



SCHOOL EDUCATIONAL PROJECT
ESCOLA INTERNACIONAL DE TORRES VEDRAS



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School Educational Project

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1. General Objectives

International School of Torres Vedras (EITV) is committed to providing an excellent and innovative education, focused on the holistic development of its students.

This version of the document aims to update and supplement the version revised on 11 September 2020 (Rev. 8), which was approved by the school's pedagogical board and submitted to the relevant authorities in accordance with the applicable legal requirements. The proposed amendments reflect the introduction of new educational offers and study of contemporary themes, with the objective of diversifying and modernising the educational project offered by this school.

Accordingly, EITV promotes a range of awareness-raising initiatives relating to the 17 Sustainable Development Goals (SDGs), which form part of the United Nations' global action plan for the 2030 Agenda. These goals seek to eradicate poverty, protect the planet, and promote prosperity, peace, and justice for all, and are addressed across a range of curricular areas through a cross-curricular approach.

Throughout its 20 years of existence, EITV has sought to keep pace with and implement new pedagogical strategies whilst broadening the scope of its educational offer. In terms of educational opportunities, EITV has incorporated the Dual Diploma Programme into the national curriculum. Available from Year 8 onwards, this programme enables students to pursue both the Portuguese and the American secondary school diplomas simultaneously.

In response to the growing number of families originating from different countries, EITV also offers the Cambridge International Curriculum, designed for both Portuguese and international students aged 5 to 18/19 years old.

The school's main objectives are as follows:

- a) To maintain its position as an established international school within the Western Region of Portugal;
- b) To develop a modern, safe, and technologically advanced educational campus;
- c) To expand the offer of high-quality private education within the region;
- d) To offer a multilingual education in Portuguese, English, French, and Spanish;
- e) To promote a diverse range of curricular pathways that respond to the increasingly varied demands and expectations of students and families.



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f) To foster high academic standards, supported by a strong ethical education.

g) To prepare students for lifelong learning.

h) To promote active learning.

i) To develop students' cross-curricular competencies, particularly critical thinking, independent, paired and collaborative work skills, while encouraging the responsible and informed use of continually evolving digital technologies.

j) To strengthen students' sense of responsibility and time-management skills.

2. Target Audience

EITV is an independent school delivering for students with ages between three months and eighteen years old for the Portuguese National Curriculum (Nursery, Pre-School, Primary, Lower Secondary and Upper Secondary Education), and for students aged five to eighteen/nineteen years old for the Cambridge International Curriculum. EITV meets the needs of students seeking either a national or an international education.

The educational offer includes:

a) English language classes from the Nursery stage onwards;

b) Spanish language classes as part of the curriculum;

c) A range of extracurricular activities.

EITV aims to provide students with the opportunity to obtain either a national or an international education that prepares them for admission to Portuguese or overseas universities, while simultaneously ensuring a strong scientific and academic foundation to support their future careers.

Within the Portuguese National Curriculum, EITV promotes the learning of English from the age of three, alongside the teaching of Portuguese.

From the age of ten, corresponding to Year 5, students also begin learning Spanish as a third language. During Lower Secondary Education, students are offered both French and Spanish, reflecting the recognised importance of these languages in economic, social, cultural and scientific contexts.



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Within the Cambridge International Curriculum, from Year 7 onwards, English is taught either as a First Language or as a Second Language, depending on the student's background. The same principle applies to Portuguese, which remains a compulsory subject until Year 11.

3. International / Intercultural School

An intercultural school is an educational environment in which cultural, linguistic, social and religious diversity is recognised and valued as an asset to the entire school community. Through interaction and the sharing of different experiences, perspectives and traditions, students develop a deeper understanding of themselves and others, learning to respect and appreciate diversity.

Within this context, we seek to foster a welcoming and inclusive environment in which every student feels respected, safe and valued in their individual identity. We promote relationships based on dialogue, cooperation, empathy and mutual respect, thereby contributing to the development of responsible, critical and socially aware citizens who understand their role in an increasingly diverse and global society.

