

Enhancements in the quality of education and training in SEE - EQET SEE

Regional meeting
**External evaluation of institutions – Best
practices from the European Union and South
Eastern Europe**

Bar, Montenegro

23 and 24 May 2023

Translation: BCMS-0, ENG-1, RO-2, AL-3



With funding from
 Austrian
Development
Cooperation

CHILDREN WITH FEWER OPPORTUNITIES

EXAMPLES OF EXTERNAL EVALUATION OF SCHOOLS

| Montenegro, 24th May 2023 |

Isabel Barata
Rosa Micaelo

The Portuguese Inspectorate
for Education and Science

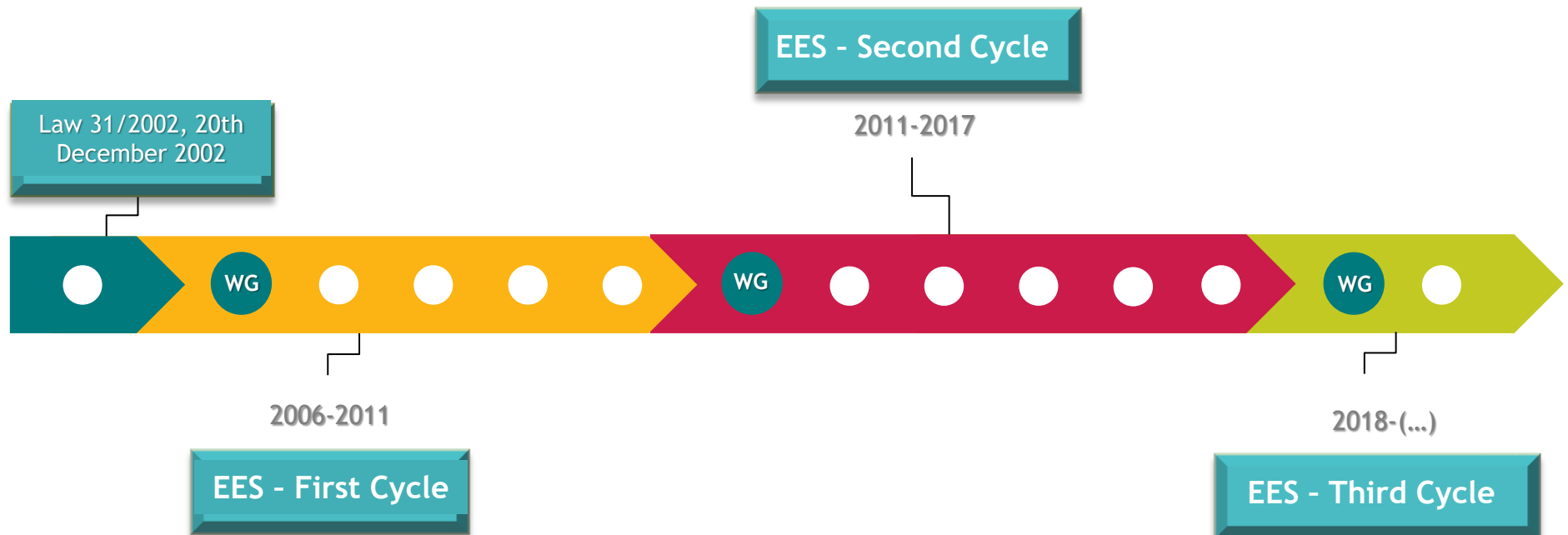
FROM LISBON TO BAR



AGENDA

- The methodology of the external evaluation of schools (EES) in Portugal
- Some indicators from the EES framework that focus on topics related to the inclusion of all students
- Some practices of inclusion in Portuguese schools

THE EXTERNAL EVALUATION OF SCHOOLS IN PORTUGAL



PRINCIPLES OF THE EES



UNIVERSALITY

SCOPE



All public schools from kindergarten (pre-school) to upper secondary education (including vocational and artistic schools)

Private schools with a meaningful grant from the state

The remaining private schools can be evaluated on a volunteer basis.

INDEPENDENCE

EVALUATION TEAM



Two inspectors and two external experts (university professors or researchers)

One inspector and one external expert (for schools with less than 500 students).

External experts are selected from a pool of experts provided by the public and private higher education and research institutions that signed an agreement with the Portuguese Inspectorate

FREQUENCY



Once in each cycle of external evaluation.

Follow-up evaluation is conducted to address the domains proposed by the evaluation team or as requested by the school, in order to assess the effectiveness of improvement actions or innovative processes.

Follow-up evaluation is conducted whenever there is evidence of a consistent decline in the educational provision or when the school is underperforming.

AIMS

To promote the quality of teaching and learning and the inclusion of all children and students

To identify the strengths and the priority areas for improvement in planning, management and educational provision of schools

To appraise the effectiveness of school self-evaluation



To enhance the engagement of the education community

To contribute to a better public awareness of school performance

To deliver information liable to support decision-taking, in the scope of the implementation of education policies

FRAMEWORK

DOMAINS AND AREAS OF ANALYSIS

School self-evaluation

- Development
- Consistency and impact

Leadership and management

- Vision and strategy
- Leadership
- Management

Educational provision

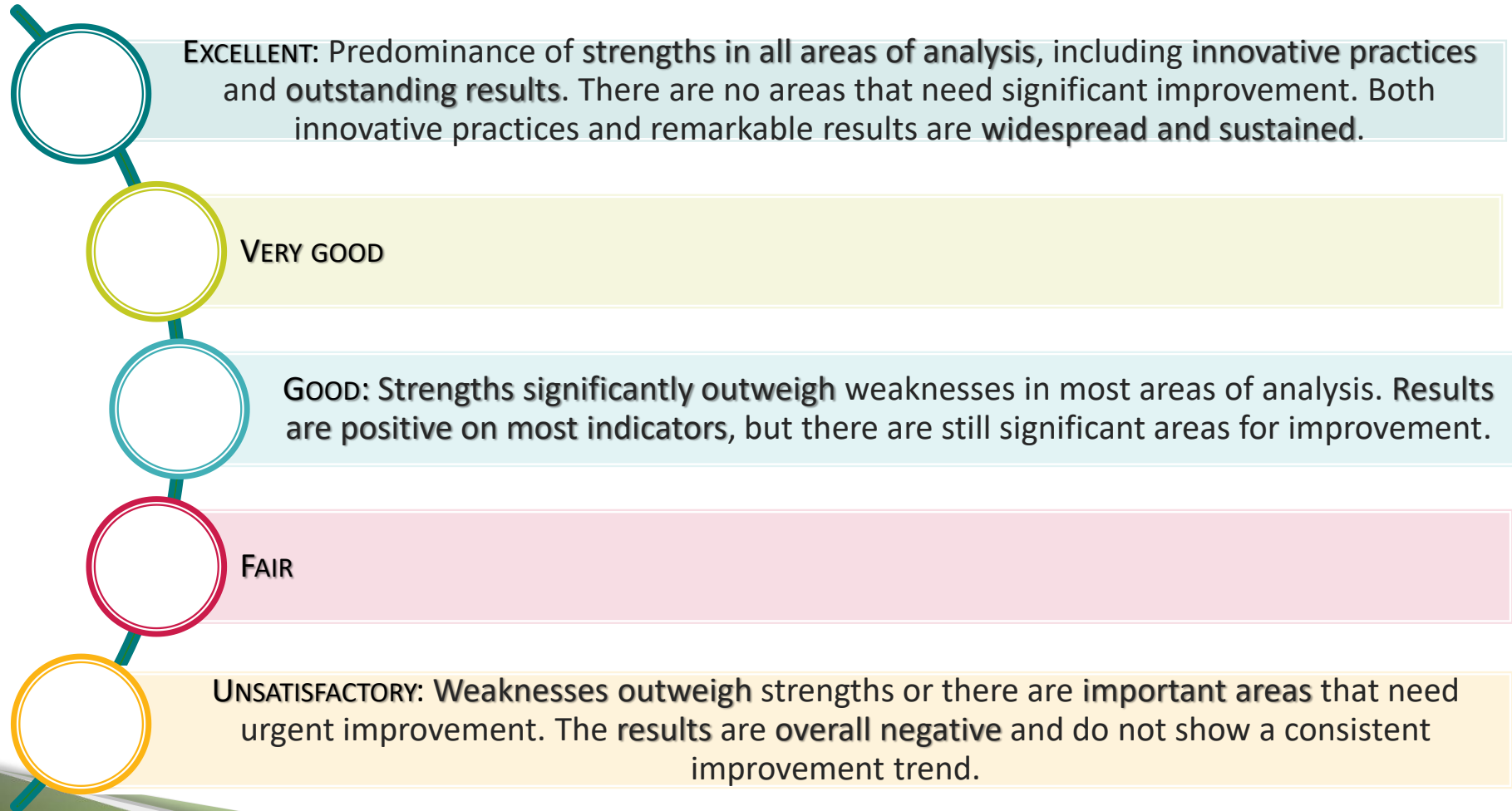
- Personal development and well-being of children and students
- Educational provision and curricular management
- Teaching, learning, assessment
- Planning and monitoring classwork

Results

- Academic results
- Social results
- Acknowledgement by the community

FLEXIBILITY

FIVE LEVELS OF PERFORMANCE



AGENDA

FLEXIBILITY



It can last **up to five days**, depending on the size of the school and on its complexity.

Agendas have a standard structure that can be **adjusted between the evaluation team and the school principal**, a few days before the school visit starts.

Agendas include **some time for meetings of the evaluation team** during the school visit.

EXTERNAL EVALUATION OF SCHOOLS

AGENDA 2A

School cluster with one school of 2nd and 3rd
Cycle school and/or Secondary Education
(Pre-Primary, Primary, Lower Secondary and/or Upper Secondary)

1. st DAY	
9:00-10:30	INTRODUCTORY MEETING (open to school community members)
11:00-12:30	INTERVIEW WITH THE SCHOOL BOARD
12:30	Lunch
14:00-15:30	VISIT TO THE CLUSTER CORE SCHOOL
16:00-17:30	INTERVIEW WITH THE SELF-ASSESSMENT TEAM
2. nd DAY	
9:00-12:00	VISIT TO KINDERGARTENS AND INTERVIEW WITH 4 TH GRADE STUDENTS - PRIMARY SCHOOLS (1. st CYCLE) ⁽¹⁾
12:00-12:30	EXTERNAL EVALUATION TEAM MEETING
12:30	Lunch
14:00-16:00	INTERVIEW WITH HEADS OF DEPARTMENT INCLUDING HEADS OF VET COURSES, OTHER ORGANISATIONAL STRUCTURES OF EDUCATIONAL COORDINATION AND PEDAGOGICAL SUPERVISION, AND THE IN-SERVICE TRAINING AND MONITORING UNIT
16:30-17:30	INTERVIEW WITH THE PARENTS' ASSOCIATION REPRESENTATIVES AND PARENTS' CLASS REPRESENTATIVES
3. rd DAY	
9:00-10:00	INTERVIEW WITH STUDENTS, STUDENTS' UNION, AND ALUMNI
10:00-11:00	EXTERNAL EVALUATION TEAM MEETING
11:00-13:00	INTERVIEW WITH FORM TEACHERS AND THEIR HEADS
13:00	Lunch
14:30-15:30	INTERVIEW WITH NON-TEACHING STAFF
16:00-17:00	INTERVIEW WITH TEACHERS AND TECHNICAL STAFF FROM THE TECHNICAL-PEDAGOGICAL AND VOCATIONAL GUIDANCE SERVICES AND THE MULTIDISCIPLINARY TEAM TO SUPPORT INCLUSIVE EDUCATION

4. th DAY	
9:00-10:00	EXTERNAL EVALUATION TEAM MEETING
10:00-11:00	INTERVIEW WITH TEACHERS – INCLUDING VET TEACHERS
11:30-12:30	INTERVIEW WITH THE MEMBERS OF THE SCHOOL COMMUNITY WHOM THE TEAM CONSIDERS IMPORTANT (e.g. school heads/trainers/students and/or teachers whose classes were observed) ⁽²⁾
12:30	Lunch
14:00-15:00	INTERVIEW WITH STAKEHOLDERS (BUSINESS REPRESENTATIVES, LOCAL AUTHORITY REPRESENTATIVES, AND OTHER REPRESENTATIVES OF THE LOCAL COMMUNITY)
15:00-16:00	EXTERNAL EVALUATION TEAM MEETING
16:00-17:30	INTERVIEW WITH THE PRINCIPAL AND HIS TEAM PRESENTATION OF THE PRELIMINARY FINDINGS OF THE EVALUATION

- (1) The team is responsible for selecting the Kindergartens/Primary schools to visit. If necessary, team members split up to visit schools from different contexts and can interview 4th-grade students in two schools.
- (2) The choice of interviewees must be made by the end of Day 2.

