

Managing for @ School of Success

14:30 – 2º Painel: Avaliação das Escolas

Oradores:

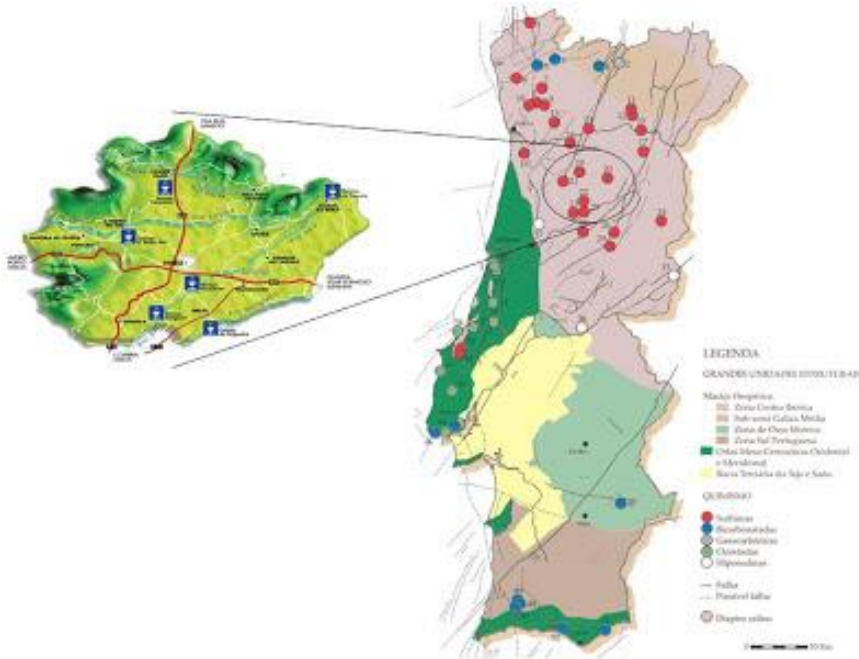
António Cunha (AECS)

Rosa Figueiredo (AEPC)

Connection Talk:

Vítor Alaíz, *Universidade Católica Portuguesa*

Partindo daqui...



... e depois de terminado um projeto europeu

cumpre-nos ...

*... celebrar
trabalho feito...*

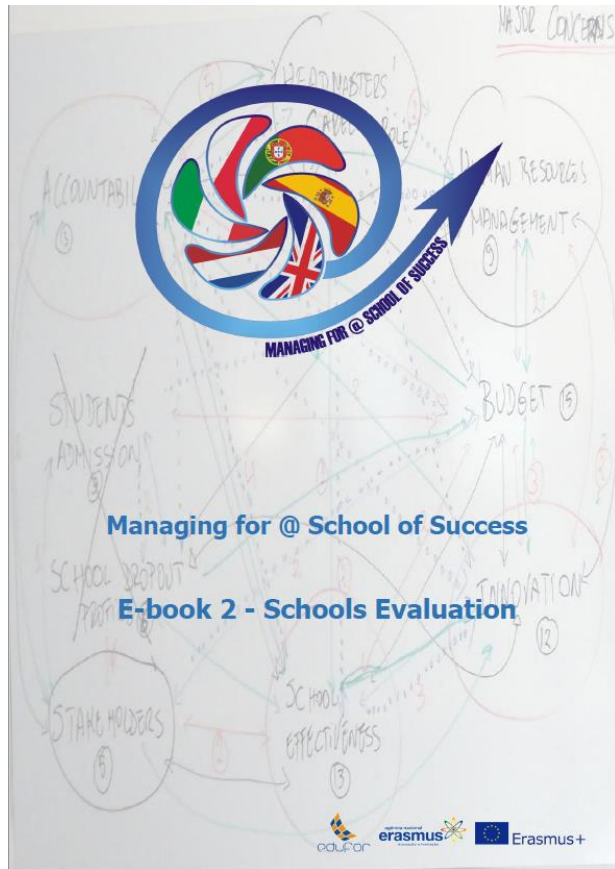


***e propor subir
mais uns socalcos...***

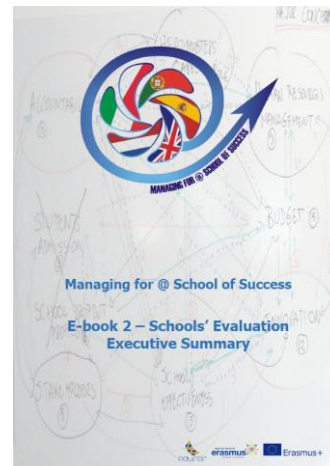


<https://incartoons.files.wordpress.com/2013/04/socalcos-1-model.jpg>

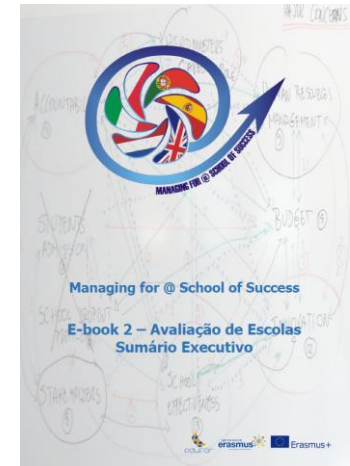
Celebrar...