The intercultural school is committed to creating opportunities for participation for all members of the community, involving students, families, school staff and community partners. Through inclusive educational practices, we aim to challenge prejudice and discrimination, promote equality of opportunity, and contribute to a more just and harmonious society.

4. Educational Project Framework

EITV is an intercultural, innovative and student-centred school, promoting an education that integrates the highest standards of pedagogical practice and scientific knowledge. We believe that every student should play an active role in constructing their own path, developing independence, critical thinking skills and a lifelong capacity for learning. We respect the individuality of every child and young person, valuing their unique pace of development, interests and potential within an inclusive and stimulating learning environment.

We also value the importance of collaboration between the school and families, considering this partnership fundamental to educational success. Our work therefore seeks to provide a holistic education that promotes the academic, emotional, artistic, physical and social development of all students, preparing them to meet the challenges of an ever-changing world.



EITV centres its educational decisions on scientific evidence and critical reflection on teaching practices. We acknowledge the complexity of educational processes and strive to integrate the most relevant findings from research in education, psychology, neuroscience and human development.

We maintain a strong connection to the scientific, technological, and social developments shaping the 21st century. We recognise that our students will live in a world of continuous change and therefore endeavour to prepare them for personal, social and professional contexts that are constantly evolving.

Key features of our curriculum include education for sustainability, outdoor learning through the Forest School programme, and the responsible use of Artificial Intelligence to support and enhance the learning experience.

We recognise that every student possesses unique characteristics, interests, learning preferences and life experiences and that emotional wellbeing plays a decisive role in cognitive and social development.

The relationship between the school and families is an essential component of educational success. We view parents and guardians as active partners in the education and development of children and young people. We seek to maintain close, transparent and constructive communication, enabling families to understand not only the organisation of the school but also the pedagogical principles that guide our work. We also encourage being aware of the Educational Project and the School Regulations, promoting a clear understanding of the rights and responsibilities of all members of the educational community.

We place particular emphasis on arts, sciences, sports, humanities, information and communication technologies, and practical and experimental learning, all of which play a vital role in the holistic development of students (in accordance with Article 19(5) of Decree-Law No. 55/2018 of 6 July).

Through arts and sports, students explore different ways of understanding and interpreting the world, developing aesthetic awareness, cultural understanding and social skills. Within this context, the school promotes activities such as drama, music, reading clubs and a variety of sport activities, fundamental for human development through our Discovery Clubs programme.

We strive to maintain a balance between organisational excellence and innovation, ensuring high standards of educational quality while responding promptly to the evolving needs of society.

This approach enables us to adapt our strategies, address emerging needs within the educational community, and nurture autonomous, critical thinkers who are committed to building a fairer and sustainable society.

4.1. Staff Continuous Professional Development

Continuous professional development is one of the foundations of EITV's growth and development. We believe that the ongoing updating of professional knowledge and skills is essential to maintaining high standards of teaching and supporting the continued evolution of the school as an organisation.

Learning does not end with initial training, nor is it limited to students. Actually, we view education as a lifelong process of growth and development. Therefore, we actively encourage our teachers and staff to participate regularly in professional development activities, reflective practice and the sharing of expertise, thereby fostering a culture of continuous learning throughout the entire educational community.

5. Principles and Methodologies¹

"We need to take urgent action to change course, because the future of people depends on the future of the planet, and both are at risk. The report proposes a new social contract for education – one that aims to rebuild our relationships with each other, with the planet, and with technology."

Audrey Azoulay Director-General of UNESCO (2021)

EITV is guided by high academic standards, pedagogical innovation, and a commitment to excellence. We advocate an inclusive approach to education in which all areas of the curriculum contribute to the development of knowledge, skills, and values. Regardless of each student's educational pathway, we promote an education founded upon responsibility, respect, independence, and active participation in society.

