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Fostering democratic learning environments. The role of leadership in the construction of the Whole-School Approach in Italy and Portugal

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Making democracy and human rights a reality in the daily life of schools is not only a question of classroom teaching. It is a function of all aspects of school life.

Council of Europe (2018). *Reference Framework of Competences for Democratic Culture. Volume 3: Guidance for implementation*, Strasbourg, p. 90.

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List of abbreviations

AE	Aprendizagem essencial
CBA	Computer-based assessment
CCE	Civic and citizenship education
CIVED	Civic Education Study
CRESPI	Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante
CPSI	Consiglio Superiore della Pubblica Istruzione
DL	Distributed leadership
DLE	Distributed leadership for equity and learning
DS	Dirigente Scolastico
EECE	Estratégia da Educação para a cidadania de escola
ENEC	Estratégia Nacional de Educação para a Cidadania
ENED	Estratégia Nacional de Educação para o Desenvolvimento
FEE	Foundation for Environmental Education
FG	Focus group
ICCS	International Civic and Citizenship Education Survey
ICR	Intercoder reliability
IEA	International Association for Evaluation of International Achievement
INVALSI	Istituto Nazionale per la valutazione del sistema educativo di istruzione e di formazione
IRT	Item Response Theory
ISCED	International Standard Classification of Education
LBSE	Lei de Bases do Sistema Educativo
LMX	Leader-Member Exchange
LOLSO	Leadership for Organizational Learning and Student Outcome project
NCS	National Context Survey
OL	Organizational learning
OT	Organizational trust
PA/PASEO	Perfil dos Alunos à Saída da Escolaridade Obrigatória
PBA	Paper-based assessment
PDM	Participative decision-making
PI	Plano de inovação
PIMRS	Principal Instructional Management Rating Scale
PISA	Programme for International Student Assessment
PLC	Professional learning community
PSE	Personal and Social Education
PTOF	Piano Triennale dell'Offerta Formativa

RIC	Referenciais de Integração Curricular
SEI	Socio-economic Index
SiPeGeS	Società Italiana Pedagogia Generale e Sociale
TA	Thematic Analysis
TALIS	Teaching and Learning International Comparative Survey
TEIP	Territórios Educativos de Intervenção Prioritária
WEF	World Economic Forum
WSA	Whole-School Approach

Introduction

As early as the end of the 19th century, John Dewey, the greatest exponent in the international landscape of Pedagogical Activism and the leading representative and theorist of the Progressivism pedagogical movement, invited us to rethink the function of the school. In the text *The school and society*, first published in 1899 and here reported in its second edition (1915), we read

> «The great thing to keep in mind, then, regarding the introduction into the school of various forms of active occupation, is that through them the entire spirit of the school is renewed. It has a chance to affiliate itself with life, to become the child's habitat, where he learns through directed living, instead of being only a place to learn lessons having an abstract and remote reference to some possible living to be done in the future. It gets a chance to be a miniature community, an embryonic society. This is the fundamental fact, and from this arise continuous and orderly streams of instruction». (Dewey, 1915, p. 15)

The rejection of the conception of the school as purely a place where notions are learned, having only a distant connection with possible future living, leads to a reaffirmation of the need to transform every school into a *miniature community, an embryonic society* in close relationship with society. In this regard, Dewey continues

> «To do this means to make each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious». (Dewey, 1915, pp. 27-28)

So, only when schools make every student in society a member of this community, providing the necessary tools for effective and conscious self-direction, will we have the deepest guarantee of creating a respectable, amiable, and harmonious society.

Dewey's thinking is in deep interconnection with the inherent nature of civic and citizenship education, whose primary role is to prepare future citizens to participate actively and responsibly in the community, unifying knowledge, attitudes, and values fostered through experiences and interactions within learning contexts.

Schools as democratic learning environments play a major role in implementing multidisciplinary and integrated civic and citizenship education, unifying knowledge and

experiences that can promote civic learning and the development of students' citizenship competences. In line with the theorization of the school as an embryonic society of Dewey, school is not only expected to impart knowledge but must actively engage the school community as a whole in its organization, enabling them to experience being members of a participatory and democratic community.

To this end, the Council of Europe (2018b) has identified the Whole-School Approach as the most suitable organizational orientation to fulfill these purposes through the integration of democratic values into the teaching and learning process, cooperation with the local community, and school governance.

School governance is one of the key aspects that determines the direction and effectiveness of a school's organizational system. Specifically, the leadership style of the principal is a relevant element in the realization of inclusive and democratic learning environments in which students can experience active and participatory citizenship (Quong & Walker, 2010; Khurniawan et al., 2021), through the promotion of a shared vision, participation, and collaboration of all members of the school community, such as teachers, students, parents, non-teaching staff, and representatives of the local community in which the school operates.

Taking the Italian and Portuguese national contexts into examination, we aim to analyze how leadership is implemented in different school contexts and what reflections it might have on the construction of effective civic and citizenship education pathways and democratic learning environments traceable to the Whole-School Approach. The three main objectives express this purpose clearly.

Firstly, it is proposed to describe the organizational and teaching practices implemented by schools for the cross-curricular teaching of civic and citizenship education in compliance with current legislation in Italy and Portugal.

Secondly, it is aimed to describe the schools' organizational structures, which are the foundation of the leadership styles of the principals, through an exploratory analysis of contexts and profiling of the schools, identifying organizational and teaching practices that can promote democratic learning environments possibly constitutive of the Whole-School Approach.

Finally, starting from the idea that leadership represents one of the elements that define the characteristics of the school organization and the teaching and learning environment, it is proposed to illustrate the connection among school governance, leadership, and civic and citizenship education in the analyzed schools.

To describe the organizational and teaching practices that can implement effective civic and citizenship education pathways and to define the profiles of school principals based on their leadership styles, an embedded multiple-case study with exploratory purposes and a simultaneous mixed-method approach was conducted in four lower secondary schools in Rome and four lower secondary schools in Porto, selected through a convenience sample.

This thesis is divided into four parts.

The first part presents the theoretical framework and research methodology. The first chapter delineates the path that culminated in the latest definition of competences for active citizenship, the components of civic and citizenship education, the international comparative surveys that tackle this field, and the unique aspects of the Whole-School Approach that enable the organization of a school as a democratic learning environment. In the second chapter, we delve into the topic of leadership, starting with the main theories that aim to define its constituent traits; we proceed by describing how leadership is declined in the school environment and defining some of the models in the literature that address the indirect or mediated effect of leadership on student learning. In the third chapter, the Italian and Portuguese normative landscape in which the research moves is described, focusing in particular on the development of student competences, civic and citizenship education, and the role of the *Dirigente scolastico* and the *Director de escola* in national documents. The fourth chapter describes the methodology of the case study, with a focus on the survey tools used and the data analysis process.

The second and third parts are in-depth overviews of the results from the schools in Rome and Porto, respectively. The study divides both into five chapters, each focusing on describing the school contexts, outlining the teaching and learning process for civic and citizenship education, fostering cooperation with the local community, discussing school governance, and profiling the schools against the carried out analysis to identify the principal's leadership style.

The fourth part contains the final considerations. This section is composed by one chapter and conclusions. This chapter specifically structures an overview of the results from the eight schools using summary tables, capturing the leadership styles in order to define the schools' common and different organizational characteristics of their governance and the teaching and learning process for civic and citizenship education.

The purpose of this study is not to draw comparisons between schools or the two national systems that these institutions operate within. Rather, we aim to conduct an exploratory description of school contexts, identifying the different organizational and teaching practices that distinguish them and that can contribute to foster democratic learning environments, thereby contributing to their wider dissemination.

Part I

Conceptual framework and research methodology

Chapter 1. Toward active citizenship: promoting civic and citizenship education in Europe

Chapter summary

This chapter aims to trace a comprehensive reference framework that has led to the definition of competences for lifelong learning in the European landscape since the last decade of the last century, defining the main normative documents that led to the paradigm shift from a *school of knowledge* to a *school of competences*. Then, the main approaches to civic and citizenship education in Europe and the IEA ICCS 2022 international comparative survey, particularly focusing on the performance of Italian students, are presented. Since the citizenship competences require contexts in which to be acted upon and developed, particular emphasis is placed on the Whole-School Approach, described by the Council of Europe (2018b), which is an organizational model that calls for the structuring of a democratic learning environment that can promote participation, collaboration with the local community, and school governance that reflects democratic values.

In this way, this first chapter aims to present a comprehensive approach to civic and citizenship education that extends beyond mere knowledge transmission, encouraging the active exercise of citizenship and democratic values.

1.1 The long way toward key competences for active citizenship in European recommendations

In recent decades, the transformative force of globalization, characterizing the modern age, has overwhelmed and altered the social, political, economic, and cultural landscape globally. This has created deep interconnections and interdependencies, intensified transnational trades, and accelerated the development of modern technologies and communications at a speed that has never been seen before. This new global reality has imposed unprecedented challenges and opportunities, radically transforming the context in which individuals and societies operate and interact.

In the face of the new scenario that was unfolding, to cope with the numerous and continuous social changes, school was required to rethink its educational practices. Until the

1980s, the assumption of the school system was based on the concept of *knowledge*; however, over time, the latter was increasingly challenged. It became visible that students, upon leaving school, could hardly respond effectively to the challenges posed by society, and the inability of the educational institution to respond to the needs of children was increasingly evident.

Since 1994 the White Paper *Growth, competitiveness, employment. The challenges and ways forward into the 21st century* of the European Commission, edited by Delors, underlined the inadequacy of the education system of time to respond to the challenges related to competitiveness in the medium to long term (European Commission, 1994). Awareness of the inadequacy of traditional educational models highlighted the role of learning that supports the promotion of competent people rather than being limited to the achievement of objectives stipulated by a program (Fiorin, 2017).

The need for change in the education process was reinforced by the document *Learning: the treasure within* (1996) edited by the International Commission on Education for the 21st century, founded by UNESCO and headed by Delors, that highlighted the four pillars of learning for education throughout human life (Delors, 1996):

1. *learning to know*, which is associated with the acquisition of codified knowledge and has been the focus of education;
2. *learning to do*, which is connected to the first pillar and necessitates understanding how to apply that knowledge;
3. *learning to live together*, which requires understanding how to live in harmony with each other and to participate in human activities; and
4. *learning to be*, as a response to the risk of dehumanization resulting from the development of technologies. It calls for the complete development of a person throughout their life, while respecting their personality, their forms of expression, and their commitments as an individual and as a member of a family and community.

Thus, a paradigm shift occurred: from the *school of knowledge* to the *school of competences*, which required rethinking the idea of teaching and learning. In fact, the school system has the obligation to foster the inclusion of the learner within the social and cultural landscape through the achievement of educational goals expressed in terms of competences.

In the beginning, the construct of competence reflected the behaviorist perspective, in which it consisted of an observable performance of the individual, whose level of mastery of that competence was determined by the summation of its components. In the following decades, the construct evolved, resulting from the interaction among three factors (Castoldi, 2017):

1. *knowledge,* based on the representations of the world that a person constructs through external stimuli and codified knowledge;
2. *skills,* which are operational patterns that enable the person to act; and
3. *dispositions to act,* based on attitudes to deal with external reality.

The behaviorist perspective was later superseded by the work of Le Boterf (2008), who conceived of competence not as a simple mechanical summation of distinct parts but as a combination of those parts themselves, which lose their original individualities to form a unique new complex structure:

> «*La compétence n'est pas une addition : considérer la competence comme une somme ou une simple addition de ressources, c'est raisonner en termes d'assemblage et non pas de combinatoire*. L'assemblage, comme dans un jeu de Lego, produit une construction dans laquelle chaque élément garde sa forme propre, quelle que soit l'architecture dans laquelle il s'insère : qu'il s'agisse d'un camion, d'une maison ou d'un pont, chaque pièce reste identique à elle-même. Il en va différemment dans une combinatoire qui fait système : chaque élément est modifié par les autres. Le savoir-faire « savoir conduire une réunion d'étude de problème » doit se modifier, s'adapter, lorsqu'il se combine avec des savoirs en chimie ou encore en pédagogie, etc.». (Le Boterf, 2008, p. 17)

This led to a socio-constructivist perspective, in which individuals are active builders of their own learning through experiences and interactions within the environment. In this regard, Le Boterf (2008), echoing the North American model of gardening management, stated that it was necessary to create an ecologically suitable environment for their growth and interactions. Le Boterf did not present a precise mechanism through which single components produce an outcome, but rather a probabilistic process through which the different components in interaction with each other and the environment lead to the development of the desired and necessary competences with good probability but not with certainty.

> «Le message – bucolique, il est vrai ! – est simple : le jardinier ne tire pas sur les plantes pour les faire pousser, de même que le manager ne peut forcer ses collaborateurs à agir avec pertinence et compétence. La « stratégie » du jardinier consiste à créer et à entretenir un environnement favorable (traitement du sol, ventilation, ensoleillement, arrosage…) pour

> maximiser les chances que les plantes croissent. La garantie de succès n'est pas assurée à 100 % – on ne saurait exclure les intempéries ou catastrophes imprévisibles ni les spécificités de chaque plante –, mais sa probabilité est maximisée. Il en va de même pour le manager : il lui faut veiller à créer un environnement favorable pour maximiser la probabilité que ses collaborateurs prennent des initiatives pertinentes et mobilisent les combinatoires appropriées de ressources. La création de connaissances ou la mise en œuvre de compétence dépend toujours d'un contexte qui soit favorable, d'un enabling context». (Le Boterf, 2008, p. 80)

The acting with competence was connected with four types of conditions (Le Boterf, 2008): the conditions related to knowledge (*savoir*), which was structured in knowing how to act and how to interact; the conditions related to power (*pouvoir*), which was compounded by having power and the means of acting and interacting; conditions related to the will (*vouloir*), based on having reasons to act and interact, and that referred to personal motivation; and the conditions for progressing (*faire progresser*), which referred to the ways of acting and interacting.

The growing emphasis given by the construct of competence in the educational pathway is witnessed by the attention given to the key competences for active citizenship across Europe. The theoretical framework outlined above can be seen translated into reports, laws, and regulations issued by both European organizations and national governments, through which they tend to regulate the transition from the school of knowledge to the school of competences. As a result, the school needs to enable the students to integrate independently and responsibly into the social, cultural, and professional community where they live.

One of the seeds of this transition can be found in the document *Life Skills Education in Schools*, drafted by the World Health Organization (WHO) in 1993 and published in 1994, in which there was a shift from health prevention to health promotion (Dall'Aglio et al., 2005) emphasizing the central role of school in promoting well-being of adolescents. Central to the document was the construct of psychosocial competence in promoting well-being, which was defined as

> «a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behavior while interacting with others, his/her culture and environment». (WHO, 1994, p. 1)

The psychosocial competence was the product of the interconnection of ten life skills[1], defined as the «abilities for adaptive and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life» (WHO, 1994, p. 1).

These concepts were better specified in the document drafted by WHO in 1999, in which the concept of life skills was better clarified and identified as psychosocial skills, defined as «personal, social, interpersonal, cognitive, affective, universal» (WHO, 1999, p. 3).

In 1997 the OECD started the DeSeCo (Definition and Selection of Competencies) Project. It was aimed at providing an international reference framework for the definition of key competences needed by both children and adults to act responsibly and successfully in a modern democratic society facing present and future challenges (Salganik et al., 1999; ten Dam et al., 2011). Here appeared the idea of competence as a combination of cognitive and practical skills, motivation, knowledge, attitudes, values, behaviors, and emotions mobilized together to act in a context.

> «A *competence* is defined as the ability to meet complex demands successfully through the mobilization of mental prerequisites. Each competence is structured around a demand and corresponds to a combination of interrelated cognitive and practical skills, knowledge, motivation, values and ethics, attitudes, emotions, and other social and behavioral components that together can be mobilized for effective action in a particular context». (Rychen & Salganik, 2003, p. 4)

In this project, nine key competences were identified, grouped into the following three categories: interacting in heterogeneous groups, using tools interactively, and acting autonomously. The first category invoked the ability to use language, knowledge, and new technologies to foster relationships and socio-economic development. The second, related to the first, referred to the ability to cooperate and establish social relations. The third referred to the ability to act in a complex context and to develop one's own life project. These key competences should not be considered separately, but rather in their complex and continuous interaction, which varied based on the contextual and cultural factors that mobilize them (Rychen & Salganik, 2003).

