

PORTFOLIO

ASHOKA EDUCATION



THE PROJECT IN A NUTSHELL



«HELPING PUPILS MAKE BETTER CHOICES FOR THEMSELVES BY HAVING A POSITIVE IMAGE OF THEIR TALENTS, LEARNINGS AND ACHIEVEMENTS»



CHALLENGE

In 1st and 2nd grade pupils rarely have a broad picture of their own achievements and talents. As their learnings are not always easy to observe with tangible results because they rely into a process or methodology, it is often hard for them to keep track of their own personal discoveries and to be proud of them. As a result, it often makes difficult for them to make curricular choices as they do not know themselves very well and are not aware of their own strengths and areas for growth.



PROJECT

The Portfolio project aims at helping these 1st and 2nd grade pupils make the best choices for their future. To do so, pupils create a Portfolio in which - under the guidance of a teacher/coach - they can easily keep track of their achievements and learnings. Serving as a «pride book», the Portfolio is a tangible tool that is filled every week with goals, learnings, discoveries, questions, dreams and achievements that pupils are proud of and that they can rely on to know themselves better.



STAKEHOLDERS

School direction: This project is a school project and not one of an isolated teacher. It requires the involvement of the entire teaching team to adapt the schedules.

Teachers: The whole team needs to be convinced of the importance of the project and ready to embrace a few significant changes!



WORKLOAD

It is a long-term project that will require daily investment from the teaching team as well as regular team meetings to create alignment and embody the school vision.

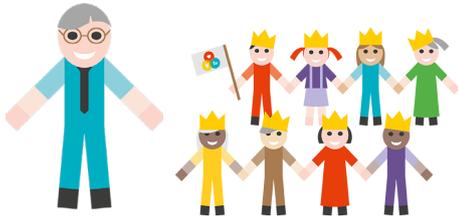


RESOURCES

For the project to be effective, this project might require an adaptation of the classrooms (collective and individual workplaces) as well as guidance for the teachers (inspiration sessions, trainings).

HOW TO IMPLEMENT THE PROJECT **IN YOUR SCHOOL**

WEEK 1-6 : TOPIC & PORTFOLIO



PORTFOLIO GROUP

Beside teaching their topic(s), teachers also become coach of small mixed groups of 12-14 pupils from different classes and grades (1st - 2nd secondary)



1 HOUR EVERY WEEK : GROUP HOUR

Every week, the teacher-coach gathers the group and takes one hour to focus on soft skills and personal achievements.

PORTFOLIO

It is a paper or digital document where students will collect achievements, dreams, discoveries and everything they are proud of!



GROUP HOUR AGENDA & ACTIVITIES

- CIRCLE TIME** Share individual feelings with an «internal weather» or simply on a «1 to 10 scale».
- GROUP ACTIVITY** Group activity can be one of the following:
- Trust games and team building activity;
- Presenting a piece of news or an event;
- The organisation of a group event for the school.
- COACHING** Individual coaching with a few students while others are working on a project
- PORTFOLIO** Pupils individually complete their Portfolio (online or manually) with what they are proud of this week.

WEEK 7 : REFLECTION WEEK



MUTUAL PRESENTATIONS

Pupils present an aspect of their portfolio to the rest of their group. The format can be a movie, a talk, a presentation, or something else.

Duration : 2-4 hours



EVALUATION MOMENTS

During this week, students also go through examinations and oral exercises related to the focus topics they studied over the 6 previous weeks.



INDIVIDUAL TALKS

Individually with their group coach, pupils discuss study results, expectations, next period's focus, behaviour and growth areas.

Duration: 2 hours

PRE-REQUISITES OF THE PROJECT



Switching from a posture of a teacher to coach does not happen in one day. Here are a few pre-requisites to develop upfront:

- Learn how to give **constructive and instant feedback**;
- Understand the «**teenage brain**» to give better feedbacks;
- Be empowered in **issue-solving** to solve everything in the class without needing to refer to a «higher authority»;
- Keep the same class for **at least 2 years** to keep the relation active;
- Teach **2 topics** to intensify the relationship with the class.

BEST PRACTICES AND LESSONS LEARNT

TALENT SPOTTER

Parallel to the Focus weeks and Portfolio, the «Talent Spotter» program aims at making pupils understand what could be hidden behind a behaviour (e.g. authoritarian, absentminded...).

Instead of looking at it as something to be «fixed», the idea here is to observe the unique talent lying underneath the behaviour (e.g. leadership, creativity...) in order to make it a strength instead of a weakness.

