



# **The comparison of Polycentric Inspection System (Polycentric Method) with the Portuguese Educational Audit System**

## **REPORT**

**Estela Costa, Marta Almeida, Dulce Campos  
Institute of Education of University of Lisbon**

**In Cooperation with Ana Costa Lopes, Henrique  
Ramalho, João Rocha e Maria Figueiredo  
Polytechnic Institute of Viseu and**

**Sandra Ramos  
Fernando Pessoa Cluster**

**july 2022**



## Index

Introduction .....	4
1. Portuguese school clusters: connecting schools into networks .....	6
1.1. Structure.....	6
1.2. Purposes.....	8
1.3. Governance bodies.....	9
1.3.1. Instruments of governance .....	10
1.3.2. Instruments of accountability .....	11
2. Evaluating the networks: a mandatory process carried out by schools and the Inspectorate .....	12
2.1. The self-evaluation component .....	12
2.2.3. The self-evaluation objects held by the external evaluators .....	13
2.1.1. The self-evaluation reports .....	13
2.1.2. The self-evaluation devices .....	14
2.2. The external evaluation structural elements .....	14
2.2.1. Periodicity.....	14
2.2.2. Scope .....	15
2.2.3. Principles .....	15
2.2.4. Objectives.....	16
2.2.5. Reference framework.....	17
2.2.6. Assessment scale.....	18
2.2.7. The team of evaluators .....	18
2.3. The inspection event: phases of the intervention .....	19
2.3.1. Preparing the visits: document analysis and satisfaction questionnaires .....	19
2.3.2. Visiting the networks: interviewing and observing the clusters .....	19
2.3.4 Reporting and disseminating the evaluation of the networks.....	22
3. Perceptions about the evaluation of networks.....	23
3.1. Benefits of networking and evaluation .....	23
3.2. The relationship between external evaluation and self-evaluation .....	26
3.3. The team ‘factor’ .....	29
3.4. Evaluation for accountability and school improvement .....	31
3.5. Effects.....	32



Conclusions .....	36
References.....	38
ANNEXES .....	39
Annex 1 – Detailed framework .....	39
Annex 2 – Work agendas/Schedules .....	46

## Figures

<b>Figure 1-</b> Configuration of Vertical School Clusters .....	7
<b>Figure 2 -</b> Configuration of Horizontal School Clusters .....	8
<b>Figure 3-</b> School Cluster governance bodies.....	10
<b>Figure 4-</b> School evaluation dimensions and objects.....	17
<b>Figure 5 -</b> Timeframe of the external evaluation of schools (an example).....	19
<b>Figure 6 -</b> Interviews .....	23

## Boxes

<b>Box 1-</b> Assessment scale .....	18
<b>Box2 -</b> Guiding questions to observe Pedagogical Interaction .....	20
<b>Box 3-</b> Guiding questions to observe - Skills developed .....	21
<b>Box 4-</b> Guiding questions to observe - Inclusion.....	22



## **Introduction**

This research was conducted under the project ‘New Approaches in Inspection: A Polycentric Model’ financed under Key Action 2 Strategic partnerships, European program Erasmus+. This is a 3-year long research project, accomplished in partnership by five research teams from Netherlands, Ireland, Bulgaria, Turkey, and Portugal.

Polycentric Inspection is related with a rise of networking in education, across Europe, where schools and other service providers are increasingly involved to ensure inclusive education, and/or implementing more localized school-to-school improvement models (Ehren, Janssens, Brown, McNamara, O’Hara & Shevlin, 2017). This is also based on literature that shows that coordinated and collaborative work between networks of schools and other external actors can help to further improve schools (Brown, McNamara, O’Hara & Shevlin, 2020).

Polycentric inspection is based on horizontal processes, and collaborative work, and involves several stakeholders, including the Inspectorates. Therefore, polycentric inspection brings us back to the role played by Educational Inspectorates and the need for them to fit increasingly decentralized education systems, and to make more successful networks.

The Project’s main purpose for Portugal was to analyse the Portuguese school evaluation model as an example of a polycentric approach. Thus, in this report the Portuguese school evaluation model is described, illustrating who and how people cooperate within networks, as well as the perceptions of school actors and inspectors about it, namely about actors’ involvement, feedback to the network and accountability. The report also offers an account of the structure, governance, and outcomes of the schools’ networks.

The research design comprised two parts. The first part consisted of translating the instruments used by Inspectorate of Education to assess cluster networks (in charge of the Polytechnic Institute of Viseu). The second part comprised document analysis fo-



cused on the inspectorate database available on-line (planning documents, operational guidelines) and on interviews (semi structured and focus group) carried out with key informants. Three focus group interviews were made: one with an external evaluation team, integrating two field inspectors and one external evaluator, a retired academic) (Int1), and with two self-evaluation teams from two school clusters (Int2 and Int3). Also 12 semi structured interviews have been done with school heads, all from the Lisbon and Tagus Valley region. All the interviews were carried out by the IE-ULisboa team who were responsible for preparing the report.

The report has three main parts:

- The first part consists of a brief description of the Portuguese context, mainly organized in networks of schools – school clusters (SC) – with their own administration and management bodies, and instruments.
- The second part presents a description of the evaluation model of schools and school clusters.
- The third part presents the perceptions of actors about evaluating school clusters. It draws upon the empirical research to provide insights about the comparison of the polycentric approach and the Portuguese model of evaluation of schools in Portugal.

Institute of Education of University of Lisbon coordinated the report with research team Associate Professor Dr. Estela Costa (principal investigator) and Assistant Professor Dr. Marta Almeida (researcher) and the Portuguese Inspectorate through the collaboration of Dulce Campos who is also a PhD student at IE-ULisboa, in the collection and processing of data. The Polytechnic Institute of Viseu (Ana Costa Lopes, Henrique Ramalho, João Rocha e Maria Figueiredo) collaborated in the translation of Law No. 31/2002 and in the presentation of the instruments used by the Inspectorate. Fernando Pessoa Cluster participated in the collection of data.



# 1. Portuguese school clusters: connecting schools into networks

In Portugal, schools tend to be organized in networks of schools – school clusters (SC) – with their own administration and management bodies, comprising teaching establishments of different levels and cycles of education, which operate under the common pedagogical project. There are 713 SC and only 98 non-grouped schools (mainly secondary).

In the prehistory of the current school clusters is the creation of the so called Integrated Basic Schools (EBI) (Joint Order nº19/SERE/SEAM/90, of 15 May) that took place in 1990, on an experimental basis, physically and administratively integrating the three cycles of basic education. Following the experience of EBI schools, the first SCs appeared in mid-1997, as part of the reorganization of the school network.

SC were created in a same geographical area, on behalf of favoring sequential and articulated school pathways between the different levels of basic education (Normative Order 27/97, of 2 June). Since the beginning, SCs has been associated with the need to overcome isolation, namely regarding kindergartens and 1st cycle (Primary education) and mediatized basic education located in remote areas (see Normative Order 27/97, of 2 June).

This process of reorganizing the school network into SC (networks of schools) has culminated in 2000, with the administrative, organizational, and pedagogical integration EBI schools. It resulted in a reduction in the number of organic units throughout the country.

## **1.1. Structure**

SCs have their own administration and management bodies, comprising teaching establishments of different levels and cycles of education, which operate under the common pedagogical project. In general, SC integrate education and teaching establishments from the same municipality.

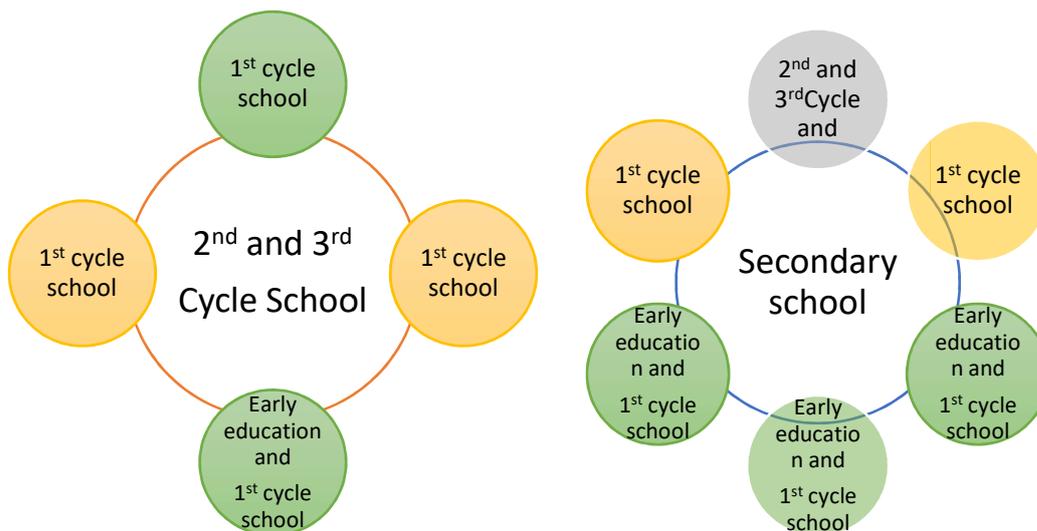


Over the years, the creation and expansion of SCs depended on the consultation of the municipalities and the management bodies of the schools involved, and took into account, among others, the existence of common pedagogical projects, the construction of integrated school pathways, the curricular articulation between educational levels and cycles, geographic proximity, the expansion of pre-school education and the reorganization of the educational network.

Within each school cluster, each of the institutions that integrate it maintained their names. The number of schools integrating SCs is extremely variable (from two to about 20), of different sizes in terms of the number of students and there may be several school clusters in the same municipality (Fig.1).

Also, they can be vertical clusters when they are composed of schools from different education levels. The home school (where the network's management team and administration bodies are located) is usually the one with the most advanced levels of education) (Figure 1).

### ***Vertical school cluster***

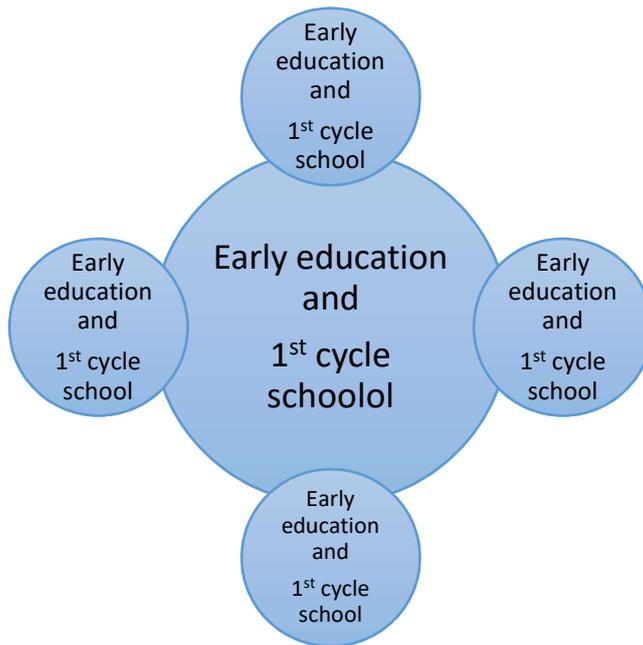


**Figure 1- Configuration of Vertical School clusters**



## ***Horizontal school cluster***

Although in a very small number, there are also horizontal clusters, which are made up of schools with the same level of education. In these cases, the main school is one of the schools of the network.



