The background of the slide features a dark blue field populated with numerous hexagons of varying sizes and opacities. Some hexagons are solid blue, while others are outlined in a lighter blue. In the center-right area, there is a cluster of three overlapping, semi-transparent 3D cubes. The top cube is orange, the bottom-left one is purple, and the bottom-right one is red. These cubes are rendered with white outlines to give them a three-dimensional appearance.

STUDENTS' PROFILE BY THE END OF COMPULSORY SCHOOLING

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2017



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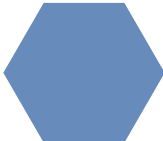





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PREFACE

Education for all, considered to be at the heart of UNESCO's mission, makes diversity and complexity important factors to be taken into account when defining what is intended for the students' learning profile after 12 years of compulsory schooling. The reference to a profile does not, however, seek any standardisation, but rather to create a frame of reference that presupposes freedom, responsibility, appreciation of work, self-awareness, family and community involvement and participation in the society around us.

Before others and the world diversity, change and uncertainty, it is important to create a balance between knowledge, understanding, creativity and critical thinking. It is about educating people to become autonomous, responsible and active citizens.

This is not about providing a minimal or an ideal profile but a desirable profile which is flexible enough. Hence the concern to define a profile that can be shared by everyone and that encourages and promotes quality. Being aware of the existing inequalities and of an imperfect human society, it is not a matter of adopting a single formula, but of favouring complementarity and mutual enrichment among citizens.

Learning is what distinguishes development from stagnation. Learning how to know, how to do, how to live together and with the others and how to be embodies a set of elements that must be seen taking their connections and implications into account. This also implies placing lifelong education at the heart of society – by understanding the multiple tensions that hinder human evolution. The global and the local, the universal and the individual, tradition and modernity, the short and long term, competition and equal consideration and respect for all, routine and progress, ideas and reality – all these lead to our refusal to rigidity and to the will of thinking and creating a common destiny which is humanly emancipating.

We must, therefore, understand Edgar Morin and what he considers to be the seven pillars of a culture based on autonomy and responsibility: preventing knowledge against error and illusion; teaching methods that allow the view of the context and the whole, instead of a fragmented knowledge; being aware of the indissoluble link between unity and diversity of the human condition; learning an Earth identity, considering humanity as a target community; confronting the uncertainties of our times; educating for mutual understanding between people of different backgrounds and cultures; and developing an ethics for the human genre, in line with an inclusive citizenship.

Humanities, nowadays, have to connect education, culture and science, knowledge and know-how. The process of creation and innovation must be seen considering the poet, the artist, the artisan, the scientist, the sportsman, the technician – in short, the concrete person we all are.

A humanistic-based profile means considering a society based on the person and human dignity as fundamental values. Thus, we consider learning as the core of the educational process, inclusion as a demand, the contribution to sustainable development as a challenge, since we ought to provide the best conditions for adaptability and stability, aiming to value knowledge. And the understanding of reality requires a common reference as regards rigour and attention to differences.

This text is the result of the public debate and the concern to respond to the main issues raised in order to mobilise school and society for a better education.

Guilherme d'Oliveira Martins

1 | INTRODUCTION

The present world poses new challenges to education. Scientific and technological knowledge develops at such an intense pace that we are confronted daily with an exponential growth regarding the amount of information on a global scale. Issues related to identity and safety, sustainability, intercultural awareness, innovation and creativity are at the heart of the current debate.

The connections between the individual and society, as well as between past and present pose multiple challenges to education and school raising a myriad of issues. For instance, the need to know how education systems can contribute to the development of values and competences in students that will allow them to cope with the complex challenges of the century and with the unpredictability resulting from the evolution of knowledge and technology.

It is within this context that school, as an environment which fosters the learning and development of competences, and where students acquire the multiple literacies that they need to mobilise, has to be redesigned so as to meet the demands of this uncertain fast changing world.

Since the Portuguese Education Act in 1986 education policy measures have been taken aiming at: (i) extending the years of compulsory schooling, ensuring equity in education to all children and youth; and (ii) ensuring a quality education with the best educational opportunities for all. In 2009 compulsory schooling was extended to 18 years old and since then pre-school education has been expanding to a greater number of children. In order to assure the best educational opportunities, regardless of the different school pathways, it is imperative to set out a unique reference document that takes these differences into account and assures the coherence of the whole education system giving a meaning to compulsory schooling.

This purpose encompasses and includes all developmental and learning opportunities for children in a family context, along with early childhood education in formal kindergarten responses. The Framework Law on Pre-School Education (1997), in the scope of the Portuguese Education Act, reaffirmed the need to ensure access to the education system as early as possible and established pre-school education (from age 3 to 6) as the first stage of lifelong basic education. This highlights the clear statement, support-

ed by research evidence, that it is essential for the well-being of all children and their educational achievement that all of them can have access to quality education, within a pathway which allows educational and pedagogical equity from birth, along with the family and in a growing integration of services.

