Managing for @ School of Success

E-book 1 - School Autonomy

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With the support of the
Erasmus+ programme
of the European Union

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Introduction, *José Miguel Sousa*

This ebook resulted from the material produced (in the working version, without any "treatment") by the participants and invited guests at the first two Training Events of the Managing for @ School of Success (M@SS) project, with reference 2015-1-PT01-KA201-013059 and financed by the Key 2 of the Erasmus+ of the EU programme. Managing for @ School of Success is a project integrated in the Key Action 2 - Cooperation for Innovation and sharing of good practices of the Erasmus+ Program. It is included in the subgroup of strategic partnerships that promote the improvement of school education and is a consortium of seven partners from six European countries: Portugal, Spain, Italy, the Netherlands, Poland and the United Kingdom.

The project is organized around 4 objectives:

1. Learning about and sharing experiences of school management in different European contexts with different actors and typologies of responsibility distribution;

2. Identifying experiments developed at different levels of school management, associated with the principle of more transparent, effective management promoting the concept of an intelligent school;

3. Promoting innovation in school management through shared, international reflection on innovative experiments and strategies developed at the local level;

4. Producing and spreading knowledge about local, municipal and national policies regarding school management, which are able to change the perceptions of stakeholders in school management.

The project challenges practices related to school management, the training of head teachers and educational decentralization of relevant policies in the area of this international partnership and organized around the three structuring themes that guide the project: autonomy, schools' self-assessment and the curriculum. The first ebook was organized on the subject of school autonomy.

Specifically, the team hopes to innovate and expand comparative knowledge about school management policies and effective practices, including those that derive from the international partnership established between schools at the management level as a result of educational decentralization policies experienced in several European countries (OECD, 2012) and related topics.

In addition, the project will contribute to discussing concepts and practices of educational management, the conditions of local implementation and the impacts of these policies once put into practice.

It will also contribute to a broader discussion on the power of these practices to actually constitute innovative forms of school management and to develop a "smart schools" model.

The main topic of the first year of the project is School Autonomy, which was also the focus of the training events. Therefore, the project's objectives, stated above, must be considered the aims of this ebook.

This ebook is divided into five parts corresponding roughly to the tasks performed by the participants during the training events. The first part includes the presentations made by the invited speakers (one head teacher from the National Portuguese Council of Schools; the Secretary of the National Portuguese Council of Education and the Head of State of the Department of School Management (Ministry of Education). The second part, entitled Meanings, includes a set of concepts, briefly presented as they are understood by the participants, within their national and legal constraints. It also includes two exercises that challenge head teachers and schools' actions – one conceptual and the other presented as an example. The third part of the ebook includes a set of successful stories reporting from each of the participant schools. The criterion used to select stories was to apply autonomy and present something that is a good practice of autonomy. A brief inventory of the factors contained in these stories ends the chapter. The fourth chapter answers the question – why and how must schools use comparative data available at the regional, national and international level? The fifth chapter focuses on stakeholders' voices and the perspectives of intermediate leadership, heads of department and pupils' tutors, regarding the ways that schools could act differently to be more effective, fairer and more autonomous.

1. Thinking autonomy

1.1. Decentralization and Autonomy in Education - What challenges are there?, *Fernando Elias*

Decentralization and Autonomy in Education
What challenges are there?

Mangualde – April 11th, 2016
Fernando Elias

1

(BUT) WHY DECENTRALIZE?

The Principle of Decentralization in Education

is justified in several areas which represent more efficiency and efficacy in the provision of educational services.

pedagogical innovation

variety of educational experiences

autonomy in the management of human, material and pedagogical resources

Fernando Elias

2

(BUT) WHY DECENTRALIZE?

Taking into account the scientific literature on the subject, there is a strong **potential for decentralization**, which can be summarized in **nine aspects**, namely:

1 - A greater role given to civil society

2 - Participation of the stakeholders in the management of the public affairs

3 – Approximation between the services and the population

4 – Less bureaucracy

5 – Knowledge of the reality

6 - Better resource management

7 – A clearer accountability

8 - Faster implementation of the decision

9 - Improvement in participatory democracy

Fernando Elias   3

(BUT) WHY DECENTRALIZE?

(Because) Portugal is one of the **most centralized** countries in Europe.

(Because) the **public policies that underpin decentralization can ensure**, among other things:

- efficiency of means
- increase in both the efficacy and quality of the public education
- equality of opportunities
- territorial cohesion
- respect for the autonomy of institutions

Fernando Elias   4

TO DECENTRALIZE OR NOT TO DECENTRALIZE?

Let us consider, in general (and according to the law), what should be centralized:

- **all elements** that contribute to **equality of opportunities**

Equality of treatment through a **compulsory curriculum for everyone**

Positive discrimination of those who have **less** learning skills

Neutrality in the allocation of resources to those with similar learning conditions

Monitoring and **global assessment** of the educational system results

Fernando Elias   5

TO DECENTRALIZE OR NOT TO DECENTRALIZE?

What should be kept **centralized**:

The activities related to the curriculum
(its definition, timetable, etc.)

The placement of teachers

The definition of the educational charters framework and the schools network management (insofar as it affects both academic success and learning costs)

National exams

Fernando Elias   6

WHAT SHOULD BE DECENTRALIZED?

The educational management	**The local or regional investments**

The elaboration and monitoring of the educational charters (according to the municipality planning)

Decentralize

The day-to-day management of schools (Hiring other staff members, such as psychologists, etc.)

The complementary educational activities

The activities meant to enrich the curriculum

Fernando Elias

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HOW TO DECENTRALIZE?

From **a theoretical point of view**, we know that there are **different models of decentralization**.

We also know that, on an **empirical level**, the decentralization of education **can be seen in various ways, leading to different political solutions** and **often integrating mixed and articulated solutions (depending on local realities)**.

Fernando Elias

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HOW TO DECENTRALIZE?

3 models can be used:

universal transfer of skills	partial transfer of skills	Partnership arrangements
	(according to the expressed willingness to assume new skills in pre-defined areas)	between the Ministry of Education, the local government and other entities (parent associations, schools, etc.), framed by protocols and/or contract programmes
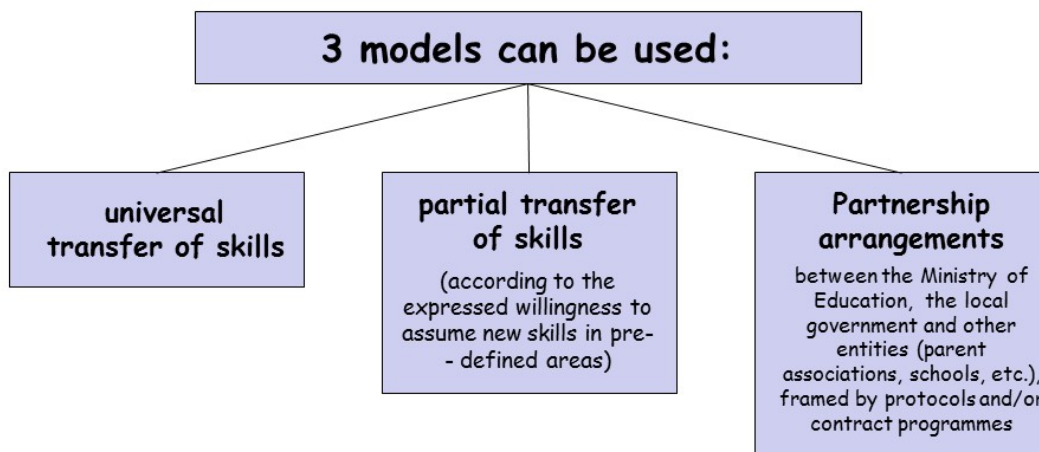
Fernando Elias

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DECENTRALIZATION AND AUTONOMY

The decentralization is related to the supposed EXPANSION of the school autonomy.

Decentralization → AUTONOMY
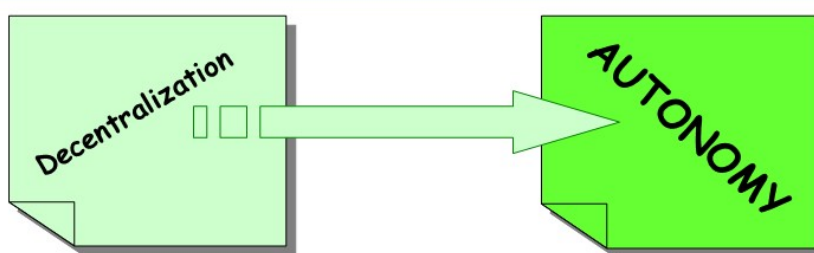
With **the transfer** of **responsibilities** and the consequent **attribution of new skills** at school, the **decision power** or **management independence** are supposed to INCREASE.

Fernando Elias

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DECENTRALIZATION AND AUTONOMY

Autonomy as an instrument to improve the quality of the educational service

BASIC PRINCIPLE

Recognition of the School as the "centre of the educational policies" and as a space with the right to build its own identity

ASSUMPTION

People and organizations are able to take the freedom and the risk of decision-making.

They are ready to be authors (or co-authors) and not just actors.
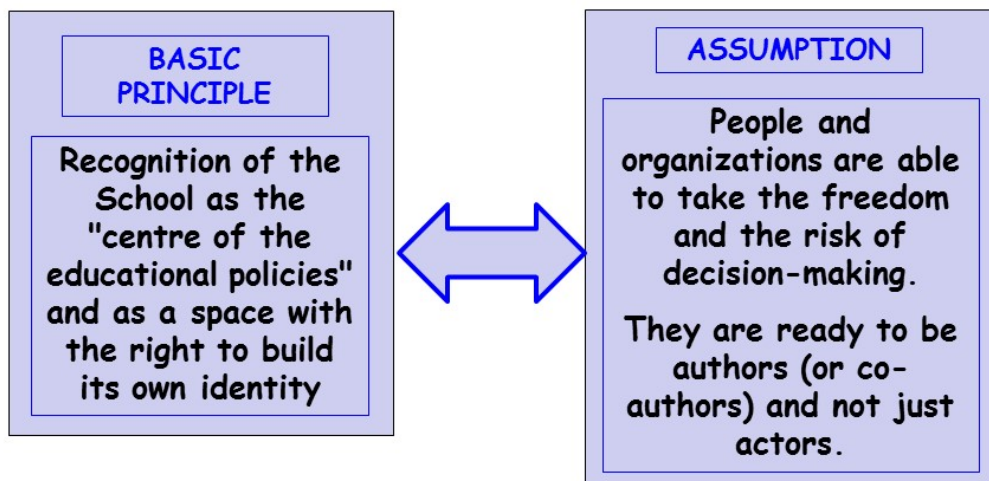
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THE FIRST QUESTION

Is the school able to evolve autonomously?

Fernando Elias

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THE SCHOOL WE HAVE

The School is a place of COMMITMENT(S)

The first commitment is to the students and their families.

The School is (also) a place of CHALLENGES

The **challenges are permanent**:

- ✓ not to lose any student;
- ✓ to have a committed community, which always keeps the principle of educational quality in mind;
- ✓ to fulfill each student's needs;
- ✓ to act in advance;
- ✓ to improve the educational efficiency and efficacy.

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THE SCHOOL WE HAVE

It knows how to produce knowledge.

It knows how to mobilize knowledge.

It's a smart and learning organization.

It produces transformational dynamics.

It generates resonance.
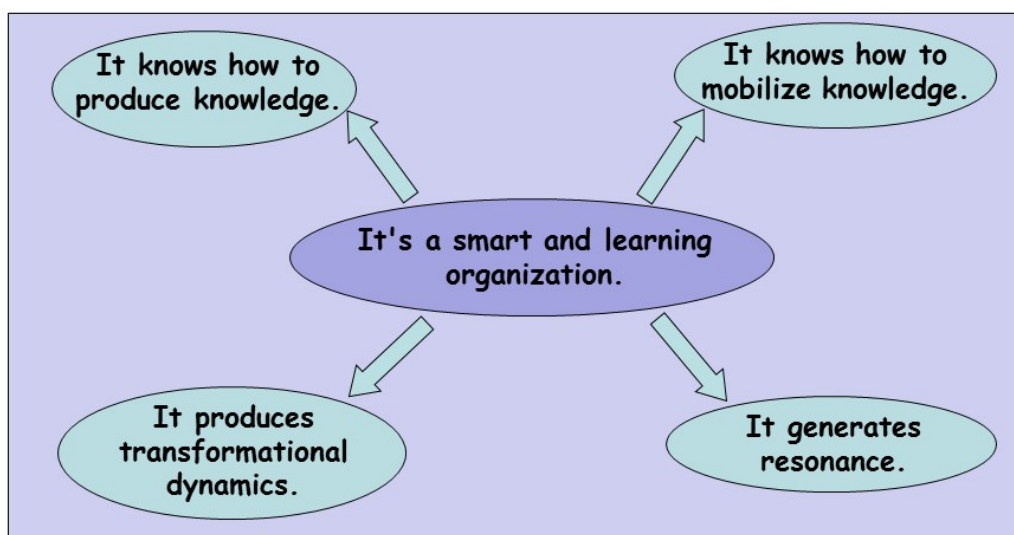
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Analysis scheme of autonomy policies
(João Barroso)

PROBLEMS   POLICIES

AUTONOMY
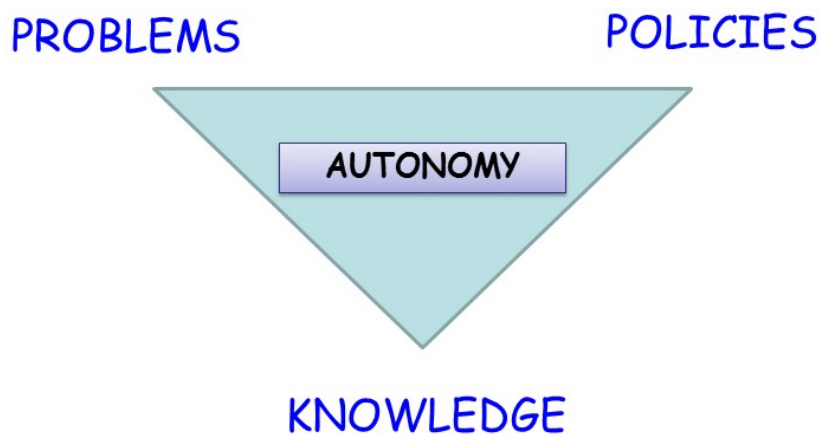
KNOWLEDGE

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"knowledge-based policies"
(João Barroso)

solve

PROBLEMS   ←   POLICIES

1   3

produce   *supports*

2
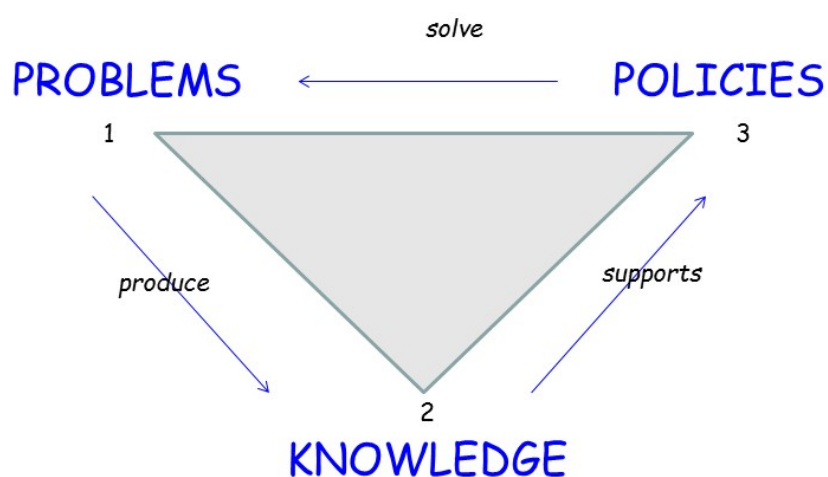
KNOWLEDGE

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"Policies as knowledge"
(João Barroso)

PROBLEMS — *justify* → POLICIES

3

formulates

select

2

KNOWLEDGE
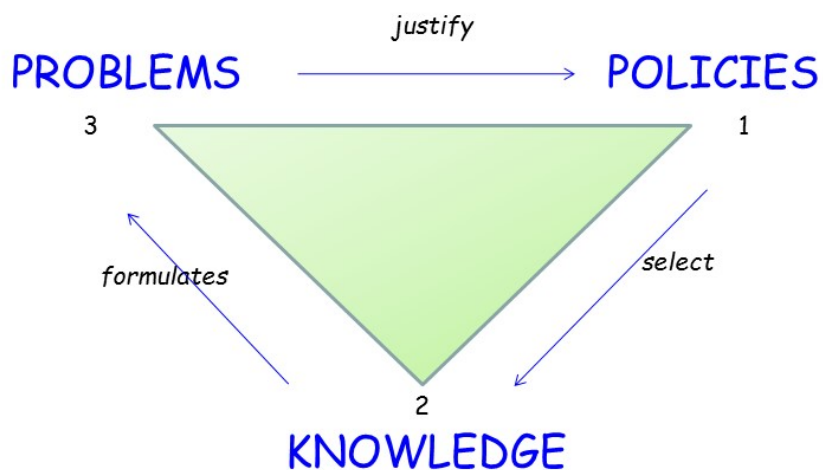
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Starting points

School autonomy:

What solutions?
For which problems?
With what results?

Fernando Elias

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PROBLEMS

1. Which problems might be solved by autonomy and school management policies?

Fernando Elias

PROBLEM APPROACH

Governability

Legitimacy

Regulation

Competition

Democratic perspective

Efficacy

Fernando Elias

POLICIES

2. How are they characterized? What's the framework of the current policies in this area?

Fernando Elias

Regularities

The changes introduced always adopted a "top down" record.

Since 1988 the measures taken haven't always represented a real strengthening of the schools autonomy. On the contrary, many of them lead to a strengthening of the central power.

There is an emerging tendency to "professionalize the managers".

There is a growing tension between a "bureaucratic logic" and a "pedagogical logic".

There is a lack of coordination between the strengthening of schools autonomy, the restructuring process in the Ministry of Education and the local government decentralization.

Fernando Elias

KNOWLEDGE

3. What can we learn from the research carried out?

Fernando Elias

«There is little point in going on promoting changes in the educational administration if they follow the paradigm of 'decreed autonomy', that is, if the changes are still based on the law change, instead of being supported by the assumption of greater responsibility at school and in society.» (Conselho Nacional de Educação - National Educational Council)

« (…) reduced impact on the educational system administration and especially with little democratic consequences in the governance and management of schools.» (Licínio Lima)

« (…) 'autonomy' has been a fiction, as it has rarely crossed the boundaries of political discourse and its application has always been kept far from the effective implementation of its best expectations.» (João Barroso)

«The autonomy of schools is another "mystification" (it legitimizes the Administration control objectives and neither "liberates" schools nor promotes the decision making of the management bodies).» (João Barroso)

Fernando Elias

AUTONOMY CONTRACTS

autonomy   accountability

project   evaluation

While combining a negotiating strategy, mobilizing actors and promoting their autonomy, the contract also has a sense of control and guarantee of results, as well as an obedience to general principles/rules.

Fernando Elias

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What is at stake is not to "**give greater or smaller autonomy to schools**", but to **recognize school autonomy as an intrinsic value to its organization; thus using that autonomy as an advantage for learning**.

Therefore, schools autonomy **is not an end in itself, but a means to achieve the learning purposes in better conditions, namely the education of children and young people**.

(João Barroso)

Fernando Elias

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«Autonomy is like Santa Claus, everyone knows that he doesn't exist, but still pretend to believe in him.»

(João Barroso)

DOMAINS AND AXES

DOMAINS	LINES OF APPROACH
Investment, Functioning Expenses and Management of Material Resources	
Socio-educational Support and Extra-curricular Activities	Decentralization
Planning, Management and Assessment of the School Network	
Contents, Teaching Methods and Pedagogical Resources	
Assessment, Distribution and Management of Courses for Students	School Autonomy
Curricular Planning, Organization and Diversification	
Organic Structure and Staff Management	Mixed model

«The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination.»

John H. Schaar

Muito Obrigado!

