



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

CONCILIAR SUCESSO ESCOLAR E DESPORTIVO

UAARE - Units of Support of High
Performance in Schools

Reconciling school and sports success in Portugal



Políticas Desportivas de Carreira Dupla em Portugal

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REPÚBLICA
PORTUGUESA

EDUCAÇÃO



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

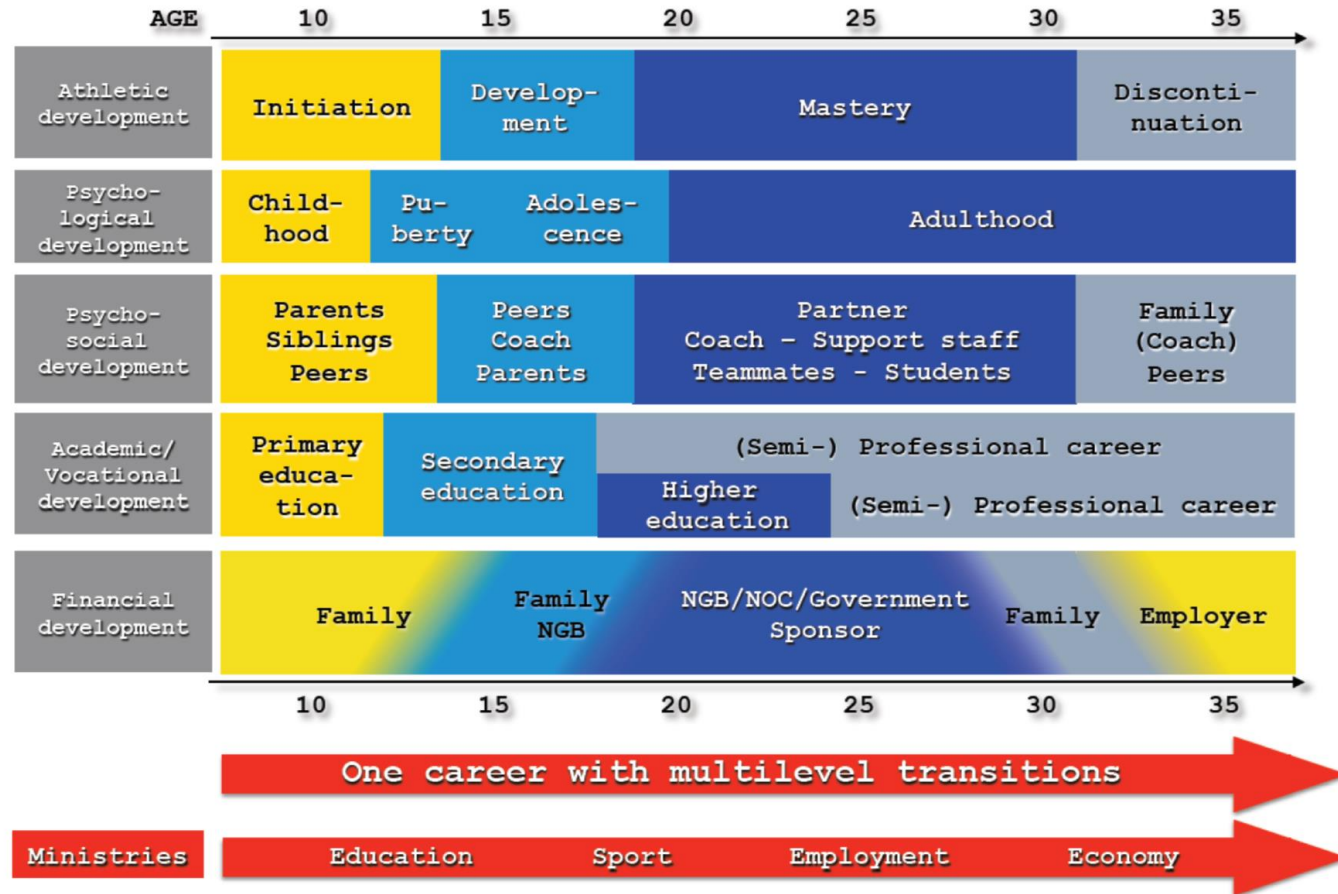
The double life of UAARE students means:

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)

This situation can have a strong influence in their global success and requires **systematic articulation between school and sports agendas!**

What is like being a student-athlete?



TRANSITIONS IMPLY

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

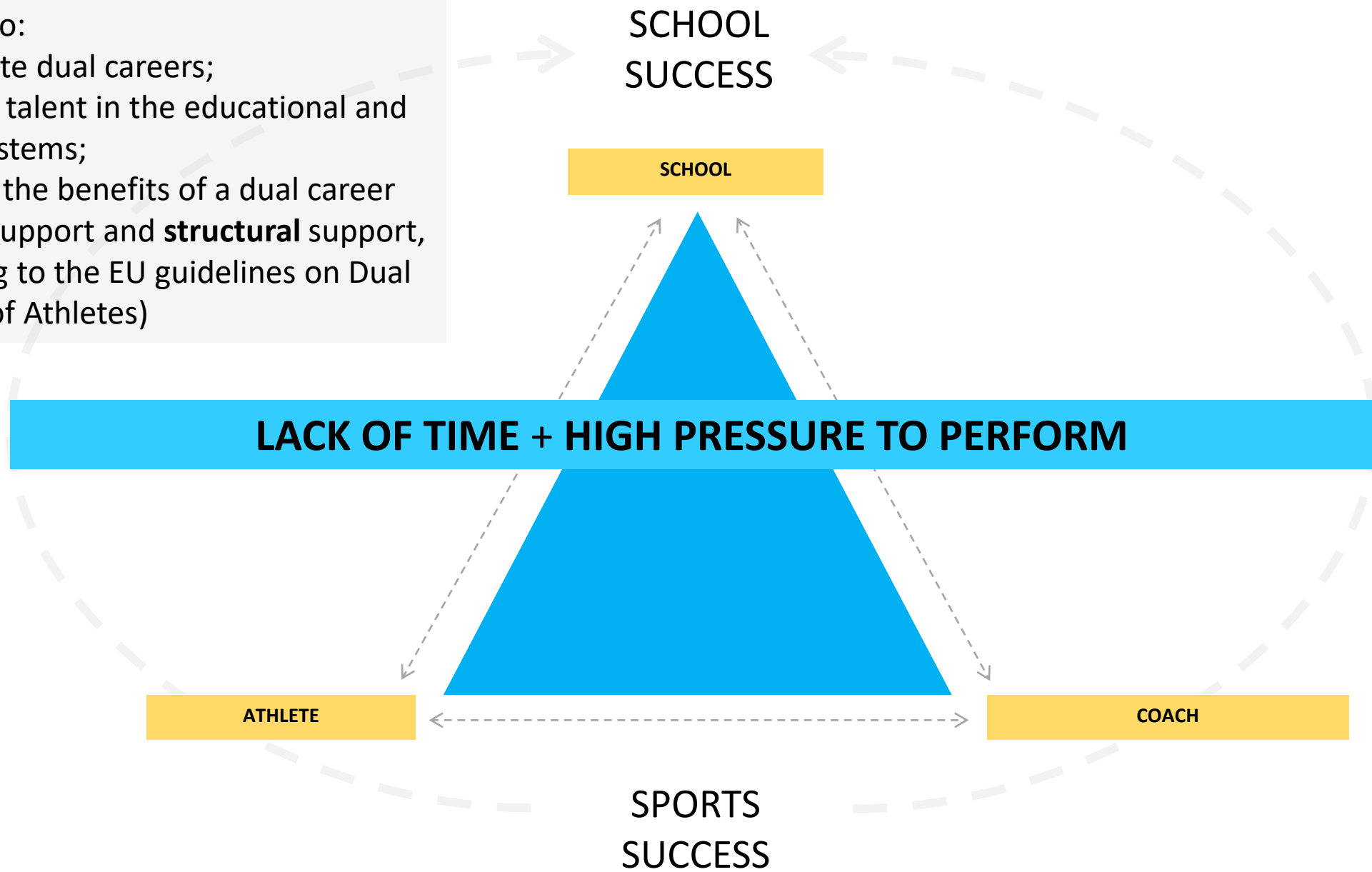
What happens in the transition periods?

1. Changes in education levels;
2. Career stages;
3. Relocations;
4. Change of coach;
5. Injuries;
6. Psychological maturity;
7. (...)