Curriculum reference documents and other documents that support pre-school education guarantee coherence within the education system, that is, they must ensure a child's vision and education that promotes educational continuity based on pedagogical intentions, principles and values, as a condition for safe and meaningful transitions to compulsory schooling.

The Students' Profile by the End of Compulsory Schooling presents itself as a reference document for the organisation of the entire education system, contributing to the confluence and alignment of the decisions within the various dimensions of curriculum development. When considering and substantiating what is relevant, appropriate and feasible in the context of the different decision levels, it is possible and desirable to find meaningful guidelines in this profile. It is thus the matrix for decisions to be taken by educational managers and actors at the level of the bodies responsible for educational policies and educational establishments. The purpose is to contribute to the organisation and management of curricula and also to the definition of strategies, methodologies and pedagogical-didactic procedures to be used in teaching practice.

The document assumes a necessarily broad, transversal and recursive nature. The broadness of the *Students' Profile* respects the inclusive and multiple character of school, ensuring that, regardless of the school pathways, all knowledge is guided by explicit principles, values and vision, resulting from social consensus. Transversality is based on the assumption that each curriculum area contributes to the development of all competence areas considered in the *Students' Profile*, and there is no strict indexation of each of them to specific components and curriculum areas. The scope and transversality are in line with the recursive nature of this document, which consists of the possibility that in each year of schooling, its content and its purposes are continually invoked.

The *Students' Profile* document is structured in Principles, Vision, Values and Competence Areas. On a first approach, there are the principles and the vision on which the educational action is based; on a second approach, there are the values and competences to develop.

The Principles justify and give meaning to each of the actions related to the implementation and management of the curriculum at school, in all the subject areas.

The Vision, deriving from the Principles, explains what is intended for young people as citizens when leaving compulsory schooling.

Values, within the education system, are understood as guidelines according to which certain beliefs, behaviours and actions are defined as adequate and desirable. Values are thus understood as the elements and ethical features expressed through the way people act and justify their way of being and acting. It is the relationship built between reality, personality and context factors, a relationship expressed through attitudes and behaviours.

The Competence Areas comprise competences understood as complex combinations of knowledge, skills and attitudes that allow effective human action within diverse contexts. They are of diverse nature: cognitive and metacognitive, social and emotional, physical and practical. It should be highlighted that competences involve knowledge (factual, conceptual, procedural and metacognitive), cognitive and psychomotor skills, attitudes associated with social and organisational skills, and ethical values.

The *Students' Profile* sets out what young people are expected to achieve at the end of compulsory schooling, and for this, the commitment of the whole school, the teachers' actions and the commitment of families and parents. Teachers, managers and educational decision makers will find a matrix for decision-making on curriculum development options, which is consistent with the vision for the future defined as relevant for the Portuguese youth of our time.

The *Students' Profile* leads to a school education in which the students of this global generation build and settle a humanistic-based scientific and artistic culture. To do so,

