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## Editorial

The second number of “IntervIRE” Newsletter, an initiative of the Regional Inspectorate of Education, is dedicated to the lower primary school (1st, 2nd, 3rd and 4th grades) and its educational community, whose path is important to honor and value, from the primary school referential to the new paradigms that come with the full-time working regime. The school offers, in addition to curricular activities, curricular enrichment activities – foreign language, artistic and physical-motor expressions, information and communication technologies, etc. – and also leisure activities, in the framework of its educational project and in response to homogeneity/heterogeneity of the teaching/learning process of children and students.

The educational response implements the right to education and ensures equal opportunities for school success (it is established in the Constitution of the Portuguese Republic and in the Basic Law of the Educational System).



Jorge Morgado

Director of the Regional  
Inspectorate of Education

We point out, the “Learning Development Activity” promoted by the Inspectorate. It was implemented in Nazaré lower primary school (1st, 2nd, 3rd and 4th grades) with pre-school and nursery and it will be applied in all schools of this education levels, in Madeira.

The objective of this activity is to know how schools: diagnose, implement and evaluate measures to improve students’ learning; see the development and the effect of the measures applied and persuade the monitoring and self-evaluation of execution and results of the new measures.

# Inspection Activity

> In the first semester of 2017, the inspection activity was focused on the following activities: disciplinary procedures, inquiry procedures, learning development and operating conditions of the school year; in the framework of the study program, we have the organization and work time activity. It is also important to note the 1st Seminar, Excellence with Equality, which was part of the 20 years commemoration of the Regional Inspectorate of Education and which was attended by numerous academics from Minho, Lisbon and Aveiro Universities.



## Excellence with Equality

The education seminar was performed in the Auditorium of APEL School, on the 9th and 10th of March, 2017.

The opening session was attended by the Regional Secretary of Education, Jorge Carvalho, the director of the Regional Inspectorate of Education, Jorge Morgado and the pedagogical director of Apel School, Gonçalo Faria. The seminar was initiated, by the opening conference, with Professor Leonor Torres, Minho University and the thematic was the Meritocratic logics and other excellences of the public school, with presentation and comment of Professor José Augusto Pacheco. We had our first debate and the topic was Excellence in Education, with Professor António Neto Mendes, Aveiro University – School excellence and explanations; Professor



Estela Costa, Lisbon University – Policies and instruments which produce quality: Program of Students International Evaluation (PISA); Professor José Palhares, Minho University – Time uses, study practices and juvenile leisure: elements to understand the excellence in the Portuguese public school; and Professor Marta Procópio of the Mission Structure of National Program to Promote Success at School – she presented the respective activity. Nuno Fraga, Madeira University made the presentation and comments.

The afternoon of the first day was dedicated to the presentation and second debate that discussed the Inspectorate issues and the education quality. Paula Lage of “João Jacinto Gonçalves de Andrade” higher primary (5th and 6th grades) and lower secondary school (7th, 8th and 9th grades); João Estanqueiro of the Regional Inspectorate of Education; Ana Gouveia of the Funchal School Delegation and José Eduardo Alves of the Regional Directorate of Innovation and Management, presented communications in the framework of the Education Community Board, the first two, schools

self-evaluation and education municipalization. The debate was attended by Luís Capela of the General Inspectorate of Education and Sciences; Rúben Fournier of the Regional Inspectorate of Education of Azores; Jorge Morgado of the Regional Inspectorate of Education of Madeira; Carmo Clímaco of Lusófona University and Jorge Adelino of Aveiro University. The presentation and the comments were in charge of João Estanqueiro.



On Friday morning we had a conference with Professor Domingos Fernandes, Lisbon University: The Evaluation in Education: from fundamentals to transformation and the improvement of realities. The presentation and the comments were in charge of Professor Almerindo Afonso.

We had the third debate – Evaluation and Quality(ies) – with Professor Jesus Maria Sousa of Madeira University, Evaluation and complexity of higher education; José Augusto Pacheco of Minho University, External evaluation and legitimization of self-evaluation and Manuel António Silva of Minho University, Evaluation of activities in education. The presentation and comments were in charge of Virgínio Sá of Minho University.

On Friday afternoon we had the fourth debate - Activities in Education – hosted by Ana Maria Morais of Lisbon University, School for future society – Looking for high level learning; Armando Morgado, of higher primary (5th and 6th grades) and lower secondary school (7th, 8th and 9th grades) of Caniço, presented the “Mais” Activity; Carlos Gomes of Minho University, Indiscipline and conflict in the classroom: implications for excellence in education; and Paula Vieira of School Group from Real – Braga, The Class Director and the Quality of Schools. The presentation and the comments were in charge of António Neto Mendes.

