Guidelines on Socio-Emotional Education in VET

3-H project
Head·Heart·Hand

3-H (Head, Heart, Hand)

Erasmus+ KA2

Strategic Partnership for vocational education and training

Authors of the Guidelines

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3-H project (Head, Heart, Hand)

The 3-H project (Head, Heart, Hand) is based on the assumption that VET should provide holistic education, i.e. education that takes into account in the same measure cognitive intelligence (head), social-emotional intelligence (heart) and manual intelligence (hand).

The project focuses on:

- Development of knowledge and methodologies to enable teachers to work on social-emotional aspects;

- Outlining a strong welcoming model, dedicated to the first months of pupils' entry into the VET pathways;

- Developing/adopting good practices that promote pupils' well-being at school (from welcoming onwards) and motivate students;

- Developing PBL experiences to develop socio-emotional skills and learn content in an authentic and contextualized way.

Objectives

The 3-H project aims to help reduce the number of VET learners who are unmotivated or do not feel well at school through the adoption of teaching methodologies that value socio-emotional competences.

The specific objectives of the project are

EQUIP teachers and trainers with the skills to:

- Introduce methodologies for managing student demotivation within the classroom group;

- Introduce the social-emotional perspective in daily work with students.

IMPROVE LEARNING CAPACITY OF PUPILS through

- Developing skills for managing social-emotional aspects.

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Introduction

It is now widely accepted that schools, in each grade and sector (academic or vocational), must provide a holistic education, which takes in equal account the intellectual-cognitive components and socio-emotional ones. The main reason for that concerns the ultimate purpose of education, which has been deeply revisited by the recommendations of international bodies, from the European Union to the OECD: school must prepare citizens, providing young people with a "compass for tomorrow", helping to shape a better future.

To do so, it must incorporate into the curriculum those anthropological elements that make students more human, and therefore better prepared to face ethical choices for the common good.

Students must learn to navigate alone along the longitude of personal growth and the latitude of unfamiliar challenges and contexts, finding their own direction in a meaningful and responsible way, instead of simply receiving instructions or fixed notions from their teachers.

A second reason concerns students and the time they spend at school. The lack of a holistic education increases the risk of malaise and school dropout. Dropout rates, although declining in all European countries in recent years, are still high, and the COVID-19 pandemic has only exacerbated the situation, bringing latent criticalities to the surface and causing lasting impacts on students' well-being.

The third reason relates more specifically to vocational education and training (VET). VET trainees (i.e. future experts and technicians specialised in specific fields) need an integral human development that makes them ready to operate and collaborate. Even employers' organisations emphasise the priority importance of the human capital, to be found precisely in socio-emotional aptitudes, such as tenacity, self-regulation and teamworking.

Finally, holistic education is often evoked as a solution to educational failures. Heart, head (mind), and hand are the three inseparable "H's" of Johann Heinrich Pestalozzi's pedagogy; they express the ideal of integrity of human development and, consequently and necessarily, of educational action.

How can the social-emotional perspective be introduced in day-to-day work with students? What methodologies can be applied to help students deal with demotivation in the classroom? How can school spaces, times and resources be organised to foster this type of planning? These guidelines are intended to support schools by providing useful indications for building a social-emotional curriculum, while providing the organisational elements to facilitate its implementation.

They are divided into four sections:

- **Pedagogical dimension:** this section of the guidelines concerns reflections on the school's educational task, on its social impact, on education itself and its aims, on the empowering of students as protagonists of their own learning and of the construction of their own future, taking into account the students' age and the era in which they are growing up.

- **Organizational dimension:** this section contains guidelines concerning the organisation of school time and spaces, with a diversification of learning situations, with the possibility of differentiated and customised courses (considering particular moments of crisis that pupils may go through). Other key drivers are the relationships with local stakeholders and the definition of a continuous quality improvement system.

- **Didactic dimension:** it is the section of the guidelines that deals with teaching, and in particular its socio-emotional dimensions. It explores the crucial role of teamworking and "project and problem-based learning", as well as the possibility of teaching activities specifically aimed at socio-emotional learning; it also provides suggestions to design the curriculum and joint didactic planning among teachers.