**Figure 2 – Configuration of Horizontal School Cluster**

### ***1.2. Purposes***

The creation of SCby the Ministry of Education is associated with the following purposes:

- Favours a sequential and articulated path of students covered by compulsory education in a given geographical area;
- Overcoming situations of isolation in schools and preventing social exclusion;
- Reinforcing the pedagogical capacity of the schools and a rational use of resources;
- Ensuring the application of a single regime of autonomy, administration and management;
- Valuing and framing ongoing experiences.

(Regulatory Decree No. 12/2000)



### **1.3. Governance bodies**

Management bodies are regulated by the Regime of autonomy, administration, and management of public establishments for pre-school education and basic and secondary education (Decree-Law No. 75/2008, of April 22), and consist of the General Council, the School Principal and his/her team, the Pedagogical Council, and the Administrative Council.

Regarding the competencies of the governance bodies (Figure 3), the General Council is responsible, among others, for electing the School Cluster Principal, approving the Educational Project and the Internal Regulations, appreciating the results of the self-evaluation process, and pronouncing on the criteria for organizing timetables. Information from other administrative and management bodies may also be requested to monitor and evaluate the functioning of the school cluster and to make recommendations. Students, teaching and non-teaching staff, parents and guardians, municipal representatives and community representatives are represented on the General Council.

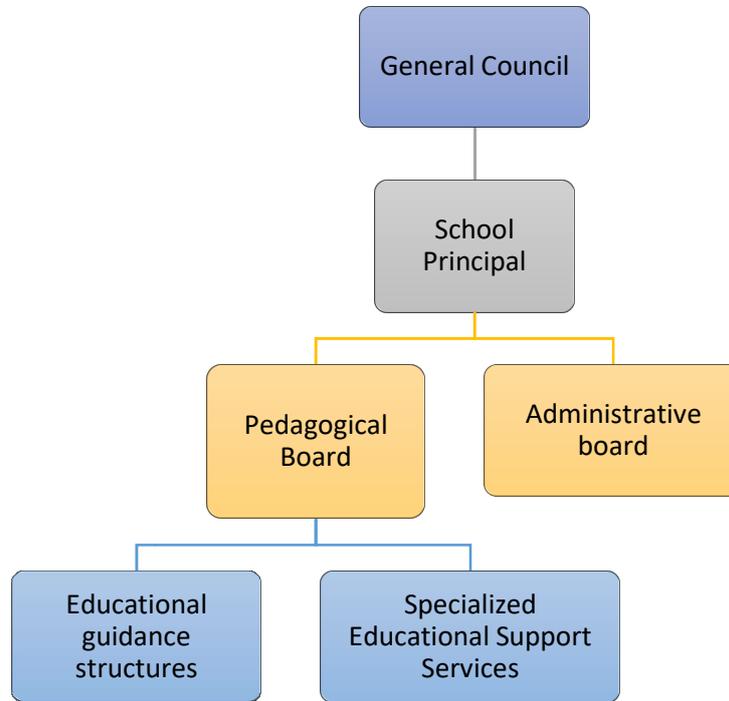
The School Cluster Principal is elected by the General Council and recruited by competitive examination based on the following requirements: to be a public-school teacher with a definitive appointment (or a professionalized teacher working in private and cooperative schools with a fixed-term contract), with at least 5 years of service, which is qualified to perform school administration and management functions. The SC principal is assisted by a deputy director and by one to three assistants.

The Pedagogical Council is set by the school cluster, although it must include the coordinators of curricular structures, and other structures in the cluster (coordinators of class directors, library coordinator, etc.). Representatives of technicians from the support and monitoring services to the students, and other elements of the educational community, such as, parents, non-teaching staff, students, are also represented on this body.

The Administrative Board is the deliberative body in administrative-financial matters that is composed of the principal school (President), the deputy director or one of the assistant directors and the head of the school administration services.



**Figure 3 – School Cluster governance bodies**



In addition to these governance bodies, and within the framework of SC pedagogical autonomy, each SC can organize intermediate pedagogical management structures, with different purposes and collaboration mechanisms that function as internal pedagogical networks. An example of an internal network for curriculum management and articulation.

To implement its educational project, SCs can also establish networks with local partners (involving, for example, municipalities, universities, other clusters, private companies, associations, and non-profit organizations), or join in other national and international networks, participating in projects coordinated by other organizations.

### **1.3.1. Instruments of governance**

There are different instruments to govern Portuguese SC (Decree-Law No. 75/2008, of April 22). The Educational project (EP) is the cluster guidance document. Designed for



three years, it is prepared and approved by the cluster administration and management bodies, and contains the principles, values, goals, and strategies according to which the SC intends to fulfil its educational role.

Then, each SC has its own Rules of Procedure (RP), which are aligned with legislative requirements, but also contains the SC's operating regime, as well as the administrative and management bodies, the guidance structures and educational support services, and the rights and duties of members of the school community.

Moreover, the planning document is the Annual Activity Plan (AAP) or Pluriannual Activity Plan (PAAP), which is prepared and approved by the SC's administration and management bodies. The AAP is expected to operationalize the EP, presenting the programmed activities and the resources involved.

Finally, there is the Budget that foresees the revenues to be obtained and the expenses to be incurred.

### **1.3.2. Instruments of accountability**

Public authorities have defined instruments with accountability purposes for SC, namely, the annual activity report, the management account, and the self-evaluation report.

The Annual activity report lists the activities that were developed at the SC and identifies the resources used to carry them out. The management account reports the income obtained, and expenses incurred. The Self-evaluation report intends to identify the degree of achievement of objectives set in the EP, and evaluates the activities carried out, that is, their organization and management, about school results and the provision of the educational service (article 9, point 2, Decree-Law No. 75/2008, of April 22).



## **2. Evaluating the networks: a mandatory process carried out by schools and the Inspectorate**

The evaluation of the quality of the Portuguese educational system was defined in Law n. º 31/2002, of December 20, as mandatory, included an external evaluation (article 8) carried out by the Inspectorate (art. 8), and a self-evaluation developed by SCs (Article 6).

Therefore, in Portugal, the evaluation of SCs comprises a complementary relationship between self-evaluation and external evaluation, with the following objectives:

“(…) ensure educational success, promoting a culture of quality, demand and responsibility”; “to encourage actions and processes to improve the quality, operation and results of schools, through public interventions to recognize and support them”; “guarantee the credibility of the performance of education and teaching establishments”; and “promoting a culture of continuous improvement in the organization, operation and results of the educational system and educational projects” (PORTUGAL, 2002).

This section (2.1) will be about the self-evaluation model and section 2.2. about the external evaluation model.

### **2.1. The self-evaluation component**

Self-Evaluation is seen as a process that should contribute to a deeper and more reflective knowledge of schools, leading to mechanisms of change and improvement actions that are triggered by the External Evaluation conducted by the Inspectorate.

Prior to visiting schools, the Inspectorate's team reviews a document sent by the SCs which is based on the self-evaluation report. It consists of a summary of how the school sees itself. It is expected that the document will cover the context and growth of the school organization, and signal school priorities and objectives, the challenges and constraints felt, as well as the results obtained. The document should include the



domains and fields of analysis of the external evaluation presented in the Framework of Reference (Annex1); the results of other external evaluations and the resulting self-measurements taken by schools; and other aspects that were considered relevant for a holistic understanding of schools' activity.

Through reflection processes, self-evaluation is intended to nurture internal accountability for different actors: General Council, Pedagogical Council, Management, educational community, etc. Also, it is expected to give rise to improvement processes within the school, linked to more informed decision-making. Fostering greater improvement and school inclusion, it results in the conception and implementation of action plans, improvement and/or intervention plans.

### **2.2.3. The self-evaluation objects held by the external evaluators**

Self-evaluation is one of the domains of external evaluation (Figure 4). The order in which the domains are presented by the Inspectorate is not accidental: self-evaluation is the first one, because it is considered essential in the sense that it allows the collection of information by school clusters.

Currently there are three essential areas which are the focus of the external evaluators: Development, Consistency, and Impact. Therefore, in the domain of self-evaluation what evaluators look for is: (1) Organization and Sustainability of the self-evaluation; (2) Strategic planning of self-evaluation; (3) Consistency of self-evaluation practices; and (4) Impact of self-evaluation practices (Annex1)

#### **2.1.1. The self-evaluation reports**

Both in the 'Self-evaluation Report' (SER) and in the documents that guide the external evaluation, there is a gradual focus on issues of self-organizing, change and improvement.

In the Decree-Law that regulates the administration and management of schools, SER is enshrined as an instrument of autonomy (PORTUGAL, 2008), and presented as an important instrument of accountability, based on information about the functioning of



schools, and a result of the involvement of school actors and the educational community.

### **2.1.2. The self-evaluation devices**

There is not a specific model for self-evaluation, nor a single way to form the teams who do it. Each SC chooses how to self-evaluate, the timings in which they do it and who does it. However, even though it is implemented based on the choice of the SCs, the options invariably lie in models external to education, which are adapted (e.g., Common Assessment Framework), and/or in assessment tools and procedures created by the SCs.

Regardless of the model, there is a purpose of self-organizing, and information on organizational performance is produced and collected, in a network basis, and analysed according to standards established among peers.

The teams are also diverse in terms of the number of actors involved, on who participates and who does what and, in the analysis, and reflection on processes and results, as well as in the implementation of plans for improvement, innovation, etc.

The involvement of all sectors of the clusters is a concern whether in the development of the entire process, or in the dissemination of the results that is carried out.

## ***2.2. The external evaluation structural elements***

External Evaluation program (EEP) began in 2006. Two external evaluation cycles have already taken place (2006-2011; 2011-2017) under the responsibility of the Portuguese Inspectorate. Since 2018, a third cycle is underway, with the novelty of being extended to private and cooperative education schools.

### **2.2.1. Periodicity**

The periodicity of evaluation occurs once in each regular evaluation cycle.

There may be interim evaluations (mid-term evaluation) after the external evaluation and because of the implementation of improvement plans, focusing on some areas, as proposed by the evaluation team or the SC.



Interim evaluations will also be carried out when problems occur in the provision of the educational service or insufficient results.

EEP was designed by a Working Group that defined the schedule, procedures, and the Framework of Evaluation consisting of Outcomes (academic, social, community recognition); Provision of Educational Service (Teaching Planning and Articulation, teaching practices, monitoring, and evaluation); Leadership and Management, with a focus on self-evaluation and school improvement (Figure 5).