Almerindo Afonso of Minho University closed the 1st Education seminar, of the Regional Inspectorate of Education, with the conference: Accountability and democratic quality of schools. The presentation and the comments were made by Virgínio Sá.

The seminar evaluation was positive. At the next event of this nature, the participants suggested a larger auditorium, more days and debates with fewer people, in order to develop the topics. Themes to be discussed in the future: formative evaluation; schools evaluation; leadership in educational organizations; indiscipline in classroom and autonomy in lower primary schools (1st, 2nd, 3rd and 4th grades).



# The space of human dimension in the curriculum

I understand the curriculum as a selection of knowledge which is presented in the form of program contents (school curriculum). We must ask ourselves about the identities that underlie this selection, because no selection is neutral. In other words, when a certain selection of knowledge is made, the question is: What citizen profile do we want to shape?

## *What citizen profile do we want to shape?*

Of the multiple theoretical references, I highlight the report that was coordinated and elaborated by Jacques Delors for UNESCO (of the International Commission about Education for the 21st century) and subordinated to the theme: "Education, a Treasure to Discover", in which the author indicates, as the great challenge of the 21st century, four fundamental principles for Education: 1. Learn to know, 2. Learn to do, 3. Learn to live together and 4. Learn to be. Unfortunately, our experience shows us that the last two principles are not developed. That is why, it is necessary to recover the space (and the time) of the human dimension in Education, as a fundamental condition for the full

exercise of citizenship and common life. In this context and with all the constraints that interfere with school work, the School Board of lower primary school (1st, 2nd, 3rd and 4th grades) with pre-school of Garachico adopted – as the motto of its Educational Activity between 2016 and 2020 – the education for human rights. This motto resulted from the diagnosis made, at the beginning of this school year, by the pedagogical team, according to the intervention needs detected over previous school years. In addition to this micro level diagnosis (it was originated inside the institution), the work team also took into account the macro level diagnosis, whose problems come through the media and social networks.



**Adelaide Ribeiro**

Researcher of Education Sciences – curriculum specialty/Madeira University

Principal of Lower Primary School (1st, 2nd, 3rd and 4th grades) with Pre-School of Garachico