- **Staff dimension (competences, recruiting and continuing professional development for teachers):** the guidelines in this section are addressed to the role of the teacher and the improvement of the socio-emotional dimensions of its role and action. From selection to the provisions of adequate organisational support, from training to continuing professional development, the school must deal with many aspects in order to enhance the value of teachers, protect them, stimulate collaboration among them and boost their creativity, in order to achieve

an educational care that is not limited to intellectual and practical learning but is also dedicated to human development.

Each section contains six guidelines; each guideline provides a certain number of "practical suggestions" to put the guidelines into practice. This structure allows each school, according to its existing constraints, to apply and realise a version of the model suited for the local context.

1. Pedagogical dimension

1.1 Defining education as caring, not only as teaching and learning

Your school should overcome a narrow definition of education as "teaching and learning" and embrace an idea of education as "caring for" a person in full, including their life experience and system of relations; this is change of perspective that will make socio-emotional education relevant. Arguing that school's mission is "just teaching" is in fact nothing but a barrier raised to protect adults from the ineludible socio-emotional aspects of educational relationships (GL 4.2). To a certain degree, the same defensive strategy is pursued by translating Socio-Emotional Learning (SEL) in terms of training, and transmission of socio-emotional competencies and skills. The avoidance of educational responsibility leads to educational failure. Instead, to sustain socio-emotional education your school needs networking with family and other actors in the community to take care of the young.

Practical suggestions

1. Employ the vocabulary of education and caring – not only teaching and learning – in your documents and communications

2. Revise plans and projects so that they explicitly mention socio-emotional education and people care

3. Develop communication, training and sensitization projects targeted to all actors and agencies of education (families, teachers, students, non-teaching personnel, community, other schools) and clarify that education, and socio-emotional care in particular, is core to the school's mission

1.2 Focusing the mission, pedagogy, and generative social contribution of school

Your school, aware of its own educational culture and identity, should think and operate as a generative actor, in systemic synergy with society and the community. A broad view of presence and social responsibility is, in fact, necessary to ground real and effective socio-emotional education.

In this way you will offer your students a wider and more diverse array of occasions of experience and experimentation (cf. GL 2.4 and 2.5).

By being coherent with its own mission, your school will be able to support socio-emotional growth it in a sustainable way and persuade all stakeholders of its importance.

Practical suggestions

1. Disseminate and value social and environmental impact in all activities taking place in your school

2. Conceive school as a generative and transformative actor, and develop each strategy from this idea

3. Promote a pedagogical approach that values diversity, inclusion, participation, dialogue and citizenship

1.3 Choosing a model of multiple intelligences and multi-situational learning, and putting it to work

Your school should embrace the theory of multiple intelligences and the model of multi-situational learning.

Under these assumptions, your school should reflect and inquire on how to best define socio-emotional competency, taking step from corroborated knowledge; then your school should translate socio-emotional competency in various ways that are understandable for different targets.

In agreement with all actors of the educational process (students, teachers, families and so on) your school should make its own approach explicit. In turn, the approach should coherently guide design, assessment, support, and reciprocal feedback throughout the entire school experience.

Practical suggestions

1. Carry out a rigorous study on socio-emotional competency by considering the available models, and select those that are more fit for the particular context

2. Trigger and sustain a participated process of convergence towards a widely shared explicit approach to socio-emotional competency

3. Make sure that the participatory process reaches a shared framework on socio-emotional competency and multiple intelligences, then start communicating and reminding it to all involved actors

1.4 Taking into account the students' age and developmental tasks

Your school should stand beside each student, acknowledging their uniqueness (see GL 1.5) as well as their own needs and their own growth goals, with an attitude full of respect and support, free from judgement and idealizations.

Your school should also rely on sound expertise concerning the typical growth goals, problems, and peculiarities of the age of your students. All life transitions are entangled with socio-emotional aspects while identities develop. In adolescence and youth, however, these dynamics become central and primary, and engage most of the energies of girls and boys.

Practical suggestions

1. Promote the cultural and educational function of your school by offering to the educating community training and information about adolescence and youth, explaining the phenomena that are more universal and those that are more local

2. Promote the cultural and educational function of your school by offering to the educating community training and information about development and growth at various ages

3. Target all actors with sensitization initiatives to intergenerational respect, including campaigns and other modes of engagement

1.5 Taking into account social transformations and intergenerational differences

Your school should stay away from easy (negative) intergenerational judgements, and take care of its young students by striving to understand their self-image, and their visions of the world and the future.

By favoring reciprocal trust, your school should support each student in achieving self awareness and a future-oriented understanding of their own life context.