### **2.2.2. Scope**

The external evaluation programme scope is as follows:

- Public education and teaching institutions, including those for specialized artistic education.
- VET schools, public or private
- Private and cooperative education institutions
- By request of private and cooperative teaching institutions (not included in the previous point)

Inspectorate Website <sup>1</sup>

### **2.2.3. Principles**

Here is a summary of the principles:

- Universality: evaluation of all types of non-higher education establishments.
- Flexibility: adaptation to the diversity of teaching establishments;
- Respect for the autonomy and educational project of each school;
- Usefulness: contributing to the improvement of the provision of educational services by schools, as well as to the learning of children and students, school results and the educational system.
- Complementarity between internal and external evaluation, promoting self-evaluation as a strategy for organizational, curricular and pedagogical development of schools;

---

<sup>1</sup>[https://www.igec.mec.pt/upload/AEE3\\_2018/AEE\\_3\\_Amb\\_princ\\_objetivos.pdf](https://www.igec.mec.pt/upload/AEE3_2018/AEE_3_Amb_princ_objetivos.pdf)



- Sustainability, improvement, and consolidation of previous processes of external evaluation
- Involvement and participation of the educational community, reinforcement of trust and cooperation of actors in the education system
- Reinforcement of trust and cooperation on the part of the education system actors;
- Promotion of supervision of pedagogical practices, namely in the classroom;
- Evaluation based on concrete evidence, including statistical data provided by the Ministry of Education;
- Transparency, publicity of the process, instruments and results;
- Independence.

Inspectorate Website <sup>2</sup>

#### **2.2.4. Objectives**

The objectives of the external evaluation are as follows:

- Promote the quality of teaching, learning and inclusion of all children and students;
- Identify strengths and priority areas, with a view to improving the planning, management and educational action of schools;
- Assess the effectiveness of self-evaluation practices in schools;
- Promote a culture of participation on the part of the educational community;
- Contribute to a better public knowledge of the quality of work undertaken in schools;
- Produce information to support decision-making in the context of the development of educational policies.

---

<sup>2</sup>idem



## 2.2.5. Reference framework

The reference framework highlights a set of variables concerning the evaluation of networks. These variables are presented under the form of dimensions (Figure 2).

**Figure 4 – School evaluation dimensions and objects** (for more information see Annex 1)<sup>3</sup>

Dimensions	Objects
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 curriculum management
	Teaching, learning, assessment
	Planning and monitoring classwork
Results	Academic results
	Social Results
	Acknowledgement by the community

Inspectorate website<sup>4</sup>

Since 2006, the framework has been adjusted from one cycle to the next, in response to the recommendations of diverse stakeholders and in line with public policies and the purposes of the educational system. For example, in the second cycle, improvement plans were introduced to induce schools to take this initiative; in the third cycle, the improvement plans are not mandatory, but the evaluation framework started to include an indicator to assess curricular and pedagogical innovation, in line with the new curricular autonomy and flexibility policy and innovation plans.

<sup>3</sup> [https://www.igec.mec.pt/upload/AEE3\\_2018/AEE\\_3\\_Quadro\\_Ref.pdf](https://www.igec.mec.pt/upload/AEE3_2018/AEE_3_Quadro_Ref.pdf)

<sup>4</sup> Idem



## 2.2.6. Assessment scale

The domains are, in the final instance, assessed in accordance with a table of classifications (Box 1).

### Box 1. Assessment scale

#### CLASSIFICATION LEVELS OF THE FIVE DOMAINS

**Very Good:** predominance of strengths in all fields of analysis, including good practices and outstanding results. Both good practices and remarkable results are widespread.

**Good:** Strengths significantly outweigh weaknesses in most fields of analysis. Results are positive on most indicators, but there are still significant areas for improvement.

**Fair:** Strengths outweigh weaknesses in most fields of analysis, but action is not yet generalized or sustained. Results are positive on most indicators, but there are still important gaps and the improvement in recent years is not evident.

**Weak:** weaknesses outweigh strengths or there are important areas that need urgent improvement. The results are overall negative and do not show a consistent improvement trend.

## 2.2.7. The team of evaluators

In the first two cycles, teams were made up of three elements – two inspectors and an external expert. In the third cycle teams are made up of two inspectors and two external experts (specialists, teacher/researcher in higher education, or retired primary/ secondary education teacher, or from other areas of activity). The team was/is coordinated by an inspector, who will also be the responsible for the final report.



## 2.3. The inspection event: phases of the intervention

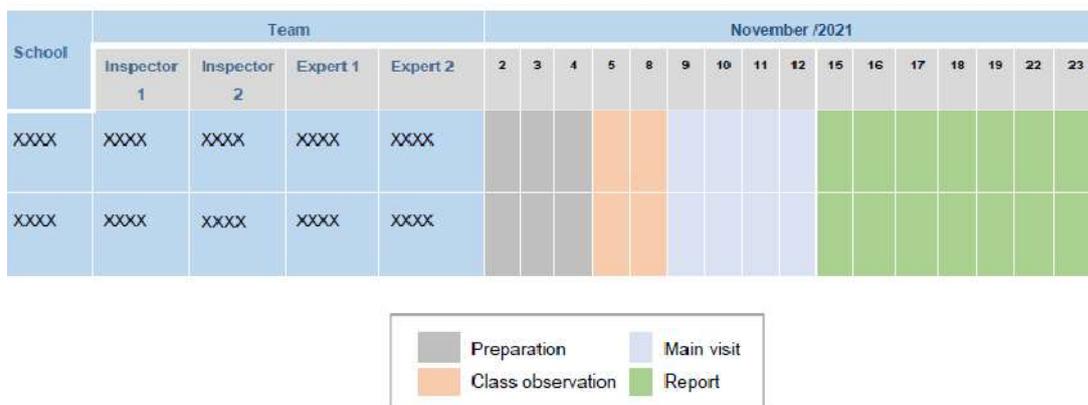
### 2.3.1. Preparing the visits: document analysis and satisfaction questionnaires

From the point of view of the external evaluators, the evaluation process can be divided in two stages: a preparation stage for the visit and on-site visit to the school clusters (Figure 5).

Before visiting the SC, the team analyses the presentation document sent by the SC, and other key documents (e.g., data on the school profile produced by the Inspectorate, based on data (statistics) provided by the services from the Ministry of Education), as well as documents considered to be core of educational action (e.g., Educational Project, Rules of Procedure, Annual Activity Plan, etc.)

Also, on-line questionnaires are applied prior to the visits, to students, parents, and guardians, teachers, and non-teaching staff.

Figure 5 - Timeframe of the external evaluation of schools (an example)



### 2.3.2. Visiting the networks: interviewing and observing the clusters

In the 1<sup>st</sup> and 2<sup>nd</sup> cycles the duration of the visit was, on average, two/three days, according to a specific schedule. In the 3<sup>rd</sup> cycle it lasts between three to five days, and may, by decision of the Inspector General, be extended when SC have a high number of schools. Agendas have a standard structure that can be adjusted between the



evaluation team and the director, a few days before the school visit starts. Agendas include some time for meetings of the team during the school visit (Annex 2).

The focus group interviews are aimed to collect the opinions/perceptions of several actors, and to explain, and validate the inferences that result from the document analysis. There are 11/12 focus group interviews carried out with the following actors: the General Council, the Principal and the team management, representatives of the Municipality, representatives of Parents and Guardians; Students and former students, Class Delegates and Student Association Representatives, Department Coordinators, Class Directors, Technical-Pedagogical Services, the Self-Evaluation Team, and non-teaching staff, among others (Annex 2). Participants in each group of respondents are designated according to the rules set out in the work schedules. In the interview with the director and his/her team, at the end of the intervention, the evaluators give initial feedback on the evaluation carried out.

Direct observation is used to assess the quality and state of conservation of the facilities and equipment. Direct observation is carried out, intermittently, during the period of interviews. It consists in making previously planned visits to the different physical and pedagogical spaces of the school under evaluation (classrooms for subjects of different types, areas, domains and levels of education and training), canteens, bars, libraries, special education facilities and other socio-educational support, psychology and vocational guidance services, gyms, laboratories (natural sciences/biology, technological science, physics and chemistry, professional and vocational training equipment, ...). It implies contacts with different actors in the educational process.

Moreover, In the 3rd cycle, there is also the Observation of classes to gather information about teaching and learning process. Classroom observation is carried out prior to the main visit, in a set of classes of different levels of education defined by the external evaluation team. The main objectives are to collect evidence about inclusion practices, pedagogical relationship, among others to assess if they meet the policies underway (e.g., the new legislation about inclusion).

Specific focal points and guiding questions for observing teaching practice (Box 2, 3 and 4)



## Box 2. Guiding questions to observe Pedagogical Interaction

- How does the teacher organize the lesson? How does s/he manage space? With which materials/equipment?
- Which activities does he propose for the students? And for himself/herself? AND? What strategy does h/she use (participation, teaching...)?
- How are decisions made concerning the activity or classroom management? By the teacher? By the students? Negotiated?
- What happens when a student misbehaves? And when it is the group/class?
- What non-verbal language is used by the teacher? And by the students? With which purpose?
- Is there empathy in the teacher/student and student/teacher relationship? And among students?
- Are students' arguments valued? In what way? Are there opportunities to confront views and make choices?
- Is the teacher a challenging participant and does s/he encourage learning?
- How is group work carried out? What is learnt? Who decides what? Which responsibilities are there for students? - How are students given opportunities to interact in collaboration, cooperation, and mutual help?
- Do students solve relational problems peacefully and critically? And how does the teacher act when managing conflicts between students?
- How does the teacher anticipate action in the activity or classroom? How does s/he decide in face of a situation? - Is behaviour that promotes health, well-being and respect for the environment valued?
- Is there evidence of interaction of the subject being taught with school initiatives (interdisciplinary, project...)?
- Does the teacher recognise the contexts, cultures, and interests of each one in order to enhance/improve learning?
- Does the teacher interconnect his/her pedagogical practice with broader programmes (interdisciplinary, in development within the school cluster, local and national initiatives)?

## Box 3. Guiding questions to observe - Skills developed (According to the Profile of Students by the End of Compulsory Education).

- Are the competences of the Profile of Students by the End of Compulsory Education developed? Which? How? Is there space for students to express themselves? Is their participation encouraged and valued?
- Is encouragement given towards the divulgation, to the class/educational community of the assignments carried out?
- Is critical thinking, creativity and problem solving developed? How? Under what circumstances?
- Do students develop creative projects?
- Is thoroughness and perseverance in tasks encouraged?
- Are students held accountable for assignments taking place?
- Do students engage in activities, work, experiences with understanding, rigor, perseverance, reflection, and critical sense?
- Is systematization and reflection on the tasks and learning carried out promoted?



- Is there evidence of formative assessment practice (assessment for learning)? And summative?
- Are there self-evaluation and self-regulation practices? Which? When?
- Is the aesthetic and artistic aspect present in class practices? - What do students learn? Doing what? With what involvement?
- Which role does the acquisition of knowledge play/hold? What about attitudes/values/capabilities/procedures/socio-affective behaviour?
- Is it possible to experiment with different techniques/instruments and ways of working?
- Do activities/classes make use of various information sources and information and communication technologies? Is its use suitable for its intended purpose?
- Are opportunities given to exercise active citizenship in various situations? Which?

