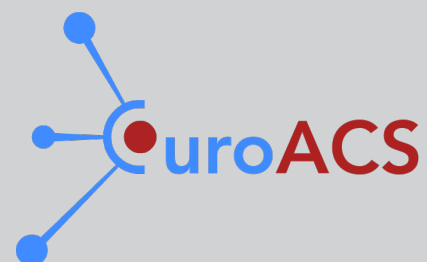




European Conference on Curriculum Studies

Future Directions:
Uncertainty and Possibility

University of Minho - Braga, Portugal
October 18 and 19, 2013



University of Minho
Institute of Education
Research Centre in Education (CIEd)

EDITORS

ORGANIZATION

INTRODUCTION

COMMITTEES

SPONSORS

THEME 1

CURRICULUM AND
SUPRANATIONAL POLICIES

THEME 2

CURRICULUM AND
ACCOUNTABILITY

THEME 3

HIGHER EDUCATION -
CURRICULAR CHALLENGES

THEME 4

CURRICULAR PRACTICES
AND DISCOURSES

THEME 5

CURRICULUM STUDIES
- THEORETICAL AND
METHODOLOGICAL
PERSPECTIVES

THEME 6

CURRICULUM - IN BETWEEN
THE SOCIAL AND THE
PERSONAL

THEME 7

CURRICULUM,
INTERNATIONALIZATION AND
COSMOPOLITANISM

SYMPOSIUM 1

CRITIQUE AND REFLECTION
OF DIGITAL TECHNOLOGY IN
EDUCATION

SYMPOSIUM 2

STUDENT TEACHERS NEED
MORE THAN EVIDENCE -
ARGUMENTS FOR THE PLACE
OF THEORY IN THE TEACHER
EDUCATION CURRICULUM

EDITORS

European Conference on Curriculum Studies

Future Directions:

Uncertainty and Possibility

José Carlos Morgado

University of Minho, Portugal

Maria Palmira Alves

University of Minho, Portugal

Isabel Viana

University of Minho, Portugal

Carlos Ferreira

University of Trás-os-montes

Filipa Seabra

Open University, Portugal

Natascha van Hattum-Janssen

University of Minho, Portugal

José Augusto Pacheco

University of Minho, Portugal

ISBN: 978-989-8525-25-3
2013

EDITORS

ORGANIZATION

INTRODUCTION

COMMITTEES

SPONSORS

THEME 1

CURRICULUM AND
SUPRANATIONAL POLICIES

THEME 2

CURRICULUM AND
ACCOUNTABILITY

THEME 3

HIGHER EDUCATION -
CURRICULAR CHALLENGES

THEME 4

CURRICULAR PRACTICES
AND DISCOURSES

THEME 5

CURRICULUM STUDIES
- THEORETICAL AND
METHODOLOGICAL
PERSPECTIVES

THEME 6

CURRICULUM - IN BETWEEN
THE SOCIAL AND THE
PERSONAL

THEME 7

CURRICULUM,
INTERNATIONALIZATION AND
COSMOPOLITANISM

SYMPOSIUM 1

CRITIQUE AND REFLECTION
OF DIGITAL TECHNOLOGY IN
EDUCATION

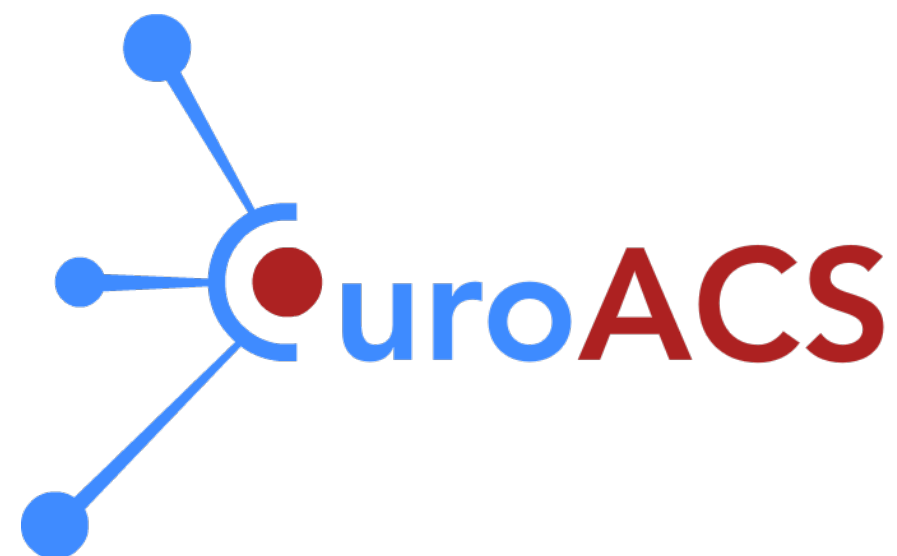
SYMPOSIUM 2

STUDENT TEACHERS NEED
MORE THAN EVIDENCE -
ARGUMENTS FOR THE PLACE
OF THEORY IN THE TEACHER
EDUCATION CURRICULUM

ORGANIZATION



University of Minho
Institute of Education
Research Centre in Education (CIEd)





Curriculum and Accountability

Impact and effects of external evaluation in public and private preschools

Eduarda Rodrigues

Universidade do Minho

lo.eduarda@gmail.com

Abstract:

The Portuguese law nº31/2002, of 20th December started a new way of seeing education through external evaluation (Stufflebeam, 2003). With an outsider look, an external team started to help public schools to improve their services by pointing their fragilities but also its stronger points leading each school to find a way to self-improve (Sobrinho, 2003).

