

## Workshop SICI - Funchal, March 30-31, 2023 - The Views Baía Hotel

***Perspectives in Research: “What can be driving forces in the relationship between inspection and research?”, “What can be the added value?”***

***Inspection and Research: first approach...***

*Morgado, Jorge – National Coordinator SICI*

## Research: What is the meaning of this concept?



**How to  
develop  
research  
capabilities  
within  
inspectorates?**

**Which skills  
should  
inspectors  
have?**

When we talk about  
research in education

We can never forget that  
education is a specific  
domain of social reality.

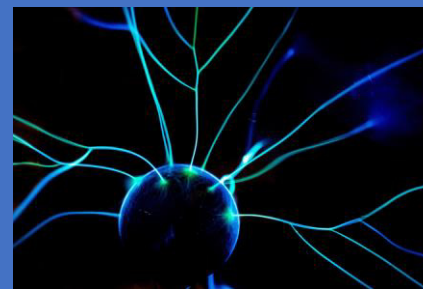
The theoretical  
construction is based on  
empirical data, it implies  
the questioning of the  
social reality, observed  
from any conceptual  
scheme, more or less  
structured in consolidated  
theories or models.

So, there is no data  
without theory

It is theory that guides us in  
empirical observation, telling us  
what we should see and what we  
should ignore.

It is based on theory that  
we question reality, define  
research strategies and  
select data collection  
methods

The data do not speak for  
themselves, they only make sense  
in the theoretical context that  
produced them through a selective  
look at the reality of human action



Therefore,  
scientific research  
in education is a  
**social and  
historical  
construction.**

Organized in  
paradigms,  
constructed and  
reconstructed  
within scientific  
communities and  
institutions that  
reflect and  
influence the social  
context in which  
they operate

Kuhn shows us  
in **The Structure of  
Scientific  
Revolutions** (1962;  
second edition  
1970; third edition  
1996; fourth  
edition 2012)

Associated with the  
definition of research in  
the context of inspection  
another important  
question is connected

what relationship to establish  
between the inspector's  
personal experience,  
theoretical research and the  
definition of a problem and an  
object of study

Experience, both  
personal and  
professional  
experience

The inspector  
him/herself, the  
person who does the  
research, this is the  
starting point!

We cannot ignore those dimensions  
with the naive aim of trying to produce  
aseptic knowledge, presumably more  
neutral and objective




We must attend to social actor updates basic assumptions in their social practice-values, attitudes, representations...


They are necessary constitutive of their particular way of capturing reality, shaping their personal approach to questioning empirical reality.

The inspector, (the researcher) is aware of the specificity of the common sense that he built and shared in his professional life context. It is this reflective effort that will allow the researcher, the inspector, "to distance himself epistemologically from the object of study that he is constructing, making what was "familiar" "strange" and calling into question what seemed obvious.





**Closely linked to the inspector who does the research, is the bibliographic review, in other words, the "state of the art"?**



**It's important to identify and evaluate the knowledge produced, in short, a balance of the research carried out, aiming to build a generic framework of the knowledge produced within the scope of the problem in question. What do we not know and want to know?**

**Monitoring activities**

**Studies**

**Learning Development**

**So,  
which activities  
do we develop  
within the  
research  
framework?**

**Studies in  
pedagogical  
area and  
administrative  
and financial  
area**

**What is a  
Monitoring research  
activity?**

**Monitoring aims to regularly monitor the work of schools and to reflect on their practices, viewing to effectively improve the quality of students' learning and the school results.**



## Learning Development (a monitoring activity)

To observe and analyze  
the school planning,  
implementation and  
evaluation of the  
students' learnings

To observe and analyze  
the measures adopted by  
the school to improve the  
results of learning

- To assure the constitutional rights of citizens
- Regarding equal opportunities on accessing school success

What is a  
**STUDY**  
research  
activity?