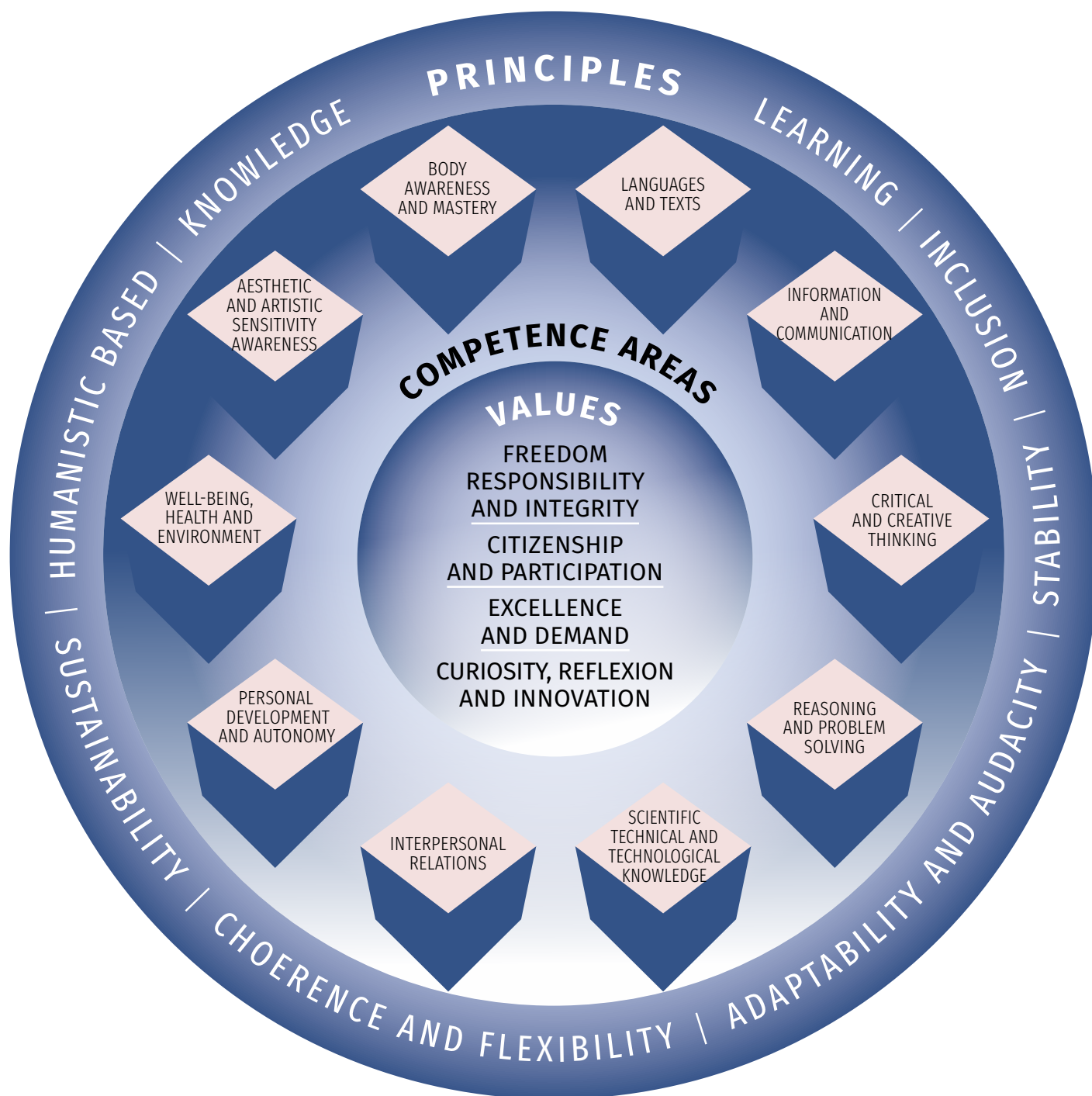
they mobilise values and skills that allow them to act upon the life and history of individuals and societies, to make free and informed decisions about natural, social and ethical issues, and to carry out a civic, active, conscious and responsible participation.

In order to develop the *Students' Profile*, it was critical to consult international reference documents on teaching and learning, namely those from the European Union (EU), the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO). It was also important to carry out a review of the literature produced in the field of education research, in particular, on the skills that children and young people must develop as indispensable tools for the exercise of full, active and creative citizenship in the information and knowledge society which we live in. Analogous documents from different countries¹ were also taken into account, as well as national educational texts² and guidelines from European and international entities³.

1 Among others, the curriculum reference documents from Australia, British Columbia and Alberta (Canada), Finland, France, New Zealand and Singapore.

2 National educational reference documents have been taken into account, among them the *Lei de Bases do Sistema Educativo* (Portuguese Education Act (1986); *Perfil Cultural Desejável do Diplomado do Ensino Secundário* (Cultural Profile for the Secondary School Diploma) (1988); *Currículo Nacional para o Ensino Básico: Competências Essenciais* (National Curriculum for Primary and Lower Secondary Education: core competences (2001)); *Educação para a cidadania – Proposta Curricular para os Ensinos Básico e Secundário* (Education for Citizenship – Curricular Proposal for Primary and Secondary Education (coordinated by M.ª Emília Brederode Santos, 2011) and Recommendation no. 3/2012 on the extension of compulsory schooling up to the 12th grade or until the age of 18, by the National Education Council.

3 International educational reference documents were part of this consultation as well: *the European Pact for Youth* (2005); *the European Reference Framework for Essential Competences for Lifelong Learning* – Recommendation 2006/962 / EC of the European Parliament and of the Council of the European Union of 18 December (revised 2014); *the Assessment and Teaching project of 21st Century Skills* (developed between 2009 and 2012); *The Future of Education and Skills*, OECD's Education 2030 project (2016); *New Vision for Education: Fostering Social and Emotional Learning through Technology*, WEF (2016); *Living Together the Equals in Culturally Diverse Democratic Societies*, of the Council of Europe (2016); *Education 2030 Framework for Action*, UNESCO (2016)



Picture 1 – Conceptual Framework for the *Students' Profile by the End of Compulsory Schooling*

2 | PRINCIPLES

These are the principles that underlie, justify and are meaningful to *The Students' Profile by the End of Compulsory Schooling*.