Very informal, it can be organised during lunch time or group hours with different formats:

- talent interviews: individual discussions with the coach
- talent games: in group, recognising talents in others
- talent showers: in group, sharing a talent with others



VISION

This project is not made to bring immediate results. It is another way of looking at students and bringing them value in the long term. The teachers need to see it as an investment for the future to better understand their students and tap in their intrinsic motivations.

OBSTACLES

The main obstacles to such a project is the resistance of the teachers because it requires the participation of everyone to adapt the schedules globally. Also, there is a risk of going too fast and lose the purpose of the project to achieve concrete results. It is vital to keep the WHY alive at all times!

SHARE

Teachers should also make sure to keep sharing their learnings from one year to the other in order not to «rust». Continuous sharing allows for a better capacity to embrace change.

MORE INFORMATION TO GO FURTHER



CONTACT

Meet with the project owner
Niels Grosemans from school De Prins
onthaal@deprinsdiest.be

VIDEO

Discover the story
behind the project and
the background to its
creation here



MODULES

ASHOKA EDUCATION



THE PROJECT IN A NUTSHELL



«SIMPLIFY DIFFICULT STUDY CHOICES BY ALLOWING CHILDREN TO EXPLORE A WIDE VARIETY OF CROSS-CURRICULAR MODULES EVERY 6 WEEKS.»



CHALLENGE

By the end of their 2nd grade in secondary school, most students do not know what they want to do and which option to choose for the rest of their studies. They lack elements of comparison and perspective on what they like to do and are afraid of making a bad choice. The purpose of Modules is to postpone this study choice and instead allow students to explore very different cross-curricular or subject-specific modules. The project therefore broadens and deepens their choices while giving them a better understanding of what they like best.



PROJECT

Students choose a module every evaluation period that will cover a given topic or domain. This can be sports, STEM, drama, chamber music, or even languages. Each module lasts 6 weeks (with weekly blocks of 3 hours or 2 hours). This project is distinct in so far as not only teachers but also parents, friends from the school and sometimes older students can propose and give modules during dedicated workshop days. This project is also very complementary to the «Portfolio» project that you can also find on the Ashoka Education Innovation [webpage](#).



STAKEHOLDERS

Teachers: this project requires a strong engagement from the entire pedagogical team and cannot be realised without the school management nor the other teachers.

Parents: their role is not only essential to gather feedback on the impact of the modules but also to get involved in facilitating modules themselves!



WORKLOAD

The project involves a radical change in the time allocation of the classes. This will require some time and energy from the team of teachers in order to align around a common vision before starting anything!



RESOURCES

Besides human resources, the project mainly requires ad hoc material dedicated to each module depending on the domain: sports material, labs, scientific tools...It is definitely worth some investment!

HOW TO IMPLEMENT THE PROJECT IN YOUR SCHOOL



PREPARE THE MODULES

Based on the program but also on the options that children will be able to choose from later, define a series of 10-15 modules that children will be able to choose from and that require **maximum 6 x 3 hours** to be completed.

Ask school teachers what knowledge or passion they would like to share with the children. It can be different from their teaching domain and be a passion or hobby. It is a great opportunity for them to **expand their expertise span!**

Examples: sports, science, technics, culture, languages, acting, arts, entrepreneurship (make own project).

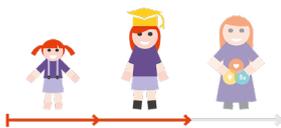
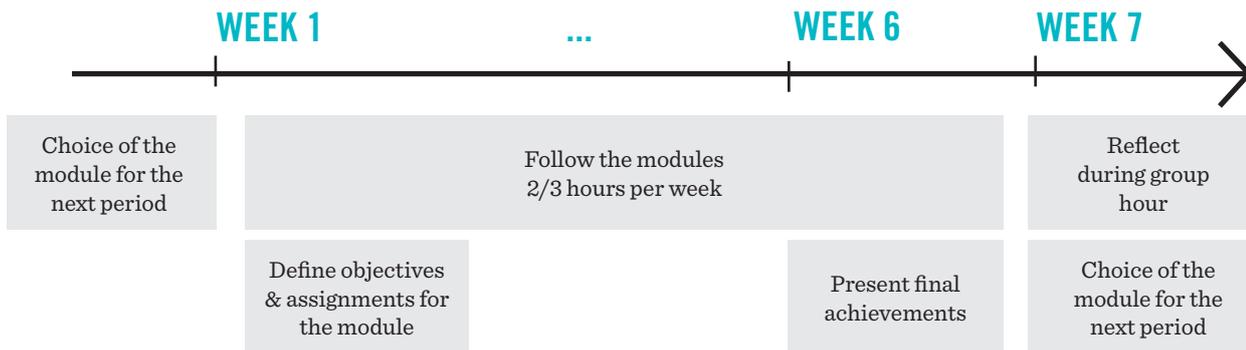


INTRODUCE THE MODULES

Introduce the modules at the beginning of the 1st year to the children and explain them what is behind each of them.