## Four fundamental principles for Education:

1. Learn to know,
2. Learn to do,
3. Learn to live together,
4. Learn to be.

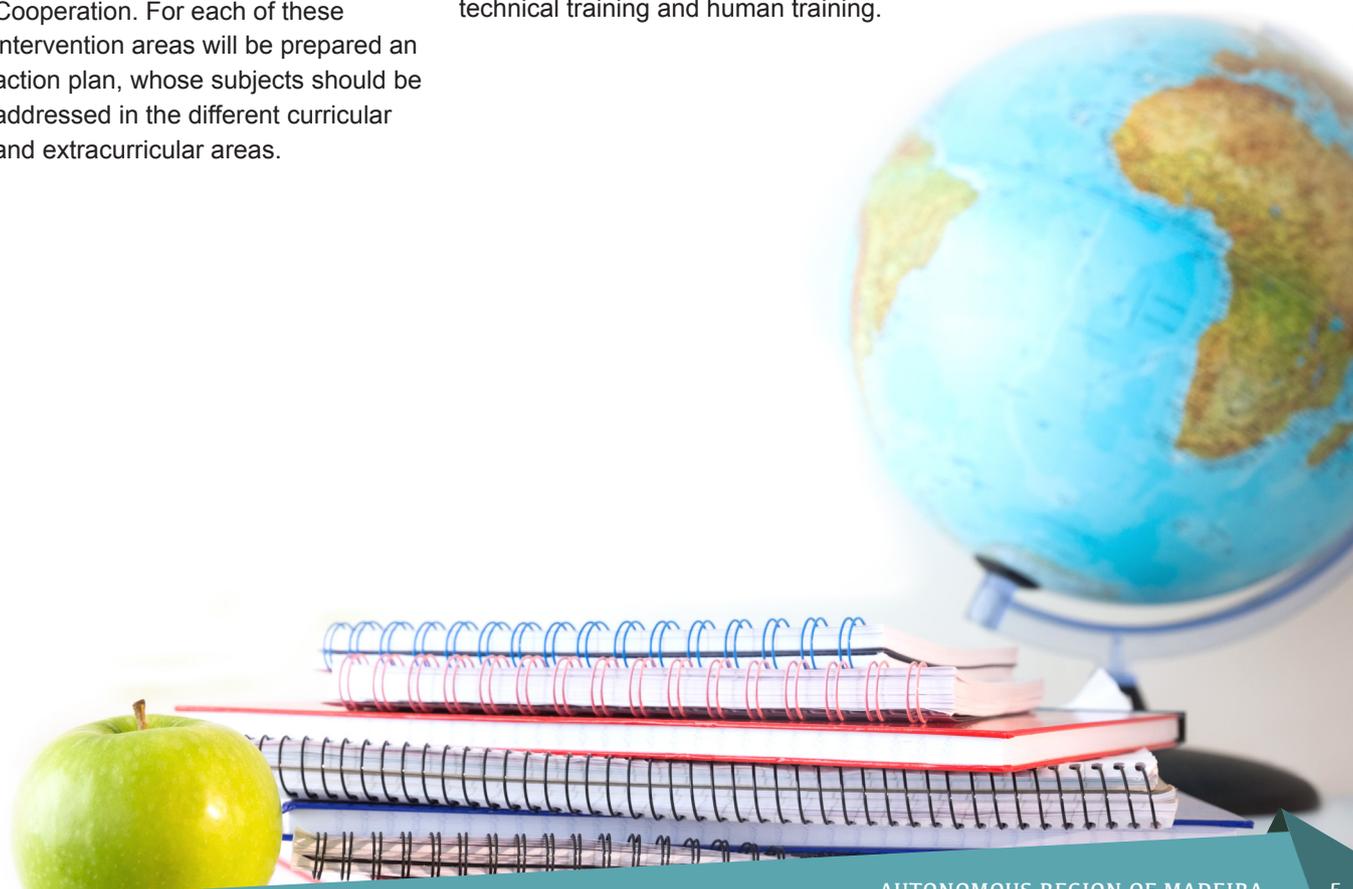
It should be noted that our students are regular consumers of media matters that is why the school has the duty to help them interpret these contents in a critical and reflective way. I remember, as an example, the image of a dead Syrian child on the beach, which it has become the symbol of the refugees' drama in Europe. This and other images did not go unnoticed to our students.

To form critical and responsible citizens is necessary to invest in technical training and in human dimension. Based on the previously diagnosis, the Educational Activity – “Educate for Human Rights” – contemplates four areas of priority intervention: 1. Gender Equality; 2. Inclusion and Equal Opportunities; 3. Environmental Sustainability and 4. Relation and Intergenerational Cooperation. For each of these intervention areas will be prepared an action plan, whose subjects should be addressed in the different curricular and extracurricular areas.

*“To form critical and responsible citizens is necessary to invest in technical training and in human dimension.”*

In the next school year, parents and other community members will participate in the preparation of these plans. Parents should not only be called to school in the festive or evaluation moments. At the moment, we have the support of several partners (Town Hall, Parish Council, Associations, among others), especially in the school maintenance, cooperation in several activities, among other partnerships. The school is, in first place, a place of human development. If we want to train citizens, we must be able to establish a greater and better balance between technical training and human training.

I hope that all schools will respect this plan and that teachers will not give up on this mission.



# Pedagogical Differentiation

In 2017, I wrote on the Education Page that “when I was a child (60`s) the school was not kind, but selective, punitive, cruel and disciplinary for most students. In the second half of the 20th century the school has changed in the framework of the interpersonal relationships (“pedagogical and professional atmosphere”, which involves the relationships between teachers, teachers and students and their families) and in the political-pedagogical speeches.

Despite this, the school of the last 50th years maintained its meritocratic base, which means that, in social contexts characterized by social inequalities, that kind of school can only exceptionally fulfill the function of “social lift”. Because it is directed to the social selection function and consequent “social and cultural reproduction” of inequalities which characterize society.

Throughout the 20th century, we had several pedagogical movements whose main objective was to promote the change of an organization that excluded the weakest and the disadvantaged (socially and culturally).

John Dewey (2016 was the centenary of his book: Education and Democracy) was one of the pioneers of this movement of change.

The New School (or New Education) was a heterogeneous movement from the political-pedagogical point of view. This movement put school change at the top of the political agenda.

In the second half of the 20th century, we witnessed the beginning of the “institutional pedagogy movement”, in France. This movement was inspired by the “cooperative class” model, which was created by Freinet in the 20`s.