#### **Box 4. Guiding questions to observe Inclusion**

- Does the teacher pay special attention only to students with exceptional abilities or difficulties? Or, on the other hand, does h/she pay attention to every one of the students?
- Is tolerance present in teaching practices?
- Is there a content/thematic approach, then connected to everyday problems in the student's life and in the cultural and geographic environment?
- What happens when a student does not understand something? And when h/she expresses a query or a criticism?
- Do all students understand the instructions for carrying out activities?
- Do students value and enjoy body movement regardless of their skill level?
- Is there a diversity of strategies to respond appropriately to different students and groups?
- Does student mentoring take into account their characteristics and rhythms? How?

#### **2.3.4 Reporting and disseminating the evaluation of the networks**

In the final report, a characterization of the SC is made, as well as an evaluation by domain, and it is highlighted the strengths and areas for improvement<sup>5</sup>. After making the draft report available, the SC can present a contradictory response, in case they do not agree with it. Evaluation reports are public and available on the school's and Inspectorate's website, and in other state institutional platforms.

<sup>5</sup>[https://www.igec.mec.pt/content\\_01.asp?BtreeID=08&treeID=08/03/00/06&auxID=](https://www.igec.mec.pt/content_01.asp?BtreeID=08&treeID=08/03/00/06&auxID=)



### 3. Perceptions about the evaluation of networks

Characterized by its collaborative nature, whether in external or self-evaluation, in Portugal the evaluation of school networks includes diverse actors, from the school and the community, partners, and municipalities. To hear the actors and understand their perceptions about it, focus group and semi-structured interviews were conducted (Figure 6).

Figure 6 – Interviews

Code	Actor	Type of Interview
Int1	External Team [2 inspectors; 1 academic]	Focus Group
Int2	Self-evaluation team [6 teachers; 1 parent]	Focus Group
Int3	Self-evaluation team [6 teachers; 1 non-staff]	Focus Group
Int4 – Int12	School Heads	Semi structured

The main perceptions that result from the interviews are linked to the difficulties and benefits of networking, the weight of external evaluation over self-evaluation and the teams of evaluators performance.

#### 3.1. Benefits of networking and evaluation

One of the profits of network evaluation is the multiplicity of actors involved, which, according to the interviews, results in more informed improvement processes, requiring collaborative work and actors' commitment. As mentioned, processes are richer, and more egalitarian. Moreover, the Inspectorate evaluates how the network runs, by seeking *“to find out if the community, the stakeholders, are aware of the work that is carried out by schools in terms of self-evaluation”* (Int1). Likewise, it was mentioned the issue of sustainability of networks, namely the fact that the more the team of self-evaluation involves different actors, the more it contributes to the sustainability of evaluation (Int1). The same opinion is evidenced in other interviews, such as the one of a school head to whom *“the diversity of the team itself, gives me*



*that guarantee, of sustainability” (Int12), and of a representative of a Self-evaluation team who emphasised that the participation of the school community and the concern to mix old and new elements is vital to “ensure that the evaluation does not lose the knowledge acquired in the past, while ensuring its continuity and evolution” (Int2).*

Moreover, the external evaluators aim at SCs to have self-evaluation teams that are based on heterogeneous networks within the organization, involving non-teaching staff, student representatives and parents, to balance the power within SCs:

“(…) enrichment it brings to the discussion, which is carried out from different perspectives. The student's presence is beneficial to give students' opinions regarding the improvement of classroom conditions and the learning process. Non-teaching staff bring an outside perspective, from the playground, information that teachers do not know since they focus on the classroom space (indiscipline, insecurity, etc.). Parents convey their concerns and above all to verify whether the information is disclosed or not” (Int1).

This opinion was seconded by another external evaluator:

“It is very important to realize that the people in those panels actually coordinate with each other and talk to each other, and the process itself is a collective exercise, based on dialogue and the confrontation of ideas about the meaning of school; It's a professional development process” (Int1)

Furthermore, networking is highly valued by the Inspectorate, but also by schools:

“So, there is consultation throughout the year and sharing of tasks, sharing of knowledge, so there is all this over time, you cannot do this if there are not many people articulating with each other, if there are not many people to contribute, because some do the statistics, the other does this, because the coordinator takes it to the department and reflects and a document comes out of there, so this is a work of sharing and listening, and in its last phase it ends up being a work of negotiation” (Int10)

Besides, interviewees highly appreciate the involvement of the community:

“They[the Inspectorate] evaluate the way we work, that is, if we involve many stakeholders, if we communicate within the school cluster and if we reach everyone, involving everyone, which is not easy, but it is enriching, I recognize” (Int12).

“All the departments, all the teachers and the Parents' Association, the Students' Association of all schools [...] And the students also from the pre-



school and 1<sup>st</sup> cycle [primary]. We have student assemblies, and the school head also meets with them. [...] And even from the first cycle, the little ones” (Int5)

“Holding various thematic panels, pedagogical meetings, team training and not with isolated people, this is how I improve the organization and how our cluster is successful in having collaboration” (Int14)

A representative of the self-evaluation teams even recalls a discussion during an inspection event, giving information on how the SC managed to involve so many actors together:

“Can you imagine... they [external evaluators] were looking at a set of issues and ask why we did it that way, if we didn't consider other options, etc. And we fought back, and we showed that we were holding seminars to share the information, and reflect, and syntheses that were produced to share our work, and we created ways to communicate better between all the schools in the cluster (...) it was one of the best discussions we had” (Int2)

However, working in a network is not easy, it is complex, and depends on the will of those involved, who sometimes must be encouraged to get out of their individualism and engage in interactions with others. So, working in a network and evaluating networks is something that takes place gradually:

“We tried to invest in terms of training and realize that to create our network we had to go slowly, by sectors. It cannot be an isolated thing, so it cannot be the team working in isolation. There is work here that has been done and at this moment, our concern was that self-evaluation really belonged to everyone” (Int3)

Sometimes, it is the inspection event that acts as a trigger and influence actors to get involved:

“In the beginning, people had a lot of difficulties in understanding the importance of the self-evaluation... not all teachers accepted this process (...) [but] we had the external evaluation, and we had a very good self-evaluation, and it increased the number of very good and excellent in teacher's appraisal, and some people started paying more attention to it.” (Int10)”

A strategy widely used to involve the different actors and ensure the dissemination and most successful implementation of improvement plans:



“We have people who are in the Pedagogical Council, in the General Council who belong to the self-evaluation team. It was easier to carry out dissemination, to engage people and to guarantee the execution of the improvement plan” (Int7).

In general, it is mentioned in the interviews that an added value of networking is the investment in collaborative work and the development of communication processes, namely in events and through documents:

“So, we also do meetings. For example, this seminar on good practices, we also do with non-teaching staff, with students, with the Parents Association, we also meet... How do I disclose documents? I make these documents as synthetic as possible, as simple as possible, preferably with tables, so that it is easy to look and understand the information” (Int3)

Like the inspection event, self-evaluation within SCs is network-based:

“And there we work a lot on the climate issue within the school cluster, for example. We work a lot on this issue, and there are always things to do, there are always things to improve, listen to the young people, this year we already held the meeting with them. Every year, we hold several meetings with students, so that they can say what is wrong so that we can improve, then we inscribe these actions in the school's improvement plan...(Int13)

“I'm just here to share that it was important to mobilize everyone to build this plan, otherwise it wouldn't have resulted” “It made a difference” (Int7)

### ***3.2. The relationship between external evaluation and self-evaluation***

Respondents are divided about the relationship between external evaluation and self-evaluation. Some considered self-evaluation an autonomous, deep process, because it is contextual based:

“I cannot see the self-evaluation dependent of the external evaluation. We were simply analysing and discussing issues that were important to our school cluster, many of which coincided with issues of external evaluation, but I have to say that I think our work was much richer and what was produced over the years and the influence it had on the school was much richer than the aspects that were highlighted by the External Evaluation team.” (Int2)



Others consider that the Inspectorate intervenes in self-evaluation because it guides schools to be improved by defining a set of areas considered to be deficient:

“I think it [the external evaluation] has a weight, I wouldn't say decisive, but it helps a lot in reflection” (Int3).

“We had to change, let's say we couldn't be blind, mute, and still, I mean, we had 'Enough' [in the previous evaluation] and then we had to move ourselves” (Int9)

“I see external evaluation as an opportunity for schools to improve their performance in all dimensions, in pushing us forward to oblige us, it is not about accountability because this idea we already had was already built from behind by previous directions, but it is from the perspective of defining levels of (I didn't want to call it excellence) in certain dimensions, but of improvement, of quality and that we have in fact achieved” (Int9)

In this regard, in some schools there is a difficulty in detaching from the external evaluation carried out by the Inspectorate:

“We find it difficult to practice self-evaluation in a completely autonomous way, we are still stuck to hierarchical issues, and we see the external evaluation as a delivery of our results to the Ministry. This issue of autonomy takes time...”(Int11)

In this respect, it is worth highlighting the valorisation of the Inspectorate's legitimizing power by school actors:

“It is a reliable source. So, it's someone, it's an authority to say so.... This was the stance, but it really is. A team, hierarchically superior, whether we like it or not, and that brings a look that is distinguished, since it comes in a formal way and because we believe and trust that it comes to help us and show which are the points that, effectively, we need to improve. Was it helpful? Yes, it was! (Int12)

“This is how it is, it is important to have this evaluation, to know, to listen, to discuss. Maybe we should focus on the knowledge that is transmitted to me by the evaluators. Because, that also allowed me, let's see, that panel, the inspector's speech, all this experience was also important for me to understand and have another perspective of the school. And this is important, to see, how shall I say, to have the external view, in the light of the referential and of what is supposed to do...because I also must understand here a little bit what the role of the Inspectorate is, which is an important role...” (Int3)



“Legitimate yes, maybe it is to legitimize to regularize some things, let's say, I'm still looking for the correct verb... I'm always saying to colleagues, “Be careful, I also have to be accountable”, there is the provision of accounts...” (Int5)

“The inspection event has a greater control, without a doubt, they control the process and control the results. For us, the results become reliable when the inspection validates them internally. We have our results, but they will only be reliable and viable when the inspection puts the stamp, saying it is either good or sufficient or very good” (Int7)

“I'm always saying that I also have superiors who also give me responsibilities. I must be accountable, so let's all work together for this accountability. Let's say that the inspection will also work a bit like, in addition to the legitimacy for the rendering of accounts, what we do is correct or not with the regulations, with the praxis, with the educational system, ...” (Int8)

“To be accountable, to normalize, to legitimize, to say that we are doing well” (Int11)

“I think it's very important to have the inspectorate's approval, in that sense, yes, its validation is crucial” (Int9)

“(...) we can say that in some way, self-evaluation above all, I don't know, and external evaluation, as well, through improvement plans, induces, legitimates good practices and undoubtedly induces, and legitimizes it in a more solid way” (Int13)

