



PORTUGAL FACT SHEET



Lead country partner	VBJK - Centre for Innovation in the Early Years
Project duration	January 2018 – November 2020
Keywords	Professional identity, educare, collaboration, continuous professional development

In other words, VALUE is all about valuing diversity in care and education: valuing diversity in the collaboration between ECEC practitioners will help us to address better the learning and care needs of diverse children, families and communities.

PILOT SCHOOLS

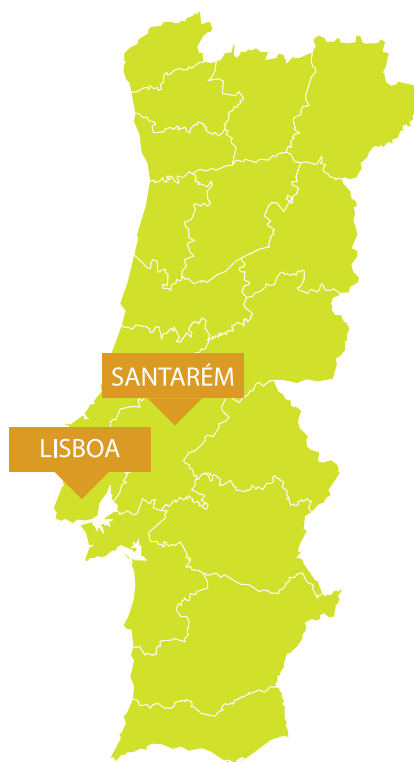
Two schools participated in the Portuguese VALUE pilot.

ABOUT VALUE PROJECT

VALUE – Value Diversity in Care and Education is a three year (January 2018 – November 2020) Forward Looking Cooperation Project co-funded by the European Commission’s Erasmus+ Programme undertaken by a consortium of partners:

- ▶ **Belgium:** VBJK - Centre for Innovation in the Early Years, Erasmus University College, Karel de Grote University College
- ▶ **Denmark:** DPU - Denmarks institut for Pædagogik, Aarhus University
- ▶ **Portugal:** Aga Khan Foundation, ESE – IP-Santarém
- ▶ **Slovenia:** ERI - Educational Research Institute

VALUE focusses on strengthening the collaboration between all ECEC practitioners involved in the care and learning process of young children, valuing the divers background and experience of ECEC practitioners. Special attention is payed to the role and position of assisting practitioners: how to strengthen their professional role and identity? How to involve them in professional development and planning time?



ASSOCIAÇÃO PRÓ-INFÂNCIA SANTO ANTÓNIO DE LISBOA (LISBOA)

<https://www.apisal.org/>

Non-profit school (IPSS) offering services of nursery (5 groups), pre-school (6 groups) and primary

school (8 groups). In total there are 243 children in the pre-primary education and 200 in the primary education.



**ESCOLA BÁSICA SÃO DOMINGOS
– AGRUPAMENTO DE ESCOLAS ALEXANDRE
HERCULANO (SANTARÉM)**

<https://www.facebook.com/EB-S-Domingos-Santarem-659966840831938/>

Belonging to the public educational network. In total there are 192 children divided in 7 primary education groups (149 children) and 2 pre-school groups (43 children).

Both schools are characterized by great social, cultural, and ethnic diversity in children and families, which mirrors the increasing diversity of the neighbourhoods of the school. However, this diversity is not represented in the core practitioners of the school teams and is scarcely represented in the assisting practitioners.

See more in the [Baseline Report](#)

LEARNING PATH

The Portuguese Pilot examines how collaborative learning between ECEC core and assisting practitioners can be achieved through the creation of Continuous Professional Development (CPD) paths in the context of a non-profit school (IPSS) and a public educational school.

The two VALUE learning paths aimed at improving the recognition of the assistants' professional identity to foster collaboration between core practitioners, assisting practitioners and leadership, and the development of educare quality responses with diverse children and families.

Although the 2 VALUE CPD pathways were carried out differently in the 2 pilot schools, both shared similar goals and methods. First, in both pathways the participatory approach was crucial. The content was initially decided together by the facilitators of each team, and along the way together with the participants. Second, both pathways were characterised by a reflection on the daily practice of the participants.

VALUE LEARNING PATH SANTARÉM

- ▶ 11 assisting practitioners
- ▶ 2 preschool teachers
- ▶ 1 pedagogical coordinator
- ▶ 2 coaches

The VALUE learning pathway reinforced the awareness of learning in participation, by both children and practitioners, from their own daily life and experience and, also, from the baselines of the childhood pedagogy (inclusion of diversity, collaboration, integration of care and learning). Staff meetings took place at the beginning and the end of the process, involving the core practitioners, the pedagogical coordinator, and the assisting practitioners.