EES STAGES

SATISFACTION
QUESTIONNAIRE



DOCUMENT
ANALYSIS



CLASS
OBSERVATION



MAIN VISIT



REPORT



STUDENTS,
PARENTS,
TEACHERS, NON-
TEACHING STAFF

SCHOOL
DOCUMENTS
STATISCAL DATA

DIFFERENT
LEVELS (FROM
PRE-SCHOOL
ONWARDS)





INTERVIEWS
AND DIRECT
OBSERVATION

THE MAIN
STRENGTHS AND
AREAS FOR
IMPROVEMENT



TIMEFRAME OF THE EXTERNAL EVALUATION OF SCHOOLS

School	Team				November																
	Inspector 1	Inspector 2	Expert 1	Expert 2	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	
XXXX	XXXX	XXXX	XXXX	XXXX	PREPARATION	PREPARATION	PREPARATION	CLASS OBSERVATION	CLASS OBSERVATION	MAIN VISIT	MAIN VISIT	MAIN VISIT	MAIN VISIT	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT
XXXX	XXXX	XXXX	XXXX	XXXX	PREPARATION	PREPARATION	PREPARATION	CLASS OBSERVATION	CLASS OBSERVATION	MAIN VISIT	MAIN VISIT	MAIN VISIT	MAIN VISIT	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT	REPORT

	PREPARATION		MAIN VISIT
	CLASS OBSERVATION		REPORT

SATISFACTION
QUESTIONNAIRE

PREVIOUS APPLICATION

INVOLVEMENT AND
PARTICIPATION

Satisfaction questionnaires applied previous to the beginning of the school visits (*online*) aimed at knowing the level of satisfaction of the school community.

Differentiated questionnaires, with regard to the respondents: pupils and students, teachers, non-teaching staff, parents (including those of preschool children).

Questionnaire reports are sent to the schools before the beginning of the external evaluation.

SATISFACTION QUESTIONNAIRE



Q4 - Questionnaire for non-teach

1. The school engages the school community around the educa

- Strongly agree Agree Disagree Strongly disagree

2. Non-teaching staff is involved in achieving the goals of the :
project.

- Strongly agree Agree Disagree Strongly disagree



Q6 - Questionnaire for parents

1. I am familiar with the educational project of the school.

- Strongly agree Agree Disagree Strongly disagree I don't know

2. I participated in the design of the educational project for the school.

- Strongly agree Agree Disagree Strongly disagree I don't know

3. I am fostered to follow my child's school life.

- Strongly agree Agree Disagree Strongly disagree I don't know

4. I am familiar with the school regulations.

- Strongly agree Agree Disagree Strongly disagree I don't know

DOCUMENT ANALYSIS



School documents

Statistical data

Reports of the satisfaction questionnaires (pre-inspection questionnaires)

COMPLEMENTARITY



DOCUMENT
ANALYSIS



STATISTICAL DATA

<https://infoescolas.mec.pt/>

TECHNICAL RIGOR

ESTATÍSTICAS DO ENSINO BÁSICO

1.º Ciclo - Ensino Geral



ESCOLHER ESCOLA ▼

Estatísticas Regionais

Estatísticas da Escola

Info ESCOLAS

Estatísticas de Escolas

1.º Ciclo ▪ 2.º Ciclo
3.º Ciclo ▪ Secundário

Info CURSOS

Estatísticas de Cursos Superiores



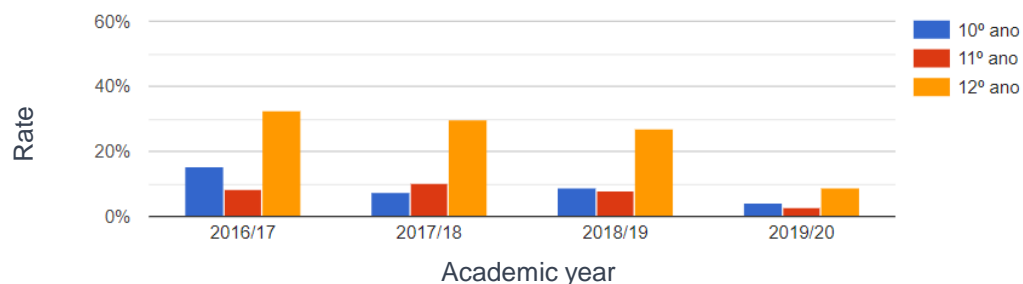
DOCUMENT ANALYSIS



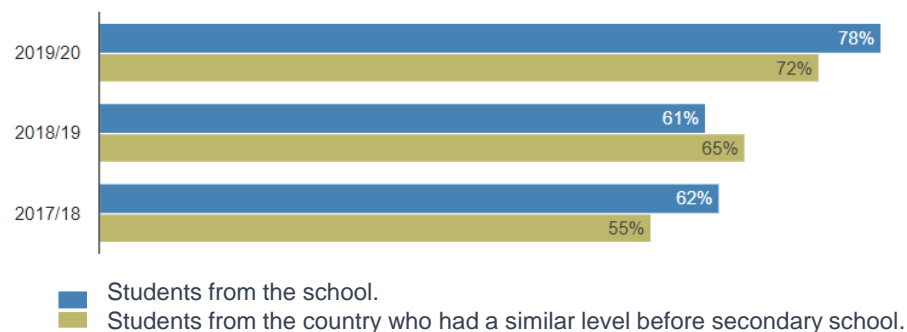
STATISTICAL DATA



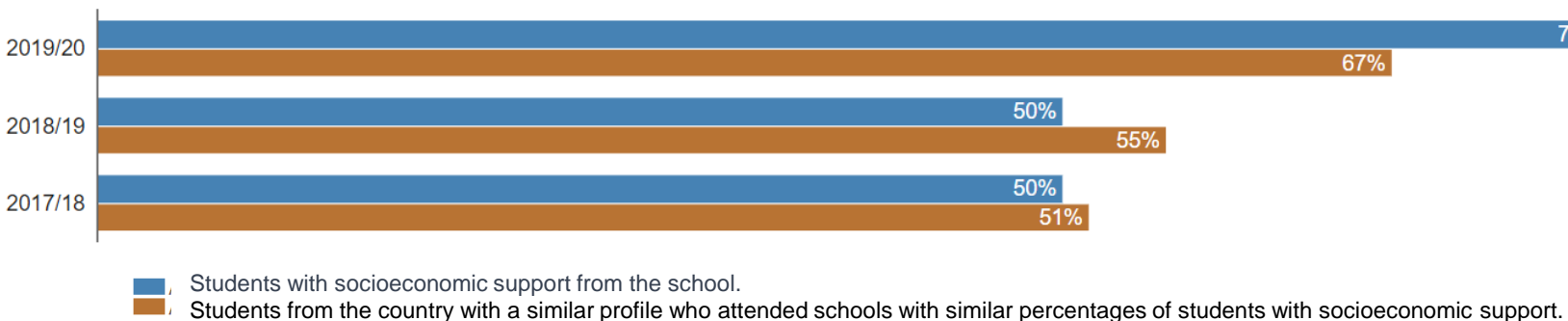
Retention or dropout rate of students in the school.



Percentage of students who complete scientific-humanistic courses in three years.



Percentage of students with socioeconomic support who complete scientific-humanistic courses in three years.



**CLASS
OBSERVATION**



**PROMOTION OF
SUPERVISION**

OBSERVATION OF LEARNING AND TEACHING

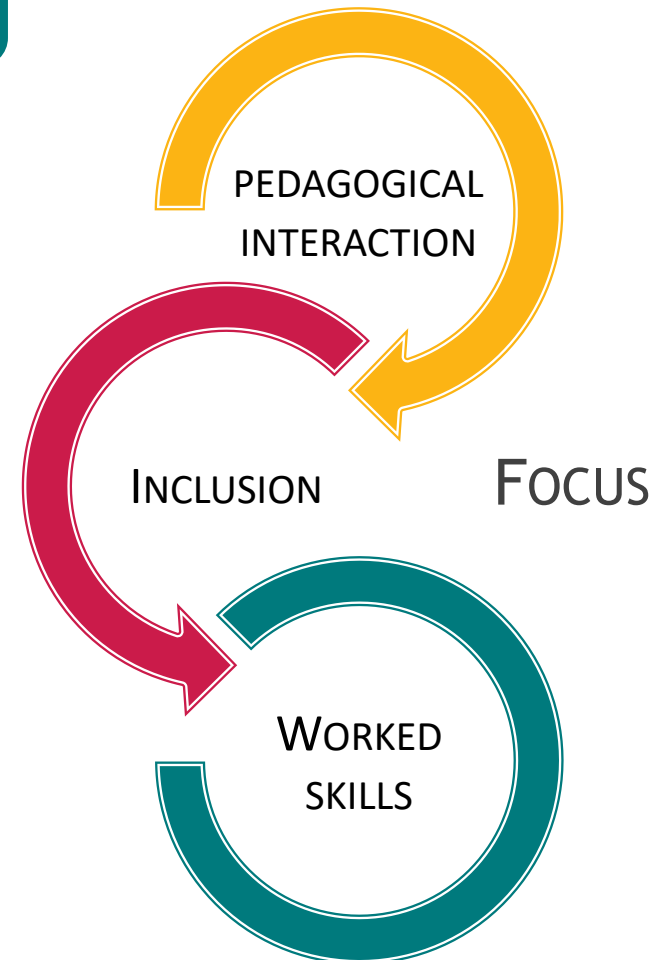
Intends to enrich the questioning in the context of group interviews

Previous to the main visit

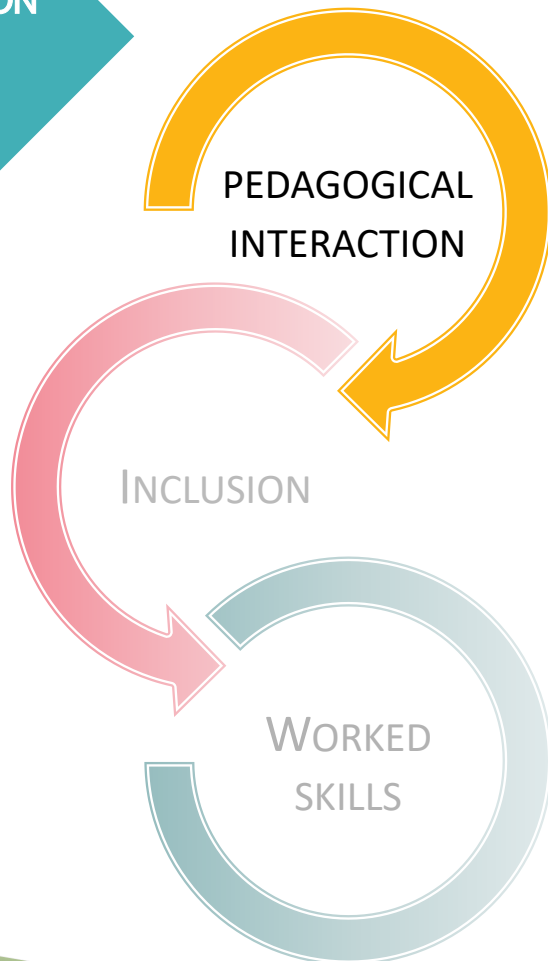
Different levels (from pre-school onwards)

Four or five observations per evaluator (each observation lasts approximately 50')

Evaluators complete an analysis grid for each observation



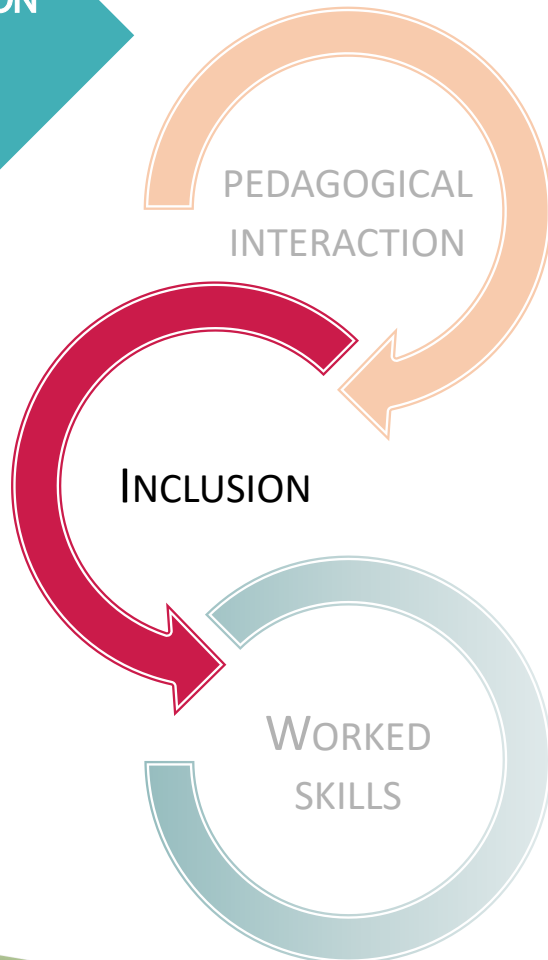
**CLASS
OBSERVATION**



EXAMPLES OF QUESTIONS TO GUIDE OBSERVATION

- How are decisions made in the classroom? By the teacher? By the students? Through negotiation?
- Is there empathy in the teacher/student and student/teacher relationship? And between the students?
- Are students' arguments valued? How? Are there opportunities to discuss different points of view and make choices?
- Can students interact with each other and develop collaborative work?

