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Think global, act local: practices that assay pathways

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Structure

1. Practices, contexts and target audiences
2. Theoretical framework
3. Methodological note
4. Overcoming barriers to participation in learning and in school: a cross analysis
 1. Mapping the polyphony: A cartography of practices
 2. Rowing against inequalities in education and sailing against the wind

Practices, contexts and target audiences

Practice	Type	Implementation	Target audience
N_SB_1	Student grouping	2015/2016	5th-9th grade students
N_SB_2	Study support	2009/2010	5th-9th grade students
N_CB_1	Mediation	2010	Children/youth 6-24
N_CB_2	Mediation	2010	Children/youth 6-24 + families
NE_SB	Student grouping	2009	5th-6th grade students
NE_CB	Study support	2013	Children/youth 6-18
NW_SB_2	Mediation	2009	5th-9th grade students
NW_CB	Study support	2002	1st-6th grade students
S_SB	Pedagogical differentiation	2010	1st-4th grade students
S_CB	Study support	2013	Children/youth 6-18

Theoretical framework

- ▶ Ekstrom (1972): *barriers* are “factors that operate to exclude”:
 - ▶ *institutional* (internal to the institutions)
 - ▶ *situational* (specific life situations)
 - ▶ *dispositional* (built by social experience)
- ▶ Lynch & O’Riordan (1998):
 - ▶ *institutional/educational* barriers
 - ▶ *social and cultural* barriers
- ▶ Perrenoud (1995):
 - ▶ the student’s craft
- ▶ Apple & King (1977):
 - ▶ the student’s role
- ▶ Pedro Silva (2010):
 - ▶ School-families-communities relationship as a relationship between cultures

Methodological note

Method/Area	North (N)	North-east (NE)	North-west (NW)	South (S)
Focus Groups(FG) Teachers/Professionals	5	2	2	3
FG Parents	4	2	1	2
FG Children/Young people	3	3	3	2
FG Partners	3	--	1	--
Interviews Parents	--	--	9	--
Interviews Partners	--	--	2	--
Questionnaires Children/Young people	36	--	--	46
Interviews Young people (AAp)	9	4	2	--
FG Teachers/Professionals (CoL/CoP)	--	1	--	2

Methodological note

► *A priori* category tree: 21 itens

5 nodes/categories

17 subnodes/subcategories

Category	Frequency (number of references)	Sources
1. Institutional and sociocultural dimensions	895	44
2. Dispositional dimensions	401	45
3. Situational dimensions	352	42
4. Change, transformations and innovation	302	40
5. Partnerships	65	15

barriers

processes that overcome barriers

Subcategory (processes that overcome barriers)	Frequency (number of references)	Sources
1.1.2. Pedagogy, curriculum and evaluation	297	37
3.1.2. Interactions between schools, families and communities	216	38
2.1.2. Stability of intervention teams – Strong and continued relationships	103	23

Overcoming barriers to participation in learning and in school: a cross analysis

Mapping the polyphony: A cartography of practices

- ❖ **Community-based:** “School-family-community interactions” (120); “Pedagogy, curriculum and evaluation” (110); “Learning the student role” (48)
- ❖ **Study support:** “The quality of learning – Pedagogical quality” (46) is the 3rd most frequent
- ❖ **Pedagogical differentiation:** “Learning the student craft” (15) is the 2nd and “The quality of learning – Pedagogical quality” (6) is the 3rd most frequent
- ❖ **North:** “School-family-community interactions” (109); “Pedagogy, curriculum and evaluation” (60); “Learning the student role” (35)
- ❖ **North-east:** “Stability of intervention teams – Strong and continued relationships” is the 3rd most frequent
- ❖ **South:** “Learning the student craft” (16) is the 2nd and “The quality of learning – Pedagogical quality” (9) is the 3rd most frequent

Overcoming barriers to participation in learning and in school: a cross analysis

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- ❖ **Teachers/professionals:** “Pedagogy, curriculum and evaluation” (166); “School-family-community interactions” (87); “Stability of intervention teams” (45)
- ❖ **Parents:** “School-family-community interactions” (91); “Pedagogy, curriculum and evaluation” (45); “Stability of intervention teams” (31)
- ❖ **Children/young people:** “Pedagogy, curriculum and evaluation” (64); “Learning the student craft” (35); “Student participation” (27)
- ❖ **Partners:** “Partnerships” (34); “School-family-community interactions” (27); “Pedagogy, curriculum and evaluation” (22)

