

The mission and practices of current school: the reality of TEIP

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ABSTRACT

This study follows the line of the studies of various authors, among them, Abelha, Machado e Costa Lobo (2014), Roldão (1999, 1999a, 2007), Hargreaves (1998) and Alarcão (2003), and fulfills the purpose of studying the collaborative work among the teachers of the School Cluster of D. Pedro I. This School Cluster is situated in the parish of Canidelo, in the municipality of Vila Nova de Gaia, in the district of Porto. This School Cluster is part of the Educational Territories of Priority Intervention (TEIP).

Then, we used a *methodological design*, a quantitative one, analyzing the different opinions of teachers belonging to the educational context in the study, about their representations of the dynamics of collaborative work, their conceptions of curriculum, curriculum management, curriculum development and educational project. The information that was collected was then subjected to statistical analysis, with the support of SPSS calculation software tool (Statistical Package for Social Sciences), version 22.

Given the results obtained, we are then faced with the scope of the initial purpose of this study , that is, understanding the ownership of the respondents in relation to concepts already listed, understand how they manage the curriculum, characterization of work dynamics at the curriculum management level and evaluation of the changes demonstrated at the level of satisfaction of the teaching staff regarding the dynamics of work according to the personal and professional characteristics of the respondents.

This study opens up potential future scenarios of research and intervention in the field of reflective school, focusing on school cultures of excellence.

History of the School Cluster TEIP D. Pedro I

The School Cluster D. Pedro I, under Legislative Order No. 55/2008 of October 23, which replaces the Order of September 26, 2006, integrates an Educational Priority Intervention Territory.

Brief

description

The School Cluster D. Pedro I includes populations of two parishes in the Municipality of Vila Nova de Gaia: Canidelo and a part of Santa Marinha which corresponds to the former parish of São Pedro da Afurada.

Both parishes have serious shortages, at the socio-economic and cultural level, however, there are also sharp contrasts, once they combine families with countless needs with luxury residential areas, which make this school cluster have many deep asymmetries. Both in the parish of Canidelo and in the former parish of São Pedro da Afurada there is a high illiteracy rate, with great economic needs abreast with many problematic social situations. There has been an increase in the number of families at risk, such as the rise of single parents, large families and severe neglect situations and ill-treatment. These two parishes still have a high number of unemployed and insertion income beneficiaries.

Educational Project

The importance of the Educational Project is established in the publication of the Decree-Law No. 172/91 of May 10 that defines the direction of regime, administration and management of schools, from pre-school to secondary and, more recently, in the Decree - Law No. 75/2008 of 22 April, which considers the educational project, similar to what has been mentioned, as "the document which establishes the educational guidance of the school clusters or ungrouped schools, prepared and approved by its Board and Management Directors for a period of three years, in which the main principles, values, goals and strategies under which the school clusters or ungrouped school propose to fulfill its educational function; "(Azevedo, Barbosa, Costa Fernandes, Lawrence, Nunes & Silva, 2011, p.14).

The school cluster, due to its specific characteristics, integrates an Educational Priority Intervention Territory since 2007 and in its Educational Project is expressed to "promote a humanistic and integrator school, responsible for the schooling of their students, open to partners able to set goals and evaluate their results, to organize, to provide an atmosphere of conviviality where the comprehensive training of each student, the acquisition of knowledge and their preparation for working life are the guiding principles. "(Educational Project, p. 10)

As foreseen in the underlying ideology to TEIP, also in the Educational Project of the School Cluster D. Pedro I is present the necessary link with community organizations, seeking thereby to optimize the available resources and the mobilization of these institutions in the surroundings where it is inserted through the profitability of protocols and partnerships. It seeks to "to ensure a school with quality for all, connected with social support services to the community and the local health services, to a more personalized support throughout the students' school career, guaranteed by the means of the educational territory of the school cluster "(Education Project, p. 11).

Curriculum Project

After the elaboration of the Educational Project of the School Cluster, and based on it, the Curricular Project was created. According to the above, this project is intended to be based on "social, economic and cultural reality of the

environment and it must reflect the values, concerns and interests of all" (Curriculum Project, p. 2). For such, it was essential to study the context in which the school cluster is enclosed, work which has already been done to prepare the educational project, because only then it was possible to tailor the curriculum to the different needs.