1.2. The National Education Council on School Autonomy and the recent performance of the Portuguese Education System, *Manuel Miguéns*

The National Education Council on School Autonomy and the recent performance of the Portuguese Education System

manuel miguéns
Secretary-General
National Education Council

Manuel I. Miguéns

Mangualde 14.4.2016

Summary

• The CNE **Conselho Nacional de Educação** – National Education Council

• Some indicators of the Portuguese Education System (Demography, School enrolment, Educational attainment, Pre School, Early School Leaving, Social Support, Dropouts, Retention, International Assessment)

• CNE recommendations and school autonomy

• Closing remarks

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The National Education Council CNE – **Conselho Nacional de Educação**

www.cnedu.pt

Independent body that produces advice to the Government and to the Parliament on all education matters

- Membership *(Social participation and representation + experts)(diversity - source of independence)*
- President *(elected by the Parliament, source of independence)*
- Advice and Recommendation *(education policies) (evidence based policy making...)*
- Right of initiative *(Source of independence)*
- Similar institutions
- VLOR (Vlaamse Onderwijsraad) - Belgium
- Onderwijsraad – Netherlands
- LST (Lietuvos Svietimo Taryba) - Lithuania
- CEF (Conseil de l'Education et de la Formation) - Belgium
- Symvoulio Paideias - Cyprus
- Conseil Supérieur de l'Education - Québec
- ESYP (Ethniko Symvoulio Paideias) - Greece
- CEE (Consejo Escolar del Estado) - Spain
- OKNT (Országos Köznevelési Tanács) - Hungary
- Haridusfoorum - Estonia

- **EUNEC** http://www.eunec.eu/

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Demography — Entries in the education system - Students enrolled in the 1st grade 5 and 6 years
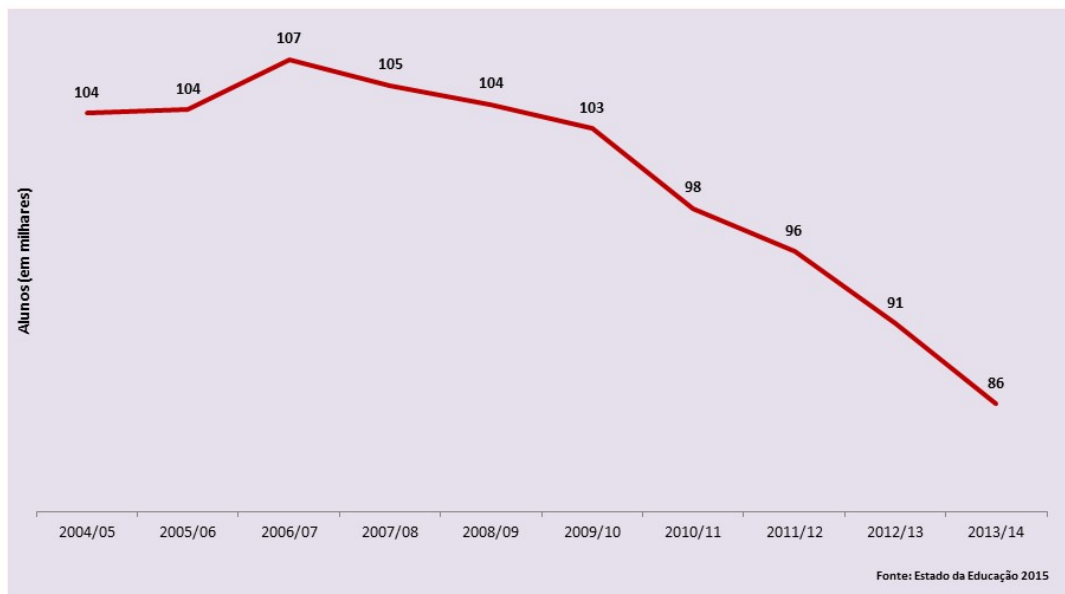
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Schooling — resident population (%) with 15 and more years of age, highest level of education completed. Portugal

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School enrolment

Evolution of the actual enrollment rate (%) per cycle and level of education. Portugal
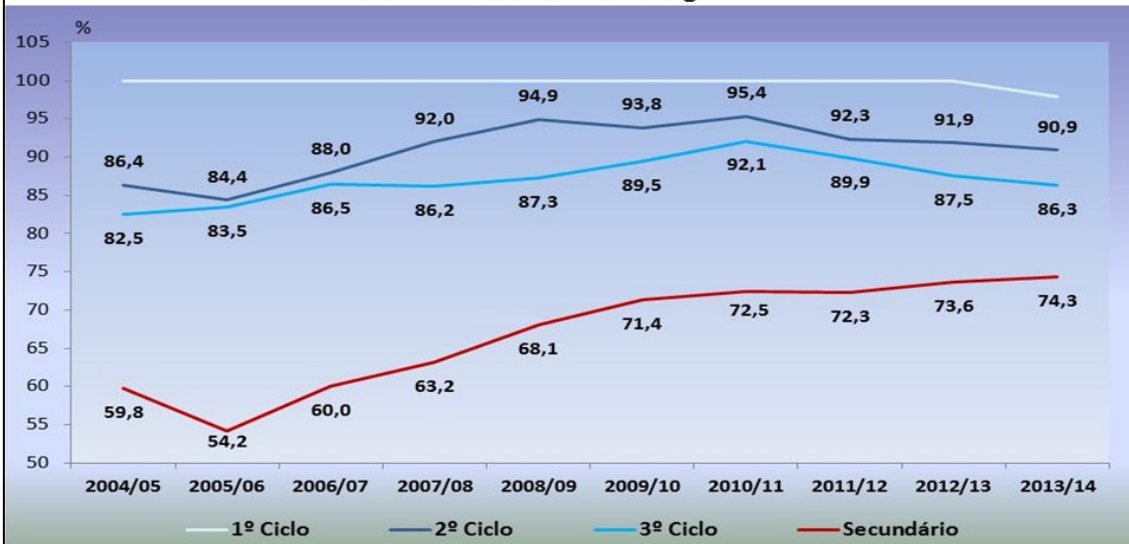
Chart data (%):

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
2º Ciclo	86,4	84,4	88,0	92,0	94,9	93,8	95,4	92,3	91,9	90,9
3º Ciclo	82,5	83,5	86,5	86,2	87,3	89,5	92,1	89,9	87,5	86,3
Secundário	59,8	54,2	60,0	63,2	68,1	71,4	72,5	72,3	73,6	74,3

Legend: 1º Ciclo — 2º Ciclo — 3º Ciclo — Secundário

Fonte: DGEEC

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educational attainment

Population aged 25–64 having completed at least upper secondary education (ISCED 3)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014*
HM	26,3	27,5	27,3	28,1	29,7	31,7	34,6	37,3	39,8	42,6
H	24,0	25,1	24,6	25,4	27,1	28,3	31,5	33,6	35,5	38,0
M	28,4	29,7	29,8	30,6	32,3	34,9	37,6	40,7	43,8	46,8

Fonte: PORDATA

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educational attainment

Population aged 25–64 having completed at least upper secondary education (ISCED 3) % 2014

LT - Lituânia	93,3
CZ - República Checa	93,2
EE - Estónia	91,2
SK - Eslováquia	91
PL - Polónia	90,5
LV - Letónia	89,5
DE - Alemanha	86,9
FI - Finlândia	86,5
SI - Eslovénia	85,7
AT - Áustria	83,9
SE - Suécia	83,7
HU - Hungria	83,1
HR - Croácia	82,9
LU - Luxemburgo	82
BG - Bulgária	81,1
DK - Dinamarca	79,6
UK - Reino Unido	79,2
IE - Irlanda	78,8
CY - Chipre	77,6
FR - França	77,4
NL - Países Baixos	76
UE28	76
BE - Bélgica	73,6
RO - Roménia	72,8
GR - Grécia	68,4
IT - Itália	59,3
ES - Espanha	56,6
PT - Portugal	43,3
MT - Malta	42,2
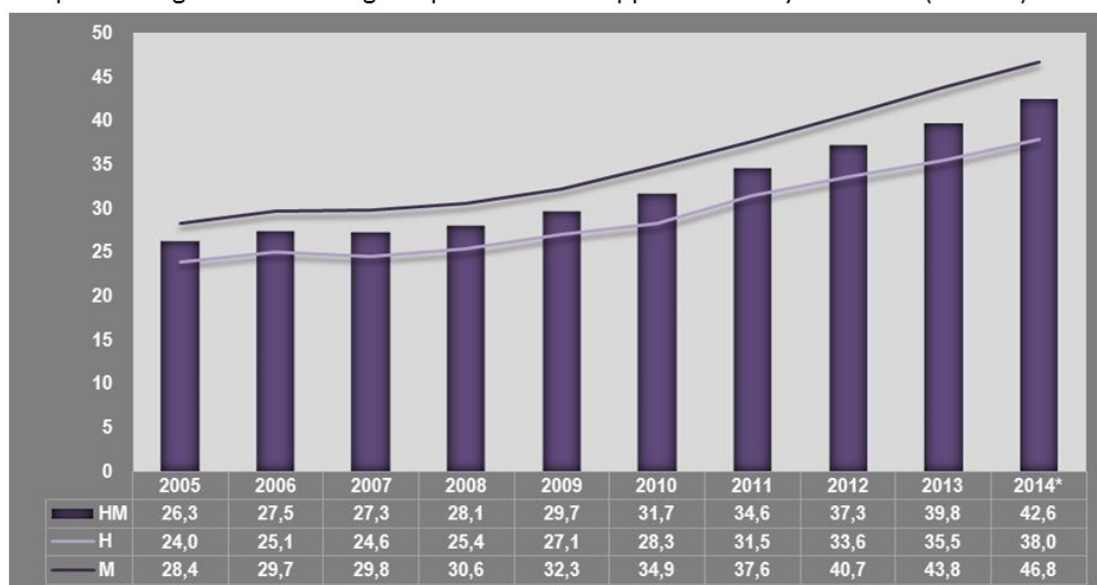
Fonte: PORDATA

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Pre School   Evolution of pre-schooling rate (%) by age. Portugal

Evolução da taxa de pré-escolarização (%). Portugal

3 anos — 4 anos — 5 anos

Fonte: DGEEC

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Pre School, PISA scores, Socio-Economic status

Variação dos *scores* por nível ESCS e frequência do pré-escolar
Portugal, PISA Leitura 2012

Estatuto Sócioeconómico e Cultural (ESCS)

■ Não frequentou   ■ Frequentou 1 ano ou menos   ■ Frequentou mais de 1 ano
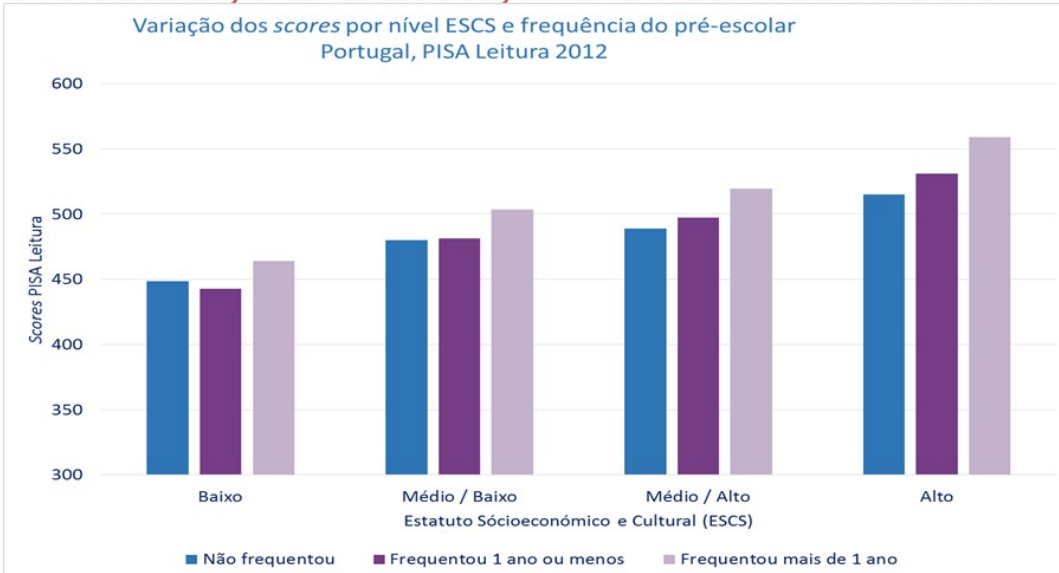
Fonte: Aqeduto, CNE

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Early School Leaving

Evolution of early dropout rate (%) education and training. Portugal

■ Total   — Masculino   — Feminino
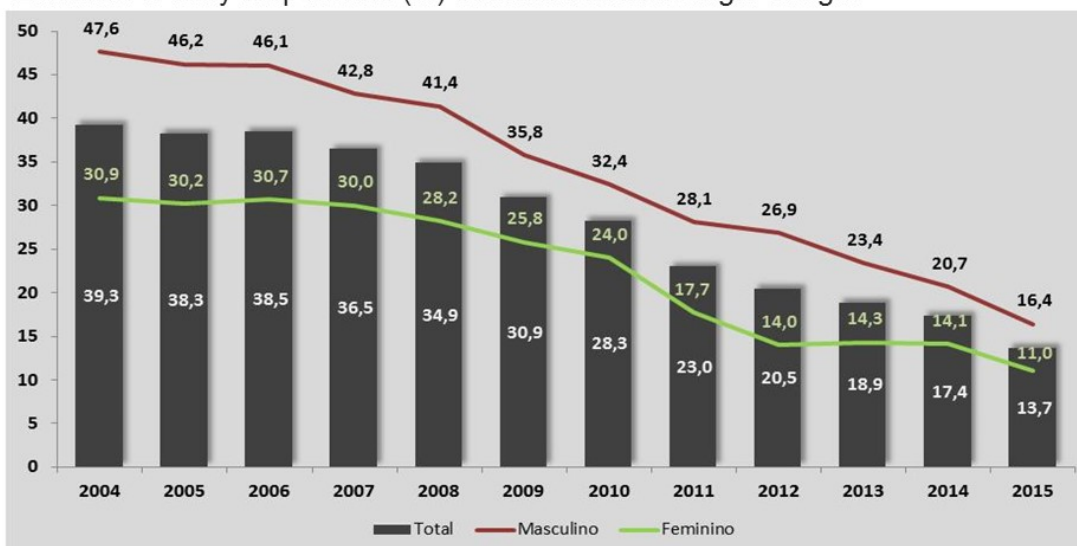
Fontes/Entidades: INE, PORDATA

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School dropout

Early school leavers rate (%) aged between 18 and 24 EU 28, 2014

Fonte:Eurostat, 2015

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School failure

Evolução da taxa de retenção e desistência (%) nos ensinos básicos e secundário. Portugal

1º ciclo   2º ciclo   3º ciclo   Ensino secundário
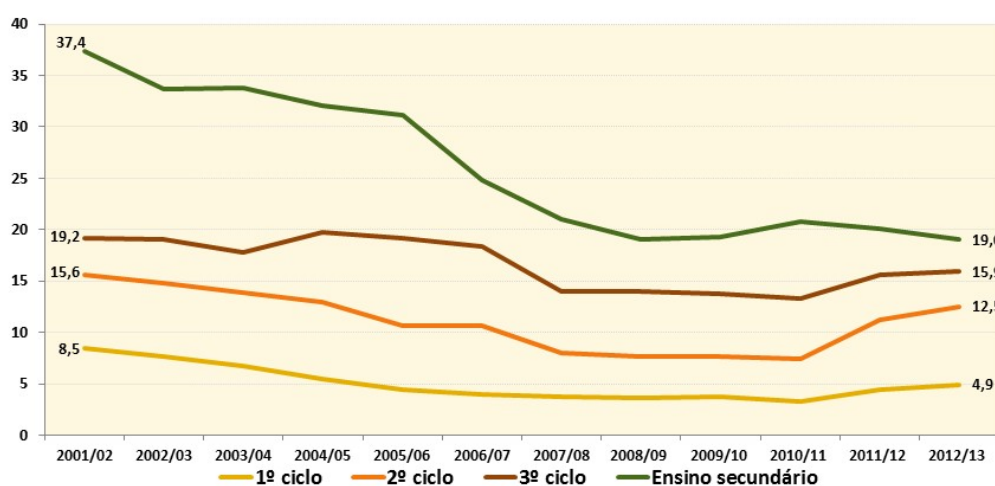
Fonte: *Educação em números*. Portugal - 2014.
DGEEC - MEC

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Retention

Alunos (%) que repetiram pelo menos um ano nos ensinos básico e secundário. 2012
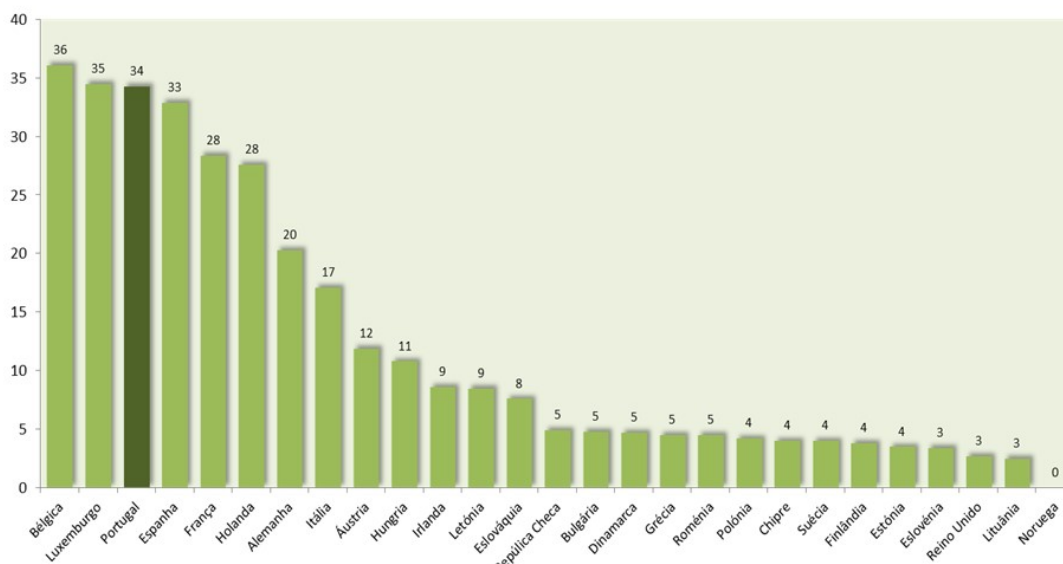
Fonte: Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures, 2014, Eurydice e CEDEFOP

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Students' success and Mother's Education Level

Continente, 2013/14
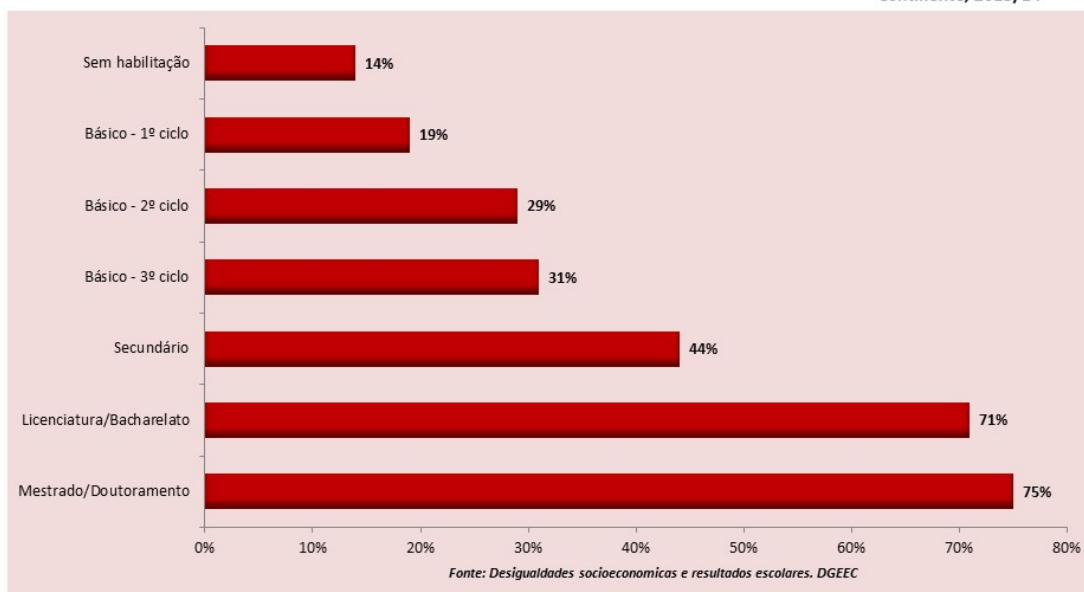
Fonte: Desigualdades socioeconomicas e resultados escolares. DGEEC

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Social Support % of lower secondary students 2013/14

District	%
Setúbal	34%
Coimbra	34%
Lisboa	37%
Évora	39%
Leiria	39%
Santarém	39%
Beja	41%
Aveiro	42%
Castelo Branco	42%
Faro	42%
Continente	43%
Portalegre	45%
Guarda	45%
Bragança	45%
Viseu	50%
Porto	50%
Viana do Castelo	51%
Braga	52%
Vila Real	53%

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International assessment Scores reached by Portugal in the last five PISA cycles

Matemática: 454, 466, 466, 487, 487
Leitura: 470, 478, 472, 489, 488
Ciências: 459, 468, 474, 493, 489

■ 2000 ■ 2003 ■ 2006 ■ 2009 ■ 2012

Fonte: CNE, a partir da OCDE PISA data bases

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International assessment — Average Scores OECD countries PISA 2012

Fonte: CNE, a partir da OCDE PISA *data bases*

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Teachers (qualifications/ selection/ hire/ hours per week)

Docentes (%) em exercício, por grupo etário. Continente, 2013/14

Fonte: DGEEC

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Closing Schools (estabelecimentos)

CNE CONSELHO NACIONAL D EDUCAÇÃO

edufor
centro de formação

Managing for @ School of Success
Project Nº 2015-1-PT01-KA201-013059
schoolsuccess.edufor.eu

Ano	Nº estabelecimentos
2004/05	12 312
2005/06	12 058
2006/07	10 443
2007/08	9 764
2008/09	9 226
2009/10	8 881
2010/11	8 162
2011/12	7 483
2012/13	7 115
2013/14	6 575
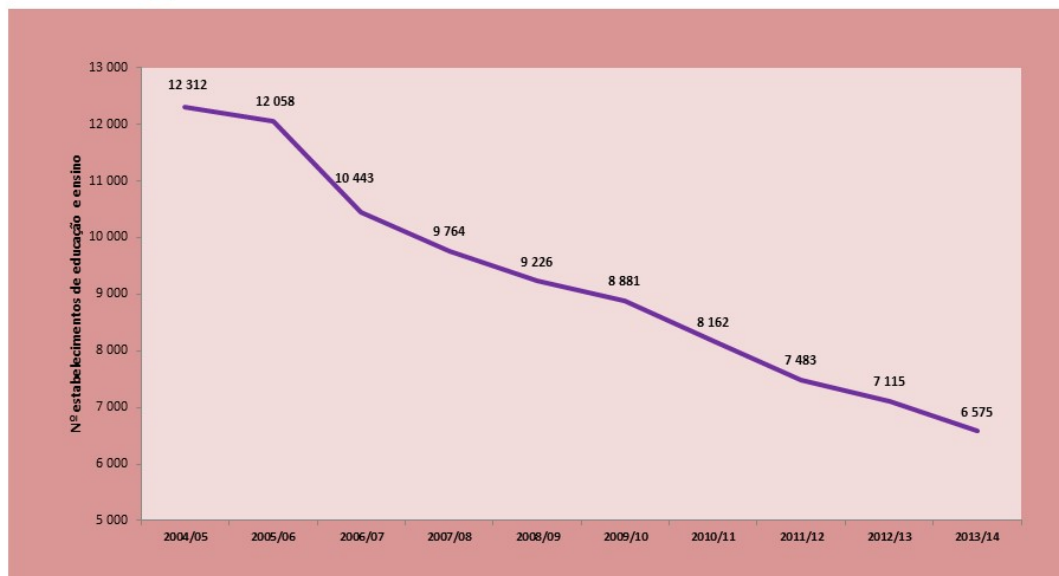
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CNE CONSELHO NACIONAL D EDUCAÇÃO