Your school should also be careful in accepting languages, habits and behaviors that differ across the generations, tackling the challenges of digital technologies and multiple identities.

Practical suggestions

1. Maintain a realistic and updated picture of the social and economic world in which your students are bound to find themselves afterwards

2. Rely of sound scenarios to make future-oriented choices and "bets"; fully develop their consequences in terms of, e.g., learning priorities

3. Keep an open dialogue with your students about their expectations, dreams, passions, and talents; orient them through the complexity of today's world rather than through the lens of previous generations' worldviews

1.6 Valuing uniqueness, active protagonism, and peer-to-peer relationships

Your school should assume a reciprocal view of learning: while they learn, students teach; while they teach, teachers learn.

Your school should consider the growing person as active, interested, involved and responsible on their own path.

Therefore, your school should offer its students many possibilities and occasions for choice and personalization (empowerment, cf. GL 3.5). On the other hand, your school should dispose so that each student is personally known and cared for, with their goals personalized according to their starting point.

Peer-to-peer relationships are an elective place for student empowerment. Accordingly, not only your school should rely as much as possible on group work (GL 3.3); it should also value and support any autonomous action – more ore less organized and structured – by the students.

Practical suggestions

1. Promote a pedagogy of cooperation, valuing diversity, sharing, and participation

2. Make students responsible of their own contribution to collective and personal success

3. Allow every possible personalization of learning paths, leveraging dialogue and active involvement of the growing person

2. Organizational dimension

2.1 Allocating specific time, space and roles to socio-emotional education

Your school should organise times and spaces dedicated to socio-emotional education, managed by trained and competent figures and with appropriate practices and tools that allow reflection and recognition (which in turn can be transferred to the organisation as a whole). It is also appropriate to assign specific roles and delegations on socio-emotional education.

Practical suggestions

1. Envisage flexible time organisation distributed throughout the day

2. Set up spaces for cooperative learning (peer-to-peer projects) and for individual study, where the teacher can act as moderator / learning consultant

3. Set up spaces and materials for specific socio-emotional education experiences, such as expressive workshops, multipurpose rooms, etc.

4. Enhance the role of tutors already working in your school, and envisage a stable support from external experts and introduce the presence of a pedagogist

2.2 Giving special attention to welcome and guidance in moments of transition

Your school needs to pay special attention to students cohorts during delicate transition periods, first and foremost during the welcome period of first year students. Other small and large transitions can be the beginning of new experiences such as internships, the transition between years, the conclusion of the course. These transition phases also from a self-identity perception, are certainly times of strong emotions, and therefore of great need for support, but also of great opportunities for socio-emotional education.

1. Put in place actions to exchange information about the students with their school of origin

2. Set up welcoming programmes for incoming students, with a specific focus on socio-emotional aspects, involving their peers in order to show the importance of this aspect for the school

3. Identify the main transition periods experienced by all students, particularly at the beginning of the school year, and put in place orientation and reflective activities/moments

4. Identify permanent or recurring roles, times and spaces that could represent a reference point for students who feel the need for special support, also through informal meetings with supporting figures

2.3 Facilitating reflective sessions for all students, with particular focus on those facing difficulties

Your school should ensure that students at risk, before leaving the school system, can benefit from a period of reflection in which, in groups and with trusted adults, to work on themselves in relation to others. This is in order to become more aware of the socio-emotional dynamics underpinning difficulties and failures, to reflect on their own plans and strategies, to re-motivate themselves and try alternative paths or, in any case, to make clearer and more informed choices, gaining increased self-knowledge along the way.

Practical suggestions

1. Monitor students' progress to identify high-risk situations in due time and offer support through the activation of socio-educational service networks

2. Set up moments and activities of reflection for students in difficult situations alongside or in alternation with regular activities

3. Inform and explain the existence of these services to all the actors potentially involved (students, families, teachers, social workers involved) and clarify activation and engagement procedures

2.4 Diversifying situations within the school and enabling their combination by teachers and students

Your school should avoid as far as possible the construction of repetitive spaces and times, envisaging a range of activities that could take full advantage of an already versatile context. The traditional classroom (with teacher's desk at the front facing rows and rows of student desks) still has a value and a function for some types of activities, but for other types of activities, open-air spaces, laboratories and workshops, halls, cafeterias, classrooms with interactive screens, gyms, individual study spaces, the street, the bus stop, a conference call, a chat room, a social network, and any other conceivable situation are more functional. The diversification of situations is not only a consequence of particular planned activities, but represents an educational practice in itself.