The Curriculum Project of the school cluster is subject to evaluation throughout the school year, and it is the committee of the Pedagogical Council's responsibility to monitor it, resulting in an annual report, reviewed and approved by the General Council, and serving its reformulation.

Methodological Research Framework

The basis of our research is a case study in which we intend to deepen the conceptions and collaborative dynamics among teachers of School Cluster Pedro I, taking into account factors enhancers of these dynamics, as well as any constraints.

According to the knowledge that we intend to draw from this case study, the following objectives were established:

- Identify the conceptions of the teachers of this school cluster on the idea they had of: Curriculum, Curriculum Management, Curriculum Development, Educational Project and Collaborative Work;
- Understand how the teachers of this school cluster manage the curriculum in different departments (Sub departments [Pre/2nd/3rd cycle of basic education] and Coordination year [1st CEB], and Class Councils [2nd/3rd CEB] and Educational Units [Pre/1st CEB]);
- To characterize and understand the dynamics of work established by these teachers in regard to curriculum management;
- Evaluate the satisfaction of teachers with the work dynamic changes manifested by the personal and professional characteristics of respondents.

Methodological options

We have selected a particular educational context, and studied from a survey the different opinions of teachers in this context, with regard to the collaborative work notion. Data was collected from this school environment.

This study took place in the school year 2014/2015, and surveys were distributed at the beginning of January 2015, at the meetings of teachers, and collected by the end of the month.

In general, we want to know the representations that teachers have on the collaborative work dynamics, and what their conceptions of curriculum, curriculum management, curriculum development and educational project.

Questionnaire

The questionnaire used only had closed response questions using the ordinal scale of 1 (Fully disagree) to 4 (Fully agree) to prevent the respondents to fall into the temptation of the "middle ground" without committing to a certain position.

Our survey is divided into three parts.

In Part I we want the personal and professional characteristics of respondents.

In Part II we want the conceptual representation of the teachers surveyed, with regard to their conceptions of curriculum, curriculum development, curriculum management, project and collaborative work.

In Part III we focused on the teaching work dynamics, with regard to the perception of the teachers of this grouping on the work done by direction, by sub departments and year of coordination, and the class councils and educational units. During this part of the survey we want to know the perceptions of these teachers about the grouping culture, its positive aspects and its problems.

Sample

Our sample covered all teachers of this school cluster from Pre-School to the 3rd CEB.

This way, we delivered approximately 160 inquiries, equivalent to about 97% of teachers belonging to the school clustery were under study, of which 106 were returned fully completed, giving a sample of about 66%, which is a good base to work. The average age of the teachers stands in the 45.9 years, although the mode is 41 year old.

Data Processing Techniques

After collecting the surveys we proceed to its treatment, moment that is assumed of great importance in order to achieve the goals listed in this investigation.

The information gathered was subjected to a statistical analysis, with the support of SPSS calculation software tool (Statistical Package for Social Sciences), version 22.

Psychometric properties of the Satisfaction Scale with the Teaching Work Dynamics (study of validity and reliability)

When designing this range, we wanted to evaluate the satisfaction of teachers with the dynamic of their work, taken into consideration that the items originated establish six different dimensions, being previously established the items in each dimension. However, in spite of the predestination and distribution of items, was tested the possibility of performing a factor analysis and subsequently evaluated whether the psychometric data and the reliability of each dimension, so as to test the validity of the internal scale and its suitability for this study.

Thus, in the following table it appears that it would be fulfilled the adequacy of the factor analysis, more specifically the adequacy measured sample of Kaiser-Meyer-Olkin (KMO). High values (located between 0.5 and 1.0) indicate that the factor analysis is appropriate; on the other hand, values below 0.5 indicate that the factor analysis could be inadequate. Thus, we observe that the KMO value of 0.629 is obtained, which is an acceptable value and confirms that if the distribution of the items was not previously established, the factor analysis would be appropriate to the test and their distribution among the different dimensions (Pestana & Gageiro, 2005).

<i>Kaiser-Meyer-Olkin</i> Measure of Sampling Adequacy		,629
Bartlett's Test of Sphericity	Approx. Chi-Square	6558,120
	df	241
	Sig.	,000

Table 1 Value of KMO and Sphericity of Bartlett

Similarly, it appears that the value of Bartlett's sphericity test is highly significant ($\chi^2 = 6558.12$, $p < 0.001$), reiterating that holding the factor analysis would be perfectly appropriate.

