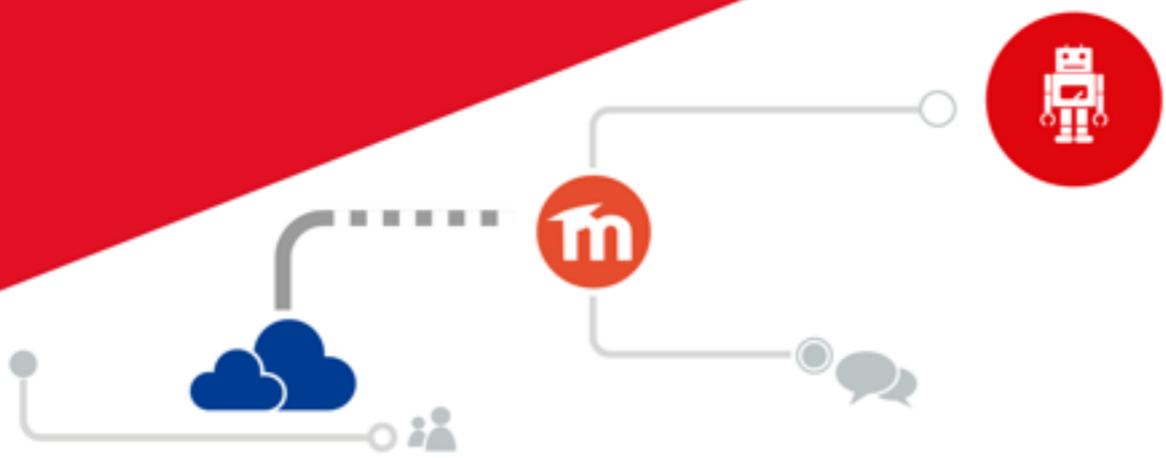




COLÉGIO VISCONDE DE
Porto Seguro
DESDE 1878



VISION



COLÉGIO VISCONDE DE PORTO SEGURO

Founded on 1887 and formerly called Deutsche Schule, Colégio Visconde de Porto Seguro is loyal to the initial educational philosophy, on one hand, and dedicated to the constant update of his pedagogical project, complying with the 21st century demands - the era of knowledge, of technology and world sustainability.

The balance between tradition and innovation characterize the school's educational action.

Our curriculum encompasses the principles of Brazil's National Education Legislation and fosters the intellectual, emotional and social development that prepares students for outstanding academic, personal and professional performances: to be admitted to the best Brazilian and international universities, obtain proficiency certificates in three languages and becoming a reference in their professional activities

Consistent multilingual education stimulates students to express themselves and communicate in different languages, logically think when solving problems, understand natural phenomena and the world's sociocultural diversity. Most importantly, the students are able to integrate all their learning into their own experience.

The school expects that these skills will contribute to educating people who will make the world a better place. And for that statement, pupils shall develop these gestures:

- Respect for themselves and others, to environmental and cultural properties;
- Commitment to the transformation of reality, and to a critical, reflective, ethical attitude with a sense of solidarity;
- Self-confidence, determination and inquisitive spirit that allows students to overcome challenges and enjoy life-long learning;
- The autonomy to make choices and decisions that will lead to personal realization and shared benefits;
- The flexibility and sensitivity to live in a constantly changing world.



Shared Leadership

In order to seek the goal of the students integral formation, the school's management is headed by three equally balanced directories - Pedagogical, Educational and Administrative.

Community Engagement

Our school maintains an ongoing relationship with the community, and offers many opportunities for parents to engage and participate in the learning experience.





Mr. Caio Eduardo Thomas



Mrs. Silmara Casadei



Mrs. Celina Cattini

SHARED LEADERSHIP

The three directories - Pedagogical, Educational and Administrative - work together following an Integrative Management model