Among us, the most important movement that questioned the school and promoted its transformation was the Movement of the Modern School (in 2016, it celebrated half century).

Despite all discussions about school and its social functions through the last century and despite we recognize the existence of significant advances in its operation (especially to promote long-term education, common to all and democratic), this institution has shown us resistance to what Comenius defined in Great Didactic



**Manuel António Ferreira da Silva**

Professor of the Department of  
Education Social Sciences

Education Institute

Minho University

– “to teach everyone everything”. This is the structural principle of democratic education: a non-selective education and promoter of a freer, fraternal and egalitarian society.

Despite I believe that the Portuguese school (the modern school that we all know) will not change, I think it is possible to develop new pedagogical practices, in order to achieve a democratic education for all. In my professional activity as a teacher and a researcher, I decided to get involved in political-pedagogical initiatives – inclusive educational practices. In these initiatives, the obstacles to overcome were notable, from the involvement of schools in the processes to the results obtained and I always had the idea that changes rarely happened or were not immediately visible.

The “pedagogical differentiation” involves the rupture with the classic forms of interpreting the teaching profession, in other words, to question:

- The concept of class and classroom;
- The architecture of our schools, which is focused to the maintenance of the classic organizational forms;
- The concept of curriculum, its conception and development;
- The classical forms of pedagogical work and the forms of organization of work and time;
- The forms of professional articulation between teachers and consequent abandonment of “pedagogical individualism”;

- The practices of students’ evaluation and the reasons for the schools’ difficulty in adopting the formative evaluation.

- The meritocratic practices in the Portuguese school.

As we can see, it is not easy to build a school which is friendly to the entire population. These questions are rare (in all world), because they imply political, cultural, social and economic changes. Efforts will be needed from all those who are involved in education, especially from those who work in the field.





# The Interview with **Dília Barros**

**Good afternoon, thank you for accepting the challenge of sharing the reality of the Lower Primary School (1st, 2nd, 3rd and 4th grades) with Pre-school of Câmara de Lobos. Please, tell us about your school's educational activity.**

The Lower Primary School (1st, 2nd, 3rd and 4th grades) with Pre-school of Câmara de Lobos built its Educational Activity: "Towards Multiliteracy", at the beginning of the 2013/2014 school year, in order to promote the educational action. The problems and specificities of our educational community were detected through surveys (questionnaires and interviews) and a study carried out at the school, in the framework of the master thesis about educational success.

Its construction took into account the target public, the school mission and questions concerning its specificities. Following the thoughts of Sergiovanni (2004), we try to understand: "What is the purpose of the school and its specificity? What is truly important here? Where are we unique? How do we fit into the same structure?" We observed that the inequality of opportunities conditioned educational outcomes, but the lack of culture (which our students experienced in their daily lives) would be an opportunity for new experiences, sparking the curiosity and the taste for learning, in order to promote a fair and multidimensional development.

**After the diagnosis, what priorities have been established?**

It was important to provide them with literacies in the various dimensions. The socio-economic and cultural environment was unfavorable to learning, so it was urgent to instill study habits, open horizons and let them know a world beyond the streets of the neighborhood.

It was also necessary to value the arts and music. Annually, we have a cultural week where students show their skills.

**You said that it was important to develop literacy in its many dimensions. Can you develop this question?**

The perspective of literacy, in which the educational activity was centered, is based on a notion of text that is not restricted to the verbal text (oral and written) and it aims to develop student's communication skills.

The development of literacy has to incorporate the variety of textual forms associated with the media and hypermedia, in a perspective of multiliteracy (addressing academic, social and cultural aspects). We value the learnings acquired through



Dília Barros

Principal of Lower Primary School (1st, 2nd, 3rd and 4th grades) with Pre-school of Câmara de Lobos

the media, family and society, in order to promote the development of communicative, democratic, citizenship and reflective skills.

It was important to develop strategies that gave students certain structural characteristics and other learning skills.

**After this work, how was this activity implemented?**

The school council set priorities and the following goals for 2016/2017:

1. To involve parents in the student’s school life.
2. To sensitize students to non-violence.
3. To promote habits and methods of study.
4. To promote reading habits.
5. To develop intellectual curiosity and a taste for discovery.
6. To learn and respect the school rules.
7. To promote writing and creative orality (free and/or guided) habits.
8. To promote the development of students character and social skills.
9. To develop the critical, reflective and argumentative reasoning.

