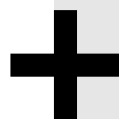




Learning
development: an
internal and an
external research
activity for school
improvement





Learning Development: an internal research activity for school improvement

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Regional Inspectorate of Education

Mission

- To safeguard the public education service, with inspective actions that promote the pedagogical and organizational quality of schools.

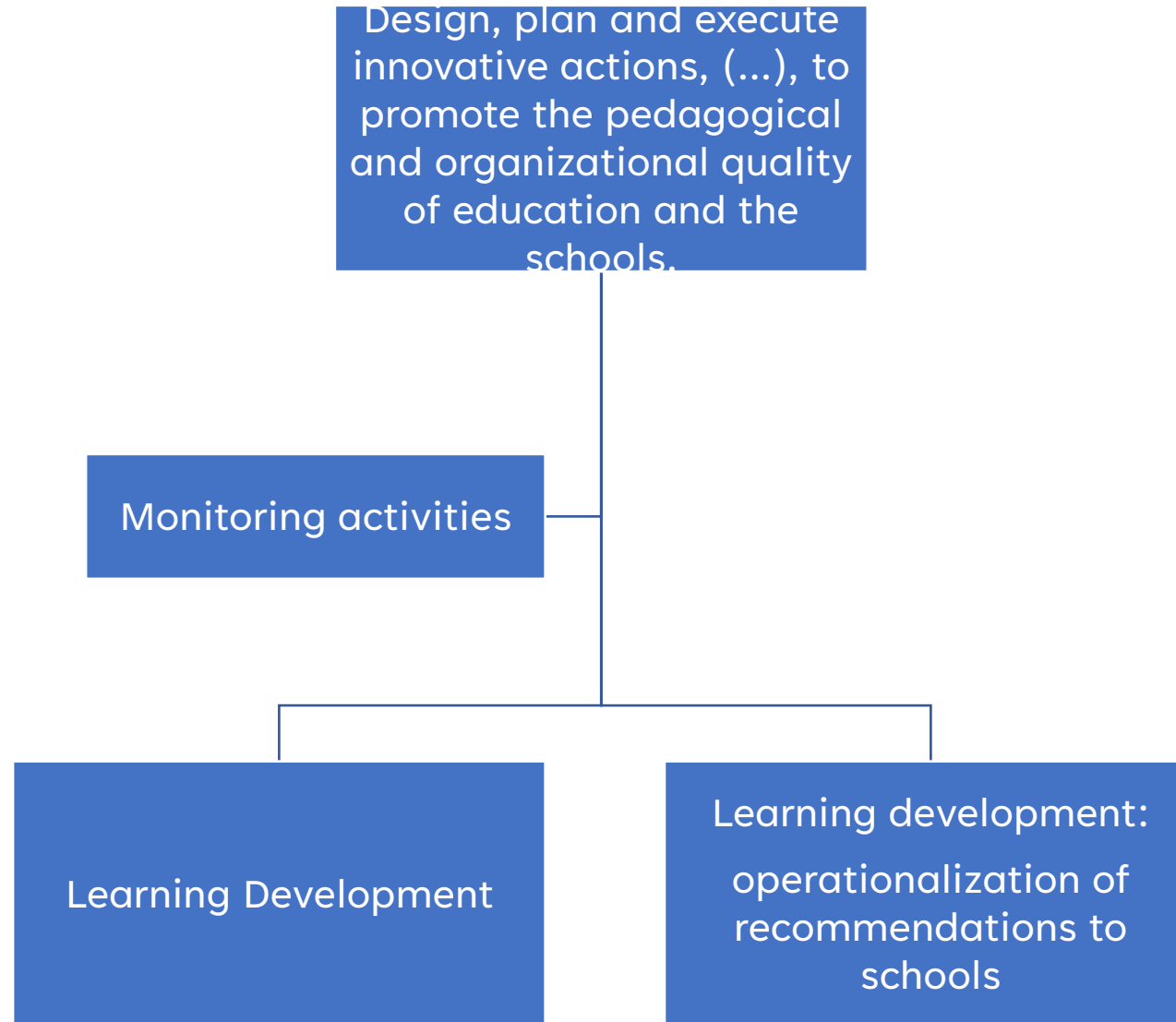
Vision

- To assure the quality of education for children and students in a perspective approach of education for all, human rights and inclusion.