EITV fosters a learning culture grounded in educational research, reflective practice, and the

¹ See

OCDE (OECD) – *Learning Compass 2030* <https://www.oecd.org/en/data/tools/oecd-learning-compass-2030.html> consulted on July 14, 2026

UNESCO – *Reimagining our Futures Together: A New Social Contract for Education* (2021). <https://unesdoc.unesco.org> consulted on July 14, 2026.

Direção-Geral da Educação (Portugal) – *Perfil dos Alunos à Saída da Escolaridade Obrigatória*. <https://dge.mec.pt> consulted on July 14, 2026



continuous improvement of teaching and learning processes. We value collaboration among teachers, the use of evidence-based pedagogical strategies, and the development of feedback mechanisms that enable students to monitor their progress, identify areas for improvement, and take an active role in their educational journey. At the same time, we encourage the responsible, critical, and ethical use of digital technologies and artificial intelligence, recognising their potential to enrich learning and prepare students for future challenges.

We promote differentiated teaching practices that respect individual learning styles, needs, and interests, as well as strategies that foster critical thinking, problem-solving, inquiry, and the ability to make connections across different subjects. We also draw upon approaches informed by metacognitive research and by the recognition of diverse talents and learning preferences, seeking to develop students who can reflect on their own learning processes and constructing meaningful knowledge.

5.1. Operational Objectives

To fulfil its educational mission, EITV focuses its efforts on areas considered essential to both the holistic development of students and the quality of the school as an organisation. The continuous improvement of academic achievement, the promotion of responsible behaviour and active citizenship, the strengthening of relationships with families and the community, pedagogical excellence, student safety and wellbeing, the adoption of healthy lifestyles, and educational innovation constitute the key priorities that guide the school's development objectives.

EITV's Educational Project aims to provide the opportunities and conditions necessary for our students to become literate, multilingual, and intercultural citizens who are competent, well-educated, artistically aware, versatile, well-informed, and capable of critical thinking. We seek to develop individuals who can formulate questions, identify challenges, and pursue innovative solutions as a means of advancing knowledge.

Emphasis is placed on:

- a) Academic achievement (internal and external assessments);
- b) Behaviour and citizenship;
- c) Engagement with families and the wider community;

- d) Pedagogical quality;
- e) Safety and wellbeing;
- f) Healthy nutrition and lifestyles;
- g) educational innovation.

6. Expected Outcomes

The achievement of the objectives set out in this Educational Project should result in positive and lasting impacts on both the school life and the educational journey of its students. We seek to promote a culture of continuous improvement, founded upon the quality of learning, organisational effectiveness, and the involvement of the entire educational community.

The success of this work will be reflected not only in academic results but also in students' personal development, the recognition of the important role played by families, the quality of services provided, and the consolidation of a culture of responsibility, participation, namely:

- a) Consistent improvement in academic achievement;
- b) Greater organisational effectiveness and school efficiency;
- c) Increased motivation among students and staff;
- d) Enhanced student independence and self-confidence;
- e) Increased parental involvement;

7. EITV Student Profile upon Completion of Compulsory Education

The EITV learner profile reflects our commitment to developing independent, critical, and responsible young people. We aim to nurture confident, resilient, and ethical citizens who value diversity, communicate effectively, collaborate with others, and are well prepared for the challenges of a global and interconnected world.

8. Assessment

Assessment at EITV is a continuous, formative, and participatory process that plays a central role in supporting teaching and learning. Assessment is viewed not merely as a measure of achievement, but as a tool for continuous improvement, supporting the monitoring of student progress, informing teaching practices, and promoting educational success.



We value continuous reflection on teaching and learning processes, the involvement of the entire educational community, and the use of relevant information to support informed decision-making, thereby ensuring that educational provision becomes increasingly effective, coherent and responsive to students' needs.