By the same time, private schools started their own process of evaluation. Different schools are being evaluated by different organizations with similar objectives (but not the same).

In the 2000 decade, external evaluation has become a common procedure in every public school and in consequence preschool education is now far more recognised than before (Pacheco, Seabra, Morgado & van Hattum, 2014). The empirical studies we are undertaking attempt to find out what was the impact of external evaluation in both institutions – public and private. To accomplish this objective we decided for a qualitative study based upon content analysis of documents and interviews (Bogdan & Biklen, 1999). The interviews were made to directors and preschool teachers of public and private schools from S. João da Madeira.

Despite the preliminary results, we can say that external evaluation gave a great contribution to preschool education prominence either in public as in private institution.

If public preschools are pointed as a reference in articulation with other school levels and in curriculum sequence, private schools evaluation leans towards efficiency and accountability criteria.

1. External Evaluation:

Over the last decades of the last century, evaluation assumed crucial importance in many subjects and education was not an exception. Either seen as measure (Tyler, 1949), or a way to decide the merit of something (Scriven, 1967), or in order to produce a judgement (Barbier, 1990; Hadji, 1994) or even with the purpose of collecting information to take decisions (Stufflebeam, 2003; Pacheco, 2002), evaluation has come along with accountability policies but also to help schools to improve themselves, to understand the way they work and to make public the information they gathered.

Most authors defend external evaluation allied to internal evaluation in order to respond to the complex challenges faced by schools. There are plenty of ways to evaluate schools but most of the models turn to indicators that put into practice a concept of quality supposedly measurable and easy to be compared (Stake, 2006). Indicators bonded to efficiency by students results (Pacheco, 2013), answering to the responsibility of giving information and observe if everything is according to established central rules.

Now, standard results lean towards measurable and summative evaluation neglecting formative aspects, as the context or the process.

Although transnational politics tend to regulate knowledge and its forms of evaluation and, if we accept school evaluation as a systematic investigation conducted by the school, for the school and the needs of its community



(Sanders & Davidson, 2003), then, evaluation should be based upon a dialogue between schools, teachers, principals and community members.

There are many models to evaluate schools but, we will focus upon the Portuguese reality in public and private establishments, with special care for preschool education.

2. The evaluation of public and private schools in Portugal:

In Portugal, different historical moments helped to develop two different types of preschool establishments: public and private. While the first highlight education issues, private schools emphasise more the social needs of the families. Among other consequences, they evaluate themselves, differently.

The Portuguese model, introduced in 2006 in the public system, after some changes in 2011, focuses evaluation in three domains: results, educative service and leadership and management.

IGEC (General Inspection of Education and Science) model, in both cycles (2006, 2011), didn't take in consideration the specification of preschool education during external evaluations, nevertheless teachers are eared and participate in the same way as teachers of the other school levels.

Schools and assembled schools are advised by self-evaluation. External evaluation tends to be complementary to internal evaluation, a different perspective that helps schools to find the better way to self-improve. However this can also be a clear sign of politic tendencies for accountability and social responsibility.

On the other hand private schools started sooner their own internal evaluation as they needed to justify the payments and the advantages of their services. They had to prove their quality of services by providing solid data to parents or to other interested members of the community (the stakeholders).

More recently private schools also started different external evaluation processes according to the different organisms they respond. The most common depends on Social Security that has its own evaluation model based on the European Foundation for Quality Management (EFQM) model. Nevertheless, IGEC also surveys their work relying on DGESTE (General Delegations of School Establishments) to confirm if, both private and public preschools are walking in the same direction.

Our investigation intention was to find out the impact of the external evaluation in public and private preschool establishments and if preschool education is now more recognised and respected, not only by other teachers but also by educational community and society.

3. Methodology

To answer this questions we proposed a qualitative study based upon interviews (Ghiglione & Matalon, 1997) and document analyses (Santos Guerra, 2003), respecting all ethical advises given by Bogdan e Bicklen (1994).

The documents analysed were the reports of IGECs evaluation on two grouped schools from S. João da Madeira, located in Aveiro district, the two mainly reports of IGEC (2006, corresponding the term of the first external evaluation cycle and 2012, corresponding to the first report of the second cycle) and finally the document that supports private preschools evaluation surveyed by social security institute – QUAL (Quality evaluation model in day nurseries).

The interviews were made to four school directors (two from the public grouped schools and other two from private preschools) but also to twelve preschool teachers: four from public schools (two from each grouped schools) and four from private schools (one from each private preschool existing in S. João da Madeira).

