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The workshop of SICI-Standing International Conference of Inspectorates, under the theme Perspectives in Research: What can be driving forces in the relationship between inspection and research? What can be the added value?, took place at The Views Baia Hotel - Funchal, on March 30 and 31, 2023.

This workshop was attended by delegations from 19 countries/regions: Bavaria-Germany, Belgium, Bulgaria, Basque Country, Cyprus, Czech, France, England, Estonia, Ireland, Lithuania, Madeira-Portugal, Northern Ireland, Portugal mainland, Scotland, Slovenia, Sweden, The Netherlands, and Jamaica.

In this working meeting, we had the opportunity to learn about good practices in this relationship between research and inspection, and learn about the added value of research to inspection, schools, inspectors and public policies.

It is true that research allows for complementing and validating inspection analysis and data in order to foster a climate of trust with schools that underpins a co-construction and co-creation session approach between inspection and schools.

External and internal research foster schools with an independent and objective analysis



Jorge Morgado

Inspeção Regional de Educação

of their strengths and weaknesses, to determine the most effective way to provide critical self-review, ultimately so that educational establishments become better places both for their students and for those who work in them.

In other hand, research provides to inspection public accountability, in the sense of transparency, responsiveness, in order to validate inspection practice and consolidate educational policies.

During these three days, we had the opportunity to reflect on the added value of research at the Inspectorates of Education, distinguish the capabilities of inspectorates and inspectors' skills in research, also discuss the capability to promote a new and better response of school organization, assuring the quality of education of our children and students.

It was an amazing reflection on the role of the State in the provision of public services such as education. Thus, we hope that this working meeting has been a contribution to the inspections and to the inspectors that we had the pleasure of receiving.

Workshop

Title of workshop: Perspectives in Research: What can be driving forces in the relationship between inspection and research? What can be the added value?

Date: 30 and 31 March 2023

Venue: Funchal - Madeira

Number of participants: 53 participants (including Madeira)

Number of participating countries/ members: 53 participants from Belgium, Bulgaria, Cyprus, Czechia, Estonia, France, Germany Bavaria, Jamaica, Lithuania, Netherlands, Northern Ireland, Portugal (mainland), Portugal Madeira, Slovenia, Spain (Basque Country, Sweden,), UK England and UK Scotland.



On the first day we had the conference by Jorge Morgado, from Madeira about “Inspection and Research: first approach...”. He talked about the concept of research in education. He made an initial theoretical and scientific approach to the concept of research and investigation. Then he presented the internal activities of the Madeira Island inspectorate, in the pedagogical and administrative areas, ending his lecture with the added value of research to Inspectorate, Inspectors, Schools and Policy Makers.



Estela Costa, from the Institute of Education - University of Lisbon, talked about “the inspectorate, to inspectors, to schools and to policy makers. Research and Inspection: What’s in it for schools?” She pronounced about the evolution of the modes of institutional regulation of educational systems and its impact on the changing concept of inspection and the challenges brought about by this change. She continued her presentation, listing several authors who have developed qualitative research, quantitative research, case studies in the area of inspection, as well as research and investigation work carried out by the Portuguese (mainland) Inspection Department. She concluded her presentation talking about the issues worth considering regarding inspection and research in education.



Roxanne Korthals, from the Dutch Inspectorate of Education, talked about “The added value of research at the Inspectorate of Education in the Netherlands”. Firstly, she presented the mission and the main goals of the Dutch Inspectorate of Education, in order to frame the educational system research. She also explained the inherent procedures to achieve this. They use the evaluation research, based their approach on evidence in order to learn and to gain insights into the quality and effectiveness of the processes and to increase quality, as well as to justify their approach. She finished her presentation with several examples of research in the Dutch educational system.



Javier Martin and Ituarte Maider from the Basque Country presented “Research and Inspectorate: four approaches to the topic”. The four approaches were about “Inspectorates taking advantage of external & classic research”; “Inspectorate itself as agent of research”; “Inspectorate as the both above” and “Inspectorate as the subject of research”.

They crossed those different approaches of research to conclude that external and internal research gives them the opportunity to promote good practices in schools, as well as to influence the decision makers on their educational investment efforts and resources in specific contents.