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schoolsuccess.edufor.eu

The CNE Advices and School autonomy

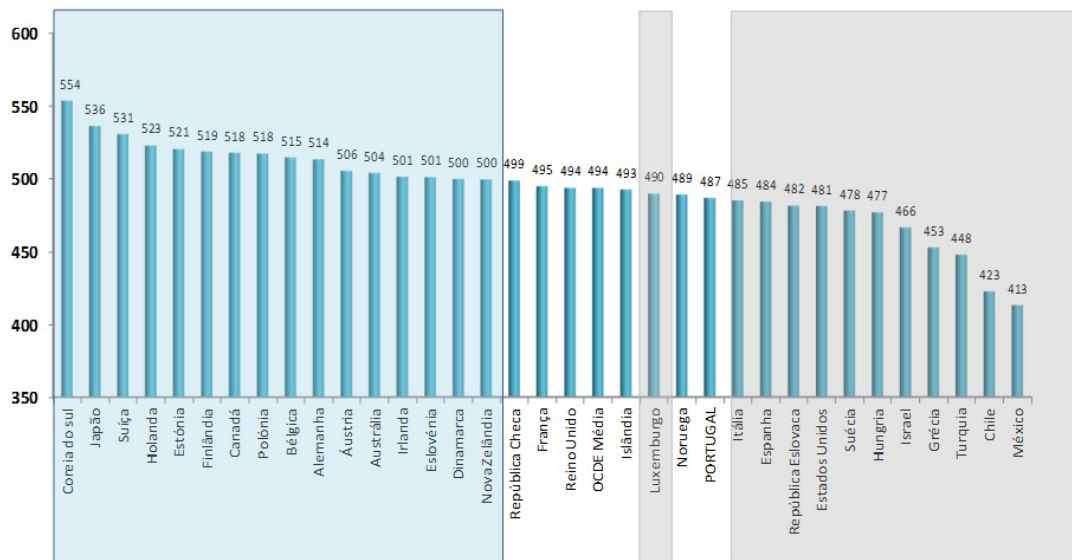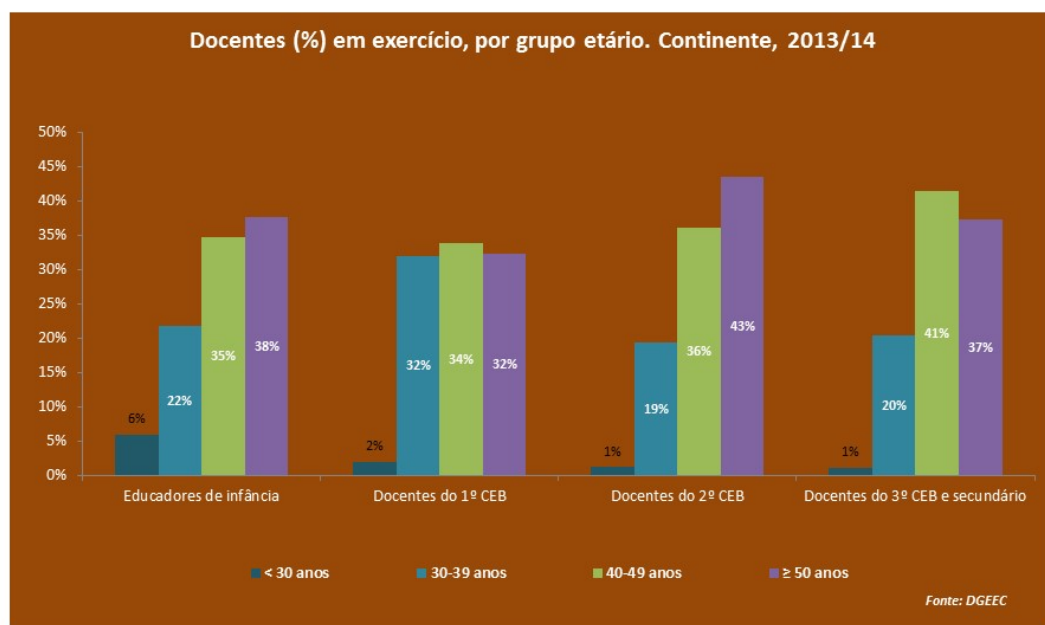CNE agrees with the proposals to transfer competences to the schools, gradually and under agreements (contract)

-reinforce the horizontal cooperation amongst the different local protagonists (1997)

-the school autonomy issue and the consequent reorganization of the administrative structure (central, regional, local and each school) should be previous and should shape the models of management, administration and direction of schools (2008)

-the way forward in order to have better levels of social and community participation in education could be deepened, provided that we create the effective conditions to allow the real participation of the various stakeholders (2008)

- In order to achieve better learning and better results it is important to reinforce autonomy and leadership

- Reinforce the mechanisms of school self regulation and evaluation

- the process of school external evaluation should be strongly coupled to the agreement to sign up autonomy contracts

Manuel I. Miguéns   Mangualde 14.4.2016

agência nacional
erasmus
educação e formação

Erasmus+

The CNE Advices and School autonomy

• *Reinforce* the mechanisms of school self regulation and evaluation

• *the process of school external evaluation should be strongly coupled to the agreement to sign up autonomy contracts*

•*Leave room enough to directors and schools and enable them to find out their own ways, to tackle concrete specific problems and build up local solutions according to their own specific needs, difficulties, goals, and education project.*

•*School principals should use the corridors of autonomy that already exist*

•*It is relevant to ensure that all the schools have the level of autonomy that allows them to make decisions taking in account their own reality, even having different financial support according to the reached results. (2010) A more flexible curriculum gives room to the possibility of responding to different needs and contexts...*

Manuel I. Miguéns   Mangualde 14.4.2016

The CNE Advices and School autonomy

" The autonomy of schools has real meaning only when understood as a tool for achieving the single desirable purpose : to increase the quality of learning. All that does not contribute to this goal becomes irrelevant " EE 2013"

"...developing the schools and their autonomy, which will involve the review of the functions of the structures of educational administration at different levels" 2008

" The State should have the role of global regulation of the education system, promoting a system that support schools both at central and local levels" 2008

It has been consistently reaffirmed by the CNE that the issue of school autonomy and the consequent reordering of the administrative building (central, regional, local and individual school) precedes and shapes the issues related to the models of school management. 2008

the CNE has been advocating a new educational administration for the entire education system, envisaging a "trend of *contractualization*". The state would sign "agreement programs" with all schools, regardless of their legal status, creating conditions for the emergence of educational projects autonomous and differentiated and progressive social accountability for education in a context of freedom, autonomy and responsibility. 2014

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The CNE Advices and School autonomy

"Creating effective conditions for schools to build contextualized responses aimed at creating better learning conditions : Formation of classes , resource allocation , distribution of teaching staff , curriculum management , construction of different school courses ." 2015

"A significant part of the promotion of school success is necessarily the obligation of the public school to choose the best professionals and ensure the stability and recovery of their careers." EE 2014

The CNE recommend conferring greater autonomy to school clusters, particularly in the management of the teachers, opening the possibility for teachers to maintain a greater number of years with their students throughout schooling 2008

Schools should be able to autonomously manage their resources and mobilize different synergies, particularly families, the community, or higher education institutions 2008

"The autonomy of schools / clusters is , first of all , na exercise of social responsibility for the education in each school and social context." 2012

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The CNE Advices and School autonomy

The CNE recommends to reinforce self-assessment mechanisms for schools and accountability "To encourage the celebration of the autonomy agreements between schools / clusters and to expand the levels of responsibility for the processes and the school results ."2012

self-evaluation and external evaluation methods should be developed, properly articulated, understood as collective, training and constructive processes, that demonstrate accountability and self-regulation and promote autonomy (DNE , 2007)

"Without autonomy of the institutions and without independent evaluation it is not possible to make sustainable improvements " (DNE, 2007).

"The contracting of the autonomy by each school / cluster, considering different levels of autonomy according to the dynamics of improvement already in place, could be a way to strengthen the institutions." 2012

to seize better the opportunities already given by the existing autonomy and to invest with courage in contracting levels of increasingly strong and sustained autonomy 2012

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The CNE Advices and School autonomy

The external evaluation process of the schools should lead to the celebration of autonomy contracts . 2011

to ensure that the schools have the autonomy that enable them to organize themselves according to their reality and context and to have differentiated financial resources, depending on the results achieved by each of the evaluated units. 2010

Schools can only respond with the necessary curricular flexibility to each and every young person who pursue secondary studies if the framework for exercising their autonomy is clearly defined. In the current context of conflict and misunderstanding about the scope of autonomy, it will be very difficult to construct quality and diverse solutions. 2009

"A well balanced curriculum, in its purposes and its components should be set nationally, but leaving schools free to define its implementation and management." 2012

the construction of these educational opportunities, able to generate greater involvement and student work, appeals to a lot more ability to self-management of the curriculum in each school."2012

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The CNE Advices and School autonomy

But in order that autonomy becomes a means of promoting quality and equity in education schools must have the necessary resources, clear projects and strong educational leadership, both in terms of the heads of clusters and in regard to intermediate leadership. 2008

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Hearing the Principals

Principals would like...

• to manage human resources - hire teachers and promote teacher training according to their needs

• to adopt a different curriculum (20%)

• to organize the school differently (time, grouping)

• to define goals according to the starting point and according to the socio economic context

• to find out support to develop their projects at the institutions based on their territory

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Decentralization

• Municipalities should invest in local social agreements concerning education

• Need to clarify and to establish the roles and competencies of
Central administration
Municipalities
Schools

We do not have enough studies with prospective scenarios about possible developments of decentralization of education and school autonomy. Studies to allow schools and central administration to envisage a different future organization

It does not seem possible to give power to municipalities at the cost of schools autonomy

State that regulates and intervenes
Strong supportive municipalities
Strong autonomous schools...

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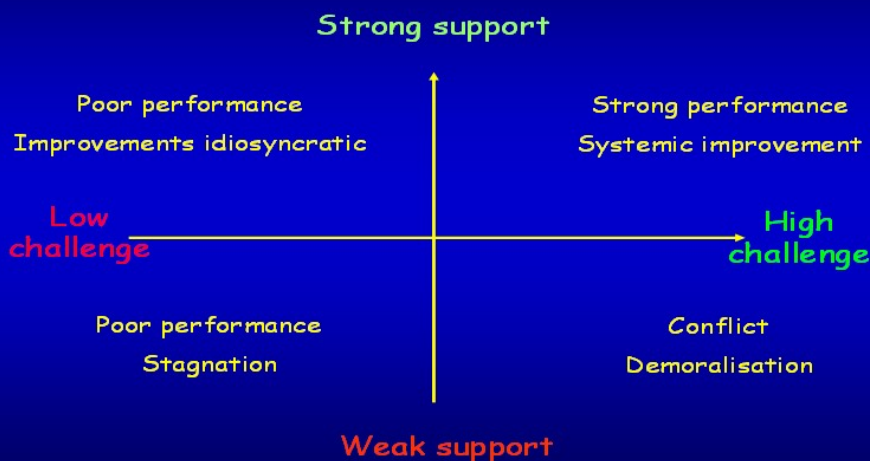
Slide 51

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Managing for @ School of Success
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schoolsuccess.edufor.eu

51

Impact of international Assessments

Andreas Schleicher 16 September 2009

Challenge and support

Strong support

Poor performance
Improvements idiosyncratic

Strong performance
Systemic improvement

Low challenge

High challenge

Poor performance
Stagnation

Conflict
Demoralisation

Weak support

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Slide 55

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55

Impact of international Assessments

Andreas Schleicher 16 September 2009

School autonomy, standards-based examinations and science performance
School autonomy in selecting teachers for hire

PISA score in science

70

63

60

50

46

41

40

30

20

10

0

Yes

No

Standards based external examinations

No
School autonomy in selecting teachers for hire

Yes

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agência nacional erasmus educação e formação

Erasmus+
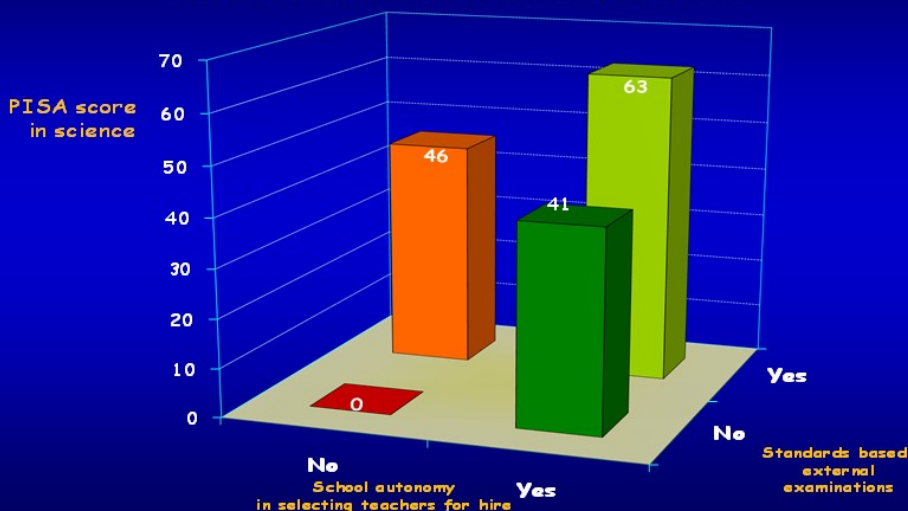
Closing Thoughts

Teacher-teacher collaboration
- *Isolation?*

Teacher-student collaboration
- *Teaching to the class?*

Stakeholder involvement
- *General Council*
- *Municipal Council*
- *National Council*

Distributed leadership
- *Coordinators of school (new)*
- *Heads of department (socio-professional recognition)*
- *Principal*

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Closing Thoughts   Tradition/Dominant culture

❖ Centralized system (curriculum definition and implementation, teacher recruitment…)

❖ The Ministry as a "useful blame taker"/ The Ministry is there to solve all the problems and to say what has to be done

❖ Teacher-dominated flat system and ….

❖ The Ministry "enjoy" to exercise centralized instructions but it is faraway

❖ Local control is closer to the focal point and might tend to uniformity
Standardization, diversity, *clusterization*
Bear in mind that…
Cultures change slowly and….
Politics is the art of the possible….

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Thank you for your attention

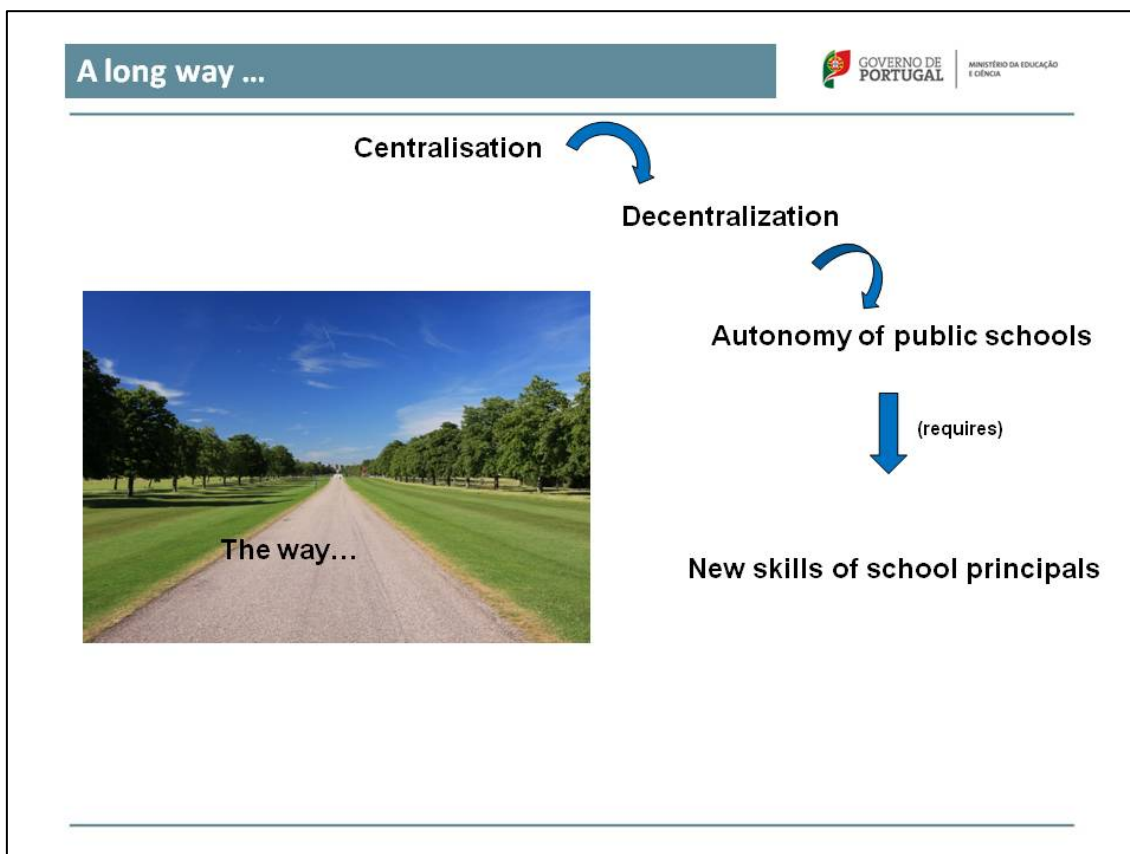## manuel miguéns

Secretary-General National Education Council

manuel.miguens@cnedu.pt
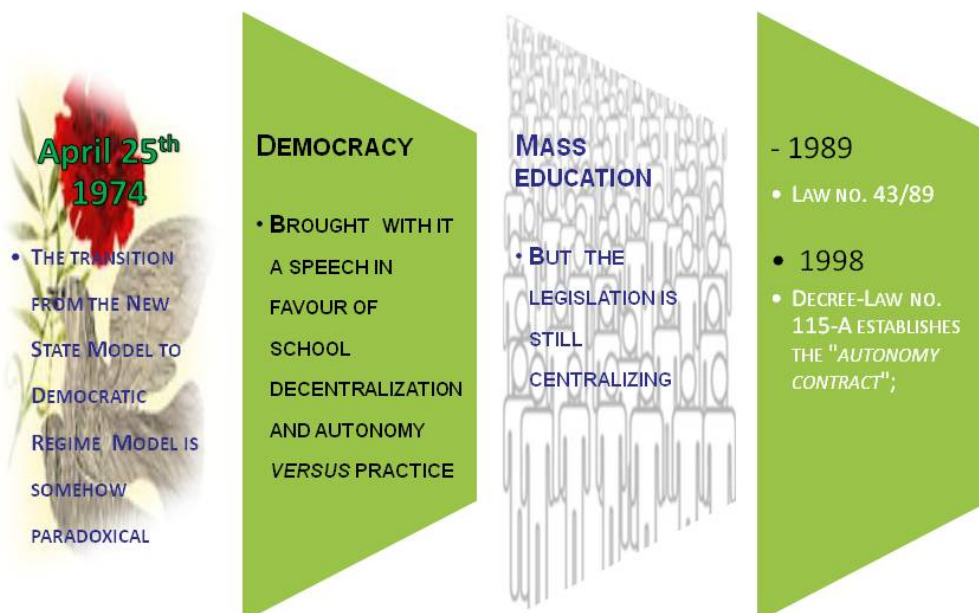
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1.3. A Look at Autonomy, *Maria Luísa Gaspar*

AN HISTORY OF CENTRALIZATION

April 1890	• Creation of the Ministry of Public Instruction and Fine Arts, marking the centralized option.
1910-26	• First Republic - Tries to decentralize Abandons the practice in 1918
1933	• New State Regime– strong centralization of educational administration
25th April 1974	**REVOLUTION**

MOVING INTO DECENTRALIZATION

April 25th 1974

• The transition from the New State Model to Democratic Regime Model is somehow paradoxical

Democracy

• Brought with it a speech in favour of school decentralization and autonomy *versus* practice

Mass Education

• But the legislation is still centralizing

- 1989
• Law no. 43/89

• 1998
• Decree-Law no. 115-A establishes the "*Autonomy Contract*";

AUTONOMY - DECENTRALIZATION

GOVERNO DE PORTUGAL | MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

DECREE-LAW NO. 144 FROM 2008

CONTRACT EXECUTION

CURRENTLY IN FORCE IN MORE THAN 100 MUNICIPALITIES

COVERING THE FOLLOWING AREAS

| NON-TEACHING STAFF | SCHOOL SOCIAL ACTION | CONSTRUCTION, MAINTENANCE AND EQUIPPING OF SCHOOLS | SCHOOL BUSES | FAMILY SUPPORT | CURRICULUM ENRICHMENT ACTIVITIES |

DELEGATION OF POWERS

EXECUTION OF POLICIES SET BY THE CENTRAL GOVERNMENT

AUTONOMY OF PUBLIC SCHOOL

GOVERNO DE PORTUGAL | MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

| DECREE-LAW NO. 75/2008 DECREE-LAW NO. 137/2012 ORDINANCE NO. 265/2012 | SCHOOLS GET A CONTRACT OF AUTONOMY | ALLOCATION OF RESPONSIBILITIES IN AREAS THAT ALLOW SCHOOLS TO DEVELOP THEIR OWN EDUCATIONAL PROJECT. |

| AN EFFECTIVE MOVEMENT OF TRUST IN SCHOOLS AND THEIR LEADERS. | RECRUITMENT; PEDAGOGICAL EXPERTISE; PREVIOUSLY KNOWN BUDGET; ADMINISTRATIVE DECISIONS. | IT VALIDATES THE DESIRE OF PRINCIPALS – SANCTIONED BY THE SUPERVISORY COUNCIL. |

| THE ME HAS AN INSPECTIVE BUT ALSO COLLABORATIVE FUNCTION, SAFEGUARDING THE CONTRACT OF AUTONOMY. | EMPOWERMENT RESPONSIBILITY ACCOUNTABILITY | BETTER EDUCATIONAL OUTCOMES |

A LONG WAY ...

CHANGES → • CENTRALISATION

IMPLIES → • DECENTRALIZATION

REQUIRES → • AUTONOMY OF SCHOOLS

→ • NEW SKILLS OF SCHOOL PRINCIPALS

AUTONOMY OF PUBLIC SCHOOL

WHAT QUALIFICATIONS AND COMPETENCES DO SCHOOL LEADERS NEED IN ORDER TO MANAGE AND TO LEAD SCHOOLS WHICH PREPARE 21ST CENTURY STUDENTS?

THE SCHOOL CONTRIBUTES TO THE CONSTRUCTION OF CITIZENSHIP, WHICH REQUIRES INNOVATION, CREATIVITY, AND ENTREPRENEURSHIP.

LEADERSHIP

RESISTANCE TO CHANGE

"WE ALWAYS DID IT LIKE THIS"

AUTONOMY OF PUBLIC SCHOOL-LEADERSHIP

AUTONOMY OF PUBLIC SCHOOL-LEADERSHIP

REFLECT ON LEADERSHIP

DEVELOP TEAMWORK AND PROJECT WORK

ARE ICT USERS

SCHOOL LEADERS

MANAGE ADULTS AWAY FROM THE CLASSROOM

ESTABLISH NEW PROGRAMS TO SUPPORT LEADERSHIP

HAVE A VISION !