94 pages.



9 pages.

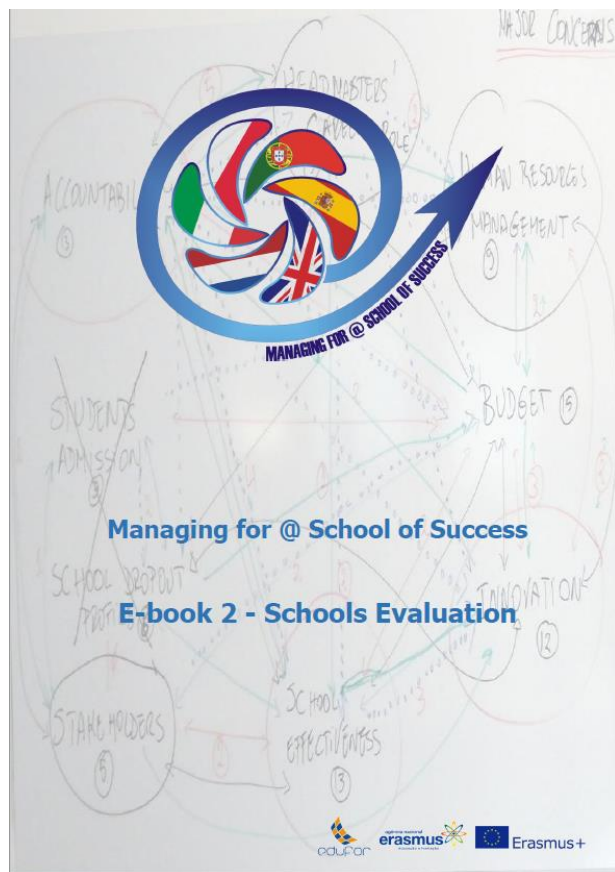


9 pages.



Celebrar...

- Participantes descrevem situações de diferentes realidades europeias quanto a um tópico: *indicadores*



94 pags.

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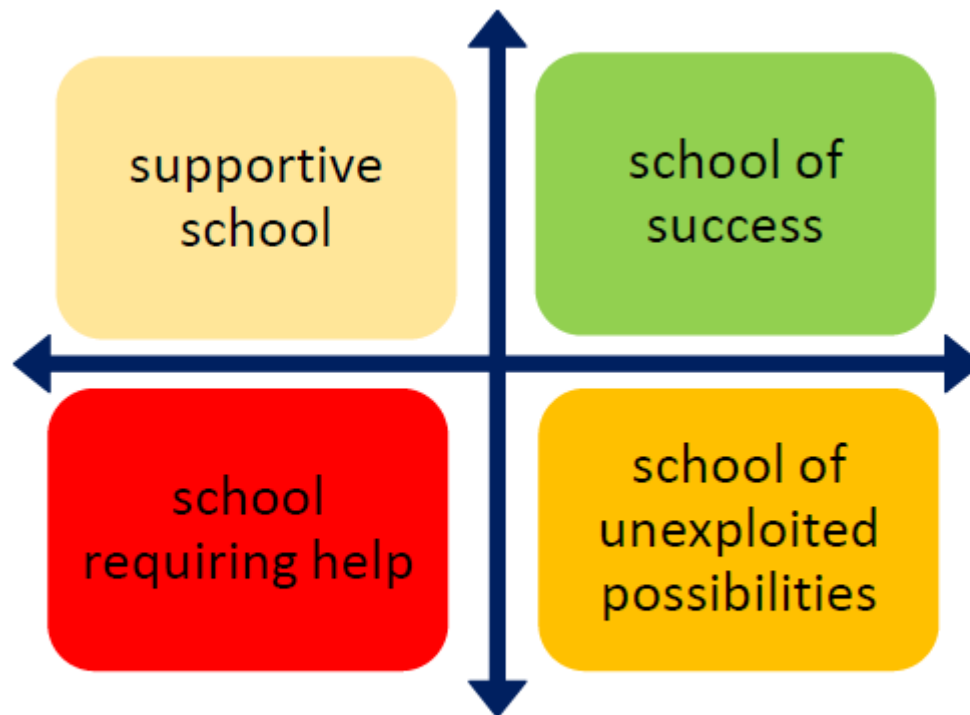
Subject:						Term
						—
FRAMEWORK						Analysis
Criteria	Items		Analysis			(e.g. global description, reasons that account for results...)
Internal efficiency	How do success rates compare to those obtained the previous year?		↘	↔	↗	—
		5th				
		6th				
		7th				
		8th				
		9th				
Internal quality	How do average grades compare to those obtained the previous year?		↘	↔	↗	¹ Mark with X the result analysis Caption: ↘ - Under; ↔ - Identical; ↗ - Above.
		5th				
		6th				
		7th				
		8th				
		9.º				
Were remedial strategies defined / remedial strategies for the weaknesses / or reinforcement of strengths (Mark with X)				Yes	No	
If YES, identify strategies:						