Values

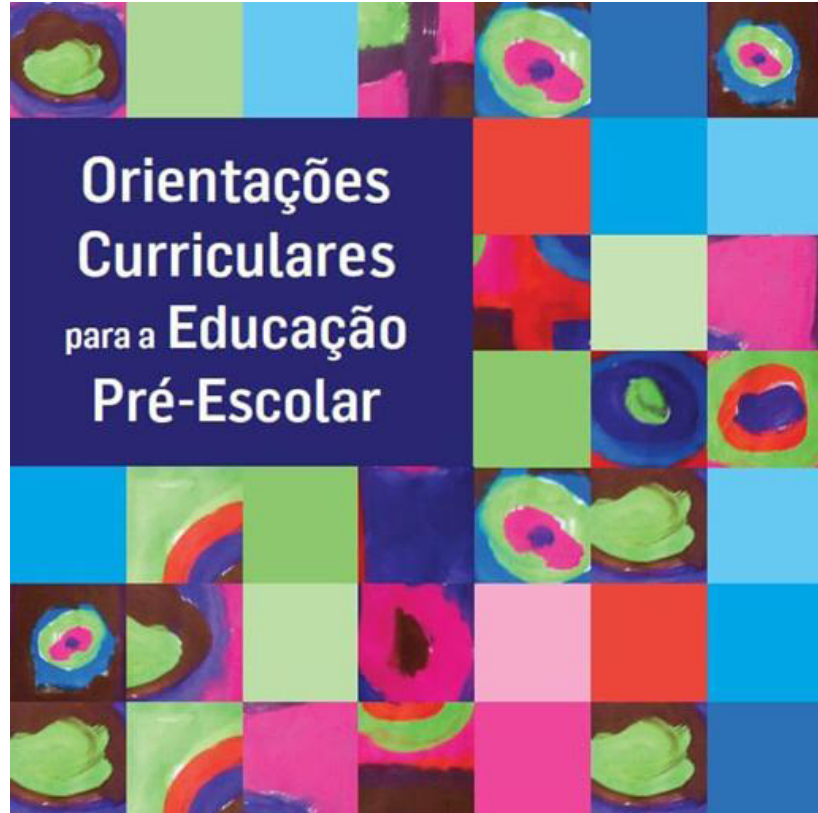
- Respect for people;
- Improvement of the organization;
- The school's centrality as an educational organization;
- The public interest.

Regional Inspectorate of Education





Curricular References



Guiding document Pre-School Education

“(...) não constituem um programa a cumprir, mas sim **uma referência para construir e gerir o currículo.**”

"(...) they are not a program to be fulfilled, but rather a reference for building and managing the curriculum. "





- reference for the decisions to be adopted by decision-makers and educational actors at the level of education and teaching establishments and bodies responsible for educational policies
- the common matrix for all schools at the curricular level, in the planning, realization and internal and external evaluation of teaching and learning.



National strategy for citizenship education - aims to ensure a set of rights and duties that must be conveyed in the formation of Portuguese children and young people so that in the future they will be adults with a civic conduct that privileges equality in interpersonal relationships, the integration of difference, respect for Human Rights and the appreciation of values and concepts of national citizenship.





"The common set of knowledge to be acquired ... indispensable ... relevant and significant, as well as the capacities and attitudes that must be developed by all students ..."



“As pessoas não aprendem se nós oferecemos basicamente a mesma forma de ensinar a quase todos.”
People don't learn if we basically offer the same way to teach almost everyone.

Maria do Céu Roldão, 2018

To make everyone acquire the learnings!

To differentiate processes from working!



General objectives

- To contribute to the improvement of teaching practices in the field of teaching and learning.
- To get to know how the school plans, implements, and assesses the learning of children and their students and adopts and evaluates measures to improve learning outcomes.
- To monitor the development of the curriculum and the effects of inclusive measures applied to children and students.
- To assess the effectiveness of schools' self-assessment practices.
- To induce the adoption of devices for monitoring and self-evaluation of the implementation of the curriculum and the results of the improvement measures implemented, focused on improving learning outcomes.

Principles

Respect

- for the autonomy, the educational project and the planning options of each school

utility

- contributing to the improvement of the functioning of each school and of pupils' learning, school results and the regional education system;

complement and valorization

- of the school's self-evaluation, as a strategy of curricular development, pedagogical and of the school as an organization;

involvement e participation

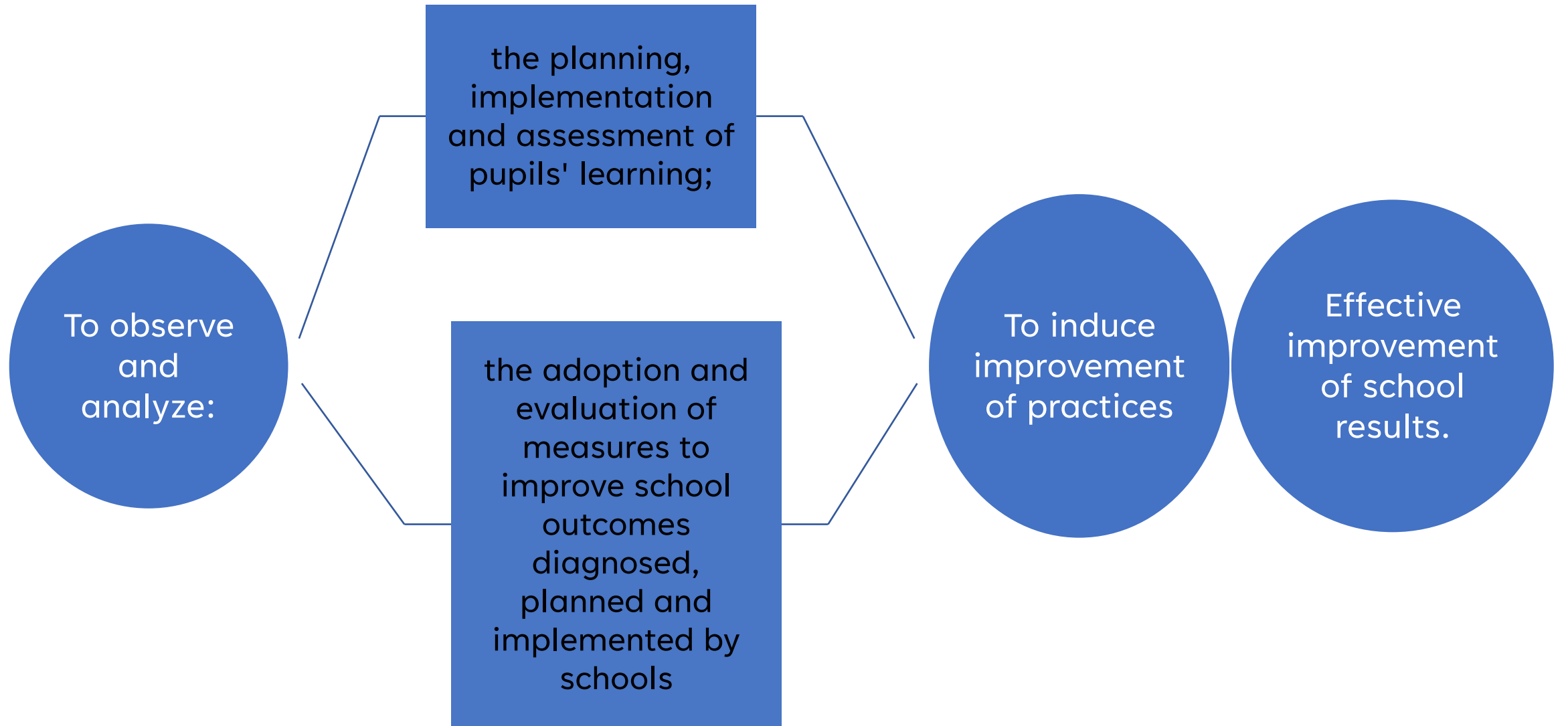
- of the educational community, strengthening the trust and cooperation of educational actors;