Components	Initial Eigen values		
	Total	% of Variance	% Accumulated
1	21,284	30,405	30,405
2	5,383	7,689	38,094
3	4,986	7,123	45,218
4	3,536	5,051	50,269
5	2,709	3,870	54,139
6	2,439	3,485	57,623

Table 2 Total Variance Explained the Six Dimensions

Another evaluated criteria is the variance explained by the principal component analysis, previously setting the analysis in six factors with Eigen values greater than 1 (factors with own value – Eigen value – equal or higher than 1 - criterion Keiser). Thus, it turns out that if we grant the fixing of analysis at six dimensions we want to achieve, these factors are sufficient to group items and to meet one of the criteria for the validity of factor analysis - the percentage of variance explained by factors retained should be at least 40% (Lisbon & Augusto Ferreira, 2012). Therefore, by setting the analysis in getting six main components, the six dimensions explain 57.62% of the total variability, in the case of a percentage quite positive.

So, after confirming that it would be perfectly suited to carrying out the factor analysis it has become necessary to supplement the analysis performed previously by the dimensions of reliability analysis and the assessment of homogeneity of items, or check the internal consistency using the alpha Cronbach, and hoping for values greater than 0.7, value set by Lisbon, and Augusto Ferreira, (2005), as the reference value for the internal consistency to be considered quite acceptable.

Item	Average	DP	Correlation Item x Total	Value of Extraction	Cronbach's alpha's if Item Eliminated
Effectively manages human resources, spaces and equipment	3,5	,52	,427	,551	,701
Supports the professional development of teaching staff	3,5	,58	,438	,659	,691
Distributes the service to teachers, placing high expectations on them	3,5	,63	,427	,381	,721
Meets the different members of the educational community, listening to them with a view to resolving their problems	3,7	,57	,487	,530	,702

Integrates different contributions / opinions in decision-making	3,3	,62	,320	,525	,827
Encourages the professional development of teachers	3,5	,60	,425	,663	,691
Develops, in conjunction with the educational community, the educational project for the grouping	3,7	,53	,432	,447	,719
Cronbach's alpha's Reference =,799					

Table 3 Reliability of the Satisfaction with the Direction

In the preceding table are the results of the dimension of satisfaction with the Direction that was composed of seven items and has a Cronbach's alpha's total of 0.799, in the case of an acceptable internal consistency. When analyzing the items it is observed that all of them have a positive correlation with the total value (ranging between 0.320 and 0.487) as well as quite acceptable extraction values, indicating items with positive weight factor for the dimension - for some authors it is acceptable when it is equal to or greater than 0.400 (Pestana & Gageiro, 2005). Similarly, it appears that the internal consistency of the extent would decrease if these items were removed.

There is, however, an item that raises major doubts: "Integrates different contributions / views in decision making," if eliminated the reliability of the scale increases slightly (to 0.827), but since the correlation value and extraction are acceptable (0.320 and 0.525 respectively), it was decided to keep the item in the dimension structure.

Item	Average	DP	Correlation Item x Total	Value of Extration	Cronbach's alpha's if Item Eliminated
Promotes curricular articulation	3,7	,49	,597	,427	,916
Articulates the activities of subject areas	3,6	,52	,636	,477	,915
Analyzes and reflects on educational practices	3,7	,49	,709	,559	,913
Analyzes the results of student assessment	3,8	,40	,577	,565	,917
Gives knowledge of information emanating from the Pedagogical Council	3,8	,37	,513	,599	,918
Prepares the lesson plans of the Term units	3,7	,60	,422	,496	,920
Selects / develops teaching materials	3,4	,74	,577	,438	,917
Discusses the pedagogic differentiation strategy	3,4	,64	,750	,713	,911
Prepares tests or other assessment tools	3,7	,52	,439	,401	,919
Defines evaluation criteria	3,8	,42	,556	,508	,917
Looks for solutions to minimize school failure problems	3,6	,55	,748	,685	,912
Assesses the effectiveness of teaching strategies used	3,5	,58	,738	,692	,912
Prepares action plans	3,4	,57	,746	,644	,912
Sets common strategies for supporting pupils with learning difficulties	3,2	,72	,698	,703	,913

Evaluates the effectiveness of the support measures implemented	3,4	,67	,657	,636	,914
Sets strategies aimed to the involvement of careers in the monitoring of their children	3,1	,77	,641	,642	,915
Analyzes and presents teacher training proposals	3,3	,68	,512	,504	,919
Cronbach's alpha's Reference =,924					

Table 4 Reliability Satisfaction with Sub department and Coordination year

The size of Satisfaction with the Sub Department and Year Coordination consists of 17 items, and the whole dimension has a very high internal consistency (Alpha Cronbach's of 0.924). In this dimension can be observed that all items obtained correlation values *item x Total* greater than 0.400, and the extracting values ranging between 0.401 and 0.713, and in all items we would assist to a decrease in internal consistency of the subscale if the item was deleted.