Ex.1:
Penalva
do
Castelo

Ex.2: Polónia

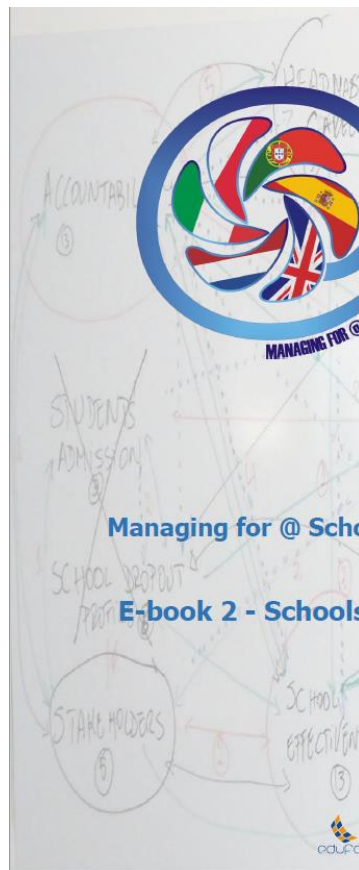
WORLD



The Educational Value Added (EVA) indicator calculated on the basis of the published data.

Celebrar...

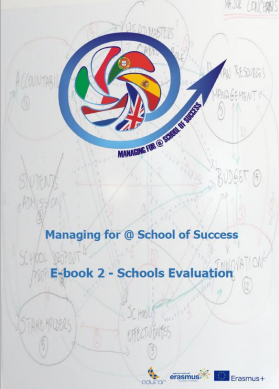
- Mas, não se limitaram
ao reino da
quantidade...



94 pags.



3. Narratives Memory	49
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School Evolution in I Spoleczne Liceum Ogolnoksztalcace w Zamosc , <i>Boguslaw Klimczuk / Elzbieta Kedrak / Katarzyna Garbacik</i>	63
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A review for continuous rethinking of school, <i>Andrs Figueroa</i>	79



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**A segunda parte, intitulada
“Memórias Narrativas”, apresenta
os processos de visão,
aprendizagem, reflexão e mudança
promovidos pelo projeto.**



Intitulado Narrative Memories,

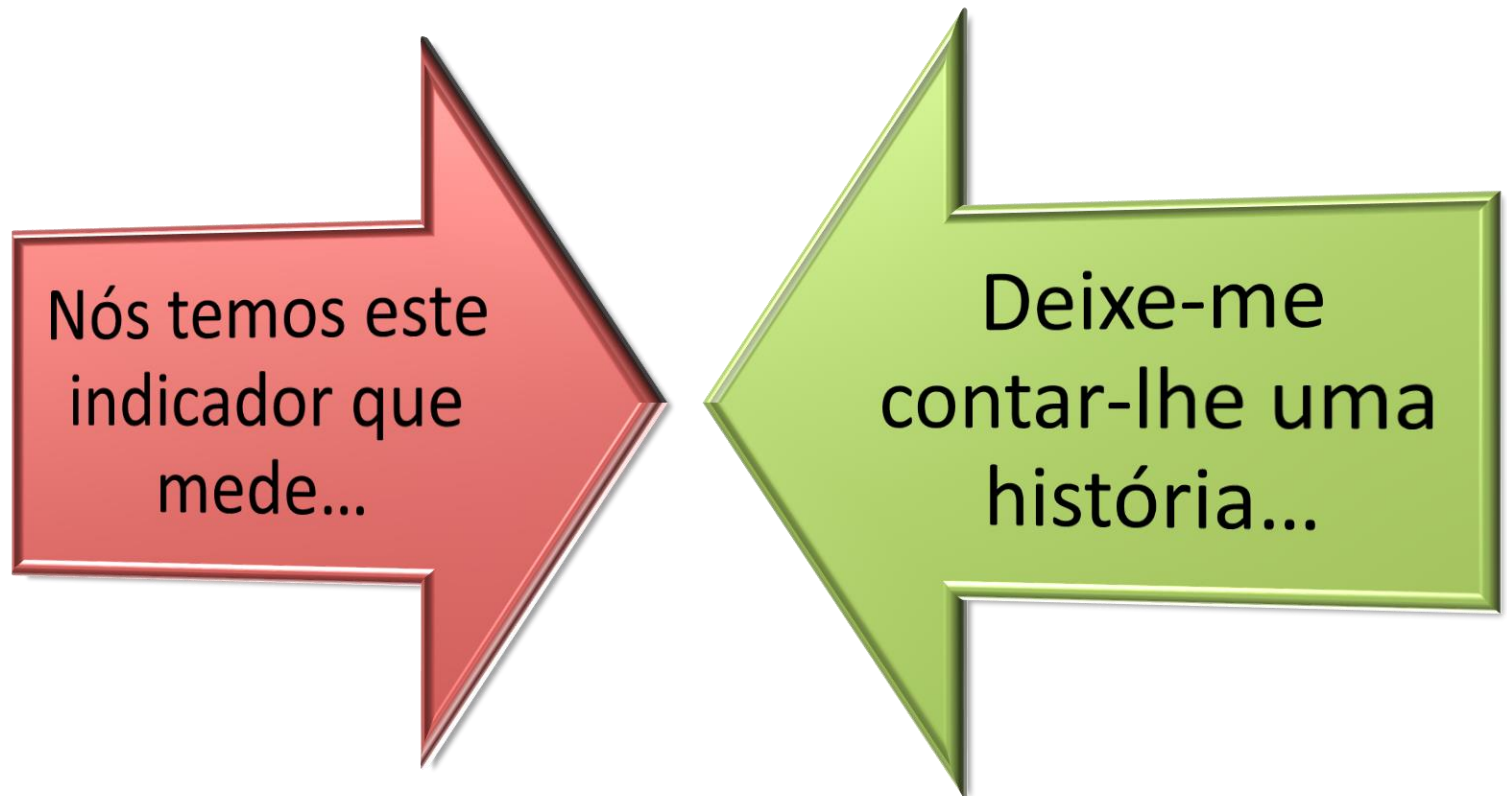
- este capítulo tem como objetivo apresentar, em um registro mais subjetivo, alguns dos efeitos do projeto Managing for @ School of Success, como eles foram experimentados e refletidos pelos participantes do projeto e como eles moldaram as visões e as práticas de gestão de alguns diretores.
- Estes dois objetivos estão alinhados com o tema principal do projeto para o segundo ano - a auto-avaliação da escola, e com o objetivo de monitorizar as realizações do projeto. O uso de narrativas para entender a experiência internacional de fazer parte de um consórcio onde a grande maioria dos participantes também eram diretores,