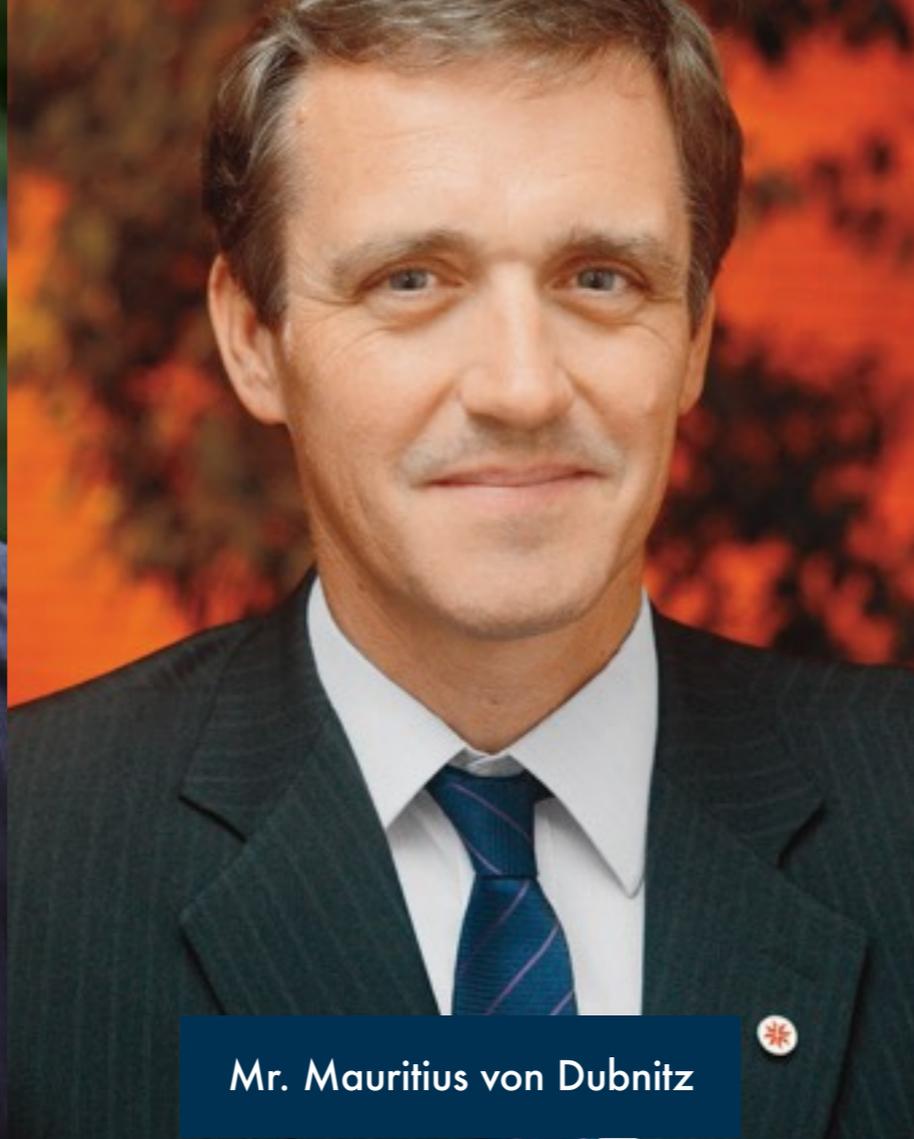
The three directories - institutional pedagogical project. It is committed to Pedagogical, Educational the aim for the best academic results. For that, it and Administrative - work is dedicated to the teachers, taking care of the together following an quality of their work and searching for best Integrative Management practices and references in content, methodology, model evaluation and learning results.

The Pedagogical Department, under the leadership of Silmara Rascalha Casadei, is responsible for the

development, execution and maintenance of our pedagogical and educational departments, developing best practices and structures for the use of digital technologies. The technology staff works on guiding and training the school's teachers to meet the needs of students from Kindergarten 3 through Grade 7 in digital literacy, offering students extracurricular activities on additional themes such as Robotics, Programming, IOT and Game Design. This department is also responsible for the ongoing investment in innovative equipment.



Mr. Werner Fabisch



Mr. Mauritius von Dubnitz



Mr. Matthias Olaf

The Educational department, led by Celina Cattini, is responsible for supporting the students and their families. Guidance counselors follow up with and monitor any questions related to the student's routine and social interactions. Their work is based on our Values Education Program (implemented in 2013), which fosters the development of our students' emotional intelligence- a determining factor in their future social and professional fulfillment.

The Administrative Department, managed by Caio Thomas, provides administrative support for the school, and assists the Facilities, Human Resources, IT and Communications staff.

All school-related decisions, specially those that impact on the school mission statement and its strategic objectives, are taken by the Board of Directors, composed by the three directors of these departments. Their actions are constantly aligned to ensure the best possible learning environment.

Mathias Olaf and Werner Fabisch are the directors responsible for the bilingual curriculum at Colégio Visconde de Porto Seguro, which is certified by the German Federal Government as a "German College abroad with excellence". The school offers Early Childhood Education all the way through academic preparation at the Morumbi and Valinhos campuses.

The Directory for German & Brazilian affairs, under the leading of Mauritius Matthias Freiherr Reisky von Dubnitz, is in charge of building permanent bridges between the Porto Seguro school, the German Government and international educational institutions considering that the school is part of a worldwide network of 140 German International schools of excellence abroad.

It is one of the main goals of this directory, represent and connect the school community to the world and the other way round, promoting activities that enable students to improve their foreign language and multicultural skills as well as preparing them to attend Universities abroad.

In addition to the Brazilian High School curriculum, students who are interested in completing German basic education and enrolling in universities of the European Union can take Abitur, continuing their studies in a year that would be equivalent of the 4th year of High School.

Joice Lopes Leite is an Institutional Coordinator in Digital Education and Innovation and her work covers all at Colégio Visconde de Porto Seguro. As responsible for the area of educational technology, she acts directly in the management of the Digital Literacy Curriculum, Culture Maker, the Tablet Project and special initiatives focused on new methodologies and innovation in learning spaces.



Mrs. Joice Leite



Exzellente
Deutsche
Auslandsschule





INDIVIDUAL LEADERSHIP

Boasting a 20-member team, including coordinators, teachers, programmers and assistants, the school's Educational Technology Department features partnerships with teachers, working together to establish the best teaching and learning processes.

Project and curriculum design: teachers and technology staff plan student activities and projects together, in order to choose the best suitable tool for each proposal;

Professional development for teachers: the technological staff is constantly seeking innovative strategies as well as learning about new devices or possibilities, and therefore sharing this knowledge with the whole school team



- PILLARS OF THE PORTO DIGITAL

Extracurricular activities such as Robotics, Programming, Game Design, IOT, Creative Video and Social Innovation. Additionally, students are encouraged to participate in science and technology fairs such as FEBRACE (Brazilian Science and Engineering Fair) and the Academic Olympics- such as Informatics and Robotics - and visits to key technology centers.

Improved technological infrastructure: we are constantly reviewing our school's facilities and infrastructure. The Technology Team takes part in key decisions about new learning environments such as Maker Space, LMS or research institute within the school, and resources like tablets, computers and notebooks.