technical accuracy

- basing this assessment for improvement on concrete evidence;

transparency

- publicizing the process and the results.



Domains and fields of analysis

Leadership and strategic management

- Balance and improvement;
- Leadership, vision and strategy;
- Management.

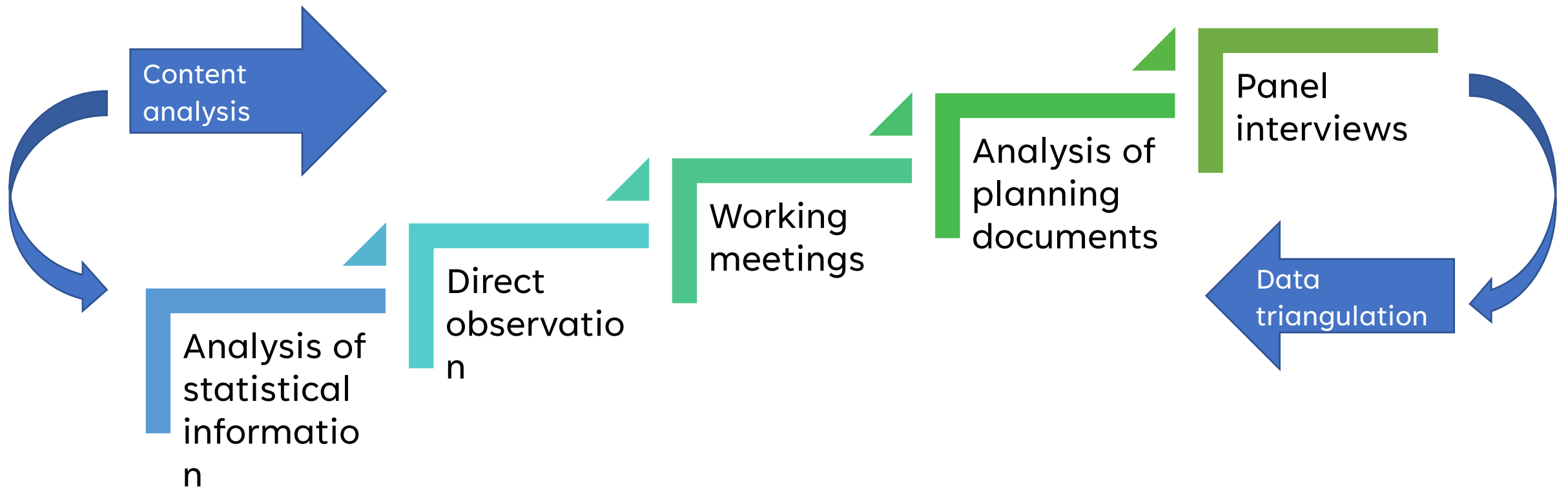
Educational Action and Learning

- Planning and articulation;
- Curriculum development and pedagogical dynamics;
- Evaluation of teaching and learning.

