING PRINCIPLES

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1. In order support the development of a new social construct, a change in the educational paradigm is needed. In response to this need, Enraizar Learning Community developed the Educational Project '*Escola da Enraizar*' under the created structure of an IPSS - a Private Social Solidarity Institution<sup>1</sup> - based on the private and cooperative Portuguese school system, in Santo Isidoro, Mafra.
2. A cohesive and supportive team, together with an educational intention that is recognised and accepted by all (children, parents, tutors and other community members) are essential to realising the development of '*Escola da Enraizar*', hereinafter referred to as 'the school'.
3. The educational intention of the school is guided by the principles of **wisdom** and **happiness**, to be achieved through the progressive development of **autonomy**, **responsibility**, **creativity**, **cooperation** and **solidarity** in deep connection and with respect for Nature.
4. The school connects people in a new social construction where, in interaction with the environment and other social structures, processes of desired and reflected change converge. These processes of change are based on the Earth Charter<sup>2</sup> and the Sustainable Development Goals (SDGs)<sup>3</sup> of the global agenda adopted during the United Nations Sustainable Development Summit in 2015 - in particular SGD 4 regarding education. Enraizar Learning Community is committed to a new social construction based on fraternity and peace.
5. Enraizar Learning Community is particularly focussed on working towards SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
6. All of the school's activities are based on the values of **affection**, **honesty**, **respect**, **responsibility** and **solidarity**.
7. Enraizar Learning Community is inspired by the practice of the Portuguese Pedagogue, José Pacheco<sup>4</sup>.

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<sup>1</sup> Private Social Solidarity Institution (IPSS) in Portugal is an charity institution set up for non- profit purposes , on the initiative of private individuals , with the aim of giving an organized expression to the moral duty of solidarity and justice between individuals, with the proviso that they are not administered by the State or by an autonomous body .

<sup>2</sup> <https://earthcharter.org/>

<sup>3</sup> <https://sustainabledevelopment.un.org/>

<sup>4</sup><https://ecohabitare.com.br/quem-somos/>

8. We understand that every human being is unique and exceptional. Each child will have a unique and exceptional journey and experiences.
9. As a human being under constant development, the evolution of each child's personal identity must be valued, respected and based on the principles of initiative, creativity, responsibility, resilience and autonomy.
10. The unique characteristics of each child guides their understanding of reality. We recognise that each child has special educational needs that manifest in different forms of social and cognitive learning and, as such, understand that the needs of each child requires individual and specific support.
11. An awareness of each child and their family culture forms the foundation of their educational path. Each child will be supported to develop an attitude of self-discovery, establish relationships of solidarity with others and strengthen their affective and emotional state.
12. Each child, together with their family, is responsible for creating and guiding their own educational path, including developing the curriculum, adapting and evaluating.
13. The curriculum is considered to be a set of attitudes and competencies that a child should acquire and develop over time and according to their potential. The curriculum is both educational (formal) and experiential.
14. The dynamics developed at the school prioritise the objectives of the Basic Education cycle as defined in the Law of the Portuguese Education System,<sup>5</sup> and are guided by the end of elementary school student profile<sup>6</sup> as defined by the Portuguese Ministry of Education.<sup>7</sup> Learning is developed according to eight fundamental dimensions: **linguistic, logical-mathematics, environmental, identity, artistic, kinesthetic-body, personal and social.**
15. Learning is supported by promoting **personal initiative, creativity, entrepreneurial spirit, empathy, multilingualism, cooperation and communication skills.**
16. We believe that learning can only occur in an environment where affections and emotions are developed in healthy relationships between all.

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<sup>5</sup> [https://dre.pt/web/guest/pesquisa/-/search/222418/details/normal?p\\_p\\_auth=D6880vBC](https://dre.pt/web/guest/pesquisa/-/search/222418/details/normal?p_p_auth=D6880vBC)

<sup>6</sup> [https://dge.mec.pt/sites/default/files/Curriculo/Projeto\\_Autonomia\\_e\\_Flexibilidade/perfil\\_dos\\_alunos.pdf](https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf)

<sup>7</sup> <https://www.dge.mec.pt/>

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### III - THE RELEVANCE OF KNOWLEDGE AND LEARNING

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17. Learning will be valued from a perspective of self-construction and self-regulation of knowledge. Each child will work the concepts in a consistent, conscious and continuous way, progressively developing the autonomy, management and evaluation of their work.
18. Learning recognises and balances the different areas of curriculum, promoting an interdisciplinary and holistic view of knowledge.
19. Learning is individualised and differentiated – the same curriculum is developed differently by each child, guided by an educational plan that responds to their individual cognitive and social needs.
20. The involvement of children in different socio-educational contexts, together with formal and informal approaches, introduces experiences and realities that often escape traditional schooling and teaching practices.
21. Evaluation is employed as a process to regulate learning. It constructively guides the educational path of each child. This allows each child to become aware, of what they already know and what they are capable of at each moment. This supports each child to make decisions without the systematic dependence on adults, and to assume full responsibility for their decisions.