This approach to assessment involves a range of processes that complement the implementation of the Educational Project and enable all those involved to develop a deeper understanding of their intentions and actions, thereby bringing greater meaning, coherence and purpose to educational practice. Assessment is therefore not confined to a final stage of evaluation but is instead viewed as an ongoing process of monitoring and improvement that conveys each student throughout their educational journey.

8.1 Assessment Instruments

Feedback provided to both students and teachers is an essential instrument for improving learning and educational practice. Such feedback should be constructive, regular and evidence based.

Assessment methods should be varied and, whenever needed or possible, adapted to the learning needs of each student, including:

1. Classroom observations;
- b) Analysis of academic outcomes;
- c) Feedback from students, parents and teachers;
- d) Monitoring of performance indicators;
- e) Annual review by the Pedagogical Council.

8.2. Identifying Student Success

A student's success should be determined through a broad range of indicators that reflect their overall development. In addition to academic achievement and the acquisition of the knowledge and skills set out in the curriculum, it is important to consider critical thinking, independence, creativity, responsibility, participation in school activities and the quality of interpersonal relationships.



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Success is also reflected in each student's personal progress, wellbeing, motivation to learn, ability to overcome challenges, and readiness to pursue further studies or participate actively and responsibly in society. Educational success is therefore understood as a process of holistic growth that values both the outcomes achieved and the journey undertaken.

Students may also be assessed on critical thinking by observing how a student analyses, interprets, questions and uses information to make informed and reasoned decisions. Rather than merely reproducing knowledge, a student demonstrates critical thinking when they can formulate relevant questions, distinguish facts from opinions, identify different perspectives, justify their ideas with evidence and propose logical, well-founded solutions to problems.

Assessment indicators may include:

- a) **Analytical Skills:** Identifies relevant information and establishes connections between concepts.
- b) **Argumentation:** Presents opinions supported by facts, data or examples.
- c) **Questioning:** Formulates pertinent questions and demonstrates intellectual curiosity.
- d) **Problem-Solving:** Proposes creative and appropriate solutions to complex situations.
- e) **Decision-Making:** Considers alternatives and justifies the choices made.
- f) **Critical Reflection:** Evaluates personal learning processes and recognises areas for improvement.

Assessment may be carried out through debates, research assignments, projects, tests and assessments, individual, paired and group work, oral presentations, portfolios and reports.

9. Strategic Priority: Improving Academic Outcomes and Innovation

At EITV, we believe that academic excellence and educational innovation go hand in hand. Our goal is to provide every student with challenging, meaningful, and personalised learning opportunities that reflect their individual profile and prepare them for a rapidly changing world.

We promote an inclusive educational culture in which diversity is valued as a strength and every student is supported in developing their abilities, talents, and aspirations.

In accordance with Decree-Law No. 54/2018, we implement appropriate learning support and inclusion measures tailored to students' individual needs, ensuring flexible and personalised



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educational pathways. Through the work of the Multidisciplinary Team for Support to Inclusive Education (EMAEI), we continuously monitor the impact of these measures, adapting strategies and promoting early and effective intervention whenever necessary.

In this way, we seek to ensure that every student benefits from the conditions necessary to learn, grow, and achieve their full potential, both academically and personally.

We believe that learning is enriched through interaction with others. Collaborative learning fosters communication, shared responsibility, respect for diverse perspectives, and the development of essential skills for personal, academic, and professional success.

10. New Projects

10.1 Using Artificial Intelligence Applied to the Teaching and Learning Process

At EITV, teachers are currently exploring the use of Artificial Intelligence (AI) on an experimental basis. However, the school is well positioned to move from individual curiosity and isolated initiatives towards a structured, school-wide approach.