**CLASS
OBSERVATION**



EXAMPLES OF QUESTIONS TO GUIDE OBSERVATION

- Are there diverse strategies to adequately respond to different students and groups?
- Does the monitoring of students take into account their characteristics and pace? How?
- What happens when a student doesn't understand something? And when they express a doubt or criticism?
- Do all students understand the instructions for carrying out activities?
- Are content/themes approached by linking them to students' daily life and cultural and geographical environment?

**CLASS
OBSERVATION**



PEDAGOGICAL
INTERACTION

INCLUSION

FOCUS

WORKED
SKILLS

EXAMPLES OF QUESTIONS TO GUIDE OBSERVATION

- To what extent is the Profile of the Students reflected in the observed practice?
- Is there room for students to express themselves? Is their participation encouraged and valued? Is communication of completed work promoted within the class?
- Is critical thinking, creativity, and problem-solving developed? How? Under what circumstances?
- Do students engage in creative projects?
- Is there a promotion of high standards and perseverance in tasks? Are students held accountable?
- Is there a promotion of systematization and reflection on tasks and learning experiences?

**CLASS
OBSERVATION**



EXTERNAL EVALUATION OF SCHOOLS

OBSERVATION OF LEARNING AND TEACHING

FOCUS	OBSERVATION NOTES
<p>PEDAGOGICAL INTERACTION</p>	
<p>WORKED SKILLS</p>	<p>In summary: What did the children/students learn from this lesson? / What was the purpose of this lesson? / Was the lesson effective, meaning did it fulfil the proposed objectives?</p>
<p>INCLUSION</p>	<p>Observer's opinion: What stood out positively and negatively during the observation (e.g., what was most effective in this lesson? What was not successful? Was there any critical incident? Was any intervention/relationship with school projects or interdisciplinary activities explored? What was innovative?)</p>
	<p>What questions, prompted by the observation, would you like to include in the interview?</p>

MAIN VISIT



DIRECT OBSERVATION - VISIT TO THE SCHOOL SETTINGS

Enables the team to observe *in loco* the facilities, and the quality, diversity and maintenance of the premises, and the daily life of the school.

In the school clusters, besides the 'main' school, the team visits kindergartens, primary schools and lower secondary schools.

MAIN VISIT



GROUP INTERVIEWS



Students



Parents



Teachers



Class tutors



Coordinators



School board
/School owner



Non-teaching
staff



Educational
Support



School
self-evaluation
team



Municipality
and partners



School
Principal



MAIN VISIT



INVOLVEMENT AND
PARTICIPATION

GROUP INTERVIEWS

Besides the groups foreseen in the agendas, the evaluation team selects and invites a set of interviewees that still may provide relevant information.

The interview of the School Principal and his/her team may be complemented with feedback about the findings.

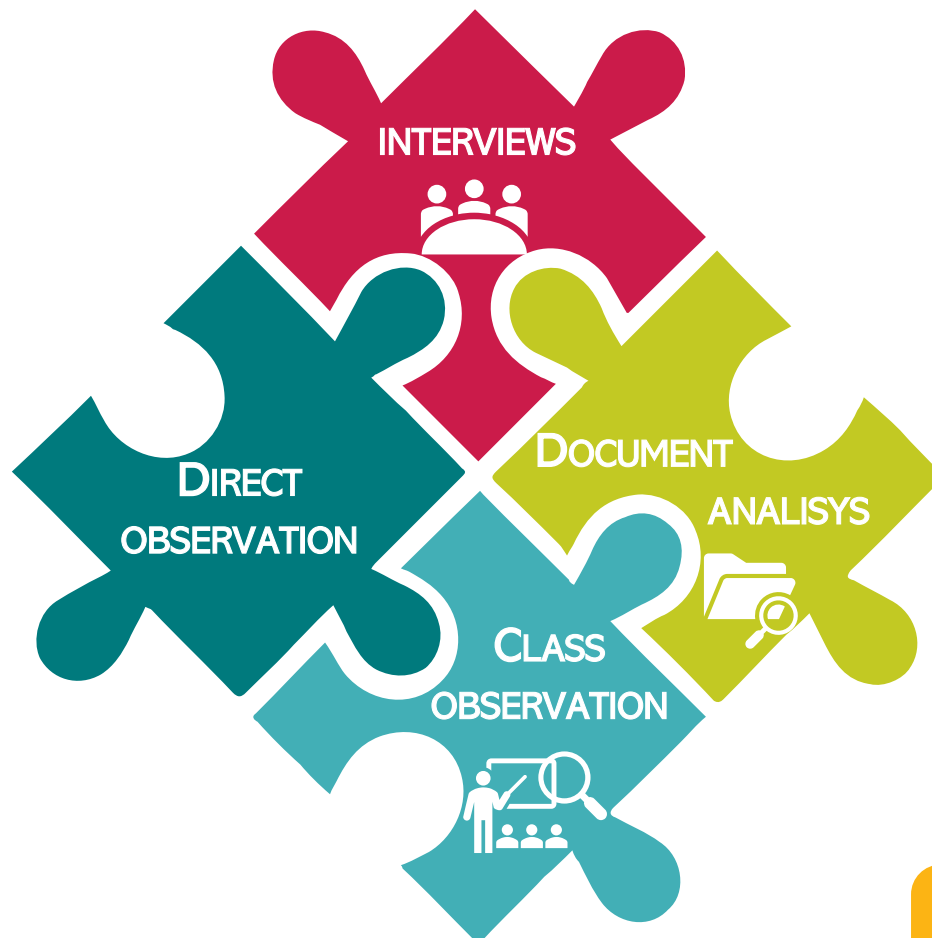
The external evaluation of schools is a participatory process that involves stakeholders that collaborate with the school.

REPORT



The report presents evaluation judgments about each of the areas of analysis, which support the classification attributed to each of the domains

TRIANGULATION



RESPECT

The report includes the specificities of the school, respecting its autonomy and the educational project

It identifies strengths and areas for improvement

USEFULNESS

REPORT



RELATÓRIO AGRUPAMENTO
DE ESCOLAS
DR. CARLOS PINTO
FERREIRA
VILA DO CONDE



AVALIAÇÃO EXTERNA DAS ESCOLAS 2021-2022

Área Territorial de Inspeção do Norte

RELATÓRIO COLÉGIO DO
SAGRADO CORAÇÃO
DE MARIA, FÁTIMA
OURÉM



AVALIAÇÃO EXTERNA DAS ESCOLAS 2021-2022

Área Territorial de Inspeção do Sul

RELATÓRIO AGRUPAMENTO
DE ESCOLAS
D. CARLOS I
SINTRA



AVALIAÇÃO EXTERNA DAS ESCOLAS 2021-2022

Área Territorial de Inspeção do Sul

REPORT



1

2

3

4

Provisional version
of the report is sent
to the school

Possible expression
of disagreement by
the school

Report – final
version

Disclosure on the
website of IGEC
of the report and
of the possible
expression of
disagreement

Schools have the
right to appeal



TRANSPARENCY

english

Mensagem de boas-vindas

QUEM SOMOS

O QUE FAZEMOS

Acompanhamento

Controlo

Auditoria

Avaliação

Provedoria e Ação Disciplinar

Atividades Internacionais

PUBLICAÇÕES

LEGISLAÇÃO

SERVIÇOS

Área Reservada às Escolas

Auditorias aos Serviços Académicos

e-atendimento

Internos

Política de Privacidade

Endereços da IGEC

Questões Frequentes - FAQ

Centro de Documentação

Ligações Úteis

Mapa do Site

Pesquisa Avançada

Palavras-chave

OK

NOTÍCIAS

Participação da IGEC no evento InfoEscolas 2022
[+]

Siga a nova página da IGEC no LinkedIn! [+]

Inspeção Escolar da CPLP sai reforçada de Luanda
[+]

Visita da delegação da Inspeção de Educação do
Ministério da Educação de Angola [+]

Newsletter bianual da SICI - Julho 2022 [+]

Já foi notícia [+]

DESTAQUES

Mobilidade Interna - Carre

Relatório de Atividades e
[+]

Mecanismo Nacional Antic
Regime Geral de Prevençã
(RGPC) [+]

Plano de Atividades 2022

Concurso de Ingresso - Ca
Inspeção [+]

Relatórios Globais [+]

Avaliação Externa das Esc
[+]



LEGAL ATTRIBUTIONS OF THE INSPECTORATE FOR EDUCATION AND SCIENCE

Law for Inclusive Education

(Decree-Law No.
54/2018, 6th July)

It is the responsibility of the Inspectorate for Education and Science to monitor and evaluate the inclusive practices of each school, specifically how the school organizes and manages the curriculum, in order to promote the effectiveness of learning support measures, ensuring inclusive education for all.

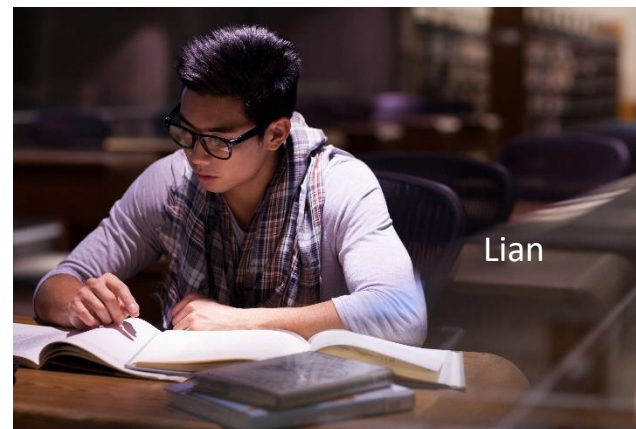
THE FIRST PURPOSE OF THE EES

To promote the quality of teaching and learning and the inclusion of all children and students

WHAT DO WE MEAN WHEN WE REFER TO INCLUSIVE EDUCATION?



WHAT DO WE MEAN WHEN WE REFER TO INCLUSIVE EDUCATION?



FRAMEWORK

REFERENTS AND INDICATORS



School self-evaluation

- Development
- Consistency and impact

Leadership and management

- Vision and strategy
- Leadership
- Management

Educational provision

- Personal development and well-being of children and students
- Educational provision and curricular management
- Teaching, learning, assessment
- Planning and monitoring classwork

Results

- Academic results
- Social results
- Acknowledgement by the community

EXAMPLES OF INCLUSIVE PRACTICES IN THE REPORTS OF EES

"The combined action of the entire educational community has allowed for the construction of an excellent and challenging learning environment, safe, welcoming, and inclusive, with benefits in the teaching and learning process, as well as in the well-being of the students."

"Partnerships with local companies allow the diversification of training offerings and work-based learning for students in vocational courses. A project developed in collaboration with a university enabled the creation of a portable joystick that has made daily life easier for a student with a degenerative disease."



Leadership and management

Mobilization of the school community

Development of projects, partnerships and solutions that promote the quality of learning





Educational provision

Promoting equity and inclusion for all children and pupils

“The school offers the structured teaching component to support the inclusion of students with autism spectrum disorders and is a reference for blind and visually impaired students, which has a positive effect on the attitudes of inclusion and mutual support within the school community.”

“It is a renowned bilingual education school for deaf students, providing them with differentiated educational responses (e.g., personalized support, Portuguese Sign Language club, bilingual education project for babies), with a positive impact on the inclusion of these students.”

“School Sports promotes curriculum contextualization, particularly through outdoor activity teams, as well as the inclusion of all students in accessing physical activity practice, such as the Boccia and adapted canoeing groups, for example.”





Educational provision

Promoting equity and inclusion for all
children and pupils



“The *learning support center* coordinates all the structures and resources that support the inclusion and success of all students, including the *Student Support Office* (which includes the *Student Ombudsman, Tutoring, Health Education Program, and Social Action Team*), as well as *Study Rooms* and other facilities for students with special needs”.

“The school has developed a *Guidebook* that outlines the actions of professionals regarding procedures and practices for a more inclusive school. This document guides the implementation of learning and inclusion support measures and constitutes an effective strategy in this regard.”

“The multidisciplinary team supporting inclusive education plays a highly relevant role in promoting equity and inclusion by supporting the definition of educational responses, coordinating with families and various partners, and empowering teachers and non-teaching staff through training. ”

The curriculum responses provided to foreign students include Portuguese as a non-native language, the use of linguistic mediation (oral and/or written) during the teaching, learning, and assessment process, the use of technological translation tools, as well as education for interculturality. The courses of *Portuguese as a Host Language* contribute to the socio-professional and cultural integration of migrant families.



Educational provision

Promoting equity and inclusion for all children and pupils



“The Support Office for Inclusion and its social intervention program, along with the reception of unaccompanied foreign minor students, are differentiating examples in promoting student well-being, while effectively respecting diversity”.



Educational provision

Family engagement in school affairs



The school's action in engaging families is very positive and effective. The Parents' School, organized by the psychology and guidance service, stands out, with thematic sessions aimed at parents or legal guardians. These sessions were not interrupted by the pandemic but moved to online platforms, taking place remotely.