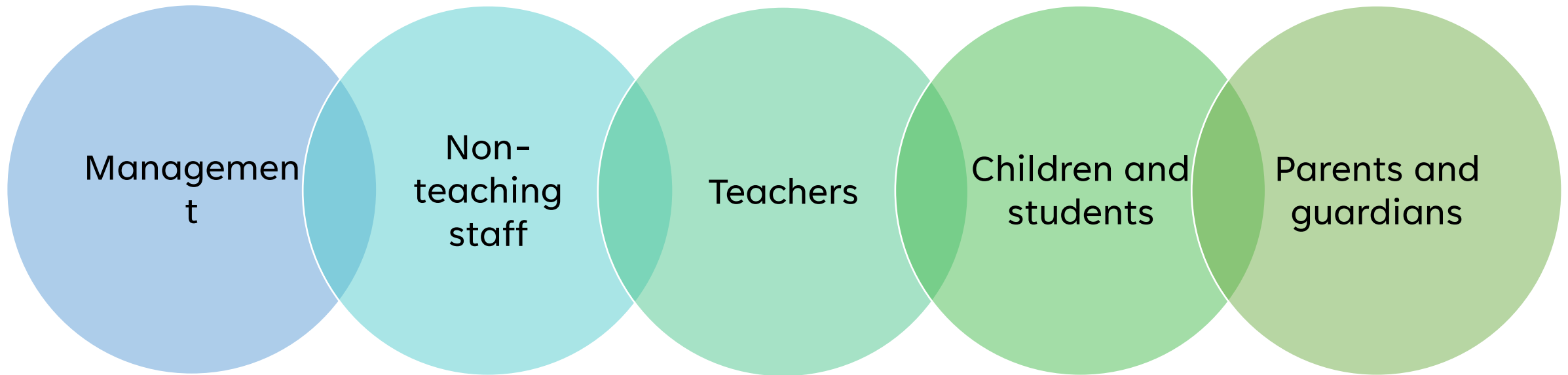
School Results

- Academic results;
- Social outcomes.

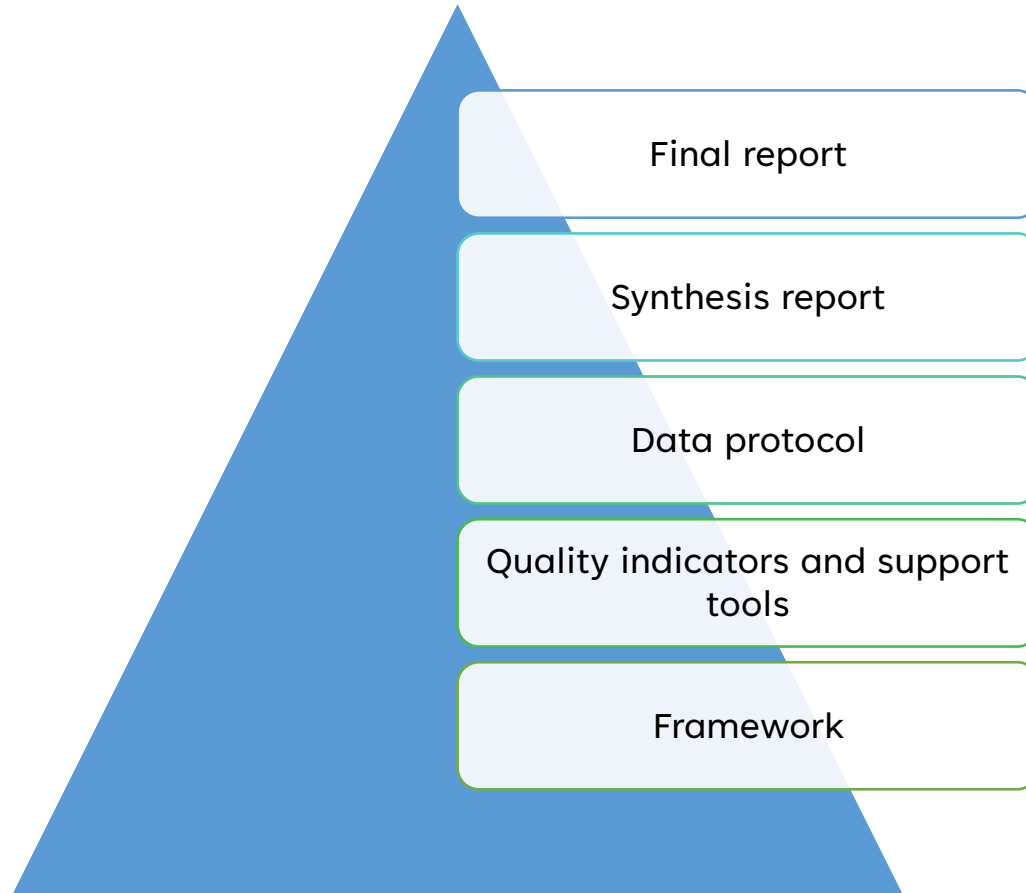
Methodology: data collection and processing



Methodology: stakeholders



Methodology: Guidelines





Learning
development:

Results and
conclusions



In general, all establishments have defined their mission, vision, objectives and values in the Educational School Project.

The school is aware of the referential documents of the curriculum.

Curricular management decisions are taken according to their local and regional context.

Schools use their autonomy and curricular flexibility for the realization of projects and interdisciplinary moments.

Teams are set up to prepare, monitor and evaluate the school's guiding documents.


Human resources are managed considering the main interest of children and pupils, the profile of workers and the proper functioning of the school.

In general, its priorities and structuring curricular options are not yet included in the Educational School Project.

At the level of planning, curricular management issues lack clarification, and there is often no conceptual appropriation of the documents and regulations in force.

Schools monitor and/or evaluate their guiding documents and curricular and non-curricular activities, but without an effective reflection on the results obtained and without a clear and objective definition of the decisions resulting from these evaluations.

Despite the often expressed intention to make improvements, these have little expression in the school planning documents of the following school year and, not always, actions for improvement are defined.



There is a clear concern to promote the educational success of children and students, so schools foresee moments of sharing, among teachers, for the purpose of planning, implementation and evaluation of learning, although often with little expression in their documents.

Teachers are attentive to the needs and preferences of their students. They promote self-assessment of their learning.

There is a systematic report to parents about students' learning.