Concurrently, in 1997 the first OECD PISA survey (Programme for International Student Assessment) was launched and conducted in 32 countries (28 were members of OECD) with

[1] The ten life skills are: decision-making; problem solving; creative thinking; critical thinking; effective communication; interpersonal relationship skills; self-awareness; empathy; coping with emotions; and coping with stress (WHO, 1994).

the aim of analyze the ability of students to reflect on and apply their knowledge to real-life situations, gathering evidence on 15-year-old student literacy in reading, mathematics, and science. This purpose was based on the lifelong learning perspective[2] whereby people learn and develop the competences needed to effectively respond to the changing of society throughout their lives (OECD, 2001).

Lifelong learning was subsequently taken up as essential condition for active citizenship and employability in the Lisbon Strategy (2000), adopted as the manifesto of the community strategy in education (Allulli, 2010). The Strategy was aimed at promoting economic progress based on the *knowledge society* through the development of social capital. It also required the promotion of new basic skills[3] specifically in ICT and recognized the primary role of education in economic and social policies, as well as the importance of competences for social cohesion, economic development, and well-being of the citizen (Halász & Michel, 2011). The promotion of lifelong learning and the role of education in economic growth were further strengthened by the Europe 2020[4] strategy, which set targets for the EU by 2020 summarized in economic, sustainable, and inclusive growth.

In the footstep of the Lisbon Strategy, the project *Active Citizenship for Democracy*, launched by the European Commission in collaboration with the Council of Europe, identified the four dimensions of citizenship, which represented the domains of participation in society (Abs & Veldhuis, 2006):

i. the *political citizenship*, referred to the participation of citizens in decision-making, political rights and political involvement;
ii. the *social citizenship*, referred to interpersonal relationships among community members;
iii. the *cultural citizenship*, referred to cultural heritage and the values shared by the community; and
iv. the *economic citizenship*, referred to work and the relationship between individuals and the economic system.

[2] The concept of *lifelong education* appeared for the first time in *Learning to be: the world of education today and tomorrow* (Faure, 1972) as an element to guide educational policies. In this report, education and learning were defined as processes in continuous evolution throughout life.
[3] *Lisbon European Council 23 and 24 March 2000 – Presidency Conclusions.* Available at: https://www.europarl.europa.eu/summits/lis1_en.htm. Accessed 3 March 2024.
[4] EUCO 13/10. The European Council 17 June 2010, Conclusions. Available at: https://ec.europa.eu/eu2020/pdf/council_conclusion_17_june_en.pdf. Accessed 3 March 2024.

In addition, the project proposed a minimum package of competences for active citizens, grouped into knowledge, attitudes, and skills; to understand the levels of outcomes of the individual, indicators – divided into knowledge, attitudes, skills, values, and identity – have also been proposed (Abs & Veldhuis, 2006; Losito, 2007).

The framework outlined so far was operatively expressed in the *Recommendation of The European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning*[5]. The document set as a pivotal goal the fulfillment and self-actualization of the learners, who, at the end of schooling, should possess the competences necessary to fit fully into the socio-cultural context and to rise to the daily challenges with a view to lifelong learning.

Key competences were established as

> «a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. [..] The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences». (Annex to the Recommendation on Key Competencies for Lifelong Learning – A European Reference Framework, 2006, pp. 1-2)

The Recommendation of 2006 enumerated eight key competences for active citizenship:

1. communication in the mother tongue;
2. communication in foreign languages;
3. mathematical competence and basic competences in science and technology;
4. digital competence;
5. learning to learn;
6. social and civic competences;
7. sense of initiative and entrepreneurship; and
8. cultural awareness and expression.

[5] Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC). Official Journal of the European Union. Available at: https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF. Accessed 3 March 2024.

The eight competences are equally important and mutually interconnected with one another. Even though the first three are more related to the subjects and the teaching activities of school, the other five have a cross-curricular nature and have been considered in different ways in the European school curricula (Halász & Michel, 2011).

Among the key competences, social and civic competences are defined as

> «personal, interpersonal, and intercultural competencies that cover all forms of behavior that enable people to participate effectively and constructively in social and working life, particularly life in increasingly diverse societies, as well as to resolve conflict where necessary». (Annex to the Recommendation on Key Competencies for Learning, 2006, p. 4)

It should be noted that social competence differs from civic competence. The first one refers to the achievement of bio-psycho-social well-being, which depends on the establishment of meaningful relationships with others based on respect, trust, participation, and understanding. Civic competence equips individual with the tools to participate in social life and

> «is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe. Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting». (Annex to the Recommendation on Key Competencies for Lifelong Learning – A European Reference Framework, 2006, p. 5)

A further step in the European scenario for the definition of key competences for active citizenship was provided by the *European Qualification Framework for lifelong learning*, adopted by the European Council on 23 April 2008[6] and revised on 22 May 2017. In this Recommendation, eight levels were listed to describe the education of the individual (from basic to academic) with the corresponding competence profile, to use a common language to

[6] European Parliament and the Council of the European Union. 2008. Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. PE-CONS 3662/07, Brussels. Available at: https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32008H0506%2801%29. Accessed 3 March 2024.

describe the qualifications of the different EU education systems and to enhance the educational results achieved (Castoldi, 2017).

In 2015, the *New Vision for Education*[7], drafted by the World Economic Forum (WEF), included cultural and civic competences among the foundational literacies, offering a change of perspective. Indeed, in contrast to previous documents in which those competences were supposed to be achieved ideally at the end of the educational path and were prerequisites for the working world, now they represent the starting point for the development of 21st century competences.

To meet the needs of the global society and counteract the low levels of basic competences of students and adults highlighted in some international surveys including OECD PISA 2015[8], it was necessary to review the key competences of 2006 to support a change in education in the EU.

Following the consultation started in 2016 and ended in 2017[9], the *Council Recommendation of 22 May 2018 on key competences for lifelong learning*[10] stated that changes in society and in economy led to changes in the demand for the competences required to cope with automation processes and the advancement of technologies. However, it was not enough to improve the teaching of specialist subjects, but it was required to improve the entrepreneurial, social, and civic competences to effectively ensure resilience and respond to the need for change (Recommendation on key competences for lifelong learning, 2018).

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[7] WEF (2015), *New Vision for Education*. Available at: https://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf. Accessed 4 March 2024.

[8] In the PISA 2015 survey, it was found that 20% of students did not reach level 2 out of 6 of proficiency in science and 20% of students did not reach the basic level of proficiency in reading (OECD, 2016a; OECD, 2016b). In the EU, lower results were found than in the 2012 survey (European Commission, 2016a): the average of low achievers in science was 20.6% (in PISA 2012 was about 16.6%); the average of low achievers in reading was 19.7% (in PISA 2012 was about 17.8%); the average of low achievers in mathematics increased by about 0.1 percentage (22.2%) compared to PISA 2012 (22.1%).

[9] In 2016 with the Education, Training and Youth Forum, the Commission started a consultation for the review of the Recommendation on Key Competences for Lifelong learning. The ET 2020 High Level Group meeting, the Director Generals for school education meetings, vocational education and training, and higher education, as well as the Advisory Committee for Vocational Education and Training, the Cultural Affairs Committee, and Youthpass advisory group meeting discussed the review of the Recommendation. The consultation ended with a Key Competences Review session in Brussels on 14 June 2017 (European Commission, 2018).

[10] Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Official Journal of the European Union, C189/10. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01). Accessed 4 March 2024.

In the Recommendation of 2018, the definition of the key competences was significantly enriched with respect to the one of 2006:

> «key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities». (Key Competences for Lifelong Learning – A European Reference Framework, 2018, p. 1)

While maintaining the number of key competences unchanged, they have been redefined and reformulated by paying greater attention to the range of knowledge, skills, and attitudes that make them up and that best equip the citizen to respond effectively to the needs of a rapidly changing globalized society. These competences were:

1. literacy competence;
2. multilingual competence;
3. mathematical competence and competence in science, technology and engineering;
4. digital competence;
5. personal, social and learning to learn competence;
6. citizenship competence;
7. entrepreneurship competence; and
8. cultural awareness and expression competence.

Although all these competences contribute to the formation of the citizen and active citizenship, in 2018 the specific citizenship competence was introduced, extrapolating it from the social and civic competences of 2006. It has its own specificity and refers to socio-economic-politic aspects ranging from national to European and international level, sustainability, and participation in civic and social life. Citizenship competence was described as

> «the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability. Citizenship competence is based on knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture. [...] Skills for citizenship competence relate to the ability to engage effectively with others in common or public interest, including the sustainable development of society. This involves critical thinking and integrated problem solving skills, as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level.

> This also involves the ability to access, have a critical understanding of, and interact with both traditional and new forms of media and understand the role and functions of media in democratic societies». (Key Competences for Lifelong Learning – A European Reference Framework, 2018, pp. C189/10-C189/11)

The definition of citizenship competence in the Recommendation of 2018 emphasized the close interaction between the individual and society, reinforcing their role as an active member of the community; it differs from the social and civic competences of 2006, which were more limited to knowledge of socio-political structures and the personal commitment to engage in the public sphere.

In 2018, the Council of Europe published the *Reference Framework of Competences for a Democratic Culture*, which was divided into three volumes and was along the lines of the framework *Competences for democratic culture: living together as equals in culturally diverse democratic societies* (2016). In these two documents, the Council of Europe proposed a systematization of the competences required to live in a democratic society and live peacefully with other democratic societies (Council of Europe, 2018a). Specifically, with the Reference Framework, the Council of Europe (2018a) proposed a holistic and dynamic model in which the twenty competences for democratic culture and intercultural dialogue were highlighted, divided into four groups: values, attitudes, skills, and knowledge and critical understanding (Figure 1).

According to the definition that emerged in these documents, competence involves

> «the selection, activation, organisation and co-ordination of relevant psychological resources which are then applied through behaviour in such a way that the individual adapts appropriately and effectively to a given situation». (Council of Europe, 2018a, p. 32)

The competence requires the simultaneous or sequential activation of the clusters of competences located in the four 'wings of the butterfly' to act effectively in democratic and intercultural situations (Council of Europe, 2018a). Thus, knowledge, attitudes, values, and skills can be considered specific resources of the individual (Council of Europe, 2016) or the constitutive dimensions of citizenship competence.

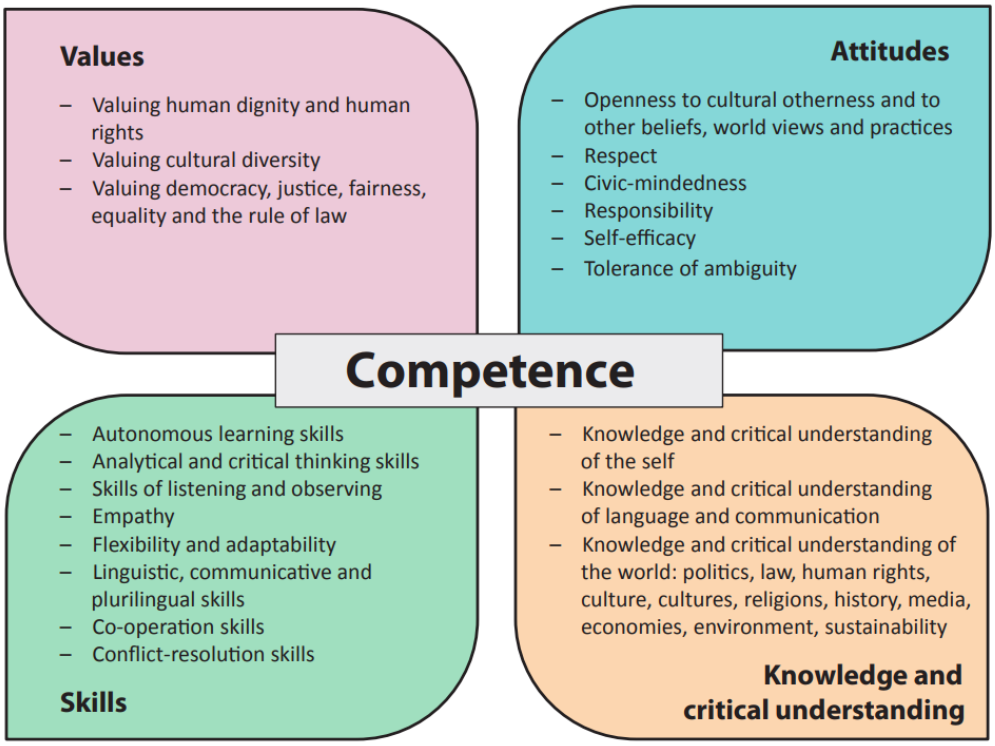


Figure 1: The twenty competences for democratic culture. Source: Council of Europe, 2018a, p. 38.

The key competences of the EU Recommendation of 2006 and the twenty competences for a democratic culture were reorganized by the Eurydice Report 2017 on citizenship education practices across Europe. Referring to the studies of ten Dam et al. (2011)[11], Eurydice (2017) divided them into four citizenship competence areas (Figure 2): acting democratically; acting in a socially responsible manner; interacting effectively and constructively with others; and thinking critically. As it emerged, in order to foster the development of competences, Eurydice focused attention on the role of the active acting of the person-in-training in formal, informal, and nonformal learning contexts (Eurydice, 2017).

[11] ten Dam et al. (2011) stated that knowledge, attitudes, skills, and reflection were necessary components to perform the tasks «in a socially accepted manner» (ten Dam et al., 2011, p. 356) that were required of everyone in the society where they belong. Therefore, knowledge, skills, attitudes, and reflections have been divided into the four social tasks that must be performed: acting democratically; acting in a socially responsible manner; dealing with conflicts; and dealing with differences. The definitions that have been given to the interconnection between social tasks and components are considered representative of citizenship competences of the students (ten Dam et al., 2011). The four social tasks have become, albeit with modifications, the four areas of citizenship competence identified by Eurydice (2017).

Interacting effectively and constructively with others	Thinking critically	Acting in a socially responsible manner	Acting democratically
Self-confidence	Multi-perspectivity	Respect for justice	Respect for democracy
Responsibility	Reasoning and analysis skills	Solidarity	Knowledge of political institutions
Autonomy (personal initiative)	Data interpretation	Respect for other human beings	Knowledge of political processes (e.g. elections)
Respect for different opinions or beliefs	Knowledge discovery and use of sources	Respect for human rights	Knowledge of international organisations, treaties and declarations
Cooperation	Media literacy	Sense of belonging	Interacting with political authorities
Conflict resolution	Creativity	Sustainable development	Knowledge of fundamental political and social concepts
Empathy	Exercising judgement	Environmental protection	Respect for rules
Self-awareness	Understanding the present world	Cultural heritage protection	Participating
Communicating and listening	Questioning	Knowing about or respecting other cultures	Knowledge of or participation in civil society
Emotional awareness		Knowing about or respecting religions	
Flexibility or adaptability		Non-discrimination	
Inter-cultural skills			

Figure 2: Citizenship competence areas and specific citizenship competences. Source: Eurydice, 2017, p. 48.

Underlying the legislative path that has led to what are now considered the key competences for active citizenship, there is the belief that they are not defined and immutable but require to be altered in relation to the continuous process of societal transformation (Losito, 2007).

The application of the construct of competence in the educational field finds expression in the aforementioned paradigm shift from the school of knowledge to the school of competences, which is expressed by the reformulation of educational goals to be pursued. The static, analytical, and abstract vision related to knowledge, which is decontextualized and reductionist, is surpassed by a dynamic and holistic vision related to competences, which is located, acted on, and global (Castoldi, 2017). The learning environment, that supports active learning, plays a central role in the development of competences; teachers, school organization, and leadership should create real-life situations where students can practice them (Halász & Michel, 2011).

Nonetheless, because of the absence of a unique model for integrating them into the national curricula, there was a certain flexibility in how the competences were treated into Europe, adapting them to the local characteristics of each country (Schola Europaea, 2018).

1.2 Civic and citizenship education across Europe: objectives and approaches

In response to the rapid changes brought about by globalization, which have significantly affected society and the ways of understanding being a citizen since the late 1980s, there has been a crucial evolution in the field of education. The creation of recent democratic governments in the late 1980s and early 1990s (following, for example, the fall of the Berlin Wall) highlighted the need to rethink citizenship and the primary role of education in this task (Amadeo et al., 2002).

Originally, until the late 1990s, civic education dominated the educational discourse inherent in the formation of the citizen. The results of international comparative survey Civic Education Study (CIVED)[12] conducted by the International Association for the Evaluation of Educational Achievement[13] (IEA) in 1999 referred to this paradigm.

However, the advent of the new millennium marked a turning point, making the concept of civic education inadequate in the face of social changes, such as national identity and belonging, empowerment, and the challenges associated with human rights.

To address the socio-cultural changes in Europe and the advancement of new pedagogical approaches in response to these changes, in 1997 the Council of Europe initiated the *Education for Democratic Citizenship* project, which concluded with the Strasbourg Conference on 19 July 2000. The project was aimed at implementing awareness of democratic citizenship as well as the improvement of educational processes for lifelong learning of the active citizen in democratic society. In this scenario of change, democratic values became the core of the learning process (Dürr, Spajic-Vrkas & Martins, 2000).