MIDDLE MANAGEMENT LEADERSHIP

COOPERATIVE WORK

SUCCESS AT SCHOOL

PEDAGOGIC SUPERVISION

QUALITY OF LEARNING

SCHOOL ATMOSPHERE

MIDDLE MANAGEMENT LEADERSHIP

EDUCATIONAL COMMUNITY ALIGNMENT

SCHOOL IDENTITY

LEARNING COMMUNITY

EDUCATION PROJECT

12

LEADERSHIP

NO ONE CAN **L**EAD WITHOUT A CLEAR VISION ABOUT THINGS ...

LEADERSHIP

LEADERS MUST BE ABLE TO SEE BEYOND IN GOING AND SHORT TERM SITUATIONS ...

LEADERSHIP

LEADEARS
MUST HAVE
OBJECTIVES
THAT LEAD TO
GOALS ...

LEADERSHIP

... ABOVE ALL,
LEADERS
MUST BE
PREPARED TO
ASSUME RISKS
...

LEADERSHIP

... AND TO
GET RID OF
FEARS...

EMOTIONAL INTELLIGENCE IN LEADERSHIP

INSPIRE THROUGH HOPE AND VISION

TOUCH PEOPLE'S EMOTIONS

GOOD LEADERS

PERSUADE PEOPLE BY EMOTIONAL ARGUMENTS RATHER THAN RATIONAL

SHAPE A CLOSE RELATIONSHIP WITH PEOPLE, DO NOT SHAPE DISTANCE

18

EMOTIONAL INTELLIGENCE IN LEADERSHIP

GOVERNO DE PORTUGAL | MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

INDIVIDUAL COMPETENCES

SELF-AWARENESS	SELF-CONFIDENCE	GOOD-ENOUGHNESS
RECOGNIZING YOUR OWN EMOTIONS AND THEIR EFFECTS;	MANAGING EMOTIONS AND NEGATIVE IMPULSES;	HAVING A DESIRE TO SUCCEED;
BEING SELF-AWARE OF STRENGTHS AND LIMITATIONS;	BEING A PERSON OF INTEGRITY AND HONESTY;	STRUGGLING FOR SELF-IMPROVEMENT AND FOR LEARNING;
BELIEVING IN YOUR OWN CAPACITIES AND VALUE.	BEING RESPONSIBLE FOR YOUR OWN PERFORMANCE;	BEING ALIGNED WITH GROUP AND ORGANIZATION OBJECTIVES;
	BEING FLEXIBLE AND OPEN TO INNOVATION.	BEING PREPARED FOR OPPORTUNITIES;
		BEING PERSISTENT.

EMOTIONAL INTELLIGENCE IN LEADERSHIP

GOVERNO DE PORTUGAL | MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

SOCIAL COMPETENCES

EMPATHY	SOCIAL APTITUDE
HAVING THE PERCEPTION OF OTHERS' EMOTIONS AND INTERESTS AND GETTING INTERESTED IN THEM;	BEING INFLUENTIAL AND ABLE TO PERSUADE THE OTHERS;
STRENGTHENING THE OTHER PEOPLE SKILLS;	KNOWING HOW TO LISTEN;
ANTECIPATING CUSTOMER NEEDS;	NEGOTIATING AND RESOLVING CONFLICTS;
CULTIVATING OPPORTUNITIES WITH DIFFERENT TYPES OF PEOPLE;	INSPIRING AND LEADING GROUPS;
UNDERSTANDING THE POWER BALANCE IN THE GROUP AND IN THE ORGANIZATION.	INITIATING AND MANAGING CHANGE;
	NURTURING INSTRUMENTAL RELATIONSHIPS;
	WORKING TOGETHER TOWARDS COMMON AND COLLECTIVE GOALS.

We are fortunate to work in an honorable profession where we have the **POWER**, *the* **ABILITY** *and the* **COMPASSION** *necessary to make the world a better place!*

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2. Meanings

2.1. Concepts and arguments shaped differently by international practices - *Agnelo Figueiredo; Andrés Figueroa; António Cunha; Boguslaw Klimczuk; Elzbieta Kedrak; Federica Cinalli; Helena Castro; João Santos; Lívio Tsone; Katarzyna Garbacik; Miriam Spijkers; Nadia De Risio; Olga Carvalho; Rachael Shaw; Rosa Figueiredo; Theo van de Veerdonk; Valerie Shipley*

This chapter presents the main results of a task performed during the first training event. It consists of mapping the main differences related with school autonomy among partners in the M@SS project. Working in small groups, joining participants from different countries, the task consisted of pointing out the answers to some initial questions that introduce the main concepts related to schools' autonomy. These main concepts were accountability, pupil admission, schools' dropout profile, stakeholders, head teacher's career, school effectiveness, human resource management, budget and innovation. Each small group chose some concepts and noticed the main differences reported by participants concerning their own management practices. The following texts express these concerns and related practices.

The first key word was **Accountability** and the kick-off question was "To whom should head teachers be accountable? How and how often?"

Head teachers must be accountable to the school community and to government administration (Ministry of Education; General Inspection Board). In Spain, School foundation shows the budget to two entities (regional government and foundation).

The head teacher presents the results of school work (mainly pupils' results) to the general council (formed by teachers, parents, staff (not in Italy), pupils (secondary), representative of the community).

The case of the Polish school (which is private) is rather specific. The head teacher should inform the municipality and central government (because these two entities, in addition to parents, finance the school).

In Portugal, the School General Council meets three times a year, to register what is happening at school. Some suggestions or proposals can be presented. They approve activities outside pedagogical items. At the end of the school year the director gives an account to the General Council about the budget plan, activities plan, pupils' results and discipline.

Head teachers send information to the Ministry of Education regarding organization of the school year; specific activities (at random); budget (prevision and results), once or twice a year.

Information concerning the school population and pupil achievement are included on a platform (to compare the beginning and the end) and publicly available (Portugal)

The General Board inspection evaluates schools in a more systematic way, every 4 years.

In the UK, the head teacher of a Local Authority school is accountable to the Local Authority. In an academy, the head teacher is directly accountable to the Secretary of State for Education. In between the head teacher and the Secretary of State, there is a Governing Body and/or Trustees. Some aspects of the academy have to be agreed by the Governing Body, but accountability regarding budget expenditure and pupils' attainment and progress goes to both the Government and the Governing Body.

A school/academy in the UK is inspected by the body known as Ofsted. They grade a school/academy as either 'outstanding', 'good', 'requires improvement' or 'inadequate'. The grading determines how often a school/academy is inspected. A 'good' school can expect an inspection every 3 years.

The second key word concerns **Pupil admission** and the kick-off questions were: "Is it possible to refuse pupils? Following which criteria?"

Pupil admission is identical in Portugal and Spain - private colleges can refuse pupils according to criteria that they themselves establish, but colleges with state funds and state schools (if there are vacancies or if there is no other response locally) cannot do so.

This is the same in the Polish partner. Parents are free to choose their children's school.

In the UK, it is possible to tell parents that the school/academy cannot provide the facilities or resources needed to best support the child or it is possible to highlight the difficulties of a pupil attending the school because the particular year group or class is 'full'. Parents always have the right to appeal against such a decision. Schools/Academies have to publish their Admissions Policy which states on what criteria children are accepted to their school.

The following concept discussed was the **school dropout profile**. The questions to start the discussion were: "How is dropout defined? What are the main risks of dropping out? And at what level of schooling?"

In Italy and Spain, pupils leave school at the age of 16 (compulsory education). In Portugal, pupils have to attend school until the age of 18 due to extended compulsory education. In Portugal, dropout is related to families' lower socio-economic status, particularly gipsy communities. Dropout figures are low, and there is no formula or profile of dropout risk.

In the UK it is now compulsory for young people to stay in some form of education until they are 18 years old. The percentage of young people classified as NEETs (Not in Education, Employment or Training) is approximately 2% nationally at 16 years old and rises to approximately 8% by 18 years old. These figures have improved over the last 10 years as a consequence of a series of initiatives designed to support young people who are most vulnerable, including accountability at the school level for those classified as NEETs.

The next concept is an important one concerning schools' activities as it relates to **stakeholders.** The questions launched to map schools' practices were the following: "Who are the stakeholders? What are their roles within schools? Are they co-opted or invited to form partnerships with schools, or is it a mandatory decision?"

Stakeholders identified were enterprises, private foundations, cultural associations, municipality, parents and parents' associations, health centers, among the most important ones.

Their main roles are:

- To cooperate with the school – if they know what the school is doing and how pupils are prepared, they could cooperate more and better.
- To link the school with workplaces – particularly because on some courses offered by schools, pupils practice with workers before they finish their vocational studies
- To provide specialized information.

In Spain, stakeholders are considered to be parents, teachers, students, companies and religious institutions.

In Portugal they are the members of the General Council, companies (professional internships, for example …) and universities.

Among other things, stakeholders can provide financial support through funding or material resources, present suggestions for improvement, and give training to pupils.

In the UK, stakeholders are the children, parents, staff, the Governing Body, the local community, the local authority and the church (for church schools). Each group is

entitled to be informed about various aspects and asked for their opinions and ideas. The Governing Body has the most power and this is made up of staff and parent representatives. Other members can be co-opted and/or voted in to the different positions and roles. Whilst there are some mandatory roles and positions within Governing Bodies, it is up to the individual Governing Body to decide what other roles are undertaken.

Another important issue is the **head teacher's career**. "How do head teachers access their career? What skills, certificates and requirements are necessary? Who chooses them?" were the questions that were discussed. This shows the different scenarios in the various countries.

In Spain, the school head teacher career is twofold, depending on the nature of the school:

- In private and semi-state schools – the owner proposes a person who must be approved by the councils (no requirements).
- In state schools – there is a selection process (they apply). There is a committee (inspection, teachers, parents, etc.) who decide who is the best – they prepare a plan for that school. Head teachers have to hold a master degree or a post-graduation before or after selection. They are selected for three years and can continue indefinitely.

In Italy, there is a national competition and selection with regional lists (one for each region). The regional board director calls the ones on the list that want to apply for a particular school and he/she chooses (by the age).

Most head teachers in the UK have passed the NPQH qualification (National professional Qualification for Headship), but this is not obligatory. Some head teachers have worked their way 'through the ranks', from teacher, to deputy head teacher to head teacher, but others can become head teachers far more quickly. Some head teachers (or CEO) of academies do not have much teaching experience at all, but have been chosen for the position due to their business experience.

A head teacher can stay in post indefinitely - unless they have signed a specific time-limited contract because they are helping a failing school etc. However, their position is never guaranteed because they are totally accountable for any major crisis such as budget failure or a decline in standards of education.

Head teachers are appointed by a panel who interviews them. Often there are various tasks that need to be completed during the interview process, which could last 1 or 2

days. The panel can be made up of various people, but usually involves members of the Governing Body.

School effectiveness. What are the head teacher's main concerns regarding school effectiveness? What is an effective school?

According to the group, the effectiveness of a school depends on:

- Good leadership at the top and middle;
- Collaborative work among teachers;
- Good school results for good social integration;
- Involving parents to a great extent;
- Good school and vocational guidance;
- Customized education.

According to the government, the effectiveness of a school/academy in the UK is measured by children's attainment and progress and the gap between disadvantaged and non-disadvantaged children. According to the individual Governing Bodies and local communities, whilst attainment and progress are important, they also judge the effectiveness of a school/academy by what else it can provide – education of the whole child.

Human Resource Management (including teachers, educational specialists and other staff). The main concerns related to this issue are recruitment, coordination and evaluation. The process of recruiting human resources is different in Portugal and Spain.

In Portugal, teachers are placed through a computer platform according to their professional degree and preferences.

In Spain, in state schools, teachers are chosen by the Region and the operational assistants depend on the Aggregations. In private schools, teaching and non-teaching staff is hired directly.

Schools/academies in the UK are responsible for appointing and evaluating their own staff. This means that a head teacher has to keep a close eye on their budget expenditure as the cost of staff represents a high percentage of their budget. Correct procedures have to be undertaken when appointing or removing staff, so schools/academies usually buy into some form of HR (Human Resources) support system.

Budget. What is the main source of a school's budget? What is it paying for? Is it possible that schools have a private budget? What are its main sources? What does the private budget pay for?

The Autonomous Community gives a quantity to each school to manage the current expenditure on purchasing material, although the cost of maintaining primary schools is the responsibility of the city council and that of secondary schools is funded by the autonomous community. Teachers' salaries are paid by the autonomous community. In the case of private schools supported by public funds, the autonomous community pays teachers and provides finance to schools and institutes, depending on the number of classrooms, which must cover all the school's expenses.

At the end of the course, all expenses, in the opinion of the autonomous community, must be justified (not all the expenses of the private centres supported by public funds can be justified and supported by the school itself) and accounted for.

Financing of state schools in Portugal is through Central Administration and is intended to cover the needs arising from the normal functioning of the school (electricity, water, diesel, communications and assistance contracts). To carry out work, it is necessary to request an increased budget, which in the current context rarely happens.

Head teachers must report to the General Council and the Ministry of Education.

In the UK, schools receive their budget from the government, via the local authority. A 'top slice' of money is retained by the local authority which pays for a variety of universal resources. Academies receive their budget directly from the government – there is no intermediate stage and therefore no amount of money is retained by the local authority. The steady increase in the number of academies means that less and less money is available for universal resources, and consequently all schools and academies are having to pay for more and more items that used to be free.

Schools/academies have to pay for everything – staffing, resources, educational experiences, support for individual children, counselling services, all contracts and utilities etc. Schools and academies can raise their own funds to help pay for unusual or special items.

Innovation. Is innovation an important topic in schools' daily life? What are the main issues regarding innovative practices performed by schools?

Centres that wish to make innovation plans that do not involve curriculum change can do so, informing the educational inspection of the plans. When the intention is to modify the curriculum, the plan must be approved in advance by the inspection.

Methodological innovation is always possible for the centres, not requiring any authorization, only communication.

As more and more UK schools become academies, innovation is becoming increasingly important as they strive to do more with less and less money. The bar for expected standards of attainment at specific ages is continually being raised and support systems for children with specific needs are becoming less readily available. All of this means that head teachers, staff and Governing Bodies are having to become more innovative to simply carry out the bare minimum of tasks, let alone carry out more exciting activities to ensure that their school/academy attracts pupils and staff.

At the end of the task, each group made the connections between key words. The product of this exercise was the following graph:
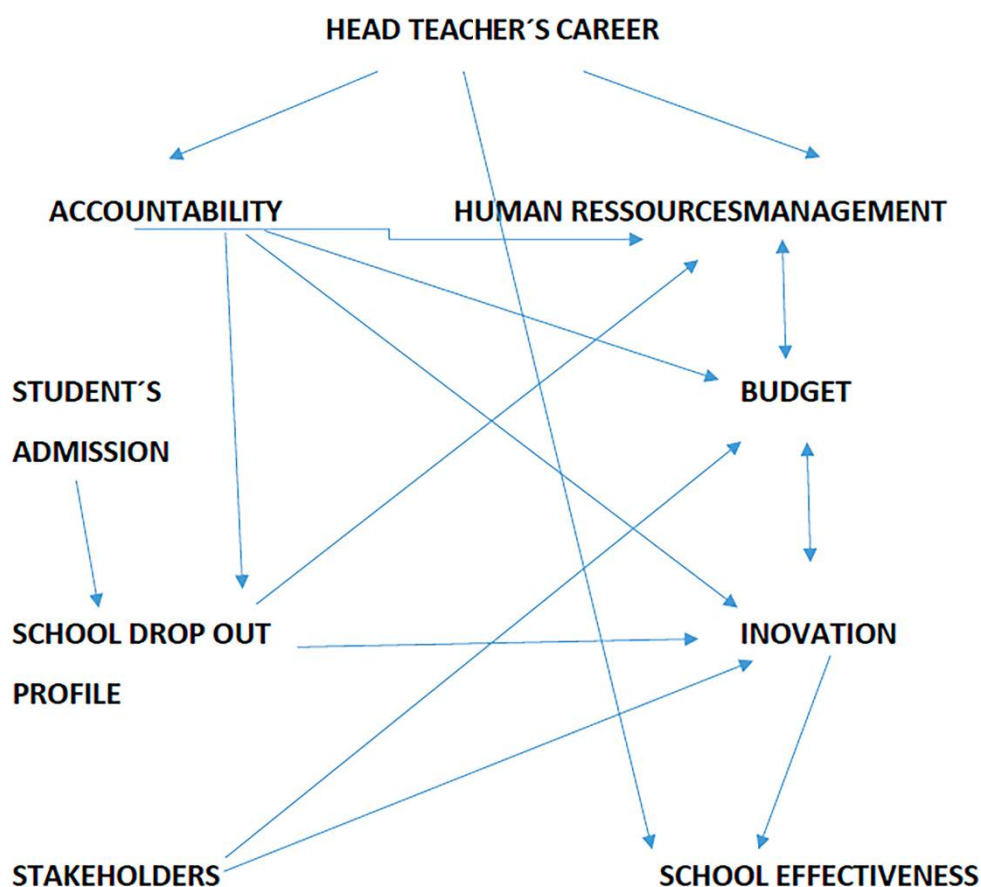
Graph 1- The main connections established between keywords, reveal how participants represent themselves.

2.2. Challenging concepts

2.2.1. In what way does accountability and school effectiveness impact on innovation? - *Agnelo Figueiredo; António Cunha; Boguslaw Klimczuk; Elzbieta Kedrak; Katarzyna Garbacik; Rachael Shaw; Valerie Shipley*

In what way does accountability and school effectiveness impact on innovation?

School effectiveness..
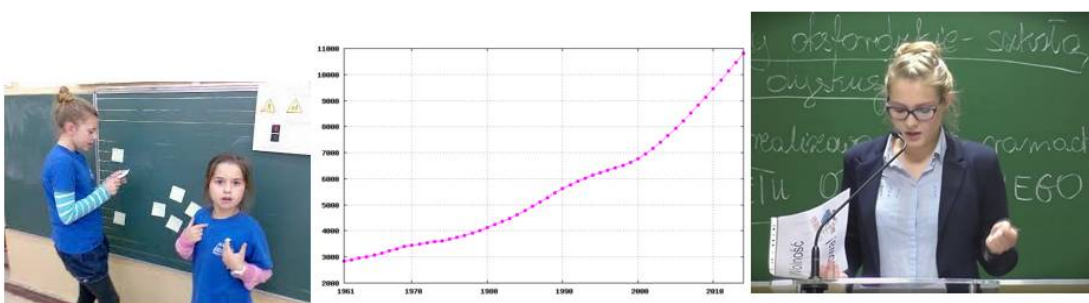
A school is usually measured by the Government, using the attainment and progress of children in a narrow range of subjects.

Government also measures school effectiveness by looking at

Pupil safety...

... and

Parent opinion

But Headteachers and Teachers measure school effectiveness with data PLUS other aspects suc as well-being and happiness of children (and staff)

and a broad and balanced curriculum. (eg; including art., drama, music etc)

Teachers take the main responsibility for STUDENT success in all aspects.

The Headteacher takes the main responsibility for SCHOOL success in all aspects.

If a school is classed as effective, (according to the Government)…
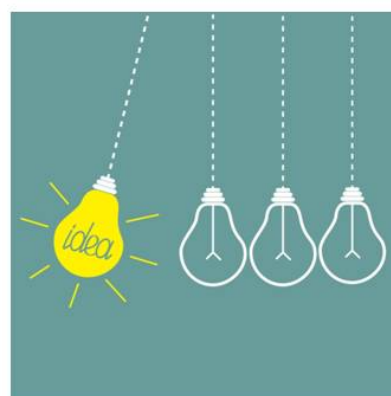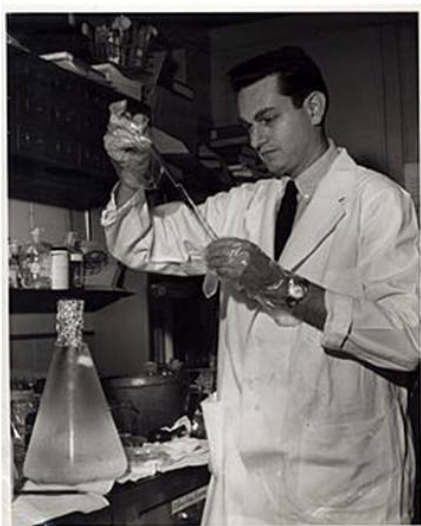
Then…

there is more opportunity for experimentation and innovation in pedagogy.

If school is not classed as effective, (according to the Government)...

then there is more chance that the Government will dictate pedagogy, so there will be less innovation by staff and the school.

BUT...innovation and effectiveness are strongly linked...so lack of effectiveness should encourage GREATER innovation.

innovation ⟷ effectiveness
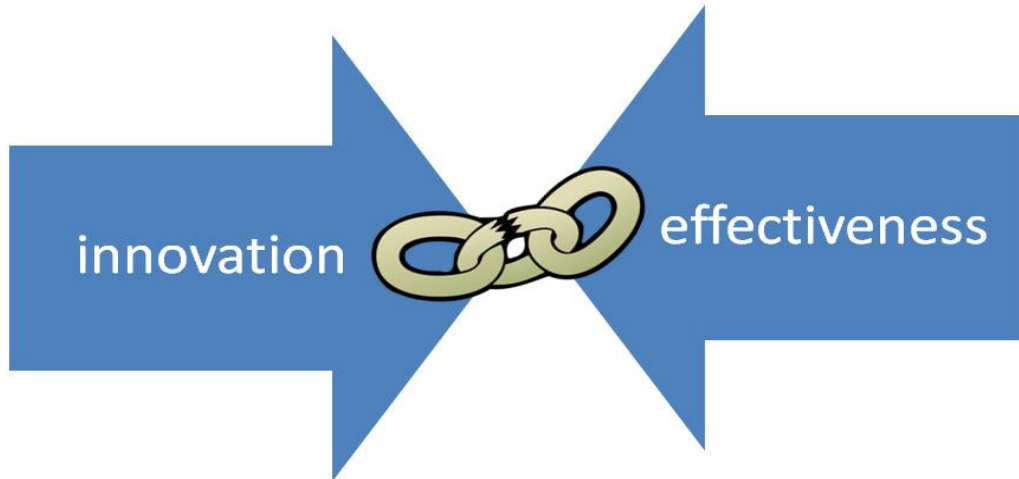
Innovation is related to budget in some aspects (eg; buying resources).
Therefore, schools need to think of other innovations that don't cost money.
Plus innovation can bring in more money. (eg; special projects).