## IV - THE TUTORS

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22. The tutor is a promoter of education and life. The role of the tutor in the realisation of the educational project is to collaboratively orientate and guide the educational path of each child, and to support their learning process. The tutor does not deliver programmatic content through an instructive logic that characterises traditional teaching practice.
23. In order to ensure the continuity, strength and improvement of the Educational Project, it is critical that tutors undertake a continuous process of development and evaluation, and they update their professional skills, knowledge and expertise according to identified needs.
24. Any child's learning difficulties, once identified, are a joint responsibility to be supported by the tutor and the family, and may result in changes to the pedagogical relationship and/or methodologies. Adults are attentive to the development stage of each child and guide the way to learning, reinforce and value achievements and stimulate resilience.
25. All educational stakeholders (tutors, families) who are part of the Learning Community are co-responsible and must adopt the characteristics of the school, according to the Educator Profile (Annex 1). An educator is conscious that (s)he does not teach what he knows, but what he is.
26. The employment of a tutor, which is intended to be consistent and contracted, should be preceded by a probationary period.

## V – APPROACH TO WORK

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27. The approach to work in the school will be child-centric. The idea that it is necessary to help each student to support their own life project should always be present in the development of activities. In this way Enraizar Learning Community will be able to help each child to learn to be, to know and to act.
28. Children, families and tutors select the necessary strategies to develop work in periodic work plans, and are co-responsible for evaluating the work completed. This process should meet the principles in this document.
29. Materials and pedagogical resources must be mobilised and available to meet the specific and diverse learning pathways of children and offer adequate and specialised answers. Families and tutors should collaborate to continuously organise, update and provide pedagogical resources.
30. As we understand children as unique and exceptional beings, tutors manage individualised learning paths based on multiple theoretical references including: Freinet, Montessori, Krishnamurti, Steiner, Vigotsky, Agostinho da Silva, Paulo Freire and José Pacheco.
31. Managing individual learning paths requires a critical reflection of the curriculum to ensure objectivity - the explanation of knowledge and attitudes are essential to the development of competencies. The educational curriculum, together with the experiential curriculum (developed through methodologies close to the constructivist paradigm e.g. forum, assembly, etc.), will lead to the development of many competencies, attitudes and objectives that will support the educational and experiential path of each child.
32. The process of learning will tend towards the use of project work methodology. In this sense, the definition of curriculum is dynamic and is subject to a continuous reflective work from the tutors, in order to enable to prepare resources and materials to facilitate the acquisition of knowledge.
33. Because heterogeneity increases knowledge, we value mixed-aged groups. Children are organised into different learning groups, taking into account the individual development of each child. We guarantee a ratio of 1 tutor to 12 children.
34. The process of learning is based on being in permanent contact with nature, valuing the use of natural spaces and educational materials of natural origin that are used in a cooperative way.
35. Each child's learning process, the evaluation of work, as well as the most relevant documents made by the child, during the school year, will be included in a portfolio. The portfolio will attempt to highlight the evolution of a child across the various dimensions of their educational process.

36. Families who choose Enraizar Learning Community, and join the school, commit themselves to uphold and promote the project. Families accept they are the project's main source of legitimacy and to participate in the organisational structure. Accepting the "Internal Regulations"<sup>8</sup> is an intentional decision to participate in the varied roles and functions of the project and have a strategic impact on the future of the project.
37. Pedagogical concerns should always take priority when decisions regarding the organisation, administration and management of the school need to be made.
38. The relationships between families, tutors will be based on, and guided by a clear commitment to the Educational Project.
39. Children will be directly and responsibly involved in the day-to-day management of the school's facilities and resources and, in accordance with the "Internal Regulations", will make decisions that have an impact on the organisation and development of activities.

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<sup>8</sup> Document "Reglamento Interno"

## ANNEX I – EDUCATOR PROFILE

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- 1) Performs his/her tasks on time.
- 2) Is diligent and, if forced to be absent, seeks to advise his team in advance.
- 3) Contributes actively and constructively to conflict resolution and decision-making.
- 4) Takes appropriate initiatives to each situation.
- 5) Presents proposals, seeks consensus and criticises constructively.
- 6) Harmonises the interests of the school with his/her individual interests.
- 7) Acts autonomously and in line with the school values: responsibility, honesty, solidarity, affection and respect.
- 8) Assumes failures, avoiding assigning blame or difficulties to others or to the group.
- 9) Is concerned with his/her specific training and continuously seeks new knowledge.
- 10) Demonstrates the correct and appropriate use of available resources, focusing on cleanliness and organisation.
- 11) Accepts the individual from a holistic perspective, in different areas - emotional, intellectual, biological, natural, social and cultural.
- 12) Is attentive to the needs of colleagues and provides help whenever it is necessary.
- 13) Seeks help from colleagues when unsure about actions/decisions to take
- 14) Allows colleagues to provide help as required
- 15) Maintains a caring, critical and fraternal relationship with colleagues.
- 16) Establishes a personal view, while accepting different perspectives.
- 17) Articulates action with other colleagues.
- 18) Helps children to understand and comply with school rules.
- 19) Is assertive with children, without falling into authoritarianism. Is loving without falling into excess affection and attention. Establishes a harmonious and balanced relationship with the children, developing the limits of their actions and attitudes, and speaks with compassion and empathy to explain challenging moments in school routines. Supports children with strategies to get to know each other and act better.
- 20) Assumes a supportive collective view.
- 21) Closely monitors and guides each child's educational path.
- 22) Maintains a horizontal relationship with children, without privileges.
- 23) Encourages children to seek different points of view, to aspire to learn and understand, appropriating and taking responsibility for the knowledge produced.
- 24) Welcomes the child positively, regardless of who they are, what they think or do, without privilege and with humility.