INTERMEZZO...

Método ?



A mudança mais significativa...



ONG: Most Significant Change

The 'Most Significant Change' (MSC) Technique

A Guide to Its Use

by

Rick Davies and Jess Dart

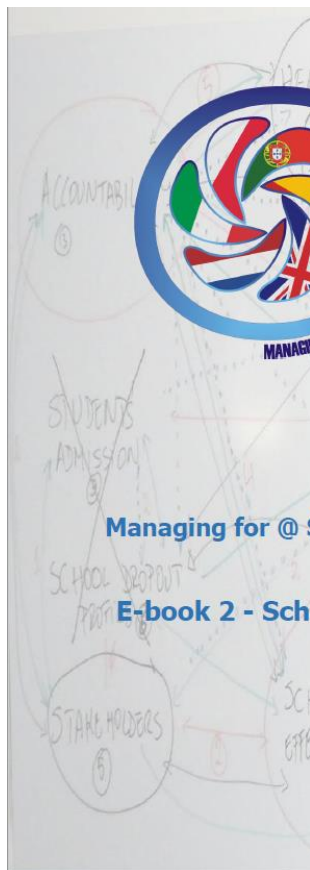


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Lutheran World Relief, United States of America

Version 1.00 – April 2005

Celebrar...

- Mas, não se limitaram ao reino da quantidade...



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What does it mean to be a good school?, *Helena Fátima Gonçalves de Castro*

Sátão Group of Schools - Portugal

Narrative Memory

Experiences and Learning

So far, this project has allowed me to find out directly about two educational systems different from the Portuguese system and to make comparisons: from the point of view of autonomy in resource management, school organization and self-assessment.

These comparisons showed that:

- schools have more autonomy than they initially recognize;
- that it is possible to be creative even when regulation is very tight, as in Portugal;
- that we have many qualities in the Portuguese educational system and that the Portuguese State has invested in the quality of school organizations despite the many contradictions found between the intentionality and the applicability of norms.

The fact that I was attentive to the provocations that had arisen in our group discussions allowed me to rethink the school as a field of possibilities and an area of freedom, within the limits imposed by rules.

In addition, the fact that I have been in contact with the Dutch school situation and the Dutch partners led me to understand more intensely the need for schools to have innovative leaders, leaders who think of pupils and their life project and to think of concrete organizational responses to pupils' learning and development needs. In

Learning together – a path towards the future, *Olga Carvalho*

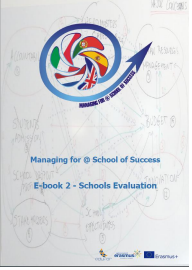
Nelas Group of Schools - Portugal

In this project, Managing for @ school of success, contact with other European situations gives us an opportunity to better understand and broaden the way of interpreting and applying the concepts of autonomy and leadership. Each country has its

II - Internal evaluation of schools

Internal evaluation is a process recognized by all the schools and countries taking part in this project as a means to encourage a culture that promotes accountability, well understood and accepted by leaders and the school community.

Everyone agrees that internal evaluation contributes to school improvement.



**A terceira parte do e-book,
“Das narrativas aos efeitos sobre a
autoavaliação das escolas”,
contém um conjunto de ideias-
chave, indicadores e evidências
inerentes ao processo de
autoavaliação.**



!?