COMMUNITY

ENGAGEMENT T

The Colégio Visconde de Porto Seguro is a sizable school, with almost 9,000 students and around 600 supporting staff and teachers. Our initiatives, policies and management models have been carefully planned to address the reality and complexity of our institution.

We use existing best practices for planning and management, while at the same time respecting our school's culture and the unique environment of an education facility.

Our school encourages a culture of planning and participatory management. Our management practices are governed by the same philosophy as those that apply to education: one cannot encourage students to be critical of different real-life situations without fostering the same kind of free-speech environment for teachers and employees.

Participatory planning is a tool to identify which functions can be delegated, what processes to simplify and reveal opportunities. To achieve this goal, it is important to create the proper channels for information flow.



Teachers, coordinators and the director hold frequent meetings to discuss school management, share information and take key decisions.

In 2014, Porto Seguro launched its own app that provides students, parents and staff with easy access to information, including projects and events, calendars, and contact information. It also includes a restricted area for access pedagogical and administrative data.

Lastly, the school is supported by a Foundation Board, which is composed of parents and community members. This board is in constant communication with the Board of Directors and participates in all relevant decisions.

Ideas are shared and discussed in a participatory environment
Management System



LEARNING

INSTRUCTIONAL PRACTICES

At Colégio Visconde de Porto Seguro, teachers use diverse resources to make them overcome weaknesses and develop strengths.

Based on this principle, we believe that teaching also involves knowing the student's abilities to learn (age-related cognitive structures) in the presence of different teaching alternatives for constructing, transmitting, and systematizing knowledge, as well as evaluating learning. This includes, but is not limited to, research, discussions and sharing information to acquire knowledge and produce content both inside and outside the classroom. The use of technological devices not only supports the learning environment but also ensures quality results.

Learning is a process that expands the individual's capacity to command different languages, understand phenomena, solve problems, discuss with confidence and modify reality by applying systematized knowledge, social interaction, and helping students to develop their personal and cultural identity. To achieve this goal, teachers start with the student's prior knowledge and questions; and invest in various paths and strategies, including, for instance, problem solving, mental action and exchanges





This type of learning activates the brain and prepares it for more complex learning as it increases synapses and modifies the way students think and operate. Knowledge is stored in the long-term memory from where it is retrieved to apply to new relationships and problem-solving situations. From that point, students are expected to use knowledge in order to modify individuals, their lives, and relationships with social groups.

Teaching at Colégio Visconde de Porto Seguro means to:

- to organize knowledge and content acquired over time and transfer ownership to students;
- to engage and support students throughout the entire learning process;
- to awaken the students' interests and make them ask questions;
- to employ a variety of methodologies, provide challenges, and promote interaction;
- to encourage students to think outside the box; to present problems to be solved;
- to help students ask questions and formulate learning strategies (self-regulation);
- to guide students and create spaces for personal achievement;
- to facilitate the language learning;
- to follow up with, supervise, evaluate and intervene in the learning process;
- to make students see the world as one big classroom; to create real-life learning experiences;
- to inspire students to develop their own life plan;
- to understand the different ways to use technology safely, respectfully, responsibly and securely;
- to understand several key algorithms that reflect computational thinking; to use logical reasoning to compare the usefulness of alternative algorithms for the same problem.



CURRICULUM DESIGN

Foro Seguro offers an innovative and solid curriculum that makes the best use of technology to develop concepts, skills and attitudes. Our curriculum has also been tailored to prepare our students to apply to the best universities and face the demands of the labor market.

Consistent teaching methods and technological innovation ensure flexibility and allows us to personalize the curriculum, to prepare students to become innovative leaders and entrepreneurs, and endow them with a critical understanding of the world.

The school's curriculum has been thoroughly reviewed and redesigned. We use iPads and other technological resources in the classroom to teach the students and develop many other skills, including; research, analytical thinking, team work, sharing experiences, problem solving and contextualizing themes..



Theater, Guitar, Programming, Robotics, Social Innovation, Cultural Shows, hands on, Youth Orchestra, Entrepreneurship Fair, Science Fair, participation for the Academic Olympiades (in Computer Sciences and Robotics), cultural exchange programs with Germany, the teaching of English and Spanish rounds out the curriculum, providing students with a rich and stimulating learning environment.

STUDENT LEARNING

The Pedagogical Integration Project of Colégio Visconde de Porto Seguro promotes The students' intellectual, emotional and social formation to achieve good results. In this way, we define that the School educates people to:

- Think critically and apply different points of view;
- Respect the diversity of others and promote human dignity;
- Take responsibility for constructing an environmentally sustainable society, both virtually and physically;
- Learn, understand and articulate;
- Apply a variety of knowledge, languages and strategies to debate issues, solve problems and implement projects;
- Have the right attitude and make wise choices;
- Take responsibility for decisions;
- Study at the best universities;
- Achieve excellent scores in ENEM (Brazilian high school exam) and international proficiency exams in German, English and Spanish;
- Acquire the skills to successfully face personal, academic and professional challenges, both in Brazil and abroad;
- Uphold the values of our Institution: integrity, respect, continued development; Learn about Brazilian and German culture.





One of the most important steps in this process is to choose the most suitable resources and learning environment for our students. Our school features some of the best educational infrastructure in the country and takes full advantage of this capacity.

Nevertheless, we are constantly expanding and enhancing our scientific, technological, cultural, and athletic activities to make the best use of our resources and facilities. The expansion of extracurricular activities reinforces our educational mission.