Ana Márcia Pires from Portugal (mainland) and Sandie Mourão from CETAPS (Centre for English, Translation, and Anglo-Portuguese Studies from The College of Social and Human Sciences of the NOVA University of Lisbon) presented “English in primary education: Inspectors and researchers collaborating to manage the curriculum.” They talked, generally, about the plan of activities of the Portuguese Inspectorate of Education and Science, namely about the monitoring activity about English in primary education. They also described the process of building this activity, the tools used, the partners and collaborators involved. After that, they talked about the specificities of teaching a foreign language in primary education. They concluded with the benefits from the point of view of Portuguese Inspectorate of Education and Science and from the point of view of the expert involved in this research



Pádraig Mac Fhlannchadha, from Ireland, talked about “The relationship between inspection and research”. He started with an overview of Inspectorate in Ireland, led us to an interaction between inspection and research, the drivers in the relationship between inspection and research in the Irish Inspectorate, and finished pointing the challenges in developing the relationship between inspection and research.



Carla Teixeira and Noélia Campos from Regional Inspectorate of Madeira, presented an internal research monitoring activity named “Learning development”, its general objectives, procedures and major conclusions. The main purpose of this activity is to observe and analyse the planning, implementation and assessment of pupils’ learning. An external research activity for school improvement was also presented by Gorete Pereira, Fernanda Gouveia and Nuno Fraga, from the Education Research Centre of the University of Madeira, named “Pedagogical leadership, methodologies and learning assessment processes in contexts of Autonomy and Curriculum Flexibility. A narrative in RAM schools”, which main goal was to 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.



Cultural moments...





Moments

Work sessions

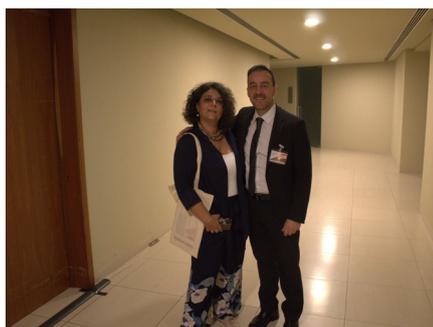






Moments

Breaksessions



Looking Back

1ST INTERNATIONAL CONFERENCE OF TEACHERS CONTINUOUS EDUCATION (ICTCE 23) CONTINUA - CENTER FOR LIFELONG LEARNING OF THE UNIVERSITY OF AVEIRO,

BETWEEN 2 AND 3 FEBRUARY 2023

INCLUSION AND EQUITY IN EDUCATION - ACHIEVEMENTS AND CHALLENGES IN THE TRAINING OF EDUCATORS/TEACHERS AND OTHER PROFESSIONALS



Aveiro, 2-3 February 2023

The sustainable development goal 4, Quality Education, defined by the United Nations, defines, among others, the following guiding axes by 2030:

Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including people with disabilities, indigenous peoples and children in vulnerable situations;

Ensure that all students acquire the necessary knowledge and skills to promote sustainable development, for example through sustainable development education and lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, the enhancement of cultural diversity and the contribution of culture to sustainable development.

With these concerns in mind, the 1st International Conference on Continuing Teacher Training, promoted by continUA — Center for Lifelong Learning of the University of Aveiro, between 2 and 3 February 2023, aims to foster the debate on inclusion and equity in education, focusing on the achievements and challenges of the training of educators/teachers and other professionals.

Having as main theme "Inclusion and equity in education — achievements and challenges for the training of educators/teachers and other professionals, participation in the conference will become a space of extended dialogue, where we will seek to confront ideas, projecting them for the near future, and finding solutions. A few experts will be gathered, who have already charted a path to more inclusive and equitable education, roundtables and lectures on the latest scientific research will be organized.

O VII CONGRESSO IBERO-AMERICANO DE POLÍTICA E ADMINISTRAÇÃO DA EDUCAÇÃO O E O X CONGRESSO LUSO-BRASILEIRO DE POLÍTICA E ADMINISTRAÇÃO DA EDUCAÇÃO - 6 E 8 DE FEVEREIRO DE 2023 NO INSTITUTO DE EDUCAÇÃO DA UNIVERSIDADE DE LISBOA.



Os congressos tiveram como tema central a “Política e gestão da educação temas críticos no espaço ibero-americano” e são promovidos pelo Fórum Português de Administração Educacional (FPAE), pela Associação Nacional de Política e Administração da Educação (ANPAE) e pelo Fórum Europeu de Administradores da Educação na Espanha (FEAE).