In this dimension we highlight the item "discusses the pedagogic differentiation strategy" (correlation of 0.750 and factorial weight of 0.713) and the item "Defines common strategies to support students with learning difficulties" (0.698 correlation and extraction 0.703). In turn, the item with the lowest weight in the dimension is referring to "Elaborates tests or other assessment tools" (with a correlation value of 0.439 and extraction value of around 0.401).

Item	Average	DP	Correlation Item x Total	Value of Extraction	Cronbach's alpha's if Item Eliminated
Discusses the guidelines of the Cluster action	3,3	,73	,474	,655	,816
Discusses the guidelines for school action / Educational Unit	3,3	,71	,392	,524	,820
Analyzes and reflects on the educational practices	3,4	,68	,594	,581	,812
Analyzes the results of student assessment	3,7	,56	,661	,561	,813
Gives knowledge of information emanating from the Pedagogical Council	3,4	,80	,513	,495	,814
Prepares, analyzes compliance / implementation and reformulates Own Design Class / Educational Unit	3,5	,68	,635	,558	,811
Plans interdisciplinary activities	3,5	,60	,560	,447	,815
Looks for solutions to minimize school failure problems	3,6	,58	,597	,462	,814
Organizes curricular enrichment activities	3,3	,77	,549	,479	,813
Prepares plans for support	3,6	,61	,625	,615	,813
Sets common strategies to support students with learning difficulties	3,5	,60	,672	,672	,811

Evaluates the effectiveness of the support measures implemented	3,4	,63	,750	,761	,808
Sets strategies aimed to the involvement of Guardians in the accompaniment of their children	3,4	,57	,320	,334	,927
Assesses the effectiveness of teaching strategies	3,3	,66	,671	,601	,810
Analyzes personal problems of students	3,7	,54	,467	,403	,819
Analyzes occurrence of interests presented by students	3,6	,54	,637	,710	,804
Analyzes occurrences submitted by Guardians	3,5	,62	,642	,698	,812
Analyzes Class disciplinary problems	3,7	,50	,547	,683	,817
Sets performance criteria for class	3,6	,56	,626	,688	,814

Cronbach's alpha's Reference =,925

Table 5 Reliability Satisfaction with the Class Councils and Educational Units

The size of the satisfaction with the dynamics of Educational Units and Class Councils includes 19 items, and the values obtained can be seen that none of them has very strong reasons for disposal. The internal consistency of the scale is quite high, Alpha Cronbach's 0.925 and it is apparent that only in one of the situations the consistency would be slightly higher if the item was deleted, specifically mentioning the item "defines strategies aimed at involvement of Guardians in the accompaniment of their children "(would rise to 0.927), but as the correlation and extraction values are not totally inadmissible (0.320 and 0.334), and increased internal consistency would not be very significant, we believe that item can be kept in the initial structure of the dimension.

In this group of claims the item "review the effectiveness of the implemented support measures" is highlighted because it presents a very strong correlation value (0.750) and a fairly high weight factor (0.761), and the item "analyzes occurrence of percentage shown by students "(0.637 and 0.710 respectively) and these are the items where there is the greatest decrease in the Alpha Cronbach's, in case they were eliminated.