“The adult education and training courses, Portuguese for speakers of other languages, and certified modular training programs are highly significant contributions to the community in which the school is located, particularly for the family members of students who also attend these options. Similarly, the school ensures the recognition, validation, and certification of skills for adults who wish to complete their education”.



Educational provision

Support of children and pupils' well-being

“The Music and Theater Clubs, School Sports, including adapted sports, and the Erasmus+TeaMS Program are instruments for promoting equal opportunities and engaging students in all areas of competence outlined in the Student’s Profile by the End of Compulsory Schooling. They help students learn to know, to do, to live in society.”



“The Solidarity Gymnastics Club, in partnership with the Portuguese Gymnastics Federation, is aimed at young people from disadvantaged social backgrounds and/or with disabilities, promoting the social integration of the participants. It also allows the work-based and practical training for students from the Vocational Course in Sports Technician”.



Educational provision

Support of children and pupils'
well-being

“The action of mediators from the Roma community is valued by the educational community, with positive effects on the academic path of these students. The *Bridges between Us* project, for students from the Roma community, has proven to be effective in preventing risky behaviors, improving attendance, and reducing school dropout rates.”

“The creation of the Integrated Education and Training Program class is an example of inclusion for students at risk of exclusion and dropping out of school.”





Educational provision

Success-driven teaching and learning strategies

“The *Hand in Hand* project, through its **peer mentoring** component, provides relationships of mutual support with effects on motivation and school engagement, in preventing failure and absenteeism, as well as promoting personal and social skills based on commitment, individual responsibility, and solidarity”.

“Students participate in activities that contribute to the development of **active citizenship**, for example, through Class Delegates Assemblies, participatory budgeting in schools, and the role of *Junior School Principal*, which allow them to have greater involvement in school and ensure their representation with other entities”.

“Student involvement in the local community materializes through the implementation of civic intervention projects within the community itself and with the participation in activities such as the Youth Parliament and participatory budgeting in schools, contributing to the development of social skills.”



Results

Participation in the school's activities and assuming responsibilities





ANY QUESTIONS





HVALA NA PAŽNJI!

OBRIGADA PELA VOSSA ATENÇÃO!

THANK YOU FOR YOUR ATTENTION!

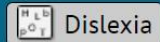
MORE INFORMATION ABOUT INCLUSIVE EDUCATION



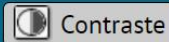
[Início](#) / [Capacitação](#) / [Referenciais](#)

<https://educacaoinclusiva.dge.mec.pt/>

REFERENCIAIS



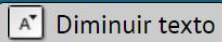
Dislexia



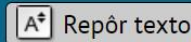
Contraste



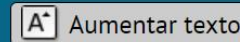
Inversão



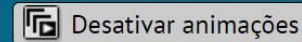
Diminuir texto



Repôr texto



Aumentar texto



Desativar animações



INÍCIO O PROJETO
CONTACTOS

CAPACITAÇÃO

PRÁTICAS

RECURSOS

NOTÍCIAS



PRÁTICAS NAS ESCOLAS

<https://educacaoinclusiva.dge.mec.pt/>



PROCESSOS DE TRABALHO
PARTICIPADOS PELOS ALUNOS NA
APRENDIZAGEM DO PORTUGUÊS
LÍNGUA NÃO MATERNA



TESTEMUNHO ALBERGARIA A VELHA



ELE VOLTOU A RESPIRAR! -
SALVAMOS O ANIMAL! - O SISTEMA
RESPIRATÓRIO

← → ↻ dge.mec.pt/educacao-inclusiva

DIREÇÃO-GERAL DA EDUCAÇÃO

REPÚBLICA PORTUGUESA | EDUCAÇÃO | direção-geral educação

INÍCIO CURRÍCULO PROJETOS RECURSOS EDUCATIVOS JURI NACIONAL DE EXAMES EDUCAÇÃO INCLUSIVA

MENU >

Educação Inclusiva

INÍCIO ► EDUCAÇÃO INCLUSIVA ► EDUCAÇÃO INCLUSIVA

Educação Inclusiva



NOTÍCIAS RECENTES

- VII Edição do Prémio Nacional do Conto de Filosofia para
- Concurso e Mostra Nacional de Jovens Empreendedores –
- VI Encontro PIC.TIC - 27 de maio
- 22 maio – Dia Internacional da Biodiversidade

<https://www.dge.mec.pt/educacao-inclusiva>

MENU



escolas e das suas comunidades educativas e a dimensão respeitante às práticas educativas, não podendo nenhuma delas ser negligenciada.

Seminário Educação Inclusiva | Apresentação dos resultados do Relatório de Análise da Educação Inclusiva em Portugal, da OCDE - Acesso à gravação

Sistema de monitorização da implementação do regime jurídico da Educação Inclusiva em Portugal **European Agency for Special Needs and Inclusive Education 1**

Recursos organizacionais específicos de apoio à aprendizagem e à inclusão

Requisição de materiais em formatos acessíveis

Publicações

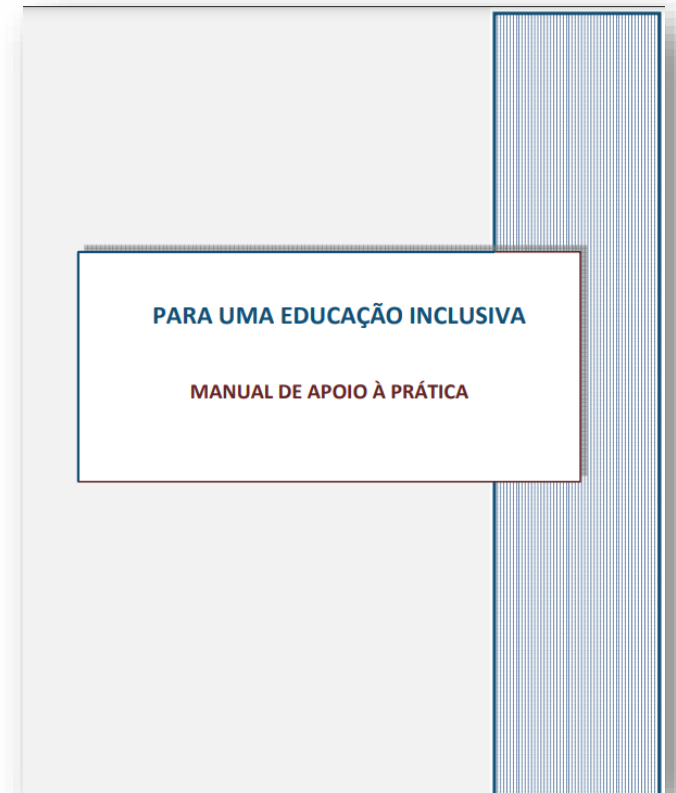
Legislação e Circulares

Perguntas frequentes

Seminários

Formação

<https://www.dge.mec.pt/educacao-inclusiva>



[https://www.dge.mec.pt/sites/default/files/EEspecial/manual de apoio a pratica.pdf](https://www.dge.mec.pt/sites/default/files/EEspecial/manual_de_apoio_a_pratica.pdf)

← → ↻ dge.mec.pt/educacao-inclusiva

DIREÇÃO-GERAL DA EDUCAÇÃO

REPÚBLICA PORTUGUESA | EDUCAÇÃO | direção-geral educação

INÍCIO CURRÍCULO PROJETOS RECURSOS EDUCATIVOS JURI NACIONAL DE EXAMES EDUCAÇÃO INCLUSIVA

MENU >

Educação Inclusiva

INÍCIO ► EDUCAÇÃO INCLUSIVA ► EDUCAÇÃO INCLUSIVA

Educação Inclusiva



NOTÍCIAS RECENTES

- VII Edição do Prémio Nacional do Conto de Filosofia para
- Concurso e Mostra Nacional de Jovens Empreendedores –
- VI Encontro PIC.TIC - 27 de maio
- 22 maio – Dia Internacional da Biodiversidade

<https://www.dge.mec.pt/educacao-inclusiva>

MENU



escolas e das suas comunidades educativas e a dimensão respeitante às práticas educativas, não podendo nenhuma delas ser negligenciada.

Seminário Educação Inclusiva | Apresentação dos resultados do Relatório de Análise da Educação Inclusiva em Portugal, da OCDE - Acesso à gravação

Sistema de monitorização da implementação do regime jurídico da Educação Inclusiva em Portugal **European Agency for Special Needs and Inclusive Education 1**

Recursos organizacionais específicos de apoio à aprendizagem e à inclusão

Requisição de materiais em formatos acessíveis

Publicações

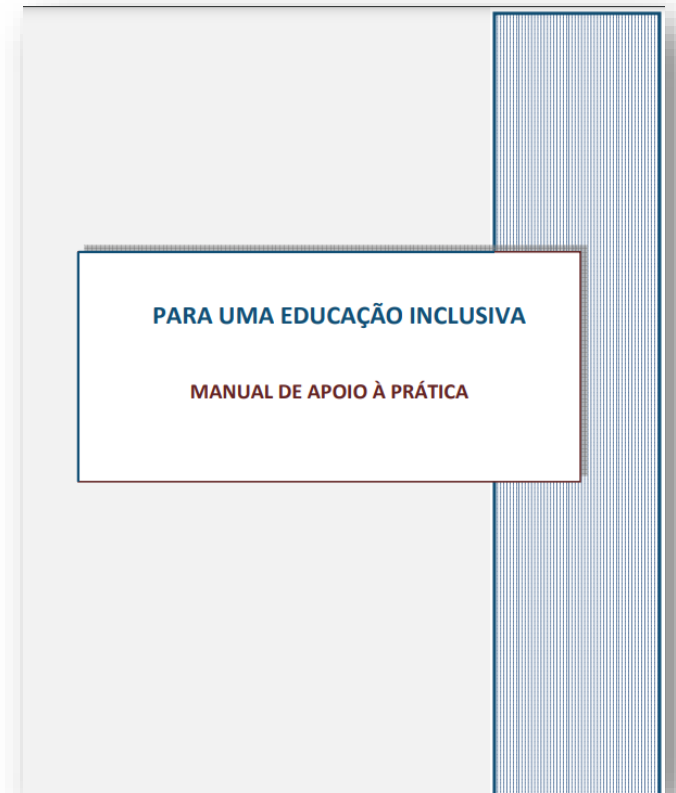
Legislação e Circulares

Perguntas frequentes

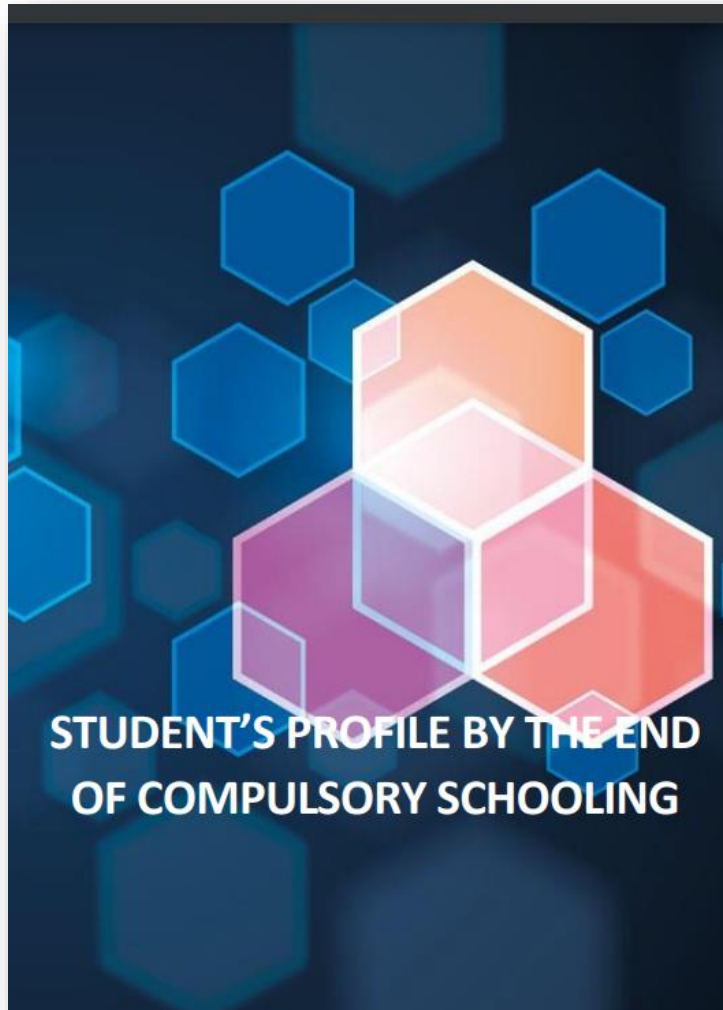
Seminários

Formação

<https://www.dge.mec.pt/educacao-inclusiva>



https://www.dge.mec.pt/sites/default/files/EEspecial/manual_de_apoio_a_pratica.pdf