In other schools, self-evaluation has already achieved its own way, as an autonomous process, detached from external evaluation:

“We cannot work in the wake of inspection, because every school is a school” (Int10)

“For me, they come to see if we are complying or not, if things are in order, if there is a good practice and then, depending on that, we are classified and then we have the results validated. But the school has other references, we have the practice of having an annual self-evaluation since 2005” (Int5)

“We have been working on self-evaluation for a long time and we have created, over time, networks of interaction and sharing and people like it. We had the choice of indicators, the discussion of indicators, the knowledge that it gave us of the realities..., from secondary school for those who were not in secondary school, from the 1st cycle, from the 2nd and 3rd cycles..., very practical issues, the way we organized ourselves. There was one, uhm, moments of sharing and discovery, of learning. We even had to set up meetings with coordinators,



colleagues from other cycles, operational assistants, students, guardians, and it gave us a unique view of how it works, details of how it works in various areas.” (Int13)

### **3.3. The team 'factor'**

One of the aspects highlighted in the interviews is related to variations in the performance of the external teams:

“There are many feelings. An evaluation is still an evaluation; an inspector is still an inspector with all the negative charge that this can entail. I think this is a legacy of the past” (Int2)

“I think so [the team makes a difference]” (Int4)

“(…) with colleagues with whom I have spoken with, things have not worked the same way, it depends on the inspectors who come to the field” (Int14)

“Look, I took the trouble of reading all the reports written by the inspectors from the North, it has nothing to do with the reports from the inspectors from the South” (Int11)

“We felt that it had a lot to do with the personality and personality of the people who came [ah], who were curious people and who liked to know... Which is good! It was a work between peers, we appreciated that aspect, it was very interesting, but we also felt at the time that if it had been other people, maybe it would have gone differently... the type and questions, or the way it was done...” (Int6)

“This also has to do with the personality of the person who comes to evaluate” (Int15)

“It's just that we have almost three hundred years of control history, okay? We had several years with an Inquisition that controlled us. And then we had several years of adventures with the First Republic, which did not control anything, and then a series of years with the Estado Novo, which controlled it, and therefore, historically, we live in a process in which it is difficult to create a culture of evaluation as a people. (...) But we forget that our historical past was a past of control, and therefore whenever someone comes to control my reaction it is negative” (Int9)

One school head stressed that trust is fundamental to calm the evaluated and give them confidence:

“From my perspective, it's all around this issue, trust, the results, what are they going to do with the results, what are they for controlling me! Therefore, and this fear is an obstacle, even to participation” (Int12)



Diverse problems were identified that make vulnerable the confidence of those evaluated:

“The questions, the comments and the tone, the tone the used. There were indeed unpleasant panels. Ours, effectively, there were some issues ... the issue of class management, it was not necessary to talk like that with the teachers. In fact, it was as if they were getting a roasting!” (Int8)

“Despite that attitude, the results we had in the report were good. This, effectively, makes us believe that we are doing well, that the external evaluation is worth it, but the process was not pleasant. I don't know how I'll be able to mobilize again all the school cluster because there was discouragement there, a discredit.” (Int7)

“I think at the time, what we felt most was the question of the suspect's attitude. They came, especially the inspector, he came with a suspicious attitude” (Int3)

“... it depends on people's personalities... it can constraints [...] because the vast majority of teachers play defensively and therefore... they have fears, they have insecurities [...] this suspicion that remains in some people that the inspectors come to see and report the error...” (Int14)

The vulnerability that actors feel in the face of evaluators is also associated with the nature of the evaluation itself that causes people fear of making mistakes, of being sanctioned, leading them to attitudes of closure and defence:

“Some people were tense. I know some people on other panels were tense and that was the topic of conversation that day. People have prepared in advance for that moment. I think it's not as natural a visit as you might think, because it changes schedules, alters the daily life of a school. It changes the daily life of a school cluster, doesn't it. I think the whole cluster was prepared to receive them” (Int2)

“(...) in addition to the stress it causes - I don't know how many days before sending all that documentation, doing statistics, doing I don't know what, - creates a whole lot of pressure. All that stress of the documentation that has to be sent, stress of the constitution of the panels, it's the stress that something fails on the part of the management that shows up, it's the stress of those who are going to participate” (Int5)

“The panels, I think they went very well, but sometimes we feel that people get a little defensive” (Int6)



### **3.4. Evaluation for accountability and school improvement**

According to the interviews, school actors think evaluation is worth it, as it allows (and drives) the improvement of the network, and its control, through accountability:

“Evaluate in order to render accounts, to control (...) I believe it is in order to improve as well, I believe so” (Int15)

“(...) evaluation is important... - Evaluate to improve” (Int2)

“Later, when the report came, we took a deep breath and were happy [laughs] and we thought: that's it, after all... that's it! It was unpleasant, let's hope you guys don't come back here anytime soon [laughs], but in fact there is here... come on, come on! Let's be rational, let's enjoy it, since we suffered, let's enjoy the positive side. And then, ah, the report was analysed, first, by the internal evaluation committee and by the inspection, we tried here, effectively, to assess the important aspects, to make the improvement plan” (Int8)

“I think the external evaluation is very important. Think. I believe in external evaluation because evaluation and accountability must be cultural (...). And, therefore, I think that the school must be subject to external evaluation mechanisms, even in the sense that the school does not exist on its own, it exists in the role of a mission, right? (...) Therefore, the issue of external evaluation, for me, is seen in this perspective. We are a public service, of education and training, for me this is very peaceful, I have no problems, I deal very well with any inspection” (Int14)

“(...) the issue of accountability, for me, is a natural issue, isn't it. There must be transparency and, therefore, we all must know where we are at each moment and, therefore, the issue of results is fundamental” (Int12)

This idea has been reinforced by a self-evaluation team representative:

“Attention schools! We are here and we exist [the Inspectorate]. [...] if there is no one who comes from outside, some external element that comes to check, and to whom we are held account, all this falls into a routine with no control” (Int3)

Moreover, interviews reveal a willingness from school heads to carry out the evaluation:

“It was a very positive process. What could be improved, in my opinion? You don't realize a reality in three days, period.” (Int4)

“And maybe this evaluation shouldn't be every 4 years, or every 5 years, it should be annual, maybe we should have an inspector per schools, per council, that inspector who knew the schools and knew what's going on, and came and



helped and corrected here and corrected there, and we were permanently being evaluated without such stress” (Int6)

“I really would like that the model (...), that some things changed, I think the number of days is too few, and I think it should be more inside the classroom and less time with the panels, and the inspectors they should spend more time in the classrooms, because that's where you can see, because that's where you can say, you have to improve here and there to get the results” (Int10)

According to the interviews, accountability is better understood by SC management teams than by teachers who are not so receptive to it:

“No, school management internalizes it differently, we have responsibilities in managing the school cluster, (...) teachers do not have the concerns that I have: I am thinking about how to improve and make people work collaboratively, and getting better practices” (Int14)

“It’s different, teachers do care about school issues, but it’s different, they are not worried with being accountable “(Int10)

When the time comes, we'll do it", but whoever it is the school management, there is always a concern about accountability to parents, the community, the State, in short, about the improvements and results achieved” (Int7)

They [teachers] think 'When the time comes, we'll do it', but whoever is in charge is always concerned about always doing the best and ensuring that the educational project is carried out and improving, improving, and we have to do it one way or another, be accountable“(Int4)

### **3.5. Effects**

The effects of the evaluation of networks on the networks themselves are diversified. The responsibility that SCs feel to respond to the challenges posed by the evaluators is one of these effects:

“When the results come to our side, the onus comes to our side. We took the final report, and we are currently working on the weaknesses to improve, involving all schools... this is the picture they took of our schools” (Int14)

“I think it's important to have an external evaluation, I think, yes sir! I think that, in a way, it shows us the way forward and draws our attention to the areas that we should focus on” (Int13)

In some of the interviews it was mentioned that they are 'awakened' by the evaluators for aspects to be improved:



“The inspection team, of course, is a trained team that has a more professional focus on aspects that we, being so involved here in the process, may tend to bias. And indeed, having the inputs of someone who is specialized is very important, it is! We think that everything is going very well and sometimes... there is someone who wakes us up” (Int5)

“I am more awoken to certain details that are relevant to school life. But there it is, they were already there... They become more relevant because of the self-evaluation, what happened was that we started to pay more attention to them” (Int2)

Others refer it induces networking:

“Ah, I think the results we've obtained from the moment we started until now are the result of this evaluation, ... we thought our school was the best, but we didn't have a solid foundation that would allow us to say that effectively the cluster was providing a good service. Looking back, through so many meetings, a lot of discussion and reflection, and collaborative work ... I think we can say it's worth it. It's worth it because a lot of work has been done since then. There really was a change for better, which I think ... now that you mention evaluation and external evaluation, I think it's important.” (Int3)

A repercussion to be highlighted is the calming and aggregating feeling of 'mission accomplished' by schools:

The document [report] was made available to all sectors, it was made public. Then we did that job. “Come on, we are capable, let's go, let's give an answer, it must be! Let's go and mobilize again!”, that's it, and we managed to do the analysis by the departments, because it must be, not disregarding any of the sectors, but effectively involved all the departments, the general council, the pedagogical council, the parents' association, the non-teaching staff... and the students. Of course, the self-evaluation team played a leading role here. We built a grid indicating, to make it easier here, too, the contribution in which we put the strengths and weaknesses on the left side, what had been said by the inspection and then what was the strategy they suggested, etc.” (Int15)

Equally noteworthy are the learnings that result from these processes:

“Project work methodology, which was not yet implemented, with this experience I was able to better understand how we can design a project in general terms. Also, a whole new language that was not part of my training and I ended up learning a lot from it” (Int6)

“We now understand better which mechanisms and routines allow us to have a sustainable evaluation, as the external evaluators told us” (Int8)



“What was important to us? It is the production of documents, there is always the production of quarterly commission documents, which are passed on to the departments to reflect, the meetings that are later made final documents, the improvement plan, the action plan, that is all done... ”(Int4)

“(…) for our cluster, which is very big, very big... what allowed us to improve quality, I think, I'm sure... it was the contact with people, the transmission of knowledge. Much has been done not only for reading but also for sharing ideas and over the years, whether with inspectors or colleagues, with training actions, in dialogic gatherings with the community and learning, listening, discussing, reflecting, and deciding (Int11)”

Also, an emphasis is given to the ability to aggregate people and involve them in the network:

“The distance is big, isn't it, mainly because our SC is a mega organization and the option was always to represent, no one can be forgotten, everyone has to be on the network” (Int13)

“We involve all the people. So, I think the whole group is collaborating. All! We draw up this plan... But even when we don't have the inspection, the practices, as X says, are imbedded. We had the departmental meetings two weeks ago, and now as well. We had the journeys with the community. For what? To reflect and debating on the results of the 3rd term. So, this is already rooted in the school cluster, it is already mechanized. All departments, all – 1st cycle, 2/3, biology, mathematics, Portuguese, English, I don't know... philosophy. we make the articulation between cycles, and there is a debate about the transitions of students to another cycle. The schools are all present, it is very rich according to the inspectors (Int3)