Item	Average	DP	Correlation Item x Total	Value of Extraction	Cronbach's alpha's if Item Eliminated
Standards and school policy are applied	3,5	,52	,560	,495	,901
Students are encouraged to work hard	3,7	,57	,646	,652	,898
Students are recognized when they develop good work	3,7	,54	,582	,558	,900
Students are informed in a timely manner, the relevant matters of educational policy	3,4	,76	,595	,566	,900
Teachers are recognized when they develop good work	3,3	,75	,645	,679	,898
Teachers are motivated to participate in developments / projects activities	3,4	,62	,660	,524	,897
Teachers are informed in a timely manner, the relevant matters of educational policy	3,4	,63	,694	,728	,895
Expectations about the students are high	3,3	,65	,496	,440	,903
The non-teaching staff are recognized when they develop good work	3,4	,66	,702	,537	,895
Parents are encouraged to participate in the activities of the School Cluster	3,4	,62	,640	,600	,898

The school community is motivated to take part in the activities of the School Cluster	3,5	,52	,736	,652	,895
The school community is involved in decision-making	3,2	,64	,678	,656	,896
The School Cluster is a well-mannered and safe place	3,5	,58	,513	,488	,902
Standards and school policy are applied	3,4	,58	,374	,390	,907

Cronbach's alpha's Reference =,907

Table 6 Reliability Satisfaction with the School Cluster Culture

Regarding the dimension of satisfaction with the School Cluster's Culture consisting of 14 items, we verify that a Cronbach's Alpha of 0.907 was achieved. It appears that in almost all items internal consistency slightly decreases if the item is deleted, and in one of them, Alpha remains the same regardless of whether or not we keep the item, which is the same item that has the lowest factorial weight ("The standards and the school policy are applied" = 0.374 and 0.390 respectively). In the other items of the correlation and extraction values are quite significant, showing a strong association between the items and the total size.

Concerning the Identification of Positive Aspects of the School Cluster, consisting of 8 items, the Cronbach's Alpha is somewhat lower than in the previous dimensions, but still quite acceptable (0.799). In this dimension there is the item "School Clusters' interaction with the community" presents co relational values and lower extraction (0.304 and 0.362), and the internal consistency increases if the item is eliminated from dimension.

Item	Average	DP	Correlation Item x Total	Value of Extraction	Cronbach's alpha's if Item Eliminated
Motivation of teachers	3,3	,65	,549	,576	,773
Cooperation among teachers	3,5	,56	,350	,537	,743
Interaction of the School Cluster with the community	3,3	,55	,304	,362	,814
Leadership of school management bodies	3,6	,55	,435	,653	,711
Good state or adequacy of facilities	3,1	,71	,431	,399	,723
Sufficient material resources	2,9	,69	,366	,536	,711
Support of management bodies	3,5	,56	,479	,734	,702
Sufficient training offers	3,0	,77	,463	,668	,678

Cronbach's alpha's Reference =,799

Table 7 Reliability of Identification of Positive Aspects of the School Cluster

However, this is not a significant rise to alter significantly the reliability of the dimension, and the values obtained are not considered fully unacceptable, so that it will maintain the integrated item in the scale.

The following table presents the degree of reliability regarding the last dimension displayed in the survey, and with regard to identification of School Cluster's problems.

Item	Average	DP	Correlation Item x Total	Value of Extraction	Cronbach's alpha's if Item Eliminated
Lack of motivation of teachers	2,3	1,05	,599	,604	,934
Lack of collaboration among teachers	1,9	,93	,759	,841	,898
Lack of interaction with the community of the School Cluster	1,9	,91	,825	,882	,885
Lack of leadership of school management bodies	1,8	,97	,857	,897	,877
Insufficient support from management bodies	1,8	,91	,888	,911	,872

Alpha de Cronbach's de Referência=,917

Table 8 Reliability of identification of school cluster's problems

So the last dimension, related to the School Clusters' Problems Identification and covering five items, shows a very high alpha of 0.917, and it turns out that if the item "Lack of motivation of teachers" is eliminated the internal consistency of the scale surface increases (0.934). However, the correlation and extraction values are high enough to justify maintaining the item subscale, so it will not change the initial structure of the same.

In conclusion it should be noted that internal consistency rates quite high and positive on all items and in all dimensions were obtained, and the values found make possible to maintain the structure and initial distribution of the items. Once, the examination reveals the scale reliability, the statistical processing of data will be able to be started.

Discussion of Results

Conceptual representation of teachers surveyed

In this part of the survey we have been concerned to know, according to the teachers surveyed, which was their understanding relatively to the concepts: Curriculum, Curriculum Development, Curriculum Management, Project and Collaborative Work. "So in order to understand the level of ownership of these concepts (...) and trying to avoid politically correct answers or guided by the dominant discourse, we decided to order two conceptual representations that, according to the teachers surveyed, translated better the understanding that their peers attributed to these concepts. For each of the concepts was presented a set of expressions of which only two were formulated according to the theoretical frameworks in which this research was based "(Abelha, 2011, p. 186-187).