In this project, a deep distinction was made between civic education and education for democratic citizenship, testifying to the inadequacy of the first to respond to current social challenges.

> «If civic education is considered in terms of preparing young people for informed, active and responsible participation in democracy based on respect for universal human rights, equality,

[12] As early as 1971, the IEA conducted a study on civic education as part of the so-called Six Subject Studies (Torney et al., 1975; Amadeo et al., 2002). Launched in 1994, the IEA CIVED aimed to gather evidence for reorganizing civic education programs in many countries, in response to the events of the late 1900s (Torney-Purta et al., 2001). In 1999, about 90,000 14-year-old students from 28 countries attended the survey. CIVED was focused on three domains referred to as school-based learning and opportunities for civic participation outside the school (Schulz et al., 2010): democracy and citizenship; national identity and international relations; and social cohesion and diversity.

[13] The IEA civic and citizenship education surveys, specifically ICCS 2022, will be discussed in section 1.3.

> justice and pluralism, its goals are similar to the ones of education for democratic citizenship. On the contrary, if civic education is considered as political education which aims at preparing young people to be loyal citizens in democratic regimes that are blind to inequality, social exclusion, lawlessness and social integration, then, the differences between these two approaches are too significant to be easily ignored». (Dürr, Spajic-Vrkas & Martins, 2000, 36)

The social changes, resulting from the expansion in the understanding of active participation in civil and civic society[14] and within the school itself, have forced a paradigm shift: from civic education to civic and citizenship education (CCE) – or its synonym citizenship education – reflecting the needs of a global and interconnected society. If therefore civic education was more focused on knowledge and commitment in society (Dürr, Spajic-Vrkas & Martins, 2000), CCE emphasizes the ability of people to engage with and transform their communities, thus expressing the change in the way of being a citizen and the greater possibilities to participate in society (Schulz et al., 2010).

> «Civic education focuses on knowledge and understanding of formal institutions and processes of civic life (such as voting in elections). Citizenship education focuses on knowledge and understanding and on opportunities for participation and engagement in both civic and civil society. It is concerned with the wider range of ways that citizens use to interact with and shape their communities (including schools) and societies». (Schulz et al., 2010, p. 22)

The concepts of *citizenship* and *education* are deeply interconnected: the formation of a human being flows into the formation of a citizen (Carta & Secci, 2010) as a member of a socio-cultural and environmental context in continuous evolution. Lawy and Biesta (2006) distinguish two aspects of citizenship: citizenship-as-achievement, which refers to knowledge and skills that individuals must have to act in society; and citizenship-as-practice, which expresses the fact that young people learn to be citizens through active participation in the social and cultural community with which they come into contact daily.

At the core of CCE is the relationship between the individual and society. The Eurydice Report (2017) states that CCE aims at the harmonious coexistence and beneficial development of people and communities in which they live, supporting students to become active citizens in societies from the local to the international level (Eurydice, 2017). At school, it invokes the idea of transformative education because it produces a transformation of both the student and the teacher, resulting from dialogue and critical reflection on issues

[14] Civil society refers to the complex of relationships and interactions of the individual with other people in the community but excluding the state; civic society refers to the complex of relationships and interactions of the individual with other people in the community including the state and includes components characterizing this relationship such as participation, decision-making, and legislative aspects (Schulz et al., 2010).

of common concern, arising from globalization, demographic change, and intercultural integration (Taylor, 2017). In this way, they become agents of change in society (Biseth et al., 2021).

Thus, CCE assumes a double value (Caricaterra, 2019): individual, because it is based on the observance of values expressed by the community; and collective, because it leads the individual to be an integral part of the community itself.

This concept has already been illustrated by Dewey in the late 1800s, who identified the guidance of the student in society as the great purpose as well as the great challenge of the school. The school therefore must not only transmit knowledge but must create a bridge between what happens in and outside its walls to not being isolated from life (Dewey, 1915).

Because CCE is therefore not limited to knowledge but requires an active role of the learner, Scheerens (2009) distinguished its goals into three main dimensions: the cognitive one, which relates to the area of knowledge; the pragmatic one, which relates to experience and action; and the affective one, which refers to being a member of a community. The Eurydice report (2017) also reinforced this aspect, emphasizing that citizenship education must equip individuals with competences that enable harmonious development for both them and the community (Eurydice, 2012; 2017).

The construct of competence is thus closely related to CCE, which cannot be limited to the microcosm of the school but is affected by all formal, nonformal, and informal learning that also takes place beyond the curriculum, as well as all experiences lived by the student outside the school (Scheerens, 2009; Schulz et al., 2016; Losito, 2021).

This concept finds systematicity in the model of the octagon (Figure 3) of IEA CIVED 1999, which incorporated ecological systems theory (Bronfenbrenner, 1994) and situated learning (Lave & Wenger, 1991). According to this model, the relationships students have in their daily lives with *agents of socialization* in different civic communities (Torney-Purta et al., 2001) have an influence on their civic learning, given by the interconnectedness of civic knowledge, civic engagement, and attitudes (Torney-Purta et al., 2001; Schulz et al., 2016; Schulz et al., 2018a).

In Europe, educational policies related to CCE and its integration into the school curricula vary significantly from country to country. The analysis conducted by Eurydice in 42

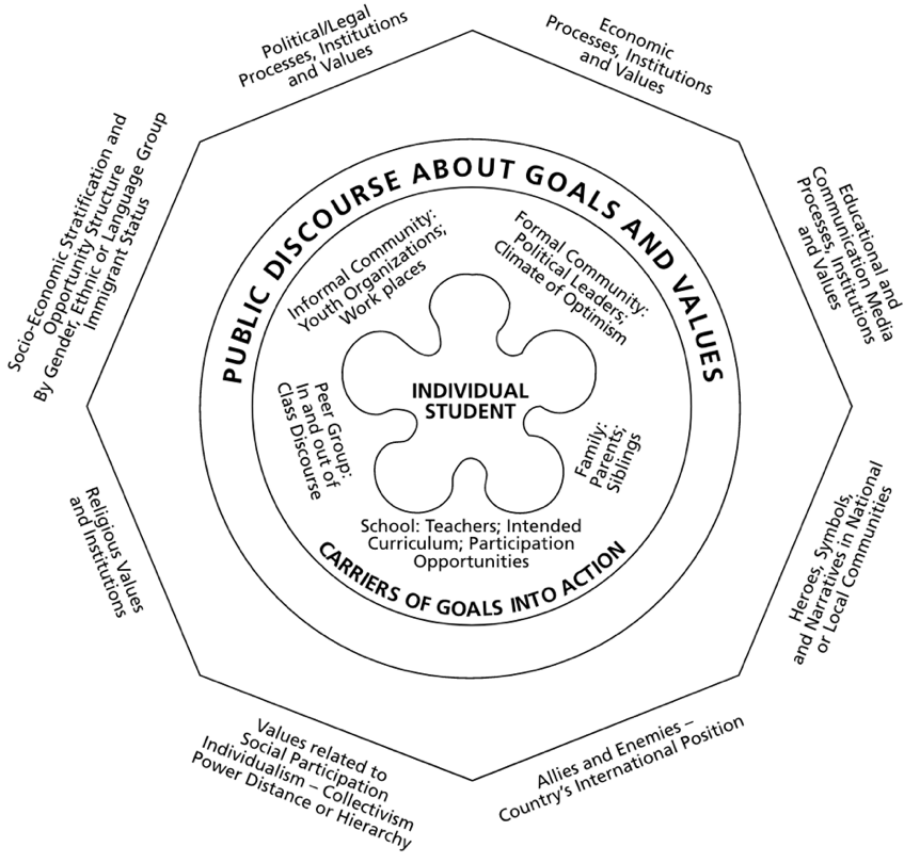


Figure 3: Model for IEA CIVED 1999. Source: Torney-Purta et al., 2001, p. 21.

European countries in 2017 and the National Contest Survey[15] (NCS) compiled by the International Civic and Citizenship Education Survey[16] (ICCS) 2022 conducted by the IEA make it possible to identify the characteristics of CCE in the countries surveyed, highlighting the implemented approaches, objectives, teacher training, and assessment practices (Eurydice, 2017; Schulz et al., 2023b).

1.2.1 Approaches to civic and citizenship education

Across European countries, Eurydice (2017) identifies three main approaches to CCE:

i. as a separate subject, dedicated to citizenship, with specific learning objectives and a specific teacher;

[15] As part of the IEA ICCS survey, experts from national centers administer the NCS online questionnaire to gather information about national CCE curricula and the structure of educational systems (Schulz et al., 2023a; 2023b).
[16] The IEA ICCS 2022 will be discussed in section 1.3.

ii. as a theme integrated into other subjects, so the learning objectives are included in other disciplines or learning areas (mostly in social and human sciences); and

iii. as a cross-curricular theme, featuring cross-curricular learning contents in all subjects and shared responsibilities among teachers with the aim of developing cross-curricular competences or themes.

At the primary and secondary education levels, the most widely used approaches are as an integrated theme and as a cross-curricular approach; despite this, the model that is most widely used until 2017 is an integration between these two approaches, found in twenty-three educational systems for primary education and in twenty educational systems for secondary education. Far fewer countries consider CCE a separate subject, and in some cases, it is considered an optional discipline (Eurydice, 2017).

In addition to these approaches, the NCS of ICCS 2022 also identifies another approach to CCE as an extracurricular activity (Schulz et al., 2023b). In ICCS 2016 a fifth approach to CCE was identified that considered it the result of the whole school experience (Schulz et al., 2018a).

The ICCS 2022 confirms the findings of Eurydice, showing that the most used approaches to CCE are as an integrated theme in the Human and Social Sciences (seventeen out of 18 countries) and as a cross-curricular theme in all subjects (fifteen out of 18 countries); CCE is taught as a separate subject in eleven out of 18 countries and as an extracurricular area in six countries. These approaches are not mutually exclusive but can coexist within an individual country (Damiani, 2021).

In primary school, in most European countries, CCE is mainly taught by general teachers qualified to teach all subjects. In secondary schools, it depends on the approach. In countries where it is a cross-curricular theme, CCE teaching is entrusted to all teachers (nine educational systems have national regulations relating to specific skills that teachers must possess to teach CCE); in countries where it is treated as a separate or integrated subject, its teaching is entrusted to teachers of Human Sciences such as History, Geography, Philosophy, and Social Sciences (Eurydice, 2017).

1.2.2 Contents and objectives of civic and citizenship education

In terms of contents, most European countries have outlined national guidelines to define CCE general aims, thus leaving a certain degree of autonomy to schools and teachers. Although there is a degree of conformity among countries regarding the presence of general aims, the picture is much more varied about the presence of learning objectives and specific contents (Eurydice, 2017).

CCE learning outcomes are defined in twenty-eight European countries; CCE general aims, specific objectives, and contents are defined in twenty European countries; and national guidelines on general aims and/or specific objectives are provided in twelve European countries, but learning outcomes are not defined. In addition, national guides and teaching materials for CCE are provided to teachers, especially in lower secondary schools (thirty-three education systems) compared to primary schools (twenty-nine education systems), and upper secondary schools (thirty education systems) (Eurydice, 2017).

The analysis conducted by Eurydice (2017) has made it possible to identify two points in common among European countries (Damiani, 2021): in primary schools, CCE aims to promote personal development and interpersonal interaction, while in secondary schools CCE promotes critical thinking and democratic action; in almost all curricula, there are issues related to human rights, personal responsibility, participation, democracy, and political institutions.

In ICCS 2022, EU countries identified understanding key citizenship values and attitudes (e.g., equity, responsibility, commitment) (sixteen countries out of 18), communicating through discussion and debate (seventeen countries out of 18), and understanding decision-making and active participation (sixteen countries out of 18) as the main learning objectives for CCE at the 8th-grade of schooling (Schulz et al., 2023b).

1.2.3 Assessment of civic and citizenship education

Teachers are required to assess CCE as a curriculum area. However, this is a complex task because it requires teachers to structure assessment tools and methods that consider both the three aspects – knowledge, attitudes, and skills – that CCE must provide students with and the fact that the CCE is not only realized at school but also in out-of-school contexts. Furthermore, if knowledge is always assessed, the dimensions of attitudes and skills are

smaller (Eurydice, 2017). CCE must therefore be assessed by means of authentic tasks that recall real-life situations in which students can practice competences to demonstrate their possession (Pepper, 2011).

CCE assessment can be both internal and external.

The external assessment refers to the national assessment, which is carried out in schools by external agencies. In fourteen European education systems there are national CCE tests that are supported in the secondary school of general education in order to supervise both the education system and schools (Eurydice, 2017).

Internal assessment refers to the practices and tools implemented in the classroom by teachers to assess students. In ICCS 2022, it emerged that in eight out of 18 countries students in the 8th-grade receive a formal learning assessment for CCE and in eleven countries students receive a grade at the end of their terms or school years (Schulz et al., 2023b).

In twenty-six of the 42 European education systems, there are guidelines for CCE student assessment regarding methods and tools. In particular, more attention is given to written tests and to project-based assessment, while there are fewer indications related to observation and portfolio (Eurydice, 2017). The ICCS 2016 revealed that most teachers used written and oral tests, followed by project work and observation, but they did not practice peer assessment as much (Damiani, 2021). Twenty of the 26 educational systems with classroom assessment guidelines have a general framework that applies to all subjects, while in ten educational systems there are specific guidelines for CCE assessment (Eurydice, 2017).

1.2.4 Pre-service, initial, and in-service training for teachers in civic and citizenship education

The Eurydice report also considers the role of teacher training in CCE. Teachers should not only impart knowledge and skills but also be able to provide students with dynamic learning opportunities that relate to formal and nonformal learning, school, and community (Dürr, Spajic-Vrkas & Martins, 2000). Therefore, the competences of teachers are linked to four dimensions of teaching CCE (Eurydice, 2017):

1. *knowledge and understanding*, which includes the set of knowledge, skills, attitudes, and values that CCE aims to develop, as well as the understanding of fundamental principles and values such as rights, freedom, and democracy;

2. *methodological capacity*, which pertains to the design and implementation of the CCE activities and the student assessment;
3. *social competences*, which refers to the ability to promote debates and reflections, critical thinking, and student participation in school life – by assigning them roles – and in community; and
4. *capacity for reflection, evaluation, and improvement*, which demands teachers reflect on their teaching practice on CCE that changes according to social transformations, because of its dynamic and closely linked nature to society.

The NCS of ICCS 2022 has highlighted how pre-service, initial, and in-service training in CCE for teachers at 8th-grade differs across countries.

In most EU countries, training in the field of CCE is mainly aimed at teachers in the Human and Social Sciences (in fifteen out of 18 countries), Language Arts (in eight out of 18 countries), Religion and Rthics (in nine out of 18 countries), and 'other' subjects (in eight out of 18 countries); less frequent is pre-service and initial training for Mathematics and Sciences (in five and six out of 18 countries respectively), and specialist teachers (in five out of 18 countries). Italy and Latvia have no plans for pre-service and/or initial training in CCE (Schulz et al., 2023b).

The in-service training of teachers in 8th-grade in EU countries is not very different from the data previously reported. Again, in-service training on CCE is mainly carried out by teachers in Human and Social Sciences (in thirteen countries out of 18), Religion and Ethics (in six countries out of 18), and 'other' subjects (in six countries out of 18); less frequent is the in-service training of Mathematics and Sciences (in five out of 18 countries), Arts (in six out of 18 countries), and CCE specific (in six out of 18 countries) teachers. In four countries – Croatia, Latvia, Slovenia, and Spain – there is no in-service training in CCE (Schulz et al., 2023b).

1.2.5 Open questions

The European scenario shows a multiplicity of approaches to the CCE.

The analysis so far presented highlighted the diversity of approaches, contents, and teaching methodologies associated with the implementation of CCE in Europe, revealing discrepancies between the pursued educational policies and their actual implementation in

educational systems (Losito, 2007). Damiani (2021) highlights three open questions that characterize the European scenario:

i. the first issue is related to teaching practices related mainly to the cross-curricular approach, which requires rethinking the teaching-learning process by redefining the school curriculum and the assessment practices used;
ii. the second question concerns the participation of the school community in the organization of the school, which can become a democratic learning environment by integrating democratic values and principles; and
iii. the third refers to the training of teachers and Principals in the curriculum design and school organization to promote CCE.

These tensions underscore the need for a deeper understanding of school dynamics to ensure that CCE would not be limited to knowledge but become a living reality within educational environments.