***propondo subir
mais uns
socialcos:***



<https://incartoons.files.wordpress.com/2013/04/socialcos-1-model.jpg>

Quanto à avaliação,
ao nível das escolas...

...que fazer?

The personal factor...

- “There are 5 key variables that are absolutely critical in evaluation use.
- They are, in order of importance:
”
...

The personal factor...

- “...people,
- people,
- people,
- people,
- people.”

(Patton, 2012, p.61)

**Mas,
para envolver as pessoas...**

**... é preciso
comunicar**

Avaliação e comunicação

- “Há coisas essenciais em avaliação de escolas:
- ...devemos ter sempre em conta 3 aspetos de uma boa avaliação:

**- comunicação,
comunicação, comunicação**

Um paper no Congresso da American Evaluation Association AEA

Hutchinson, K. (2010). *An Executive Summary is not Enough: Effective Reporting Techniques for Evaluators*. In AEA (Ed.), American Evaluation Association 2010 Conference, San Antonio, TX

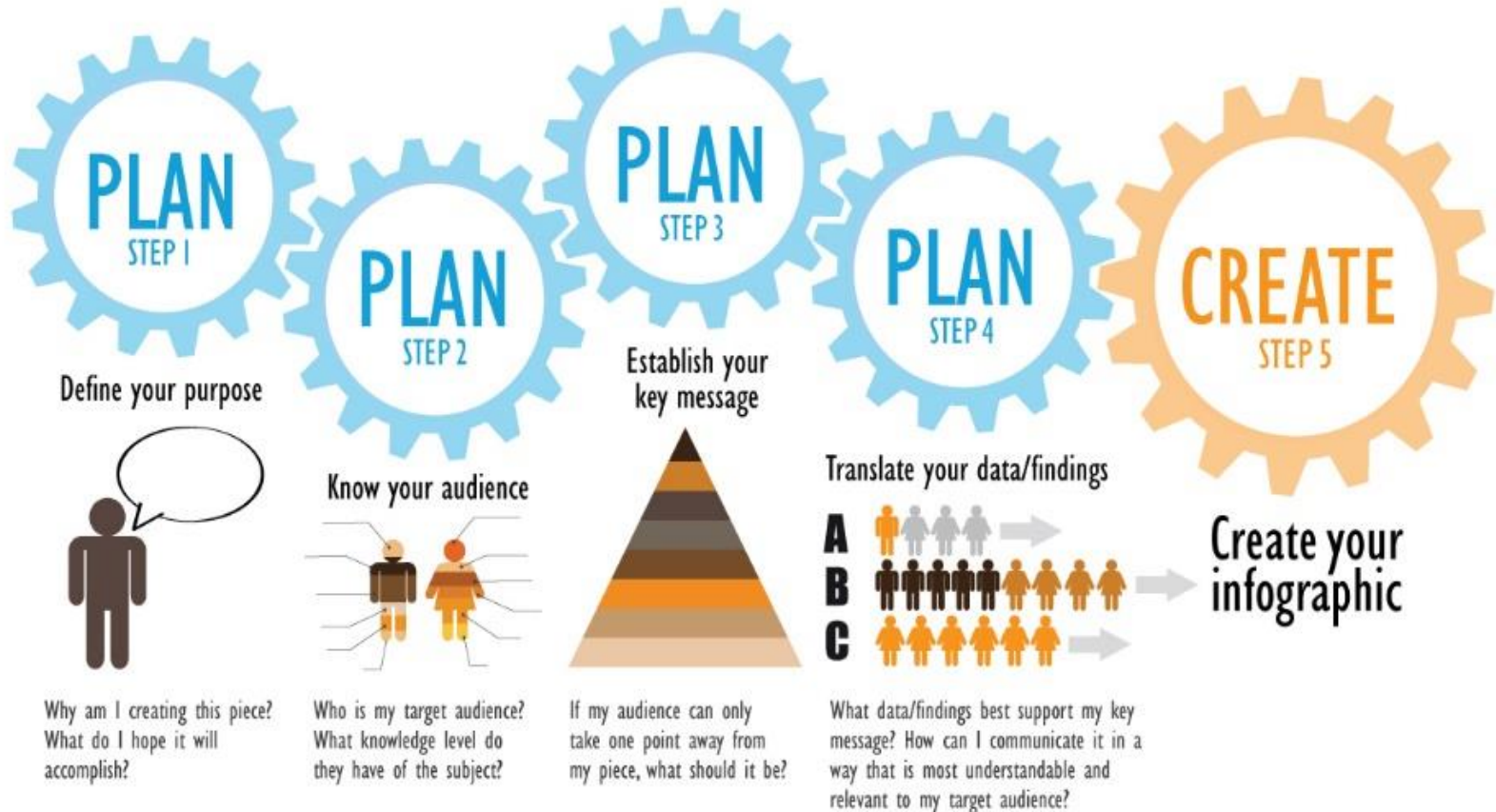
<http://aea365.org/blog/kylie-hutchinson-on-effective-reporting-techniques-for-evaluators/>

Repare-se no título (2010)