Once we cannot, in this article, refer all learning from this research, let us limit the aspects we considered most relevant.

Curriculum

As regards to the notion of curriculum, the two items selected were: "Set of learning considered socially required to the students in a given context and time" 68, 9% of choices, and "Design of organizing learning socially required in each context" with 48.1% of the choices.

These two options suggest, by respondents teachers, a certain ownership of this concept, however, taking into account that, apart from the first selection had a clear and unmistakable weight percent (68.9%), all other choices have few percentage changes, we can infer that, and according to Abelha (2011), there are still some traditional nature trend, which could mean some distance between theory and practice.

Curriculum Development

The two selected items, in relation to the concept of Curriculum Development were "The way as in every school and classroom are planned, develop and evaluate the different situations of teaching and learning, with reference to the assumed goals and curriculum management options" with a significant 83% and "Implementation of the sequential plan of teaching and learning, privileging the rules forecast, timeliness and accuracy of results" with 56.6% of the results".

The two options most chosen were: "Decision at the level of Council of Class and in conjunction with the Curriculum Department, about what to teach and why, how, when, with what priorities, with what means, with what organization, with what results" with 48.1% of the choices of respondents, followed by "Decision, at the level of Curriculum Department, about what to teach and why, how, when, with what priorities, with what means, with what organization, with that results" with 45.3% .

Here too, there is an appropriation of concepts by the teachers surveyed, for the first selected item, approaching the notions conveyed by Roldão (1997 in Roland, 1999), for whom the student learning include, necessarily, a certain number of skills considered essential, particularly as regards to providing them tools to prepare them for the field of organization and the formulation of knowledge.

In what concerns the second most chosen item denotes "a predominant focus on execution relegating aspects of design, monitoring, reflection and reconceptualization into the background", which corresponds to a view of teachers, where there is "predominance of curriculum implementation at school and the lack of curricular conception"(Roland, 2000b in Abelha, 2011, p. 189).

Curriculum Management

Also in this dimension the item with the highest percentage value denotes the understanding of the development of curriculum management integrators processes of the different disciplines. There is a concept of ownership in question, which reflects the logic of the teacher, not as a mere performer, but as a curricular decision maker who meets the assumptions of Roldão (1999) which considers the curriculum management implies analyze, decide, implement the decision, evaluate the development and the results continue, redirecting or even leaving the decision initially taken.

On the other hand, the latter contradicts the first since if we put the level of decisions in the department of context "it may affect the development of curriculum management processes integrators of the different disciplines" (Abelha, 2011, p. 189). So, before you can carry out the curriculum management it is necessary, according to Roldão (2000 in Roldão 2007b) "move and diversify curricular decision-making centers, and therefore visualize levels of management that until now had little relevance in this field" (p. 34), which "requires schools and teachers as curriculum makers, building richer curriculum paths, reflective, relational and rigorous" (Roldão, 2007b, p. 34).

Project

The two items chosen, and with distinct values of all other expressions were "set of teaching and learning directed to certain purposes, that correspond to the needs felt by the agents involved" with 81.1% and "the way to achieve the curriculum guidelines of the national side within a specific context, implying a constant evaluation of results and possible ways of reshaping "with 67%, and the "program Synonym" only got 2.8% of the answers of respondents.

The results reflect that this concept has, for most teachers surveyed, a 'theoretically based understanding ", but, according to Abelha (2011), it may be related to the fact that" it often appears in official documents and is associated with regulations to meet the everyday practice of schools "(p.187-188). In addition, one may question whether the concept of ownership, is not only at the discursive level, or if "it reflects a reality that has a purpose and is designed and managed by the educational performers involved" (Roldão, 2000b, in Abelha, 2011 p. 188).

Collaborative work

The "decisions taken together on aspects related to the teaching practice, such as lesson plans, construction of teaching materials, evaluation criteria and sharing educational experiences" with 78.3% and "process of interaction in which teachers, based on a interdependence and responsibility, decide on the curriculum and teaching practices to adopt "with 57.5%, were the two items most chosen in this dimension. Both selected items reflect a conceptual representation agreement with most authors, therefore, and according to Alarcão (2003), show the need to understand each other, establishing interaction relationships and mutual understanding with peers, which shows the need for good listening skills, with respect for different opinions, and also according to the same author (2000), leaving behind individualism so characteristic of the teaching workforce, believing as an active part of the whole to which they belong.