1.3 International survey on civic and citizenship education: the IEA ICCS

The data reported so far have been collected from the International Civic and Citizenship Education Survey (ICCS) conducted by the International Association for Evaluation of International Achievement (IEA).

The IEA, founded in 1959, is an international cooperation of research institutions, government research agencies, scholars, and analysts with the purpose of analyzing, evaluating, and comparing education systems worldwide.[17] The IEA detects the impact of forms of curriculum organization, teaching strategies, and school organizational characteristics on student learning outcomes; additionally, it supports and encourages the development of secondary analyses that can enrich knowledge and provide evidence for implementing education systems.

The IEA thus has a twofold purpose: *investigative* aim, to take note of the situation and analyze the objective results of the investigations; and *innovative* aim, because it aims to provide countries with data to implement educational practices in education systems.[18] The

[17] IEA, https://www.iea.nl. Accessed 10 March 2024.
[18] *Interventi conclusivi al convegno*, in "Annali della Pubblica Istruzione", monographic issue *Misurazione del rendimento scolastico. Indagine IEA e situazione italiana*, 1977, pp. 360-361.

large-scale comparative survey is done through the study of the common curriculum across countries. IEA surveys cover Mathematics, Sciences, Reading, CCE, digital competence, and adult and teacher education.

With specific reference to CCE, the characteristics of the IEA ICCS survey will now be outlined.

The ICCS is the only international study dedicated to investigating CCE and is aimed at analyzing how young people are prepared to serve as active citizens in a wide range of countries.

The ICCS survey, which conducted its previous cycles in 2009 (Schulz et al., 2010) and 2016 (Schulz et al., 2018a), draws its roots from the two civic education surveys conducted in the past century. The first IEA survey on civic education was conducted in 1971 in nine countries as part of the Six Subject Survey[19], aimed at studying the effectiveness of education systems in achieving civic objectives; then, in 1999, the CIVED survey was conducted in twenty-eight countries (Torney-Purta et al., 2001).

In the last survey of ICCS, conducted in 2022, a total of twenty-two countries and two benchmarking entities participated[20], including twenty-one from Europe, two from Latin America (Brazil and Colombia), and one from Asia (Chinese-Taipei). The target group of the ICCS 2022 survey includes 3,400 school Principals, 40,000 teachers, and 82,000 students; ICCS selected students at grade 8, aged about 13.5 (in countries where the average age of students was below 13.5, grade 9 was selected), and teachers teaching at the target grade.

Participants were selected by stratified two-stage random sampling. Stratification increases sampling efficiency to the extent that stratification variables are correlated with outcome variables. During the first stage, schools were selected for the assessment with probabilities proportional to their size as a measure of the number of students at the schools; within each participating school, in the second stage, classes were included in the assessment with equal probabilities and selected. For each class, all students per class were included. As for teachers, teachers of all subjects in the grade 8 were selected; specifically, in each school

[19] Available at: https://www.iea.nl/studies/iea/earlier. Accessed 10 March 2024.

[20] Bulgaria, Brazil, Chinese-Taipei, Colombia, Croatia, Cyprus, Denmark, Estonia, France, Italy, Latvia, Lithuania, Malta, Netherlands, North Rhine-Westphalia, Norway, Poland, Romania, Schleswig-Holstein, Serbia, Slovak Republic, Slovenia, Spain, Sweden.

fifteen teachers were randomly selected, while in schools with less than twenty teachers, all teachers were included. To achieve the required sampling precision, each country was asked to schedule a minimum sample size of 150 schools (Schulz et al., 2023a; 2023b).

ICCS 2022 reports data on student knowledge, attitudes, perceptions, and activities related to CCE; contexts for CCE from teachers; school contexts from principals; and national contexts of CCE. To collect those data, the IEA identified the cognitive and affective-behavioral aspects that should be important for learning outcomes in CCE focusing on *civic knowledge* and *civic engagement*, as well as the contextual factors that characterize the *civic learning* contexts (Schulz et al., 2023a).

Civic knowledge refers to students' achievements in terms of selecting, reasoning, and applying their knowledge. To measure civic knowledge, ICCS 2022 questions refer to four cognitive domains and two cognitive processes; each of them includes additional subdomains (Schulz et al., 2023a):

1. the cognitive domains identify the content of knowledge and understanding on CCE that individuals should possess. They are (Schulz et al., 2023a):
    a. *civic institution and system*, that are related to the systems and organizations of society. It includes the state institutions, the economic systems, and civil society;
    b. *civic principles*, which include values, principles, and ethics pursued in civic societies. It includes equity, freedom, rule of law, sustainability, and solidarity;
    c. *civic participation*, which refers to the processes and practices of participation in communities. It includes decision-making, influencing policies and practices of others or groups, and community participation; and
    d. *civic roles and identities*, which refers to civic roles, to being a citizen, and the perception of being able to act in relation to different civic communities. The relationships an individual has with others influence their development. Through these relationships, individuals develop multiple identities as opposed to one. As a result, this domain encompasses citizens, civic self-image, and civic connectedness.
2. the cognitive processes refer to the processes – selection, assimilation, application, understanding, and problem solving – that the individual enacts to use the knowledge in real-life situations. They are (Schulz et al., 2023a):

a. *knowing*, which refers to the possession of CCE-related knowledge. It includes defining (recognizing CCE-related contents), describing (recognizing aspects that best describe CCE contents), and illustrating with examples (which allow exemplifying CCE-related concepts); and
b. *reasoning and applying*, which refers to the use of knowledge in CCE to act in real-life contexts. It includes many cognitive processes, such as interpreting information, relating, justifying, integrating, generalizing, evaluating, suggesting solutions, and predicting.

Civic engagement includes the affective-behavioral aspects related to CCE. It is divided into two areas (Schulz et al., 2023a):

1. *attitudes*, which refer to personal judgements, ideas, objects, and situations, including both changing attitudes and those that remain constant over time. It consists of three sub-areas that recall the cognitive domains of civic knowledge:
    a. *attitudes toward civic principles* (i.e., democracy and gender equality);
    b. *attitudes toward civic issues and institutions* (i.e., trust in institutions and political system); and
    c. *attitudes toward civic rules and identities* (i.e., perceptions of good citizenship behavior).
2. *engagement*, which refers to the idea that students have about their ability to participate, with reference also to their present and past experiences and the expectations they have about their civic action. It includes (Schulz et al., 2023a):
    a. *experiences of engagement* (i.e., in groups or using technologies);
    b. *dispositions toward engagement* (i.e. their self-efficacy); and
    c. *expected future engagement* (i.e., their intentions to participate in the future vote).

The experiences and interactions of students in formal, nonformal, and informal learning contexts promote the development of *civic learning*, which results from the interconnection of knowledge, attitudes, and values. According to Schulz et al. (2023a), four contextual levels are distinguished:

1. the *context of the wider community*, which spans from the global to the local level and includes the broader context in which the family and school operate;

2. the *context of schools and classrooms*, which pertains to the unique characteristics that define the school as a learning environment;
3. the *context of home and peer environments*, which refers to the characteristics of the family and peer environment outside of school; and
4. the *context of the individual*, which refers to their personal characteristics.

Contextual features play a dual role in shaping the development of citizenship competences. As *antecedents*, they refer to the individual's personal history, which shapes the modes of civic learning; they are uniquely related to *processes*, which instead shape civic learning itself and produce outcomes – with which they are in a two-way relationship – that in turn yield feedback and lead to modifications to processes themselves (Schulz et al., 2023a).

Data were collected using different tools. For the first time, computer-based delivery was introduced to initiate the transition to digitized tests for future ICCS cycles, giving the countries the opportunity to choose whether to administer the questionnaires and test for students on paper-based assessment (PBA) or computer-based assessment (CBA). The used tools were (Schulz et al., 2023a; 2023b):

i. the NCS, which was administered online to experts from national research centers and collected data on the intended curriculum for CCE, the education system, policies and practices, teacher preparation, and assessment in learning areas;
ii. the school questionnaire, which was administered to the principals in 30 minutes and was aimed at collecting data on school characteristics related to CCE and on the implemented curriculum. It could have been completed online;
iii. the teacher questionnaire, that was aimed at collecting data on background, CCE-related aspects in their school, implemented curriculum on CCE, school characteristics, and climate. It could be completed online, and it was administered in 30 minutes;
iv. the international student questionnaire, that was aimed at collecting data on the background, attitudes, and engagement of students. It could have been PBA or CBA, and it was administered in 40-50 minutes;
v. the regional student questionnaires, that contained items specific to Europe (completed in 20 minutes) and Latin America (completed in 10 minutes). It could have been PBA or CBA; and

vi. the international student test, held in 45 minutes, that was aimed at detecting civic knowledge and the ability of students to reflect on topics related to CCE. It could have been PBA or CBA.

Since the CCE has a dynamic nature, as mentioned above, and is closely linked to social changes, five focus areas particularly relevant to the society of the time were included in ICCS 2022: environmental sustainability, engagement with digital technologies, diversity (related to issues like migration, socioeconomic differences, and gender diversity), views of the political system, and global citizenship (Schulz et al., 2023b).

Because of the addition of the above quoted new areas of investigation, it was necessary to increase the number of items constituting the international student test on civic knowledge compared to previous cycles.[21] Specifically, 173 items were field tested, and the psychometric parameters were then analyzed. Following the field test, 86 new items were selected and included in the ICCS 2022 test; to these, 55 link items[22] from ICCS 2016 have been added. The total number of test items was 141 (Schulz et al., 2023b):

i. 121 items – 108 multiple choice and 13 constructed-response – were distributed in 11 clusters included in both PBA and CBA tests; and
ii. the remaining 20 items were grouped into three additional clusters and administered only in CBA tests. Interactive items with a digital narrative structure make up these clusters, simulating real-world scenarios where students participate and complete tasks while receiving feedback (Schulz et al., 2023a).

Thus, PBA tests include 11 clusters, while CBA tests include 14 clusters.

The items of the civic knowledge test investigate both the four content and two cognitive dimensions. Specifically, the content domains are distributed in 21% on *civic institutions and systems*, 36% on *civic principles*, 34% on *civic participation*, and 9% on *civic roles and identities*; the cognitive dimensions are distributed in 30% on *knowledge* and 70% on *reasoning and applying*.

[21] The first IEA survey on civic education in 1971 included 47 multiple-choice items (Torney et al., 1975). The IEA CIVED included 38 multiple-choice items for 14-year-old students (Torney-Purta et al., 2001) and a 42-item test for 17 and 18-year-old students (Amadeo et al., 2002). The ICCS 2009 included 80 test items (Schulz et al., 2010). The ICCS 2016 included 88 items (Schulz et al., 2018b).
[22] These items enable the performance of diachronic analyses across countries and facilitate the study of trends in the results.

Items were analyzed and scaled using the item response theory (IRT) specifically with the One-Parameter Rasch model (Schulz et al., 2023a), through which civic knowledge scores – that defined the levels of the scale – were set. The civic knowledge proficiency scale, structured for ICCS 2009 with respective benchmarks, assigns an international average score of 500 and a standard deviation of 100 (Schulz et al., 2023b). Each level is accompanied by a description of the degree of knowledge and cognitive processes that the learner is expected to be able to implement. The levels of the scale are A, B, C, and D.

In the Level A are placed the students who score 563 points or higher,

> «Students working at Level A make connections between the processes of social and political organization and influence, and the legal and institutional mechanisms used to control them. They generate accurate hypotheses on the benefits, motivations, and likely outcomes of institutional policies and citizens' actions. They integrate, justify, and evaluate given positions, policies, or laws based on the principles that underpin them. Students demonstrate familiarity with broad international economic forces and the strategic nature of active participation». (Schulz et al., 2023b, p. 72)

In the Level B are placed the students who score who score between 479 and 562,

> «Students working at Level B demonstrate familiarity with the broad concept of representative democracy as a political system. They recognize ways in which institutions and laws can be used to protect and promote a society's values and principles. They recognize the potential role of citizens as voters in a representative democracy, and they generalize principles and values from specific examples of policies and laws (including human rights). Students demonstrate understanding of the influence that active citizenship can have beyond the local community. They generalize the role of the individual active citizen to broader civic societies and the world, including how this is enacted through global citizenship and ethical consumption». (Schulz et al., 2023b, p. 72)

In the Level C are placed the students who score who score between 395 and 478,

> «Students working at Level C demonstrate familiarity with equality, social cohesion, and freedom as principles of democracy. They relate these broad principles to everyday examples of situations in which protection of or challenge to the principles are demonstrated. Students also demonstrate familiarity with fundamental concepts of the individual as an active citizen: they recognize the necessity for individuals to obey the law; they relate individual courses of action to likely outcomes; and they relate personal characteristics to the capacity of an individual to effect civic change. They demonstrate familiarity with sustainable development and common examples associated with environmental sustainability». (Schulz et al., 2023b, p. 72)

In the Level D are placed the students who score who score between 311 and 394,

> «Students working at Level D recognize explicit examples representing basic features of democracy. They identify the intended outcomes of simple examples of rules and laws and

recognize the motivations of people or institutions engaged in activities that contribute to equality and the common good». (Schulz et al., 2023b, p. 72)

Students who scored below 311 are placed in the level 'Below Level D'.

A mode effect study was also carried out to analyze whether the mode of the test administration (PBA or CBA) could influence the responses of students, allowing for appropriate adjustments and fair reporting of the results regardless of the method of administration chosen; 15,000 students from eleven countries who took the CBA and participated in ICCS 2016 completed this study. In addition, in eleven countries that have adopted the CBA test and participated in ICCS 2016, a bridging study was conducted, for which 150 students from other classes of the sampled schools or from representative schools not participating in the main survey were selected to perform the PBA test and thus analyze the mode effects. These studies revealed that the civic knowledge scores of the PBA test-takers were marginally lower than those of the CBA test-takers, with slight variations across countries; the scores of the PBA test-takers in these countries underwent a minor adjustment (less than 5 points of scale) (Schulz et al., 2023a).

In ICCS 2022 the average scores on the civic knowledge scale range from 452 to 583 points (about 1.3 international standard deviations). Sixteen countries scored significantly different from the international average of 508 points; seven countries and North Rhine-Westphalia scored significantly higher than the international average; eight countries scored significantly lower than the international average; and five countries did not differ significantly from the international average (Schulz et al., 2023b).

The main results of ICCS 2022 highlighted a substantial gap in civic knowledge across and within the surveyed countries. According to the averages of civic knowledge obtained by different countries, it is possible to state that (Schulz et al., 2023b):

i. female students tend to have a higher level of civic knowledge than male students, and in eighteen out of 20 countries their average scores were statistically significantly higher than those of the male students;
ii. socioeconomic background (derived from parental occupation, parental education, and home literacy) is significantly positively associated with civic knowledge;
iii. immigrant background in many countries has a negative effect on results in civic knowledge, and in sixteen out of 20 countries it was statistically negatively associated with civic knowledge; and

iv. students who use the test language at home achieve a higher level of civic knowledge, obtaining statistically significantly higher results in sixteen out of 20 countries.

Comparing the results of the eleven countries[23] that participated in all ICCS cycles, it is possible to analyze the variation of averages in civic knowledge: between 2009 and 2016, there was a statistically significant increase in the average of +17 points in eight countries, while between 2016 and 2022 in five out of those eight countries there was a statistically significant decrease in the average of -13 points; between 2009 and 2022 there was an increase in the average of +2 points, but it was not statistically significant (Schulz et al., 2023b).

The analyses of the scales inherent in aspects related to engagement and the results of students who had obtained civic knowledge scores at or above level B were then conducted. It was found that students with high scores in civic knowledge are more likely to participate in discussions on political and social issues (+2), in elections (+6), in environmental protection activities (+3), and in school activities (+1); there is a negative relationship between civic knowledge and students' engagement with political or social issues using digital media (-2), expected active political participation (-2), and expected participation in illegal protest activities (-6) (Schulz et al., 2023b).

An association was then made between attitudes and civic knowledge. It emerged that there is a positive relationship between almost all aspects analyzed related to endorsement (critical views of the political system, beliefs about threats to democracy, endorsement of gender equality, endorsement of immigrant rights, endorsement of equal rights for all ethnic groups, beliefs in globally oriented citizenship, endorsement of environmental protection, and concern about global environmental issues) and scores in civic knowledge (between 1.6 and 9.7), except for satisfaction with the political system (-2.8) (Schulz et al., 2023b).

It should be stressed that it is not enough to focus on the analysis of results between countries; it is necessary to highlight the large distribution and internal variation of scores even within individual countries. The results must therefore be considered in light of the educational policies pursued and the characteristics of the different education systems.