The school implements measures to overcome the students' identified difficulties.

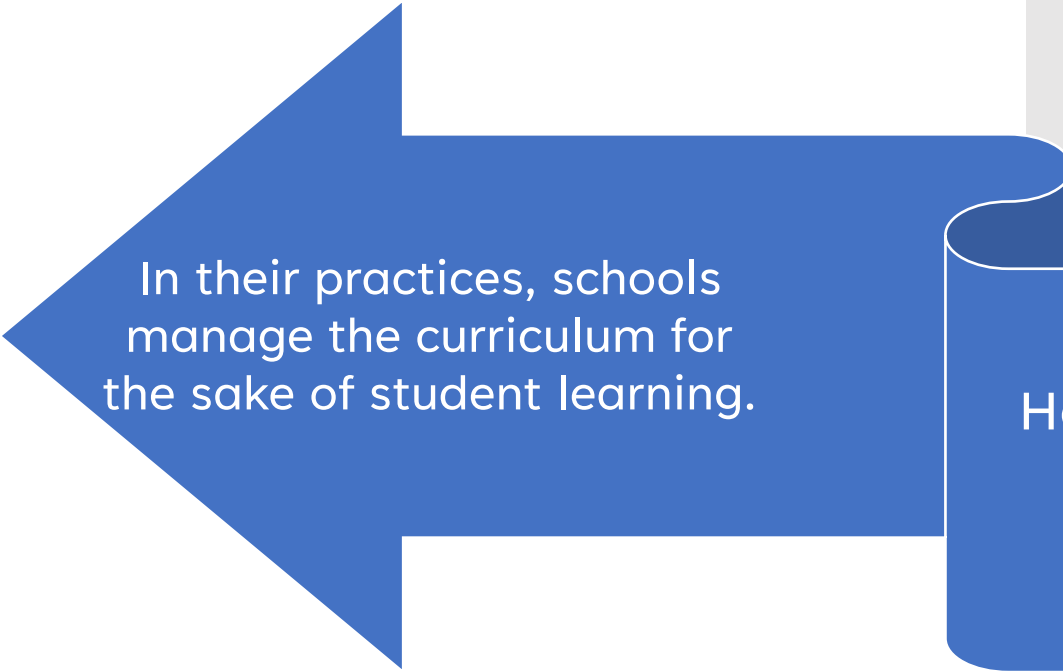
Schools promote measures that facilitate educational continuity and transitions between valences and levels of education and cycles.

The assessment of children's and students' learning is based on a record of the main difficulties of the group and the class in general and of some children and students in particular, without formally defining measures to be implemented to overcome the gaps and constraints pointed out.

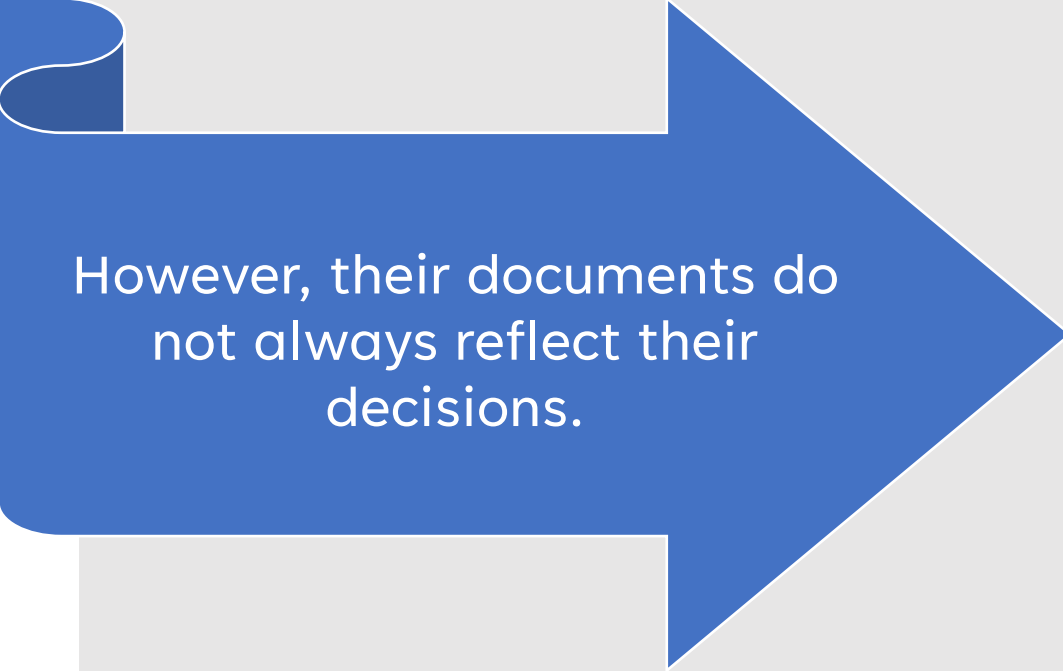
Although schools are attentive to the results of the internal and external evaluation of their students' learning, they do not always establish a relationship between these results and the measures adopted, in order to proceed to the necessary readjustment in teaching methods and strategies.

In general, teachers do not formally evaluate their pedagogical practices.





In their practices, schools manage the curriculum for the sake of student learning.



However, their documents do not always reflect their decisions.



Added value for:

Inspectorate

Reflect and restructure the activity: frame of reference;

Creation of a follow-up activity: operationalization of recommendations to schools.