- A. Humanistic-based profile** – School empowers young people with knowledge and values to build a more just society, centred on the individual, on human dignity and on the action upon the world as a common good to preserve.
- B. Knowledge** – Knowledge is in the centre of the education process. It is the school's responsibility to foster students' scientific culture which enables them to understand, make decisions and act upon the world's natural and social realities. All actions should be sustained on deep and effective knowledge.
- C. Learning** – Learning is critical to the education process. Educational action deliberately promotes the development of learning skills, the basis for education and lifelong learning.
- D. Inclusion** – Compulsory schooling is from all and for all fostering equity and democracy. Contemporary school brings together a diversity of students both from the socioeconomic and cultural point of view, as well as from the cognitive and motivational perspective. All students are entitled to fully and effectively participate in all educational settings.
- E. Coherence and flexibility** – Ensuring access to learning and student participation in their training process requires coherent and flexible educational action. It is through the flexible management of the curriculum and the joint work of teachers and educators on it that it is possible to explore diverse themes, bringing reality into the core of learning.
- F. Adaptability and audacity** – Educating in the 21st century demands one's awareness to be able to adapt to new contexts and new structures, mobilising competences and also being prepared to update knowledge and perform new functions.

- G Sustainability** – School contributes to raise students’ awareness of sustainability, one of the greatest challenges in the contemporary world. It consists in establishing, through political, ethical and scientific innovation, lasting and secure synergies and symbiosis relations between the social and economic systems and the Earth System, whose fragile and complex balance depends on the historical continuity of human civilization.
- H Stability** – Educating for a broad competence profile requires time and persistence. *The Students’ Profile by the End of Compulsory Schooling* enables coping with evolution in every area of knowledge and get stability so that the system may adjust and produce effects.

3 | VISION

The Vision within this *Students' Profile* embodies designs that complement each other, intertwine and reinforce each other within a schooling model, aimed at both individual qualification and democratic citizenship.

By the end of compulsory schooling the young learner is expected to be a citizen who

- develops multiple literacies so that he can critically analyse and question reality, evaluate and select information, formulate hypotheses and make informed decisions in their daily life;
- is free, autonomous and responsible, self-aware and aware of the world around them;
- • is able to cope with the transformation and uncertainty of a fast changing world;
- acknowledges the importance and the challenges offered by Arts, Humanities, Science and Technology for the social, cultural, economic and environmental sustainability of Portugal and the world;
- is autonomous and able to make use of several developed skills: critical thinking, creativity, collaborative working skills and communication skills;
- is able to continue lifelong learning as a decisive factor in their personal development and social intervention;
- knows and respects the fundamental principles of democratic society and the rights, guarantees and freedoms on which it is based;
- values respect for human dignity, the exercise of full citizenship, solidarity with others, cultural diversity and democratic debate;
- rejects all forms of discrimination and social exclusion;

4 | VALUES

All the children and youth should be encouraged to put the following values into practice in all their learning activities:

- **Responsibility and integrity** – self-respect and respecting others; knowing how to act ethically and being aware of their own actions; considering their own and others' actions in the light of the common good.
- **Excellence and demand** – Aspiring to the achievement of a well done work, of rigour and of overcoming; being perseverant in the face of difficulties; being aware of themselves and others; showing sensitivity and solidarity with others.
- **Curiosity, reflexion, innovation** – Willing to learn more; developing reflective, critical and creative thinking; striving for new solutions and applications.
- **Citizenship and participation** – Demonstrating respect for human and cultural diversity and acting in accordance with human rights principles; negotiating conflict resolution on behalf of solidarity and ecological sustainability; being an active citizen, by means of taking the initiative and being an entrepreneur.
- **Freedom** – Show personal autonomy centred in human rights, rights of democracy, citizenship, equity, in mutual respect and in the free choice of the common good.

5 | COMPETENCE AREAS

Competences are complex combinations of knowledge, skills and attitudes, they are vital for the students' profile, as well as for compulsory schooling. Picture 2 illustrates this concept emphasising the interconnection of the three dimensions.