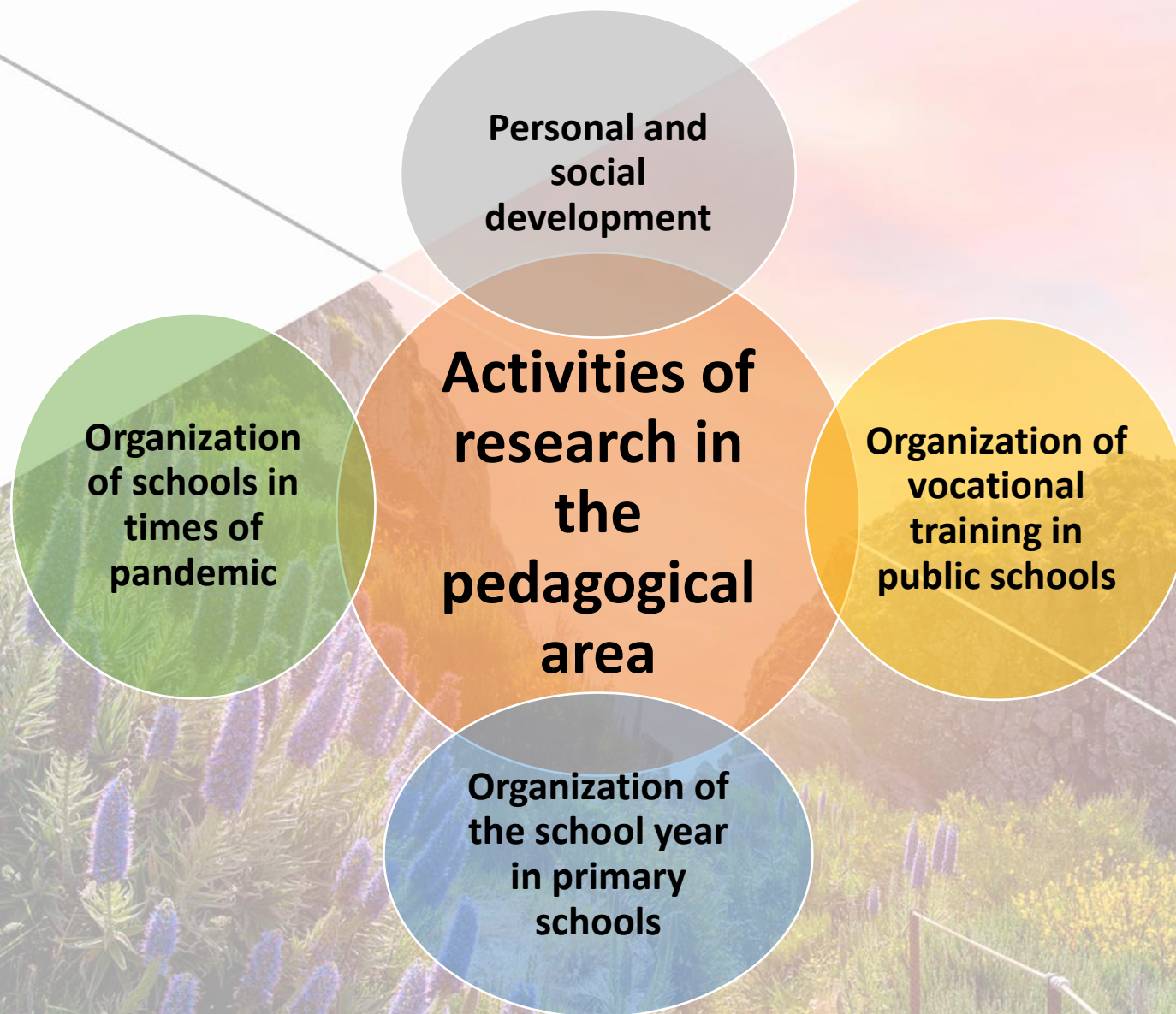


**Creation of  
opportunities and  
conditions for research  
and to produce  
relevant knowledge for  
decision making**

Studies in  
the pedagogical  
area

What studies  
do we  
develop?

Studies in  
the administrative  
and financial area





**Studies in the  
administrative  
and financial  
area**

**Organization of  
working hours**

**School funding  
Instrument**



## Activities of research in the pedagogical area

Schools in Madeira and Porto Santo offer some projects and activities on personal and social development, for the formation of responsible, autonomous, solidary people, who know and exercise their rights and duties in dialogue and respect for others, with a democratic, pluralistic, critical and creative spirit.