Innovation brings about effectiveness; which leads to greater accountability and satisfaction; which leads to greater innovation.

2.2.2. How can we implement music as part of the Curriculum? Relating actors inside and outside school - *Andrés Figueroa; Federica Cinalli; Helena Castro; João Santos; Miriam Spijkers; Nadia De Risio; Olga Carvalho; Rosa Figueiredo; Theo van de Veerdonk*

How can we implement Music as part of the Curriculum ?

Stakeholders

- The Children
- The parents
- The Municipality
- The Band
- Sernancelhe School Music
- The Ministry of Education

Headmaster's Role

- Listen

- Evaluate the practicalities of the situation

- Contact parteners

- Make protocols

- Ask for permission of ministry of education

- Disseminate the idea among other students

Implement the course

Manage human resources

Children want to learn music

The parents go to school and demand timetabled music education

In the environment is a tradition of musical bands

The townhall cooperation between school and local government gives financial input

- Passion

- Vision

- Action

3. Telling stories - Good practices of autonomy

In this section, stories told in the first (collective) person are presented. The challenge was for participants to share some practice (concerning autonomy or leadership) they promoted in the recent past that was effective. Participants were invited to describe the practice and identify the factors that could explain that effectiveness.

3.1. Stories

Istituto Omicomprensivo "Ridolfi – Zimarino", Italy

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations for the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

Managing School of Success

C1 - Short Joint Staff Training Event - School Autonomy

·Mangualde, Portugal

·11 April - 15 April 2016

How to evaluate teachers' merit

HOW TO EVALUATE TEACHERS' MERITS?

This is a very delicate topic since our school system has always been one of equality, without teachers' career progression and with improved position being linked almost exclusively to the number of years in service. By learning about other school systems' experiences, I expect to receive ideas and inputs to be used for giving value to merit in our school. This matter is in fact a big responsibility for headteachers.

Committee for Evaluation

·According to law 107/2015 "the good school law", since this school year a Committee for Evaluation has to be elected in each school. This committee has to determine the criteria for the evaluation of teachers' merit.

·The Evaluation Committee is formed by:

·the headteacher of the school, who is also president of the committee;

·2 teachers elected by the teachers' Council;

·1 teacher, 1 parent and a student nominated by the School Board

·1 external member nominated by the Regional School Board (USR), who is a headteacher.

aspects to be considered:

·Law 107 establishes that three aspects have to be considered:

·Quality of teaching – school results

·Contribution to teaching methodology innovation

·Responsibility in school management and organization- teacher training

·There is a budget of about 25000 euros available to each school, which the headteacher will assign according to the criteria established by the Committee.

·This sum is added to the school fund (FIS) which is destined to pay for additional teaching activities and additional responsibility taken on by teachers.

·The amount of this fund is determined according to number of students, teachers, school buildings etc…The available sums have to be attributed on the basis of the agreement signed by the trade union representatives .

dangers ⚠️

·Accepting the transfer of resource management to the Committee and headteacher.

·Trade Unions warn of the dangers of favouritism regarding the headteacher's use of the bonus, who might use it as a way to control teachers and obtain their obedience.

·However, in a recent poll, 70% of teachers agreed about introducing differential remuneration based on merit

·

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

The "no rucksack school" experience

"No rucksack school" is a different school.

"no rucksack school" a project based on sharing and co-responsibility . The project began in Tuscany in 2002 and has spread all over Italy.

Today, all the schools that share this pedagodical methodology are gathered in a network.

The classroom furniture does not consist of desks placed in rows opposite the teacher's desk, as in usual classrooms. On the contrary, classrooms are comfortable, well-equipped to host the many activities; everything is done to make the atmosphere friendly and cosy,

There are three main reference values

- **responsibility:** students take on the responsibility for their learning. An SZ class looks like an office where everyone works efficiently and knows their tasks because they have been agreed upon at the beginning of the morning.

- **Community:** learning takes place in a relationship. In an SZ class, pupils work in pairs or in small groups. Everyone knows what they have to do and why.

- **Layout: there is an area furnished with desks, which is adapted to group work. The areas planned for laboratories (Art, Languages, Science and Mathematics, History and Geography) suggest a practical dimension of teaching.**

Why "no rucksack"?

In "no rucksack schools" pupils don't use a rucksack, but a simple school bag for their homework. A rucksack is not necessary because the classroom is equipped with computer, games, encyclopedias, books, materials for listening, writing, drawing, painting, modelling, building, recording. There are didactic materials that pupils need for different subjects.
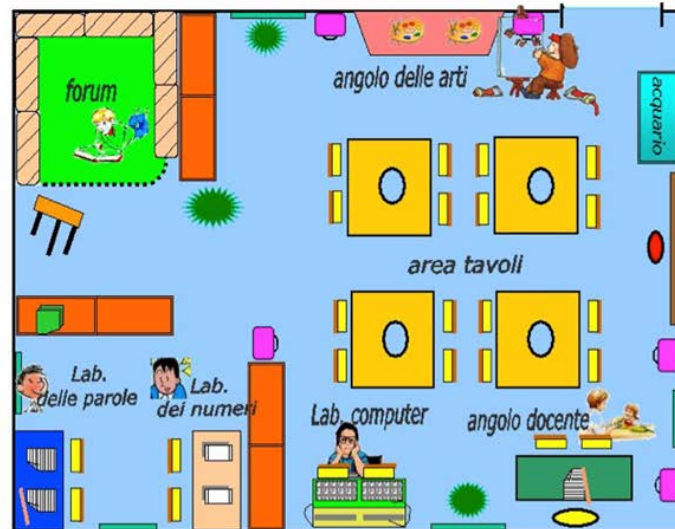
First contact with the net

The proposal to start this experiment came from a group of first year primary school teachers who had previously had experience with a "no rucksack school".

I contacted the leading school and they gave me the contact responsible for our area, a retired headteacher.

She explained to me the preliminary steps in order to join the net and take part to the project.

School rooms must be adapted to the principles of a "no rucksack school"

Teachers must be motivated and open to specific training

Parents must accept the proposal

Starting of the experiment

- **May**: the person responsible for the area is invited to a teachers' meeting to present the path to be followed.
- **June:** parents are curious and show some interest in the idea. They understand that a change is needed to cope with the great differences in entry levels, socio-cultural levels and special needs.
- **July/August**: fund raising activity both by school administrative board through a local authority and by parents through self-financing.
- **September**: early results of fund raising. The Municipality of Casalbordino buys chairs and tables
- **September**: parents play an active part in finding various materials and preparing the classroom, everyone according to their competences: the fathers paint the rooms and fix shelves; the mothers prepare the agorà corner with cushions; books for the library are found.
- **October:** the classrooms are ready
- **October:** there is a second meeting with the project coordinator to check the rooms. It is fine, and some mistakes can be corrected. The motivation is strong. The project can go on.
- **June:** the training for teachers and parents will take place. They will get a list of all the necessary materials, both fixed and self-produced materials
- **September:** the school will join the net with two classes

Parents at work

Parents at work

Conclusions

- Every year in Italy, parents elect their representatives in class councils in every school. This form of parental participation dates back to the 70s, when a democratization of schools took place. The formal aspect of participation has shown some signs of weakness over the years.

- After the enthusiasm at the beginning, elections have gradually become a mere ritual, in which fewer and fewer parents take part. Today only 20% of parents go to vote and very few are willing to be candidates.

- It is thus necessary to reconsider in more real terms the bond between school, family and civil society.

- Parents feel really concerned about taking care of the school when the goals are clear and they are given precise tasks .

- A renewal in the relationship of participation between teachers and parents must be seen in the context of school autonomy. The idea of participation becomes more defined if we associate it with the idea of cooperation. Cooperation indicates the active role of parents, their contributions in terms of concrete participation and co-responsibility.

I Spoleczne Liceum Ogolnoksztalcace im Unii Europejskiej, Poland

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

SUMMARIZED ABSTRACT:

In our opinion there are many areas of school autonomy:

1. educational law
2. government institutions
3. school stakeholders
4. local environment
5. relationships

The most important indicators/factors of state schools' autonomy are:

1. core curricula for education
2. local government bodies for administration
3. local authority for pedagogical supervision (school superintendent)
4. system of external exams organized by the central examination board
5. subsidy for school education
6. students' and parents' decisions

School autonomy is the space for the head teacher's decisions among all the indicators/factors.

The most important decisions regarding schools are taken by district authorities and the local authorities. The position of local authorities in management of the education system is very strong in Poland. Local authorities make decisions concerning the network of schools (opening or closing schools), and are fully responsible for their maintenance and equipment. Local authorities employ teachers and other staff in educational institutions.

State schools function as units of the local government budget, which means that their financing depends on the local authority's decision. Educational subsidies allow local governments to manage financing, which emphasizes their dominant position in the system of education management. Every year, dozens of municipalities in Poland spend less money on education than the educational subsidy received.

Factors of autonomy in our school in order of importance:

1. Parents' and pupils' expectations concerning:
   - education in a non-state school
   - quality of education
   - the teaching staff

2. The pupils' results in standard external exams

3. Flexible timetables involving additional educational contents and teaching lessons – in accordance with the core curricula

4. Monitoring and evaluation conducted by the boards of education

5. Educational law in constant change
   - on one hand, it is a chance to get some new pupils who find it difficult to fit in the state education system
   - on the other hand, it is a dangerous situation for the school due to the very bureaucratic educational process

Our expectations connected with the M@SS project:

1. exchange of experience;

2. looking at problems from another perspective;

3. learning 'good practices';

4. considering the implementation of new ideas at the local level;

5. seeing how others deal with similar problems

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

Our Success Story is connected with the following image:

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
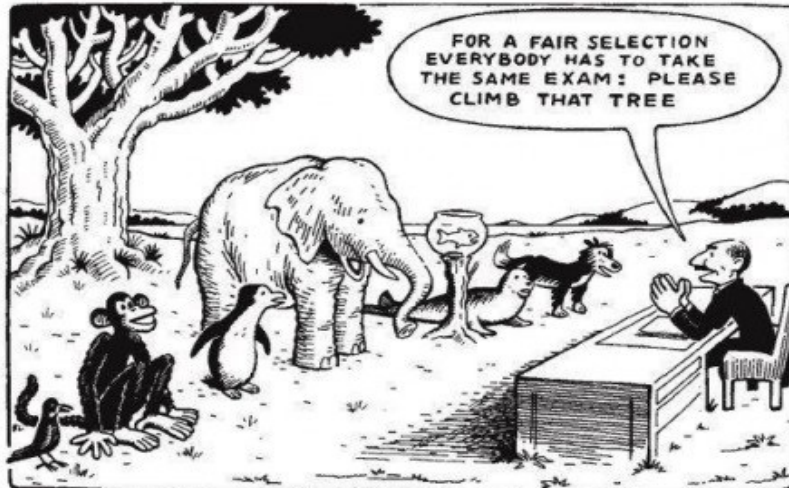
and tells us about individualization (individualized approach to our pupils). We know that working with pupils in this way leads them to educational success – excellent results in external exams. Teachers in our school consciously and consistently push back the frontiers for all our pupils, especially those with dysfunctions and the talented ones. They give their pupils much more attention and time than in state schools, revising and consolidating knowledge, seeking new teaching methods and techniques, and implementing both traditional and innovative teaching methods.

Branston Junior Academy, United Kingdom

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

Main expectations of C1 Training Event

Learning about each other and sharing ideas:

➢ Are other European countries facing the same concerns as the UK? What solutions have they come up with and are they effective?

➢ Does more or less autonomy demonstrate an improvement in the standards of teaching and learning and how?

➢ Reflecting on the correlation which may or may not exist between the degree of autonomy delegated, and the strength of the school accountability measures implemented; can a link be made between the level of autonomy granted and the nature and intensity of monitoring procedures which bear upon school-level bodies and staff?

UK Presentation

Main concerns about 'autonomy' in the UK

Rachael Shaw (Headteacher)
Val Shipley (Governor)

UK Presentation

Current landscape...

- Many different types of schools – each having their own slightly different forms of Governance (Voluntary, Community, Free, State, Academy, Church Schools etc)

- The first 'Minister of Education' was appointed as a result of the 1944 Education Act. Since then, the powers of the Secretary of State for Education has increased; with the number of powers escalating in most recent years.

- The Government wants all schools to become Academies – these *(supposedly!)* have greater autonomy over budget, curriculum, term dates, admissions etc.

- Some schools are being forced into academisation. (Education and Adoption Bill)

- The Government are also advocating 'multi-academy trusts' (MATs)...with a recommendation of a size of 30 schools!!

Concerns...

- Whilst in theory Headteachers and Governing Bodies have greater autonomy (particularly in academies); this is heavily constrained by a very powerful Secretary of State for Education.

- Greater school autonomy should run in tandem with local community participation, but there seems to be a top-down model of decision-making from the government, without any identifiable driving force coming from schools. *Why are schools not using the autonomy they do have? Is it because headteachers are scared to make major decisions because the stakes are too high?*

- Changes in government policy and practice (for example budget, curriculum, assessment) are happening quicker and quicker.

- Budget cuts – "doing more for less", whilst taking away support with which to make informed decisions.

- Increased autonomy over budget expenditure, and more money going directly to schools (not via local authority) means greater scrutiny of the effective use of public funds.

- Each government that comes in tries to 'make their mark' by making changes. There is no long-term pedagogical discussion nor long-term planning by government.

- With greater autonomy comes greater government control in the role and composition of school management bodies, with much more prescriptive guidance about what governance should look like.

- With a growing emphasis on academisation, (in the era of neoliberalism), schools are having to become more of a 'business' than a 'place of learning'….so the focus ends up being on finance rather than the needs of children.

Positives….

If your academy is in a good position (re: pupil attainment and progress data), then within the constraints set by Government; the Headteacher can develop pedagogy, curriculum, assessment etc…..so many schools (like BJA) have taken the opportunity to develop these.

The headteacher has to **know** the needs of the pupils in their school and the needs of the local community. They have to have a clear pedagogy based on robust evidence and research; and then be brave to use the autonomy they do have, to make changes to their school.

BJA Success…….

INSPIRE
We inspire your child to enjoy and succeed throughout the learning journey.

EXPLORE
We enable your child to meet exciting opportunities, be part of the shared adventure and have the confidence to try something new.

NURTURE
We generate an environment where emotional support is an essential part of life at the school; allowing your child to achieve their full potential.

We are one community – fulfilling our potential and shaping our future with enquiry, wonder and fascination…Learning is a habit for life!

Confederacion Espanola de Centros de Ensenanza (C.E.C.E.), Spain

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

The main concerns are:

- Organizing the curriculum in a distinct way that is established by the administration.
- Organizing workloads of different subjects effectively.
- The large amount of bureaucracy involved in any administrative management.
- The inability to organize the school in terms of the number of groups of pupils without the express consent of the administration.
- The inability to implement new academic plans that the law theoretically allows due to the lack of financial resources. This situation occurs even when a centre offers to carry out a plan with its own resources.

The main expectations are:

- Discover an appropriate way to validate the suitability of our content plans, content modification or workloads per subject.
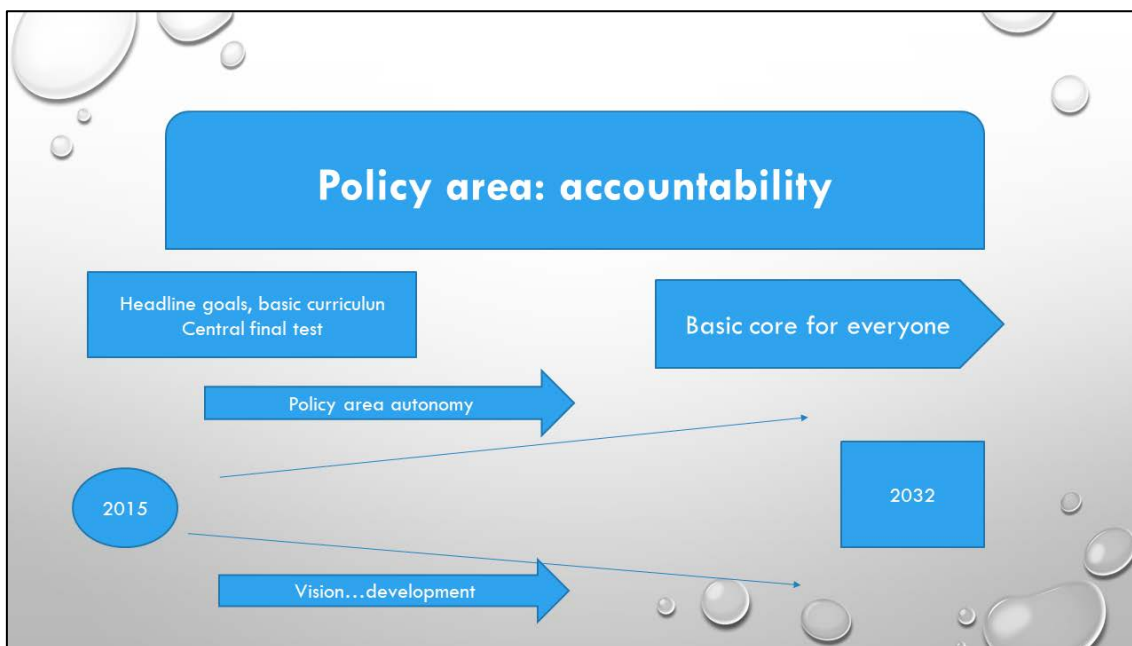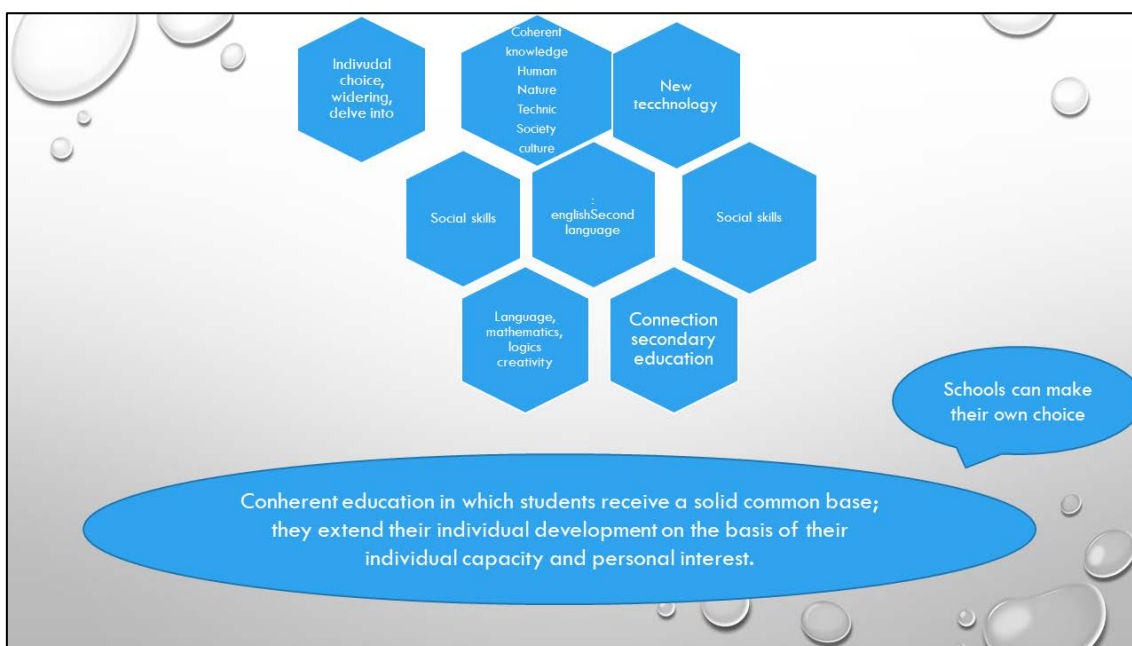
Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

M.V.G.R. was a pupil at this school who completed her secondary education in 2015. She was diagnosed as a "pupil with special educational needs" but thanks to the hard work of individual teachers at this school and her personal effort she was able to advance in her studies, continue to overcome all difficulties, leave the integration programme and complete secondary school.

