



UNIDADES DE APOIO AO
**ALTO RENDIMENTO
NA ESCOLA**

CONCILIAR SUCESSO ESCOLAR E DESPORTIVO



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FCDEF FACULTY OF SPORT SCIENCES AND
PHYSICAL EDUCATION
UNIVERSITY OF COIMBRA

UAARE: Supporting dual careers

Reconciling school and sports success in Portugal

15th Annual Conference European Athlete Student 2018

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Outline

1. What do we mean by dual career?
2. The double life of UAARE students
3. What can be done?
4. The network of UAARE schools
5. The actors
6. A strategy for the UAARE
7. VLE and innovative pedagogical products
8. Indicators of success
9. Future challenges

What do we mean by dual career?

The term 'dual career' should mean that an athlete can combine, without unreasonable personal effort, their sporting career with education and/or work in a flexible way through high-quality training in order to protect their moral, health, educational and professional interests, without compromising either objective, with a particular focus on the continued formal education of young athletes.

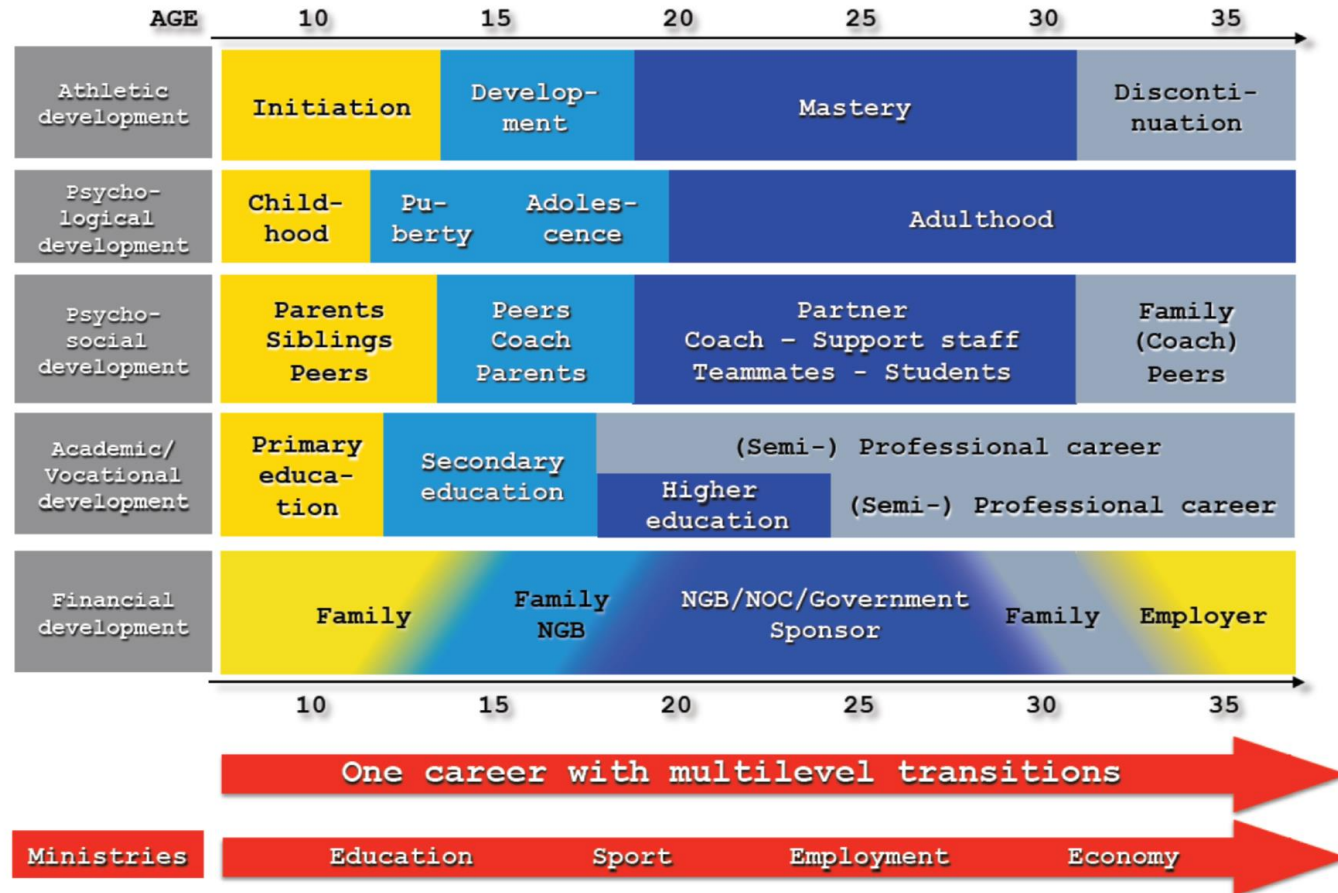
Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on dual careers for athletes, Official Journal of the European Union, 14.6.2013 2013/C 168/04