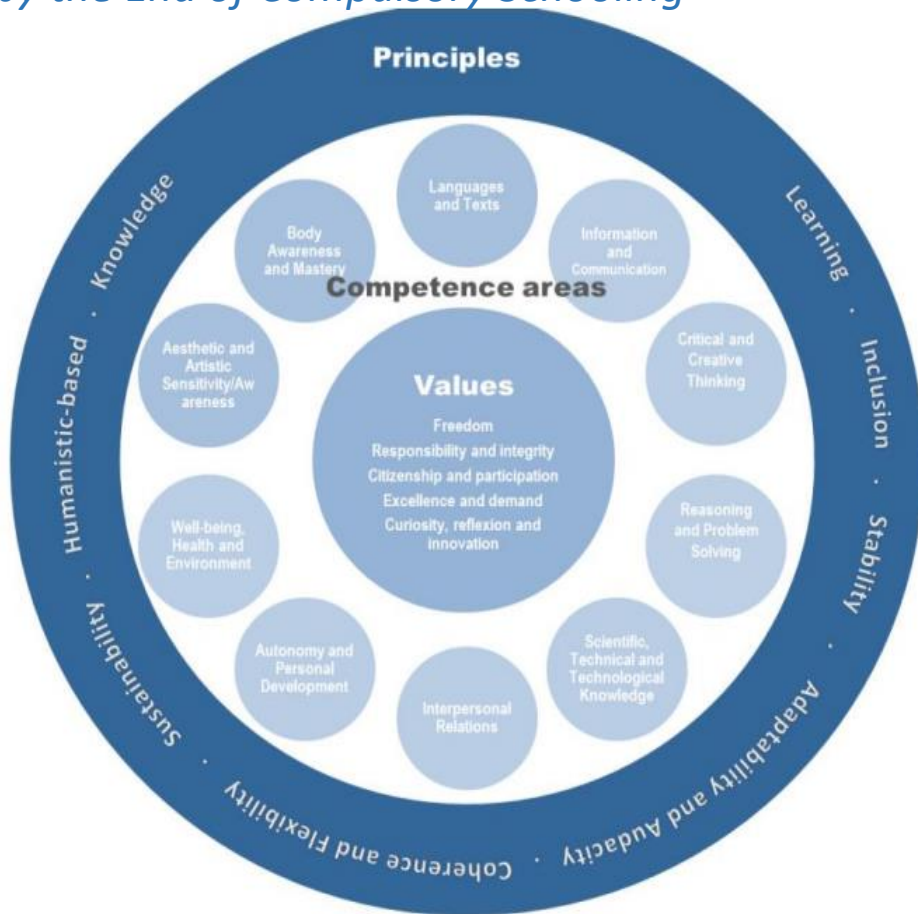
MORE INFORMATION ABOUT STUDENT'S PROFILE BY THE END OF COMPULSORY SCHOOLING

*The main
curriculum
document*

Reference to the organization and management of curricula, and also to the definition of strategies, methodologies and pedagogical-didactic procedures to be used in teaching practice

<https://cidadania.dge.mec.pt/sites/default/files/pdfs/students-profile.pdf>

Conceptual Framework for the *Students' Profile by the End of Compulsory Schooling*



6. Practical implications

The assumption of principles, values and competence areas for the *Students' Profile by the End of Compulsory Schooling* entails changes in pedagogical and didactic practices in order to adapt the overall educational action to the purposes of the profile presented above.

There are some selected actions, outlined as follows, which are directly connected to the teaching practice and that are also critical for the development of the intended students' profile.

- Approaching contents within a certain knowledge by associating them with daily situations and problems which are in line with the student's life experience or part of the sociocultural and geographical environment he belongs to, by means of the use of specific materials and resources;
- Planning teaching practice by envisaging the experimentation of techniques, tools and different kinds of work, intentionally fostering, inside or outside the classroom, activities related to observation, questioning reality and embeddedness of knowledges;
- Planning and developing cooperative activities of learning, aiming at the embeddedness and exchange of knowledge, self-awareness, awareness of the others and the environment, as well as the development of projects inside and outside school;
- Planning teaching practice foreseeing the critical use of the different information resources as well as the ICT;
- Systematically and intentionally promoting, inside or outside the classroom, a set of activities that enable the student to make choices, to compare different points of view, to solve problems and to make decisions based on values;
- Creating opportunities at school so as to enable students to engage freely and responsibly;
- Valuing free initiative, as regards students' assessment, by fostering a positive and active engagement at school and within the school community.

The educational process is therefore understood as a specialised formative action, based on principles and pedagogical and didactic strategies that aim at the achievement of learning. It is about finding the best way and the most effective resources for students to learn, that is, for effective attainment of knowledge, skills and attitudes that have been developed, both collaboratively and individually, and that enable the development of the herein mentioned competences throughout compulsory schooling.

External Evaluation Framework

Domains, areas of analysis, referents, and indicators

The reference framework for the third cycle of the External School Evaluation is structured into four domains - Self-evaluation, Leadership and Management, Educational Provision, and Outcomes - comprising twelve fields of analysis. A set of referents and indicators explain the fields of analysis.

	Fields of analysis	Referents	Indicators
Self-Evaluation	1. Development	Organization and sustainability of self-assessment	<ul style="list-style-type: none"> - Systematic procedure(s) for school self-assessment - Articulation of school self-assessment with the other assessment processes that take place at the school (school library, EMAEI, monitoring and evaluation of the various curricular and pedagogical innovation projects and initiatives, ...) - Comprehensive consultation and participation of the school community
		Strategic planning of self-assessment	<ul style="list-style-type: none"> - Suitability of self-assessment to the reality of the school - Centrality of the teaching and learning process - Existence of communication and reflection strategies on the self-assessment outcomes together with the school community
	2. Consistency and impact	Consistency of self-assessment practices	<ul style="list-style-type: none"> - Scope of the data collection process - Accuracy of the data analysis process - Ongoing improvement of the self-assessment process - Monitoring and evaluation of improvement actions (namely school-based curriculum approaches/measures, resources, and support structures for inclusive education)
		Impact of self-assessment practice	<ul style="list-style-type: none"> - Evidence of self-evaluation in the organisational improvement of the school (organisation of groups/classes, setting up and running of educational teams, collaborative work, management of facilities and services, assessment of projects, partnerships and solutions effectiveness...) - Evidence of self-evaluation in the improvement of curriculum development (namely the feasibility and suitability of curricular options and/or innovation plans to the school community reality) - Evidence of self-evaluation in the improvement of teaching and learning processes - Evidence of self-assessment in the definition of ongoing in-service training needs and in the assessment of its impact - Evidence of the contribution of self-assessment to the improvement of inclusive education (implementation of curriculum measures, allocation of resources and functioning of support structures)

	Fields of analysis	Referents	Indicators
Leadership and Management	1. Vision and strategy	Strategic vision oriented to the quality of learning	<ul style="list-style-type: none"> - Clear definition of the vision that underpins the school's action aiming at the Students' Profile by the End of Compulsory Schooling and the values and principles of inclusive Education (namely at the level of guidelines for planning, development, and evaluation of teaching and learning processes) - Vision shared by all that mobilises their action (inclusive Education and quality of Education understood as interconnected, namely by pupils, parents, and carers).
		School policy documents	<ul style="list-style-type: none"> - Explicitness and coherence amongst the guiding documents of the school's action - Explicitness and coherence of the aims, goals and strategies as outlined in the educational project - Relevance of the curricular options included in the school documents for the development of all the competence areas outlined in the Students' Profile by the End of Compulsory Schooling
	2. Leadership	Mobilization of the school community	<ul style="list-style-type: none"> - Action-oriented toward achieving educational goals and aims - Staff motivation, professional development, and conflict management - Encouraging the participation of children and pupils, parents, and carers (mechanisms to promote participation and conflict resolution) - Valuing the different levels of leadership, namely intermediate leadership
		Development of projects, partnerships and solutions that promote the quality of learning	<ul style="list-style-type: none"> - Encouraging the development of innovative projects and solutions - Partnerships with other institutions and community agents that mobilise resources and thus promote access to and quality of learning (programmes and projects, links with higher education providers, participation in school networks, ...)

Leadership and Management	Fields of analysis	Referents	Indicators
	3. Management	Management and organization of children and pupils	<ul style="list-style-type: none"> - Prevalence and implementation of pedagogical criteria in the setting up and management of classes - Flexibility in the management of the work in classes (face-to-face, blended, and/or remote) - Existence, consistency, and dissemination within the educational community of the criteria in the implementation of pupils' disciplinary procedures - Engagement of children and pupils in the school's activities
		School environment	<ul style="list-style-type: none"> - Promotion of a challenging learning environment in schools - Promotion of a safe, healthy, and eco-friendly school environment - Promotion of a socially welcoming, inclusive, and friendly school environment
		Staff organization, allocation, and training	<ul style="list-style-type: none"> - Clear criteria (information and accessibility) for the staff provision - Allocation and management of staff according to the potential, expectations, and needs of children and pupils, valuing diversity and promoting equity and inclusion - Management of staff that values people, their professional development, and their well-being - Management of staff that boosts organisational autonomy and diversity - Practices of ongoing training of all staff, at the school's initiative, appropriate to the identified needs and its pedagogical priorities
		Organization and allocation of resources	<ul style="list-style-type: none"> - Clear criteria (information and accessibility) for the resources provision - Options made with positive impacts on the quality of learning (including resources made available online) - Options made considering the potential, expectations, and needs of children and pupils, valuing diversity and promoting equity and inclusion - Options monitored and adjusted when necessary (namely digital skills and technological resources)

Leadership and Management	Fields of analysis	Referents	Indicators
	3. Management	Internal and external communication	<ul style="list-style-type: none"> - Diversity and efficiency of internal and external communication networks - Accuracy in reporting data to the competent authorities - Adequacy of information to the target audience - Access to school information by the school community (namely regarding the values and principles and the action lines/procedures for inclusive education, educational provision, and mechanisms for certification of learning) - Dissemination of information under ethical and deontological principles

	Fields of analysis	Referents	Indicators
Educational Provision	1. Children and pupils' personal development and well-being	Personal and emotional development of children and pupils	<ul style="list-style-type: none"> - Promotion of autonomy and individual responsibility - Promotion of participation and engagement in the community - Promotion of building resilience - Promotion of attendance and punctuality
		Support of children and pupils' well-being	<ul style="list-style-type: none"> - Activities to support personal and social well-being (promoting a sense of belonging to the class and school, encouraging socialisation amongst peers and safety in school and support throughout the transition pathways) - Prevention measures for safeguarding against risky behaviours (namely in digital terms) - Recognition and respect for diversity - School and career guidance measures
	2. Educational provision and curriculum management	Educational provision	<ul style="list-style-type: none"> - Educational responses adapted to the pupils' needs regarding the development of the Students' Profile by the End of Compulsory Schooling - Appreciating the recreational dimension in the development of animation and family support activities / curricular enrichment activities - Adequacy of the educational provision to young people and adults' interests and the training needs of the surrounding community - Practices of organisation and management of the curriculum and learning for an inclusive education (flexible and personalised management of the curriculum according to the identified needs and available resources) - Curricular integration of cultural, scientific, artistic, and sports activities
		Curricular and pedagogical innovation	<ul style="list-style-type: none"> - Impact of curricular and/or pedagogical innovation initiatives (namely Innovation Plans) on learning - Adoption of innovative measures to support learning and inclusion that promote equal opportunities to access the curriculum
		Curriculum articulation	<ul style="list-style-type: none"> - Vertical articulation between levels, years and cycles of education and teaching, assuming an integrated and articulated management of the curriculum, considering the curricular reference documents - Horizontal articulation at the level of curricular planning and development, considering the curricular reference documents - Articulation with the activities of animation and family support/curricular enrichment activities - Cross-curricular projects within the scope of the citizenship education strategy