Gemeente 's-Hertogenbosch, The Netherlands

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

How to stay decentralized as a small school in a world that is working more and more with 'large schools'?;

- o when the whole system is based on the bigger size, how can we still do what we have to do as a small school;
- o integral management is very valuable but when everything is to be scaled up, specialist areas such as HRM, Internal Quality systems, ICT, ... will be necessary, but also too expensive for a small school like the Sancta. Bottom line: can we afford to be decentralized and be autonomous?;
- o being small is no longer enough ;
- o how to transfer/evolve to education with 21st century skills; pupils are already there, but teachers are usually far behind.
- How to stay attractive/wanted as a small school for the local school market; children have to choose from 6 Secondary schools in 's-Hertogenbosch.
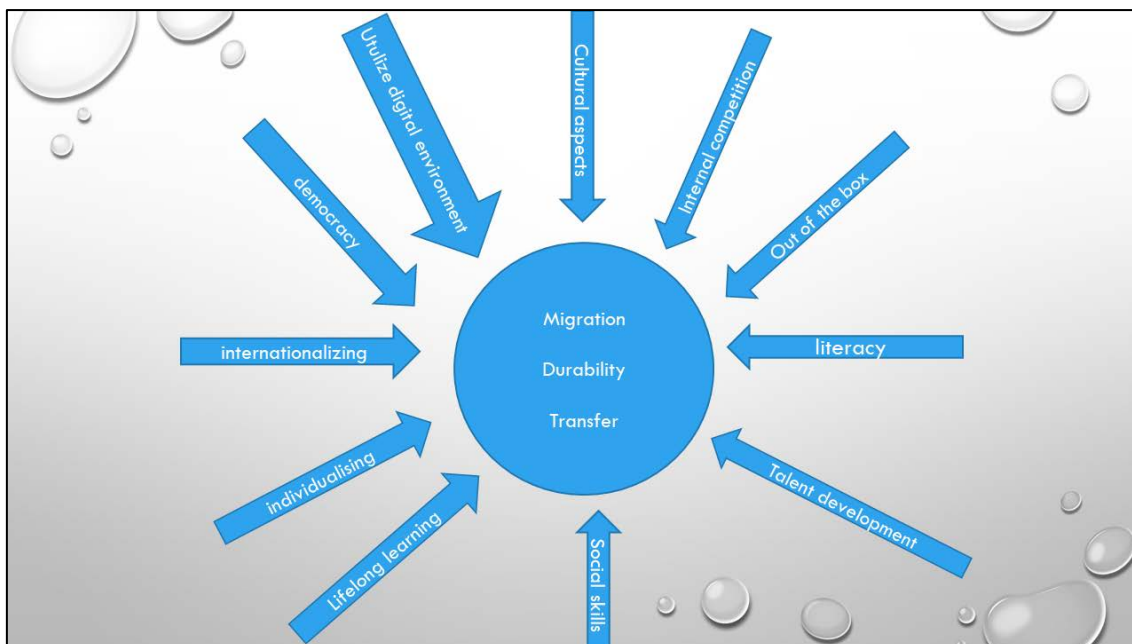
Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.
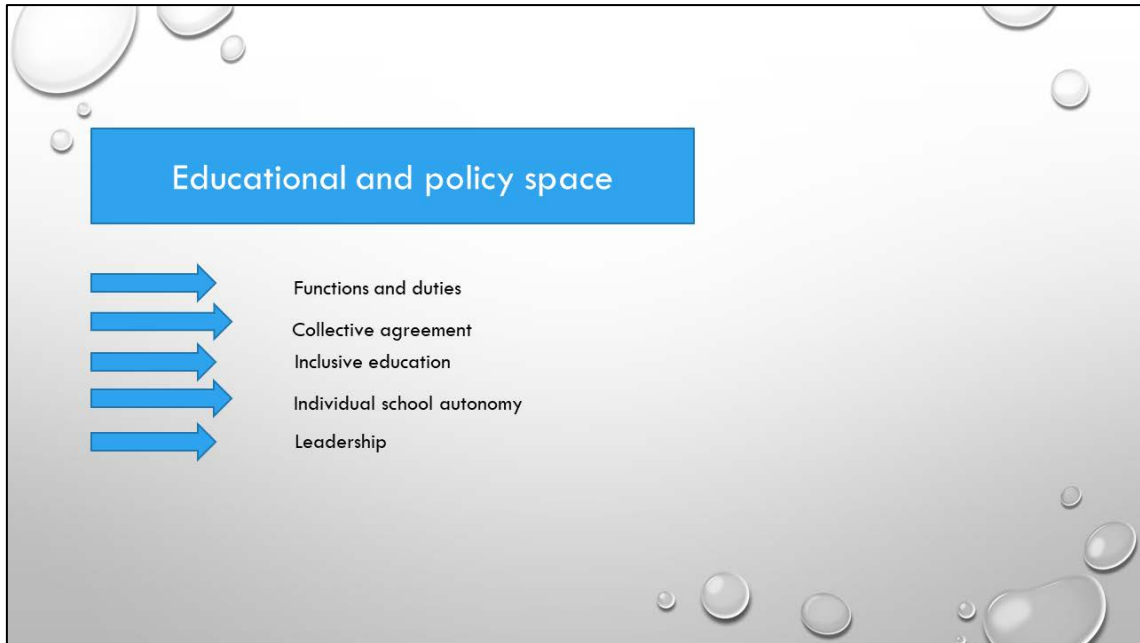
- Sancta Maria Mavo since 1961
- Renovation:
  - o the school building
  - o the school programme: from industrial to digital : Secondary sector agreement
  - o Develop a new kind of educational programme that motivates pupils to learn and work on their future.

JUSTIFY POLICY SPACE
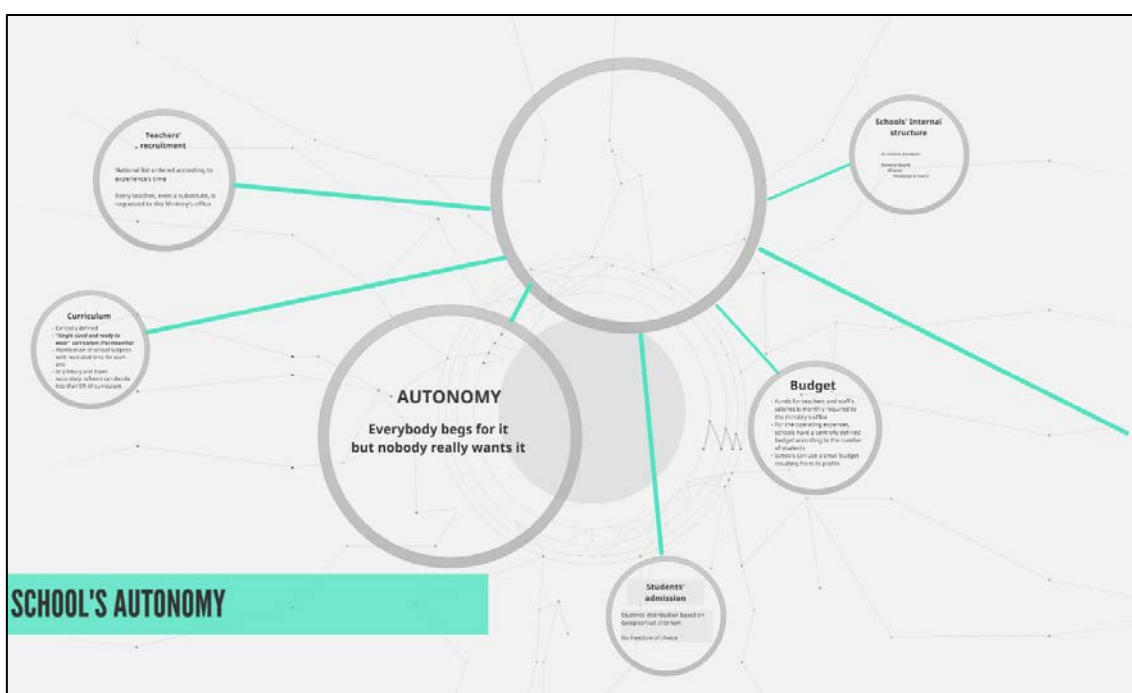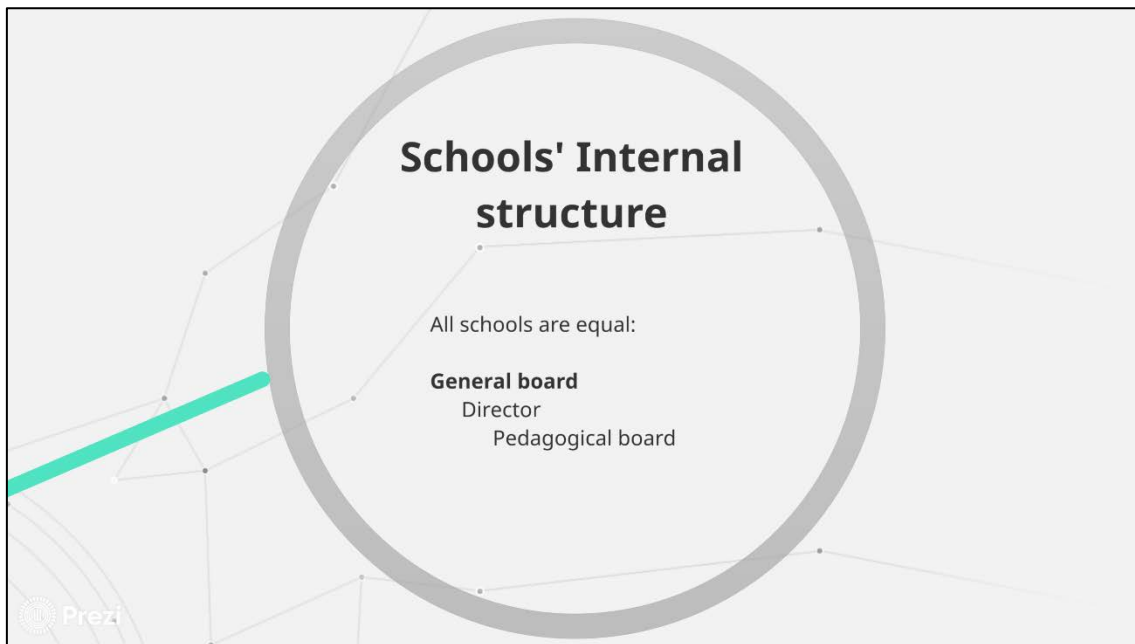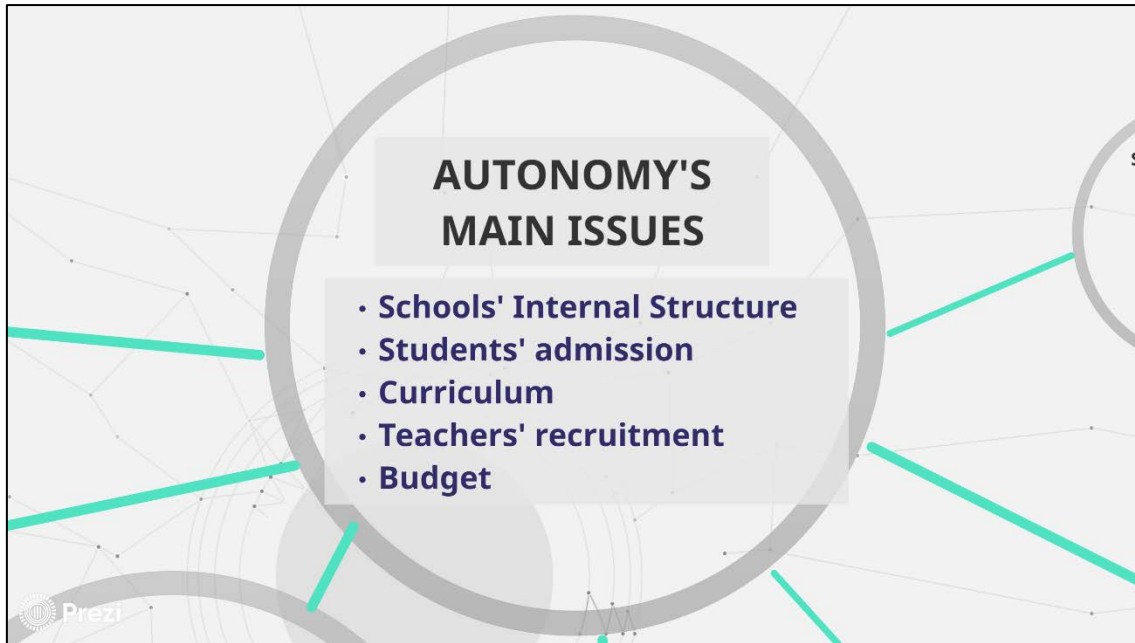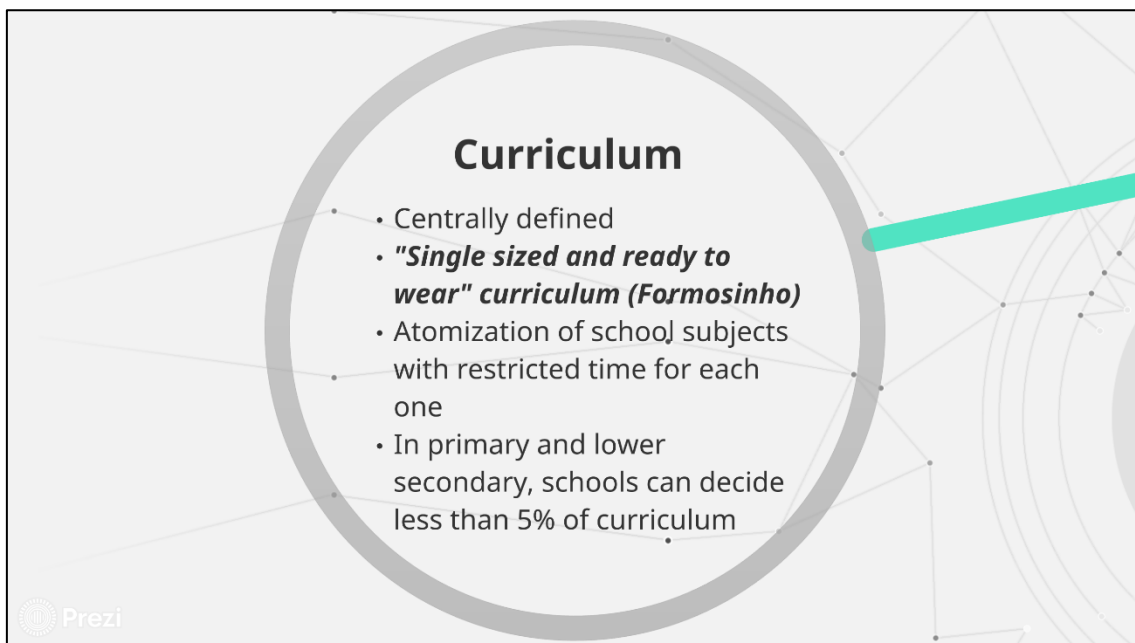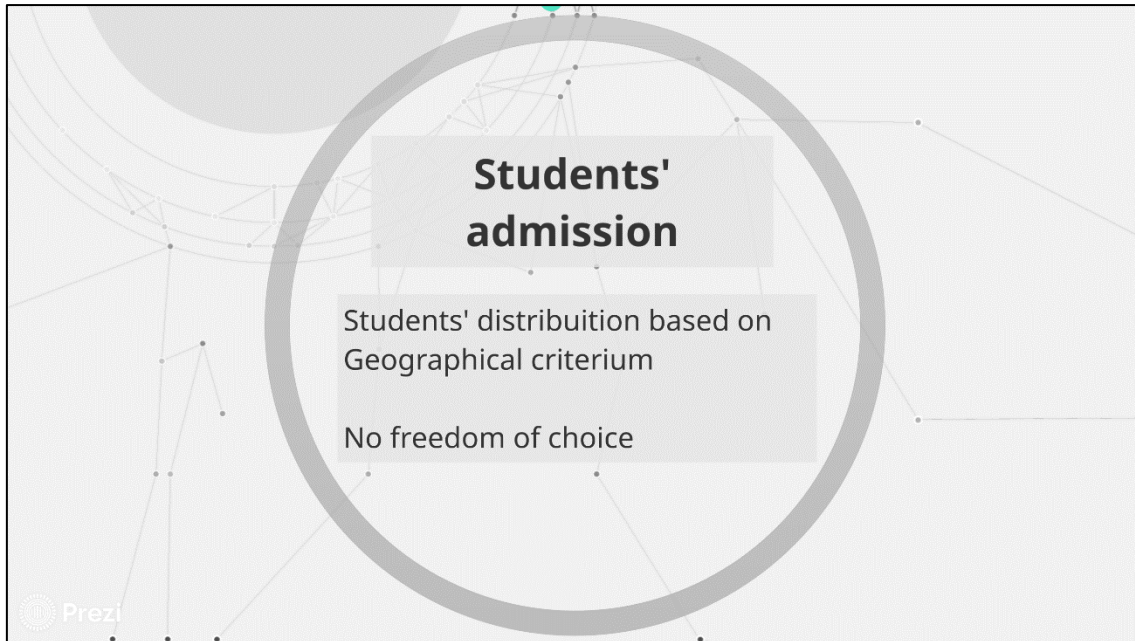
LOOKING FORWARD TO EDUCATION IN 2032

Policy area: accountability

Headline goals, basic curriculun
Central final test

Basic core for everyone

Policy area autonomy

2015

2032

Vision...development

Educational and policy space

→ Functions and duties
→ Collective agreement
→ Inclusive education
→ Individual school autonomy
→ Leadership

inspectorate and multiple public accountability

- Auditing
- Regognition of educational choices
- peers
- To who and how?
- Realize possibilities and impossibilities

Agrupamento de Escolas de Mangualde, Portugal

Question:

As a head teacher, which are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

https://prezi.com/vebiuvjnr_ar/school039s-autonomy

AUTONOMY'S MAIN ISSUES

- **Schools' Internal Structure**
- **Students' admission**
- **Curriculum**
- **Teachers' recruitment**
- **Budget**

Prezi

Schools' Internal structure

All schools are equal:

General board
Director
Pedagogical board

Prezi

Students' admission

Students' distribuition based on Geographical criterium

No freedom of choice

Curriculum

- Centrally defined
- **"Single sized and ready to wear" curriculum (Formosinho)**
- Atomization of school subjects with restricted time for each one
- In primary and lower secondary, schools can decide less than 5% of curriculum

Teachers' recruitment

National list ordered according to experience's time

Every teacher, even a substitute, is requested to the Ministry's office

Prezi

Budget

- Funds for teachers and staff's salaries is monthly required to the ministry's office
- For the operating expenses, schools have a centrally defined budget according to the number of students
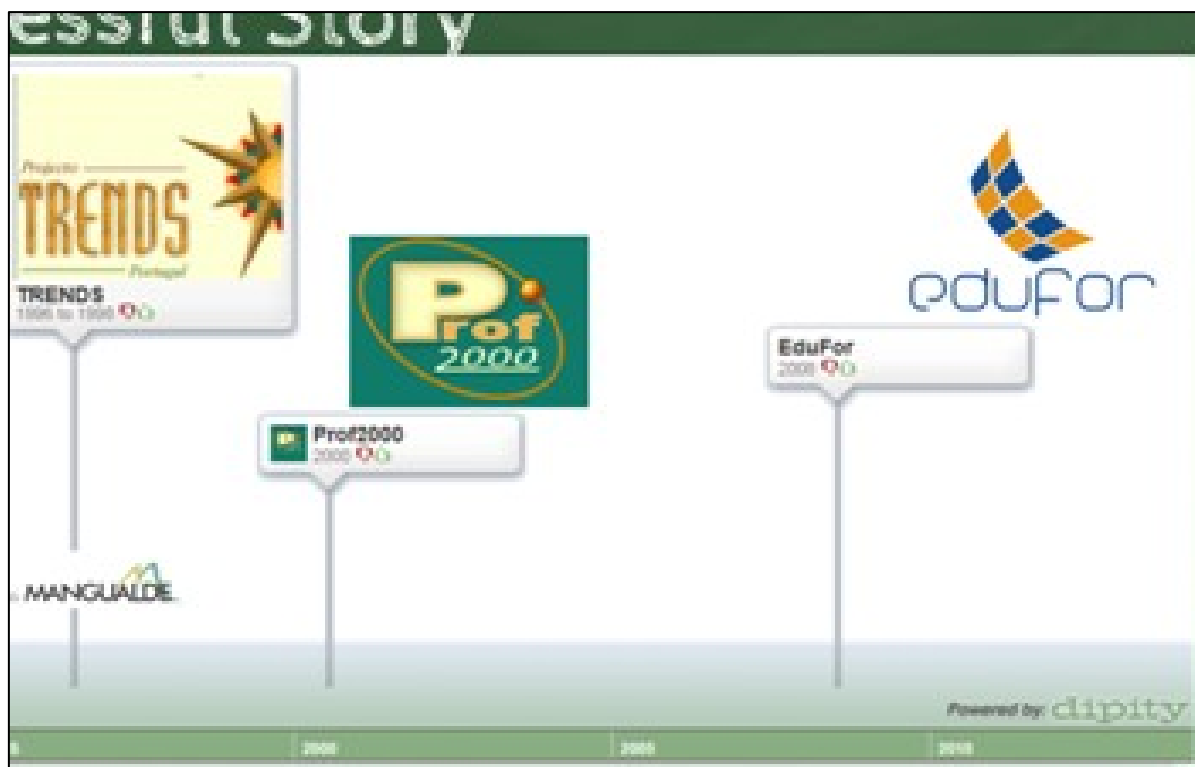- Schools can use a small budget resulting from its profits

Prezi

AUTONOMY

**Everybody begs for it
but nobody really wants it**

Task:

Select an image, a sentence or a scheme that illustrates a successful story you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

Task 2 Mangualde Group of Schools

line Teacher Training

Training Educators Througt Networks and Distributed Systems
1996-1998
Countries involved: Portugal, Spain, Italy, Greece, France, UK
Founding: TELEMATIC APPLICATIONS DGXIII UE

rtugal stood out for efficiency and innovation
(40 schools and 18 Teachers Training Centre).
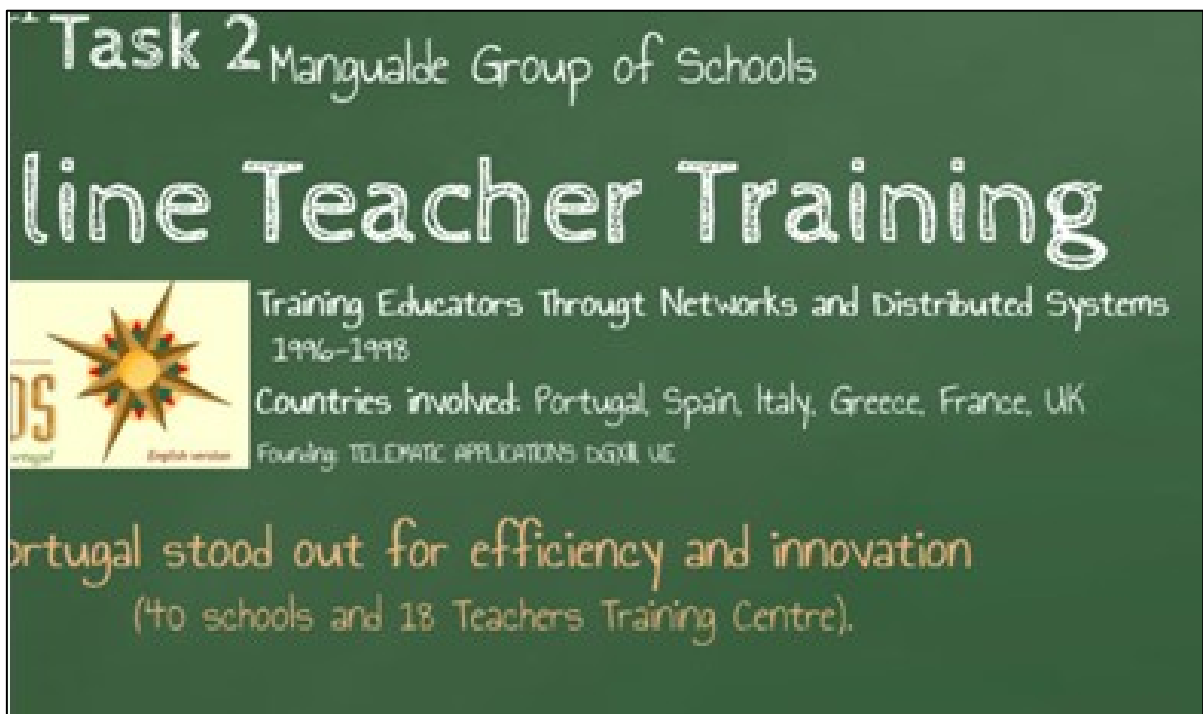
Agrupamento de Escolas de Canas de Senhorim, Portugal

Question:

As a head teacher, which are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

Task 1

Selection of Teachers and Staff

– constraints –

This is an area of great limitation since the *choice* of teachers working in the school is very limited

Sometimes we would like teachers to keep running some classes/projects but this is not possible

Teachers are allocated through the ME platforms, and the school does not interfere with the results. *Only in the so-called "school hiring" can the school have some type of interference. Even in these cases, in practice, teachers' professional status decides the final selection*

- The *timing of these processes* is very unsatisfactory because it obliges head teachers to be linked to computer platforms for almost their whole summer holidays to validate and insert data.