The double life of UAARE students means:

LACK OF TIME + HIGH PRESSURE TO PERFORM

- 10 hours working days (School and Sports)
- Intensive training (twice/three times a day)
- Transitions (in the timeline of an athlete's careers)
- Competitions and Internships: National and International
- School absence (with increased frequency and duration)
- Demands on family and social life (relocation)

What is like being a student-athlete?



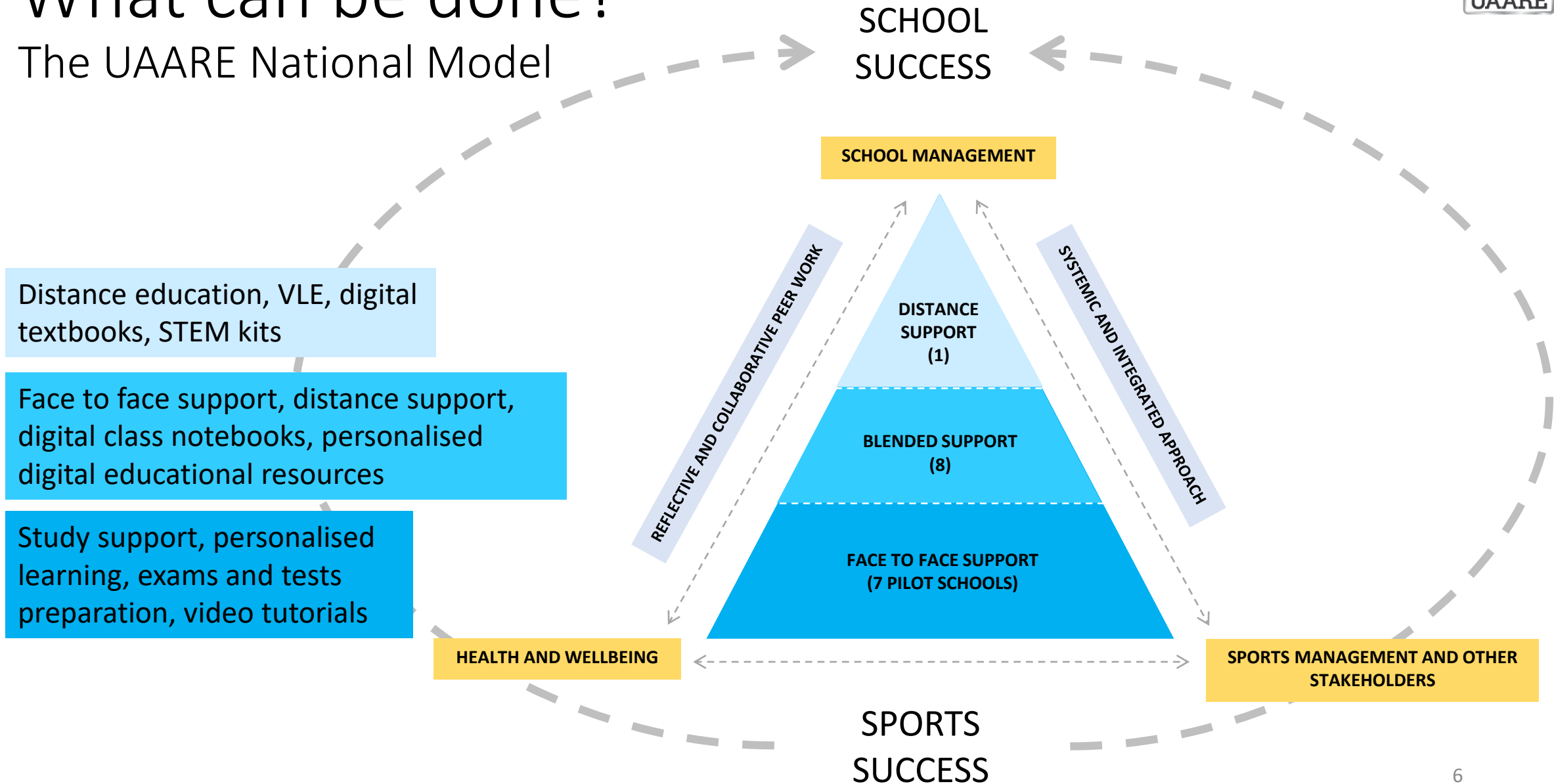
TRANSITIONS IMPLY

1. More stress on student-athletes and families...
2. Dropout situations (School or Sports)

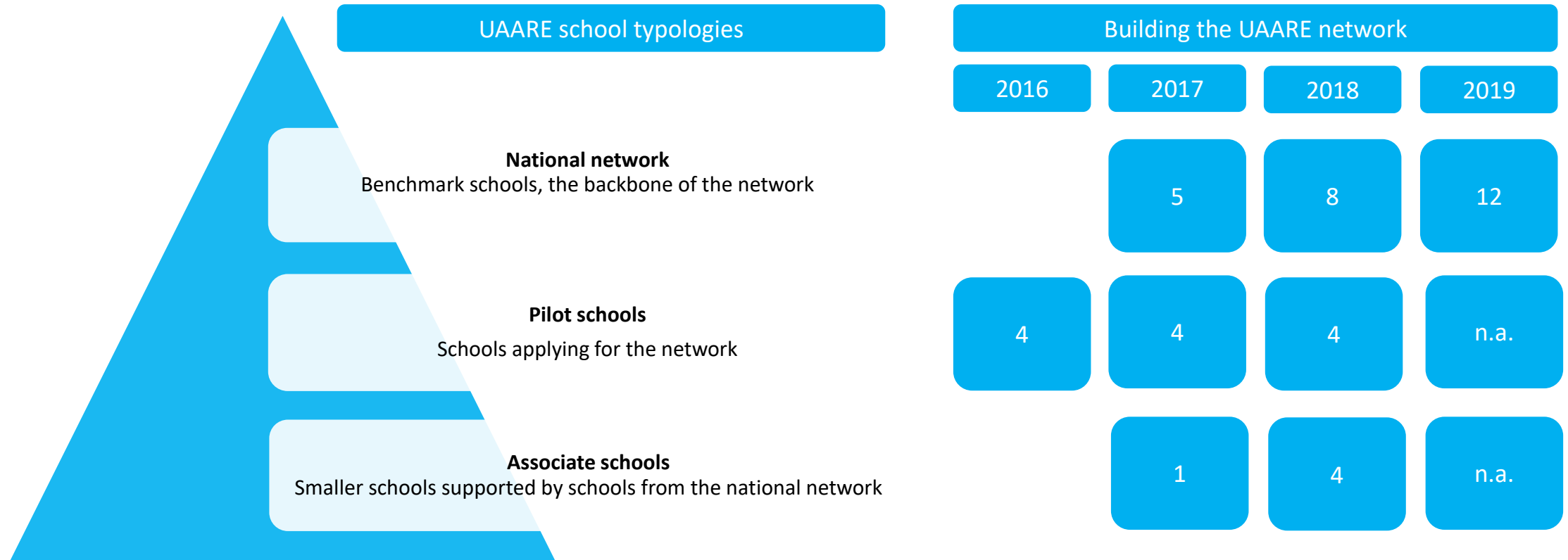
Wylleman, P., De Knop, & Reints (2011). Career transitions in sport: European perspectives, *Psychology of Sport and Exercise*, 5 (1), pp. 7-20.

What can be done?

The UAARE National Model



Network of UAARE schools (2018-2019)



Strategy: 4-year cycle (2016-2020)

Actors

UAARE PEDAGOGICAL TEAMS

Headteacher; **School tutor; Support teachers / Study Room Learn More; Form tutor; Parents; Subject-specific teachers; School psychologist, UAARE Ambassadors**



STAKEHOLDERS

Sports Federations/Associations/Clubs (director, coach, tutor); Study rooms; Health support team (medical and psychological); Local authorities; High performance/Training Centres

School tutor (“Professor Acompanhante”)

- Design of students’ personalised learning paths, with the feedback of other teachers and taking into account their continuing assessment;
- Articulation with all stakeholders (parents, coaches, federations, subject-specific teachers and UAARE support teachers) and the national coordinator;
- Arrangement of support lessons to compensate students’ absences or study needs;



Study Room Learn More (“Sala de Estudo Aprender +”)

- A classroom in a UAARE school that supports personalised learning, through collaborative and reflective teachers’ practice (a team of support teachers that coordinates action with subject-specific teachers);
- Actions are guided by individual learning paths, resorting to personalised support, distance support and distance education (Virtual Learning Environments - VLEs).