**According to the school context and the educational activity, how do you want to achieve the educational success?**

The main objective of the educational activity is the student’s educational success. This activity has two important aspects: The development of academic skills and of character structures in children, so that they can face the future challenges (in school and professional terms).

It has 4 essential pillars:

- To learn to know
- To learn to live together
- To learn to do
- To learn to be

This document has been constantly analyzed, according to the efficacy, pedagogical adequacy, internal coherence, opportunity and feasibility. At the beginning of the each school year, the school Board analyzed the 9 goals and established the strategies, taking into account the last evaluation of the activity.

Parking tell us that collectivities do not think, feel or understand. Only people do. Friedberg says that human action, at all levels, is rational in a limited extend and that organizations can not intend a full rationality...

The pedagogical work must be collaborative, focused on a common goal, critical and reflexive. This state of mind was shared by most of the stakeholders, in order to create new skills that would facilitate the teaching and learning process, despite the several setbacks and constraints that occurred.

These four years have not been easy. It was hard to keep teachers motivated, due to their disbelief, lack of recognition and career stagnation.

**What is the balance you make?**

The balance is positive and enriching. The objectives were achieved.

**Tell me about the back-to-school education experience at your school, the type of teaching that you have adopted.**

The back-to-school teaching corresponds to adult education, in order to achieve a degree.

Since 2008, the Lower Primary School (1st, 2nd, 3rd and 4th grades) with Pre-school of Câmara de Lobos has tried to integrate it with the other classes, during the daytime, being a pioneer in our municipality.

The concept of long-life learning has always been present (ideological terms). Our objective is to provide them with skills and knowledge, believing that it is possible to learn, regardless of age and social status.

The fusion between adult students and young students, that work together, has allowed the development of collaborative practices among teachers and the approach of parents, in order to promote a solidarity culture.



**From your words, I assume that, here too, the school develops appropriate activities...**

Yes, several activities were created in order to encourage the adult students. These activities were thought because important values, such as the respect, coherence, solidarity, responsibility, civility, honesty and integrity, are neglected.

These activities were part of the Educational Activity – Towards Multiliteracy. We wanted an awareness of our students about their role in society as citizens and about their role in school as students.

After a class evaluation of the back-to-school education, the teacher found that most of adult students were deprived of ethical and moral values and without life goals.

In these circumstances, the teacher decided to provide them with skills so that they could be inserted into society.

The activities developed over the years have been designed to:

- Develop the necessary competences for the exercise of citizenship.
- Develop self-esteem, mutual respect and coexistence rules, in order to promote tolerant, autonomous, participatory and responsible citizens.
- Promote tolerance, solidarity, resilience and respect.
- Stimulate the active participation of students in school and society.
- Provide moments of reflection about the school.



As an example, I list some of the activities developed in this special modality of school education:

- Towards citizenship – Promotion for change, Painting Citizenship, Sustainable Citizenship.
- Education for Development, Sustainable Vegetable Garden, Citizenship – Live to Learn: Training and Education for Adults, Memories with Flavors, From 6 to 66...

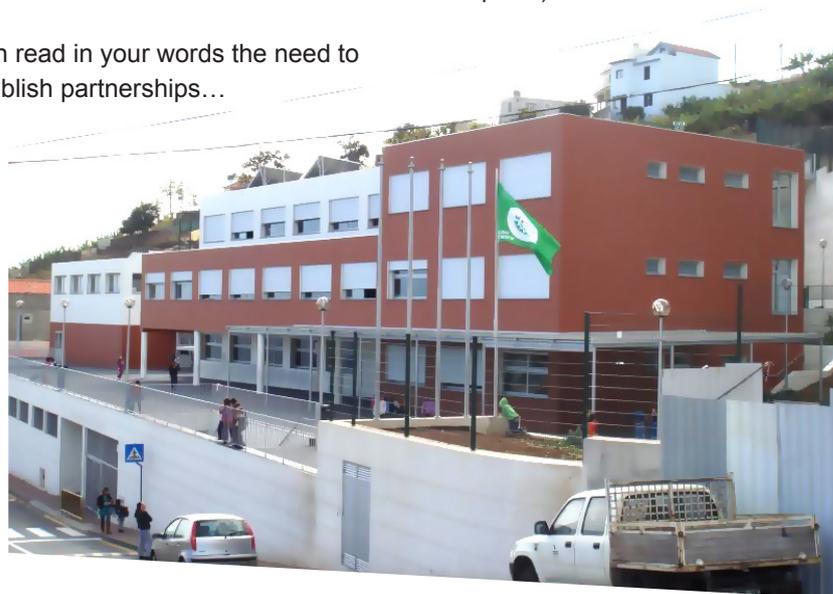
We did about 40 study visits, about 60 awareness actions and lectures, among other activities.