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

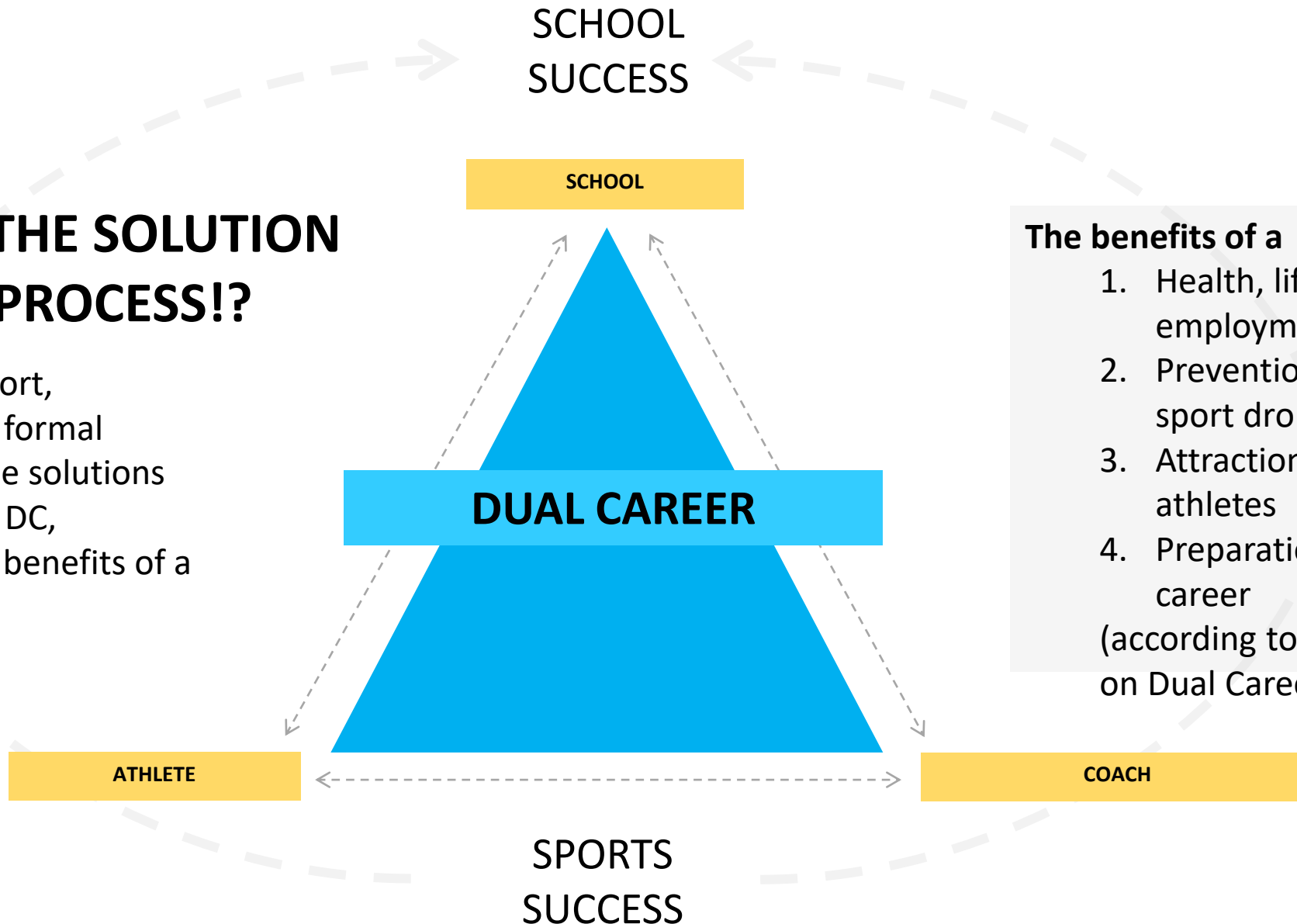
It's **urgent** to:

1. Coordinate dual careers;
2. Keep the talent in the educational and sports systems;
3. Promote the benefits of a dual career (**formal** support and **structural** support, according to the EU guidelines on Dual Careers of Athletes)



WHAT IS THE SOLUTION FOR THIS PROCESS!?

Structural support, combined with formal support, provide solutions for an effective DC, developing the benefits of a dual career.



The benefits of a dual career:

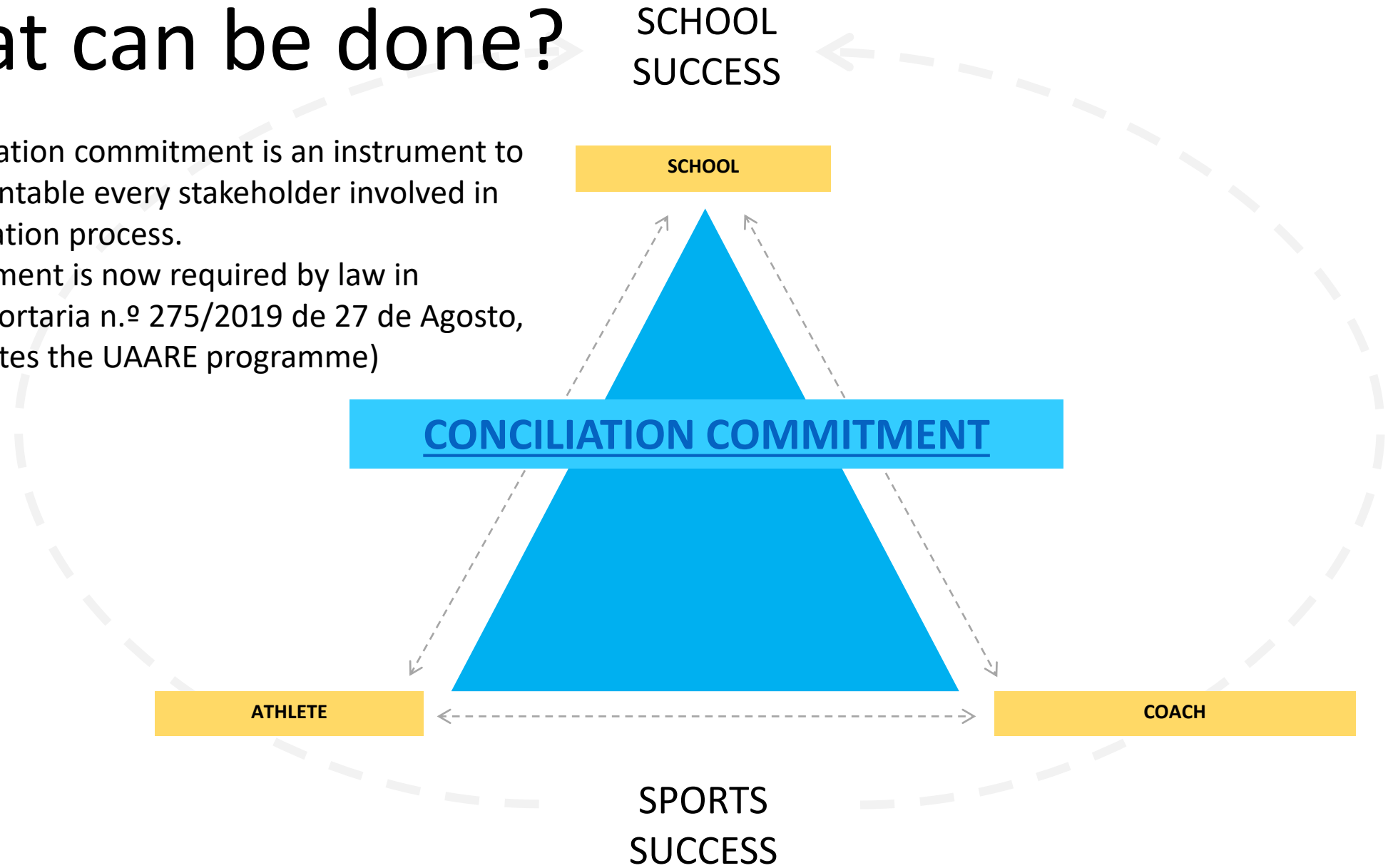
1. Health, life, social, employment opportunities)
2. Prevention of school and sport dropout
3. Attraction of student-athletes
4. Preparation of the post-career

(according to the EU guidelines on Dual Careers of Athletes)

What can be done?