[23] Bulgaria, Chinese Taipei, Colombia, Estonia, Italy, Norway, Latvia, Lithuania, Malta, Slovenia, and Sweden.

1.3.1 Main results of Italian students in the international student questionnaire and civic knowledge test of ICCS 2022

The *Istituto Nazionale per la valutazione del sistema educativo di istruzione e di formazione* (INVALSI) edited the Italian national report on the ICCS 2022 results.

In the ICCS 2022 survey, for Italy, a total of 226 schools (of which 154 took the CBA test and 72 took the PBA test), 4,347 students (of which 2,945 took the CBA test and 1,402 took the PBA test), and 2,121 teachers participated (INVALSI, 2023). The average age of Italian students at grade 8 participating in ICCS 2022 was 13.8 years.

With reference to parental occupation – coded according to the ISCO-08 (International Labor Organization, 2012) classification and converted to a score according to the International Socio-economic Index (SEI) – 61% of Italian students participating in ICCS 2022 belong to the low-medium employment status (< 50 points on the SEI scale) and 39% belong to the medium-high employment status (> 50 on the SEI scale).

With reference to the educational attainment of parents, calculated according to the International Standard Classification of Education (ISCED) categories, 68% of students reported that their parents have less than a bachelor's degree (Below ISCED 6 'not having completed a bachelor's degree or higher') and 32% reported that their parents have a bachelor's degree or above (ISCED 6, 7, 0 8 'bachelor's degree or higher') (Schulz et al., 2023b; INVALSI, 2023).

The main results of the Italian students related to civic knowledge, civic engagement, and attitudes towards issues relevant to society are reported.

In the civic knowledge test, Italian students recorded an average score of 523 points, statistically higher than the international average (508). This result remained stable in the three ICCS cycles. Therefore, between 2009, 2016, and 2022 in Italy there were no significant differences neither in the national average nor in the territorial macro areas, which therefore remained constant.

Considering the distribution of scores by regional macro areas, the following observations can be made (INVALSI, 2023):

i. the average scores of the Center (527) and the South (509) do not deviate from the national average;

ii. the average scores of the Northeast (542) and Northwest (539) are statistically higher than the national average; and

iii. the average scores of the South Islands (495) are statistically lower than the national average.

Specifically, 34.7% of students place in level A, 34.8% place in level B, 22.3% place in level C, 7.0% place in level D, and only 1.1% fail to reach the minimum level.

Student achievement in civic knowledge was also analyzed with reference to student characteristics and context variables. Specifically (INVALSI, 2023):

i. the scores obtained by female students are statistically higher than those of male students by +27 points, and this gap is present in all regional macro areas except for the South, where the difference is not statistically significant. This gap is confirmed to be stable over time. Compared to 2009 and 2016, the changes in 2022 were +9 and +7 points, respectively, and are not statistically significant;

ii. as far as the background is concerned, the scores of Italian students in civic knowledge were analyzed according to parental occupation, parental education, and home literacy:

   a. as regards parental occupation, the difference between the average scores in civic knowledge of Italian students with high SEI and those with low SEI is +41 points;

   b. as regards parental education, the difference between the average scores of Italian students with parents belonging to ISCED 6 and those with parents belonging to the lower ISCED 6 level is +44 points; and

   c. with reference to home literacy, the average of the scores in civic knowledge of the Italian students who claim to have twenty-six or more books in the house is +67 points higher than that of those who claim to have less than twenty-six books.

iii. 25% of Italian students who attended ICCS 2022 declared they spoke at home a language different from the one of the test, and 13% have a migrant background (varying from 4% of the South and South Islands to 21% of the Northeast). In Italy, the average score in civic knowledge of students without a migratory background is significantly higher than that of those with a migratory background; the difference between the average scores is +41 points. Furthermore, the difference between the average scores of students who speak the test language and those who do not speak the test language is +55 points.

Related to what was previously mentioned are the various subgroups that compound civic engagement, which encompasses the affective-behavioral dimensions related to CCE. The results of Italian students on the dimensions related to engagement – interest in political and social issues, citizenship self-efficacy, and influence on school decision-making – are now reported (Schulz et al., 2023b; INVALSI, 2023):

i. 39% of Italian students (above the international average) are very or fairly interested in political and social issues (+8% compared to ICCS 2016), and 63% of Italian students interested in these issues share the same interest with their parents. Additionally, 47% declared they discuss with their parents political or social issues and 70% declared they discuss with them what is happening in other countries; rates for discussing political or social issues and international issues with friends (19% and 36%, respectively) are significantly lower than the international average. Related to the discussion on political and social issues, there is the theme related to the sources of information: specifically, in Italy, 68% of students watch television to inquire (-6% compared to ICCS 2016), 28% read printed and online newspapers (+1% compared to ICCS 2016), and 43% use the internet (+8% compared to ICCS 2016);

ii. in reference to the citizenship self-efficacy of students – inherent in their perception of being able to perform tasks related to the exercise of citizenship – the average score of Italian students (52) is statistically higher than the international average (51). A positive association between citizenship self-efficacy and interest in political and social issues was revealed, while this same association with civic knowledge was not shown. With reference to gender, female students in Italy reported higher citizenship self-efficacy scores than male students; and

iii. civic engagement at school was assessed through student participation in decision-making processes through a Likert scale pertaining to the degree of agreement. It emerged that 84% of students consider their participation in school improvement processes to be important (regardless of their actual opportunities to participate), although only 67% declared that there are rules about their participation, and 62% that they are considered in decision-making processes. Only half of students stated that voting for their representatives can make a difference at school and that they can influence the decisions

of the school (54% and 55%). The results on consideration of their own views, presence of rules, and ability to vote are lower than the international average.

In addition to these aspects, data were collected on the use of social networks for civic purposes index and on the participation of students in organizations or community groups. For the first aspect, Italy scored an average point higher (51) than the international average; and regarding the second one, 28% of students declared to participate in a voluntary association, 43% in a religious-inspired groups, and 8% in a youth organization linked to a political party (Schulz et al., 2023b; INVALSI, 2023).

Analyzing the relation between future engagement and civic knowledge, Italian students with a higher score in civic knowledge (above or equal to level B) show a greater propensity to engage in future activities of civic participation within the school (with an average higher score of +3 points) and in actions related to environmental protection (with an average score of +4 points). There are no strong associations between the score in civic knowledge and both participation in other future civic activities and future active political participation (INVALSI, 2023).

In reference to the latest macro area on attitudes to issues relevant to society, the results on satisfaction with the political system (including the perception of threats to democracy and the critical views of the political system), restrictions on freedom during national emergencies, trust in the institutions, equal rights, and attitudes towards environmental protection are reported, analyzing their relationship with civic knowledge (INVALSI, 2023):

i. the Italian results highlighted that students with higher scores in civic knowledge get higher average scores of +8 points on the scale inherent in the perception of threats to democracy (53) and are also more critical of the political system (52), achieving a higher score of +2 points. These results are in line with the scale of satisfaction of the political system, where students with high scores in civic knowledge get on average a lower score (-6 points) than those below level B (47 vs 53);
ii. regarding the second subcategory, the ICCS 2022 investigated student perceptions of restrictions put in place by Countries to stem the pandemic emergency of Covid-19. Italy scored significantly above the international average (51 vs 50) and Italian students with high scores in civic knowledge get higher average scores than those below level B (52 vs 50);

iii. about trust in political institutions, when comparing the data from ICCS 2022 with ICCS 2016, in Italy there are statistically significantly lower scores on trust in the Government (-9%), the Parliament (-13%), the courts (-9%), and media (-15%). In addition, Italian students with higher civic knowledge score significantly +2 points higher than those with lower scores (50 vs 48);

iv. about equal rights, students were asked their views on gender equality and equal rights for immigrants:

   a. regarding the gender equality, students obtained a national average score (56) statistically higher than the international average. This score is also statistically higher than the 2016 and 2009 surveys (53 and 52 respectively). Students with higher results in civic knowledge have a more favorable attitude towards gender equality (+10 points), with female students achieving an average score of +8 points higher than males; and

   b. as regards the equality of rights for groups with a migrant background, Italian students were more favorable to equality than the international average (53 vs 50). Again, Italian students with high civic knowledge score significantly higher than those with lower scores (54 vs 49).

v. regarding the scale of support for the protection of the environment, Italian students obtained an average score statistically higher than the international one (52 vs 50). The difference in student results with higher and lower civic knowledge scores is +3 points and is statistically significant (53 vs 50).

The ICCS 2022 survey results provide a comprehensive and intricate view of the implementation of CCE in Italy and across all participating education systems. The secondary analysis using this evidence can contribute to the advancement of research in this educational field.

1.4 School as a democratic learning environment. The Whole-School Approach

Underlying all ICCS cycles is the idea that civic learning is not derived solely from the formal teaching-learning process that takes place within the school, but is shaped by the social contexts that the student experiences daily. Young people are exposed to a wide range of

learning environments, including homes, neighborhoods, peer groups, schools, online communities, and religious organizations, which can have an impact on their abilities in civic reasoning and skills (Barber et al., 2021; Schulz et al., 2023a).

Based on the definition provided by the *Learning Environments Research: An International Journal*[24], a learning environment consists of the psychological, social, physical, and pedagogical contexts where learning takes place, which in turn produce an effect on students' attitudes and learning outcomes (Springer Nature Switzerland AG, 2020, cited in Barber et al., 2021). As a result, the learning environment is a social construction that evolves through a recursive loop in response to changes in the individuals who encounter it (Freedman et al., 2016; Barber et al., 2021).

In the school that is structured as a democratic learning environment, students can exercise their own autonomy, practice democracy, express their personal perspectives, and build a sense of self-efficacy because they can experience relationships and behaviors based on openness, mutual respect, and respect for diversity (Flanagan, 2013; Nieuwelink et al., 2016; Maurissen et al., 2018; Schulz et al., 2023a). Thus, the school plays a central role in the development of citizenship competences as it becomes a secondary apprenticeship system (ten Dam et al., 2011) in which to implement attitudes and dispositions for engagement (Torney-Purta et al., 2001; Schulz et al., 2023a).

Kerr (2003) identified four challenges that a country faces in strengthening the CCE. The first challenge pertains to the curriculum, as the CCE necessitates identifying the most effective approaches, methodologies, and teaching activities to enhance the learning process. The second challenge pertains to the community, necessitating the formation of partnerships with the territory to facilitate meaningful civic learning for students. The third challenge pertains to the need for teacher professional development, particularly when introducing a new discipline. The final challenge relates to the transformative aspect of schooling as a manifestation of democracy, necessitating its transformation into an organization that fosters participation and engagement by distributing responsibilities and involving its members, especially young people (Kerr, 2003).

[24] Available at: https://link.springer.com/journal/10984. Accessed 15 March 2024.

In this scenario, it seems that the Whole-School Approach (WSA) is the best organizational orientation to foster the construction of a school as democratic learning environment. The whole school improvement models are defined as

> «a multicomponent multi-year approach, the use of scientifically based practices, and shared responsibility of the entire school and the surrounding community for addressing students' educational and psychological needs while meeting academic goals». (Kidron & Darwin, 2007, p. 10)

Despite its value and impact on different aspects, only a few clear WSA definitions and models related to CCE are available in the literature (Hunt & King, 2015).

Referring to an ecological vision of school organization (Bronfenbrenner, 1994), the WSA is currently the most advanced practice to achieve the goal of multidisciplinary, integrated, and participatory CCE (European Commission, 2015; Eurydice, 2017; Mathie et al., 2022), as it contributes to construct a school context in which students may investigate, understand, and experience a democratic lifestyle (European Commission, 2016b; Council of Europe, 2018b; Schulz et al., 2023a). Additionally, the WSA enables action in structuring a learning environment geared toward education for sustainable development (Hargreaves, 2008; Mathie & Wals, 2022), well-being (Elfrink et al., 2017), and social and emotional skills (Goldberg et al., 2018).

Lavis (2015) refers to the WSA as a holistic approach in a school strategically constructed to enhance behaviors, learning, and well-being of students and create a learning environment that supports these goals (Lavis, 2015, cited in European Commission, 2016b). The strategic construction of WSA requires deep reflection on the educational goals pursued by the school and how to achieve them through concrete classroom and school interventions to implement the development of a sense of belonging and greater cooperation among the members of the whole organization in its complexity (European Commission, 2016b; Council of Europe, 2018b; Damiani, 2021).

It is not enough to just work on curriculum structure; organizational learning must also be implemented. This is not a linear process, because it requires systemic changes in its structures (European Commission, 2016b; Eurydice, 2017), which are constantly self-produced and reinforced by the members belonging to the school itself (Altrichter, 2005). Thus, the adoption of the WSA is a gradual process that goes beyond the instructional

processes implemented in classrooms to embrace the whole organization because its multicomponent focus (Goldberg et al., 2018):

> «A whole-school approach to CDC [competences for democratic culture] ensures that all aspects of school life – curricula, teaching methods and resources, leadership and decision-making structures and processes, policies and codes of behavior, staff and staff-student relationships, extracurricular activities and links with the community – reflect democratic and human rights principles. In turn, this may create a safe learning environment where these principles can be explored, experienced and even challenged in a peaceful way». (Council of Europe, 2018b, p. 91)

The WSA requires valuing the principles of democracy and human rights in its three main constituent aspects: the teaching and learning process, school governance and culture, and co-operation with the local community. These aspects are interrelated to each other, so changes in one influence changes in others (Council of Europe, 2018b).

These aspects were already expressed in the *Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education* (2017) which states that the teaching and learning process, as well as the governance of educational institutions – including schools – must be an expression of democratic life and reflect the cardinal principles of human rights, supporting and encouraging the active participation of school staff, students, parents, and stakeholders (Section II – Objectives and principles, subsection *e*).

The implementation of the WSA, as well as by its components, varies according to the unique characteristics of each school and the characteristics of the context in which the school operates.

Eurydice (2017) identifies the benefits of CCE based on the implementation of a whole-school model for wider community, school, and students:

i. the WSA brings benefits to the wider community because the school integrates civil society into the classroom, supports the transition from primary to secondary education, builds relationships with the local community outside of the classroom, promotes student engagement, and fosters the development of critical thinking in students even for controversial issues;
ii. in reference to the school, the WSA strengthens the school as a community, and supports the development of positive behavior, engagement, and motivation; and
iii. as for students, WSA fosters cooperation, leadership attitudes and student voice, as well as their participation in decision-making processes; additionally, it promotes the

development of positive self-image and self-esteem, enables students to play an active and positive role in the school, and supports their development preparing them for adult life.

By adopting the WSA, the school becomes a community of practice (Wenger, 1998) in which all its members – students, teachers, non-teaching staff, parents, and the local community – participate and feel valued in school life, fostering the development of an inclusive school culture and school connectedness (Carrington et al., 2021). In this way, the teaching-learning process, co-operation with external territorial entities, and governance are reflections of the core values of democracy.

1.4.1 The teaching and learning process

Following up on what Veldhuis (1997) stated,

> «Democratic, socially integrated and active citizens are not born, but are created (reproduced) in a socialisation process. In other words, democracy has to be learned and needs to be maintained. That is the task assigned to citizenship education, to civic and political educators and to professional institutions». (Veldhuis, 1997, p. 8)

A fundamental concept emerges here: democratic, integrated, and active citizens are not born as such but are formed through a process of socialization. This highlights the role of educational institutions in developing the competences, knowledge, and values needed to be part of society. This perspective places the teaching and learning process at the center of the maintenance and propagation of democracy: by learning to think critically, engage in meaningful discussions, and understand different viewpoints, students are prepared to assume the roles of active citizens. Schools must contribute to the strengthening of democratic values in society by ensuring that democracy is not only learned but also continuously revitalized by informed and engaged citizens.

Although a separation between school curriculum and climate in learning environments is often found in the literature, the latter aspect affects how students perceive or receive teaching content and the resulting response it provokes (Barber et al., 2021). In order to support the development of competences, this suggests that CCE entails creating an interactive and engaging learning environment, which requires the adoption of teaching methodologies that allow students to actively participate in their own learning (Kerr, 2003; Eurydice, 2017; Council of Europe, 2018b).

According to the Council of Europe (2018b), the teaching and learning process for citizenship competences consists of three elements: curriculum planning, teaching methodologies and learning environment, and extracurricular activities.

Schools can incorporate citizenship competences into their curriculum in three different ways: separately from other disciplines, as an integrated theme in other subjects, and as a cross-curricular theme throughout the entire curriculum (Eurydice, 2017; Council of Europe, 2018b). Regardless of the approach used, Eurydice (2017) highlights the six characteristics that CCE learning in school should have to be effective. It should be:

i. *active*, based on the engagement of students through learning by doing;
ii. *interactive*, through debates and discussions that can promote interaction with others;
iii. *relevant*, based on relevant social issues;
iv. *critical*, for supporting problem analysis and opinion formation;
v. *collaborative*, to foster interpersonal skills among peers and with external partners; and
vi. *participative*, which supports the central role of students in their learning, who therefore participate in defining their learning experience.