Practical suggestions

1. Overcome the traditional classroom model as far as possible by envisaging a variety of learning environments

2. Set up a flexible organisation that allows and indeed encourages use of the widest variety of situations in a safe, clear and shared manner

3. Set up rules that, while guaranteeing safety, do not prevent initiative, collaboration, movement, exploration

4. Map, update and extend over time the list of available teaching settings

2.5 Establishing generative community relations within the school and with the local context

The school must become a 'generative enterprise', i.e. an actor with a positive social and environmental impact on the local community. It must, first and foremost, strive to establish, nurture and refresh collaborative relations with the local territory, including the students' families (well beyond a standard vision of the "school-family relationship"). Being open to the community means participating in the life of the community, listening to its needs and bringing parts of it into the organisation as an engine of renewal and a foundation for action. It means continually seeking mutually beneficial "pacts of

collaboration", it means knowing how to communicate the work of the school and having relationships of trust in which it is also possible to ask for and receive support (see for example the community education pacts). As expressed in GL 1.2, this approach represents an example and a motivational foundation for the social-emotional education of students as well as the assurance of a variety of contexts for self-experimentation.

Practical suggestions

1. Assign specific roles and mandates for the promotion of community relations

2. Develop educational co-responsibility between schools, families, social-educational services, the third sector and the local community through the implementation of partnership agreements

3. Promote or participate in partnerships and networks to co-design service actions, i.e. initiatives where students can undertake actions and activities for the common good

4. Establish collaboration agreements with other institutions at national or international level for the exchange of good practices

2.6 Establishing regular and collaborative processes for planning, verification and continuous improvement

Your school should structure collective planning systems that take into account, among other things, the socio-emotional education of students, and that have impact the school community by creating a spirit of collaboration and trust, making all adults, in all roles, feel involved and inspired by some fundamental values and goals. For all this to occur, educational and didactic planning design should be conceived and developed, not left to chance or goodwill of staff. It should also be linked to periodic evaluations and impact surveys in order to be improved over the time.

Practical suggestions

1. Develop regular assessment of school activity and educational impacts, highlighting any gaps and room for improvement

2. Organise moments and systems of collegial planning that start from the information gathered in order to improve and set further educational goals

3. Always envisage success and effectiveness indicators that allow for evaluation of what has been put into practice

4. Make clear the need for participation by teachers and all school staff in the different stages of the process

3. Didactic dimension

3.1 Considering socio-emotional education as an intentional teaching practice, in order to also incorporate it into the curriculum

Your school's approach to socio-emotional learning should be intentional, envisaging dedicated teaching activities that take advantage of a variety of different situations, settings and methodologies (LG 2.4). These activities might be assigned to qualified people, but teachers should be involved as well. In this way, teachers will be ready to become protagonists in socio-emotional learning, coherently with a defined and shared model of "socio-emotional competence" and with a vision of multiple intelligences (LG 1.3).

Practical suggestions

1. Include in the programme specific activities to promote socio-emotional learning, targeting different students (i.e. during the welcome phase), possibly involving external human resources (and allocating corresponding economic resources)

2. Envisage the participation of as many teachers as possible (preferably on a voluntary basis) to raise their awareness and develop their professional skills

3. Provide teachers with operational guidelines for the inclusion of the socio-emotional aspects in the curricular teaching practices

3.2 Implementing a competency-based curriculum and consider its socio-emotional implications

Your school should organise a 'competency-based' curriculum and orient teachers' and students' attention to the socio-emotional dimension. The school context should become aware of socio-emotional skills and develop ways to underline their importance, to include them in the curriculum and to enhance such competences.

1. Adopt 'skills-based' or 'competency-based' design practices

2. In the description of target competence or each target skill, consider the socio-emotional dimension and make it explicit

3. Develop individual and group tools for "exploration", observation, feedback, self-assessment, evaluation and reflection about socio-emotional skills (see also LG 3.6)

3.3 Prioritising working in groups and provide multiple feedbacks

Your school should prioritise peer group work. Groups can be homogeneous or heterogeneous, assembled each time according to different criteria (class, age, interests, skill levels. Learning is always based on social processes and reinforcement of relationships. The group is a natural unit in learning, but it is also a typical form of organising work and social life in general. Enabling students to work in groups and fostering well-being within the group is a key goal of socio-emotional learning. Many group-based practices have objectives related to teamwork skills. Students get to know each other, discover how each of them behaves and react in situations requiring problem-solving skills, receive feedback on their qualities, their development and how they interact in a group.