The conciliation commitment is an instrument to hold accountable every stakeholder involved in the conciliation process.

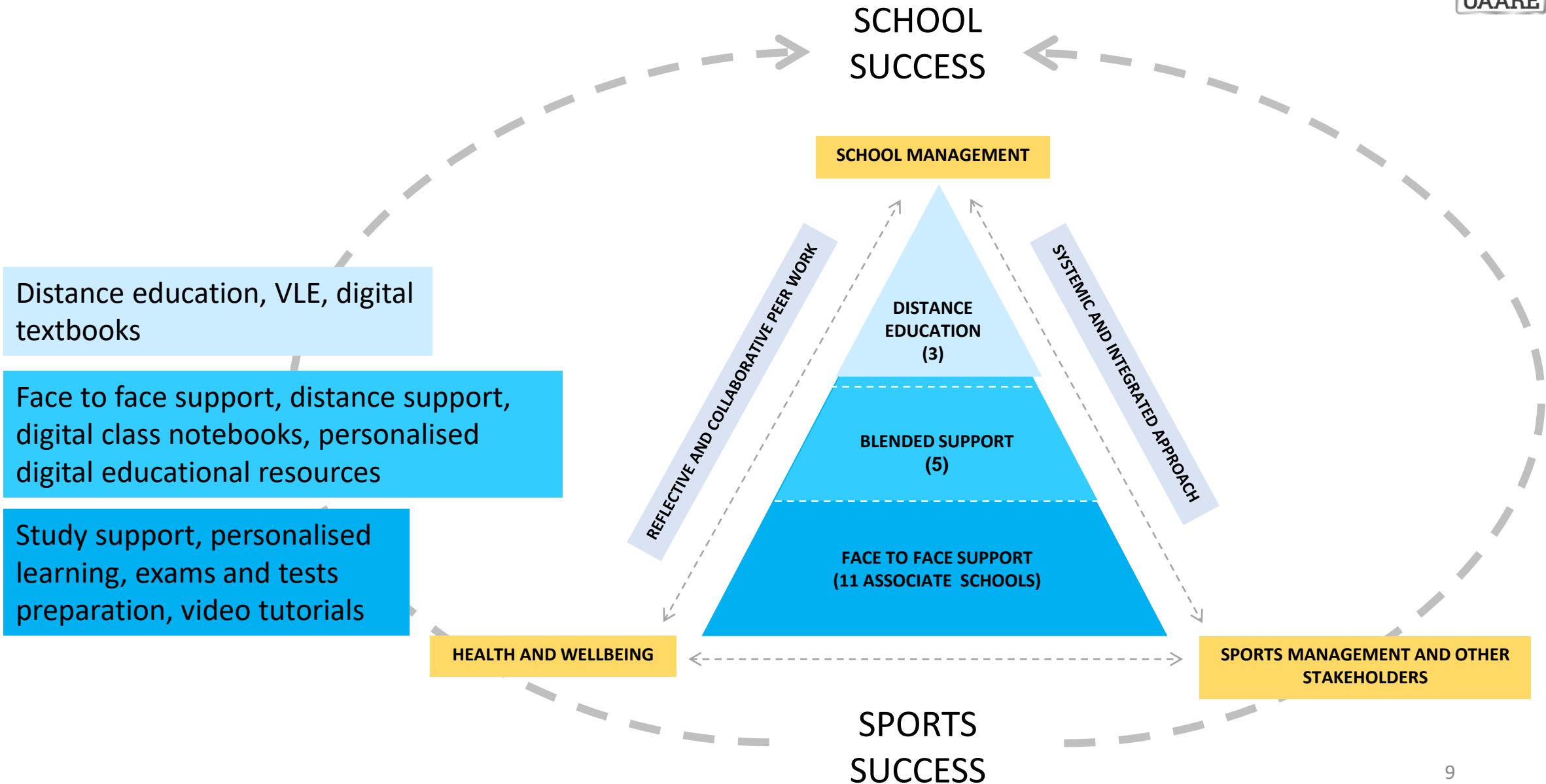
This instrument is now required by law in Portugal (Portaria n.º 275/2019 de 27 de Agosto, that regulates the UAARE programme)



“According to international research, one-third of all participants between the ages of 10 and 17 withdraw from sports each year as they consider that sport takes up too much of their time and prevents them from pursuing other things in life (e.g. to study)” (p.7 of the EU Guidelines on Dual Career Athletes).

**Can European States afford these dropout rates?
How many of these dropouts could be Olympic medalists?**

Our answer is The UAARE National Model



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); Health support team (medical and psychological); Local authorities; High performance/Training Centres

This participation is important because there are factors that determine school success that the school does not control - external factors.

Then, it is fundamental a **systemic and integrated approach**.

School tutor (“Professor Acompanhante”)

1. Designs students’ personalised learning paths, with the feedback of other teachers and taking into account their continuing assessment;
2. Articulates with all stakeholders (parents, coaches, federations, subject-specific teachers and UAARE support teachers) and the national and regional coordinators;
3. Arranges support lessons to compensate students’ absences or study needs;

The school tutor manages the arrangements between the school and sports agendas: **Green** and **Red** agendas

School Team (“Sala de Estudio Aprender +”)

1. Personalises learning for student athletes, in a collaborative and reflexive way;
2. Helps student-athletes through face-to-face and distance learning, designing educational plans, producing innovative digital educational resources, and working collaboratively with subject-specific teachers.

School psychologist

1. Develop emotional management, coping strategies, motivation, self-knowledge, self-confidence, self-efficacy, and time management;
2. Support career and vocational development, future-oriented, supporting information management, decision-making and change management;
3. Develop a positive learning environment, personal wellbeing and teacher, family and coach relationships.

They provide psychopedagogical support, working by **anticipation**, reinforcing **social and emotional competences**.

Sports tutor (mentors)

1. Promote the articulation with the school tutor, through an open communication channel that:
 - a. compatibilises the school and sports calendar;
 - b. informs of school absences due to sports events, planning when necessary face to face or distance support by the school pedagogical team;
 - c. informs about the sports and school performance and achievements.

It's urgent the **training** and **recognition** of sports tutors for the success of the DC