This involves implementing a curriculum and teaching methodologies that can foster an active role for the learner, supporting participation and collaboration within the class (i.e., peer assessment, project-based learning, co-research) (Council of Europe, 2018b).

In the curriculum-building process, teachers no longer have an independent role, although they remain the main architects of it, but are joined by the student (Shulruf et al., 2008). In this regard, since the 1990s, Rudduck and Flutter (2004) conducted longitudinal research on student consultation in schools, arguing that their perspectives can support the improvement of curriculum planning and learning. Specifically, the researchers affirmed that offering students the opportunity to voice their opinions on curriculum implementation processes enables them to support the construction of a school in which they are seen as expert members of their learning process (Rudduck & Flutter, 2004, cited in Grion & Dettori, 2014). Their research is considered pioneering in the strand of literature on the Student Voice (Cook-Sather, 2002; Cook-Sather, 2006; Grion & Dettori, 2014; Grion & Maretto, 2017).

To create a positive learning environment, teachers are responsible for encouraging discussion within the classroom, creating opportunities for dialogue, and supporting student engagement and motivation (Maurissen et al., 2018). Each student has something to say: the

word becomes a tool of knowledge and a bridge of shared meanings, through which it is possible to co-construct knowledge and democracy (Ferrero, 2021). Language is a privileged channel of participation in democratic life, since people realize themselves only if they can dialogue with others (Granata, 2018, cited in Ferrero, 2021). Thus, the dialogic relationship is configured as a vehicle for citizenship.

In reference to the CCE, the implementation of the WSA supports the creation of an open classroom climate, defined as a safe, participatory, and inclusive classroom in which students can discuss controversial opinions, express their points of view, and explore different perspectives (Homana et al., 2006; Mager & Nowak, 2012; Council of Europe, 2018b; Campbell, 2019). To strengthen this aspect, IEA surveys on civic education in 1971, CIVED 1999, and ICCS 2009 and 2016 have highlighted a positive association between the perception of an open classroom climate for discussion and civic knowledge (Torney et al., 1975; Amadeo et al., 2002; Schulz et al., 2010; Schulz et al., 2018a); the ICCS 2022 survey confirmed this data (Schulz et al., 2023b). A democratic classroom climate creates a safe space where students engage in establishing and upholding rules, such as respecting and listening to others (Council of Europe, 2018b).

An important role in the CCE-related teaching and learning process is played by extracurricular activities (Council of Europe, 2018b), which, however, have aroused less interest in literature than the formal curriculum (Shulruf et al., 2008). The 'Education & Training for Governance & Active Citizenship in Europe: *Analysis of Adult Learning & Design of Formal, Non-Formal & Informal Educational Intervention Strategies*' (ETGACE) Project (1999) supports the idea that the students should be encouraged to participate in extracurricular activities, because citizenship competences are developed more through them than through formal curriculum (European Commission, 2006). Indeed, extracurricular activities, like volunteering and realizing projects with the community – primarily carried out by members of associations or territorial structures in collaboration with the school – constitute nonformal and informal learning situations that promote social movement-related citizenship (Eurydice, 2017).

The WSA, therefore, highlights an all-encompassing integration of citizenship competences through the teaching and learning process, which is not limited to the

transmission of knowledge but extends to the formation of individuals capable of participation and democratic action.

1.4.2 Co-operation with the local community

According to Sergiovanni (1994), common beliefs and ideals are what uniquely unite students and teachers in the community (Sergiovanni, 1994, cited in Zachariou & Symeou, 2009). Because educational institutions are organizations closely linked to the territorial communities in which they are embedded, research on learning environments cannot solely focus on in-school factors by isolating its members from the communities they belong to. Instead, it must also concentrate on external factors (Torney-Purta et al., 2010; Barber et al., 2021).

A context is necessary for the application of active citizenship. Relationships with families and the local community are of primary importance for the construction of a democratic learning environment, supporting the school civic capacity building (Goldring & Hausman, 2001; Auerbach, 2009). The local community could serve as a source of actual and practical learning in addition to theoretical information (Boyer & Roth, 2005). In the WSA, co-operation with the local community is expressed in the institutions of partnerships, the involvement of parents, and the school-to-school relationships (Council of Europe, 2018b). School leadership plays a primary role in this process by promoting community and parental engagement (Auerbach, 2009; 2012).

As highlighted earlier, external partnerships enrich the school curriculum by providing students with real opportunities for civic participation and social engagement. In this scenario, school-to-school relationships allow for the exchange of practices, teaching strategies, projects, and resources among schools, reinforcing the all-inclusive approach of CCE (Council of Europe, 2018b).

School cooperation with external associations was also analyzed in the ICCS 2022 survey, which asked principals and teachers how many students on average participate in civic-related activities with these associations.

According to the principals' statements, 8th grade students participate in many activities in collaboration with the community. Specifically, 75% of students participate in sports events and cultural activities (such as music or theater), 68% participate in activities related

to environmental sustainability, and 60% participate in activities to support awareness of social issues. Additional activities are those related to human rights (58%), global issues (57%), activities for disadvantaged groups (46%), protection of cultural heritage (44%), multicultural and intercultural activities with the community (36%), and visits to political institutions (17%) (Schulz et al., 2023b).

Teachers' responses on their participation with target-grade students in civic-related activities in collaboration with the community do not differ much from the data collected on principals. Specifically, 61% of teachers declared they participate with students in activities related to environmental sustainability, 60% in cultural activities and sports events, and 54% in activities to raise awareness about global issues. In addition, teachers said they participate in activities to support awareness on issues of social concern (53%), activities related to human rights (51%), activities for disadvantaged groups (45%), activities to protect cultural heritage (43%), multicultural and intercultural activities with the community (35%), and visits to political institutions (11%) (Schulz et al., 2023b).

A crucial relationship that the school must cultivate and nurture is the one with families. Hampden-Thompson and Galindo (2016), echoing Bronfenbrenner's ecological theory (1994), assert that the interaction of various socialization systems, including school and family, foster a student's educational success in school. A positive interaction between school and family, therefore, generates higher levels of parental satisfaction, which consequently has an effect on student academic achievement (Hampden-Thompson & Galindo, 2016). Additionally, research has highlighted how promoting parental participation in school has a positive effect on the sense of self-efficacy of parents, as they believe they have the skills to help and support the education of their children; in addition, parental participation in school has a positive influence on student academic achievement (Murphy & Torre, 2014).

Involving parents in the educational process – from teaching organization to school governance – makes it possible to create an effective educational co-responsibility pact, thus realizing a form of bi-directional learning: while parents can learn from the school how best to support the education of their children, the school can learn more about students to realize personalized learning strategies and support effective learning, thus realizing an effective educational partnership (Dusi, 2012; Eurydice, 2017). In this context, Torre and Murphy (2016), referring to parental participation in school and their relationship with teachers,

utilize the expression *community of parental engagement* asserting that parents are «citizens of the school community, not mere tourists» (Torre & Murphy, 2016, p. 206). Therefore, it is necessary to cultivate positive relationships with them by creating spaces for dialogue and/or confronting their representatives (Torre & Murphy, 2016). Schools primarily implement parental involvement through councils (Stelmach, 2016).

As a result, the WSA supports a CCE that extends beyond school walls and involves meaningful relationships with the community.

1.4.3 School governance and culture

In the context of the WSA, school governance and culture are closely interrelated. School culture, which includes the values and norms that define an institution, is manifested through the organizational aspects that reflect the underlying beliefs (Sweetland & Hoy, 2000). In a school that adopts the WSA, school culture reflects democratic principles; this translates into practices, such as democratic and participatory governance, that allow an organizational structure to be defined as an expression of citizenship.

In the current educational landscape, the school principal operates in an increasingly decentralized organizational system based on the complex interaction of different actors constituting the school community (Bäckman & Trafford, 2007). The multiplicity of actors seems to favor the democratic governance of the school (Bäckman & Trafford, 2007; Council of Europe, 2018b) which is an organizational modality capable of generating a harmonious learning environment where the entire school community cooperates positively.

Within the WSA, school governance is not just the product of individual effort but is structured as a collective phenomenon resulting from social interactions within the organization (Leithwood & Riehl 2005; Park & Datnow, 2009).

The school governance and culture promoted in the WSA consist of four elements (Council of Europe, 2018b):

i. leadership and school management that uphold democratic principles, equity, and individual accountability;
ii. decision-making;
iii. policies, rules, and procedures that promote inclusion and equality; and
iv. student participation.

Integrating democratic principles and human rights values into school governance and culture requires updating and creating policies and procedures that encourage equality, respect for diversity, and anti-bullying. Establishing school regulations that guarantee equitable treatment and access for all, regardless of ethnicity, cultural identity, or beliefs, and implementing peaceful and participatory conflict resolution procedures are essential (Council of Europe, 2018b).

In democratic school governance, the school principals have the task of enhancing individual resources by maximizing their abilities (Bass, 2008). Principals become effective leaders if they can generate a positive and creative alliance with all the members of the school (Quaglino & Ghislieri, 2004). This relationship finds its expression in the communicative dimension, which has emerged as the main characteristic of the principal who becomes a leader (McEwan, 2003).

So, the active participation of the school community in the school organizational system appears as one of the above-defined aspects that support the implementation of democratic school governance (Schulz et al., 2023), which

> «is based on human rights values, empowerment and involvement of students, staff and stakeholders in all important decisions in the school». (Bäckman & Trafford, 2007, p. 9)

In democratic school governance, the decision-making process can influence school success or failure, student learning experiences, and school climate (Kinchington, 2023). Decision-making takes the form of the result of a conscious selection among different possibilities aimed at achieving a desired state in a defined environment (Robbins & Judge, 2012; Yukl, 2013). It consists of five stages (Shaked & Schechte, 2019): defining the problem, identifying options, defining criteria, evaluating alternatives, and selecting one of the alternatives.

Different factors, such as motivation, degree of transparency, openness to the involvement of all members of the organization, and expression of collective values and ethics affect the decision-making process (Park & Datnow, 2009). A school that adopts WSA subverts top-down decision-making by implementing participatory procedures.

Participative decision-making (PDM), which rests on the involvement of the school community and is supported by the leadership, is a tool to address complex problems,

improve the quality of decisions, and implement teacher motivation (Somech, 2010), ensuring the necessary flexibility of the organizational system.

According to Bogler and Somech (2005), there are two main domains of PDM for teachers in school governance: the technical-type domain and the managerial-type domain. The technical-type domain includes relationships with students and teaching, and, for example, issues related to learning, instructional methodologies, and classroom management. The managerial domain includes issues related to school operations, teaching and non-teaching staff, annual budget allocation, teacher evaluation, and cooperation with local associations (Bogler & Somech, 2005).

The participation of teachers in decision-making processes does not only refer to the organizational aspects of the school but also refers to the opportunity they have to make choices inherent in teaching that invoke their teaching autonomy. Teachers' decision-making is critical in schools because they serve as the link between school policies and students (Dan & Ye, 2020). Autonomy is a relevant component for teachers because it enables them to act immediately and appropriately in classroom situations (Skaalvik & Skaalvik, 2014). In accordance with self-determination theory, autonomy and self-perceived competence are basic psychological needs and are important for the individual's intrinsic motivation and psychological well-being (Deci & Ryan, 2000; Gagné & Deci, 2005). One of the aspects of self-perceived competence is self-efficacy, which, echoing Bandura's thinking (1986), Skaalvik and Skaalvik (2007) define as teachers' beliefs regarding their abilities to organize, plan, and carry out activities to achieve educational goals.

PDM has positive effects both on the job satisfaction and stress responses of teachers. At the school level, it affects productivity, innovation, and organizational citizenship behavior (Somech, 2010), defined as the voluntary behavior implemented by members that goes beyond the duties of their respective roles and benefits the organization as a whole (Bogler & Somech, 2005).

The school principal has a significant role in the implementation of the democratic governance of the school, encouraging the creation of an open and positive school climate. School climate is determined by the relationship between environmental characteristics, social context, and school culture, as well as the perceptions of the members of the atmosphere (Sweetland & Hoy, 2000). It consequently influences collaboration between the

school community, motivation, and the development of a common educational vision (Day et al., 2016).

PDM in a democratic community involves not only the principal and teachers but also students, non-teaching staff, parents, and external stakeholders.

Regarding student participation in school organization and governance, the theoretical model that best describes it is the Student Voice one. Research highlighted how the active role of students within educational contexts makes it possible to support the development of citizenship competences and democratic consciousness (Grion & Dettori, 2014).

Therefore, authentic participatory approaches that empower students to assume responsibility through the exercise of concrete decision-making power should be encouraged; it also emphasizes the need to clearly establish the conditions and limits of this participation to avoid so-called pseudo-participation (Mager & Nowak, 2012; Council of Europe, 2018b). Students need opportunities to be involved in a shared learning environment to feel like part of the community and progress alongside their peers (Kenny et al., 2023).

The WSA is therefore a fundamental organizational approach to promote the development of citizenship competences in students because it allows to define a school that is configured as a laboratory for democracy, where the teaching and organizational aspects work in synergy to promote an active and participatory CCE for the formation of aware, responsible, and committed citizens. From all the above in this section, the expression of leadership – which goes beyond normative principles specific to a role – is a crucial component that supports the proper operation of a school that aspires to be democratic. Leadership manifests itself through actions and circumstances that designate everyone as a leader. Leadership must enter and clothe the organizational structure and become the essential element in harmonizing a school governance system that is itself complex.

Chapter 2. School leadership for a democratic learning environment

Chapter summary

This chapter focuses on the concept of leadership, exploring its complexity and its role in building a participatory learning environment that embodies democratic principles. It first seeks to explore leadership as a complex phenomenon, defining the different theories and models that attempt to theorize it, such as Great Man theory, the Trait leadership theory, the Managerial Grid theory, the Situational leadership theory, the Path-Goal leadership theory, the Transformational leadership theory, the Leader-Member Exchange theory, and the Three-Circles model. It then goes on to analyze leadership within the school context, illustrating the theories of instructional leadership and distributed leadership and reporting some of the results of the OECD TALIS 2018 international comparative survey. Finally, the chapter outlines the main models that seek to explain the indirect or mediated effect of leadership on student learning and school success. Referring to an international comparative study funded by the European Commission, it begins to outline how leadership can contribute to students' informal learning experiences for active citizenship, helping to define a school-level organizational system conducive to the creation of democratic learning environments.

2.1 Leadership: theories, models, and styles

Leadership is one of the most multifaceted and intricate phenomena in organizational and psychological research (King, 1990). It is challenging to precisely define it, and, as a result, it is not possible to reach or attain it after a public, formal examination. Leadership cannot be mandated by law or legislation that defines its boundaries, scope, and essence.

Numerous definitions of leadership can be found in the literature, with an increasing number of them progressively incorporating sector-specific factors such as those related to business, academia, politics, public and private administration, and industry. Indeed, all the realities share a fundamental structure: they are all formally or informally organized realities governed by laws, rules, and regulations, which may be officially issued or unwritten at times; the organization structure resembles a pyramid organigram, with individual positions serving as pivot points where roles, responsibilities, and tasks are defined.

It could be possible to analyze the conduct of individuals occupying apical positions within the organizational structures to see if they are leaders or simply managers. It is not coincidental that Zaleznik (1981) posed the following query in a notable article on leadership titled «Managers and leaders. Are they different?» (Zaleznik, 1981, p. 25).

Fundamental perceptions of chaos and order, deeply ingrained in their psyches, distinguish managers from leaders. In addition to adopting and following processes, managers aim for stability and control, and they naturally want to resolve problems as soon as they arise, often even before realizing how serious they are. Conversely, leaders are able to deal with chaos and a lack of structure and are prepared to put off making judgment in order to give a better grasp of the issues at hand. For an organization to succeed, managers and leaders must be present. But developing these roles requires a change in focus from emphasizing strategic and rational tasks to creating an atmosphere that supports the development of imagination and creativity (Zaleznik, 1981).

Bennis and Nanus (2007) distinguished managers and leaders stating that «managers are people who do things right and leaders are people who do the right things» (Bennis & Nanus, 2007, p. 221). Referring to the distinction between management and leadership, Kotter (2011) stated that

> «Management is about coping with complexity. Its practices and procedures are largely a response to one of the most significant developments of the twentieth century: the emergence of large organizations. […] Leadership, by contrast, is about coping with change. […] Major changes are more and more necessary to survive and compete effectively in this new environment. More change always demands more leadership» (Kotter, 2011, p. 38).