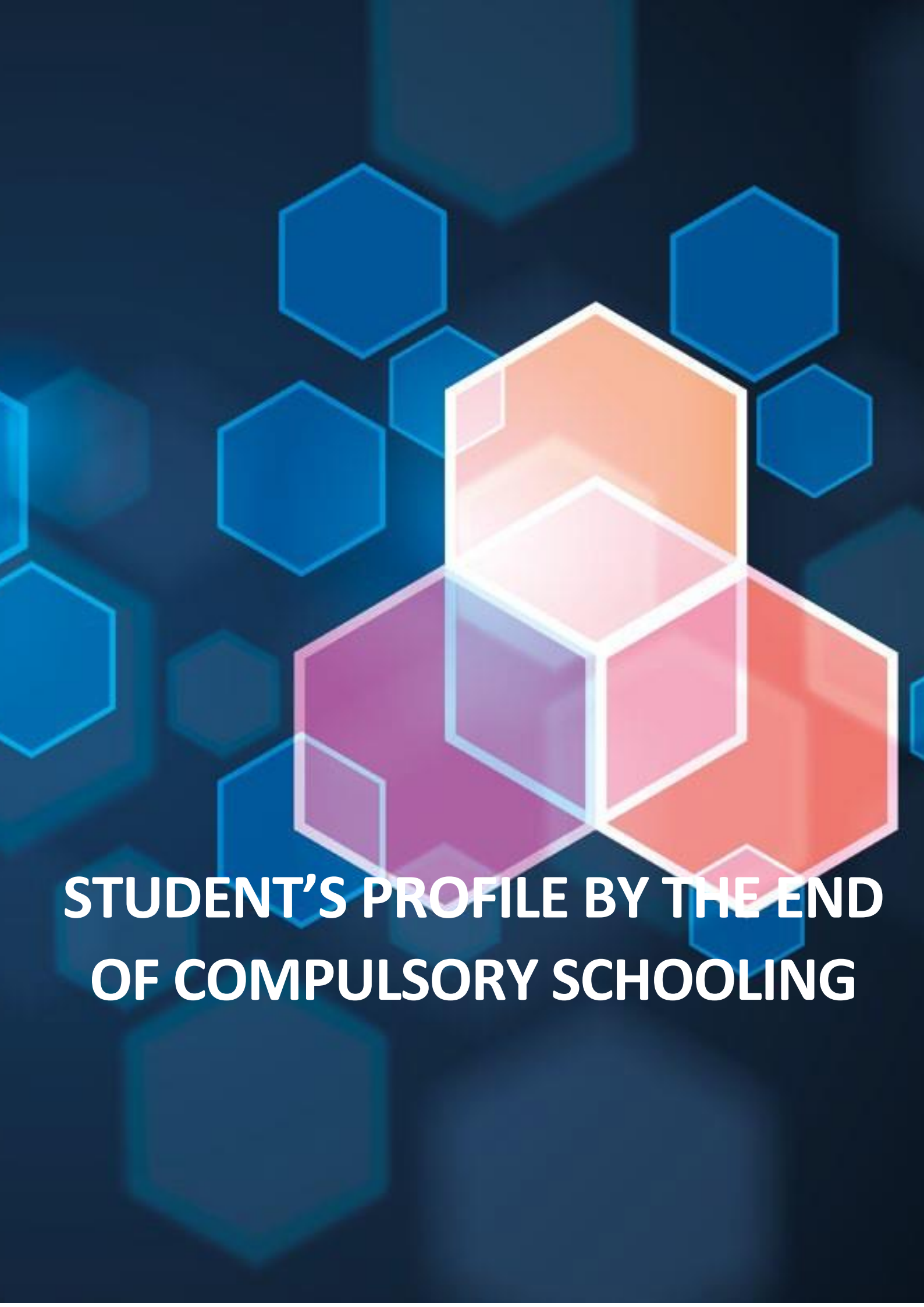
Educational Provision	Fields of analysis	Referents	Indicators
	3. Teaching, learning and assessment	Success-driven teaching and learning strategies	<ul style="list-style-type: none"> - Diversified strategies aimed at improving learning, including the development of autonomy, critical thinking, problem-solving and teamwork - Active methodologies which enhance the role of the child/pupil in scaffolding their learning (project methodology, autonomous work, experimental activities, ...) - Cooperative learning strategies and collaborative work among children/pupils (in terms of carrying out tasks, peer regulation, mentoring, ...) - Strategies for the promotion of positive classroom environments
		Promoting equity and inclusion for all children and pupils	<ul style="list-style-type: none"> - The appropriateness and effectiveness of supporting measures for learning and inclusion of children and pupils (including the involvement of all practitioners in the implementation and readjustment of the necessary support) - Actions to improve the outcomes of at-risk children and pupils, such as those from disadvantaged socioeconomic backgrounds - Practices for creating a culture of excellence - Measures to prevent retention, dropout, and early school leaving
		Assessment for and assessment of learning	<ul style="list-style-type: none"> - Diversity of practices, techniques, and instruments for gathering information for assessment, appropriate to the audience and type of information to be collected - Quality and regularity of the information provided to children and pupils for the regulation of their learning (based on criteria and performance descriptors in basic and secondary education) - Systematic practice of self and hetero-evaluation of learning by children and pupils - Triangulation of information amongst teachers for greater accuracy and reliability of assessment (formative and summative) - Use of assessment for formative purposes to guide pedagogical approaches, readjusting strategies to improve the quality of teaching and learning - Mobilisation of the information contained in internal and external assessment reports to redirect pedagogical action (namely IAVE reports, especially RIPA and REPA)

	Fields of analysis	Referents	Indicators
Educational Provision	3. Teaching, learning and assessment	Educational resources	<ul style="list-style-type: none"> - Use of diversified educational resources [ICT, school library, educational resource centre, digital educational resources (including textbooks) ...]. - Adequacy of educational resources to the characteristics and background of children and pupils (in face-to-face, blended and/or remote learning situations) - Use of the learning support centre
		Family engagement in school affairs	<ul style="list-style-type: none"> - Diversity of family involvement in school - Involvement of parents and carers in the educational process (quality and regularity of the information given back to the families, mobilisation of the RIPA, collection of relevant information provided by families, ...) - Effectiveness of the measures adopted by the school to engage parents and carers in monitoring the educational progress of their children (including effective participation in the multidisciplinary team supporting inclusive education)
	4. Planning and monitoring of educational and teaching practices	Self-regulation mechanisms	<ul style="list-style-type: none"> - Consistency of self-regulation practices in curriculum development - Contribution of self-regulation to improve teaching
		Peer regulation mechanisms and collaborative work	<ul style="list-style-type: none"> - Consistency of peer regulation practices - Systematic collaboration at different levels of planning and development of teaching - Sharing of relevant scientific-pedagogical practices - Reflection on the effectiveness of the different teaching and learning methodologies - Contribution of peer regulation to the improvement of teaching
		Leaderships regulation mechanisms	<ul style="list-style-type: none"> - Consistency of regulatory practices by leaderships - Contribution of regulation by leaderships to improve teaching

	Fields of analysis	Referents	Indicators
Outcomes	1.Academic outcomes ¹	Elementary Education outcomes	<ul style="list-style-type: none"> - Percentage of pupils who complete the 1st cycle (primary education) within four years after starting grade 1 - Percentage of pupils who complete the 2nd cycle (lower secondary education) within two years after starting grade 5 - Percentage of pupils with direct success paths in the 3rd cycle (upper secondary education)
		Secondary scientific-humanistic branch outcomes	<ul style="list-style-type: none"> - Percentage of pupils finishing secondary education in scientific-humanistic courses in three years
		Vocational Secondary Education outcomes	<ul style="list-style-type: none"> - Percentage of pupils who complete vocational secondary education within three years after the course started, among those who came directly from the 3rd cycle.
		Specialized artistic secondary Education outcomes	<ul style="list-style-type: none"> - Percentage of pupils who complete specialized artistic education within three years after the course started, among those who came directly from the 3rd cycle.
		Other training offers outcomes	<ul style="list-style-type: none"> - Attainment rates within the expected time
		Adult Education and training outcomes	<ul style="list-style-type: none"> - Percentage of fully certified adults in adult Education and training courses, compared to those who started the courses. - Yearly progression rates (with completion of all modules) of pupils enrolled on recurrent onsite secondary education
		Outcomes for equity, inclusion, and excellence	<ul style="list-style-type: none"> - Outcomes of pupils from disadvantaged socioeconomic backgrounds, of immigrant origin - Outcomes of pupils with a technical-pedagogical report, individual educational program and/or individual transition plan - Outcomes of the measures for the development and appreciation of outstanding pupils - Internal asymmetries

1. These indicators should be assessed by benchmarking against national averages for pupils in similar socio-economic backgrounds or with similar school performance, whenever possible. Consideration should also be given to the evolution of these indicators in recent years in each school.

	Fields of analysis	Referents	Indicators
Outcomes	2. Social outcomes	Participation in the school's activities and assuming responsibilities	<ul style="list-style-type: none"> - Activities developed on the initiative of children and pupils - Children and pupils' participation in school initiatives for personal development and citizenship - Pupils' participation in different school structures and boards - Percentage of pupils retained due to absence - Pupils' participation in mentoring programmes
		Compliance with rules and discipline	<ul style="list-style-type: none"> - Percentage of incidents in which disciplinary sanctions were applied - Participation of children and pupils in the construction of standards and codes of conduct - Ways of handling disciplinary incidents
		Solidarity and citizenship	<ul style="list-style-type: none"> - Volunteer work - Solidarity actions - Actions to support inclusion - Democratic Participation Actions
		Impact of schooling on pupils' achievement	<ul style="list-style-type: none"> - Academic integration of pupils - Professional placement of the pupils - Integration of pupils with an individual transition plan in post-school life
	3. Community acknowledgement	School community level of satisfaction	<ul style="list-style-type: none"> - Pupils' perception of the school - Parents' perception of the school - Other community stakeholders' perception of the school
		Valuing pupils' achievements	<ul style="list-style-type: none"> - Initiatives aimed at valuing academic results - Initiatives aimed at valuing social results
		Contribution of the school to the development of the local community	<ul style="list-style-type: none"> - Acknowledgement by local and national society - Involvement of the school in local initiatives - Availability of school facilities and resources for community activities - Participation of adults in education and training programmes - Participation of the local community in training initiatives organised by the school (workshops, lectures, information sessions, ...)



**STUDENT'S PROFILE BY THE END
OF COMPULSORY SCHOOLING**

Students' Profile by the End of Compulsory Schooling

2017

Index

Preface

1. Introduction

2. Principles

3. Vision

4. Values

5. Competence Areas

6. Practical implications

Preface

Education for all, considered to be at the heart of UNESCO's mission, makes diversity and complexity important factors to be taken into account when defining what is intended for the students' learning profile after 12 years of compulsory schooling. The reference to a profile does not, however, seek any standardisation, but rather to create a frame of reference that presupposes freedom, responsibility, appreciation of work, self-awareness, family and community involvement and participation in the society around us.

Before others and the world diversity, change and uncertainty, it is important to create a balance between knowledge, understanding, creativity and critical thinking. It is about educating people to become autonomous, responsible and active citizens.

This is not about providing a minimal or an ideal profile but a desirable profile which is flexible enough. Hence the concern to define a profile that can be shared by everyone and that encourages and promotes quality. Being aware of the existing inequalities and of an imperfect human society, it is not a matter of adopting a single formula, but of favouring complementarity and mutual enrichment among citizens.

Learning is what distinguishes development from stagnation. Learning how to know, how to do, how to live together and with the others and how to be embodies a set of elements that must be seen taking their connections and implications into account. This also implies placing lifelong education at the heart of society - by understanding the multiple tensions that hinder human evolution. The global and the local, the universal and the individual, tradition and modernity, the short and long term, competition and equal consideration and respect for all, routine and progress, ideas and reality - all these lead to our refusal to rigidity and to the will of thinking and creating a common destiny which is humanly emancipating.

We must, therefore, understand Edgar Morin and what he considers to be the seven pillars of a culture based on autonomy and responsibility: preventing knowledge against error and illusion; teaching methods that allow the view of the context and the whole, instead of a fragmented knowledge; being aware of the indissoluble link between unity and diversity of the human condition; learning an Earth identity, considering humanity as a target community; confronting the uncertainties of our times; educating for

mutual understanding between people of different backgrounds and cultures; and developing an ethics for the human genre, in line with an inclusive citizenship.

Humanities, nowadays, have to connect education, culture and science, knowledge and know-how. The process of creation and innovation must be seen considering the poet, the artist, the artisan, the scientist, the sportsman, the technician - in short, the concrete person we all are.

A humanistic-based profile means considering a society based on the person and human dignity as fundamental values. Thus, we consider learning as the core of the educational process, inclusion as a demand, the contribution to sustainable development as a challenge, since we ought to provide the best conditions for adaptability and stability, aiming to value knowledge. And the understanding of reality requires a common reference as regards rigour and attention to differences.

This text is the result of the public debate and the concern to respond to the main issues raised in order to mobilise school and society for a better education.

Guilherme d'Oliveira Martins

1. Introduction

The present world poses new challenges to education. Scientific and technological knowledge develops at such an intense pace that we are confronted daily with an exponential growth regarding the amount of information on a global scale. Issues related to identity and safety, sustainability, intercultural awareness, innovation and creativity are at the heart of the current debate.

The connections between the individual and society, as well as between past and present pose multiple challenges to education and school raising a myriad of issues. For instance, the need to know how education systems can contribute to the development of values and competences in students that will allow them to cope with the complex challenges of the century and with the unpredictability resulting from the evolution of knowledge and technology.

It is within this context that school, as an environment which fosters the learning and development of competences, and where students acquire the multiple literacies that they need to mobilise, has to be redesigned so as to meet the demands of this uncertain fast changing world.

Since the Portuguese Education Act in 1986 education policy measures have been taken aiming at: (i) extending the years of compulsory schooling, ensuring equity in education to all children and youth; and (ii) ensuring a quality education with the best educational opportunities for all. In 2009 compulsory schooling was extended to 18 years old and since then pre-school education has been expanding to a greater number of children. In order to assure the best educational opportunities, regardless of the different school pathways, it is imperative to set out a unique reference document that takes these differences into account and assures the coherence of the whole education system giving a meaning to compulsory schooling.

This purpose encompasses and includes all developmental and learning opportunities for children in a family context, along with early childhood education in formal kindergarten responses. The Framework Law on Pre-School Education (1997), in the scope of the Portuguese Education Act, reaffirmed the need to ensure access to the education system as early as possible and established pre-school education (from age 3 to 6) as the first stage of lifelong basic education. This highlights the clear statement, supported by research evidence, that it is essential for the well-being of all children and their educational achievement that all of them can have access to quality education, within a pathway which allows educational and pedagogical equity from birth, along with the family and in a growing integration of services.