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/>



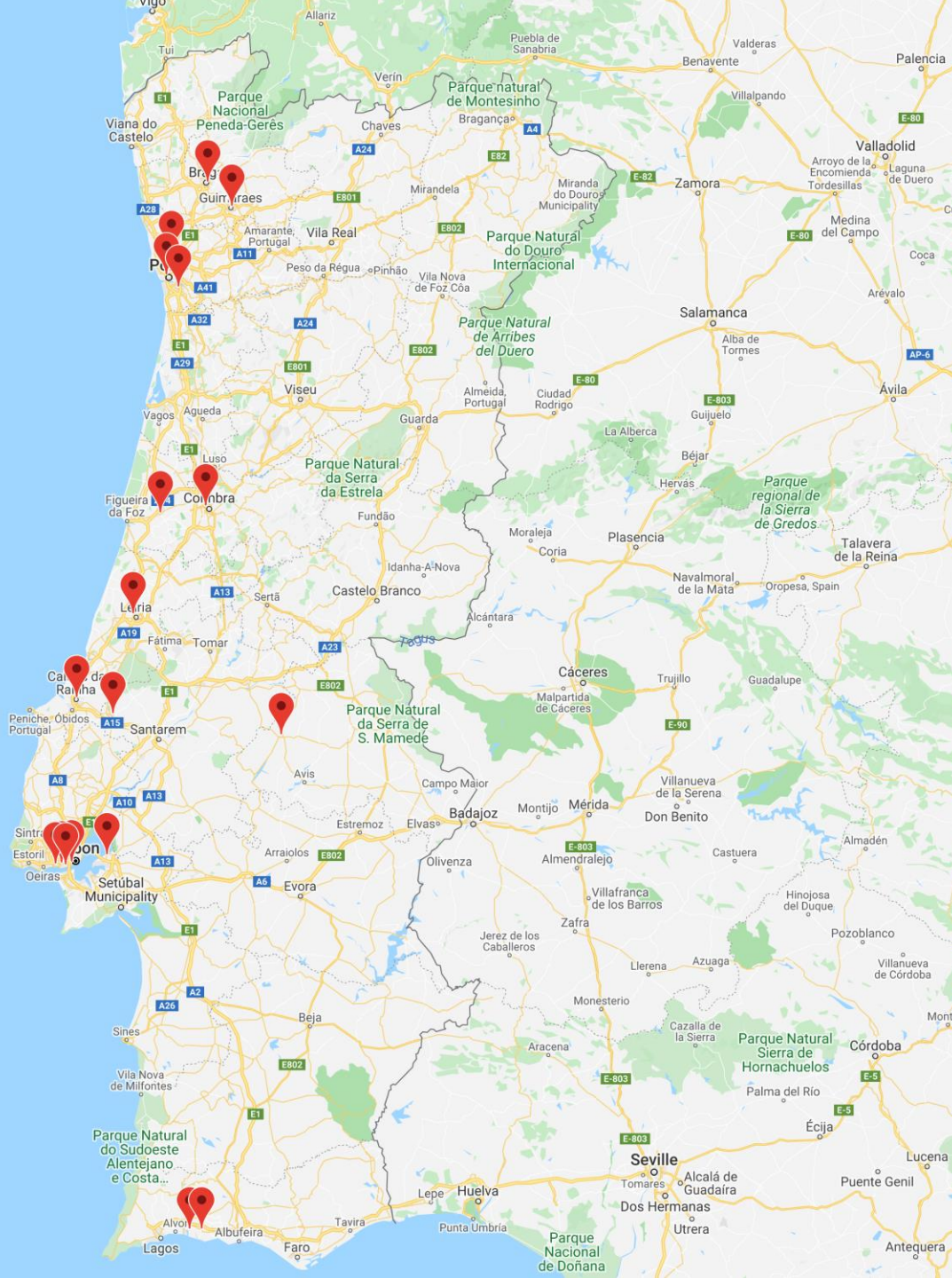
Nuno Delgado

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



Inês Henriques

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



National network of UAARE schools

- 19 schools
- 41 sports modalities
- 30 federations
- 693 students
 - 17.2% elite athletes
 - 39.2% national teams athletes
 - 43.6% talented athletes

The main elements of the UAARE strategy

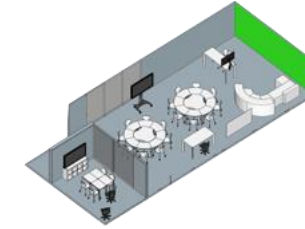
1. Predict student-athletes absences due to competitions and internships (In the start of the school year, together with sports federations, identifying assessment moments, red agendas and recovery plans);
2. Characterize, inform and disseminate the challenges of the double life of student-athletes in school (Identifying students' difficulties, flexibilizing and adjusting the school intervention (leadership, pedagogical bodies - teachers, school bodies, peers);
3. Monitor the learning process (once a month, involving tutors / coaches, teachers, uaare regional and national coordination and parents and students);
4. Adjust the learning process and the opportunities available (Involving the students, parents, sports federations and clubs and school psychologists in an efficient information exchange process).

A systematic articulation between school and sports agendas!

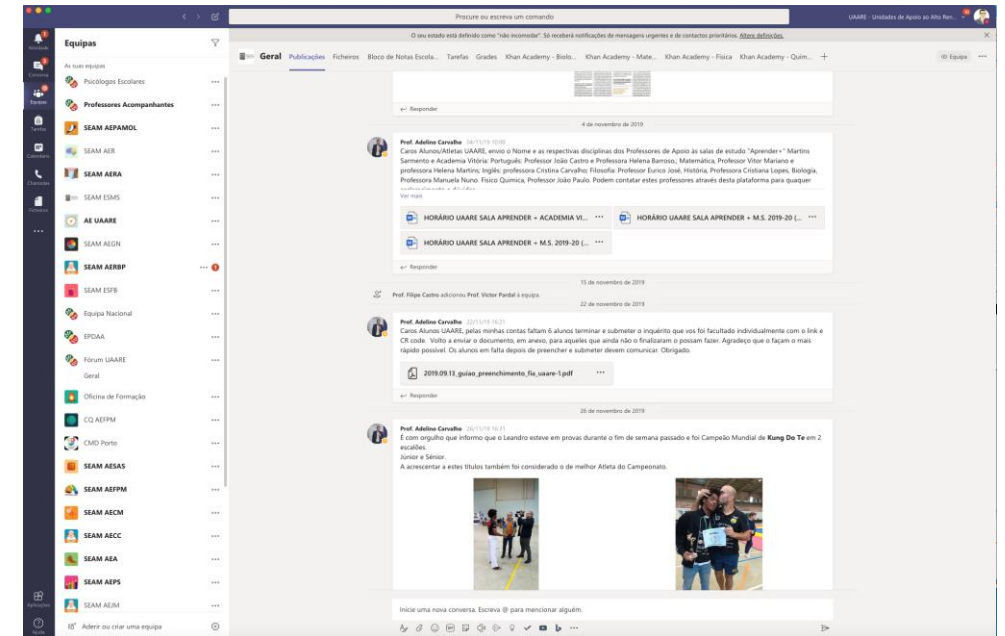
SEAM

Sala de Estudo Aprender +
Inclusion, Autonomy, Flexibility

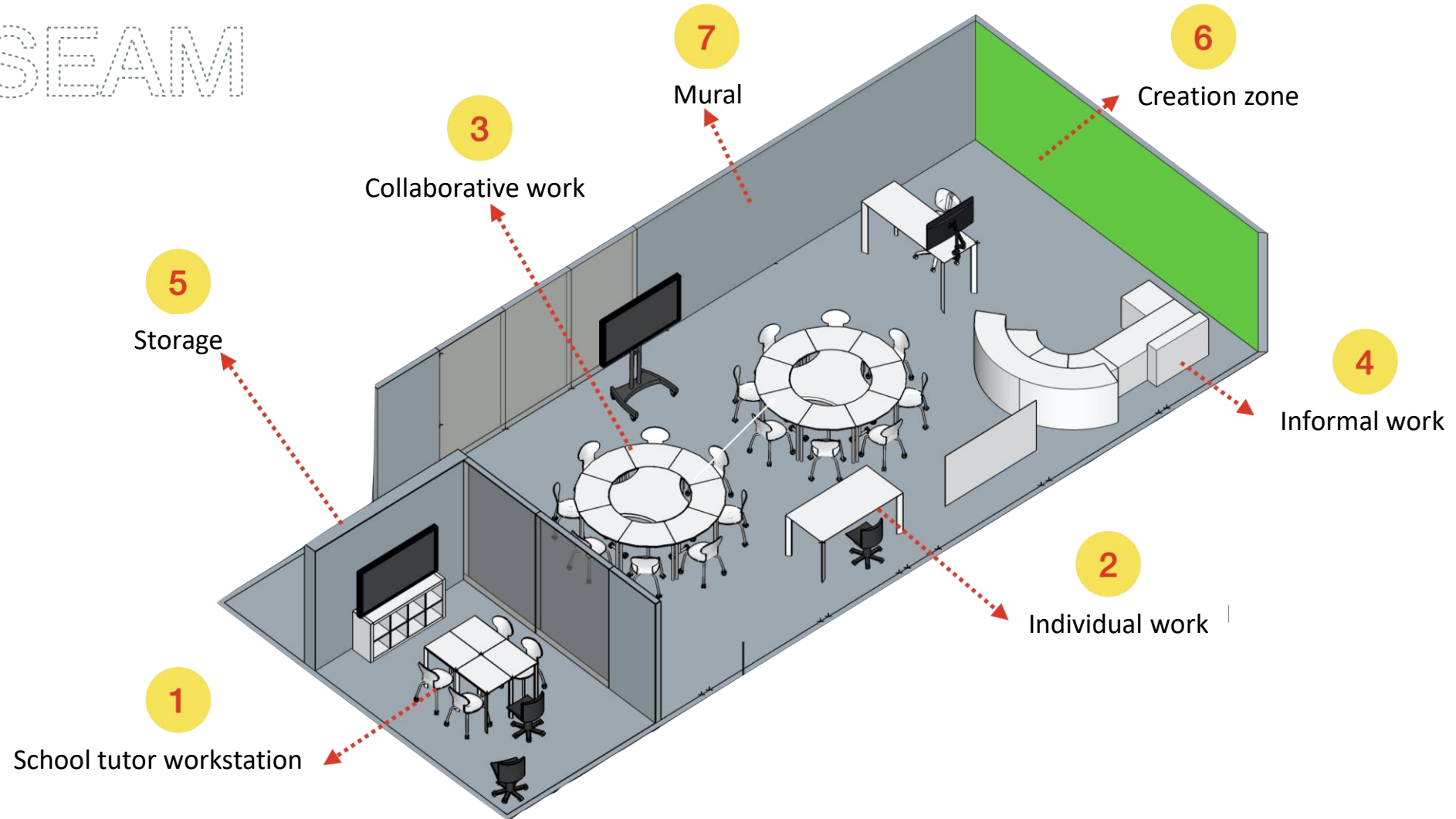
The Study Room Learn + SEAM



- A student-athlete centred learning environment, with a digital environment integrated with a physical environment;
- Privileges the development of 21st century skills for students-athletes;
- Promotes peer learning and tutoring, communication and self-regulated learning, based on evidence-based teaching and learning strategies.