The introduction of Artificial Intelligence within the school aligns with the principles of Curriculum Autonomy and Flexibility established by Decree-Law No. 55/2018 of 6 July, as well as with the competencies defined in the Student Profile at the End of Compulsory Schooling. The aim is to foster critical thinking, digital literacy, problem-solving skills, and the ethical use of emerging technologies, preparing students for the academic, professional, and social challenges of an increasingly digital world. Emphasis will also be placed on the protection of personal data, compliance with the General Data Protection Regulation (GDPR), and the responsible and ethical use of AI.

Our strategy begins with building strong foundations by increasing staff confidence, enhancing digital competencies, and establishing clear guidelines regarding security, privacy, and appropriate use.

The next phase will focus on integrating AI into specific subject areas, supported by the development of a shared library of resources, lesson materials, and effective AI prompts that can be used across the school.

As the initiative develops, we will seek to transform learning through the implementation of



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AI agents designed to meet the specific needs of our school community. These tools will be carefully evaluated to measure their impact on student engagement, progress, and overall development.

The implementation of AI is not merely a technological project; it is a pedagogical strategy aimed at enhancing the value of human teaching. By combining professional expertise with innovative technologies, we can create a learning environment in which AI supports teachers, enriches learning experiences, and helps every student reach their full potential.

Together, we can build a model where AI enhances, rather than replaces, the human relationships that remain at the heart of education.

10.2 Forest School

EITV is situated on a privileged site surrounded by a forest, providing a unique environment for learning in direct contact with nature. Through the Forest School approach, students will have regular opportunities to explore the natural environment, developing curiosity, independence, creativity and respect for the environment.

For the 2026/2027 academic year, we have planned the installation of a greenhouse that will be maintained by our students. From the youngest children to the oldest students, all will be encouraged to establish and manage an organic vegetable garden, participating in every stage of cultivation, from sowing to harvesting.

A composting centre will also be established, enabling food waste from school meals to be transformed into natural fertiliser for the vegetable garden and the school's green spaces.

These initiatives promote environmental literacy, sustainability and an understanding of natural cycles, while encouraging responsible consumption and circular economy practices. At the same time, students will develop observation, investigative, problem-solving, collaborative and personal responsibility skills.

Teachers will also benefit from opportunities to deliver more engaging lessons simply by teaching outdoors in natural daylight. Finally, we value and encourage the involvement of parents and guardians in these initiatives.

11. Evaluating the Impact of the Educational Project

The evaluation of EITV's Educational Project is based on the principles established by Law No. 31/2002 of 20 December, which defines the framework for the evaluation of education and non-higher education institutions, with the objective of promoting educational quality, academic success and the active participation of the educational community.

Within this framework, evaluation of the Educational Project constitutes a fundamental instrument for monitoring and continuously improving the practices developed by the school, in line with the principles of autonomy, inclusion and educational success established by Decree-Law No. 55/2018 of 6 July.

Each year, quantitative and qualitative indicators will be analysed in order to assess the extent to which the project's objectives have been achieved. Key indicators include:

- a) Students ' participation rates in school activities and projects;
- b) The number of activities implemented and their outcomes;
- c) The involvement of parents, guardians and community partners;
- d) The progress of students ' learning and educational achievement;
- e) Levels of inclusion, participation and wellbeing within the school community.

Throughout the academic year, teachers will systematically record observations regarding the implementation of activities and will produce evaluation reports at the conclusion of each initiative, in a manner like existing procedures for activities included in the Annual Activities Plan and educational visits.

In addition, satisfaction and evaluation questionnaires will be distributed to different members of the educational community, including students , teachers, support staff, parents and guardians, to gather relevant information regarding perceptions of the impact of the measures implemented.

The Educational Project will be considered successful whenever clear improvements are observed in learning outcomes, inclusion, participation by stakeholders and the overall quality of the school's operation, thereby contributing to a culture of continuous improvement and to the holistic development of students.



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Approved by the Pedagogical Council on the 28th of July of 2026.

The President of the Collegial Pedagogical Direction,

Filomena Maria de Sousa Aguiar Martins
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