No dia 9 de fevereiro de 2023 decorreram atividades pós-congresso, na Universidade de Aveiro, que tiveram como objetivo o intercâmbio e a realização conjunta de pesquisas entre investigadores dos diferentes países, que trabalham em áreas próximas.

EERA SUMMER SCHOOL 2023: “PARTICIPATORY APPROACHES IN EDUCATIONAL RESEARCH”- FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO DA UNIVERSIDADE DO PORTO, 26 A 30 DE JUNHO



Theme and Aims

The EERA Summer School 2023 “Participatory approaches in educational research” aims to support doctoral students interested in bringing participants’ voices and actions to the core of educational research. This implies a diversification of research methods, but also a careful consideration of the ethics of research, and a continuous critical vigilance over the power of educational research and researchers. The Summer School will create spaces to share, discuss and debate, allowing emerging researchers to interact with each other and with more experienced researchers, taking their own ideas as the point of departure for collaborative joint learning regarding the practices, the problems, and the challenges of participatory research-in-the-making. Tutors will include members from the four research centers — CIIE, CIEd, CIDTFF and CEAD —as well as international researchers who will share their expertise and experiences on a wide range of educational and social issues across all education sectors, from early years to higher education and adult education.

EERA Summer School 2023 includes a four-day research experience programme in Porto, one of Portugal’s most beautiful and vibrant cities. CIIE (and the Faculty of Psychology and Education Sciences of the University of Porto, where CIIE is hosted) is delighted to welcome doctoral students to

join our dynamic research team. Combining academic rigour, research excellence and innovation, CIIE develops high-quality research on key issues of educational and social change, in order to broaden the role of education in promoting equity, inclusion and active citizenship.

The Summer School also includes a field trip to the University of Aveiro (UA), where the Research Centre on Didactics and Technology in the Education of Trainers(CIDTFF) is located. Visiting the University of Aveiro will allow participants to get in touch with educational research developed at the CIDTFF, hosted by the Department of Education and Psychology of the UA. CIDTFF’s mission is anchored in the responsibility of research in education: to produce knowledge that will foster educated, qualified, and critical citizens, and to the creation of a better world. Interaction with senior researchers with experience in participatory research will provide the doctoral students valuable insights about the design of their own research projects.

Upcoming Events

**IV CONGRESSO IBERO-AMERICANO DE EDUCAÇÃO COMPARADA
MÉXICO 25 A 29 DE SETEMBRO DE 2023**



**XXXI COLÓQUIO DA AFIRSE PORTUGAL-APRENDIZAGEM, DIVERSIDADE
E EQUIDADE: A INVESTIGAÇÃO EM EDUCAÇÃO A 7, 8 E 9 DE FEVEREIRO
DE 2024 - INSTITUTO DE EDUCAGÃO DA UNIVERSIDADE DE LISBOA**



**L'ÉVALUATION FACE AUX DÉFIS DE LA DIVERSITÉ ET DE L'INCLUSION: ENTRE
NORMES ET DIFFÉRENCIATIONS - 35.º COLÓQUIO INTERNACIONAL DA ADMEE-
EUROPA, UNIVERSIDADE DO MINHO, DE 24 A 26 DE JANEIRO DE 2024**



**ADULT LEARNING AT THE NEXUS OF LIFE COURSE, WORK & TRANSITIONS-
FRANKFURT, 27 A 29 DE SETEMBRO**



Upcoming Events

V COLÓQUIO INTERNACIONAL DE CIÊNCIAS SOCIAIS DA EDUCAÇÃO
EU VIM DE LONGE... EU VOU P'RA LONGE - 50 ANOS DE EDUCAÇÃO
EM DEMOCRACIA, 1-3 FEVEREIRO, 2024, INSTITUTO DE EDUCAÇÃO DA
UNIVERSIDADE DO MINHO



1ST INTERNATIONAL CONFERENCE ON MATH EDUCATION AND
TECHNOLOGY 2023 (ICMET 2023)-UNIVERSITY OF AVEIRO, OCTOBER-2 A
4 2023



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Re(read)

A Intervenção da Inspeção na Avaliação Externa das Escolas: um estudo com base das perceções de diretores de escolas

Arlete Nogueira, Manuela Gonçalves e
Jorge Adelino Costa



Inspectorate's Intervention in External School Assessment: A Study Based on School Principals perceptions.