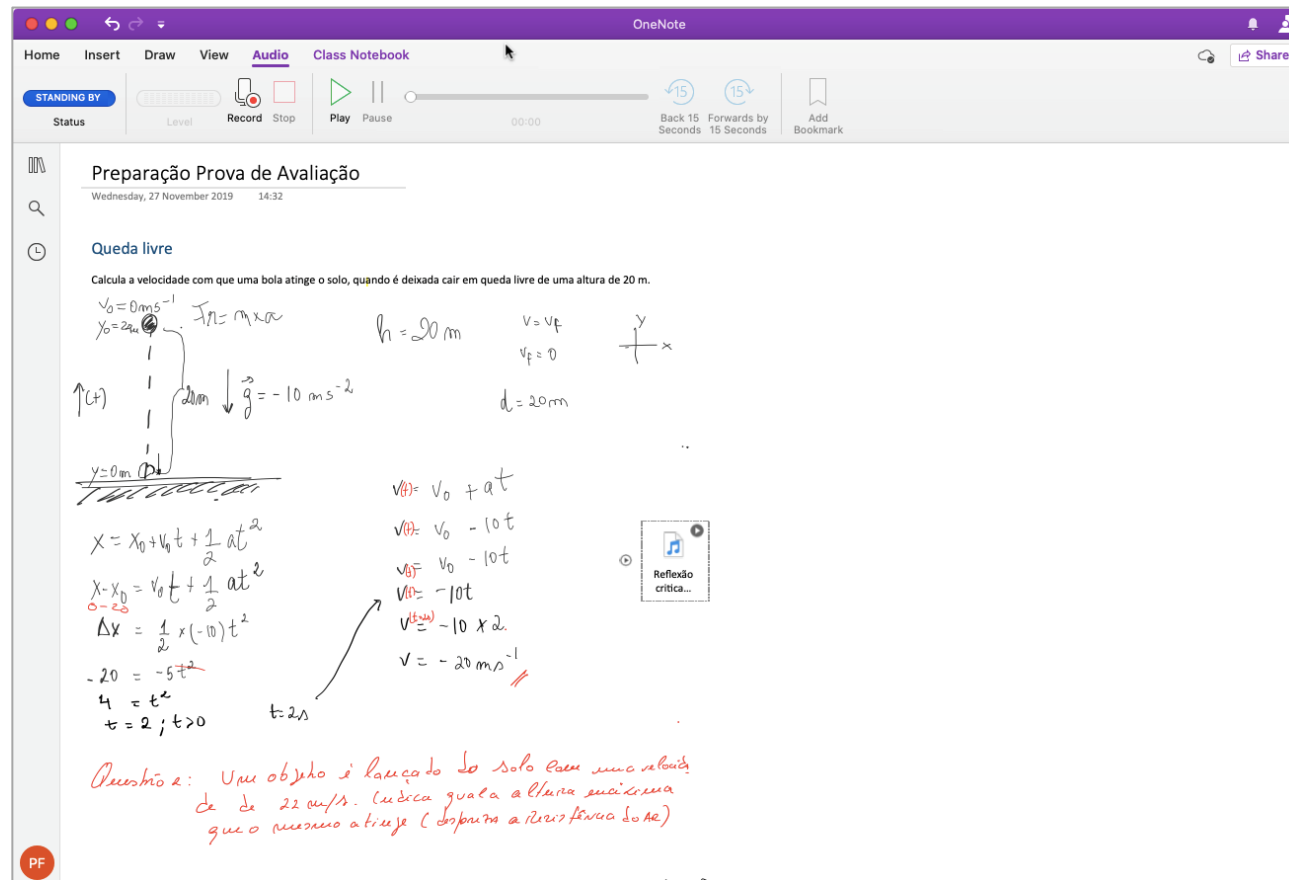


SEAM



Digital notebooks

Offline and online students notebooks, that combine digital ink, multimedia, photos and other elements and allow specific feedback and asynchronous work between teachers and students



The screenshot shows a OneNote application window with a purple title bar. The main content area displays handwritten physics notes in Portuguese. At the top, the title is "Preparação Prova de Avaliação" with a date and time stamp. Below it, the section is titled "Queda livre". The text describes a problem: "Calcula a velocidade com que uma bola atinge o solo, quando é deixada cair em queda livre de uma altura de 20 m." The notes include a diagram of a ball falling from a height of 20m, with initial velocity $v_0 = 0 \text{ m/s}$ and acceleration $g = -10 \text{ m/s}^2$. A coordinate system is shown with y pointing up and x pointing right. The equations used are $x = x_0 + v_0 t + \frac{1}{2} a t^2$ and $v = v_0 + a t$. The final velocity is calculated as $v = -20 \text{ m/s}$. A small audio player is visible on the right side of the page.

Preparação Prova de Avaliação
 Wednesday, 27 November 2019 14:32

Queda livre

Calcula a velocidade com que uma bola atinge o solo, quando é deixada cair em queda livre de uma altura de 20 m.

$v_0 = 0 \text{ m/s}$
 $x_0 = 20 \text{ m}$
 $h = 20 \text{ m}$
 $v = v_f$
 $v_f = 0$
 $d = 20 \text{ m}$
 $\vec{g} = -10 \text{ m/s}^2$

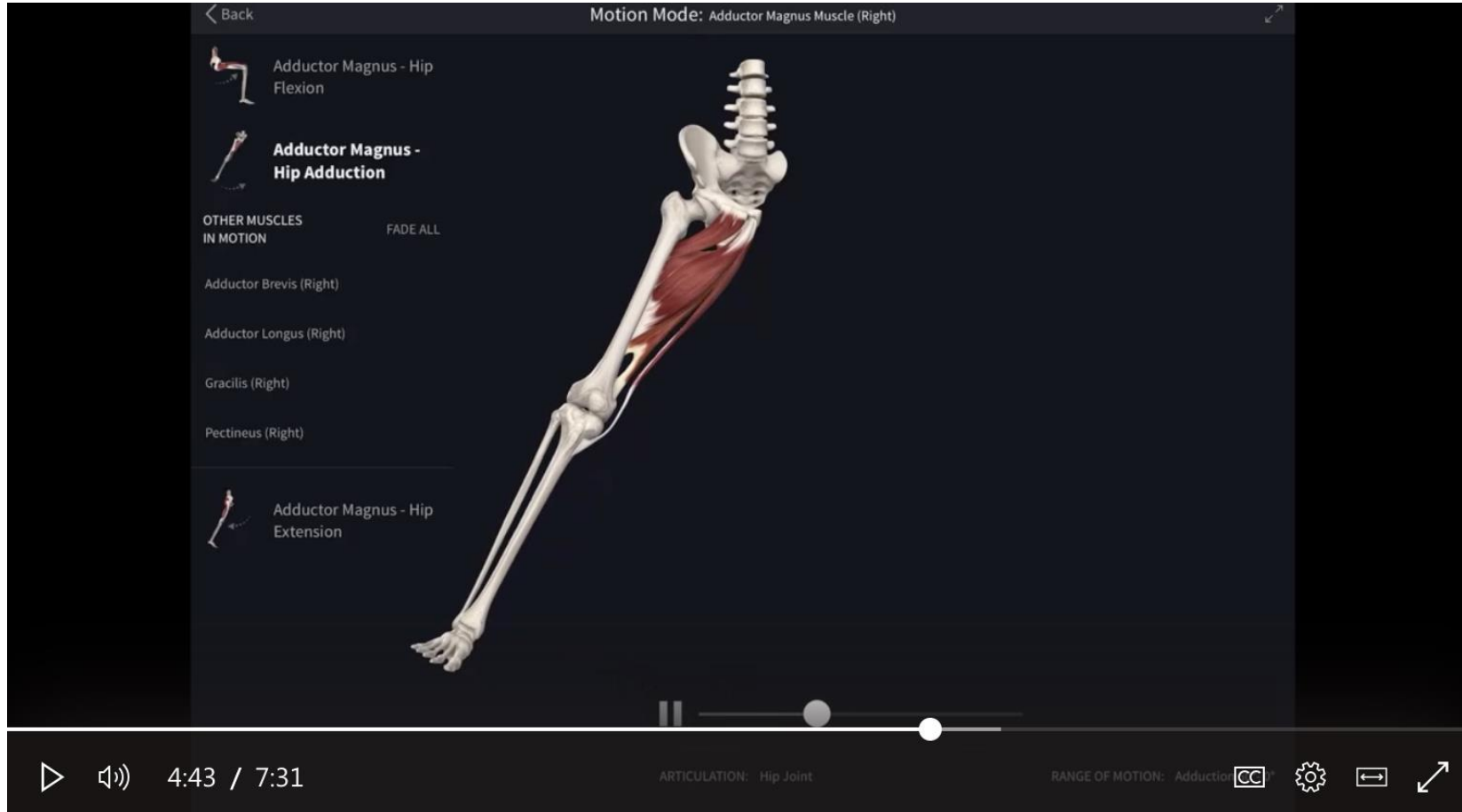
$x = x_0 + v_0 t + \frac{1}{2} a t^2$
 $x - x_0 = v_0 t + \frac{1}{2} a t^2$
 $0 - 20 = 0 + \frac{1}{2} (-10) t^2$
 $-20 = -5 t^2$
 $4 = t^2$
 $t = 2; t > 0$