- In this and other cases, **bureaucratic tasks** are numerous;
- Administration, in its multiple sectors, asks for a vast quantity of often repeated information and, in many cases, with *unexpected and tight deadlines*.

Task 1

School autonomy

A personal view of schools' autonomy - Constraints

Fifteen to twenty years ago, the processes related to education were less computerized and some even implied more work, but preparation of the school year, in its various tasks, was calmer, more organized, **there was less stress**.

• I hope that holding this meeting with colleagues from other European Schools allows the **sharing of interesting experiences of school management** and **enriches our knowledge and our way of working**.

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

The *Canas de Senhorim Group of Schools* is quite small.

It is the oldest one in the region (having taught pre-school to the 12th year since Sep / 2003) and it is also the smallest, with only about 600 pupils. It is a **close-knit, informal and very functional organization**, not only internally, but also in the external educational community - with links to associations, companies, institutions and foundations in the region

Task 2
Partnerships
… a powerful idea

We consider this **intense sharing a success factor**, which is quite visible in:

- **Material resources** (such as the provision of facilities and equipment for activities, which, in turn, are shared with the community);

- **Internships** (pupils on vocational courses do their training and work experience in companies in the region; some *Special Needs Pupils* perform activities in institutions, companies and local associations, including development of the curriculum;

- Optimization of the curriculum - in some cases these relationships with enterprises become stronger (one of them has even agreed to take on all our pupils on the vocational course onTextile Management and has been working with school teachers to optimize the curriculum so that it meets the specific business situation, as far as possible.

Task 2
Partnerships
… a powerfull idea

FUNDAÇÃO LAPA DO LOBO

One of the partnership programmes with the greatest impact in terms of numbers of events and educational quality is the one we have with *Lapa do Lobo Foundation*. This foundation supports, for example:

- the cost of some activities for *Special Needs Pupils*, in particular those with autism;
- study visits; meetings with writers;
- publication of books whose authors are pupils or classes;
- merit and excellence prizes for pupils;
- equipping classrooms with computers (primary schools);
- construction of playgrounds (pre-school);
- gap-year (for 12th year pupils, before entering university);
- building businesses;
- training activities;
- (…)

Agrupamento de Escolas de Nelas, Portugal

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

Portuguese law gives schools some autonomy that is recognized in (our) legislation. This autonomy enables schools to establish boards, (such as the General Council, nomination of the head teacher and intermediate pedagogical structures) and also enables the transmission of guiding documents (educational project, internal rules and annual activity plan) with the objective of putting that autonomy into practice.

However, schools are found not to have that sort of "freedom" per se, particularly when it comes to annual planning, educational supply and human and financial resources.

What worries me most concerning the lack of autonomy is:

– Unpredictability (the legislation concerning the organization of the school year changes from year to year);

– the inability to establish a long-term plan that allows improvements as a result of implemented measures and consequent evaluation carried out by the school;

– the inexistence of an agreement on educational policies (education depends on the educational policies of each government and the respective minister of education. Educational policies change without taking into consideration previous options and changes, and worse still, without evaluating the impact such changes may have on schools);

– too much bureaucracy and reliance on statistics (number of pupils per school, per course and per class, number of classes and teachers, …): which defines the response each school can give, regardless of their educational project;

– receiving a Daily Budget which is subject to public national rules and platforms;

– the selection and recruitment of human resources does not take into account schools' real needs: lack of specialized professionals in areas such as social work, speech therapy or clinical psychology;

– buildings and old equipment that need to be repaired do not facilitate the implementation of new teaching methods;

- shared responsibility between the Ministry of Education (School Board) and the local authority, as far as basic education (infants and primary school) is concerned: political options and sensitivities interfere greatly with the functioning of schools: staff, equipment, buildings, canteens, etc.

By participating in this project, I have the following expectations:

- to know as much as possible about the educational practices concerning autonomy in partner countries;
- to share concerns and problems that arise in daily situations in schools;
- to discuss approaches that may be applied in each country in order to solve the various constraints in education;
- to identify practices that can be applied in schools participating in this project in an innovative manner and within their scope of autonomy.

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

Project "Investing in Capacity"

▸ This aims to be a response, focused on quality and diversity, to the most gifted children in our group of schools.

▸ It emerged from our will to become a genuinely inclusive school that gives EVERY pupil the conditions and opportunities to make the best of their abilities.

▸ It is a multidisciplinary response that requires exceptional team work.

▸ It has been running for 4 years.

▸ It involves 30-45 gifted pupils or above average pupils, in one or more areas from year 1 to year 7 (from 6 to 13 years old).

▸ These pupils are greatly committed and competent in their areas of interest.

▸ It is led by a group of teachers of recognized competence in the three main areas developed in the project: Science, Communication and Creativity.

▸ It involves a great number and diversity of partners such as universities, various institutes and associations, which give technical support and work with these children according to an established timetable.

▸ It has financial support from a local entity- The Lapa do Lobo Foundation.

Agrupamento de Escolas de Penalva do Castelo, Portugal

Question:

As a head teacher, what are the main concerns about Autonomy – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

Autonomy practices:

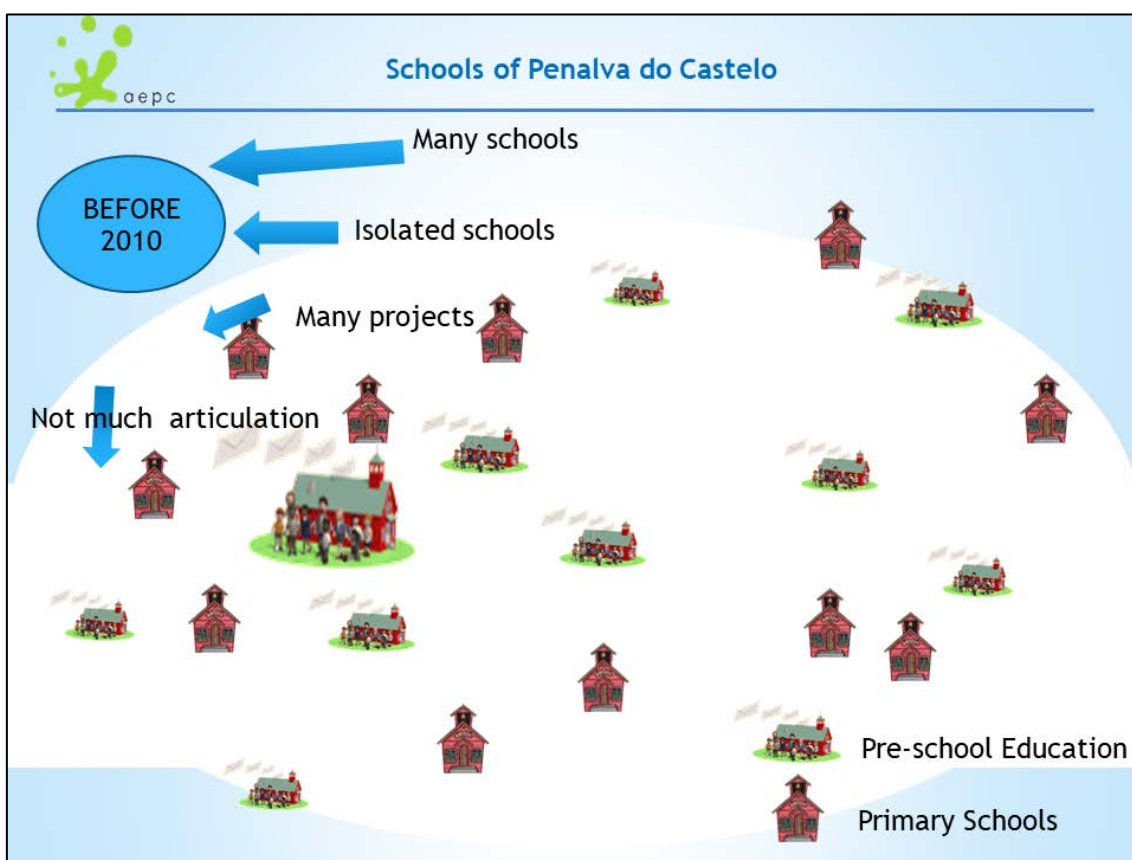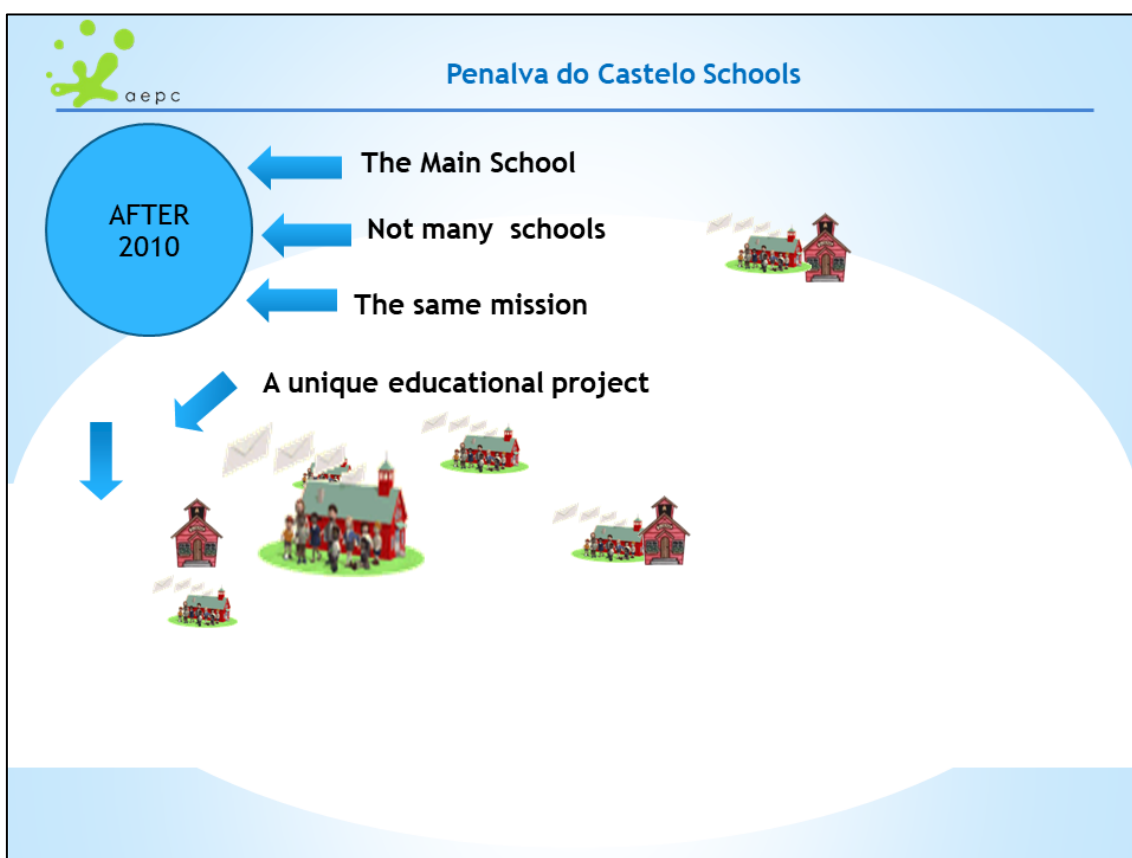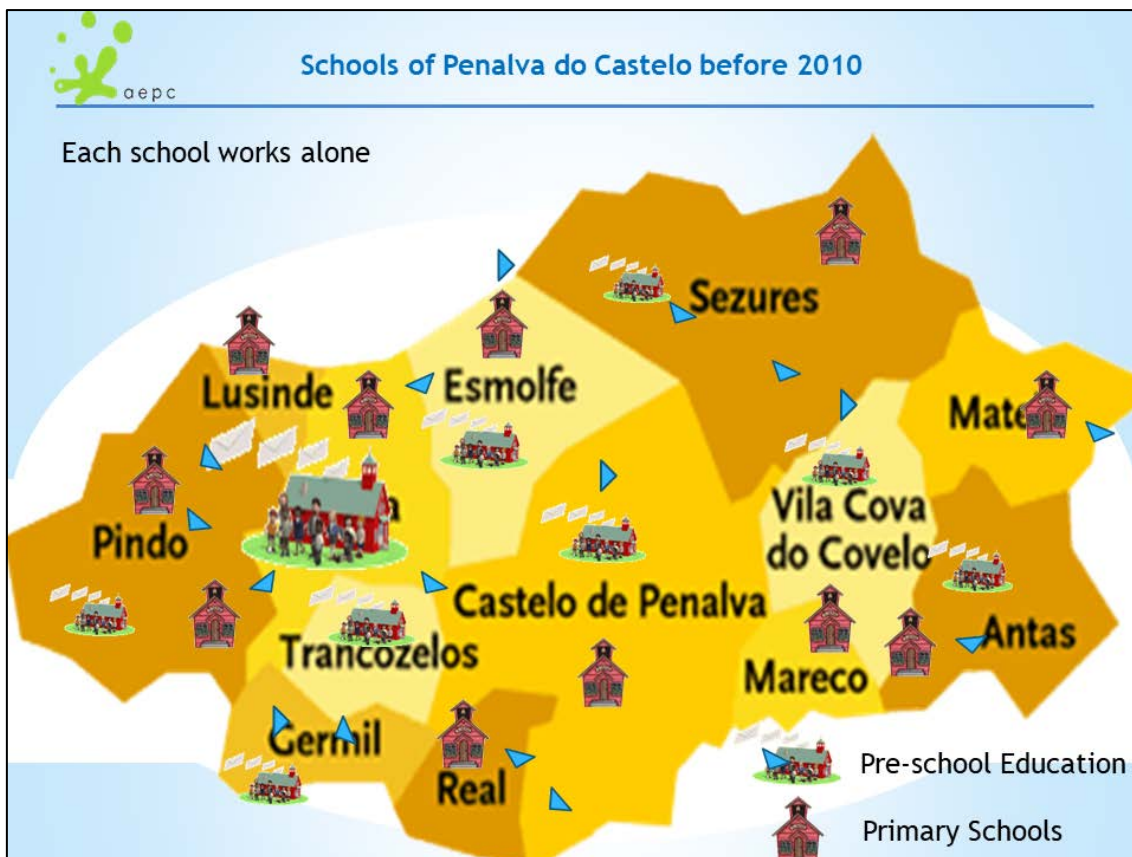| |
|---|
| **Educational provision**

With regard to **educational supply,** we can propose the opening of courses, but we cannot decide on their implementation – the final decision is centralized and comes from the Ministry of Education. However, we can give more importance to the development of some specific competences according to the results gathered concerning the school community.

During basic education (primary to 6th year), schools can decide to provide a complementary element which allows us to develop certain themes (health education, environmental education, ...) |
| **Pedagogical strategies**

There is autonomy in the choice of **pedagogical strategies**. These are discussed by teachers and developed and improved in Group and Department meetings as well as in Pedagogical Board meetings. |
| **School staff**

I do not have the power to appoint school teachers. This is because the allocation of teachers is processed through (on-line) platforms set by the Ministry of Education. Teachers apply for a place at a national level and are then selected according to their professional grade and their choice of schools. I can only appoint specialists to teach on vocational courses (cooks, gardeners, electricians, etc...).

The local authority has the power to choose its nursery teachers and also its primary (3-10 years) teachers of P.E, English and Music. |
| **Financial management**

The school's financial budget is managed according to the resources allocated to us by the Ministry of Education and it is very limited, only enough to ensure the functioning of essential things, for example, electricity, water, heating and communication. |
| **Expectations about the M@SS project** |

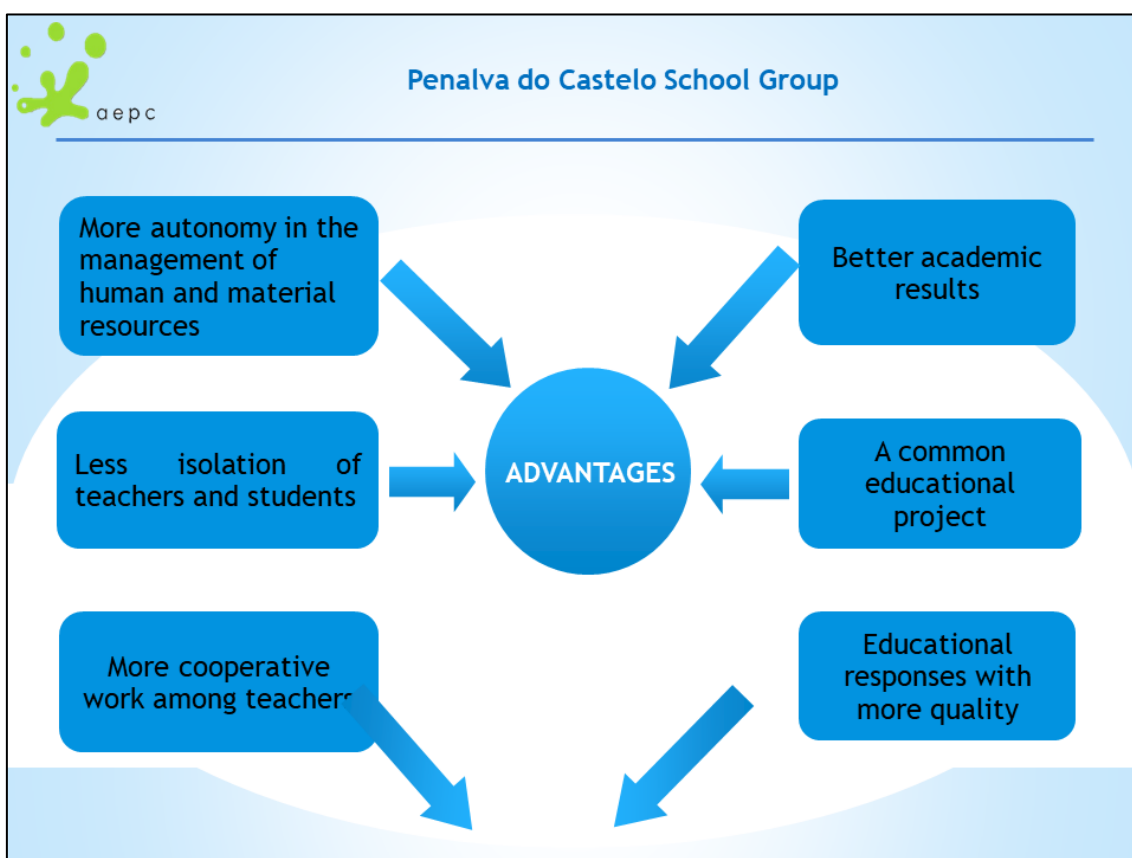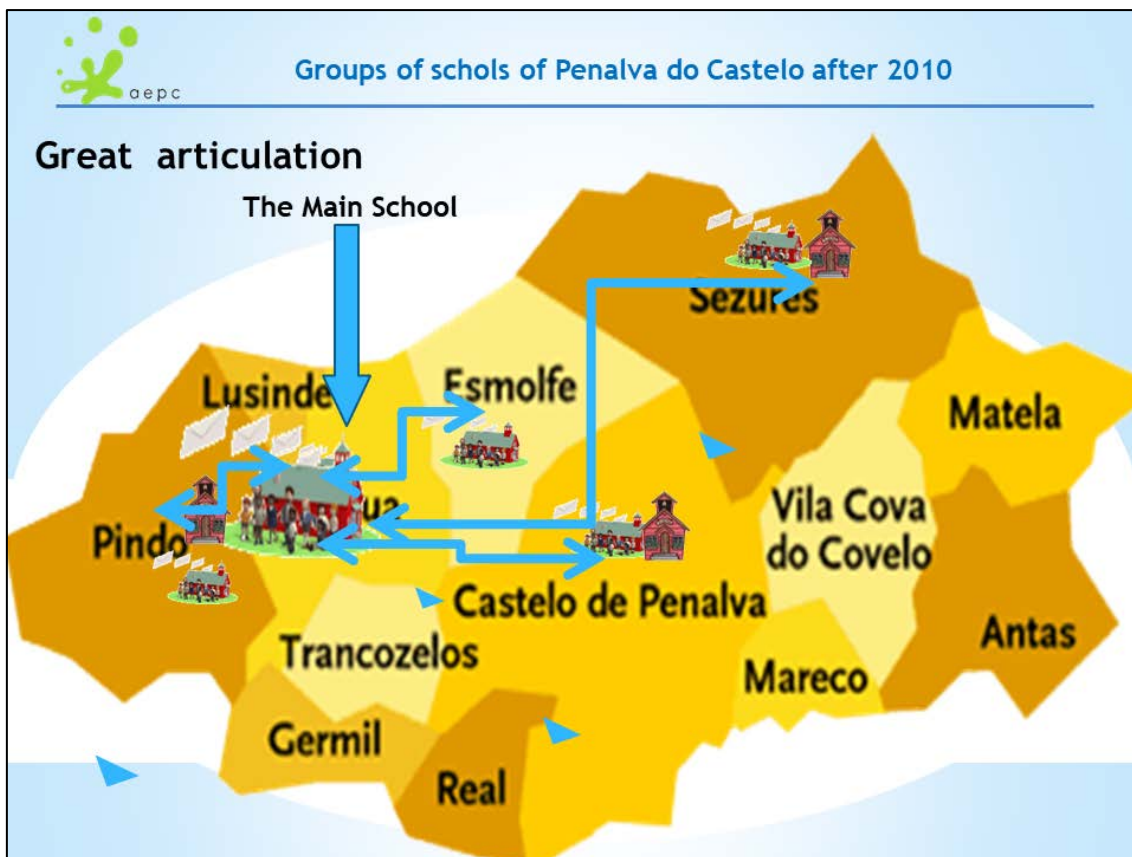| Get to know different situations and experiences |
| --- |
| Exchange experiences – benchmarking |
| Change practices |

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

Penalva do Castelo

Schools of Penalva do Castelo

Schools of Penalva do Castelo before 2010

Each school works alone

Sezures
Lusinde
Esmolfe
Mate
Pindo
Vila Cova do Covelo
Castelo de Penalva
Trancozelos
Antas
Mareco
Germil
Real

Pre-school Education

Primary Schools

Penalva do Castelo Schools

AFTER 2010

The Main School

Not many schools

The same mission

A unique educational project

Groups of schols of Penalva do Castelo after 2010

Great articulation

The Main School

Penalva do Castelo School Group

More autonomy in the management of human and material resources

Better academic results

Less isolation of teachers and students

ADVANTAGES

A common educational project

More cooperative work among teachers

Educational responses with more quality

Agrupamento de Escolas de Sátão, Portugal

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

TASK 1 – The main concerns about Autonomy

- **There is too much bureaucracy in the legislation … that makes speedy implementation of projects more difficult;**
- **Limitations placed on the use of schools' educational credit when it comes to the allocation of teachers;**
- **Difficulty in managing financial resources due to accounting limitations;**
- **The impossibility of hiring specialized technicians in areas such as social work, medicine, speech therapy or clinical psychology.**

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.