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Mapping the polyphony: A cartography of practices

► Change, transformations and innovation

❖ Institutional change (64)

❖ NW_SB_2 (Mediation), N_SB_1 (Student grouping), N_SB_2 (Study support)

❖ Group change (58)

❖ N_CB_1 (Mediation), N_CB_2 (Mediation), NW_CB (Study support)

❖ Individual change (118)

❖ NW_SB_2 (Mediation), NW_CB (Study support), N_SB_1 (Student grouping)

❖ Suggestions for improvement (62)

❖ NE_SB (Student grouping), NE_CB (Study support), NW_CB (Study support)

Overcoming barriers to participation in learning and in school: a cross analysis

Rowing against inequalities in education and sailing against the wind

- ▶ **Participants mention two main categories of processes aimed at overcoming barriers:**
 - ❖ Interventions around the **curriculum, pedagogy and evaluation** (297 references, 37 sources); in 5 practices (in 3 of them for at least 2 voices) it is the most frequently mentioned dimension of intervention;
 - ❖ Actions targeting **school-family-community communication, translation, negotiation and interaction** (216 references, 38 sources); in 4 practices (in 3 of them for at least 2 voices) it is the most frequently mentioned dimension of intervention

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► **Assaying a typology**

- ❖ (5) Practices that act to, on one hand, overcome institutional barriers to the curricular, pedagogical and evaluative domains, while also acting on the relationship between school, families and communities;
- ❖ (3) Practices that act to overcome barriers, both institutional (fabricated by curricular, pedagogical and evaluative procedures) and dispositional, aiming to support learning and create situations that foment a successful play of the student role and craft, by the children/young people with whom they work;
- ❖ (2) Mediation practices (N), framed by community-based projects and programmes, that act to overcome barriers to school-family-community interactions

This triptych of intervention dimensions is consistent with the literature on barriers to participation in learning and school: 'distance' or the relationship between (the cultures of) school-families-communities and the 'structural duality' in these relationships; the institutional fabrication of barriers to participation (to success) in learning and in school, through the 'pedagogical device' of cultural transmission; the centrality of socialization and the dispositions cultivated in the experiences, previous paths and contexts of action and relationship with the school.

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Types of Practices	Focus of intervention	Practices
I. Another education? Addressing pedagogical deficits and working (the school with) the families	1. institutional barriers in the fields of curriculum, pedagogy and assessment; 2. relationship between schools-families-communities	<ul style="list-style-type: none"> - NW_SB_2 (Mediation); - NW_CB (Study support); - N_SB_2 (Study support) - N_SB_1 (Student grouping); - S_CB (Study support).
II. Another education? Addressing pedagogical deficits and supporting the student's craft and role	1. institutional barriers in the fields of curriculum, pedagogy and assessment; 2. dispositional barriers: supporting learning and creating favorable conditions for the exercise of the student's craft and role	<ul style="list-style-type: none"> - NE_SB (Student grouping); - NE_CB (Study support); - S_SB (Pedagogical differentiation)
III. Working (the school with) the families	School-families-communities communication, translation, negotiation and interaction	<ul style="list-style-type: none"> - N_CB_1 (Mediation); - N_CB_2 (Mediation)

Acknowledgements

- ▶ The data presented in this paper is the outcome of the joint work of the EDUPLACES research team: Fátima Antunes (coord.), Almerindo J. Afonso, Armando Loureiro, Carlos Gomes, Emília Vilarinho, Esmeraldina Veloso, Fátima L. Carvalho, Isabel Costa, Isabel Menezes, Joana Lúcio, José Augusto Palhares, José Pedro Amorim, Júlia Rodrigues, Manuel António Silva, Marta Rodrigues, Raquel Rodrigues, Rosanna Barros, Tiago Neves and Virgínio Sá.
- ▶ This research is funded by National Funds through FCT - Foundation for Science and Technology (Portugal), in the context of project PTDC/MHC-CED/3775/2014.
- ▶ This research is funded by CIEd – Research Centre on Education, project UID/CED/01661/2019, Institute of Education, University of Minho, through national funds of FCT/MCTES-PT.