An Executive Summary is not Enough: Effective Reporting Techniques for Evaluators



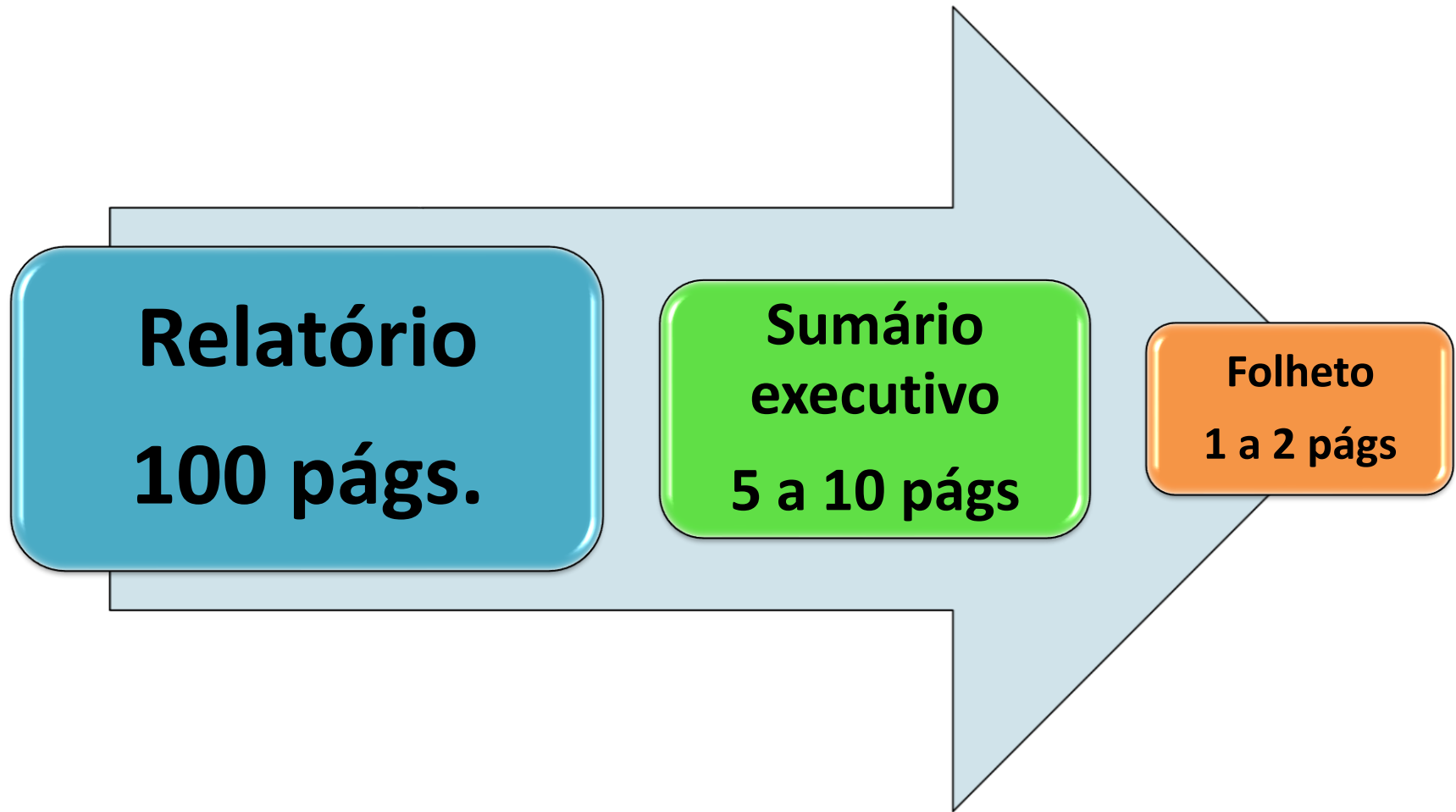
5 STEPS to TRANSLATE EVALUATION FINDINGS to INFOGRAPHICS