I can read in your words the need to establish partnerships...

Yes, no doubt, partnerships were always developed with various institutions, such as: Local Nucleus of Inclusion of Câmara de Lobos, Town Hall of Câmara de Lobos, Culture Centre of Câmara de Lobos, Health Centre of Câmara de Lobos, Public Library of Câmara de Lobos, Portuguese Association to Fight AIDS, Regional Delegation of Consumer Protection, Frederico de Freitas House-Museum, Contemporary Art Museum, among others.

*Thank you Dília.*

(The interview was conducted by João Estanqueiro)





# The Inspectorate and the Lower Primary School (1st, 2nd, 3rd and 4th grades)



Francisco Dias

Education Inspector

The education policies, regardless of their nature and depth, reflect changes in schools and in education departments. The Inspectorate is no exception, it is also vulnerable to changes which sometimes occur silently. The inspector encourages self-evaluation practices, aims the professional ethics, promotes responsibility and tries to know the work done in schools. In the Iberian and American Congress, which took place on the 15th – 19th of June, 2009, in Comillas (Cantabria-Spain), the General Director of the Evaluation and Territorial Cooperation, Rosa Pérez (Valencia University), with the communication about “The ethics in educational inspection”, said that:

*“The education policies, regardless of their nature and depth, reflect changes in schools and in education departments”.*

“Currently, the systematic evaluation of all schools is being done by the Inspectorate. According to this, the Administration knows the school situation and can introduce the necessary changes (...). It could not be otherwise, because the Inspectorate has a unique knowledge about the school universe, it has a direct and permanent contact. This knowledge gives us a special ability to find the best solution for each case, in order to help overcome the problems faced by school leaders – governing bodies and teachers (...). The education inspectors are a professional group that

is qualified to perform the functions which guarantee the quality and equity of education in schools”. (Newsletter of the General Inspectorate of Education No 7-9, 2009:3).

The Inspectorate functions are established, in the first instance, in the Basic Law of the Education System, namely the laws of evaluation and inspection of the performance of school education. The Regional Inspectorate of education has a Plan of Activities, in order to contextualize the activities to be developed, based on programs (monitoring, audit, control, disciplinary proceeding and ombudsmanship), which integrate several activities - Operating Conditions of the School Year; Educational Organization and Guidance; Evaluation of Students from Lower Primary School (1st, 2nd, 3rd and 4th grades), Higher Primary School (5th and 6th grades) and Lower Secondary School (7th, 8th and 9th grades), etc -, in order to promote the quality of education and learning. The education must be inclusive, equitable and for all.

In the last ten years, the Regional Inspectorate of Education intervened in Lower Primary School (1st, 2nd, 3rd and 4th grades) with Pre-school, in the framework of the above-mentioned activities, being highlighted the monitoring program. Why? By its essence, because “its purpose is to monitor the





In Madeira , with the evolution of the autonomous process, the lower primary school (1st, 2nd, 3rd and 4th grades) had a depth change in the operating regulations, differing from the policies followed in Mainland (vertical groups) and Azores (integrated school), with the creation of the full-time education, already experienced by the Infante D. Henrique School (Funchal-Monte) in the 60s. Until then, schools operated in double, triple and/or normal regime, as it happened in the whole country. This activity started in 1995/1996, in 10 schools of different councils in Madeira, as a result of a development plan for the Regional School Network and family support. This regime is in the Ordinance No 133/98, August 14th. Four years later, we had the Ordinance No 110/2002, August 14th, which retained the essence of the diploma that was the origin of this regime. The full-time school network was completed in 2013/2014, but 15 years later the diploma still exists.

The full-time education brought some changes, namely: several teachers from various specialized areas; enrichment activities; leisure activities (educational/ pedagogical character) and right to food.

It is important to recognize the individual and collaborative work developed by several stakeholders in schools, who do their best in order to promote the education quality and happy children and students.