Practical suggestions

1. Foster active and participative teaching methods in an enabling environment
2. Involve students through peer-education actions (group work, peer-tutoring, mutual teaching, etc.)
3. Ensure multiple and periodic feedback on individual and group behaviour so that the learner has a constant input for improvement

3.4 Prioritising problem and project based work

Your school should organise teaching and assessment methods based on Problem Based Learning and Project Based Learning. Such well known teaching approaches are aimed at supporting motivation and developing transversal skills, including socio-emotional ones. Problem-based practices are those that focus on the student's real problems, aiming to identify feasible solutions (therefore naturally attractive for the students). Project Based Learning involves students in designing and implementing authentic activities and products. PBL activities require students to work in groups for extended periods of time to study and solve an authentic, engaging and complex problem, issue, or challenge, thereby acquiring knowledge and skills.

Practical suggestions

4. Set up time and processes that allow teachers to collaborate in teaching design in order to provide the involvement of each subject in the students' work
5. Set a school timetable that allows for the contribution of different subjects to PBL activities
6. Envisage complex and authentic projects, when possible in real learning contexts (outside the school) and based on community or domestic needs, on physical, emotional or leisure needs, or linked to industrial or production activities

3.5 Allowing as much as possible self-directed learning

Your school should ensure students with several opportunities to personalise their learning. Socio-emotional education also means empowerment (cf. LG 1.5), i.e. fostering the achievement of better self-awareness and self-knowledge, making informed choices, and customising the learning pathway.

Practical suggestions

1. Provide several opportunities to foster student choice and personalised learning

2. Introduce a didactic involving the direct participation of the student in the creation of learning content, share assessment criteria with the students and provide moments for individual learning

3. Support and facilitate collaborative reflection to revisit what has been learned by involving the whole class. Reflection is led by the teacher (as facilitator-mentor). The aim is to consolidate learning, also through meta-cognitive strategies

3.6 Diversifying assessment methods

The school chooses its assessment criteria for socio-emotional competences, preferably in the form of a rubric, i.e. selecting indicators and levels of achievement for this specific type of competence. Given the particular type of competence, assessment must also take into account evidence from extra-curricular learning contexts. Socio-emotional competences are suitable for both formative assessment (useful for giving feedback and highlighting paths of improvement) and summative assessment useful for further personal, educational and professional development.

Practical suggestions

1. Develop assessment tools that also consider the socio-emotional skills (see also GL 3.2)
2. Explain the assessment criteria and the levels of competence preferably by using the rubric tool, which entails transparency, intersubjectivity, multi-perspectivity
3. Envisage both formative and summative assessment. For both types of evaluation organise open and transparent discussion and interviews

4. Staff dimension (competences, recruiting and continuing professional development for teachers)

4.1 Recruiting teachers that are skilled and competent in socio-emotional education

Your school should recruit teachers by taking into account their willingness to understand and stand beside their students. Ideal teachers will be open to socio-emotional aspects of their own development and experience. This socio-emotional competency of the teacher needs to grow beyond what is required from an expert of a particular subject (GL 3.2). The teacher's socio-emotional competency – understood as a goal-directed organizing force – should be present from the very beginning. Experiences in the cv, interviews, simulations, questionnaires can be sources of evidence for socio-emotional competency of the candidate teacher. Then, once in service, the teacher will seek occasions to acquire more knowledge about socio-emotional development and communication, to refine their socio-emotional education skills.

Practical suggestions

1. In selection and recruitment, mention socio-emotional education skills as an explicit requirement

2. Develop methodologies for inferring socio-emotional skills from candidate teachers' CVs (e.g. by focusing educational experiences, volunteering, care, often reported in the "Other experiences" section)

3. In job interviews, weigh socio-emotional skills by means of suitable methodologies (assessment tests, self-evaluations, check lists, problem solving...) using them as an element to be taken into account to evaluate the professional development path, and making the requirement explicit also to the candidate

4.2 Qualifying educational relationships

Your school should be centered on educational relationships. These are adult-student relationships marked by reciprocity, continuity, intentionality, projection, and openness. These features are essential throughout their different incarnations across different adult roles. Reciprocity, for example, will be plain in tutorship relationships, and more indirect (but present) in teacher-student relationships. Projection, on the other hand, will be declined differently in peer relationships, while it will be physiological and clear in teacher-student relationships.