Inspector s

Deepening their knowledge of curriculum management, at school and class levels.

Creation of a relationship of dialogue and sharing with schools and teachers.



Added value for:

Schools

Reflect on their curricular decisions.

Improve their strategic documents.

SRE

To know how schools plan, implement and evaluate student learning.

Own valid information for regional educational policies.



1st step: 10
schools

Final Report -
recommendations

- Schools
- IRE
- SRE

IRE -
Reformulation
of the
activity and
creation of
the activity

2nd step: 11
schools

Next step...





“ We need goals, ideas, tools and methods to start new ideas which are going to change AND IMPROVE the system - Students’ success AND welfare ”.

(Innovation: Strategies and obstacles - Conclusion remarks – SICI workshop – Madeira, 2019)

“**Knowledge broker** - Inspection can bring wider perspectives to bear, drawing on experience from having evaluated many different settings and approaches and introducing fresh insights from **research** or scholarship”.

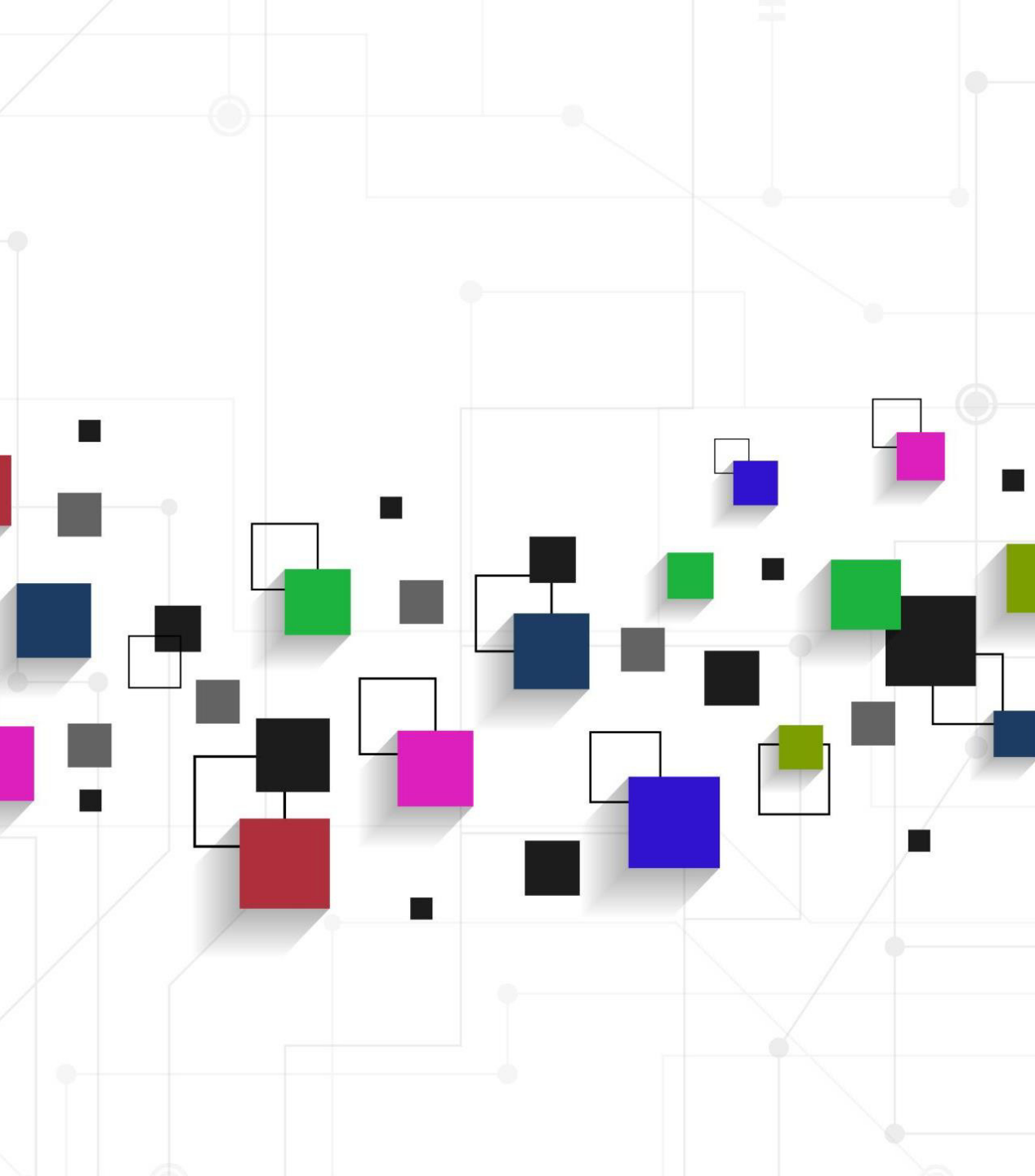
(The Bratislava Memorandum, p. 8)





**Learning Development:
an external research
activity for school
improvement**



An abstract graphic on the left side of the slide. It features a light gray grid with various colored squares (black, blue, green, red, pink, purple) scattered across it. Some squares are connected by thin black lines, forming a network-like structure. The squares have a slight 3D effect with shadows.

Pedagogical leadership, methodologies and learning assessment processes in contexts of Autonomy and Curriculum Flexibility. A narrative in RAM schools.

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MAIN GOAL



Understand, in the narrative of the schools and from the voice of the pedagogical leaders, the appropriation by the school of the discourse of the educational policy associated with Law n.º 55/2018 and its follow-up and monitoring.