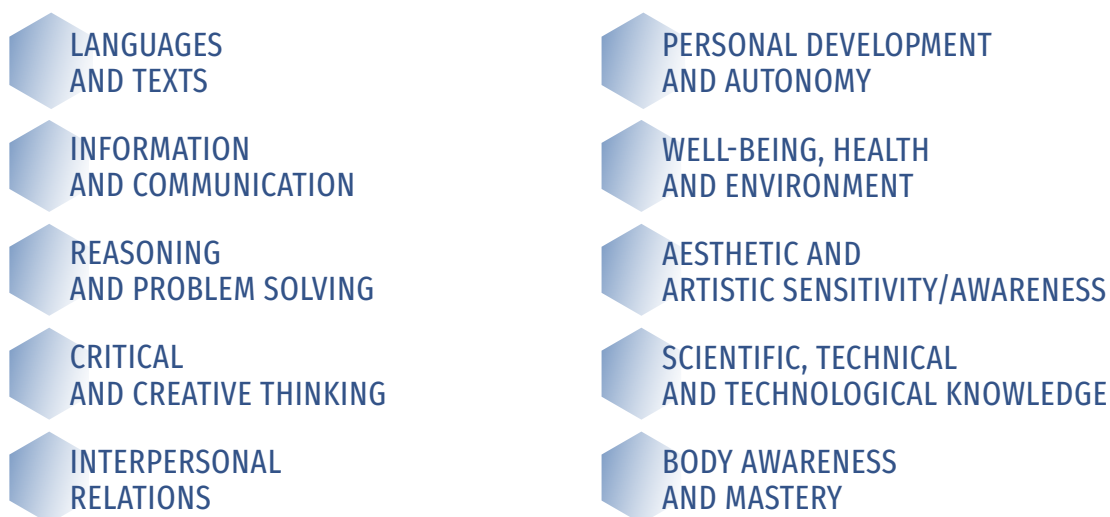


Picture 2: Competence Conceptual Framework

(Adapted from: Progress report on the Draft OECD EDUCATION 2030 Conceptual Framework – 3rd Informal Working Group (IWG) on the Future of Education and Skills: OECD Education 2030)

The competence areas are complementary and they are not outlined according to any internal hierarchy. None of them are consistent with a specific curricular area. In each curricular area, on the contrary, multiple theoretical and practical competences are necessarily involved. They presuppose the development of multiple literacies, such as reading and writing, numeracy and the use of information and communication technologies, which are the foundation for learning and lifelong learning.

The competence areas to be considered are as follows:



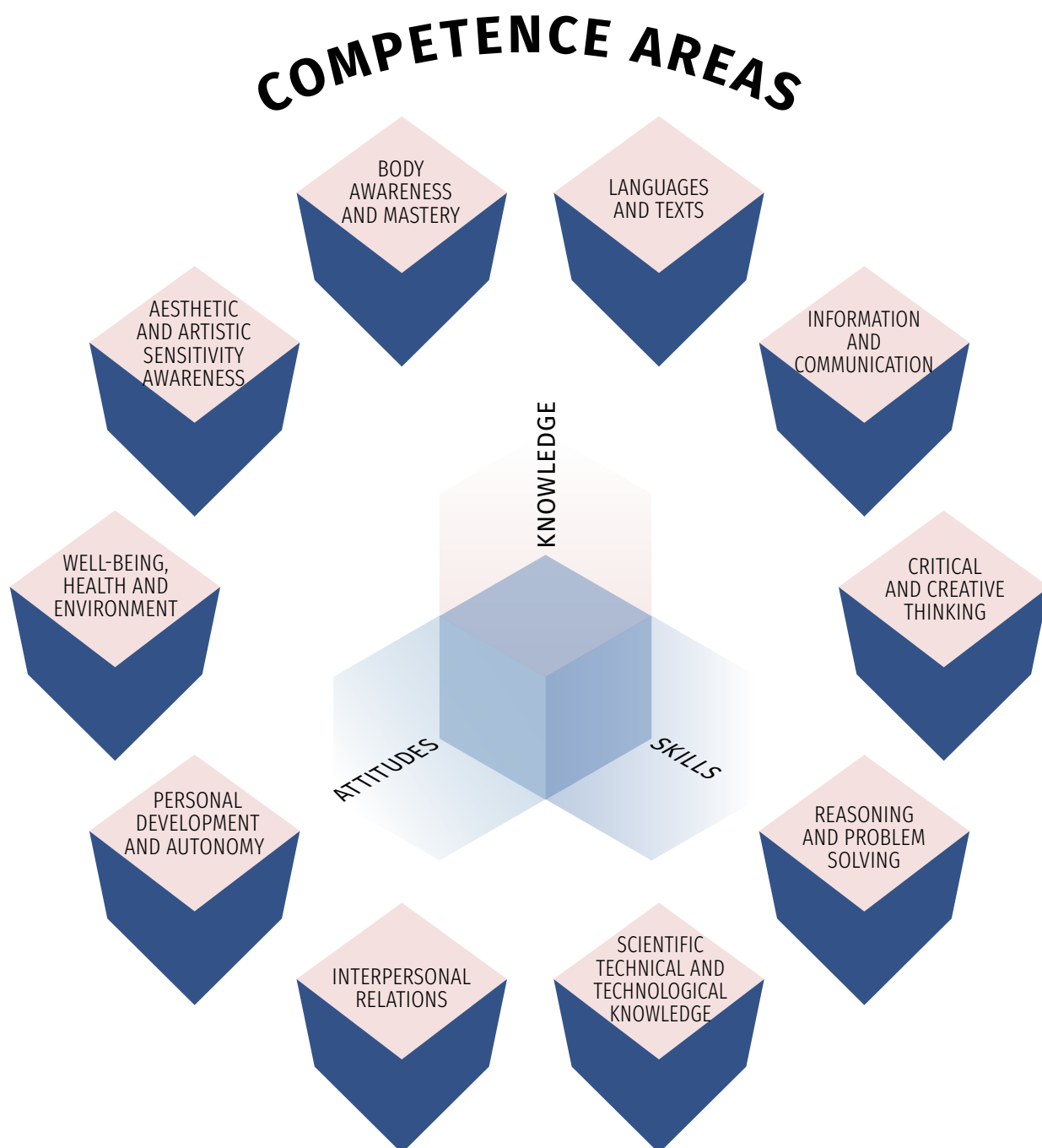


Figura 3 – Conceptual Framework for the
Students' Profile by the End of Compulsory Schooling

Languages and texts

The languages and texts competence area refers to the effective use of codes that enable expressing and representing knowledge in various areas, leading to linguistic, musical, artistic, technological, mathematical and scientific products.

The languages and texts competences imply that the students are able to:

- use proficiently different languages and symbols such as those associated with languages (native and foreign languages), literature, music, arts, technology, mathematics and science;
- apply these languages appropriately to the different contexts of communication, in analogue, digital, formal and non-formal environments;
- master nuclear comprehension and production skills within an oral, written, visual or multimodal perspective.

OPERATIONAL DESCRIPTORS

Students use verbal and non-verbal languages to mean and communicate, using gestures, sounds, words, numbers, and pictures. They use them to build knowledge, to share meanings in its different areas and to express worldviews.

Students recognise and use symbolic languages as representative elements of the real and the imaginary, essential to the processes of expression and communication within different contexts (personal, social, learning and pre-professional).

Students master the codes that enable them to read and write (in native and foreign languages). They understand, interpret and express facts, opinions, concepts, thoughts and feelings, whether orally, in writing, or through other codifications. They identify, use and create various linguistic, literary, musical, artistic, technological, mathematical and scientific products, recognising their meanings and generating new ones.

Information and Communication

Information and communication competence area is related to the selection, analysis, production and dissemination of products, experiences and knowledge in different formats.

The information and communication competences imply that the students are able to:

- use and master different tools to research, describe, evaluate, validate and mobilise information in a critical and autonomous way, verifying different documentary sources and their credibility;
- turn information into knowledge;
- communicate and collaborate appropriately and safely, using different types of tools, following the suitable rules of conduct for each environment.

OPERATIONAL DESCRIPTORS

Students research on school subjects and topics of their interest. They use the information available in physical and digital documentary sources – on social networks, on the Internet, in the media, books, magazines, newspapers. They evaluate and validate the information they have collected, crossing different sources, to test their credibility. They organise the collected information in compliance with a plan for the preparation and presentation of a new product or experience. They develop these procedures critically and autonomously.

They present and explain concepts in groups, they give their presentations of ideas and projects before real audiences, in person or at a distance. They expose the work resulting from the research done, according to the defined objectives, with different audiences, materialised in discursive products, textual, audiovisual and / or multimedia, in compliance with the rules of conduct for each environment.

Reasoning and problem solving

Reasoning competences comprise the logical processes that allow access to information, interpret experiences and produce knowledge. Problem solving competences are connected to the processes of finding answers to a new situation by mobilising reasoning for decision-making and potential formulation of new issues.

Reasoning and problem solving competences imply that the students are able to:

- plan and conduct research;
- manage projects and make decisions to solve problems;
- develop processes, using different resources, that lead to the construction of products and knowledge.

OPERATIONAL DESCRIPTORS

Students ask and analyse questions to be investigated, distinguishing what is known from what is sought to be discovered. They set out suitable strategies to investigate and respond to the initial questions. They critically analyse their conclusions, reformulating, if necessary, the strategies adopted.

Students generalise the conclusions of a research, creating models and products to represent hypothetical or real-life situations. They test the consistency of the models, analysing different references and conditioning factors. They use models to explain a particular system, to study the effects of variables, and to make predictions about the behaviour of the system being studied. They evaluate different products according to quality and utility criteria within several meaningful contexts for the student.

Critical and creative thinking

Critical thinking competences require observing, identifying, analysing and giving meaning to information, experiences and ideas and to argue based on different assumptions and variables. It requires the design of algorithms and scenarios that consider several options, as well as the establishment of analysis criteria to draw informed conclusions and to evaluate the results. The process of constructing thought or action may imply revision of the designed rational.