# What is the administration and management model for Lower Primary School (1st, 2nd, 3rd and 4th grades) in Madeira?



Sérgio Aguiar

School Delegate of Ribeira Brava

At a time when we have seen a decrease in the number of students involving, in some schools, the creation of classes with more than one curricular year, the Regional Department of Education has gradually implemented the restructuring of the school network. Considering the sociodemographic context, nowadays we have less social isolation and profitability of human resources, the mergers of school nucleuses have been a reality in the Region. In 2014, for example, through data obtained by the Education Observatory of the Autonomous Region of Madeira, in all municipalities in the Region, with exception of Santa Cruz, the population growth rates were negative. We observed greater population decrease in Porto Moniz (-24, 1%), São Vicente (-21, 2%) and Santana (-19, 4%).

The future of these schools must be safeguarded, taking into account the curricular specificities of lower primary school (1st, 2nd, 3rd and 4th grades), building(s), geographic location and qualification and accountability of stakeholders. Sometimes, lower primary schools (1st, 2nd, 3rd and 4th grades) with pre-school have more students than schools with lower primary (1st, 2nd, 3rd and 4th grades), higher primary (5th and 6th grades) and lower secondary (7th, 8th and 9th grades) or schools with higher primary (5th and 6th grades) and lower secondary (7th, 8th and 9th grades).

**It was in Lower Primary School (1st, 2nd, 3rd and 4th grades) that Madeira exceeded the national average of external evaluation, during final tests, with innovative activities that are a national example.**

nWe must monetize every think that has been built over the years, not committing some “old” mistakes of the national territory. For example, the first voluntary experience of horizontal school groups (pre-school and lower primary school – 1st, 2nd, 3rd and 4th grades) “condemned” the reintegration into administrative and pedagogical services of higher primary schools (5th and 6th grades), lower secondary schools (7th, 8th and 9th grades) or higher secondary schools (10th, 11th and 12th grades), destroying the organic structure that managed the lower primary schools (1st, 2nd, 3rd and 4th grades). This educational establishments were integrated into vertical school groups, with only territorial affinities, placing different professional subgroups in the same organizational unit with scarce interactions. In Madeira, due to the appearance of higher primary (5th and 6th grades) and lower secondary (7th, 8th and 9th grades) schools that assumed lower primary schools (1st, 2nd, 3rd and 4th grades)

and pre-schools, we tried to privilege pedagogical sequentially in a single school project.

In our region and in lower primary school (1st, 2nd, 3rd and 4th grades) and pre-school, people feel that our model is appropriate, although sometimes the proper functioning of schools is difficult, because of the lack of financial autonomy.

One of the problems is the lack of budget and consequently how to deal with the dynamics of each school. Nowadays, some solutions may involve the decentralization of skills, where we can include the Regional Administration and Municipalities. We know that the success of this measure depends on the sensibility of Mayors.

We need to consider other skills in order to manage these schools, as well as another territorial reorganization, taking into account the size and reality of educational establishments.

It is important to say that one of the first moments of school autonomy is the definition of its own autonomy, by local community, through the participation of its members and the responsibilities that the educational community assumes. I challenge the Regional Administration to allow each school to chart its way and to trust the principals, so they become active agents.

It is important the interest and training of professionals to assume the responsibility required by autonomy.

#### Bibliography:

Formosinho, J., Fernandes, A., Machado, J., & Ferreira, F., (2005). *Administração da Educação: Lógicas Burocráticas e Lógicas de Mediação*. Porto: ASA Editions.



## News

### June 23rd, 2017

**Public policies and school management:** new imaginary, speeches and actors – Education Institute of Lisbon University, conferences with Stephen Ball (University of London) and Licínio Lima (University of Minho).

### August 29th – 31st, 2017

**5th International Symposium on New Issues in Teacher Education** – University of Gdansk, Poland.

Organization: Faculty of Social Sciences, University of Gdansk and Journal of Teacher Education and Educators.

### September 4th – 8th, 2017

**6th edition of the International Cognitive and Affective Neurophysiology Summer School:** Acquisition, processing and analysis of EEG signal.

Faculty of Psychology and Education Sciences of Oporto University.

More information: [www.fpce.up.pt/labpsi/](http://www.fpce.up.pt/labpsi/) or [facebook.com/labneuropsico](https://www.facebook.com/labneuropsico)

### September 7th – 8th, 2017

**Seville – International Conference:** Experiencing Higher Education, Transitions and the Graduate Labor Market: The Non-Traditional Student Perspective.

<https://www.facebook.com/SPCE1990/photos/a.344809888864772.9497.337815892897505/1552491168096632/?type=3&theater>

### September 28th – 30th, 2017

**Congress – The Teachers` Time.**

More information: [www.fpce.up.pt/otempodosprofessores/](http://www.fpce.up.pt/otempodosprofessores/). The call for papers and posters is until July 2nd, 2017.