Events to create the context for people to interact are referred to:

“The evaluation showed us that we are on the right track. We then have quarterly meetings, meetings with sectors, meetings at schools... In addition to these quarterly meetings, we then have meetings by sector because we have operational groups, that is, the employee representative, for example, takes the information, identifies, has the action plan, see the weaknesses, and meet with your peers. And we met with them and asked them to release all the information. At the same time, we meet with employees or their representative, listening to problems, making proposals and suggestions. We also go to all the schools, we make visits to the schools to see on the spot if, in fact, things are being done” (Int7)

“We do it regularly, and this is not, allow me the expression, it is not for the inspector to see. We effectively hold assemblies of delegates and sub-



delegates; discussion groups with parents, students and academics, people from the community, and the evaluators considered it an asset” (Int2)

“Well, even in the classroom, there was more monitoring, more collaborative work among teachers, assessment of work methodologies, for example, working together in laboratories, working together in math classes, working together on various things” (Int10)

Sometimes, more symbolic repercussions emerge:

“We achieved something extremely important: we had a united school, our school cluster become aware that, effectively, we all have to work towards the same end, and we have to believe in the work we do, and this was important.” (Int11)

“The cluster was different with the visit of the inspectors here. I think. New paintings even appeared on the walls of the schools (...) then they remained... maybe that was an impact, maybe the school's decor. I noticed that the management team was also more present...closer to people. (...) I think that perhaps we needed more external evaluations so that the effects on the life of the school cluster could be felt daily. I think a school has a life of its own. These evaluations can help to reflect on certain aspects” (Int3)

Noteworthy is the role played by evaluation in the formation of a cluster, as revealed by the school head:

“In the constitution of the SC, the big change was... I assumed it was necessary, for the team to be sufficiently representative of the various cycles and teaching levels and of the various schools in the cluster, they are 6 schools... So, I wanted the schools to be represented in their own identity; and the various cycles and levels of education were also represented. Therefore, we sought to bring to the team people that would bring legitimacy, they would be recognized by colleagues as someone who thinks and reflects and represents his/her school. It made them to know better each other and create sense of belonging. And, therefore, this was basically the big change” (Int12)



## Conclusions

In Portugal, the public network of schools is mainly organized in Clusters (networks of schools under a single government body), which are made of schools of different education levels, and cycles of education that operate under a common pedagogical project. School Clusters are mandated and exist at a national level.

In such a context made of heterogeneous networks of schools, the evaluation is carried out combining self-evaluation and external evaluation. The first is developed by School Clusters and is aimed at finding internal improvement solutions; the second is carried out by the Inspectorate of education to control the quality of the results and produce a classification. Self-evaluation feeds internal accountability processes, but also external as it constitutes one of the dimensions of external evaluation. As it can be seen, it is contextual based and autonomous, but it can be more or less detached from external evaluation. The external evaluation has accountability purposes and involves different actors in more than 10 focus group carried out with the external evaluators (e.g., students, principals, inspectors, academics, parents, non-teaching staff, Technical-Pedagogical Services, municipalities). In this context, accountability is combined, as there is centralized inspection on standardized framework (external evaluation) and bottom-up monitoring by school clusters (self-evaluation). Also, it is a brokered governance (located at the school home) with one single governing body (The School Head and his team) coordinating the network and the collaboration between members.

Therefore, the Portuguese school evaluation is polycentric, because it is an evaluation of networks that entails collective processes, based on the interactions of all the actors that participate in the self-evaluation and in the external evaluation. The schools that integrate the networks (clusters) are of different levels and cycles of education and are evaluated in the articulation that they manage to establish among themselves, and among their teachers (involvement and participation of actors is one of the principles of the evaluation, as well as strengthening the trust and cooperation between them - see 2.2.3). Therefore, the evaluation of the network is also the evaluation of the



connections within it, the way the network interacts, reflects, and decides, with an aim to improve quality, educational success, demand, and responsibility, and to ensure school clusters can build a culture of continuous improvement (PORTUGAL, 2002), relying on self-determination and autonomy of school clusters to adopt best practices.

Moreover, the sanctions that result from the evaluation are mainly social, as the result (final report) is disseminated to the community, being made available on the Inspectorate website, and discussed by everyone in the school cluster with improvement purposes.

To conclude, even though the evaluation of networks is developed by the Inspectorate it is symptomatic of horizontal governance, promoting diversity, self-organization, and collaboration within the network. However, it should be noted an ambivalence that subsists between vertical network governance (the main role played by the Inspectorate) and horizontal governance (collective action of the various actors participating in the various networks), which is reflected in several aspects, such as, the posture of external evaluators, the attitude of school cluster actors, the ability to make self-evaluation autonomous from external evaluation, among others.



## References

Brown, M., Namara, G Mc, O'Hara, J., & Shevlin, P. (2020). Polycentric inspection: A catalyst for sparking positive interactions in educational networks. *Evaluation*, 26(1), 76–97.

Ehren, M., Janssens, F., Brown, M., McNamara, G., O'Hara, J., & Shevlin, P. (2017). Evaluation and decentralised governance: The case of inspections in polycentric education systems. *Journal of Educational Change* 18(3): 365–83.

PORTUGAL (2008). Decree-Law No. 75/2008, of April 22<sup>nd</sup>.  
<https://files.dre.pt/1s/2008/04/07900/0234102356.pdf>

PORTUGAL (2002). Law No. 31/2002, of December 20<sup>th</sup>.  
<https://files.dre.pt/1s/2002/12/294a00/79527954.pdf>

PORTUGAL (2000). Regulatory Decree No. 12/2000, of August 29<sup>th</sup>.  
<https://files.dre.pt/1s/2000/08/199b00/44174420.pdf>

PORTUGAL (1997). Normative Order 27/97, of June 2<sup>nd</sup>.  
<https://files.dre.pt/1s/1997/06/126b00/26672669.pdf>



## ANNEXES

### Annex 1 – Detailed framework

The referents used in the third cycle of school evaluation (in progress) is presented in a systematic way<sup>6</sup>. The referents include domains, fields of analysis, referents and indicators that support the analysis of school results reports, structuring documents, satisfaction questionnaire data, classroom observation data, direct observation of educational spaces and interview data:

#### a) Self-evaluation

Analysis Fields	Referents	Indicators
1. Development	Organization Development and sustainability of self-evaluation	<ul style="list-style-type: none"><li>- Systematic school self-evaluation procedure(s)</li><li>- Intersection of the school's self-evaluation with the other assessment processes that take place at school</li><li>- Comprehensive listening and community participation</li></ul>
	Educational planning strategic of self-evaluation	<ul style="list-style-type: none"><li>- Appropriateness of self-evaluation to the school reality.</li><li>- Centrality of the teaching and learning process</li><li>- Existence of communication and reflection strategies on the results of self-evaluation with the educational community</li></ul>
2. Consistency and impact	Consistency of practices of self-evaluation	<ul style="list-style-type: none"><li>- Broad scope of the data collection process.</li><li>- Accuracy of the data analysis process.</li><li>- Continuous improvement of the process of self-evaluation.</li><li>- Monitoring and evaluation of improvement actions.</li></ul>
	Impact of self-evaluation practices	<ul style="list-style-type: none"><li>- Evidence of self-evaluation in school organisational improvement.</li><li>- Evidence of self-evaluation in improving curriculum development.</li><li>- Evidence of self-evaluation in improving the teaching and learning process.</li><li>- Evidence of self-evaluation in defining continuing training needs and assessing their impact.</li><li>- Evidence of the contribution of self-evaluation to the improvement of inclusive education (implementation of curriculum measures, allocation of resources and functioning of support structures).</li></ul>

<sup>6</sup>[https://www.igec.mec.pt/upload/AEE3\\_2018/AEE\\_3\\_Quadro\\_Ref.pdf](https://www.igec.mec.pt/upload/AEE3_2018/AEE_3_Quadro_Ref.pdf)



## b) Leadership and management

Analysis fields	Referents	Indicators
1. Vision and strategy	Strategic vision oriented towards the quality of learning	<ul style="list-style-type: none"> <li>- Clear definition of the vision that supports the action of the school with a view to achieving the Profile of Students by the End of Compulsory Education</li> <li>- Vision shared by different educational actors and mobilising their action.</li> </ul>
	School guidance documents	<ul style="list-style-type: none"> <li>- Clarity and coherence shared by the guiding school guidance documents.</li> <li>- Clarity and coherence of defined objectives, goals and strategies within the educational project</li> <li>- Relevance of the curriculum options contained in the school documents for the development of all areas of competence considered in the <i>Profile of Students by the End of Compulsory Education</i></li> </ul>
2. Leadership	Mobilization of educational community	<ul style="list-style-type: none"> <li>- Orientation of action towards the fulfilment of educational goals and objectives.</li> <li>- Motivation of people, professional development and conflict management.</li> <li>- Encouraging different educational actors to participate in the school life.</li> <li>- Valuing the different levels of leadership, including intermediate leadership.</li> </ul>
	Development of projects, partnerships and solutions that promote the quality of learning	<ul style="list-style-type: none"> <li>- Encouraging the development of innovative projects and solutions.</li> <li>- Evaluation of the effectiveness of projects, partnerships and solutions.</li> <li>- Partnerships with other institutions and community agents that mobilise resources and thus promote the quality of learning.</li> </ul>
3. Management	Management practices and organisation of children and students	<ul style="list-style-type: none"> <li>- Existence of pedagogical criteria in the constitution and management of groups and classes</li> <li>- Flexibility in managing work with groups and classes</li> <li>- Existence, consistency and dissemination in the educational community of criteria in the application of disciplinary measures to students - Involvement of students in school life.</li> </ul>
	School environment	<ul style="list-style-type: none"> <li>- Promoting a challenging school environment for learning.</li> <li>- Promotion of a safe, healthy and ecological school environment.</li> <li>- Promotion of a socially welcoming, inclusive and friendly school environment.</li> </ul>
	Organisation, allocation and training of human resources	<ul style="list-style-type: none"> <li>- Distribution and management of human resources according to the needs of children and students.</li> <li>- Management of resources that value people, their professional development and well-being</li> <li>- Human resource management that promotes autonomy and organisational diversity.</li> <li>- Practices of continuous training of professionals, on the initiative of the school, appropriate to the identified needs and their pedagogical priorities.</li> </ul>



	Organisation and allocation of material resources	<ul style="list-style-type: none"><li>- Options taken with positive impacts on the quality of learning.</li><li>- Options made taking into account the needs and expectations of all children and students.</li><li>- Options monitored and adjusted when necessary.</li></ul>
	Internal and external communication	<ul style="list-style-type: none"><li>- Diversity and effectiveness of internal and external communication circuits.</li><li>- Thoroughness in reporting data to the competent authorities.</li><li>- Adequacy of information to the target audience. - Access to school information by the educational community - Disclosure of information respecting ethical and deontological principles.</li></ul>