Creative thinking competences imply generating and applying new ideas to specific contexts, approaching the situations from different perspectives, identifying alternative solutions and setting new scenarios.

Critical and creative thinking competences imply that the students are able to:

- think broadly and deeply, in a logical way, observing, analysing information, experiences and ideas, arguing by means of implicit or explicit criteria in order to take a reasoned position;
- call for different kinds of knowledge (scientific and humanistic knowledge), using different methodologies and tools to think critically;
- foresee and evaluate the impact of their decisions;
- develop new ideas and solutions within an imaginative and innovative approach, as a result of the interaction with the others or of personal reflection, applying them to different contexts and learning areas.

OPERATIONAL DESCRIPTORS

Students observe, analyse and discuss ideas, processes or products focusing on evidence. They use criteria to appreciate these ideas, processes or products, developing arguments for the reasoning of positions.

They conceptualise scenarios of implementation of their ideas and test and decide on their feasibility. They evaluate the impact of their decisions.

Students develop creative ideas and projects, which are meaningful within the context they relate to, making use of imagination, inventiveness, agility and flexibility and are able to take risks by imagining beyond existing knowledge so as to foster creativity and innovation.

Interpersonal relations

Interpersonal relations competences are associated with the interaction with others and they occur within different social and emotional contexts. These competences enable acknowledging, expressing and generating emotions, building relationships, setting out objectives and addressing personal and social needs.

Interpersonal relations competences imply that the students are able to:

- adapt behaviours to contexts of cooperation, sharing, collaboration and competition;
- work in teams and use different means and environments, namely computers, to communicate and work in person or in a network;
- interact with tolerance, empathy and responsibility as well as argue, negotiate and accept different points of view, developing new ways of being, looking and taking part in society.

OPERATIONAL DESCRIPTORS

Students join efforts to achieve objectives, valuing the diversity of perspectives on specific issues, both side by side and through digital means. They develop and maintain diverse and positive relationships between themselves and with others (community, school and family) in contexts of collaboration, cooperation and inter-help.

Students engage in formal and informal conversations, assignments and experiences: they debate, negotiate, get to agreements, cooperate. They learn to consider different perspectives and build consensus. They interact in different kinds of groups: playgroups, sports, musical, artistic, literary, political and other groups, in spaces for discussion and sharing, face to face or at a distance.

Students solve relationship problems within a peaceful, empathetic and critical approach.

Personal development and autonomy

Personal development and autonomy competences refer to the processes by which the students develop their ability to integrate thought, emotion and behaviour, building self-confidence, motivation to learn, self-regulation, initiative and informed decision-making learning to integrate thought, emotion and behaviour for a growing autonomy.

Personal development and autonomy competences imply that the students are able to:

- relate knowledge, emotions and behaviour;
- identify areas of interest and the need to acquire new competences;
- consolidate and deepen the competences they already have, within a perspective of lifelong learning;
- set goals, draw plans and projects and be autonomous and responsible in their implementation.

OPERATIONAL DESCRIPTORS

Students acknowledge their strengths and weaknesses and see them as active in different aspects of life. They are aware of the importance of growing and evolving. They are able to express their needs and seek the most effective help and support to achieve their goals.

Students design, implement and evaluate with autonomy, strategies to achieve the goals and challenges they set for themselves. They are confident, resilient and persistent, building medium and long term personalised learning pathways, based on their own experiences and freedom.

Well-being, health and environment

Well-being, health and environment competence area is connected with promoting, creating and transforming the quality of life of the individual and society.

Well-being, health and environment competences imply that the students are able to:

- adopt behaviours that promote health and well-being, especially regarding daily habits, food, physical exercise, sexuality and their relationship with the environment and society;
- understand the balances and weaknesses of the natural world adopting behaviours that address the major global environmental challenges;
- develop environmental and social awareness and responsibility working collaboratively for the common good, aiming to build a sustainable future.

OPERATIONAL DESCRIPTORS

Students are responsible and aware that their actions and decisions have impact on their health and well-being and on the environment. They assume a growing responsibility to take care of themselves, of others and of the environment and to actively engage in the society.

They make choices that contribute to their safety and that of the communities where they live. They are aware of the importance of building a sustainable future and they engage in active citizenship projects.

Aesthetic and artistic sensitivity/awareness

The competence area of the aesthetic and artistic sensitivity/awareness refers to the processes of experiencing, interpreting and enjoying different cultural realities aiming at the development of the students' personal and social expressiveness. It embodies the mastery of a set of technical and performative processes involved in artistic creation, enabling the development of aesthetic criteria for an informed cultural experience.