It accepts proposals in four languages: Castilian/Spanish, French, English and Portuguese. The provisional program of the Congress will be announced at the end of July, 2017.

### September 29th – 30th, 2017

**Culture/Nature Meeting, 2017**, Guimarães – a “Frio” Theater initiative with the articulation of Psychology and Education Sciences Faculty, Oporto University and Center for Educational Research and Intervention, Psychology and Education Sciences Faculty, Oporto University.

It had the support of the “A Oficina” (Center of Traditional Arts and Crafts of Guimarães) and General Direction of Arts.

### November 15th, 16th and 17th, 2017

Les objets de l`evaluation: défis, tensions, méthodologies – 39e session d`études de l`ADMEE – Château Frontenac, Vieux-Québec-CANADA.

# Reading Suggestions



## “A ESCOLA A TEMPO INTEIRO”

by Carlos Pires

**Portuguese Society of Education Sciences Award, 2013**

This book is about the conception and implementation of a public policy of education, in the framework of lower primary school (1st, 2nd, 3rd and 4th grades).

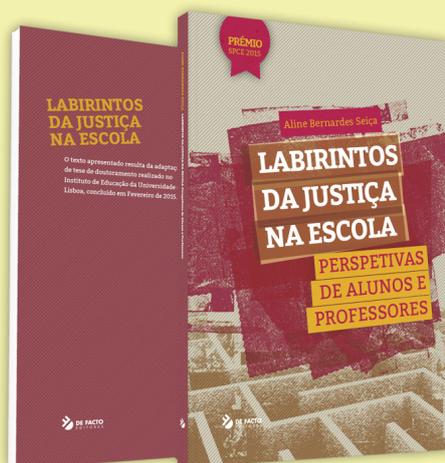
It allows to pay attention to the State`s performance, to understand the ideas and values recommended and also the educational problems.

## “LABIRINTOS DA JUSTIÇA NA ESCOLA”

by Aline Bernardes Seïça

**Portuguese Society of Education Sciences Award, 2015**

This research has a conceptual basis in the problematic of the educational justice. This book is important due to the critical examination of European policies and programs implemented in Portugal in the last decades. But, also, because it questions the effectiveness of these policies in terms of school and social justice.



## POLÍTICAS DE AVALIAÇÃO DE PROFESSORES EM AÇÃO

by Marta Manuela Gomes Jacinto

Portuguese Society of Education Sciences Award, 2014

This book is a valuable contribution to the scientific community, teachers and to all those who are interested and concerned with the public policies of education. The author sought to capture and interpret the various teacher evaluation policies.



## PEDAGOGIA DA AUTONOMIA

by Paulo Freire

This book criticizes the fatalistic mentalities that accept the following ideology: “the reality is this, what can we do?” According to Paulo Freire, educating is building, is to release the human being from liberal determinism and is “teaching to think”. However, all the curiosity of knowledge requires a critical and practical reflection.

(retirado da wook in <https://www.wook.pt/livro/pedagogia-da-autonomia-paulo-freire/191907>)

## Took Place...

June 1st – “Adult Education and Community Intervention: Paths, Opportunities and Challenges” – Education Institute, Minho University.

May 26th and 27th, Coimbra - Conference: **To Play and Ways of Being a Child**. The main purpose was to reflect on the playing, as a children right, as an expression of their way of life and as a strategy for education and social integration.

May 31st, 2017 – The last day for applications to the annual contest for the Award: “Sociedade Portuguesa de Ciências Sociais/ DE FACTO EDITORES 2016”. It was attributed to the work named “Labirintos da Justiça na Escola: Perspetivas de Alunos e Professores” and it was presented by Aline Seíça (candidate).

May 19th and 20th – In the Theater of the Sá de Miranda School took place the Colloquium: “Ambientes e Lideranças nas Escolas de Braga”, memories and experiences of teachers.

May 16th, 2017 – **International Conference: Beyond PISA Results**. The analysis of how the information obtained through PISA can be used to identify fundamental aspects of education systems and to inform public policies. Tim Oates (Cambridge), Patricia Perez (European Commission) and Andreas Schleicher (OCDE), among others, were present.

April 28th, 2017 – Seminar: “Os Poderes Locais e a Educação: das Margens do Sistema para o Centro das Políticas”, auditorium of Lusófona University.