Satisfaction Scale with the Teaching Work Dynamics |

Direction

From the responses obtained we can see that the level of satisfaction of the teachers of this school cluster with the direction is quite high.

Then, and reinforcing the idea that in this dimension teachers do not refer only to the person of the Director, but the whole Directive team, we can infer that this school cluster, and since the teacher cannot act alone in his/her school, "conditions of individual and collective reflexivity and is itself reflective" were created (Alarcão, 2003 s /p), through a leadership that is considered effective and that transmits its power, enthusiasm and appreciation to teachers (Fullan, 2003).

Sub-department coordination year

From the analysis of these data, we conclude that there is a collaborative culture in a continuous and concerted manner (Araújo, 2012), however, here in this dimension, based within the teaching in the same subject area (sub-department), or even grade (year of coordination) (Lima, 2004; Tardif and Lessard, 2005) (in Abelha, Machado & Costa Lobo, 2014), which cannot be called into question, because they are forms of work of this school cluster, which depart from particular to the general, what we will see in the next dimension.

Class councils and Educational Units

Also in this dimension we deduce the implementation of a collaborative culture, which calls for responsibility and shared reflection (Little, 1990 in Abelha, Machado & Costa Lobo, 2014), developing both individual and professional qualities which will contribute to the improvement of the whole process of teaching and learning (Herdeiro & Silva, 2008).

Thus this school cluster faces their teachers as active, responsible and autonomous agents, leading them to reflect with their peers, so that together they improve their practices, not only with regard to their teaching practices, but also in concern to what they can do to alleviate and overcome problems at school.

In short, we consider that we are facing a reflective and dynamic school, which cares to overcome the constraints through the constant search for appropriate strategies, leading to better teaching practice, which is based on training, research and socialization.

School Cluster culture

Starting from Hyde's ideas, Ormiston and Hyde (1994, referenced by Santos, 2000) who consider that there are schools that facilitate friendly relations between teachers, ensuring dialogue and exchange of ideas, others that encourage competition and contradict this kind of relationship we can infer that, and according to the data collected, this School Cluster motivates dialogue and sharing and, following Brzezinski's line of reasoning (2001), is a school with its own internal culture, autonomous, participatory and democratic, which builds knowledge collectively. Then, according Hargreaves (1998), also allows continuous professional development of all teachers (in Herdeiro & Silva, 2008).

Averages of all dimensions shown in Satisfaction Scale with the Teaching Work Dynamics

With regard to the Board, and recalling that it is referred to the entire team, the average is 86.5%, which indicates a high degree of satisfaction of teachers of this School Cluster, for this leadership body.

Summary of ideas obtained after discussion of the results

Synthesizing the ideas obtained after the discussion of the results we can infer that the notion that the School Cluster's teachers under study have on the concepts presented in the survey: curriculum, curriculum development, curriculum management, project and collaborative work approach, in most cases, the theoretical framework presented in this paper, then with the various definitions of the different authors studied. Denotes a certain data literature, which, however, in our view, does not mean necessarily that it is applied to everyday teaching practice.

According to Ferreira (2003, in Ferreira & Mendes, 2009), teachers, similarly to what, in part, also happens in this School Cluster, identify themselves, in general, "with their peers of the same level of education and even more narrowly within their subject group"(p. 1022), which Hargreaves (1998) refers to as personal identification and is justified by the fact that teachers do their socializing around a particular area of knowledge, which undermines the establishment of relations with other groups of teachers.

On the positive aspects of School Cluster, the vast majority of teachers surveyed have the perception of a pleasant opinion, not giving, however, a big importance to the negative aspects.

Thus, with respect to the school ambiance, we can affirm that it is perceived positively by most respondents. However, the notion of school ambiance can vary and there is no single definition because it results mainly of immaterial factors, such as attitudes, values and prejudices of teachers and students, the type of management, etc.

and not so much physical aspects (facilities, school location, ...), and it is usually seen as reference of the ambiance sensed in a school (Cohen, McCabe, Michelli & Pickeral, 2009).

Final considerations

We undertake this study not as an "end in itself", but the collaboration as the kind of work between teachers best suited to dynamic teachers, able to help the schools today to face the challenges that are placed.