### c) Provision of Educational Services

Analysis Fields	Referents	Indicators
1. Personal Development and well-being of the children and the students	Strategic vision oriented towards the quality of learning	- Clear definition of the vision that supports the action of the school with a view to achieving the Profile of Students by the End of <i>Compulsory Education</i> - Vision shared by different educational actors and mobilising their action.
	School guiding documents	- Clarity and coherence among the school's guiding documents. - Clarity and coherence of the objectives, goals and strategies defined in the educational project. - Relevance of the curriculum options contained in the school documents for the development of all areas of competence considered in the Profile of Students by the End of Compulsory Education.
2. Educational offer and curriculum management	Mobilisation of the educational community	- Guidance for action to meet educational goals and objectives. - Motivation of people, professional development and conflict management. - Encouraging different educational actors to participate in the school life. - Valuing the different levels of leadership, including intermediate leadership.
	Development of projects, partnerships and solutions that promote the quality of learning	- Incentive to the development of innovative projects and solutions. - Evaluation of the effectiveness of projects, partnerships and solutions. - Partnerships with other institutions and community agents that mobilise resources and thus promote the quality of learning.
3. Teaching/ Learning/ Assessment	Practices of management and organisation of children and students	- Existence of pedagogical criteria in the constitution and management of groups and classes. - Flexibility in managing work with groups and classes - Existence, consistency and dissemination in the educational community of criteria in the application of disciplinary measures to students. - Involvement of students in school life.
	School environment	- Promoting a school environment favourable for learning - Promotion of a safe, healthy and ecological school environment. - Promotion of a socially welcoming, inclusive and friendly school environment.
	Organisation, allocation and training of human resources	- Distribution and management of human resources according to the needs of children and students. - Management of resources that value people, their professional development and well-being. - Human resource management that promotes autonomy and organisational diversity. - Practices of continuous training of professionals, according to the initiative of the school, appropriate to the identified needs and their pedagogical priorities.
	Organisation and allocation of material resources	- Options taken with positive impact on the quality of learning. - Options made taking into account the needs and expectations of all children and students. - Options monitored and adjusted when necessary



	Internal and external communication	<ul style="list-style-type: none"> <li>- Diversity and effectiveness of internal and external communication circuits.</li> <li>- Rigor in reporting data to the competent authorities.</li> <li>- Adequacy of information to the target audience.</li> <li>- Access to school information by the educational community.</li> <li>- Disclosure of information respecting ethical and deontological principles.</li> </ul>
4. Planning and follow-up of the educational and teaching practices	Self-regulatory mechanisms	<ul style="list-style-type: none"> <li>- Consistency of self-regulatory practices in curriculum development.</li> <li>- Contribution of self-regulation to the improvement of teaching practices.</li> </ul>
	Peer regulatory mechanisms and collaborative work -	<ul style="list-style-type: none"> <li>- Consistency of peer regulatory practices.</li> <li>- Forms of systematic collaboration at different levels of planning and development of teaching activities.</li> <li>- Sharing of relevant scientific-pedagogical practices.</li> <li>- Reflection on the effectiveness of the different teaching and learning methodologies applied.</li> <li>- Contribution of peer regulation to the improvement of teaching practice.</li> </ul>
	Regulatory mechanisms used by leaders	<ul style="list-style-type: none"> <li>- Consistency of regulatory practices by leaders.</li> <li>- Contribution of regulation by leaders to the improvement of teaching practice.</li> </ul>



#### d) Results

Analysis Fields	Referents	Indicators
<p>1. Academic Results</p> <p>(These indicators should be evaluated by comparison to national averages for students with identical socio-economic backgrounds or with similar educational achievements, whenever possible. One must also take into account the way in which, in the last years, these indicators have evolved in each school.)</p>	Results of general basic education	<ul style="list-style-type: none"> <li>- Percentage of students in the school that complete the 1st cycle (Primary School) within four years after entering the 1st year.</li> <li>- Percentage of students in the school who complete the 2nd cycle within two years after enrolling in the 5th grade.</li> <li>- Percentage of school students with direct successful paths in the 3rd cycle.</li> </ul>
	Results of secondary scientific humanistic education	- Percentage of students at the school with direct successful paths in the scientific-humanistic area.
	Vocational secondary education results	- Percentage of students in the school who complete secondary vocational education within three years of enrolling, among those who came directly from the 3rd cycle.
	Outcomes of specialised artistic secondary education	- Percentage of students in the school who complete specialised artistic education within three years of attendance, among those who came directly from the 3rd cycle.
	Results of other training possibilities/opportunities	- Completion rates within number of years foreseen.
	Adult education and training results	<ul style="list-style-type: none"> <li>- Percentage of adults certified (totally) in courses of adult education and training, in view of those who enrolled.</li> <li>- Yearly transition fees (with completion of all modules) of students enrolled in face-to-face recurrent secondary education.</li> </ul>
	Outcomes for equity, inclusion and excellence	<ul style="list-style-type: none"> <li>- Outcomes of students from disadvantaged socioeconomic backgrounds, immigrants or culturally differentiated groups.</li> <li>- Results of students with a technical-pedagogical report, individual educational programme and/or individual plan of transition.</li> <li>- Results of development and appreciation of outstanding students.</li> <li>- Results are internally asymmetrical.</li> </ul>



2. Social Results	Participation in school life and taking on responsibilities	<ul style="list-style-type: none"> <li>- Activities carried out at school on the initiative of children and students.</li> <li>- Participation of children and students in school initiatives for personal training and citizenship.</li> <li>- Participation of students in different structures and school bodies.</li> <li>- Percentage of students held back due to absenteeism.</li> </ul>
	Compliance with rules and discipline	<ul style="list-style-type: none"> <li>- Percentage of occurrences in which disciplinary measures were applied.</li> <li>- Standards and code of conduct.</li> <li>- Methods of handling disciplinary incidents.</li> </ul>
	Solidarity and citizenship	<ul style="list-style-type: none"> <li>- Voluntary work.</li> <li>- Solidarity actions.</li> <li>- Actions to support inclusion.</li> <li>- Actions of democratic participation.</li> </ul>
	Impact of schooling on the path of students	<ul style="list-style-type: none"> <li>- Academic integration of students</li> <li>- Professional integration of students.</li> <li>- Placement of students with an individual transition plan in after-school life.</li> </ul>
3. Recognition from the community	Degree of satisfaction of the educational community	<ul style="list-style-type: none"> <li>- Student perceptions about the school.</li> <li>- Parent perceptions of the school.</li> <li>- Perception of other community entities about the school.</li> </ul>
	Valuing student achievements	<ul style="list-style-type: none"> <li>- Initiatives designed to enhance academic results.</li> <li>- Initiatives aimed at enhancing social results.</li> </ul>
	Contribution of the school to the development of the surrounding community	<ul style="list-style-type: none"> <li>- Social recognition at the local and national levels.</li> <li>- School involvement in local initiatives.</li> <li>- Provision of school spaces and equipment for community activities.</li> <li>- Participation of adults in education and training events.</li> </ul>



## Annex 2–Work agendas/Schedules

### WORK AGENDA 1 A

**School with secondary Education/comprising a High School and eventually the 2nd and 3rd cycles of Basic Education**

Hours		Day 1
9:00 - 10:30		Presentation session (open to members of the educational community)
11:00 - 12:30		Interview with the general council
12:30		<i>Lunch break</i>
14:00 - 15:30		School visit
16:00 - 17:30		Interview with the self-evaluation team
Hours		Day 2
9:30 - 11:30		Interview with department and course coordinators; staff in charge of other educational coordination structures and pedagogical supervision and of the training and monitoring section of the CFAE (training centre of school association)
12:00 - 12:30		Meeting of the external evaluation team
12:30		<i>Lunch break</i>
14:00 - 16:00		Interview with class head teachers and their department coordinators
16.30 - 17.30		Interview with representatives of the parent and guardian union and parent representatives
Hours		Day 3
9:00 - 10:00		Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting inclusive education
10:00 - 11:00		Meeting of the external evaluation team
11:30 - 12:30		Interviews to students,
12:30		<i>Lunch break</i>
14:00 - 15:00		Interview with staff performing technical work/tasks and school support staff employees



15:30 - 16:30	Interview with representatives of companies, representatives of the municipality and other representatives of the local community
Hours	Day 4
9:00 - 10:00	Meeting of the external evaluation team
10:00 - 11:00	Interview with teachers without coordination duties – teachers and trainers from professional courses included
11:30 - 12:30	Interview with elements of the educational community who the team considers important (e.g., teachers/trainers/students and/or teachers whose classes were observed...);
12:30	<i>Lunch break</i>
14:00 - 15:00	Meeting of the external evaluation team
15:00 - 16:30	Interview with the principal and his team (includes presentation of the first considerations about the evaluation carried out).



## WORK AGENDA 1B

### Professional School (State or Private)

Hours	Day 1
9:00-10:30	Presentation session (open to members of the educational community)
11:00-12:30	Interview with the general council/advisory body/ ownership entity
12:30	<i>Lunch break</i>
14:00-15:30	Visit to the school
16:00-17:30	Interview with the self-evaluation team
Hours	Day 2
9:00-10:00	Interview to students, former students and student union
10:00-11:00	Meeting of the external evaluation team
11.00-13:00	Interview with course coordinators, and supervisors
13:00	<i>lunch break</i>
14:30 -15:30	Interview with staff performing technical work/tasks and school support staff employees/ administrative and auxiliary staff
16:00-17:00	Interview with representatives of the parent and guardian union and others in representation of class student parents
Hours	Day 3
9:00 – 10:00	Meeting of the external evaluation team
10:30-12:30	Interview with department coordinators; staff in charge of other structures of educational coordination and pedagogical supervision and head of continuous assessment
12:30	<i>Lunch break</i>
14:00-15:00	Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting inclusive education
15:30-17:00	Interview with class head teachers and their department coordinators



## A NEW APPROACH IN INSPECTION: A POLYCENTRIC MODEL

POLYCENTRIC MODEL – 2019-1-TR01-KA201-077307

Hours	Day 4
9:00-10:00	Interview with teachers and teacher trainers without coordination duties
10:00-11:00	Interview with elements of the educational community who the team considers important (e.g., teachers/trainers/students and/or teachers whose classes were observed...);
11:30-12:30	Interviewing tutors, company representatives, authority representatives and other local community representatives
12:30	<i>Lunch break</i>
14:00-15:00	Meeting of the external evaluation team
15:30-17:00	Interview with the principal and his team (includes presentation of the first considerations about the evaluation carried out).