Avaliação = Comunicação

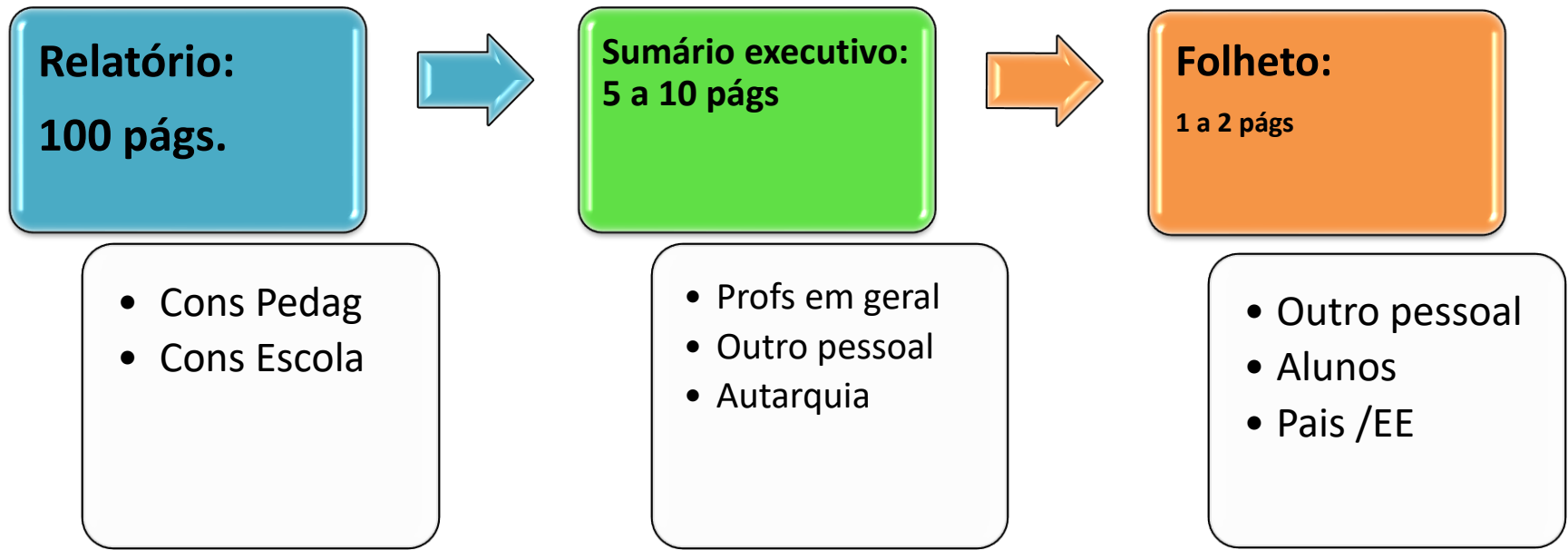
Um política de escola
para
a comunicação
(ou o uso)
da avaliação