School psychologist

- Emotional management, development of coping strategies, motivation, self-knowledge, self-confidence, self-efficacy, and time management;
- Career and vocational development, future-oriented, supporting information management, decision-making and change management;
- Development of positive learning environments, personal wellbeing and teacher, family and coach relationships.

UAARE Ambassadors

- “Counsellors may well be former elite athletes who qualified for the job through an adapted educational pathway recognising learning experiences of the former athletes themselves.” (pp. 15-16, EU Guidelines...);
- Give motivational lectures on the benefits of a dual career departing from their exemplary life histories.



Tarantini

<http://tarantini.pt/embaixador-uaare/>



Nuno Delgado

<http://www.nunodelgado.net/nuno-delgado-embaixador-da-uaare/>



Inês Henriques

<http://www.regiaoaderiomaior.pt/index.php/27664-ines-henriques/>

Pedagogical intentions

Know what the students know!
Understand their actual and future difficulties!



Define learning paths – reflected and shared – through personalised
learning plans resorting to VLE

A strategy for the UAARE

- Predict student-athletes absences due to competitions and internships;
- Characterize, inform and disseminate the challenges of the double life of student-athletes in school (teachers, school bodies, peers)
- Monitor the learning process;
- Adjust the learning process and the opportunities available.

VLE and innovative pedagogical products

“Dear Mr. Pardal,

Congratulations! UNESCO is pleased to inform you that your school’s case submitted to our Call for proposals on Best practices in mobile learning has been accepted as a thematic case for our publication.

[Of the over 100 proposals UNESCO evaluated, yours is one of 6 thematic cases to be selected for inclusion in our upcoming publication.](#) Thematic cases will be featured as one-pagers to highlight the features of your school’s practice in line with SDG4’s goals in the 2030 Development Agenda, just as gender equality, literacy, teacher training, etc.

At this point there is no action needed from your side, as the drafting of the one-page thematic cases will take place in August/September 2018. We will get in touch with you, once we identify what kind of information we need from your school.”



United Nations
Educational, Scientific and
Cultural Organization

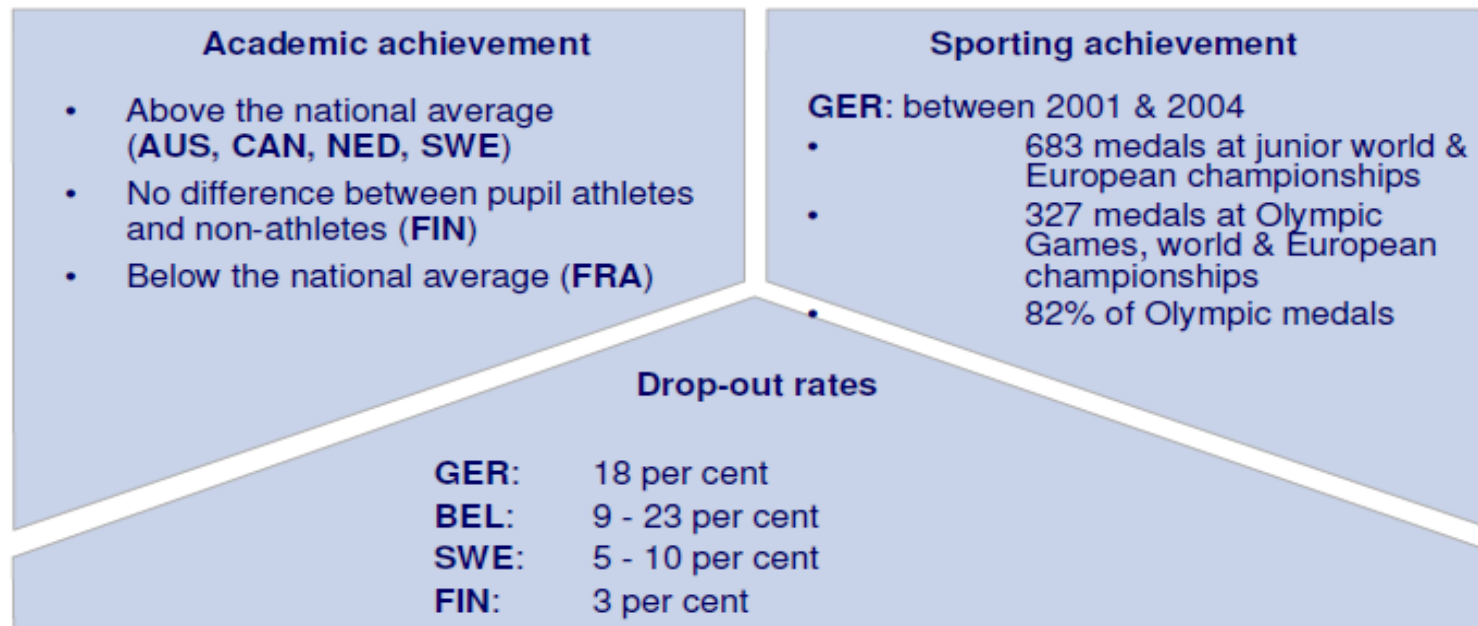
International indicators of success

Indicators of success



Dr Sabine Radtke, Freie Universität Berlin (Germany)
Prof Fred Coalter, University of Stirling (Scotland/UK)