The documents and interviews were then analysed using content analysis (Esteves, 2006) choosing the major questions as a form of categorization.

All inferences were made according to the accomplished results.



4. Results:

The preliminary results of our research point to different effects in these two realities. In private schools the process seems to be more systematic, continuous and formal. Public schools are evaluated each four years and preschool evaluation tends to be diluted in the other cycles of school except in social results, curricular articulation, parenthood and community participation.

Private preschools show more complete documents with more systematic data as its partners in public schools are more occasional, usually preceding external evaluation by IGEC members.

But, preschool teachers in public establishments point out that, since external evaluations they are more recognised by the other members of the social group. It can also be because now they belong to decision structures and are more involved with the grouped schools dynamics.

Private school teachers also make out more social gratitude of their work from parents and community, but not in the same terms, that is, public preschools still are pointed as the best schools to learn and private schools better to fulfil their social needs of caring.

5. Conclusions:

Schools are no longer just a place where we acquire knowledge. Schools face new problems since the last decades of the XX century. More students, new society need for qualifications, equal rights for everybody brought schools and teachers new challenges.

The new economic politics defend school autonomy as a way to reduce costs and apply more social responsibility upon schools and teachers. It's a new age for Portuguese schools – the accountability age. Autonomous schools have now the obligation to answer to society by providing information and data that justify their results and the way they are managing public money. And the best way to reach that goal is through self-evaluation. All the school members should be involved in its process – teachers, students, parents, educational community, and other interested members of society. As they are the best to respond about the school, they must gather efforts to improve it and then be prepared to confront external inspection (Clímaco, 2010).

But external evaluation has its effects. Pacheco *et al* (2014) point administrative, curricular and pedagogical effects. But in Portugal these effects are insignificant. It is still missing an evaluation culture. It's time to change mentalities of teachers and school directors in order to prove evaluation as the best way to achieve success, improvement and quality.

References:

- Barbier J-M. (1990). *A Avaliação em formação*. Porto: Edições Afrontamento.
- Bogdan, R., & Biklen, S. (1999). *Investigação qualitativa em educação*. Porto: Porto Editora.
- Clímaco, M. C. (2010). *Percursos da avaliação externa das escolas em Portugal. Balanços e propostas*. Lisboa: CNE.
- Esteves, M. (2006). Análise de conteúdo. In J. Á. Lima & J. A. Pacheco (org.), *Fazer investigação. Contributos para a elaboração de dissertações e teses* (pp. 105-126). Porto: Porto Editora.
- Ghiglione, R., & Matalon, B. (1997). *O inquérito. Teoria e prática*. Oeiras: Celta Editora
- Hadji, C. (1994). *A avaliação, regras do jogo. Das intenções aos instrumentos*. Porto: Porto editora
- IGEC (2012). *Quadro de referência para a avaliação das escolas*. Lisboa: IGEC.



IGEC (2011). *Avaliação externa das escolas. Avaliar para a melhoria e a confiança. 2006-2011*. Lisboa: IGEC

IGEC (2013). *Avaliação externa das escolas 2010-2011. Relatório*. Lisboa: IGEC

ISS, I.P. (2005). *Modelo de avaliação da qualidade. Creche*.

Pacheco, J. A. (2002b). *Critérios de avaliação na escola. Reorganização curricular do ensino básico: avaliação das aprendizagens – das conceções às práticas* (pp. 55-64). Lisboa. Ministério da educação – departamento da educação básica.

Pacheco, J. A.; Seabra, F.; Morgado, J. C.; & van Hattum-Janssen, N. (2014). *Avaliação Externa. Para a referencialização de um quadro teórico sobre o impacto e efeitos nas escolas do ensino não superior* (em publicação).

Pacheco, J. A. (2013). *Os testes internacionais, o sistema de avaliação externa e a promoção das aprendizagens*. Lisboa: CNE.

Sanders, J. R., & Davidson, E. J. (2003). A Model for School Evaluation. In T. Kellaghan, D. L. Stufflebeam, & L. A. Wingate, (Eds.), *International handbook of educational evaluation* (pp. 76-98). Chicago: Kluwer Academic Publishers.

Sobrinho, J. D. (2003). *Avaliação. Políticas educacionais e reformas da educação superior*. São Paulo: Cortez Editora.

Santos Guerra, M. Á. (2003). *Tornar visível o quotidiano: teoria e prática de avaliação qualitativa das escolas*. Porto: edições Asa.

Stake, R. E. (2006). *Evaluación comprensiva y evaluación basada em estándares*. Barcelona: Editora Graó.

Stufflebeam, D. (2003). Institutionalizing Evaluation in Schools. In T. Kellaghan, D. L. Stufflebeam, & L. A. Wingate, (Eds.), *International handbook of educational evaluation* (pp. 775-805). Chicago: Kluwer Academic Publishers, Vol. I.

Scriven, M. (1978). *Avaliação educacional II. Perspetivas, procedimentos, alternativas*. Petrópolis: Vozes

Tyler, R. (1947). *Basic principles of curriculum and instruction*. Chicago: The university of Chicago press.