VALUE LEARNING PATH LISBON

- ▶ 17 assisting practitioners
- ▶ 11 nursery and preschool teachers
- ▶ 1 pedagogical director
- ▶ 1 school director
- ▶ 2 coaches

The VALUE pathway consisted in a shared awareness and appreciation of each practitioner and her know-how; the development of teamwork as an everyday practice of practitioners and management; the development of communicative and interactive practices sensitive to the needs of care and learning of diverse children, families and communities. The meetings between core and assisting practitioners encouraged both the motivation and the perspective of a collaborative dialogue between the two professional groups.

LESSONS LEARNED FROM THE PILOT

The analysis and interpretation of data from focus group interviews and facilitators' research portfolios provided valuable insights on the Portuguese VALUE case.

It highlights important changes of mindset and learning:

- ▶ Creating respectful time and space to listen to each group of practitioners about their own perceptions is a crucial starting point in developing trust between participants and facilitators and engaging them in the processes of the learning pathway.
- ▶ The learning pathway needs to start from an explicit theoretical and empirical framework that supports a reflexive and critical dialogue on professional practices in early childhood education.
- ▶ The leadership needs to be equally distributed within the learning pathway. This means that the leader is involved in constructing the collaborative approach for responding to diversity. Thus, there is a participatory approach to shared decision-making. It also refers to a type of management that - in order to lead collaboratively - needs to be involved in the

learning pathway together with the practitioners; a type of management that is willing to engage in shared leadership in the decision-making process.

See more in the [Country Report](#) and [Roadmap](#)

STAKEHOLDERS GROUP

The Portuguese Pilot is now working on extending the schools' internal dialogue to stakeholders in order to enhance the impact of the pilot and consolidate VALUE's project purposes.

OBJECTIVES

- ▶ Raise awareness on the benefits of implementing CPD pathways with school practitioners, particularly with the assisting practitioners, and involving the school leaderships from the beginning.
- ▶ Provide advice on the content of the overall VALUE project.
- ▶ Follow-up and give advice on the process and results of the VALUE pilots.
- ▶ Disseminate the VALUE project results and co-create policy recommendations.

OVERALL CONCLUSIONS

Based on the two Portuguese VALUE pilots trajectories and echoing the expectations of the participants, overall recommendations for school policies, local policy and national policy were developed aiming to address ECEC key issues.

ANCHORS POINTS

- ▶ Invest in CPD initiatives that are based on participatory and collaborative approaches

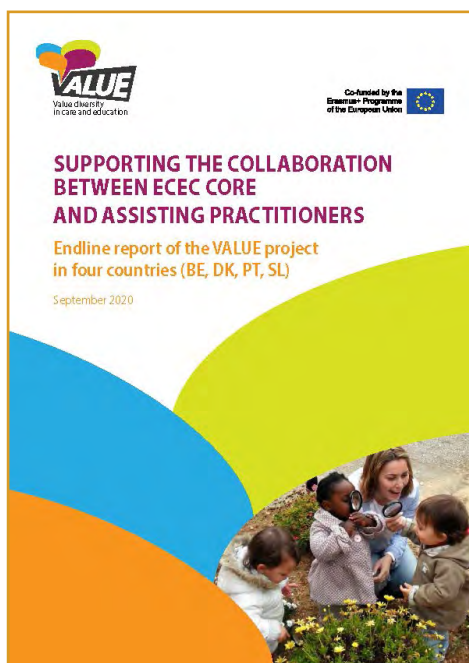
that value diversity and create quality responses to diversity.

- ▶ Introduce an educare approach in which assisting and core practitioners collaborate on an equal footing.
- ▶ Involve the school/pedagogical leaderships in the CPD initiatives from the beginning, enabling leadership awareness of the changes to be operated, of the conditions to be enabled, of the communication to be equitably shared.

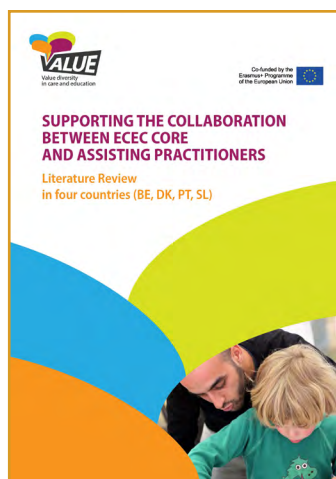
See more in the [Country Report](#) and in [Actions for policy and practice](#)