$v(t) = v_0 + a t$
 $v(t) = v_0 - 10 t$
 $v(t) = v_0 - 10 t$
 $v(t) = -10 t$
 $v(t) = -10 \times 2$
 $v = -20 \text{ m/s}$

Questão 2: Um objeto é lançado do solo com uma velocidade de 22 m/s. Qual a altura máxima que o mesmo atinge (despreze a resistência do ar)

Digital educational resources

Video tutorials personalised to students' needs



The screenshot displays a digital educational resource interface for the Adductor Magnus Muscle (Right). The main content area shows a 3D anatomical model of the right hip joint and the adductor magnus muscle. The interface includes a navigation menu on the left with the following options:

- Back
- Adductor Magnus - Hip Flexion
- Adductor Magnus - Hip Adduction**
- OTHER MUSCLES IN MOTION
- FADE ALL
- Adductor Brevis (Right)
- Adductor Longus (Right)
- Gracilis (Right)
- Pectineus (Right)
- Adductor Magnus - Hip Extension

The video player at the bottom shows a play button, a volume icon, a progress bar at 4:43 / 7:31, and a range of motion slider. The text "ARTICULATION: Hip Joint" and "RANGE OF MOTION: Adduction" is visible. The interface also includes a Creative Commons license icon, a settings gear, a full screen icon, and a share icon.

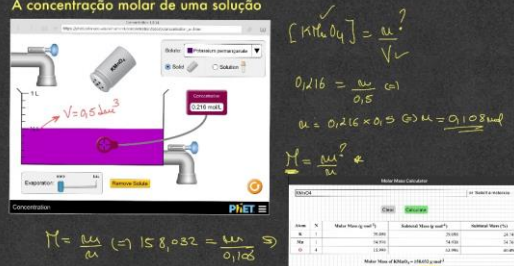
Teacher Training

Teaching for the 21st century

1. Short teacher training courses in every school
 - a. Synchronous and asynchronous models of teaching
 - b. Digital notebooks for teacher-student interaction, instruction, assessment and feedback
 - c. Collaboration across UAARE schools
2. 50-hour workshop for all the pedagogical teams in the school year 2019-2020



A concentração molar de uma solução



Handwritten calculations:

$$[K_2CrO_4] = \frac{m}{V}$$

$$0,216 = \frac{m}{0,15}$$

$$m = 0,216 \times 0,15 \Rightarrow m = 0,0324$$

$$M = \frac{m}{M}$$

$$M = \frac{0,0324}{0,108} \Rightarrow M = 0,3$$

$$\Rightarrow M = 108,032 \times 0,108 \approx 79,029$$

Nome	Molaridade (mol/L)	Volume (L)	Massa (g)	Massa Molar (g/mol)	Concentração (mol/L)
	0,216	0,15	0,0324	108,032	0,3

Química - 10.^o Ano
Módulo 02 - Soluções

Distance support

(a message from a student in the Youth Olympic Games 2018 in Buenos Aires)

“Hi Mrs Isabel Prata [Portuguese teacher]! First of all, let me thank you the availability and the help given. The competition is going well, I ran yesterday and got the 5th place in my series. (...). I already accessed the documents [you shared in Teams UAARE] but synchronous communication will be difficult right now because the internet signal is very weak. If possible, send me all the information as shared documents or private conversation as it is easier for me to access. To finish, once again, I thank you for the support you have provided, as in this way I can keep up with the subject matter and when I return to school, things will be a lot easier! Kisses!”

Apoio AEFPM - Jogos Olímpicos da Juventude 2018 8 participantes

Conversa Ficheiros +

Aula Laboratorial Biologia no AEFPM - YouTube
Atividade Laboratorial de Biologia-Geologia 11.ºano sobre a "Extração e visualização do DNA". Tutorial efetuado pelos próprios alunos para apoio ao
youtu.be

15 de outubro de 2018

Prof. Filipe Castro adicionou Prof. Victor Pardal à conversa.

17 de outubro de 2018

Chamada terminada 1 m 5 s 17/10 15:18

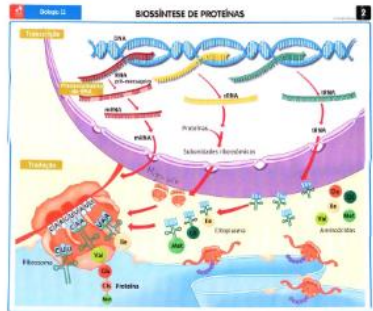
Chamada terminada 1 m 5 s 17/10 15:20

18 de outubro de 2018

Prof. Sandra Ferraz 18/10 13:18
Olá Ana, envio exercícios de aplicação sobre a matéria que estamos a dar. Tenta resolver estes exercícios mas, no caso de teres dúvidas, não te preocupes pois iremos trabalhar as duas quando chegares. Boa sorte nas tuas competições e bñhos

exercicios exame unidade 5.pdf

Biossíntese de proteínas - esquema do processo



1A-DNA e ácidos nucleicos.pdf ...

1B-Replicacao DNA e RNA.pdf ...

1C - Codigo genetico-Sintese p... ...

Escreva uma nova mensagem

📎 📄 🗑️ 📧 📺 📺 ...

Distance education

For students with demanding sport absences

- Learning Platform
- Digital textbooks
- Digital notebooks
- Videoconferencing



THE WORK DEVELOPED BY UAARE HAS THE FOLLOWING INTERNATIONAL AWARDS

Thematic case study – UNESCO best practice in mobile learning 2018

“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



European public sector award 2019

Dear Applicant / Dear EPSA Friend,

(...)

In this respect, I am particularly glad to inform you that your application is among the 40 short-listed projects that will receive a **Best Practice Certificate (BPC)** from among all eligible applications submitted to EPSA 2019.

(...)

We would like to thank you once again for having submitted an impressive application and to congratulate you for this outstanding achievement!