The school is always monitoring technological developments to support our classroom education as well as our administrative and support processes. This means that we apply technology to

improve the students' classroom experience, with teachers acting as mediators and interpreters to facilitate learning. Together with the teachers, the school's ET and IT departments review the most appropriate technological solutions. One of our recent projects includes the use of school iPads for student use.

The Educational Technology holds a mobile lab - a set of iPads which can be taken to class whenever the teacher and students need them.



In 2014, the school also began an individual project: each 9th grade student and each teacher received an iPad with a set of educational apps. In the following years, this project will gradually expand to the high school grades.

This project has been carefully planned over the last year to maximize its educational impact.

There were various reasons for starting the project with the 9th grade class. First of all, these students are around 14 years old, mature enough to handle a multiple-functional device in an ethical and careful way. In concluding middle school and preparing for high school, the students are at a stage where they will benefit from the use of a digital tool with access to the internet and many apps. The main focus of the project is to encourage students to develop research skills and be proactive.

In just under three years, we have already noticed how the iPad in the classroom has significantly changed the quality of the learning process. It has stimulated the students to take more initiative and search for information and resources, build their knowledge and produce study material.

The iPads have been chosen to improve the quality of learning and teaching at Colégio Visconde de Porto Seguro. For students, teachers and principals, the benefits are clear

DIGITAL LITERACY

The Colégio Visconde de Porto Seguro has a long tradition of innovation, based on a solid history of theory put into practice, paving the way for academic excellence. We have implemented all the necessary guidelines and a multiplatform learning concept to achieve all our educational goals for our students from Kindergarten 3 through Year 7 of Elementary School, and to provide our teaching staff with ongoing training.





COLÉGIO VISCONDE DE
Porto Seguro

DESDE 1878

OUR PROJECTS

To illustrate some of our activities, we have selected a few of the many projects we have completed in recent years.

Learn to publish:

THE NAME GAME

Class: Kindergarten 4

App: Tiny Tap

Activity: Using the Tiny Tap app, students photographed themselves and created a game using their photos and names. At the end, the students played the game they designed by associating the image with the name. While one group was creating the game, another group played by moving letters on the Digital Blackboard.

PHOTOGRAPHY ON THE IPAD

Class: Kindergarten 5

App: Kidomatic

Activity: In this project, students initially used the iPad's camera app to photograph elements of the school, edit the color, crop and adjust the lighting, and print some of their favorite photos. Next, they recorded their classmates representing different feelings through facial expressions and added multiple filters to the images.



FABLES

Class: 3rd Year of Elementary School

App: iMovie

Activity: Use fables to provide fun and creative reading opportunities to help students interpret and create written texts, and encourage their artistic creation (by using the stop motion technique). After writing their own fables in the classroom, the students created scripts, made the characters from clay and produced short films using the stop motion technique. All the work was done on an iPad. Using the iMovie app, they edited the movies by inserting titles, texts, sounds and music.

PLANTS

Class: 2nd Year of Elementary School

App: Camera

Activity: The students went on a field trip to the school's wooded area to photograph a leaf ("Hunting leaves is more fun than hunting Pokemon") as an introduction to the theme of plants. In the classroom inside the forest, the students were asked to draw a plant they saw.

VIRTUAL PORTFOLIO

Class: 9th year of Elementary School

Subject matter: Art

App: Printest

Activity: Create a virtual art portfolio composed of works from various artistic movements throughout the century.



CONCEPTUAL MAP

Class: 9th year of Elementary School

App: Mindomo

Activity: Conceptual maps are used as a strategy to facilitate meaningful learning. Using the Mindomo app, students began to create a conceptual map on the subject of subordinate and coordinated clauses. The map will be developed over the course of the year, and elements will be added as the students learn the content in the classroom.

MY FAVORITE DISH

Class: Kindergarten 3

App: Cute Food

Activity: Kindergarten 3 students used technology to prepare colorful and decorative dishes. Using the Cute Food app, the children created and decorated their dish choosing their favorite foods, highlighting healthy habits and emphasizing healthy foods, such as; fruit and vegetables.



Communicating in a digital environment:

CREATE YOUR HISTORY

Class: Kindergarten 4

Subject matter: Digital learning

App: Create with a click

Activity: The students in Kindergarten 4 were encouraged to explore the tools of the app "Create with a click". They used several resources, such as: scenarios, objects, backgrounds and characters. This allowed them to give meaning to their imagination and expressions, while using their natural languages.

CLAY ANIMATION AND THE BOOK "AMIGOS"

Class: Kindergarten 5

App: Play-Doh Touch Shape To Life Studio

Activity: This activity stimulates an interest in drawings, images and videos made with clay and encourages the use of technological resources in combination with their own creations.

The activity with clay was guided by reading the book "Amigos" by Silvana Rando. Using the app, the students scanned their creation made with clay and explored numerous resources.



GEOMETRIC FORMS

Class: Kindergarten 5

App: Drawing with Carl and Let's Create

Activity: The purpose of working with boxes is to promote interaction and stimulate creativity. During the project, the students explored various areas, creating numerous geometric designs using the Let's Create app to make straight shapes and assemble geometric shapes using the Ken'x robotic kit. They also explored possibilities to transform a cardboard box and learn about its usefulness as a recyclable material and explore the tools of the Drawing with Carl app to build the Robot project.

OLYMPICS 2016

Class: Kindergarten 5

App: Quiver

Activity: To contextualize the Olympics, the Kindergarten 5 students learned more about Augmented Reality technology, a technique that blends the virtual world with the real world. The children drew a football player, using the Quiver app. Working in pairs, they held a championship and counted the number of goals.

Working in pairs, the students used numbers to create a fun and playful exercise.