Explain the framework:

- **6 weeks of focus** on a module before changing;
- **5 modules per year** to choose among 10-15 choices;
- **3 hours per week** (2 hours for 2nd grade students);
- **12-16 children maximum** per module group;
- **Objectives and assignments** related to each module;
- **Completely free choice** (possibility to choose twice the same module during the year);
- **Link with their «Portfolio»** with reflection time on week 7 and discussions during group hours.



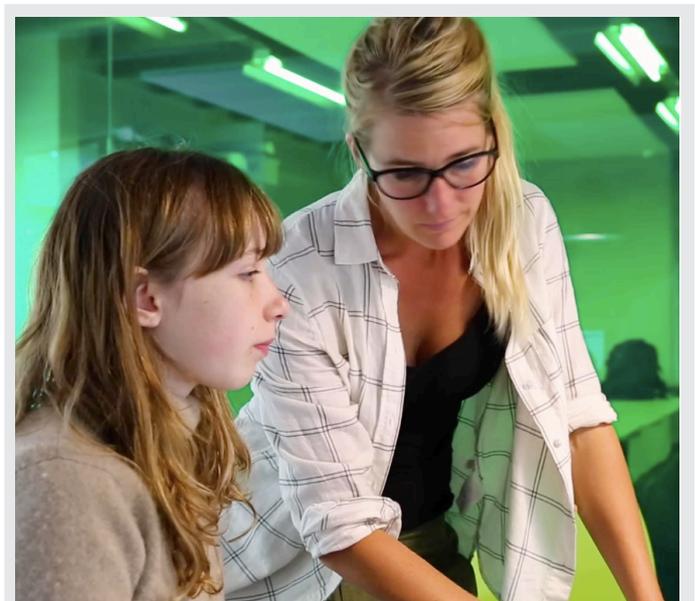
FOLLOW-UP ON LEARNINGS

All along the Modules weeks, use the «group hour» (cf. «Portfolio» toolkit) to invite children to reflect on their learnings and achievements and record their discoveries and achievements in their personal Portfolio.

During the 7th week or «Growth week», make sure children take a moment to:

- **share with others what they most liked/disliked** in their last Module;
- **discuss their discoveries, learnings and preferences** with their referent teacher;
- **identify their talents** in circle time.

Finally, make sure they take the time to reflect on the next Module they will choose for the next period and what they expect from it!



PRE-REQUISITES FOR THE PROJECT



For this project to work, it is essential to **stimulate the teachers to find what they would like to share** beyond their regular topic.

Make sure you dedicate time for **private conversations once a year with each of them** in order to reflect on their personal wishes, learning and development path. Have them share their passions and hobbies with other teachers to identify which one they would like to share and how to transform them into 6-weeks modules. Make it a real team work and a **fantastic opportunity for them to extend their span of expertise!**

BEST PRACTICES AND LESSONS LEARNT

STEP BY STEP

The Modules project evolved a lot over time in an **incremental** way until it became the version described in this toolkit...which has already changed since then! Launching the project step by step allowed for **more flexibility while aligning and reinforcing the vision of the teaching team**. It also gave time to children to understand why modules are useful and **make it become a part of their school habits**.

For example, it is possible to **start with a simpler version** of Modules in which children must follow the same modules at the same time over the course of the year. In this format, children have no choice but to follow the same 5 modules and simplifies the creation and the management of the modules.

Once this version is up and running, you can **introduce a new format** in which children still have to follow the same modules but this time can individually choose «when» they will follow them. It still remains easy to manage as there are only 5 different types of modules (same as before) but this time you organise groups differently at the beginning of a new period based on children's choices.

Finally, you can introduce the choice of the modules themselves by adding more options to the list and allowing for complete freedom of choice. And if teachers don't have a lot of ideas? **Invite parents to contribute** and facilitate modules too! Teachers can make and accompany a module in co-teaching.



MORE INFORMATION TO GO FURTHER



CONTACT

Meet the project owner
Niels Grosemans
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VIDEO

Discover the story, the participants
and behind the scenes of the project in
video:

ashoka.org/en-be/eduinnovation