Aesthetic and artistic sensitivity/awareness competences imply that the students are able to:

- recognise the specificities and intentions of different cultural manifestations;
- experience processes within the different art forms;
- critically appreciate the artistic and technological realities by being exposed to different cultural universes;
- value the role of various forms of artistic expression, as well as of the material and immaterial heritage in the life and culture of communities.
-

OPERATIONAL DESCRIPTORS

Students develop the aesthetic sense, mobilising the processes of reflection, comparison and argumentation related to artistic and technological productions, integrated in social, geographical, historical and political contexts.

Students value the cultural manifestations of the communities and participate autonomously in artistic, cultural activities, as public, creator or interpreter, becoming aware of the creative possibilities.

Students perceive the aesthetic value of experimentations and creations, based on artistic and technological intentions, mobilising techniques and materials in compliance with different socio-cultural purposes and contexts.

Scientific, technical and technological knowledge

The competences within the area of scientific, technical and technological knowledge refer to the mobilisation and understanding of technical and scientific phenomena, as well as their implementation to address human wishes and needs, being aware of their ethical, aesthetic, social, economic and/or ecological consequences.

Competences related to scientific, technical and technological knowledge imply that the students are able to:

- understand scientific processes and phenomena that enable decision-making and the participation in citizenship forums;
- manipulate materials and diverse tools in order to control, use, transform, imagine and create products and systems;
- perform technical operations, following a work methodology, aiming to achieve a goal or to get to a reasoned decision or conclusion, aligning the material and technological resources with the expressed idea or intention;
- adapt the action of products transformation and creation to the different natural, technological and sociocultural contexts, within experimental activities and practical applications in projects developed in physical and digital environments.

OPERATIONAL DESCRIPTORS

Students understand scientific and technological processes and phenomena, they ask questions, seek information and apply knowledge they acquired in informed decision making, among the possible options.

Students work with resources, tools, machines and technological equipment, relating technical, scientific and sociocultural knowledge.

Students consolidate planning habits of the work stages, identifying the technical requirements, constraints and resources for the implementation of projects. They identify technological needs and opportunities within a diversity of proposals and make informed choices.

Body awareness and mastery

Body awareness and mastery competences refer to the ability to perceive the body as an integrated system and use it properly within different contexts.

Body awareness and mastery competences imply that the students are able to:

- perform motor, locomotor, non-locomotor and manipulative activities, within the different circumstances experienced in the relation of his own body to the space;
- -master the perceptual motor skill (body image, directionality, perceptual fine motor skill and spatial and temporal structuring)
- -be self-aware at emotional, cognitive, psychosocial, aesthetic and moral level so as to keep a healthy and balanced relationship with oneself and others.

OPERATIONAL DESCRIPTORS

Students acknowledge the importance of motor activities for their physical, psychosocial, aesthetic and emotional development.

Students perform non-locomotor (postural), locomotor (body transportation) and manipulative activities (object transportation and control).

Students explore the opportunity to experience motor activities that, regardless of each one's skills, foster global and integrated learning.

6 | Practical implications

The assumption of principles, values and competence areas for the Students' Profile by the End of Compulsory Schooling entails changes in pedagogical and didactic practices in order to adapt the overall educational action to the purposes of the profile presented above.

There are some selected actions, outlined as follows, which are directly connected to the teaching practice and that are also critical for the development of the intended students' profile.

- Approaching contents within a certain knowledge by associating them with daily situations and problems which are in line with the student's life experience or part of the sociocultural and geographical environment he belongs to, by means of the use of specific materials and resources;
- Planning teaching practice by envisaging the experimentation of techniques, tools and different kinds of work, intentionally fostering, inside or outside the classroom, activities related to observation, questioning reality and embeddedness of knowledges;
- Planning and developing cooperative activities of learning, aiming at the embeddedness and exchange of knowledge, self-awareness, awareness of the others and the environment, as well as the development of projects inside and outside school;
- Planning teaching practice foreseeing the critical use of the different information resources as well as the ICT;
- Systematically and intentionally promoting, inside or outside the classroom, a set of activities that enable the student to make choices, to compare different points of view, to solve problems and to make decisions based on values;
- Creating opportunities at school so as to enable students to engage freely and responsibly;
- Valuing free initiative, as regards students' assessment, by fostering a positive and active engagement at school and within the school community.

The educational process is therefore understood as a specialised formative action, based on principles and pedagogical and didactic strategies that aim at the achievement of learning. It is about finding the best way and the most effective resources for students to learn, that is, for effective attainment of knowledge, skills and attitudes that have been developed, both collaboratively and individually, and that enable the development of the herein mentioned competences throughout compulsory schooling.



REPÚBLICA
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