SPECIFIC GOALS

- Unveil the good leadership practices and the organizational grammar of the school that result from the autonomy as a faculty conferred on the school to manage the curriculum, within the scope of the experiences lived by the appropriation of Dispatch n.º 5908/2017 and Decree-Law n. 55/2018;
- Unveil the good pedagogical practices that result from curricular autonomy and flexibility as a faculty conferred at the school to manage the curriculum;
- Reveal the curricular options of schools, in the use of formative and summative assessment in connection with the teaching-learning process.



SCHOOL

- State Ideological Apparatus (Althusser, s.d.)



SCHOOL

- situated on the periphery of the political debate on education



Paulo Freire

Politics and Education

- “(...) there cannot be a neutral, uncommitted, apolitical educational practice ” (Freire, 1997, p. 37).





The complexity of the school in globalization

“the greatest illusion is to believe that we know the present just because we live in it” (Morin, 2010, p, 13)



Leadership and Educational
School Project or Political-
Pedagogical Project.

- Where do we want to go?
- What actions do we need to trigger to get there?
- Where should we apply efforts? (Estêvão, 1999).





Five exemplary leadership practices presented by Kouzes e Posner (2009).

- 1. “show the way;
- 2. inspire a joint vision;
- 3. challenge the process;
- 4. allow others to act;
- 5. encourage the will” (p. 36).



TEACHERS

Autonomia e Flexibilidade CURRICULAR





The AFC is an opportunity for each school to reflect on the possibilities of a more autonomous and contextualized management and for teachers to recognize themselves “as proactive curricular managers, in order to be able to make curricular decisions that, more than contextualized, should assume themselves as culturally significant ” (Trindade, 2018, p. 20).





A change of paradigm is proposed which favors learning more than teaching.





Its about “another way of conceiving the acts of teaching and learning”

(Cosme, 2018, p.10)



“assessment, supported by a formative dimension, is part of teaching and learning”

Decreto-Lei nº 55/2018 (secção III, artigo 22.º)

TEACHING - LEARNING-ASSESSMENT



An assessment for learning requires that the teacher share the learning objectives with the students and create the conditions for them to self-evaluate their progress, often providing them with feedback based on the task and on specific criteria, to improve their performance..



Metodology

multiple case study (Yin, 2003) in 5 primary schools in Madeira

- Multifactorial Leadership Questionnaire (QML)
- Semi-structured interviews
- Semi-structured interviews through focus groups to 31 primary schools teachers

Data Analysis Techniques

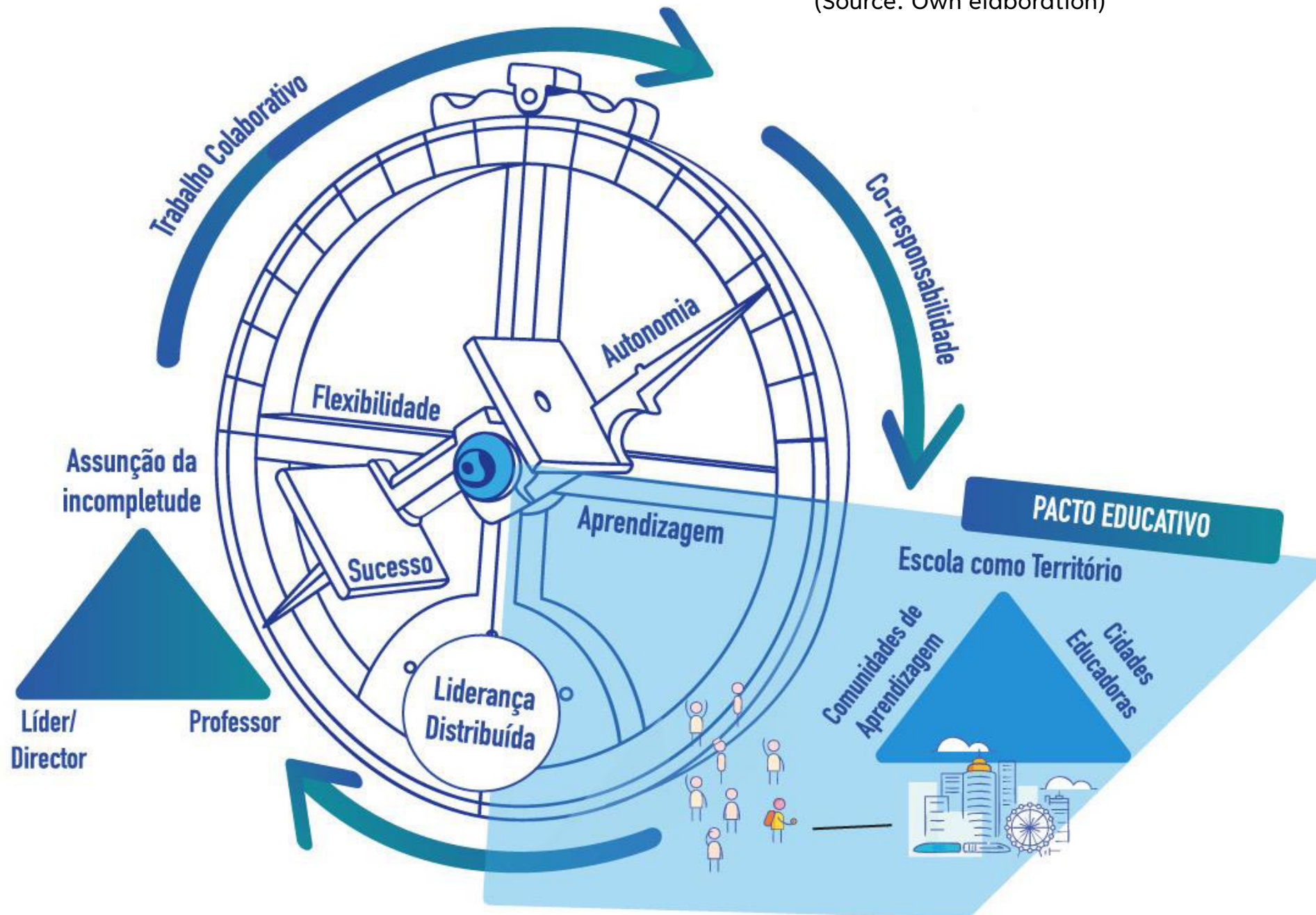
- Content Analysis and Data Triangulation.