Agrupamento de Escolas de Vila Nova de Paiva, Portugal

Question:

As a head teacher, what are the **main concerns about Autonomy** – or the lack of it – in school management and the main expectations about the M@SS project (or the C1 - Short Joint Staff Training Event) in order to help you with this.

Answer:

As a head teacher, I feel a number of concerns that I will report:

From the pedagogical point of view, we have:

– Difficulty in implementing actions, strategic, educational measures to combat school failure due to a lack of resources, especially human;

– An extensive curriculum;

– Rigidity in the creation of classes, particularly in terms of the number of pupils;

– Difficulty in providing a diverse educational supply and adjusted to the region and the expectations of pupils and families;

– Lack of technical expertise in various areas of intervention: psychologists, speech therapists, occupational therapists, physiotherapists, social workers, conflict mediators, etc.

Regarding management, we have:

– A very bureaucratic educational system with a panoply of procedures and structures that hinder effective and efficient management;

– Constantly changing legislation;

– Egalitarian vision of schools by the ministry of education, without considering specific and regional contexts and every socio-economic and cultural situation.

**Regarding financial resources:**

Manifestly dysfunctional financial resources for schools' needs, especially when urgent or unexpected problems arise, such as intervention in infrastructure, acquisition of specific material, etc.

Expectations about the M@SS project:

- To know and make contact with different situations and experiences;

- Exchange experiences;

- Reflect on, and improve my practice;

- I would feel a more participative European citizen.

Task:

Select an image, a sentence or a scheme that illustrates a **successful story** you would like to present at C1. This story must be about "School" or about "Education" but not necessarily about your school in particular.
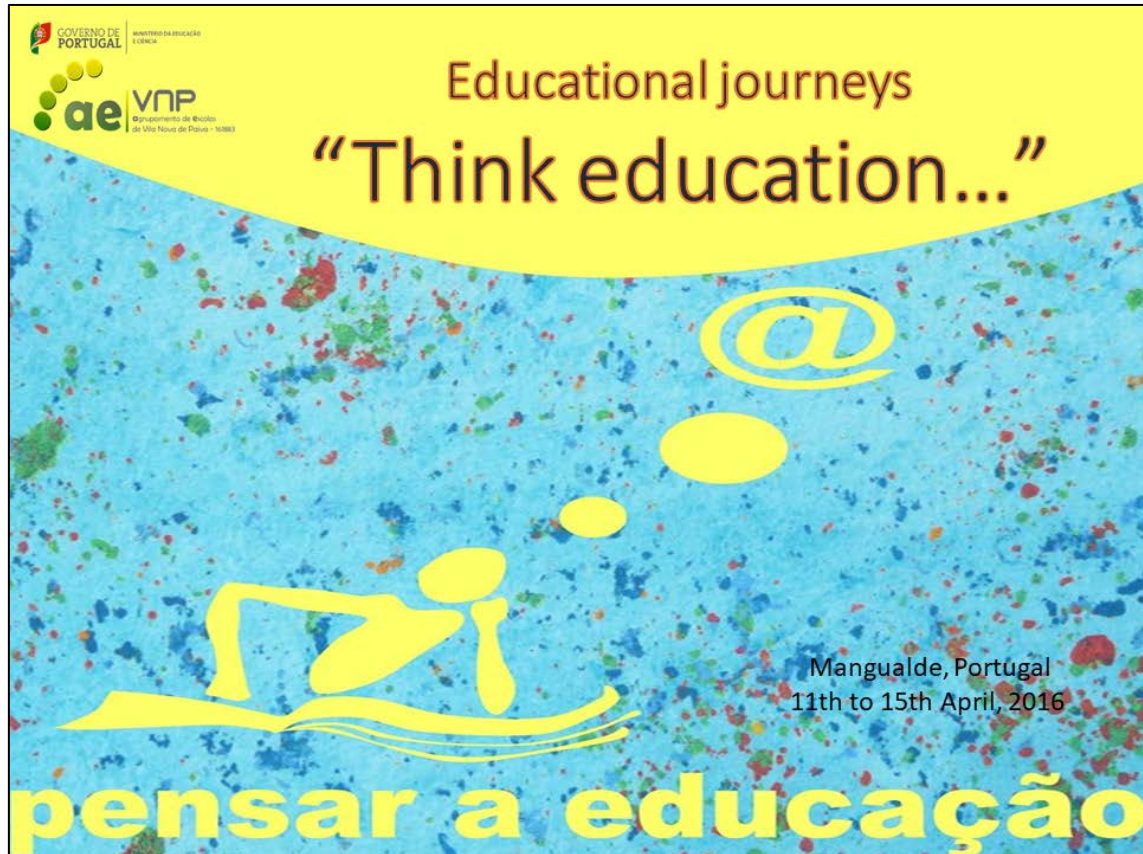
Aims:

- To respond to the institutional, professional and personal needs of teacher training;
- To promote a space for sharing ideas, practices and reflections, coordinated by lecturers of merit and excellence;
- To establish a reference activity in teacher training in a peripheral environment.

pensar a educação...2011

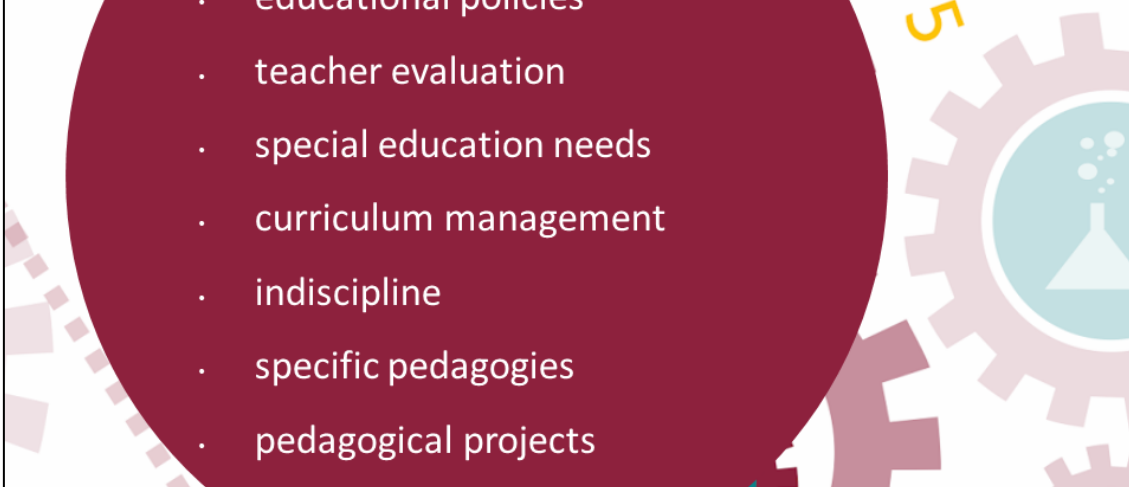**Jornadas Educativas do Agrupamento de Escolas de Vila Nova de Paiva**

PENSAR A EDUCAÇÃO...2015

11 e 18 de abril

Main subject areas:

- educational policies
- teacher evaluation
- special education needs
- curriculum management
- indiscipline
- specific pedagogies
- pedagogical projects

Speakers:
- Former Ministers of Education
- Presidents of the National Council of Education
- University Deans
- Teachers of higher education
- Researchers
- Psychologists
- Teachers

Participants:
- The number of teachers participating in "educational journeys" has increased from 100 to 170 participants in only two consecutive Saturdays (free time)
- Participants are teachers in Vila Nova de Paiva's group of schools, but also in other regions of the country.
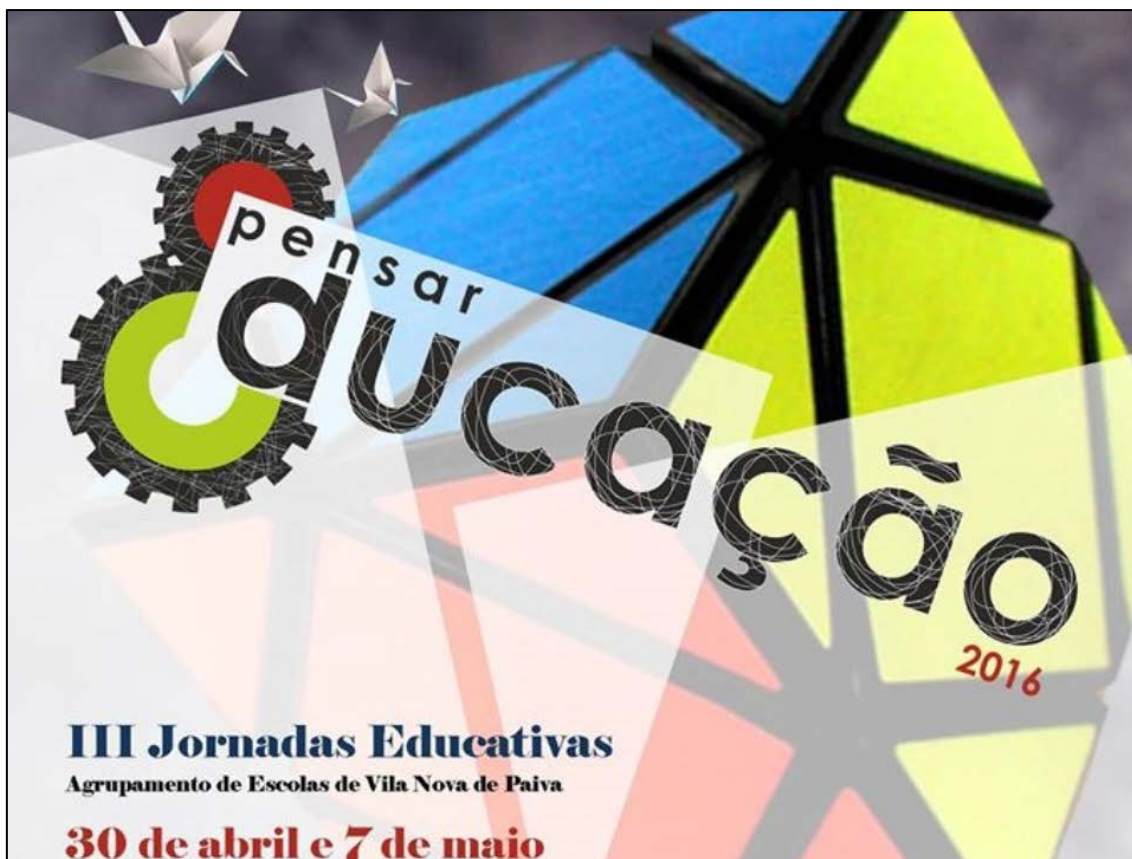
3.2. Success factors inventory – *Ana Mouraz; Isabel Serra; José Miguel Sousa*

In the first Short Joint Staff Training Event, in Portugal, the first activity performed consisted of two tasks: an inventory of the main concerns about Autonomy – or the lack of it – in school management and the main expectations about the M@SS project and a successful story each participant wanted to present at the event. Tasks presented by the participants were included in the last section. From this, it is possible to cross the concerns, the expectations and the successful stories in order to identify some major trends that shape head teachers' thoughts and action.

Schools' autonomy is closely related to the controversial relation that schools have with central government and bureaucracy – in order to be more autonomous, schools have to deal with more bureaucratic procedures and that is experienced as a burden, sometimes too heavy to bear. In the opinion of head teachers, Governments usually want to "leave their mark" and that is usually associated with unevaluated changes to educational systems, which leave schools without a real and lasting aim.

Furthermore, schools' autonomy seems to depend on schools' achievement records and results. This means that, at times like the present, driven by a growing emphasis on academization, schools with better results seem to be more trustworthy, from the Administration's point of view.

The successful stories presented by participants got round such constraints and balanced this requirement with three kinds of autonomous practices that seem to be effective. They are:

1. The promotion of an intensive sharing policy and practice, both internal (among teachers and internal government bodies of the school) and external (between school and stakeholders – such as parents, enterprises or other supportive local entities). These sharing practices are also training opportunities for those involved - teachers, parents, other stakeholders;

2. A clear, broad and long-term view about what school is for (perhaps until 2032), which drives all the headteacher's actions (even daily ones) regarding the school community;

3. A balanced and humanized perspective and support, considering individuals and each one's particular difficulties, in order to inspire and care also for the most fragile.

4. Discussing the uses of large sets of data in Schools' management - *Ana Mouraz; Isabel Serra; José Miguel Sousa*

Data are crucial to decision-making in educational matters. An evidence-based decision is a powerful path to implement and sustain educational improvements (Kvernbekk, 2011). Regulation based on knowledge is a key factor of international educational reforms (Barroso, 2005) and has been a factor in increased data production and its availability. (OECD, 2007; OECD, 2014)

There are different sets of data, produced with different purposes, by diverse agents and following different theoretical approaches. Such diversity has been used to achieve several social aims and has supported diverse education policies. For instance, in Portugal, PISA results have been used as arguments to sustain different policies, according to the political ideology of the Ministry of Education and Government. Sometimes they are used to improve the worst results, and sometimes they are used to justify top-down measures introduced by National Administration (CNE, 2014).

However, large sets of data are available, regarding several indicators that could be useful for awareness of educational standards from the international and national perspective. Large datasets were not presented as a device to control, but rather to serve as a hermeneutic mirror promoting self reflection, emphasizing interpretations and enhancing actors as participant observers.

The task proposed aimed to discuss the uses of data within school management. Therefore, work started with presentation of the OECD's international databases[1]:

Overview of the education system (EAG, 2015); Student Performance (PISA, 2012); Teachers and Teaching Conditions (TALIS, 2013); Survey of Adult Skills (PIAAC).

The second step was to discuss the possibilities and uses of comparative data among schools at a regional, national and international level. The perspective was from the three main roles of head teachers: ...

- Negotiating local/school policies (both external and internal);
- Managing and coordinating human and material resources;
- Promoting school effectiveness and improvement (Hopkins, 2008).

Bearing these roles in mind, the questions discussed were:

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[1] http://gpseducation.oecd.org

☐ Why should we use international databases?

☐ What could we learn from them?

☐ Which indicators could be interesting?

☐ To what extent could these indicators improve our school?

References:

☐ Barroso, João (2005). O Estado, A Educação e a Regulação das Políticas Públicas. Educ. Soc., Campinas, vol. 26, n. 92, p. 725-751.

☐ CNE (2014). Estado da Educação 2016. Lisboa, CNE.

☐ Hopkins, D. (2008). *Every School a Great School: Realizing the Potential of System Leadership* (2.ª ed.). Berkshire, England, Open University Press.

☐ Kvernbekk, Tone (2011). The Concept of Evidence in Evidence-Based Practice. Educational Theory 61 (5): 515-532.

☐ OECD (2007). Education at a glance - OECD indicators. OECD Publishing.

☐ OECD (2014). Measuring Innovation in Education - A New Perspective. OECD Publishing. http://dx.doi.org/10.1787/9789264215696-en

5. Is it possible to think and act differently?

5.1. The stakeholders' voices, *Isabel Serra*

The social responsibility of organizations, including schools, has attracted increasing interest from international organizations such as the European Commission (EC), the United Nations and the Organization for Economic Co-operation and Development (OECD). Social issues associated with so-called sustainable development.

The social responsibility of organizations, which seeks economic, social, environmental and cultural sustainability, includes the improvement of internal organizational management processes, namely the improvement of human resource management, change management and improvement of communication systems; and external social responsibility, linked to the organization's relationship with the surrounding community and to the responsibility of the educational community, as a way to optimize resources, responses, communication and the bonds of trust, sharing and collaboration with the organization's stakeholders.

It is therefore important to discuss the concept of stakeholders in relation to schools' activities. The questions asked to map schools' practices were the following:

- Who are the stakeholders?
- What are their roles in the schools?
- Are they co-opted or invited to partner with the schools, or is this obligatory?

Planning the systematic work to be developed with stakeholders implies a process of gathering and analyzing information about interests, objectives, needs, preferences and added value, in order to map the risks and positive factors of articulation and collaborative work.

For partnership and collaboration to be efficient and effective, it is necessary to determine who, according to the project, are the stakeholders; identify the points of interest; the points of contact; the type of partnership and perceive the type of influence / power of each partner.

The partners in this project identified, among the most important stakeholders, companies, private associations, cultural associations, municipalities, parents' associations, health centers and in some cases, religious institutions.

Stakeholders may cooperate with the school at various levels and in a number of areas, such as participating in activities with pupils and teachers, cooperating in vocational courses, internships, sharing specialized and technical information, providing

financial support through funding or material resources, presenting suggestions for improvement, giving training to pupils.

A truly collaborative relationship with stakeholders can foster a Quality School, focused on educational and training action, on integrated processes that are multidisciplinary and contextualized, in order to promote cross-disciplinary skills, including entrepreneurship and citizenship, in pupils and trainees. These can be applied in the most varied educational, professional and living contexts, in a course that extends throughout life.

5.2. Intermediate leadership, *Isabel Serra*

Intermediate management structures are of strategic importance in school organization. The way the various intermediate management bodies exercise their leadership and their competencies are determinants of the school's educational and pedagogical quality, which also depends on its educational and pedagogical projects and organizational dynamics.

Analysis of their practices, understanding their conceptions regarding their role and functions, allows them to verify to what extent they come close to effective leadership and supervision, and perhaps facilitate identification of obstacles to further development of the role.

Considering in this work the class directors, class and course coordinators, department coordinators, which are priority intermediate structures, we find that the quality of the work done in the school depends increasingly on how leadership exercises its power. Curricular departments have to be dynamic structures and coordinators have a set of functions that can have an effect on the quality of work performed by the teachers they coordinate.

The work of horizontal and vertical articulation, the importance of curricular decisions, methodological options, among others, are strongly influenced by the way the coordinator plays their role, uses their space of action, their capacity for communication, moderation, leadership and conflict management. Coordinators can exercise their leadership and play a crucial role in the contextualization and articulation of the curriculum.

Class directors and course coordinators are responsible for coordinating a group of pupils and teachers within the class council. Leadership, communication, conflict

management, organizational skills and mastery of active methodologies, among other challenges, are fundamental in this educational and organizational space and time.

Intermediate management posts are of great importance, as these individuals are coordinating working groups and in a prominent position to act as promoters of change.

This project reflected on how the school is organized, what interpretations it attributes to the elements that form intermediate management bodies in the educational context, as they see their action within a framework of relative autonomy, in the use of their own competencies and given the emerging possibilities of new decentralized areas.

In this path towards organizational improvement and autonomy, leadership and the specific characteristics it assumes in the school context are firmly established in new organizational principles that value participation, articulation, and collaborative and shared processes in education networks.

At the level of intermediary structures, it is necessary to create conditions of effective exercise, with less bureaucracy and with time and space to make decisions, to change pedagogical and organizational practices. This is where the dynamics of collaborative work can be developed, through successful leadership, using decision-making powers and building autonomy and innovation.

Intermediate leaderships should encourage information-sharing and clarification of expectations, making people feel like team members, contributing to the necessary resources, and helping to identify and solve problems. (Bolivar, 2003)

Not to conclude – paths to go further, *Ana Mouraz*

This ebook is a record of the work developed during the first year of the Management for @ School of Success (M@SS) project and focuses on the theme of School Autonomy. For anyone reading this ebook, it is easy to understand that this is a living book as it continues to present questions and challenges, the same ones that head teachers and school leaders have to face. The novelty of the book's content, besides this character of a work-in-progress, is the diversity of tasks, texts and authors, always connecting theory and practices, always challenging readers to ask themselves the questions, as if they are part of the team.

In addition, this book is the product of a training project that has head teachers both as its recipients and authors. This double perspective comes from the main idea of the project itself which aims to work with school leaders in matters that contribute to school development, sustainability, quality and pupils' achievement.

The perspectives included in the ebook represent the diversity of the team, its management experiences, shaped by the diversity of institutions and countries represented. It is possible to argue that the team sums up the main trends of European school management.

School autonomy – the generic theme of the ebook – cannot be separated from the leadership concept discussed. So far, it has been possible to validate the general impression of the importance of leadership as a factor of schools' autonomy and quality. Schools with better results generally have strong leadership and follow self-evaluation procedures, coherent with educational project development.

Leading a team (usually heterogeneous, such as that of a school), to develop an educational project that fulfills the threefold aim of adapting to national goals, responding to pupils' needs and considering the characteristics of the people and the resources available, is not a simple task.

Three axes balance the essence of educational management. The first is transversality. Transversality means educational action's ability to translate (and deal with) and intersect the complexity that characterizes the so-called knowledge society. Accordingly, educational leadership generates different forms, levels and areas of knowledge, which makes it particularly relevant regarding the differentiating effects of its action on the communities served.

A second axis of meaning lies in the style of leadership and management. This dimension includes more or less shared forms of leadership and management, and more ecological or more technical forms of leadership. An important aspect of this axis is the visibility of intermediate leaders.

In addition, in the uncertain times we live in, schools face new and broad challenges. At the same time as ensuring a public social service, they have to deal with higher expectations and to act more comprehensively and ethically than ever before. It is up to school leaders to interpret these new challenges and restructure in each case the learning that schools must improve, in clear articulation with their stakeholders. The concept of learning schools is applicable to those that promote an expansive learning environment, improve pupils' achievement, improve professional awareness, promote innovative teaching and learning practices that can foster pupil and teacher engagement, deal with the community, and do all these tasks under an open leadership.

These three dimensions of school leadership emerge from this e-book and open up the tasks that the project still has to face: how to promote intelligent and sophisticated self-assessment processes that can monitor the essence of schoolwork - organizing meaningful curricula for 21st century pupils?

These are the paths to follow.