## □ Personal and social Development - main aims

To analyze the organization and operationalization of projects and activities developed

To identify the added value in the overall education of the student as a citizen

To promote the reflexive analysis of the implementation and evaluation of the projects and activities developed by schools

## □ Organization of the school year in primary schools

The main purpose is to get to know the practices implemented in the organization and functioning of primary schools as a guarantee of equity in the Regional Educational System

- **Organization of schools in times of pandemic**

This study was applied in every public and private schools, since kindergarten to secondary education levels, at the end of the third term of the 2020/2021 school year.

- **Organization of schools in times of pandemic**

The main purpose of the study was to support the practices developed by schools in the elaboration, implementation and evaluation of a plan/model that established the protocol and mechanisms of action and intervention necessary for the application of each teaching regime: traditional classroom learning, blended learning and online learning.

## ❑ Organization of vocational training courses in public schools

### Purposes of the study

To analyze the praxis implemented in public schools, regarding the organizational model, the curricular and pedagogical management of learning and the role played by the various actors involved.

## ❑ Organization of vocational training courses in public schools

To assess the quality of practices implemented in public schools.

## ❑ Organization of vocational training courses in public schools

In  
summary

With this study, and with the purpose of identifying areas for improvement and experimenting with new approaches, schools can develop innovative practices that improve the quality of education and better prepare students for their future careers.



## ☐ Organization of working hours

### Aims

To get to know the impact of the legal framework on the organization of the school

## □ School funding instrument

It is one of the instruments for the implementation of the principles, goals and strategies enshrined in the educational project and the annual school plan, under the Basic Law of Public Accounting.

It was developed in 9 public secondary schools of Madeira in 2016...

## ☐ School funding instrument

...and it was based on the following objectives:

- ✓ To get to know *in loco* how this instrument operates
- ✓ To observe its articulation, on one hand with the Autonomy Regime of Madeira and on the other hand with the rules defined in the State Financial Administration Reform;

**In the Regional Inspectorate of Education, the nature of research is internal and is based on the following frameworks:**

Scripts

Guides

Maps

Protocols

Other  
internal  
data

Internal research in the Regional Inspectorate of Madeira

Next Step – To associate internal research with external research

Through partnership with other actors:

Universities

Inspectorates

Other institutions

**The partnership is important, as we want to improve our practices based on academic and scientific knowledge promoting partnership with universities and other similar institutions.**

### **Research added value:**

For the Regional Inspectorate  
of Madeira and inspectors

- ✓ To improve the practice of inspectors and the working tools in the inspectorate
- ✓ To create a new culture of cooperation and to promote a new culture of school organization

## Research added value:

For Schools

To reflect on their  
practices and  
organization to assure  
the quality of  
education of our  
children and students

## Research added value:

For Decision Makers

To develop policies  
attending the result of  
research



This new paradigm is based on the new role of the inspectorate, on the new forms of regulation, according to some authors, in a model post-bureaucratic (Afonso, 2020)

Research emerges as an example of the regulation of public provision through knowledge-based instruments. (Afonso,2020)

“... não se trata já e apenas de obedecer à lei e às normas, trata-se principalmente de aderir e aceitar participar numa comunidade de ideias e de práticas sobre a qualidade da educação e do ensino.”  
(Afonso, 2019)

It is no longer a question of obeying the law and the norms, it is mainly a question of adhering to and accepting to participate in a community of ideas and practices on the quality of education and teaching.

# Bibliografia:

- Costa, E e Almeida, M (Coord.), (2020). Autonomia e autoavaliação da escola: Análise de processos de regulação. Lisboa: Instituto de Educação, Universidade de Lisboa.



спасибо  
danke 謝謝  
ngiyabonga  
teşekkür ederim  
dank je  
gracias  
tapadh leat  
bedankt  
hvala  
mauruuru  
thank you  
mochchakkeram  
dziękuje  
sagolun  
sukriya  
kop khun krap  
go raibh maith agat  
obrigado  
sagolun  
sukriya  
kop khun krap  
grazie  
arigatō  
takk  
dakujem  
merci  
merci  
terima kasih  
감사합니다  
ευχαριστώ