BOXES

Class: Kindergarten 5

APP: Let's Create, Create Robots, Keynote (chroma-key technique)

Activity: The Boxes Project encouraged Kindergarten 5 students to think about what they can create with just a cardboard box.

First, they worked on geometric shapes using the Let's Create application

Next, the students were challenged to create boxes (cubes) using the robotic parts of the K'Nex kit.

Based on the movie Boxtrolls, in which the characters wear cardboard boxes, students designed robots. The images were pasted into the cardboard boxes.

On the day that the project was presented to the parents, the students wore the boxes and were photographed against a green background to be inserted into a scene from the movie Boxtrolls. This process was done with the Keynote application.

DER HASE MIT DER ROTEN NASE

Class: 1st Year of Elementary School

App: TinyTap

Activity: The 1st year elementary school students worked in the classroom with the book Der Hase mit der roten Nase (The hare with the red nose). First the children listened to and retold the story. Next, they recreated the story using their own drawings.

GETTING TO KNOW YOUR FRIEND

Class: 2nd Year of Elementary School

App: ScrapIt

Activity: The ScrapIt app was used at the beginning of the Digital Literacy classes to facilitate the introduction of technology in the classroom. Working in pairs, the children used iPads. They received a brief orientation on the features of the ScrapIt app (selfies, typing, and illustration). Working in pairs they took a selfie and personalized the photo with their names and some illustrative objects.



CREATING ANIMATIONS WITH SCRATCH JR

Class: 2nd Year of Elementary School

App: ScratchJr

Activity: The 2nd year classes participated in two programming classes using the ScratchJr app. They explored the functions of squares and created an animation.

In the first class, the students were introduced to the objects, the images and commands to move and control the items that would compose their production.

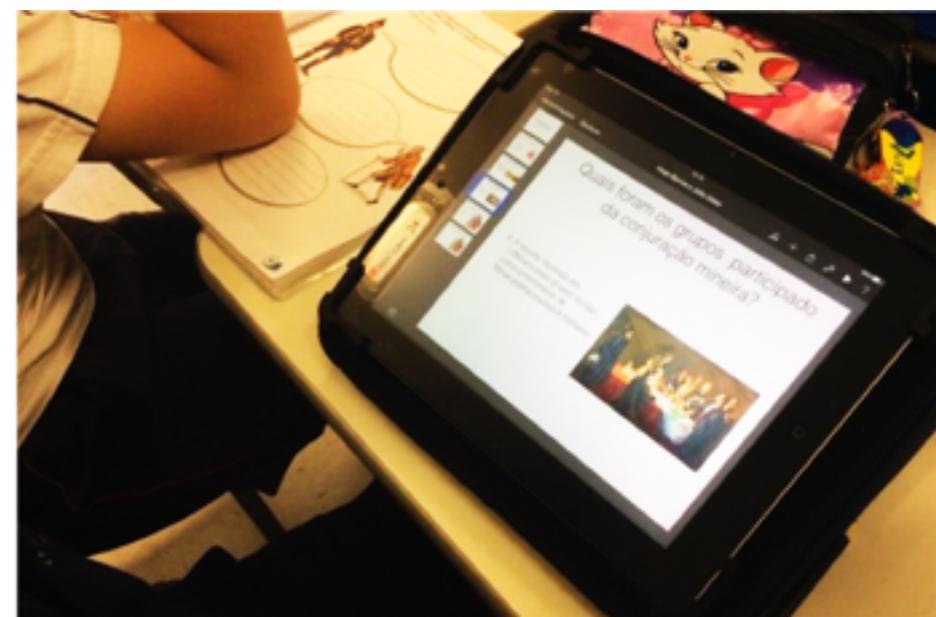
In the second class, they were challenged to create an animal-inspired animation.

A TRIP DOWN MEMORY LANE

Class: 4th Year of Elementary School

App: Nearpod

Activity: The purpose of this activity is to investigate what types of games and resources (toys) students use nowadays, as well as show the evolution and changes over time. The teacher prepared a presentation using Nearpod, an application that offers more interactivity (presenter/listener). In class, each student received an iPad, opened the application and entered the code provided by the teacher. After entering the code, all students are connected to the presentation. The activity is guided by the teacher through questions (via the app) and interventions.



COMPUTATIONAL THOUGHT - CODE

Class: 4th and 5th Year of Elementary School

App: Beebop and Lightbot

Activity: The students solved several challenges involving logical reasoning. This activity uses the Beebop and Lightbot apps, as well as the code.org website. Finally, the block language, Scratch, was introduced.

SCRATCHJR - DOM JOÃO

Class: 5th Year of Elementary School

App: ScratchJr

Activity: The students created animations to tell the story of the arrival of Portuguese king Dom João VI in Brazil, the stay of the royal family and their return to Portugal.

For this purpose, the students learned various concepts of programming logic.

VIRTUAL ARCHEOLOGY

Class: 6th Year of Elementary School

App: Ranefereff's Hall

Activity: Students used the Ranefereff's Hall app to visit the reconstitution of a virtual 3-D room in Ancient Egypt. Using their observations, the students outlined hypotheses of the level of technology, customs, techniques and other characteristics of the Egyptians, just like an archaeological reconstitution.

GAMES WORKSHOP

Class: 6th and 7th Year of Elementary School

App: Clash Royale

Activity: Through a playful interactive activity, this app helps students acquire the basic concepts of Game Design.



REINTERPRETING ART

Class: 8th Year of Elementary School

App: Camera

Activity: The students created scenarios and costumes based on old paintings; Then they used the camera to re-interpret these works of art in the form of a gif.