Em Portugal, o sistema de avaliação da educação e do ensino superior surge em 2002, com a publicação da Lei n.º 31/2002, determinando pela mesma via jurídico-normativa que as escolas sejam submetidas a processos de avaliação externa. Este processo avaliativo foi confiado à Inspeção da Educação, a partir de 2007, passando

este a ser um dos principais domínios da intervenção inspetiva. O presente estudo tem por objetivo analisar como é percecionado, por diretores de escolas públicas portuguesas, o papel da Inspeção no processo de Avaliação Externa das Escolas. Com uma natureza descritiva, o estudo apoiou-se na aplicação de um inquérito por questionário, respondido por 111 diretores do território de Portugal Continental. Os resultados evidenciam

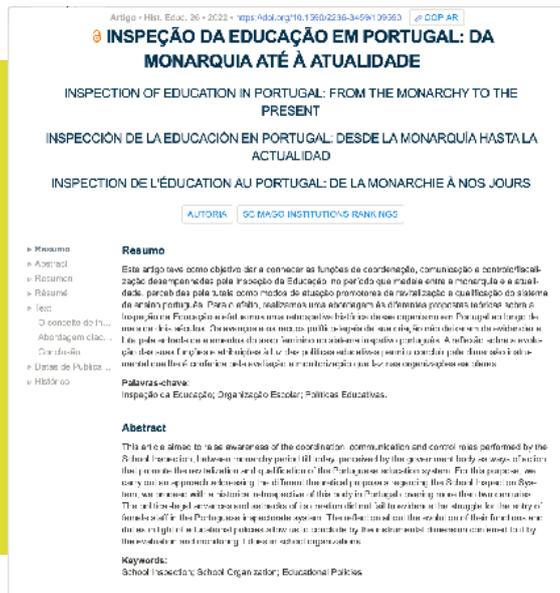
que a Avaliação Externa das Escolas é uma atividade inspetiva valorizada pelos diretores de escolas e desenvolvida em alinhamento, por um lado, com a missão e funções da Inspeção da Educação no sistema educativo, e, por outro, com os objetivos consignados na lei para aquela atividade. Evidencia-se ainda que os diretores de escolas percecionam esta atividade como oportunidade de afirmação da figura do diretor, de acreditação da sua liderança no exercício da sua autonomia.

<https://revistas.rcaap.pt/rpe/article/view/14812/14761>

Re(read)

Inspeção da Educação em Portugal: Da monarquia até à atualidade

Maria João de Carvalho e Luciana Joana



Este artigo teve como objetivo dar a conhecer as funções de coordenação, comunicação e controlo/fiscalização desempenhadas pela Inspeção da Educação, no período entre a monarquia e a atualidade, percebidas pela tutela como modos de atuação promotores da revitalização e qualificação do sistema de ensino português. Para o efeito, realizamos uma abordagem as diferentes propostas teóricas sobre a Inspeção da Educação e efetuamos uma retrospectiva histórica desse organismo em Portugal ao longo de mais de dois séculos. Os avanços e os recuos político-legais da sua criação não deixaram de evidenciar

a luta pela entrada de elementos do sexo feminino no sistema inspetivo português. A reflexão sobre a evolução das suas funções e atribuições a luz das políticas educativas permitiu concluir pela dimensão instrumental que lhe é conferida pela avaliação e monitorização ao que faz nas organizações escolares.”

Palavras-chave: Inspeção da Educação; Organização Escolar; Políticas Educativas.

Abstract

This article aimed to raise awareness of the coordination, communication and control roles performed by the School

Inspection, between monarchy period till today, perceived by the government body as ways of action that promote the revitalization and qualification of the Portuguese education system. For this purpose, we carry out an approach addressing the different theoretical proposals regarding the School Inspectorate System, we proceed with a historical retrospective of this body in Portugal covering more than two centuries. The political-legal advances and setbacks of its creation did not fail to evidence the struggle for the entry of female staff in the Portuguese inspectorate system. The reflection about the evolution of their functions and duties in light of educational

<https://www.scielo.br/j/heduc/a/BQ3vF5YthPG5sT53RWWdMk/#>