

Regional Inspectorate of Education – Autonomous Region of Madeira

1. Basic information

Country name: Portugal - Autonomous Region of Madeira

Structure of inspectorate: We are organised centrally

Age of inspectorate: The inspectorate was created in 1982, becoming dependent on the office of the Regional Secretary of Education in 1997 and from 2015, directly dependent on the Regional Secretary.

Size: 10 inspectors, 11 teachers in mobility for the exercise of inspection functions, three assistants and one director.

Remits: Nursery, pre-school, and primary through to secondary school, both public and private.

Unit of inspection: We inspect schools, teachers, administration and management of schools.

What is your strapline? we have a vision that is our strapline: Ensuring the quality of education for children and teaching students, from a perspective of education for all, human rights and inclusion.

Relationship with government: Since 2015 we have been directly dependent on the Regional Secretary for Education, Science and Technology. Once the application of the inspection activity is completed, a final activity report is prepared, subject to the approval of the director of the inspection and the final approval of the Regional Secretary of Education.

Accountability: All final reports of the various activities carried out and decisions on disciplinary procedures instituted by the regional education secretariat. These procedures are regulated in specific legislation. For example, inspection procedures are regulated by legislation.

2. Evaluation process

Self-evaluation: Schools in the Autonomous Region of Madeira are not yet subject to an external evaluation procedure. Schools develop internal self-assessment processes and inspection has follow-up activities, for example in the area of curriculum development where information crosses with the self-assessment carried out by the school.

What do you examine during inspection? We have an activity plan, approved annually by the Regional Secretary of Education, Science and Technology, which aggregates the activities carried out by the inspection: in the *follow-up* program, we

develop the *learning development* activity, in in the *audit* program we develop the *Financing of establishments of private education* activity, in the *control* program we develop the following activities: *external assessment of student learning* and *operating conditions for the school year*, *disciplinary action* integrates the activities of *inquiry and disciplinary procedures* and *support to schools in disciplinary matters*. We also have, among others, *ombudsman* (answer, analyse and respond to complaints and requests for information submitted by users and agents of the regional education system), *administrative offense process* and *studies programs*.

Do you have an inspection framework? Is this a quality or compliance model? It is in the *follow-up* program, in the *learning development activity*, the main goals are to contribute to the improvement of teaching practices, knowing how the school plans, implements and evaluates the learning of children and their students and adopts and evaluates measures to improve results of learning, monitor the development of the curriculum and the effects of specific measures applied to children and students and induce the adoption of devices for monitoring and self-assessment of the execution of the curriculum and the results of the implemented improvement measures, focused on improving the learning outcomes.

Inspection time and resource. The duration of inspections depends on the respective activities. We have longer activities such as *learning development* and short-term activities such as *control* and there are developed by an inspector or by inspection teams made up of 2 or 3 elements. Inspection activities are carried out by inspectors and teachers requested.

Frequency of inspections: Yes, there are activities that have defined cycles and are carried out annually. In order to prevent any risks that may exist, we have a plan for the prevention of risks and related infractions, which is annually the subject of a report sent to the regional secretary of education, science and technology.

Main business: We have *disciplinary action* integrates the activities of *inquiry and disciplinary procedures* and *support to schools in disciplinary matters*. We also have, among others, *ombudsman* (answer, analyse and respond to complaints and requests for information submitted by users and agents of the regional education system), *administrative offense process*.

3. Consequences of inspection

Reporting: Our reports are published on our website and are sent to schools, which discuss them in their own bodies and to various government departments in accordance with their respective area of expertise. We don't have a culture of choosing the establishment, students stay in schools in their area of residence, except for private schools that are free to choose.

Grade: We do not rank the institutions as an external assessment system is not yet in place. All our reports are of a qualitative nature only.

Knowledge sharing: The results of the inspections are substantiated in a report. In the case of control, auditing or disciplinary action, measures are proposed, which, depending on their severity, are communicated to the Public Prosecution Service or the Supreme Audit Institution of the Court model.

What happens following an inspection? The reports may result in recommendations for schools and for the departments of the Regional Government but schools don't shut down.

What is the stated purpose of your inspectorate? Propose or collaborate in the preparation and execution of measures aimed at improving the functioning of the regional education system and the quality of education and teaching establishments, in a perspective of promoting students' academic success, from changing the culture of retention, promoting the spirit critical and the assumption of ethical commitment to transform the socio-educational reality.

As a result of the self-assessment carried out at the end of the school year, schools express their intention to promote improvements that are monitored by the inspection and the inspection itself develop, in some programs, activities in order to propose improvement plans that are subsequently audited.