Leaders have a need to motivate their followers. Leadership styles indicate the behaviors put in place for that purpose. Six main leadership styles can be distinguished, although different leadership theories identify and delineate them based on their examined factors: authoritarian, bureaucratic, democratic, charismatic, laissez-faire, and transactional leadership styles.

Authoritarian leadership style is characterized by leaders having absolute authority over their staff, leaving little autonomy to team members to make suggestions, and centralizing their power (Schaubroeck et al., 2017; Chiang et al., 2021). The literature has shown that this style of leadership has some negative effects, such as complicated relationships between leaders and followers, employees who want to quit, and a negative work climate

(Schaubroeck et al., 2017). However, the authoritarian style can work well when rewards are low and groups are large (Rahmani et al., 2018; Schen et al., 2019), encouraging communication when authoritativeness is low (Pizzolitto et al., 2023); additionally, it is the best style to make quick decisions in a crisis (Amanchukwu et al., 2015).

Bureaucratic leadership style is characterized by meticulous attention to the rules and procedures that have been defined and must be followed, so little freedom, flexibility, and creativity are left for team members to avoid taking risks (Santrock, 2007). Precisely because of this limitation, it is a leadership style criticized as being considered 'inhuman' (Abun et al., 2022), although it increases the productivity and efficiency of the organization through, among others, a division of tasks and responsibilities (Weber, 1947; Amanchukwu et al., 2015; Abun et al., 2022). Weber (1947), who introduced this leadership style, identified some of its main characteristics: division of labor, hierarchical structure, impersonality, presence of rules and procedures, and career orientation. The bureaucratic leader can thus be defined as one who occupies an apex position in a defined hierarchy by law, is responsible for influencing followers to follow established rules and procedures, and is often inflexible to change (Oxford Reference, 2016).

Already introduced in the previous chapter, *democratic* or *participative leadership style* encourages team members to participate in decision-making processes, even though the leader ultimately makes the final decision (White & Lippitt, 1960; Likert, 1961; Likert, 1967; Gastil, 1994; Caillier, 2020). The first to introduce the concept of *participative leadership* was Likert (1961), highlighting its main aspects: mutual support, which emphasizes the importance of creating a supportive and collaborative climate between leaders and other members of the organization; group decision-making, which is based on the importance of fostering the participation of all team members in decision-making; and the high standards principle, according to which it is necessary to maintain a balance between the organization's performance and the job satisfaction of its members. Democratic leadership and the consequent participative decision making have numerous benefits as they increase job satisfaction, professionalism, motivation, innovation, productivity, and organizational citizenship behavior (Bogler & Somech, 2005; Park & Datnow, 2009; Somech, 2010). It may not be so useful in those situations that require quick decisions, and the risk lies in the fact

that there may be team members who lack sufficient expertise to make some decisions (Amanchukwu et al., 2015).

Charismatic leadership style, often referred to as transformational leadership style, is characterized by the strong motivation of team members resulting from a kind of admiration for the leader, and this increases the productivity of the organization, although much more attention is placed on the leader than on the followers (Amanchukwu et al., 2015). According to Özgenel (2020), charismatic leaders have the ability to effectively convey their conventions and approach to the team, stay true to their vision and method of operation, and have a strong sense of mission and success. The defining trait of charismatic leadership is that it is a style that emerges mostly in times of crisis or transition inside organizations; it alters the *status quo* (Banks et al., 2017). According to Nikoloski (2015), the process of developing charismatic leadership consists of three stages: examination of the opportunities and needs of the environment and members of the organization; development and dissemination of a vision; and implementation of the vision, which calls for taking risks and acting in an unusual way.

Laissez-faire leadership style has been defined as the absence of leadership in the organization (Bass & Avolio, 1995; Zhang et al., 2023). Leaders adopt this style by giving team members complete freedom in their work, while avoiding responsibility and decision-making. Despite the negative effects on the organization, there are also positive aspects to consider. For example, Chaundhry & Jave (2012) highlighted how this leadership style has a positive effect on the motivation of organizational members, and Tong (2020) pointed out a positive relationship between laissez-faire leadership and organizational learning capacity. It allows incentives for job satisfaction and autonomy for all members of the organization, but is effective only if there is sufficient supervision by the leader (Amanchukwu et al., 2015).

Transactional leadership style rests on the assumption that team members agree to obey the leader the moment they accept the job and receive compensation in return (Amanchukwu et al., 2015). It stresses leader-follower interactions to enhance organizational and individual benefits by achieving performance goals and job completion primarily through power, reward, and punishment mechanisms (Burns, 1978; Bono & Judge, 2004; McCleskey, 2014). Effective decision-making equips leaders to swiftly and accurately address pressures,

maintaining the organization's competitive edge. However, too much decisiveness can result in authoritarianism, selfishness, and a lack of empathy, which can undermine teamwork and cohesion. Therefore, transactional leaders must balance decisiveness with flexibility, understanding their employees' needs, and adapting their leadership style to fit various situations (Dong, 2023).

In social psychology, the styles highlighted by Goleman (2019), who highlighted the role of emotional intelligence in leadership, are particularly important. In his studies, he pointed out that at the highest levels of the company, the individuals recognized as star performers increasingly demonstrated that their effectiveness was primarily due to their emotional intelligence capabilities (Goleman, 2019). Thus, leadership becomes primarily the ability to create resonance, that is generated when it succeeds in promoting positive emotions from members of the organization and allows the expression of each person's abilities. Goleman (2021) identifies six different leadership styles that lead to different work climates:

i. the *visionary leadership style*, based on sharing a goal with members of the organization, fosters a strongly positive climate. It is considered appropriate when the organization is going through a time of change and needs a new vision;
ii. the *coaching leadership style* establishes a link between the goals of the group and the aspirations of each individual. It helps create a highly positive climate and helps people make a contribution to the team;
iii. the *affiliative leadership style* supports the creation of a collaborative and positive climate by fostering interpersonal relationships, resulting in a compact and motivated team;
iv. the *democratic leadership style* values employee participation and seeks their consent before making a decision. It contributes to creating a positive climate within the organization;
v. the *pacesetting leadership style* is characterized by the establishment of challenging goals. The leader acts as a tread in achieving the goals set. It is an effective style when good results are to be achieved by a competent team; however, it is often highly negative because it is poorly executed; and
vi. the *commanding leadership style* is characterized by defining specific directives that must be executed. In times of crisis, it is effective because it defines a clear way of working, but it can create a highly negative climate because it is often misused.

Therefore, it is necessary for leaders to choose the leadership style to be used. An effective leadership style does not have universal validity but asks to be adapted according to the characteristics of the organization, members, and situations and is modulated by these (Amanchukwu et al., 2015).

In the literature, there are hundreds of texts and articles dealing with leadership in many contexts, and it is quite safe to say that each one of those texts and articles presents its own definition of what leadership should be. In this regard, it is interesting the review of Khan et al. (2017) from which it is taken an idea to construct a non-exhaustive list (Table 1) where several theories and models on leadership ranging from 1840 to 2000s are collected.

Concept	**Contributor**	**Year**
Great man Theory	Carlyle	1840s
Trait Theory of Leadership	Stogdill	1930-1940s
The studies of Ohio State	Psychologists, sociologists, and economists	1948
University of Michigan studies	Likert	1950s
The Managerial Grid	Blake and Mouton	1964
Situational Theory	Hersey and Blanchard	1969
Path-Goal Theory	House	1971
Transformational Theory	Burns	1980s
Leader member Exchange Model	Graen	1980
Three Circle Model	Adair	2000s

Table 1: Model and studies on leadership from 1840s to 2000s.

Labella (2005) affirmed that leadership manifests through the prominent position of a person within a relational system, affecting areas such as markets, technology, and social opinions, and is characterized by guiding and influencing behaviors and strategies. Meanwhile, Klingborg et al. (2006) reflect on the evolution of the leadership concept from charismatic individuals to team-based problem solving, indicating a shift towards collective leadership dynamics in modern contexts. Aldair (2011) simplified the Labella's definition by describing leadership as the ability to influence others towards a shared goal, emphasizing the relational and influential nature of leadership. The Harvard Business Review (2011) linked leadership to the effective use of emotional intelligence in order to inspire and direct a group towards shared goals, focusing on emotional understanding, strategic relationship management, and fostering a productive environment. Northouse (2016) further broke down leadership as a process involving influence within groups aimed at common goals, stressing that leadership is an interactive, reciprocal phenomenon accessible to everyone. Kahan et al.

(2017) define leadership as influencing others to achieve organizational goals, highlighting the importance of traits such as intelligence, integrity, and emotional stability.

Together, these points of view show that leadership is a multifaceted and complex process that requires understanding people's minds, being able to shape group dynamics in order to reach common goals, and having the ability to do all of these things while taking into account the specifics of each organizational environment.

2.1.1 Great Man Leadership Theory

The idea of a Great Man leading the masses is ancient but has acquired wide popularity with the book of Carlyle entitled *On Heroes, Hero-Worship, and the Heroic in History*, published the first time in 1841. An aphorism that could summarize the book is «No great man lives in vain. The history of the world is but the biography of great men» (Carlyle, 2013, p. 6).

Many authors adopting the Great Man theory of leadership derive their ideas from the analysis of the traits characterizing important historical figures such as Ramses II the Great, Julius Cesar, Napoleon Bonaparte, Abraham Lincoln, and Mohandas Gandhi. The examples of outstanding men to be considered are as many as the different definitions of leadership (King, 1990).

This theory rests on the idea that leaders are born and not made (Carlyle, 2013; Malakyan, 2014; Hunt & Fedynich, 2019). These great leaders are regarded as heroes in historiography and theory because they overcome adversity to triumph over adversaries while simultaneously motivating their supporters. These leaders subsequently possessed an innate set of qualities and characteristics that predisposed them to succeed in positions of authority and power, according to theorists. This theoretical framework places a significant emphasis on the notion that individuals in positions of authority are deserving of their leadership and should not be subjected to scrutiny due to their innate qualities that make them well-suited for the role, thus prioritizing nature over nurture.

2.1.2 The Trait Leadership Theory

The Trait Leadership theory, elaborated by Stogdill (1948; 1974), marked a significant development in the understanding of leadership. His work, especially pivotal in the mid-20th century, shifted the focus of leadership studies from a purely trait-based perspective, which

emphasized that leaders were born with certain traits, to a more interactional perspective that considers the situation and the interaction between leaders and their followers.

Stogdill challenged the traditional notion of the Great Man theory, reconceptualizing leadership as a relationship between people in a social situation, thereby defining an interconnection between the traits of the leader and the situation in which he or she was acting (Northouse, 2016).

In 1948, Stogdill identified the following characteristic traits of leadership[25]: sociability, intellect, initiative, responsibility, awareness, insight, and tenacity. In 1974, Stogdill revised this list (Stogdill, 1974): a strong sense of accountability and duty fulfillment; energy and perseverance in achieving objectives; taking chances and coming up with creative solutions to problems; motivation to take the initiative in social settings; self-assurance and a sense of self; acceptance of the consequences of choices and actions; readiness to handle interpersonal stress; willingness to put up with frustration and delay; ability to influence other people's behavior; and capacity to plan social interactions for the desired result.

2.1.3 The Leadership Studies of Ohio State

While it seemed pointless to study leadership as a personality attribute, a group of Ohio State researchers decided to examine the behaviors of individuals when they were in a leadership position for an organization or group.

To conduct this analysis, questionnaires were administered to followers, asking them to indicate how often their leaders exhibited specific behavioral categories. Thus, Hemphill and Coons (1957) developed the Leader Behavior Description Questionnaire (LBDQ), consisting of 150 questions.

Later, Stogdill (1963) published the LBDQ-XII questionnaire, a shortened version of the previous one. The LBDQ-XII questionnaire became a standard in leadership research, and it was centered on two main leadership behaviors: initiating structure and consideration (Stogdill, 1974):

i. *initiating structure* describes the extent a leader is likely to define and arrange their own and their subordinates' tasks in order to accomplish a goal. Leaders who exhibit high initiating structure take steps to ensure that followers are aware of particular duties,

[25] Classification resumed by Northouse, 2016.

performance expectations, and regulations. They also make work procedures more transparent and define tasks objectives. These actions are focused on role assignment, task organization, and production direction; and

ii. *consideration* is a measure of a leader's concern for the personal needs of their subordinates, respect for their ideas, and regard for their feelings.

A high-consideration leader is supportive, available, and friendly, and creates a climate of good relations and strong two-way communication (Stogdill, 1974). According to Ohio State research, these two behaviors are separate and autonomous: a leader could be great at initiating structures but very scarce in consideration behavior; vice versa, a leader could be great at taking care of his or her followers but could be unable to initiate structures.

2.1.4 The Leadership Studies of the University of Michigan

While researchers at Ohio State were working on the LBDQ, those at the University of Michigan were studying leadership behavior. They were especially interested in how the actions of leaders affected the performance of small groups (Cartwright & Zander, 1960; Katz & Kahn, 1951; Likert, 1961; Likert, 1967).

The studies of the University of Michigan found two types of leadership behaviors: those who concentrate on employees (*employee orientation*); and those who focus on getting things done (*production orientation*).

Bowers and Seashore (1966) identified a set of habits that bear similarities to employee orientation. Leaders who place a lot of emphasis on human relations when dealing with their subordinates demonstrate employee orientation; they value workers as individuals, value their uniqueness, and pay extra attention to their individual needs. When a leader puts an emphasis on the technical and production parts of a job, his or her behavior could be categorized as product-oriented; from this point of view, workers are seen to get things done (Bowers & Seashore, 1966).

Furthermore, in an effort to develop a theory of leadership that could explain how to be a successful leader in any situation, researchers from Ohio State and the University of Michigan conducted a great deal of research between the 1950s and 1960s to determine how leaders could best combine their employee orientation and their production orientation to make followers happier and better at their job.

2.1.5 The Managerial Grid Leadership Theory

The Managerial Grid® Leadership Theory (Blake & Mouton, 1964; Blake & Mouton, 1978; Blake & Mouton, 1985; Blake & McCanse, 1991) identifies five different leadership styles based on varying degrees of concern for people and concern for production, represented by a grid with two axes:

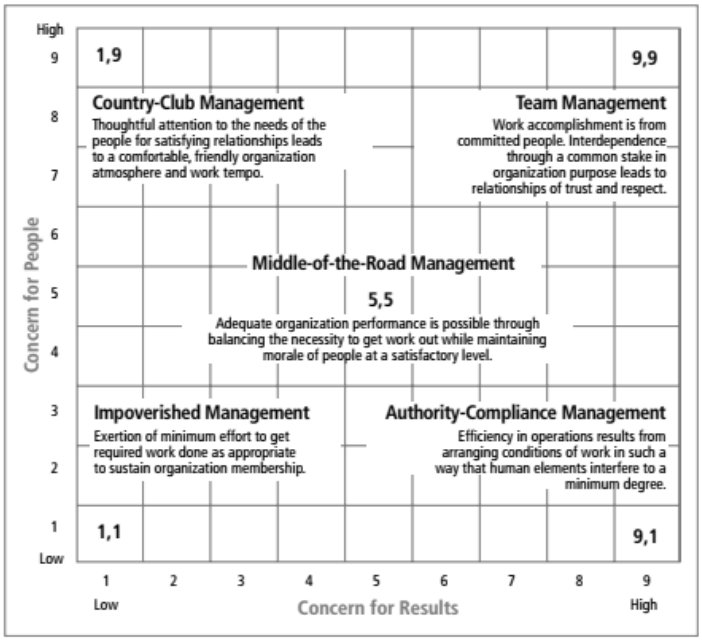


Figure 4: The Managerial Grid® Leadership theory of Blake et al. (1985). Source: Northouse, 2016, p. 76.

i. concern for people (Y-axis) measures how much a leader considers the needs, interests, and areas of personal growth of team members when deciding the best way to complete a task; and
ii. concern for results (production) (X-axis) indicates how much a leader prioritizes high productivity, specific goals, and organizational effectiveness when determining the best way to complete tasks.