Curriculum reference documents and other documents that support pre-school education guarantee coherence within the education system, that is, they must ensure a child's vision and

education that promotes educational continuity based on pedagogical intentions, principles and values, as a condition for safe and meaningful transitions to compulsory schooling.

The Students' Profile by the End of Compulsory Schooling presents itself as a reference document for the organisation of the entire education system, contributing to the confluence and alignment of the decisions within the various dimensions of curriculum development. When considering and substantiating what is relevant, appropriate and feasible in the context of the different decision levels, it is possible and desirable to find meaningful guidelines in this profile. It is thus the matrix for decisions to be taken by educational managers and actors at the level of the bodies responsible for educational policies and educational establishments. The purpose is to contribute to the organisation and management of curricula and also to the definition of strategies, methodologies and pedagogical-didactic procedures to be used in teaching practice.

The document assumes a necessarily broad, transversal and recursive nature. The broadness of the *Students' Profile* respects the inclusive and multiple character of school, ensuring that, regardless of the school pathways, all knowledge is guided by explicit principles, values and vision, resulting from social consensus. Transversality is based on the assumption that each curriculum area contributes to the development of all competence areas considered in the *Students' Profile*, and there is no strict indexation of each of them to specific components and curriculum areas. The scope and transversality are in line with the recursive nature of this document, which consists of the possibility that in each year of schooling, its content and its purposes are continually invoked.

The *Students' Profile* document is structured in Principles, Vision, Values and Competence Areas. On a first approach, there are the principles and the vision on which the educational action is based; on a second approach, there are the values and competences to develop.

The Principles justify and give meaning to each of the actions related to the implementation and management of the curriculum at school, in all the subject areas.

The Vision, deriving from the Principles, explains what is intended for young people as citizens when leaving compulsory schooling.

Values, within the education system, are understood as guidelines according to which certain beliefs, behaviours and actions are defined as adequate and desirable. Values are thus understood as the elements and ethical features expressed through the way people act and justify their way of being and acting. It is the relationship built between reality, personality and context factors, a relationship expressed through attitudes and behaviours.

The Competence Areas comprise competences understood as complex combinations of knowledge, skills and attitudes that allow effective human action within diverse contexts. They are of diverse nature: cognitive and metacognitive, social and emotional, physical and practical. It should be highlighted that competences involve knowledge (factual, conceptual, procedural and metacognitive), cognitive and psychomotor skills, attitudes associated with social and organisational skills, and ethical values.

The *Students' Profile* sets out what young people are expected to achieve at the end of compulsory schooling, and for this, the commitment of the whole school, the teachers' actions and the commitment of families and parents. Teachers, managers and educational decision makers will find a matrix for decision-making on curriculum development options, which is consistent with the vision for the future defined as relevant for the Portuguese youth of our time.

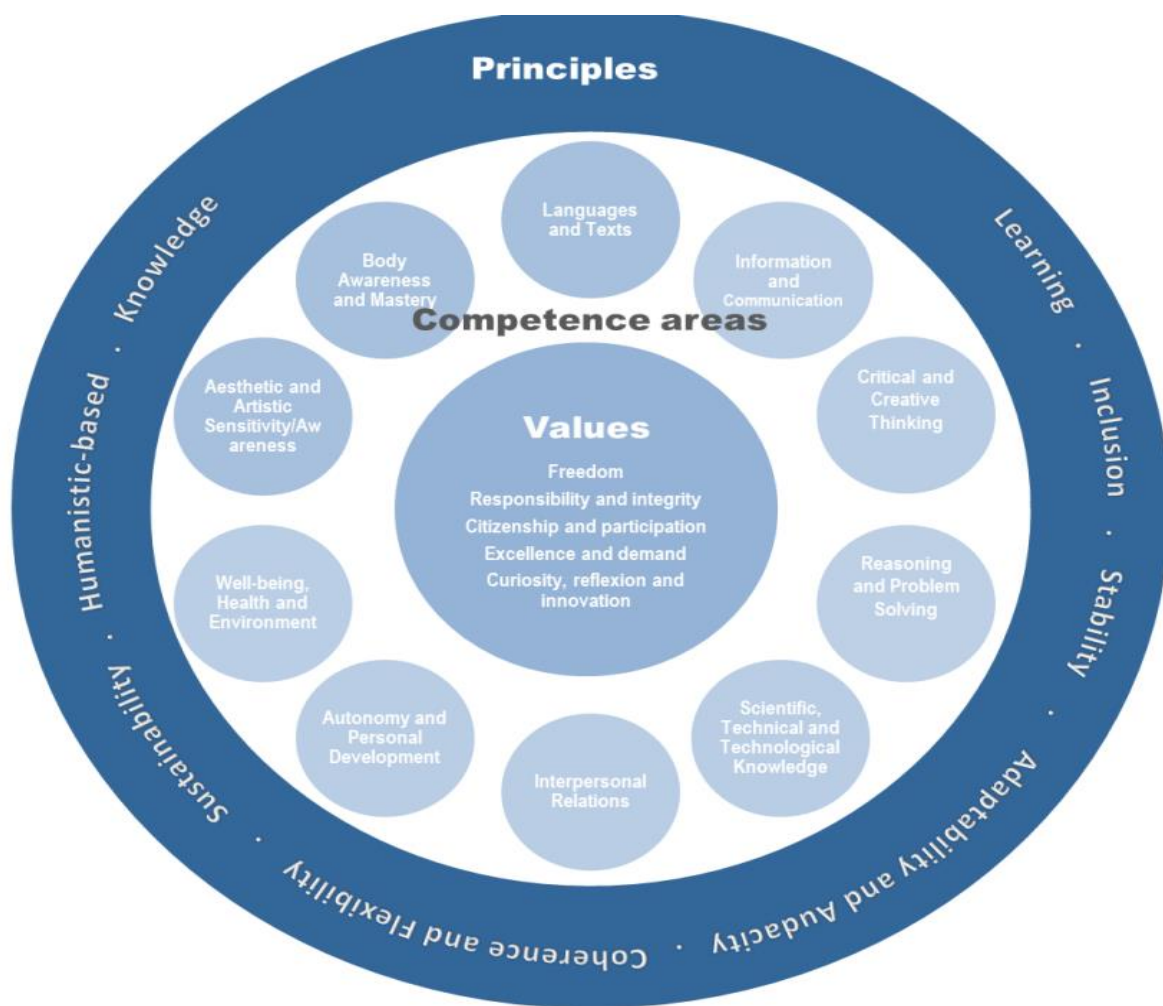
The *Students' Profile* leads to a school education in which the students of this global generation build and settle a humanistic-based scientific and artistic culture. To do so, they mobilise values and skills that allow them to act upon the life and history of individuals and societies, to make free and informed decisions about natural, social and ethical issues, and to carry out a civic, active, conscious and responsible participation.

In order to develop the *Students' Profile*, it was critical to consult international reference documents on teaching and learning, namely those from the European Union (EU), the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO). It was also important to carry out a review of the literature produced in the field of education research, in particular, on the skills that children and young people must develop as indispensable tools for the exercise of full, active and creative citizenship in the information and knowledge society which we live in. Analogous documents from different countries¹ were also taken into account, as well as national educational texts² and guidelines from European and international entities³.

¹ Among others, the curriculum reference documents from Australia, British Columbia and Alberta (Canada), Finland, France, New Zealand and Singapore.

² National educational reference documents have been taken into account, among them the *Lei de Bases do Sistema Educativo* (Portuguese Education Act (1986); *Perfil Cultural Desejável do Diplomado do Ensino Secundário* (Cultural Profile for the Secondary School Diploma) (1988); *Currículo Nacional para o Ensino Básico: Competências Essenciais* (National Curriculum for Primary and Lower Secondary Education: core competences (2001)); *Educação para a cidadania - Proposta Curricular para os Ensinos Básico e Secundário* (Education for Citizenship - Curricular Proposal for Primary and Secondary Education (coordinated by M.^a Emília Brederode Santos, 2011) and Recommendation no. 3/2012 on the extension of compulsory schooling up to the 12th grade or until the age of 18, by the National Education Council.

³ International educational reference documents were part of this consultation as well: the *European Pact for Youth* (2005); the *European Reference Framework for Essential Competences for Lifelong Learning - Recommendation 2006/962 / EC* of the European Parliament and of the Council of the European Union of 18 December (revised 2014); the *Assessment and Teaching*



Picture 1 – Conceptual Framework for the *Students' Profile by the End of Compulsory Schooling*

project of 21st Century Skills (developed between 2009 and 2012); *The Future of Education and Skills*, OECD's Education 2030 project (2016); *New Vision for Education: Fostering Social and Emotional Learning through Technology*, WEF (2016); *Living Together the Equals in Culturally Diverse Democratic Societies*, of the Council of Europe (2016); *Education 2030 Framework for Action*, UNESCO (2016)

2. Principles

These are the principles that underlie, justify and are meaningful to *The Students' Profile by the End of Compulsory Schooling*.

A. Humanistic-based profile - School empowers young people with knowledge and values to build a more just society, centred on the individual, on human dignity and on the action upon the world as a common good to preserve.

B. Knowledge – Knowledge is in the centre of the education process. It is the school's responsibility to foster students' scientific culture which enables them to understand, make decisions and act upon the world's natural and social realities. All actions should be sustained on deep and effective knowledge.

C. Learning – Learning is critical to the education process. Educational action deliberately promotes the development of learning skills, the basis for education and lifelong learning.

D. Inclusion – Compulsory schooling is from all and for all fostering equity and democracy. Contemporary school brings together a diversity of students both from the socioeconomic and cultural point of view, as well as from the cognitive and motivational perspective. All students are entitled to fully and effectively participate in all educational settings.

E. Coherence and flexibility - Ensuring access to learning and student participation in their training process requires coherent and flexible educational action. It is through the flexible management of the curriculum and the joint work of teachers and educators on it that it is possible to explore diverse themes, bringing reality into the core of learning.

F. Adaptability and audacity – Educating in the 21st century demands one's awareness to be able to adapt to new contexts and new structures, mobilising competences and also being prepared to update knowledge and perform new functions.

G. Sustainability – School contributes to raise students' awareness of sustainability, one of the greatest challenges in the contemporary world. It consists in establishing, through political, ethical and scientific innovation, lasting and secure synergies and symbiosis relations between the social

and economic systems and the Earth System, whose fragile and complex balance depends on the historical continuity of human civilization.

H - Stability - Educating for a broad competence profile requires time and persistence. *The Students' Profile by the End of Compulsory Schooling* enables coping with evolution in every area of knowledge and get stability so that the system may adjust and produce effects.

3. Vision

The Vision within this *Students' Profile* embodies designs that complement each other, intertwine and reinforce each other within a schooling model, aimed at both individual qualification and democratic citizenship.

By the end of compulsory schooling the young learner is expected to be a citizen who:

- develops multiple literacies so that he can critically analyse and question reality, evaluate and select information, formulate hypotheses and make informed decisions in their daily life;
- is free, autonomous and responsible, self-aware and aware of the world around them;
- is able to cope with the transformation and uncertainty of a fast changing world;
- acknowledges the importance and the challenges offered by Arts, Humanities, Science and Technology for the social, cultural, economic and environmental sustainability of Portugal and the world;
- is autonomous and able to make use of several developed skills: critical thinking, creativity, collaborative working skills and communication skills;
- is able to continue lifelong learning as a decisive factor in their personal development and social intervention;
- knows and respects the fundamental principles of democratic society and the rights, guarantees and freedoms on which it is based;
- values respect for human dignity, the exercise of full citizenship, solidarity with others, cultural diversity and democratic debate;
- rejects all forms of discrimination and social exclusion;

4. Values

All the children and youth should be encouraged to put the following values into practice in all their learning activities:

- **Responsibility and integrity** – self-respect and respecting others; knowing how to act ethically and being aware of their own actions; considering their own and others' actions in the light of the common good.
- **Excellence and demand** - Aspiring to the achievement of a well done work, of rigour and of overcoming; being perseverant in the face of difficulties; being aware of themselves and others; showing sensitivity and solidarity with others.
- **Curiosity, reflexion, innovation** – Willing to learn more; developing reflective, critical and creative thinking; striving for new solutions and applications.
- **Citizenship and participation** - Demonstrating respect for human and cultural diversity and acting in accordance with human rights principles; negotiating conflict resolution on behalf of solidarity and ecological sustainability; being an active citizen, by means of taking the initiative and being an entrepreneur.
- **Freedom** –Show personal autonomy centred in human rights, rights of democracy, citizenship, equity, in mutual respect and in the free choice of the common good.

5. Competence areas

Competences are complex combinations of knowledge, skills and attitudes, they are vital for the students' profile, as well as for compulsory schooling. Picture 2 illustrates this concept emphasising the interconnection of the three dimensions.