Key Findings and Conclusions.

Figure 1: Astrolabe for the appropriation of reforms in the global space
(Source: Own elaboration)





Redefinition of the model of administration and schools' management in the primacy of a substantive autonomy that completes and expands the spaces of autonomy and curricular flexibility;


Valuing teachers, their status, social value and professional profile;


Recognition of the role of school directors, of their democratic leadership in the preparation of available resources;

Recognition of the school (as a living organism) as a research center capable of co-authoring educational policy;

Development of collaborative work networks in which schools assume themselves as agents capable of defining their place and intervention in educational policy in Portugal;

Development of a project to assess decentralization mechanisms in education, associated with a national educational pact and the effective territorialization of education. It is very important to value the autonomy of the democratic public school.






The inclusive school that promotes better learning for all students and the respective operationalization of the skills profile is one of the great achievements of the AFC, which has brought great benefits to students with support measures;

Teachers were encouraged to carry out new actions that relegate the transfer of knowledge, emerging new attributes - the teacher “mediator” and the student “builder”.

The AFC brought a greater diversification of teaching-learning strategies, according to the needs, interests and profile of the students.







There is no doubt that a new matrix is needed for the school, as a locus for the construction of knowledge, adopting new forms of educational organization, capable of transforming the school, adapting it to economic and social development.

Certain reports lead us to believe that not all teachers understood the true scope of the pedagogical aspect of assessment.

there is a need to overcome this fragility, in the certainty that formative assessment can support learning and the inclusion of all students.

However, they reveal that they have taken enormous steps towards a paradigm break, taking into account the procedures mentioned, one of which refers to the systematic use of feedback.





They recognize the difficulties in making notes that guarantee the systematization of information to regulate the learning processes;

They clearly express the intention to involve parents in this pedagogical process, which is not always accessible, because parents do not always have sufficient scientific and pedagogical knowledge to help their children learn more and better.

They did not mention evaluation criteria, although they alluded to the learning objectives, from which these criteria assume meaning, favoring feedback, as well as the processes of self-assessment and co-assessment.





In some way, teachers intend to achieve the objectivity that the evaluation process does not allow to achieve, since it is a subjective process.



Handwritten mathematical notes on a chalkboard, including:

- Equations: $D(x) = 2 + 3 + 4.31447$, $\sqrt{a^2 + b^2} = x^2 \cdot nx$, $y^2 = ab + 4c$, $A_1 \cdot B_1$, $24 + \frac{x}{y} + \frac{a^2 + b^2}{c} + \frac{1}{x}$, $mem = 984 + n^{20}$, $x = 9.20$, $\sum_{x=2}^{n=14} N_{30} \cdot x$, $\frac{1}{2} [984 + x^2 + p]$, $\beta = 9 + x^2 + y^2$.
- Diagrams: A grid with shaded cells, a graph of a curve, a graph of a bell-shaped curve, and a box containing binary code: $\begin{matrix} 010112 \\ 010002 \\ 200010 \\ 011002 \end{matrix}$.
- Other symbols: $\sum_{h=0}^n x^{9478} = \frac{0}{-10}$, $\sqrt{2436.96 - 0x + 0^2 - 35^2}$, $V = 222$, $\begin{cases} xy = 2 \\ cx - cy = 25^2 \\ 2\pi = c \end{cases}$.



“[...] if we want new forms of learning, we need a very different type of learning theory” (Papert, 2008, p. 34).

complementarity

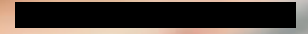
contextualization

reliability

Internal
research

External
research

School
improvement





“Há um tempo em que é preciso abandonar as roupas usadas, que já têm a forma do nosso corpo, e esquecer os nossos caminhos, que nos levam sempre aos mesmos lugares. É o tempo da travessia: e, se não ousarmos fazê-la, teremos ficado, para sempre, à margem de nós mesmos.”

Fernando Pessoa

████████████████████

“There is a time when we need to abandon used clothes, which already have the shape of our body, and forget our paths, which always lead us to the same places. It is the time of the crossing: and if we do not dare to do so, we will have remained, forever, on the sidelines of ourselves”.



Fernando Pessoa



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Despacho n.º 5908/2017 de 5 de julho de 2017.



“ Yes, I am an inspector
A 21st century inspector
(...) I inspect with the school,
with the teacher”.

We appreciate
your time and attention!