Practical suggestions

1. Invest in human resources to promote forms of educational by standing, sometimes in response to specific or special educational needs

2. Promote sharing of your school's mission and vision, by involving students in designing the school

3. Develop support, tutorship, and mentoring interventions, favoring relationship-based feedback

4. Build teacher-student and teacher-teacher educational relationships, to ground safe climate and well being

4.3 Provide organizational support for an emotion-intensive job: équipe, supervision, and transformative learning

Your school should support teachers in their emotionally intensive job; it should provide professional figures, times and modes for équipe, supervision, and transformative learning. Interpreting the role of a teacher requires, in fact, "emotional work" and is constantly exposed to interactions with the students' emotions. The teacher faces difficulties in solitude; she or he must express pre-determined emotions and generate emotional states in the group of students. Places for individual and group elaboration of

the experience are vital to prevent burnout, but also to maintain and improve educational skill and the capacity to accompany students in their socio-emotional development.

Practical suggestions

1. Promote an organizational culture and ways of communication that allow teachers to share their own experiences, including problems with students and with colleagues, and to elaborate individually and collectively (community of practice)

2. Set up supervision practices (scheduled meetings, open desks) for individuals and groups; make them occasions of transformative learning

3. To support individual teachers and to build real collaboration, plan regular équipe sessions and have teachers use them to share not only problems and solutions, but also emotional burden, always in a climate of respect

4.4 Strengthening relationships and supporting the development of inclusive communities among teachers in the first place

Your school should create multiple meetings and sharing occasions among all teachers, to favor a culture of collaboration, overcome an individualistic view of teaching, and built a sense of community, of common fate, and reciprocal respect. Relationships among teachers are for students a source of socio-emotional learning; they are examples and form an ecosystem of choices that impact students themselves. Negative or even toxic dynamics within the teaching body inevitably undermine educational leadership The teaching community should become an educating context.

Practical suggestions

1. Set up internal communities of practice and middle leadership roles to facilitate professional development

2. Provide moments and places where the relational and socio-emotional dimensions of educational work can be elaborated, thus maintaining and developing reciprocal support among school professionals

3. Link the teacher's work to larger professional communities beyond the boundaries of your school (e.g. educating community, network collaborations, social engagement and responsibility, involvement of families)

4.5 Providing teachers with tools and practices for socio-emotional education, and facilitating innovation

Your school should provide teachers with guidelines, tools and explicit practices to not only take care of the socio-emotional dimension, but also appreciate the socio-emotional aspects that students express while they engage in curricular performances. This set of resources for assessment, evaluation, and education should of course be consistent with the model of socio-emotional competency chosen by your school (GL 1.3); cycles of hands-on training should keep teachers fresh and up to date on these tools. Your school should also set up prizes and communication channels to take advantage of the innovation carried our by specific teachers, stimulating the production of transferable and scalable practices and tools.

Practical suggestions

1. Produce and publish in various formats a guideline for teachers, specifying the teaching style, and the observation, communication, and relation styles that your school demands from its teachers

2. Plan periodic active professional development sessions for teachers

3. Set up a monitoring system on the socio-emotional quality of teaching in your school, producing awareness and facilitating the identification of obstacles and criticalities, and spreading a "culture of error" interpreted as an aspect of a "Total Quality" framework

4.6 Fostering a culture of feedback and evaluation for continuous professional development

Your school should systematically evaluate teachers, gathering and providing feedback on their work. This evaluation process should be related to school-wide collective and personal objectives that need to be made explicit, it should not be conceived as an absolute judgement of value. Several school traditions represent the teaching profession as unsuitable to any evaluation and assessment; at the opposite, some cultures of evaluation interpret it as control and punishment. To overcome this dichotomy, your school should conceive evaluation as "transparent and formative", enabling long-term intersubjective engagement. Students in turn will be positively influenced by such idea of evaluation.

Practical suggestions

1. Incentivize a culture of formative evaluation, functional to the professional development of teachers

2. Implement a system of evaluation linking curriculum, students' learning, evaluation of teachers' work, whole organization and objectives

3. Emphasize the constructive and formative dimension of evaluation at all levels