In short, this School Cluster, for possible analysis by the questionnaire responses provided, can be considered an example of good collaborative practices, with effective management and leadership that support, encourage and motivate the teachers. It can then be considered a success and serves as a reference to other educational establishments, TEIP or not.

Conclusion

"The school educates and forms the society. Must, therefore take into account not only the immediate interests of the students, but their future interests and, in particular, the needs of society itself "(Azevedo et al, 2011, p.25).

Also to Darling-Hammond (2010, Dias, 2012), the current school's mission is to anticipate the future preparing students for jobs that do not yet exist, by creating ideas and solutions to problems that have not yet been identified, with technologies not fully developed yet. Based on a historically unequal school, this author raises questions about the possibility of a school able to meet the challenge of developing increasingly complex skills, not just for elite students, but for all students belonging to it.

Thus, so the school can overcome the inequalities between students and achieve the development of all its students, Darling-Hammond (2010) has five key elements: establish meaningful learning objectives, based on essential content and skills for XXI century; ensure teaching opportunity with quality learning through accountability in the use of resources and commitment to results; provide equal conditions, so equal opportunities through equitable and adequate resources; establish high professional standards, supporting teachers in their development and improvement; and create a curriculum based on critical content and skills development, by organizing schools focused on learning, both students and teachers (in Dias, 2012).

We can then say that the TEIP were created, in this line of thought, which have as main objective boost "the development and training of all citizens on equal terms of opportunity and respect for difference and autonomy of each one" (Despacho 147 -B-ME / 96 in Ferreira & Teixeira, 2010, p. 377) and constitute "a major mode of the current intervention of the Portuguese State in combating failure, abandonment and school absenteeism and that has had a very significant development in recent years, covering about 10% of School Clusters "(Dias, Gama, Lopes & Thomas, 2011, p. 38).

With this work we intend to convey the notion that the necessary change of the current educational setting, developing equal opportunities for all, is only possible through collaborative work among teachers because it is the kind of work that fosters the professional development of teachers, which will reflect the quality of teaching, in student learning.

Thus, in schools where the collaborative teaching predominates, with regard to decision taken together, making to the realization of a project, allows the development of teaching practices (Day, 2001 in Abelha, Costa and Martins, 2008) encourages the development of intensive work and collective responsibility, with the sharing and discussion of uncertainties and failures (Fullan & Hargreaves, 2001 in Abelha, Costa & Martins, 2008).

So now there is a focus on the implementation of improvements to the performance of the entire educational community, passing not only the teaching practices, but also of their own school organizations. All planned improvements imply the need for change in an individualistic culture, to adopt collaborative cultures based on common reflection on opinions and appropriation of concepts, teamwork able to create curriculum projects integrators and mainly included in all the students. In this regard, we reiterate that it is essential the possibility of curriculum management, adaptable to different realities, which allows all students not to be limited to being, by obligation, integrated into the school, but truly included in it.

Also for Santiago (2000, p. 38) "what matters most for organizational learning are, in fact, the collective processes that supported its construction and / or selection of indicators and instruments and the search for solutions to the detected problems with the assessment. "

This reorganization involves the adequacy of the national curriculum to the reality/realities of each school, valuing the diversity of methodologies and strategies to be implemented throughout the teaching-learning process. In this way, the power of decision fails to come only "from above", also going to school to hold a leading role in this process, which also means greater accountability of it, and involves teachers in various decisions, including the in construction and curriculum management, feasible only through the collaborative work.

Thus, and taking as an example the present investigation, we can state that we can overcome the many obstacles today to educational institutions by establishing a paradigm shift both methodological and pedagogical, through the involvement of all education stakeholders in a collaborative perspective, with true moments of reflection about common interests, self-help and share experiences where, through dialogue, exchange of ideas and respect for each other, everyone can develop intellectually in order to better work performance and even personal, with significant improvements in appropriations made by the students.

Once, and according to several authors studied, the Portuguese teachers continue to follow a traditional approach, with a strong focus in an individualistic work, as future suggestions work, it is believed it would be important to extend this type of case study, focused on same subject matter, to other school settings, so as to contribute to a better knowledge of the subject under study, and try to understand if there really is a new trend, with greater spirit of collaboration.

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DOCUMENTS CONSULTED IN THE SCHOOLS CLUSTER D. PEDRO I

- Educational Project
- Curriculum Project
- Internal Rules of Procedure
- Self Assessment Team Report
- Autonomy Agreement