Avaliação = Comunicação



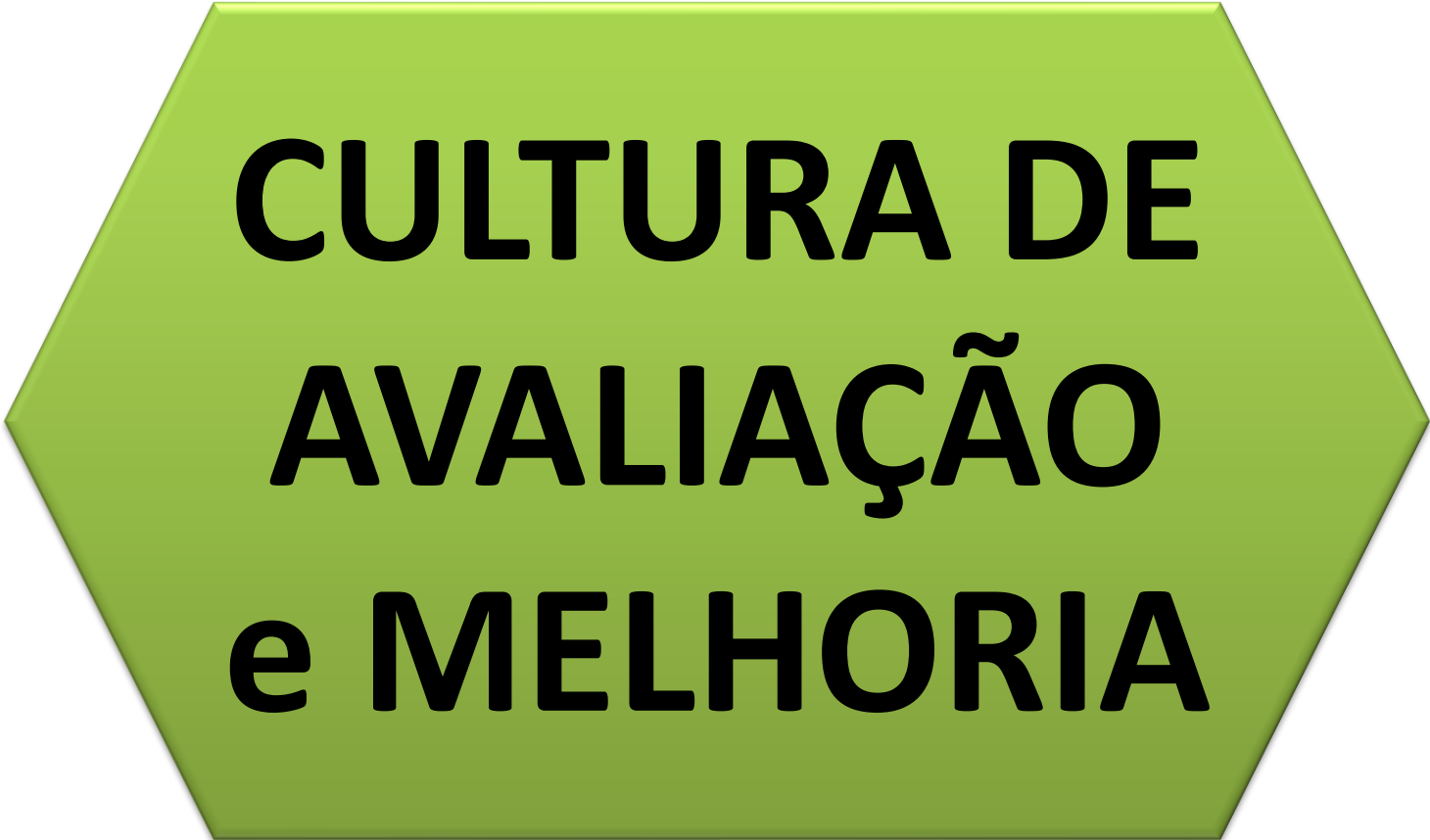
Avaliação = Comunicação

Um política de escola para a comunicação (ou o uso) da avaliação



Avaliar escolas?

Sim, é necessário, é possível, se.....



**CULTURA DE
AVALIAÇÃO
e MELHORIA**

Como?

- Realizando avaliação de qualidade que
- respeite padrões como os do

*Joint Committee on
Standards for Educational Evaluation
(<http://www.jcsee.org/>)*

- Comunicar a avaliação

- Planear a avaliação

Utilidade

Exequibilidade

Rigor

Legitimidade

- Tratar a informação

- Recolher a informação

E ao nível da investigação...
sobre a autoavaliação de escolas,

que fazer?

Ao nível da investigação...

Calcular os **impactos**?

Ponderar os **efeitos**?

Ou, simplesmente:

Descrever os **USOS**
da autoavaliação?

Use Misuse NonUse

Cousins, J. B. (2004). Commentary:
Minimizing Evaluation Misuse as
Principled Practice. *American Journal of
Evaluation, 25(3), 391–397.*

Cousins, 2004

392

AMERICAN JOURNAL OF EVALUATION, 25(3), 2004

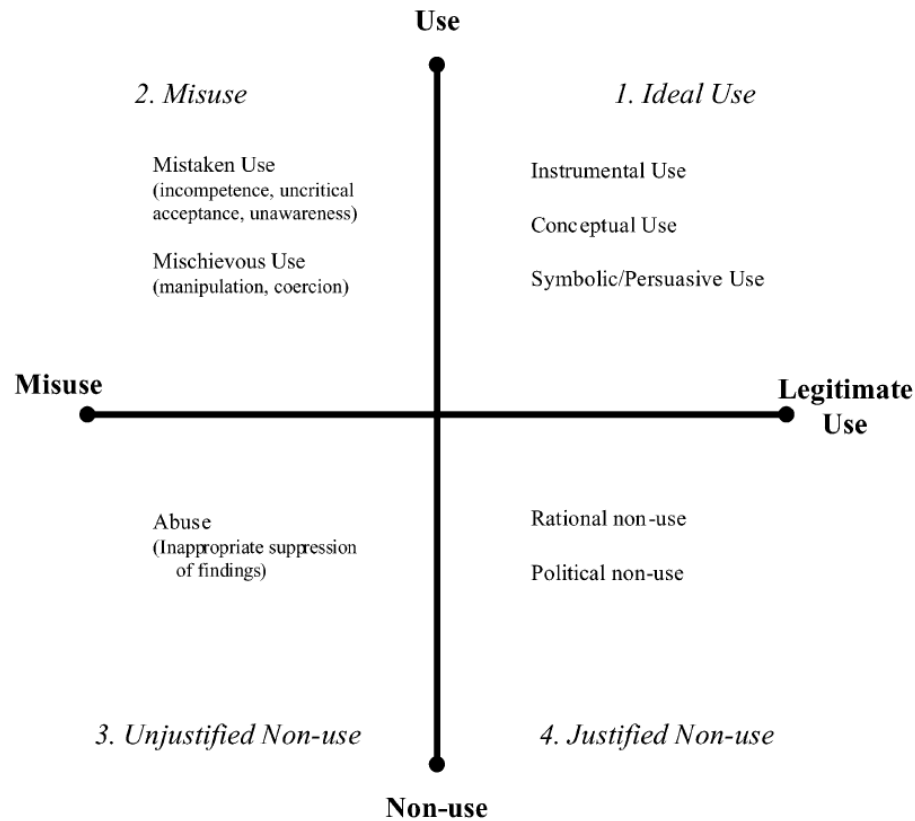


Figure 1. Use and misuse of evaluation findings.

USO

2. *Mau uso*

Uso erróneo

Incompetência, aceitação
acrítica, inconsciência

Uso malicioso

Manipulação, coerção

**Mau
uso**

Abuso

Inapropriada supressão de
“achados” (findings)

3. *Desuso injustificado*

1. *Uso ideal*

Uso instrumental

Uso conceptual

Uso simbólico/ persuasivo

**Uso
legítimo**

Não-uso racional

Não-uso político

4. *Não-uso justificado*

NÃO-USO

A terminar, propor um desafio:

- descrever os usos que cada escola dá aos produtos (e aos processos) da sua autoavaliação

Muito obrigado!

Vitor Alaiz