## WORK AGENDA 1C

### Private Educational and Cooperative Establishment including secondary Education (eventually 2nd and 3rd cycles)

Hours	Day 1
9:00-10:30	Presentation session (open to members of the educational community)
11:00-12:30	Interview with entity holder
12:30	<i>Lunch break</i>
14:00-15:30	School visit
16:00-17:30	Interview with the self-evaluation team
Hours	Day 2
9:30-11:30	Interview with department and course coordinators; staff in charge of other structures of educational coordination and pedagogical supervision and head of continuous assessment
12:00-12:30	Meeting of the external evaluation team
12:30	<i>Lunch break</i>
14:00-16:00	Meeting of the external evaluation team
16.30-17.30	Interview with representatives of the parent and guardian union and others in representation of class student parents
Hours	Day 3
9:00-10:00	Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting inclusive education
10:00-11:00	Meeting of the external evaluation team
11:30-12:30	Interview to students, former students and student union
12:30	<i>Lunch break</i>
14:00-15.00	Interview with administrative and auxiliary staff



A NEW APPROACH IN INSPECTION: A POLYCENTRIC MODEL

POLYCENTRIC MODEL – 2019-1-TR01-KA201-077307

15:30-16:30	Interviewing company representatives, municipality representatives and other local community representatives
Hours	Day 4
9:00-10:00	Meeting of the external evaluation team
10:00-11:00	Interview with teachers without coordination duties – teachers and trainers from professional courses included
11:30-12:30	Interview with elements of the educational community who the team considers important (e.g., teachers/trainers/students and/or teachers whose classes were observed...);
12:30	<i>Lunch break</i>
14:00-15:00	Meeting of the external evaluation team
15:00-16:30	Interview with the pedagogical principal and his team (includes presentation of the first considerations about the evaluation carried out).



## WORK AGENDA 1D

### Educational Private and Cooperative establishment with nursery school education, Basic and eventually secondary education

Hours		Day 1
9:00-10:30		Presentation session (open to members of the educational community)
11:00-12:30		Interview with entity holder
12:30		<i>Lunch break</i>
14:00-15:30		Visit to the school
16:00-17:30		Interview with the self-evaluation team
Hours		Day 2
9:00-12:00		Visiting nursery and primary school classrooms. Interview with 4th graders.
Visit 12:00-12:30		Meeting of the external evaluation team
12:30		<i>Lunch break</i>
14:00-16:00		Interview with department and course coordinators; staff in charge of other structures of educational coordination and pedagogical supervision and head of continuous assessment
16.30-17:30		Interview with representatives of the parent and guardian union and others in representation of class student parents
Hours		Day 3
9:00-10:00		Interview to students, former students and student union
10:00-11:00		Meeting of the external evaluation team
11:00-13:00		Interview with class head teachers and their department coordinators
13:00		<i>Lunch break</i>
14:30-15:30		Interview with administrative and auxiliary staff
16:00-17:00		Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting inclusive education



A NEW APPROACH IN INSPECTION: A POLYCENTRIC MODEL

POLYCENTRIC MODEL – 2019-1-TR01-KA201-077307

Hours	Day 4
9:00-10:00	Meeting of the external evaluation team
10:00-11:00	Interview with teachers without coordination duties – teachers and trainers from professional courses included
11.30-12:30	Interview with elements of the educational community who the team considers important (eg, teachers/trainers/students and/or teachers whose classes were observed...);
12:30	<i>Lunch break</i>
14:00-15:00	Interview with representatives of companies/businesses, municipality representatives and others in representation of the local community
15:00-16:00	Meeting of the external evaluation team
16:00-17:30	Interview with the pedagogical principal and his team (includes presentation of the first considerations about the evaluation carried out).



## WORK AGENDA 1 E

### School of Specialised Arts

Hours		Day 1
9:00-10:30		Presentation session (open to members of the educational community)
11:00-12:30		Interview with general council/ interview with entity holder
12:30		<i>Lunch break</i>
14:00-15:30		School visit
Hours		Day 2
16:00-17:30		Interview with the self-evaluation team
9:00-10:00		Interview to students, former students and student union
10:00-11:00		Meeting of the external evaluation team
11:00-13:00		Interview with representatives of other schools
13:00		<i>Lunch break</i>
14:30-15:30		Interview with administrative and auxiliary staff
16:00-17:00		Interview with representatives of the parent and guardian union and others in representation of class student parents
Hours		Day 3
9:00-10:00		Meeting of the external evaluation team
10:30-12:30		Interview with course coordinators; staff in charge of other structures of educational coordination and pedagogical supervision and head of continuous assessment
12:30		<i>Lunch break</i>
14:00-15:00		Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting inclusive education
15:30-17:00		Interview with class head teachers and their department coordinators



Hours	Day 4
9:00-10:00	Interview with teachers and trainers without coordination duties
10:00-11:00	Interview with elements of the educational community who the team considers important (e.g., teachers/trainers/students and/or teachers whose classes were observed...);
11:30-12:30	Interview with partners, representatives of the municipality and other representatives of the local community
12:30	<i>Lunch break</i>
14:00-15:00	Meeting of the external evaluation team
15:30-17:00	Interview with the pedagogical principal and his team (includes presentation of the first considerations about the evaluation carried out).



## WORK AGENDA 2A

**School cluster with one school only with 2nd and 3rd cycles and/or Secondary Education (Nursery School Education, Basic or Secondary Education)**

Hours		Day 1
9:00-10:30		Presentation session (open to members of the educational community)
11:00-12:30		Interview with the general council
12:30		<i>Lunch break</i>
14:00-15:30		Visit to the cluster headquarters school
16:00-17:30		Interview with the self-evaluation team
Hours		Day 2
9:00-12:00		Visit to kindergartens and basic education schools comprising 1 <sup>st</sup> cycle (primary school) . Interview to 4 <sup>th</sup> graders.
12:00-12:30		Meeting of the external evaluation team
12:30		<i>Lunch break</i>
14:00-16:00		Interview with department and course coordinators; staff in charge of other educational coordination structures and pedagogical supervision and of the training and monitoring section of the CFAE (school clusters/schools training centres)
16.30-17:30		Interview with representatives of the parent and guardian union and others in representation of class student parents
Horas		Day 3
9:00-10:00		Interview to students, former students and student union
10:00-11:00		Meeting of the external evaluation team
11:00-13:00		Interview with class head teachers and their department coordinators
13:00		<i>Lunch break</i>
14:30-15:30		Interview with auxiliary staff and technical assistants
16:00-17:00		Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting inclusive education
Hours		Day 4



9:00-10:00	Meeting of the external evaluation team
10:00-11:00	Interview with teachers without coordination duties – teachers and trainers from professional courses included
11:30-12:30	Interview with elements of the educational community who the team considers important (e.g., teachers/trainers/students and/or teachers whose classes were observed...);
12:30	<i>Lunch break</i>
14:00-15:00	Interview with business representatives, representatives of the municipality and other representatives of the local community
15:00-16:00	Meeting of the external evaluation team
16:00-17:30	Interview with the principal and his team (includes presentation of the first considerations about the evaluation carried out).

## **WORK AGENDA 2B**

**School cluster comprising a Basic School with 2nd and 3rd cycles besides the headquarters school (Nursery School Education, Basic and Secondary Education)**



Hours		Day 1
9:00-10:30		Presentation session (open to members of the educational community)
11:00-12:30		Interview with the general council
12:30		Lunch break
14:00-15:30		Visit to the headquarters school
16:00-17:30		Interview with the self assessment team
Hours		Day 2
9:00-12:00		G1 - visit to nursery schools and basic education schools with the 1st cycle (primary school) interview with 4th graders from one of the basic schools G2-visit to the basic education school comprising the 2 <sup>nd</sup> and 3 <sup>rd</sup> cycles. Interview with students of the 2nd and 3rd cycles.
12:00-12:30		Meeting of the external evaluation team
12:30		<i>Lunch break</i>
14:00-16:00		Interview with department and course coordinators; staff in charge of other educational coordination structures and pedagogical supervision and of the training and monitoring section of the CFAE (school clusters/schools training centres)
16:30-17:30		Interview with representatives of the parent and guardian union and others in representation of class student parents
Hours		Day 3
9:00-10:00		Interview to students, former students and student union
10:00-11:00		Meeting of the external evaluation team
11:00-13:00		Interview with class head teachers and their department coordinators
13:00		<i>Lunch break</i>
14:30-15:30		Interview with auxiliary staff and technical assistants
16:00-17:00		Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting inclusive education
Hours		Day 4
9:00-10:00		Meeting of the external evaluation team
10:00-11.00		Interview with teachers without coordination duties – teachers and trainers from professional courses included



11:30-12:30	Interview with elements of the educational community who the team considers important (e.g., teachers/trainers/students and/or teachers whose classes were observed...);
12:30	<i>Lunch break</i>
14:00-15:00	Interview with business representatives, representatives of the municipality and other representatives of the local community
15:00-16:00	Meeting of the external evaluation team
16:00-17:30	Interview with the principal and his team (includes presentation of the first considerations about the evaluation carried out).



## WORK AGENDA 2 C

**School cluster with two or more Basic Education Schools comprising 2<sup>nd</sup> and 3<sup>rd</sup> cycles, besides the headquarters school (Nursery School Education, Basic and Secondary Education)**

Hours		Day 1
9:00-10:30		Presentation session (open to members of the educational community)
11:00-12:30		Interview with the general council
12:30		<i>Lunch break</i>
14:00-15:30		G1-visit to the headquarters school G2– visit to a basic education school comprising the 2 <sup>nd</sup> and 3 <sup>rd</sup> cycles. Interview with students of the 2nd and 3rd cycles.
16:00-17:30		Interview with the self assessment team
Hours		Day 2
9:00-12:00		G1 - visit to nursery schools and basic education schools with the 1st cycle (primary school). Interview with 4th graders from one of the basic schools G2 - visit to a basic school with 2nd and 3rd cycles. Interview with students of the 2nd and 3rd cycles
12:00-12:30		Meeting of the external evaluation team
12:30		<i>Lunch break</i>
14:00-16:00		Interview with department and course coordinators; staff in charge of other educational coordination structures and pedagogical supervision and of the training and monitoring section of the CFAE(teachers training centers)
16:30-17:30		Interview with representatives of the parent and guardian union and others in representation of class student parents
Hours		Day 3
9:00-10:00		Interview to students, former students and student union
10:00-11:00		Meeting of the external evaluation team
11:00-13:00		Interview with class head teachers and their department coordinators
13:00		<i>Lunch break</i>
14:30-15:30		Interview with auxiliary staff and technical assistants
16:00-17:00		Interview with teachers and technicians of the technical-pedagogical services and vocational guidance and multidisciplinary team supporting



Hours	Day 4
	inclusive education
9:00-10:00	Meeting of the external evaluation team
10:00-11:00	Interview with teachers without coordination duties – teachers and trainers from professional courses included
11:30-12:30	Interview with elements of the educational community who the team considers important (eg, teachers/trainers/students and/or teachers whose classes were observed...);
12:30	<i>Lunch break</i>
14:00-15:00	Interview with business representatives, representatives of the municipality and other representatives of the local community
15:00-16:00	Meeting of the external evaluation team
16:00-17:30	Interview with the principal and his team (includes presentation of the first considerations about the evaluation carried out).