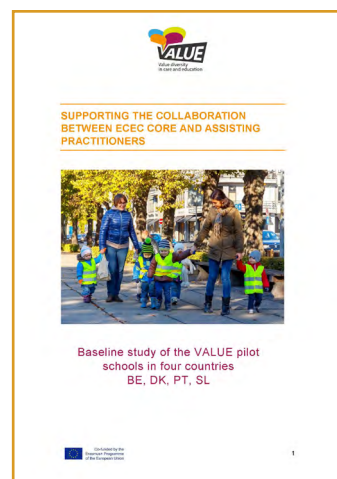
VALUE PROJECT RESOURCES



ENDLINE REPORT



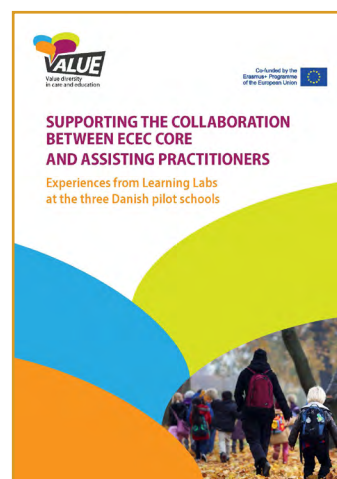
LITERATURE REVIEW



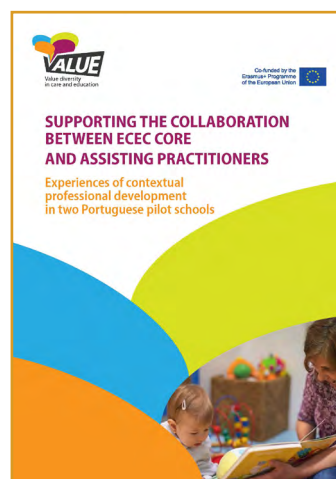
BASELINE STUDY



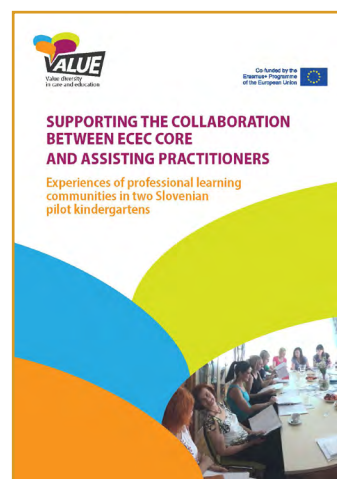
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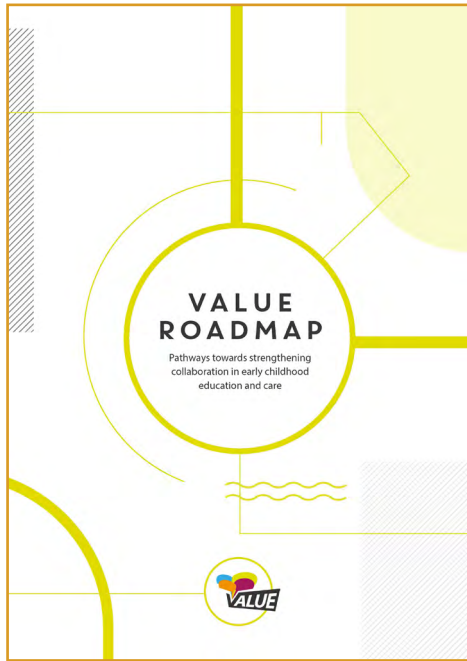
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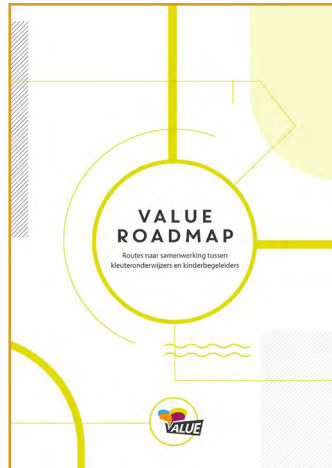
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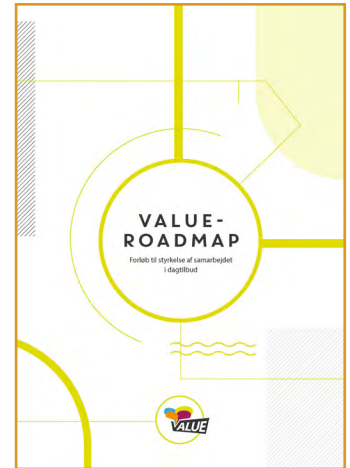
COUNTRY REPORT SL



ROADMAP ENG



ROADMAP NL



ROADMAP DN



ROADMAP PT



ROADMAP SL



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