Kind regards,

On behalf of the EPSA 2019 Team,



EIPA
EPSA
2019

An Innovative Public Sector in 2019
New Solutions to Complex Challenges

European Public Sector Award
www.epsa2019.eu

EIPA European Institute of Public Administration
Institut européen d'administration publique

The EPSA 2019 Official Partners

With the support of the European Union



EIPA
EPSA

Public Sector Award
Recognizing and Rewarding Public Excellence

Maastricht University

Certificate delivery session in late 2019 in the Maastricht city hall

Gold medal Microsoft Case Study 2020



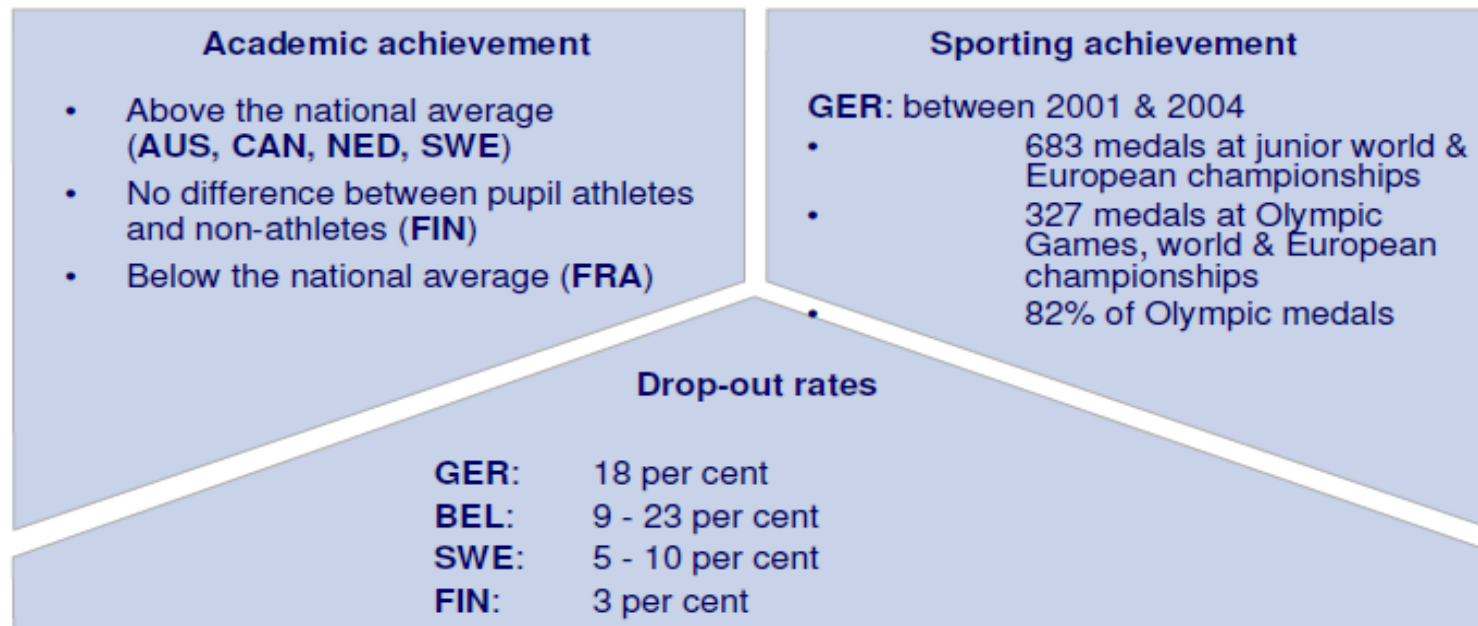
International indicators of success

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



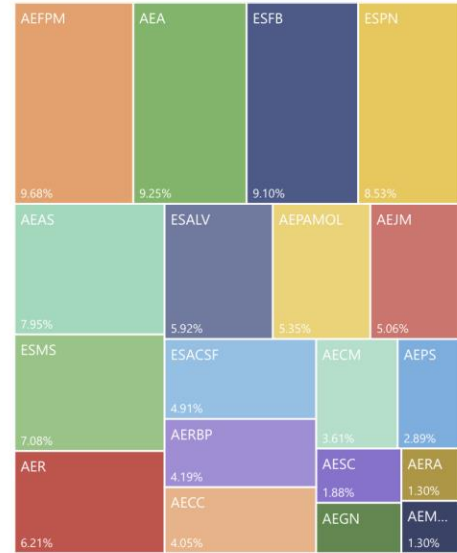
Swedish approach:
 Attending a sports school in order to learn to set goals and to develop achievement orientation (regardless of the pupil athletes' sporting achievement)

UAARE success indicators 2020

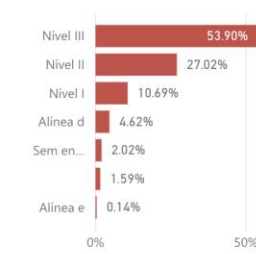
- Academic achievement - 97.15%
- Dropout rate - 0.43%
- Sports success (July-December 2019):
 - 64 World and European titles
 - 236 participations in international competitions
 - 272 medals in national championships
 - 204 calls to national teams

Data UAARE (2019-2020)

