

## **Descentralização, territorialização e regulação sociocomunitária da educação**

**João Barroso, Instituto de Educação da Universidade de Lisboa**

### **Abstract**

Formal changes in the administration of education have taken place since the re-establishment of democracy in Portugal, particularly, in the distribution of competences between the centre and the periphery, through successive and sometimes contradictory impulses between de-concentration, decentralization and school autonomy. However, despite the legislation produced, it can be noted that the central administration continues to ensure real power over the different actors at local level, namely in relation to municipalities and schools.

It is necessary to think of education as a polycentric system to change this situation where different positions are in dispute at a local level within a specific territory. Within this framework it is justifiable to speak, as I have been doing since 2003, about socio-community regulation, to emphasize the need to take into consideration the emotional and rational dimensions of different educational actors.

## **Democracia, participação, autonomia: sobre a direção das escolas públicas\***

**Licínio C. Lima, Instituto de Educação da Universidade do Minho**

### **Abstract**

Based on three theoretical dimensions that have emerged during the democratization process of school's governance since the 25<sup>th</sup> of April 1974 revolution – election, collegiality, decision-making power – the text provides a sociological interpretation concerning the evolution of the Portuguese

---

\* A investigação que sustenta este trabalho foi financiada por Fundos Nacionais através da FCT – Fundação para a Ciência e a Tecnologia no âmbito do Projeto PEst-OE/CED/UI1661/2014.

schools until now. Different combinations and intensity in the referred dimensions resulted in different periods: the self-government and active participation period, the formal democratic period under collegial bodies and a centralized administration, and the last period influenced by the rhetoric of school autonomy under the executive leadership of directors, although widely controlled by central powers of the ministry of education.

## **Políticas de educação, processos de gestão e avaliação das escolas em Portugal**

**Luís Capucha, CIES - Instituto Universitário de Lisboa**

**João Sebastião, CIES - Instituto Universitário de Lisboa**

### **Abstract**

The various transformations of the mission attributed to the public school over the last century and a half have largely resulted from the need to adapt to the processes of structural transformation produced in society. The current context of the knowledge economy, the accelerated scientific and technological change and the growing diversity of pupils and students, implies that educational organizations are able to renew themselves by adapting their organization model, their objectives and working methods, establishing self-evaluation mechanisms capable of guaranteeing permanent improvement processes as a functioning criterion. However, this process will only succeed in democratic organizations, focused on achieving student's success.

## **A avaliação das escolas como um processo social no quadro da política educativa portuguesa**

**Luísa Veloso, ISCTE - Instituto Universitário de Lisboa**

### **Abstract**

Based on an investigation focused on the external evaluation reports of the

first evaluation cycle carried out in Portugal, the author proposes a reflection on the evaluation as a social process considering the school as an organisation. Taking into consideration the evaluation structure implemented and the changes introduced particularly in the last decade in Portugal, the author explains the main changes that have occurred and highlights the importance of considering evaluation as a political-administrative process based on normative-ideological presuppositions that, however, should not be an obstacle to its implementation in the Portuguese schools.

## **Autoavaliação das escolas com a CAF e políticas educativas de autonomia curricular de 2.<sup>a</sup> geração**

**Rodrigo Queiroz e Melo, FCH - Universidade Católica Portuguesa**

### **Abstract**

In Portugal a new generation of educational policies is emerging, providing schools with increased autonomy in regard to curriculum matters. This new approach to the definition of what and how each school teaches requires new forms of regulation of the school system. Self-assessment of schools is an important instrument of self-regulation and, if well balanced with external assessment of students and schools, may fill the regulatory gap. In this article we argue that the Common Assessment Framework (CAF) is one of the most adequate models for self-assessment of schools in this context of curricular policies of second generation, because CAF focuses on strategic management, is based on an organizational theory and has a strong emphasis on internal and external stakeholders.

## La autoevaluación como vía para la construcción de una escuela mejor

**Antonio Bolívar, Universidade de Granada, Espanha**

### **Abstract**

This paper analyzes the potential that school self-evaluation has for the building internal capacity of improvement, but also –at the time– reveal their limitations, if they do not restructure or redesign the work spaces and professional learning. As the spaces and working times are structured, it is difficult for the internal evaluation to reach all its potentialities. Therefore, I intend to critically raise the extent to which (and in what ways) self-evaluation can be a means of internal improvement or organizational development in a school set up as a Professional Learning Community.

## A autoavaliação de escolas entre o imperativo legal e o imperativo ético

**Rui Pereira Gonçalves, Agrupamento de Escolas de Massamá**

### **Abstract**

This article is a reflexive and critical approach to the problem of school self-evaluation. Starting from a school perspective as a specific social organization marked by complexity, ambiguity, uncertainty and crossed by different interests and logics of power ownership , it is questioned if the systems of self-evaluation should be configured as a mere device of technical-instrumental rationality supposedly neutral from a political point of view, which intends to respond to an externally imposed legal imperative or if rather should form part of the internal dynamics of each school with a view to improving its organization and the quality of the teaching-learning process.

## **A utilização do modelo de autoavaliação CAF nas instituições de ensino público não superior em Portugal**

**Maria Inês Nolasco, Direção-Geral da Administração e do Emprego Público**  
**Alexandra Duarte, Direção-Geral da Administração e do Emprego Público**

### **Abstract**

This article presents a set of statistical results obtained from the application of a questionnaire targeting all public non-higher education teaching establishments concerning CAF self-assessment model.

Such model has revealed to be a self-assessment option used in almost 50% of the respondent schools and its application has increased in recent years. Despite the constraints felt in using the model, its application has led to the production of plans and the implementation of actions intended to promote continuous improvement processes. CAF has triggered progress in different school dimensions, such as leadership, planning and strategy, harmonization of procedures, internal articulation, internal and external communication and involvement of the educational community. In addition, it has also contributed to the improvement in the teaching learning process. It is precisely in the latter area that results showed to be more striking, highlighting the potential of the CAF model in fostering school success.