GAMES WORKSHOP

Class: 8th and 9th Year of Elementary School

App: Camera Roll

Activity: This activity included several steps.

- 1) The students used the iPad to create a record for all their scientific research, using photos, videos, logbook entries and texts.
- 2) The iPad was also used to make a video for the Virtual Science Fair and to display photos and videos.



CLASSIFICATION OF CHEMICAL SYSTEMS

Class: 9th Year of Elementary School

App: Explain Everything, YouTube, Kahoot and Simple Mind

Activity: After reading the book and watching a video tutorial on

YouTube presented by the teacher using the Explain Everything app, the students competed in Kahoot app on the subject studied. With each question, the teacher reviewed the subject and commented on the students' answers. At the end, the students individually wrote an abstract using Simple Mind.

CHEMICAL ELEMENTS

Class: 1st Year of High School

App: Elements 4D

Activity: Increase the students' awareness of the chemical elements and the functions of the app.

CUMULATIVE TALES

Class: 1st Year of Elementary School

App: Puppet Palls

Activity: After learning about the concept of cumulative tales, the students created a collective story. They created characters and scenarios. Using the Puppet Palls app, they inserted the drawings and edited in the app itself. Then, each group narrated the story they created.



SIGNING AUTOGRAPHS

Class: 3rd Year of Elementary School

App: Keynote

Activity: In Portuguese class, the students learned about the genre of travel writing by reading the book *Férias na Antártica* (translation: holidays in Antarctica), as well as stories by parents about a remarkable family vacation and other travel stories. Working in pairs, they researched certain destinations (learning about the language, travel time, attractions and typical foods). They created charts on the most popular countries in the class, using the iLearnMath toolbox program. They also learned about visual effects and chroma-key, as well as the use of Keynote to mount a photo with a landscape of the chosen location, which even included typical accessories of the region. It was a fun experience, in which the students felt they were exploring their dream destination. The final product was a website of the whole project: with their research on their dream destinations, a photo album, family stories and special moments.

CONJURAÇÃO MINEIRA

Class: 5th Year of Elementary School

App: Keynote

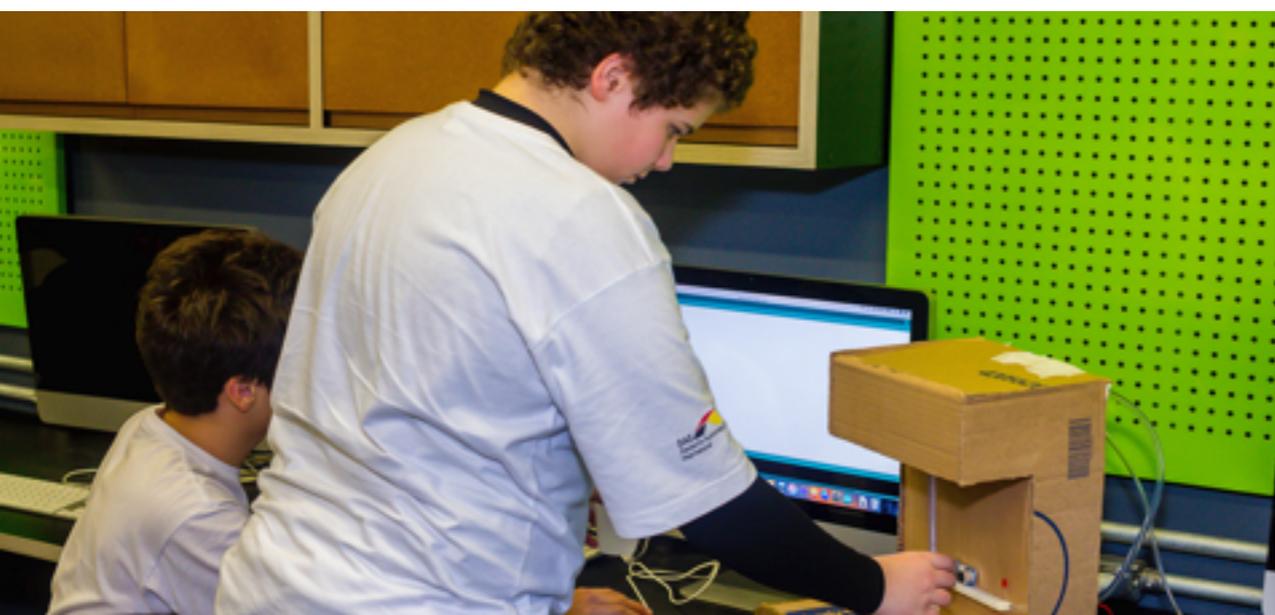
Activity: Students explored the tools of this app. First, the students worked on a script created by teacher Élide, choosing the images and saving them in the iPad's picture folder. Next, they created slides with the Keynote app. Their research was based on their school textbook. Once the slides were completed, they uploaded the file to the cloud.

ANCIENT EGYPT

Class: 6th Year of Elementary School

App: Raneferef's Hall

Activity: The students used the app to visit a virtual 3-D reconstitution of Ancient Egypt. Through observations, the students outlined archaeological hypotheses about the period's technology and characteristics.



Student statements



"From my point of view the iPad was very useful in English classes and also in other subjects. We did a lot of quizzes on the iPad. This is a fun way to review content, using for example Kahoot, as well as evaluate our knowledge, using for example Nearpod. We also used the iPad as a dictionary, which helped a lot in language classes, such as German, English, Spanish and Portuguese. Another thing that I believed was very helpful was the possibility of accessing Moodle with the iPad during classes, which helped to answer some of my questions or provided access to documents. I noticed that classes are always more fun and less tiring when we use the iPad. I think that having this tool in our school is very important and will always contribute to my learning."