Picture 2: Competence Conceptual Framework (Adapted from: Progress report on the Draft OECD EDUCATION 2030 Conceptual Framework - 3rd Informal Working Group (IWG) on the Future of Education and Skills: OECD Education 2030)

The competence areas are complementary and they are not outlined according to any internal hierarchy. None of them are consistent with a specific curricular area. In each curricular area, on the contrary, multiple theoretical and practical competences are necessarily involved. They presuppose the development of multiple literacies, such as reading and writing, numeracy and the use of information and communication technologies, which are the foundation for learning and lifelong learning.

The competence areas to be considered are as follows:

- Languages and texts
- Information and communication
- Reasoning and problem solving
- Critical and creative thinking
- Interpersonal relations
- Autonomy and personal development
- Well-being, health and environment
- Aesthetic and artistic sensitivity/awareness
- Scientific, technical and technological knowledge
- Body awareness and mastery

Languages and texts

The languages and texts competence area refers to the effective use of codes that enable expressing and representing knowledge in various areas, leading to linguistic, musical, artistic, technological, mathematical and scientific products.

The languages and texts competences imply that the students are able to:

- use proficiently different languages and symbols such as those associated with languages (native and foreign languages), literature, music, arts, technology, mathematics and science;
- apply these languages appropriately to the different contexts of communication, in analogue, digital, formal and non-formal environments;
- master nuclear comprehension and production skills within an oral, written, visual or multimodal perspective.

Operational descriptors

Students use verbal and non-verbal languages to mean and communicate, using gestures, sounds, words, numbers, and pictures. They use them to build knowledge, to share meanings in its different areas and to express worldviews.

Students recognise and use symbolic languages as representative elements of the real and the imaginary, essential to the processes of expression and communication within different contexts (personal, social, learning and pre-professional).

Students master the codes that enable them to read and write (in native and foreign languages). They understand, interpret and express facts, opinions, concepts, thoughts and feelings, whether orally, in writing, or through other codifications. They identify, use and create various linguistic, literary, musical, artistic, technological, mathematical and scientific products, recognising their meanings and generating new ones.

Information and Communication

Information and communication competence area is related to the selection, analysis, production and dissemination of products, experiences and knowledge in different formats.

The information and communication competences imply that the students are able to:

- use and master different tools to research, describe, evaluate, validate and mobilise information in a critical and autonomous way, verifying different documentary sources and their credibility;
- turn information into knowledge;
- communicate and collaborate appropriately and safely, using different types of tools, following the suitable rules of conduct for each environment.

Operational descriptors

Students research on school subjects and topics of their interest. They use the information available in physical and digital documentary sources - on social networks, on the Internet, in the media, books, magazines, newspapers. They evaluate and validate the information they have collected, crossing different sources, to test their credibility. They organise the collected information in compliance with a plan for the preparation and presentation of a new product or experience. They develop these procedures critically and autonomously.

They present and explain concepts in groups, they give their presentations of ideas and projects before real audiences, in person or at a distance. They expose the work resulting from the research done, according to the defined objectives, with different audiences, materialised in discursive products, textual, audiovisual and / or multimedia, in compliance with the rules of conduct for each environment.

Reasoning and problem solving

Reasoning competences comprise the logical processes that allow access to information, interpret experiences and produce knowledge. Problem solving competences are connected to the processes of finding answers to a new situation by mobilising reasoning for decision-making and potential formulation of new issues.

Reasoning and problem solving competences imply that the students are able to:

- plan and conduct research;
- manage projects and make decisions to solve problems;
- develop processes, using different resources, that lead to the construction of products and knowledge.

Operational descriptors

Students ask and analyse questions to be investigated, distinguishing what is known from what is sought to be discovered. They set out suitable strategies to investigate and respond to the initial questions. They critically analyse their conclusions, reformulating, if necessary, the strategies adopted.

Students generalise the conclusions of a research, creating models and products to represent hypothetical or real-life situations. They test the consistency of the models, analysing different references and conditioning factors. They use models to explain a particular system, to study the effects of variables, and to make predictions about the behaviour of the system being studied. They evaluate different products according to quality and utility criteria within several meaningful contexts for the student.

Critical and creative thinking

Critical thinking competences require observing, identifying, analysing and giving meaning to information, experiences and ideas and to argue based on different assumptions and variables. It requires the design of algorithms and scenarios that consider several options, as well as the establishment of analysis criteria to draw informed conclusions and to evaluate the results. The process of constructing thought or action may imply revision of the designed rational.

Creative thinking competences imply generating and applying new ideas to specific contexts, approaching the situations from different perspectives, identifying alternative solutions and setting new scenarios.

Critical and creative thinking competences imply that the students are able to:

- think broadly and deeply, in a logical way, observing, analysing information, experiences and ideas, arguing by means of implicit or explicit criteria in order to take a reasoned position;
- call for different kinds of knowledge (scientific and humanistic knowledge), using different methodologies and tools to think critically;
- foresee and evaluate the impact of their decisions;
- develop new ideas and solutions within an imaginative and innovative approach, as a result of the interaction with the others or of personal reflection, applying them to different contexts and learning areas.

Operational descriptors

Students observe, analyse and discuss ideas, processes or products focusing on evidence. They use criteria to appreciate these ideas, processes or products, developing arguments for the reasoning of positions.

They conceptualise scenarios of implementation of their ideas and test and decide on their feasibility. They evaluate the impact of their decisions.

Students develop creative ideas and projects, which are meaningful within the context they relate to, making use of imagination, inventiveness, agility and flexibility and are able to take risks by imagining beyond existing knowledge so as to foster creativity and innovation.

Interpersonal relations

Interpersonal relations competences are associated with the interaction with others and they occur within different social and emotional contexts. These competences enable acknowledging, expressing and generating emotions, building relationships, setting out objectives and addressing personal and social needs.

Interpersonal relations competences imply that the students are able to:

- adapt behaviours to contexts of cooperation, sharing, collaboration and competition;
- work in teams and use different means and environments, namely computers, to communicate and work in person or in a network;
- interact with tolerance, empathy and responsibility as well as argue, negotiate and accept different points of view, developing new ways of being, looking and taking part in society.

Operational descriptors

Students join efforts to achieve objectives, valuing the diversity of perspectives on specific issues, both side by side and through digital means. They develop and maintain diverse and positive relationships between themselves and with others (community, school and family) in contexts of collaboration, cooperation and inter-help.

Students engage in formal and informal conversations, assignments and experiences: they debate, negotiate, get to agreements, cooperate. They learn to consider different perspectives and build consensus. They interact in different kinds of groups: playgroups, sports, musical, artistic, literary, political and other groups, in spaces for discussion and sharing, face to face or at a distance.

Students solve relationship problems within a peaceful, empathetic and critical approach.

Personal development and autonomy

Personal development and autonomy competences refer to the processes by which the students develop their ability to integrate thought, emotion and behaviour, building self-confidence, motivation to learn, self-regulation, initiative and informed decision-making learning to integrate thought, emotion and behaviour for a growing autonomy.

Personal development and autonomy competences imply that the students are able to:

- relate knowledge, emotions and behaviour;
- identify areas of interest and the need to acquire new competences;
- consolidate and deepen the competences they already have, within a perspective of lifelong learning;
- set goals, draw plans and projects and be autonomous and responsible in their implementation.

Operational descriptors

Students acknowledge their strengths and weaknesses and see them as active in different aspects of life. They are aware of the importance of growing and evolving. They are able to express their needs and seek the most effective help and support to achieve their goals.

Students design, implement and evaluate with autonomy, strategies to achieve the goals and challenges they set for themselves. They are confident, resilient and persistent, building medium and long term personalised learning pathways, based on their own experiences and freedom.

Well-being, health and environment

Well-being, health and environment competence area is connected with promoting, creating and transforming the quality of life of the individual and society.

Well-being, health and environment competences imply that the students are able to:

- adopt behaviours that promote health and well-being, especially regarding daily habits, food, physical exercise, sexuality and their relationship with the environment and society;

- understand the balances and weaknesses of the natural world adopting behaviours that address the major global environmental challenges;

- develop environmental and social awareness and responsibility working collaboratively for the common good, aiming to build a sustainable future.

Operational descriptors

Students are responsible and aware that their actions and decisions have impact on their health and well-being and on the environment. They assume a growing responsibility to take care of themselves, of others and of the environment and to actively engage in the society.

They make choices that contribute to their safety and that of the communities where they live.

They are aware of the importance of building a sustainable future and they engage in active citizenship projects.

Aesthetic and artistic sensitivity/awareness

The competence area of the aesthetic and artistic sensitivity/awareness refers to the processes of experiencing, interpreting and enjoying different cultural realities aiming at the development of the students' personal and social expressiveness. It embodies the mastery of a set of technical and performative processes involved in artistic creation, enabling the development of aesthetic criteria for an informed cultural experience.

Aesthetic and artistic sensitivity/awareness competences imply that the students are able to:

- recognise the specificities and intentions of different cultural manifestations;
- experience processes within the different art forms;
- critically appreciate the artistic and technological realities by being exposed to different cultural universes;
- value the role of various forms of artistic expression, as well as of the material and immaterial heritage in the life and culture of communities.

Operational descriptors

Students develop the aesthetic sense, mobilising the processes of reflection, comparison and argumentation related to artistic and technological productions, integrated in social, geographical, historical and political contexts.

Students value the cultural manifestations of the communities and participate autonomously in artistic, cultural activities, as public, creator or interpreter, becoming aware of the creative possibilities.

Students perceive the aesthetic value of experimentations and creations, based on artistic and technological intentions, mobilising techniques and materials in compliance with different socio-cultural purposes and contexts.

Scientific, technical and technological knowledge

The competences within the area of scientific, technical and technological knowledge refer to the mobilisation and understanding of technical and scientific phenomena, as well as their implementation to address human wishes and needs, being aware of their ethical, aesthetic, social, economic and/or ecological consequences.

Competences related to scientific, technical and technological knowledge imply that the students are able to:

- understand scientific processes and phenomena that enable decision-making and the participation in citizenship forums;
- manipulate materials and diverse tools in order to control, use, transform, imagine and create products and systems;
- perform technical operations, following a work methodology, aiming to achieve a goal or to get to a reasoned decision or conclusion, aligning the material and technological resources with the expressed idea or intention;
- adapt the action of products transformation and creation to the different natural, technological and sociocultural contexts, within experimental activities and practical applications in projects developed in physical and digital environments.

Operational descriptors

Students understand scientific and technological processes and phenomena, they ask questions, seek information and apply knowledge they acquired in informed decision making, among the possible options.

Students work with resources, tools, machines and technological equipment, relating technical, scientific and sociocultural knowledge.

Students consolidate planning habits of the work stages, identifying the technical requirements, constraints and resources for the implementation of projects. They identify technological needs and opportunities within a diversity of proposals and make informed choices.

Body awareness and mastery

Body awareness and mastery competences refer to the ability to perceive the body as an integrated system and use it properly within different contexts.

Body awareness and mastery competences imply that the students are able to:

- perform motor, locomotor, non-locomotor and manipulative activities, within the different circumstances experienced in the relation of his own body to the space;
- master the perceptual motor skill (body image, directionality, perceptual fine motor skill and spatial and temporal structuring)
- be self-aware at emotional, cognitive, psychosocial, aesthetic and moral level so as to keep a healthy and balanced relationship with oneself and others.

Operational descriptors

Students acknowledge the importance of motor activities for their physical, psychosocial, aesthetic and emotional development.

Students perform non-locomotor (postural), locomotor (body transportation) and manipulative activities (object transportation and control).

Students explore the opportunity to experience motor activities that, regardless of each one's skills, foster global and integrated learning.

6. Practical implications

The assumption of principles, values and competence areas for the *Students' Profile by the End of Compulsory Schooling* entails changes in pedagogical and didactic practices in order to adapt the overall educational action to the purposes of the profile presented above.

There are some selected actions, outlined as follows, which are directly connected to the teaching practice and that are also critical for the development of the intended students' profile.

- Approaching contents within a certain knowledge by associating them with daily situations and problems which are in line with the student's life experience or part of the sociocultural and geographical environment he belongs to, by means of the use of specific materials and resources;

- Planning teaching practice by envisaging the experimentation of techniques, tools and different kinds of work, intentionally fostering, inside or outside the classroom, activities related to observation, questioning reality and embeddedness of knowledges;

- Planning and developing cooperative activities of learning, aiming at the embeddedness and exchange of knowledge, self-awareness, awareness of the others and the environment, as well as the development of projects inside and outside school;

- Planning teaching practice foreseeing the critical use of the different information resources as well as the ICT;

- Systematically and intentionally promoting, inside or outside the classroom, a set of activities that enable the student to make choices, to compare different points of view, to solve problems and to make decisions based on values;

- Creating opportunities at school so as to enable students to engage freely and responsibly;

- Valuing free initiative, as regards students' assessment, by fostering a positive and active engagement at school and within the school community.

The educational process is therefore understood as a specialised formative action, based on principles and pedagogical and didactic strategies that aim at the achievement of learning. It is about finding the best way and the most effective resources for students to learn, that is, for effective attainment of knowledge, skills and attitudes that have been developed, both collaboratively and individually, and that enable the development of the herein mentioned competences throughout compulsory schooling.



REPÚBLICA
PORTUGUESA

EDUCAÇÃO