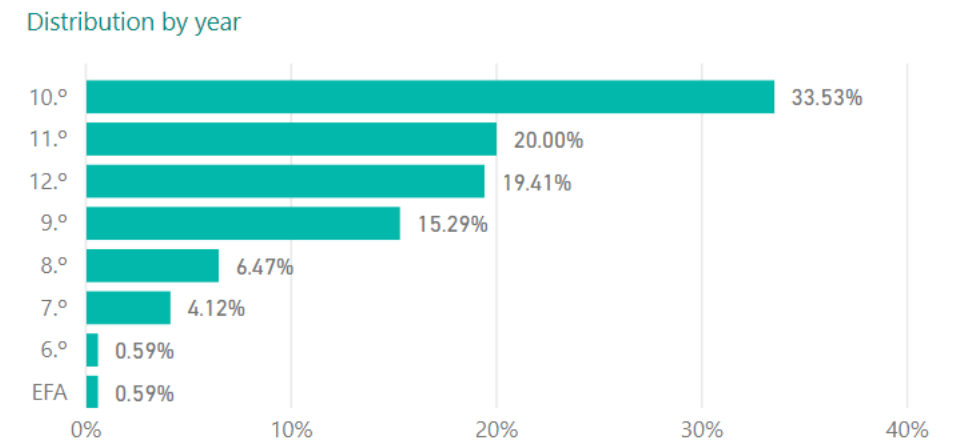
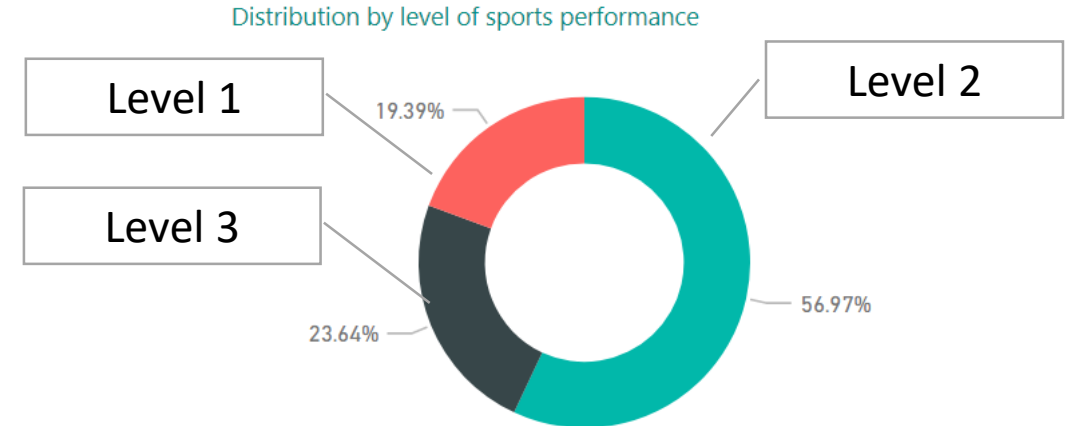
6th EAS Conference
"Breaking down the barriers between high performance sport and education"
Aarhus, 11/09/09



Swedish approach:
Attending a sports school in order to learn to set goals and to develop achievement orientation (regardless of the pupil athletes' sporting achievement)

UAARE indicators of success

- Academic achievement – **92.1%**, in most years above the national average
- Dropout rate – **3.51%**
- Sports achievement - **national, european and world championships medals**



Future challenges

1. In the current school year, broaden and consolidate in the UAARE network of schools the access to the VLEs supporting distance education and personalised digital educational resources
2. The new Decree-Law n. 55/2018 regulating the national curriculum opens the possibility to all schools of autonomously managing 25 % of the curriculum (personalisation, new subjects, interdisciplinary coordination). The UAARE schools will proactively engage with these pedagogical goals
3. Collaboration with higher education to harmonize conciliation models between secondary and higher levels of education (first steps taken with University of Porto)











Escolar







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