Carolina Bertoletti Gamboa - 9th year of Elementary School



TEACHING



RELEVANT AND TIMELY PROFESSIONAL DEVELOPMENT

We know that today's students learn in a highly dynamic environment in which information is conveyed at great speed, both at home and in school. The arrival of the internet and technologies that provide a real-time exchange of information pose a challenge for teachers to keep students engaged at school. More than before, teachers must fulfill the role of society's "mediators and interpreters" and help students properly navigate the wealth of information and transform this into knowledge.

The school encourages and facilitates the participation of professionals in educational events. Ongoing professional development ensures that teachers continue to enhance their skills to meet the requirements of this new role. This includes initiatives to promote the exchange of experiences, both inside and outside the school, with professionals from different areas, and also incentives for the consumption of cultural products.

As described above, the Professional Education Coordination empowers the teaching staff to use digital devices and to reflect on their teaching strategies to promote innovation in the classroom.



As for Apple solutions - including devices and iOS apps -, we provide the appropriate tools for each level:

- Nursery/Kindergarten (Portinho): iPads and iMac
- Kindergarten: digital board, iMac, iPad and iBooks Author
- Elementary, Middle School and High School: iPads
- The school also provides orientation on the use of iPads and Macbooks as an administrative tool and teaching device.
- Teachers receive the following training courses: • Unravelling iPad | Unravelling iMac | Unravelling MacBook: These three courses present the basic configurations of each of these Apple devices, and their main applications and software to enable their best usage;
- IBooks Author: Orientation on how to create and publish digital books, foment teacher authorship and knowledge sharing. Teachers also receive information on the use of Creative Commons licenses;
- Courses Swift Playground: an interactive and innovative tool to teach our students programming language,



Welcome to CVPS Tablet Project: Teachers that work with the 9th year of elementary school and years 1-3 of high school have been trained on using iPads in the classroom with a 1:1 configuration. This includes creating an Apple ID, apps search and download; as well as the use of the AirPlay tool;

- Class script: Teachers learn how to create and share their class scripts through iPads;
- App selection: Short course to help teachers choose and use apps for classroom use;
- Nearpod: App presentation and suggestions for best use;
- Moodle: Orientation on using interactive tools within the LMS, such as questionnaires, homework, glossaries and more;
- iMovie : Teachers learn how to create and edit videos, produce content, such as reverse classes, tutorials, video-classes, etc;
- iLife: Guidance on using tools to edit spreadsheets, texts and presentations;
- Apple Configurator: Program for configuring multiple devices,

COMPELLING EVIDENCE OF SUCCESS

Teachers are encouraged to participate in events and competitions outside the school, where they can share information about pedagogical activities and promote their academic results. Some of the events that have hosted presentations by Porto Seguro teachers include: Bett Show, MoodleMoot (Mackenzie), Colloquium Web Curriculum

(PUCSP), ICLOC and the International Congress of Educational Technology (Anhembi Morumbi). Currently four of our teachers are applying to the Apple Distinguished Educators certification program.

Geography teacher Marcelo Sato proposed substituting the old model of school visits' orientation papers for a Pages presentation. When visiting the Ipanema National Forest in Iperó/SP, the 8th grade students will use Skitch, Pages and Photo Paint to complete information on the presentation, enter photos, videos and personal descriptions. The keynote files were presented and shared between the students.

Digital Literacy teacher Tatiana Vendramini worked with her classes on the "Treasure Hunt" project". The project came about after the children read the story of Pinocchio and questioned why the character didn't want to go to school. The students recreated the character with recyclable materials that they found in at treasure hunt throughout the school, with clues provided in QR Code.



In addition to these courses, there are two other important strategies for the professional development of teachers. The first is called "Formative Advices", which are meetings between the EdTech team members and teachers, focused on: content production and posting; orientation and reflection on the pedagogical use of digital devices; and class attendance for an in loco formation. The second strategy, equally noteworthy, is called "Paired Formation": these are opportunities for teachers to share best practices and exchange ideas.

The school also offers an orientation program to its guidance councilors, professionals who support students and their families on issues outside the classroom.

This program is focused on Values, Digital Ethics and Citizenship.

Professor Tenile has developed an activity called "Animal Tales", a project in which children could choose an animal tale known to the class and use the Scratch Jr app to program the movement of the characters, record the narrative and write the narrator's lines.

The children used the Color Pencil app to recreate the story "John and the Beanstalk". Scenarios, characters and objects were created to compose the stories. After organizing all the drawings, the class developed an animation, learning step by step how to create a video. Finally, the students narrated every part of the story. The project greatly enhanced learning as students at this age group begin to develop comprehensive skills in speaking, reading, writing, research and problem solving.