Distribuição por escola UAARE



Enquadramento



19

N.º de escolas

693

N.º de alunos



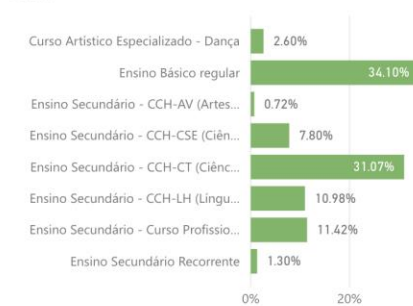
31

N.º de federações

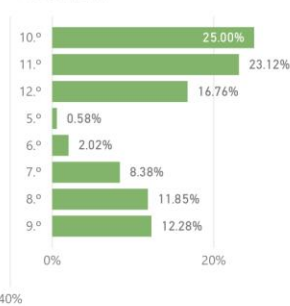
42

N.º de modalidades

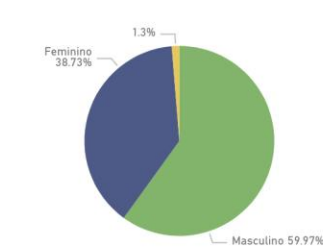
Curso



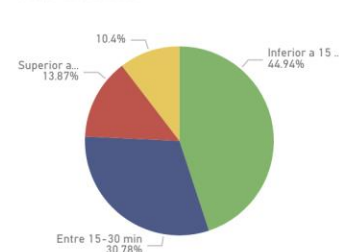
Ano curricular



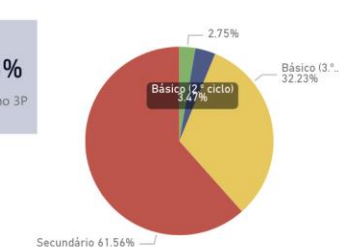
Género



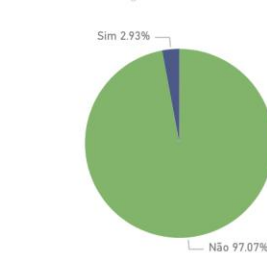
Tempo casa-escola



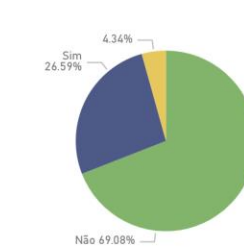
Nível de ensino



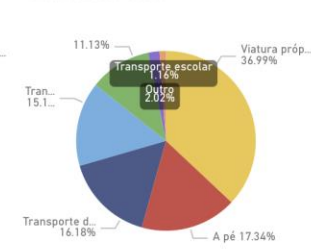
Abandono do Programa



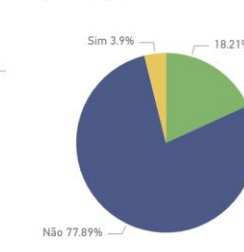
Deslocalizados



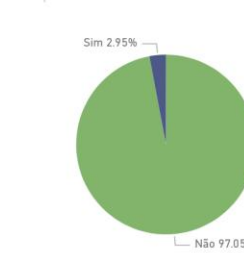
Transporte casa-escola



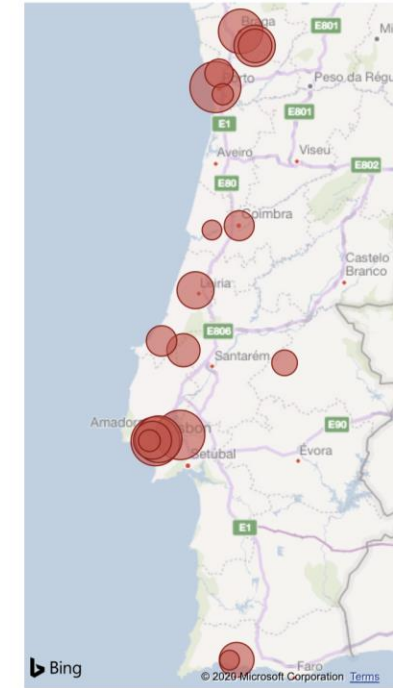
Desporto adaptado



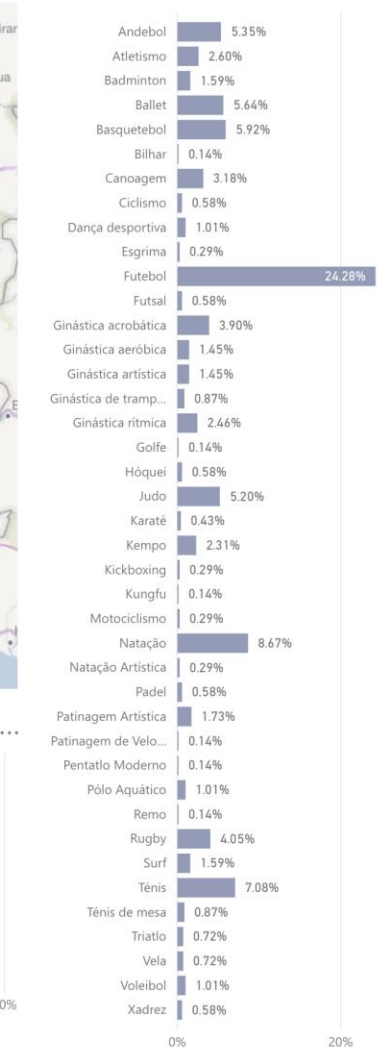
Suspensão



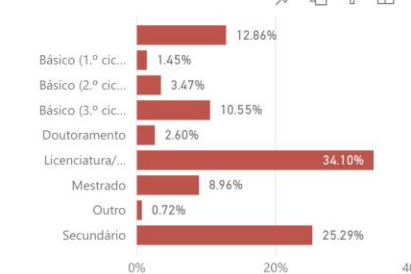
Localização



Modalidades



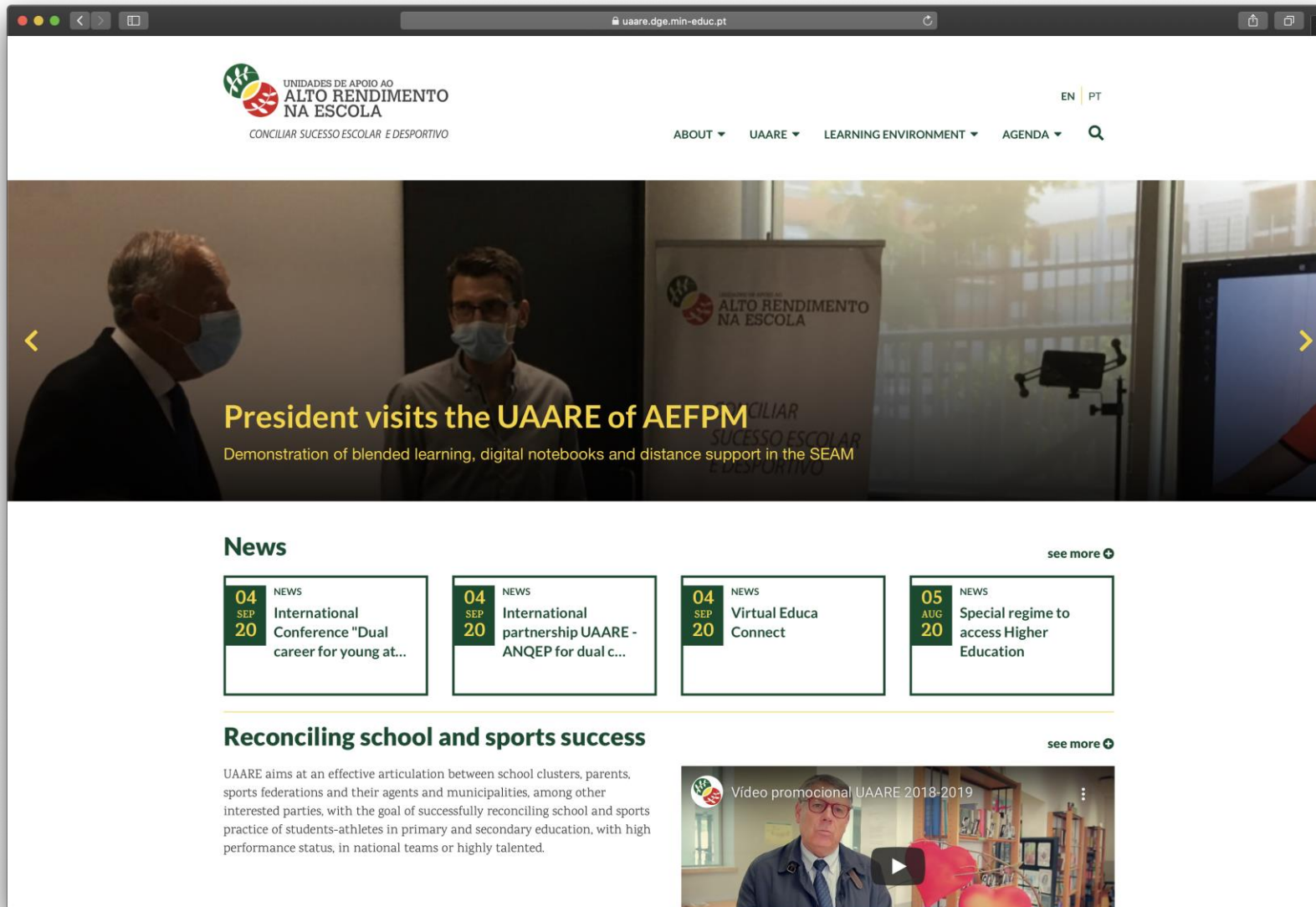
Habilidades literárias da mãe



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. Develop blended learning and personalised technical courses for elite student-athletes, with the support of local authorities, inspired by the Johan Cruyff Institute;
4. Special project Norway 2020-2021, with two athletes of the handball portuguese national team playing in clubs in Norway, enroled in technical courses in portuguese schools, involving a cooperation between several stakeholders in both countries;
5. Participate in international networks and programmes to improve the dual career practice with our student-athletes

New website <https://uaare.dge.min-educ.pt/>



The screenshot shows the UAARE website homepage. At the top left is the UAARE logo with the text "UNIDADES DE APOIO AO ALTO RENDIMENTO NA ESCOLA" and "CONCILIAR SUCESSO ESCOLAR E DESPORTIVO". To the right are language options "EN | PT" and a navigation menu with "ABOUT", "UAARE", "LEARNING ENVIRONMENT", and "AGENDA". A search icon is also present. The main banner features a photo of two men in a meeting, with the headline "President visits the UAARE of AEFPM" and a sub-headline "Demonstration of blended learning, digital notebooks and distance support in the SEAM". Below the banner is a "News" section with four news items, each with a date and a "see more" link. The first news item is dated 04 SEP 20 and is about an international conference. The second is dated 04 SEP 20 and is about a partnership with ANQEP. The third is dated 04 SEP 20 and is about virtual education. The fourth is dated 05 AUG 20 and is about a special regime for higher education. Below the news section is a "Reconciling school and sports success" section with a paragraph of text and a video player showing a promotional video from 2018-2019.

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EN | PT

ABOUT ▾ UAARE ▾ LEARNING ENVIRONMENT ▾ AGENDA ▾ 🔍

President visits the UAARE of AEFPM
Demonstration of blended learning, digital notebooks and distance support in the SEAM

News

see more ↗

- 04 SEP 20 NEWS International Conference "Dual career for young at..."
- 04 SEP 20 NEWS International partnership UAARE - ANQEP for dual c...
- 04 SEP 20 NEWS Virtual Educa Connect
- 05 AUG 20 NEWS Special regime to access Higher Education

Reconciling school and sports success

see more ↗

UAARE aims at an effective articulation between school clusters, parents, sports federations and their agents and municipalities, among other interested parties, with the goal of successfully reconciling school and sports practice of students-athletes in primary and secondary education, with high performance status, in national teams or highly talented.

Vídeo promocional UAARE 2018-2019



#SOMOSTODOSUAARE

Fonte: <http://www.porto.pt/noticias/final-do-ano-letivo-assinalado-na-escola-fontes-pereira-de-melo-no-porto>
Autor: Miguel Nogueira