Carla Brenne



Tatiana Vendramini



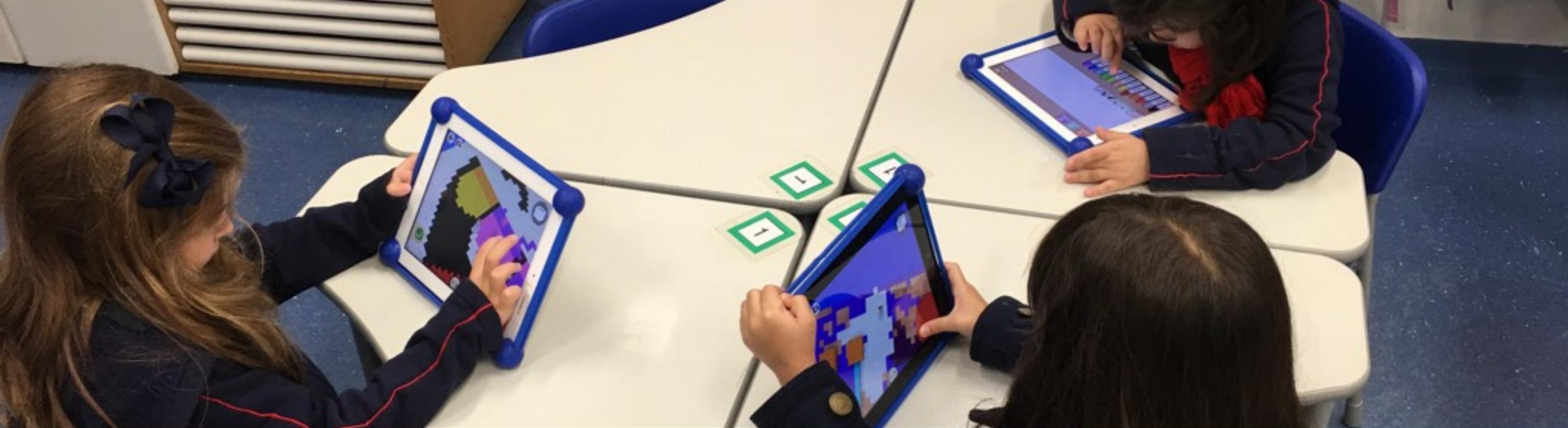
Marcelo Sato



Tenile Fiolo



RESULTS



QUANTITATIVE AND QUALITATIVE

The main commitment of Colégio Visconde de Porto Seguro is to develop the student's intellectual, emotional and social skills.

Intellectual skills include developing logical, critical and independent thinking; Acquiring knowledge in subject matters that are the basis for academic development; Creativity and skills to analyze and connect facts and information; The capacity to think outside the box.

In addition to developing cognitive abilities, the school understands that emotional and social skills are also fundamental for students: The ability to deal with their emotions; The skill to handle conflicts and relate to a group by understanding their role in the group and in society; and the skill to make choices to ensure their happiness and fulfillment while considering the common good.

The Colégio Visconde de Porto Seguro is committed to providing education that enables students to seek admission to the best universities in Brazil and abroad. Our comprehensive education program will equip students for success. Our students will learn how to face challenges and obtain entry into university, pursue a professional career and other goals in life. We also support our students by preparing them for external exams and enabling them to gain entry into top universities.



The school equips its students with a command of different languages. In this globalized world, we believe that language skills will better prepare the students for opportunities in multicultural environments. The school is committed to developing the students' proficiency in the following three languages: German, English, and Spanish.

Throughout the Elementary Education program, we apply the following quantitative indicators to assess the students' intellectual, emotional and social development

- Outstanding ENEM scores (Brazil's National High School Exam) will affirm that the school is among the best in preparing students for this exam;
- Admission to the best public or private universities;
- High scores in any international language proficiency exam for German, English, or Spanish;
- Outstanding results in scientific, technological or cultural contests, and sport competitions.

The school's efforts in preparing students for university have been recognized by several renowned institutions:

In 2012, Insper awarded the school with a certificate for being one of the schools with the highest number of students approved in the last 7 years.

In 2013, Cambridge University recognized the school as the best performing school in the world as a new application center for Cambridge exams.

In 2013 and 2014, the Getulio Vargas Foundation (FGV) certified the school for the excellent performance of students in their admission exam to the FGV.

Last but not least, since 2013 the Colégio Visconde de Porto Seguro has been recognized as an Excellence German School, by the German Government.



The Colégio Visconde de Porto Seguro defines a high quality classroom as an environment in which the teacher provides the conditions so everybody can learn, where knowledge is transmitted in a well planned and balanced manner, enabling students to participate responsibly and autonomously. A place where diversity is respected, and dialogue and interaction are encouraged, both inside and outside the classroom.

- To date, the Tablet Project has delivered more than 3250 iPad's for students from the 9th year of Elementary School to the 3rd grade of High School.
- We have over 240 iPad's in our mobile labs that cater to all students.
- On average, iPad's are used 3500 times a year in specific projects and classes at all levels of education.
- More than 300 air servers, 30 iMacs and 60 Macbooks are used in learning activities on the three campuses.

In addition to following our educational curriculum, our students are also expected to adhere to the highest standards of behavior. We expect our students to: be committed to their own learning methods, and striving in any extra activities given; be proactive in class and use their problem-solving skills; share their knowledge, contribute their opinions and participate in debates; cooperate with one another and with any group activities.

These attitudes will only enhance their intellectual, emotional and social development. The school uses the following qualitative indicators:

- Outstanding performance in simulated activities, forums, debates, entrepreneurial projects, and similar proposals.
- Student involvement in community actions and volunteer service;
- An attitude of respect, team spirit and other values that are essential for harmonious coexistence and environmental preservation.





SCHOOL DESIGN AND FACILITIES

The Colégio Visconde de Porto Seguro offers students the best facilities for teaching and learning. Classrooms and other spaces in the school can easily be adapted to accommodate individual studies or group activities.

Additionally, and perhaps even more significantly, the school provides a large virtual portfolio of learning environments, which extends the school beyond its walls, taking the student from the world of his classroom to the classrooms of the world, and vice versa.



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