Five distinct types of managers/leaders were found, each shown on the X_Y plane (Figure 4) and distinguished by a unique set of values (Northouse, 2016):

i. *Impoverished Management* (1,1)[26]: making limited efforts to manage staff or tasks, only getting by. This style demonstrates a poor regard for both people and production;
ii. *Country Club Management* (1,9): high concern for people but low concern for production. While managers adopting this style pay attention to employees' needs and provide a welcoming environment, they frequently lack a significant focus on tasks or productivity outcomes;

[26] The two numbers given in parentheses represent the values of the X_Y coordinates attributed by Blake and co-workers to that specific kind of managerial-leadership style.

iii. *Authority-Compliance Management* (9,1): high concern for production but low concern for people. This style prioritizes efficiency in tasks and operations over team well-being, as it is very task-oriented;

iv. *Middle-of-the-Road Management* (5,5): balance concern for both people and production but it does not fully commit to either. This style aims to strike a balance between the need to complete tasks on time and upholding morale by making concessions and maintaining a satisfactory performance level; and

v. *Team Management* (9,9): high concern for both people and production. Productivity and high morale results from this managerial style, which supports workers' needs and encourages them while coordinating them with the organization's production aims.

The Managerial Grid Model supports managers in understanding their natural leadership styles and the possible impact on their effectiveness. It offers a framework for training and development in managerial leadership, providing a clear map for personal growth in balancing the crucial aspects of managerial responsibility. The Managerial Grid encourages leaders to aim for the Team Management style for maximum success by helping them evaluate their approach to managing people and tasks via the conceptualization of various leadership styles. It emphasizes how crucial it is for leaders to be adaptive and flexible, able to modify their management approach depending on the circumstance in order to improve productivity and employee satisfaction (Northouse, 2016).

2.1.6 The Situational Leadership Theory

Situational leadership is one of the most widely recognized approaches to leadership. Hersey and Blanchard (1969) developed it, aligning it with the three-dimensional theory of management style of Reddin (1967). Since its inception, the situational theory has undergone numerous

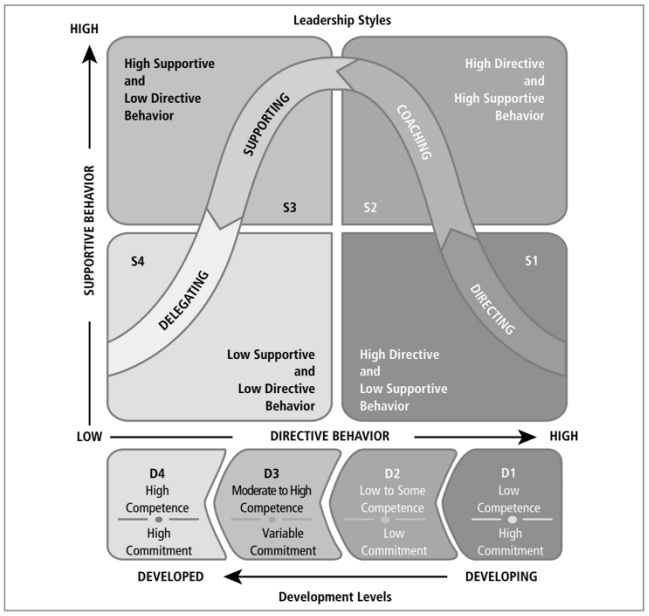


Figure 5: Situational leadership model taken from Blanchard et al. (2013). Source: Northouse, 2016, p. 95.

revisions and refinements, and its implementation in the training and development of organizational leadership has been widespread. It represents the turning point in leadership theories that begin to focus both on the task and especially on relationships with people (McCleskey, 2014).

As its name implies, the situational leadership model (Figure 5) emphasizes leadership in particular circumstances. The foundation of the theory posits that varying situations necessitate distinct forms of leadership; as a result, a successful leader needs to adopt their style to the specific circumstance.

Blanchard (1985) and Blanchard et al. (2013) refine the original 1969 proposed model through the Situational Leadership II model, which serves as an exemplar of situational theory, highlighting four different styles of leadership.

The first style (S1) or the *directing style* is characterized by high levels of directive behavior and low levels of supportive behavior. The leader spends more time in a goal-oriented manner and less time modeling supporting behaviors. With this style, a leader gives followers explicit instructions on the goals and how to achieve them, then focus a careful attention on their development (Northouse, 2016).

The second style (S2) is referred to as a *coaching style* and is distinguished by a combination of strong directive and high supporting behavior. This style places a strong emphasis on the communication strategy of the leader, which attempts to simultaneously achieve goals and address the socioemotional needs of followers. In order to effectively use the coaching style, a leader must actively engage with their followers by asking for and offering guidance. Coaching is an extension of S1, as it necessitates the ultimate decision-making authority of the leader over the specifics of goal achievement (Northouse, 2016).

The third style (S3) is a *supporting style* that places a strong emphasis on the leader's low levels of directiveness and high levels of support. Instead than concentrating just on the objectives themselves, the leader uses encouraging actions to bring out the abilities of followers in connection to the desired outcomes. The supportive style includes giving feedback, asking for feedback, praising others, and actively listening. By using this style, a leader gives followers daily decision-making autonomy while being available to help with problem-solving. When a leader demonstrates S3 style, they quickly recognize and help their followers in social situations (Northouse, 2016).

Lastly, the fourth style (S4) is referred to as the low supportive-low directive style, or a *delegating style*. The leader minimizes their involvement in setting goals and providing social support, which boosts followers' drive and self-assurance in reaching the objectives. The leader reduces their level of involvement in the planning process, control of specific details, and explanation of goals. This style gives followers the authority to take on responsibility for finishing the job at hand after the group has reached an agreement on it. While a leader uses the S4 style, they transfer power to their followers and refrain from interfering too much while offering social support (Northouse, 2016).

The situational theory highlights the need for proper use of both directive and supporting qualities, which are inherent to leadership in order to practice effective leadership itself. Leaders evaluate the ability and commitment of those they follow to accomplish a certain goal in order to decide what is necessary in each situation.

According to the situational theory, leaders must modify their approach to leadership based on the followers' degree of commitment and skills. Effective leaders have the capacity to ascertain the needs of their followers and then adjust their own style of leadership to meet those needs.

2.1.7 The Path-Goal Leadership Theory

The Path-Goal theory is based on the foundational work of House (1971), who developed this theory by incorporating insights from expectancy theory of motivation, which suggests that individuals are motivated when they believe their efforts will lead to effective performance and ultimately to reward.

The Path-Goal theory shows how leaders can adapt their styles to the needs of their followers and the demands of the tasks to enhance performance. The key components of the Path-Goal Leadership theory are (Northouse, 2016):

i. *leadership styles*, that could be adopted depending on the situation:
    a. *directive leadership*: the leader gives clear instructions, defines expectations for followers, establishes performance standards, and makes rules and regulations easy to follow;
    b. *supportive leadership*: the leader is friendly to employees, considering their well-being and needs, and using supportive behavior to boost their satisfaction;

c. *participative leadership*: before making choices, the leader confers with staff members and takes their ideas and opinion into account. This style promotes participation and makes employees feel important; and
d. *achievement-oriented leadership*: the leader establishes difficult objectives and demands the best output. The leader exudes a strong sense of confidence in the followers' ability to live up to these standards.

ii. *Follower characteristics*, which can change the impact of the leader's actions. Need for connection, a preference for structure, a need for control, and self-perceived task skill are the primary characteristics of follower behaviors; and

iii. *Task characteristics*, such as its complexity, structure, and the inherent risk, that could also have an impact on leadership effectiveness. The major work group of followers, the formal authority system, and the design of the follower's duties are the essential elements that define the task characteristics.

According to the Path-Goal theory, the actions of the leader are productive if they benefit their subordinates and the workplace. Leaders employ behaviors that fill in the gaps in the work environment, assisting subordinates on their path towards their goals. The main job of the leader is to inspire followers to accomplish the goals they have set. They accomplish this by simplifying the path to help their followers achieve these goals, eliminating obstacles, and providing more or better rewards along the way.

2.1.8 The Transformational Leadership Theory

Burns (1978) introduced the Transformational Leadership theory, which explains the process by which leaders interact with followers to build a bond that elevates moral and motivation in both parties. In the course of pursuing outstanding results, followers can be inspired and motivated by the leader, who can help them grow as leaders.

As its name implies, transformational leadership is a process that modifies and changes individuals; it is concerned with emotions, values, ethics, standards, and long-term objectives. It entails assessing adherents' motivations, attending to their needs, and viewing them as complete individuals. Additionally, it also involves an unusual kind of influence that inspires followers to go above and beyond what is often expected of them. It is a theory that

frequently includes visionary and charismatic leadership (Burns, 1978; Antonakis, 2012; McCleskey, 2014; Northouse, 2016).

The goals of transformational leadership are to enable the level of performance of followers and realize their full potential (Bass & Avolio, 1990; Avolio, 1999). Strong morals and values are characteristics of transformational leaders, and they excel at persuading people to act in ways that advance the common good rather than their personal self-interests (Kuhnert, 1994).

According to Bass (1985), four factors are in the transformational leadership theory: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence involves leaders being admired and emulated by followers due to their qualities and behaviors. Inspirational motivation is characterized by leaders who inspire and challenge followers through enthusiasm and optimism. Intellectual stimulation encourages innovation by questioning assumptions and reframing problems, thereby boosting followers' self-efficacy. Individualized consideration focuses on leaders acting as mentors, providing support and learning opportunities to help followers reach their full potential.

These tenets allow for the recognition of several leadership types that best interpret the roles assigned to them in the transformational leadership theory (Northouse, 2016):

i. *charismatic leaders*: leaders serve as models for their followers. They are recognized, respected, trusted, and looked up to by followers, who aspire to be like them;
ii. *inspirational leaders*: leaders set high expectations to followers and encourage them to commit to and participate in the organization's common vision. They frequently appeal to focus group participants' emotions and symbols in order to accomplish goals outside their own self-interests; and
iii. *intellectual stimulating leaders*: to encourage others to be innovative and creative, leaders question assumptions, reframe problems, and see familiar situations from a different perspective. Public criticism of individual members' errors is nonexistent.

Burns (1978) also distinguished between transformational leadership and transactional leadership, as already introduced in the previous paragraph. Transactional leadership emphasizes the exchanges between leaders and followers, facilitating the achievement of performance objectives and task completion in order to maximize both organizational and

individual benefits. It maintains the existing organizational structure, motivates followers through agreements, directs them towards established goals, and focuses on extrinsic rewards. For followers, transactional leadership helps fulfill self-interests, reduce workplace anxiety, and focus on clear objectives like quality improvement, customer service, cost reduction, and increased production (McCleskey, 2014)

In any case leaders must provide a supportive climate in which they listen carefully to the individual needs of followers. In the process of supporting followers to reach their full potential, leaders also serve as mentors and counselors.

2.1.9 The Leader-Member Exchange Leadership Theory

The Leader-Member Exchange (LMX) theory explores the distinct relationships between a leader and each individual follower rather than considering all followers in a group in the same way. This approach emphasizes that the nature of the relationship between a leader with each individual member of the team they lead – referred to as dyadic relation – can significantly affect the results of the group (Graen & Cashman, 1975; Graen, 1976; Graen & Scandura, 1987; Graen & Uhl-Bien, 1991; Graen & Uhl-Bien, 1995).

The theory can be summarized focusing on three different factors (Northouse, 2016):

i. *relationship development*. The LMX theory states that leaders have numerous ties with subordinates rather than one. These relationships form gradually and are based on non-job-related tasks and responsibilities;
ii. *in-group and out-group*. Leaders divide their followers into in-groups and out-groups. The leader and in-group members relate more with respect, duty, and trust. Followers get more knowledge, power, confidence, and concern from their leader. On the contrary, out-group members communicate with leader in lower-quality ways depending on contract positions; and
iii. *phases of relationship development*:
    a. *role-taking phase*: the leader offers beginning tasks to evaluate the follower's talents, reliability, and commitment. This phase involves the follower adopting the leader's perspective and behaviors, with the leader's emotions helping build and advance the relationship;

b. *role-making phase*: it involves negotiating the follower's role and status within the in-group or out-group. Early experiences personalize interactions and cause emotional entrainment between leader and follower; and
c. *routinization phase*: it establishes clear expectations for both sides in the partnership. Standardizing jobs and responsibilities occurs here. While interactions become consistent, LMX differentiation of group members' emotional responses to organizational connection distribution might impact them.

Positive work attitudes, more organizational involvement, and better performance assessments are all associated with high-quality LMX interactions. High-quality exchange participants often report better career prospects, more organizational commitment, and higher job satisfaction.

2.1.10 The Three-Circles Leadership Model

The Three Circles Model of Adair (2011), which highlights three overlapping areas of need that leaders must address in order to be effective, captures the essential elements of leadership (Adair, 2011):

i. *achieve the task*. Adair emphasizes how important it is for leaders to concentrate on the current work at hand. To accomplish intended results, this calls for planning, organizing, and effectively carrying out duties;
ii. *build and maintain the team*. A cohesive team must be built and maintained in order for leadership to succeed. To improve group cohesiveness and productivity, this entails cultivating a good team spirit, making sure that communication is effective, resolving problems, and encouraging teamwork; and
iii. *develop the individual*. Adair emphasizes how critical it is to attend to each member's requirements inside the team. This entails encouraging team members to reach their full potential, fostering personal growth, and appreciating the contribution of each person.

Adair's model is dynamic, suggesting that leaders must continually balance these three areas to maintain effectiveness. Since these domains are interdependent, mastery in one suggests mastery in the others, resulting in a comprehensive approach to leadership.

2.2 Leadership at school

To begin the analysis and discussion on the significance of leadership in education and schools, a few fundamental facts must be stated:

i. the school is a comprehensive and well-articulated institution that includes, among others, three unique and important components with their specificities: students, principals, and teachers;
i. the school is primarily focused on the students and on society as a whole;
ii. the students must be participants and protagonists in their learning process; and
iii. schools are expected to educate responsible citizens who can positively and productively engage with local social reality, as well as with the broader globalized world in which societies and nations coexist and function.

In this context, principals and teachers must possess the ability to motivate and stimulate the students. It is the duty of principals and teachers to assist students in exploring the vast realm of knowledge that is initially unfamiliar to them. Students will be able to understand the world in which they live as well as every other person they interact with because of the competences they will develop. Principals and teachers need to be leaders who inspire confidence in a group of young people, in addition to having current knowledge and technical competences in order to properly guide the students throughout their learning process.

Leadership at school is one of the aspects being examined by the Teaching and Learning International Comparative Survey (TALIS), conducted by the OECD, which collects data on principals, teachers, and the learning environment to support the development of educational policies focused on them and the teaching process that can promote student learning (Ainley & Carstens, 2018; OECD, 2019a). The first cycle was conducted in 2008 and involved 24 countries; the second cycle was conducted in 2013 and involved 38 countries; and the last cycle took place in 2018 and involved 48 countries.[27] While focusing on lower secondary schools, starting with TALIS 2013 the target group was expanded by also involving teachers

[27] Alberta (Canada), Australia, Austria, Belgium (the Flemish Community of Belgium also participated as a sub-national entity of Belgium), Chile, Colombia, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, France, Hungary, Iceland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Mexico, the Netherlands, New Zealand, Norway, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Turkey, the United States, Brazil, Bulgaria, Ciudad Autónoma de Buenos Aires (Argentina), Croatia, Cyprus, Georgia, Kazakhstan, Malta, Romania, the Russian Federation, Saudi Arabia, Shanghai (China), Singapore, South Africa, Chinese Taipei, the United Arab Emirates, and Viet Nam (OECD, 2019a).

and principals from primary school, secondary school and schools that had participated in the PISA 2012 cycle. For each country, 200 schools[28] were sampled; for each school, 20 teachers and the principal were involved (OECD, 2019a).

TALIS 2018 defines the leadership of principals and teachers as one of the main school-level factors that influence student development and achievement through the creation of a supportive learning environment in which teachers can experiment with and practice teaching methodologies that are conducive to student engagement. In particular, *leadership for learning*[29] has been identified as the most effective form of leadership in schools, which incorporates elements such as continuous professional development and attention to the curriculum and the learning process in order to support the work of teachers and, consequently, student learning (Hallinger, 2010; OECD, 2020).

The TALIS 2018 survey emphasizes the need for schools to be autonomous in their organization and decision-making for effective leadership development. School autonomy was analyzed by examining the degree and assumption of responsibility for various tasks related to staffing (i.e., hiring, suspensions from service), budgeting (including in-school allocation and teacher salaries), educational policies (referring to policies related to discipline, assessment, and student admission), and instructional and curricular organization. Based on the responses of the principals in the Principal Questionnaire, the following were identified: autonomous schools, whose staff has some degree of responsibility; non-autonomous schools, where therefore organizational and governance practices are in the hands of external ministerial bodies; and mixed-autonomous schools, where responsibilities are in the hands of both school staff and external local/national institutional bodies. Specifically (OECD, 2020): 70% of schools are autonomous in hiring teachers and 62% are autonomous in suspending them; 71% of schools are autonomous in budget allocation; regarding school policies, 58% have been identified as autonomous schools in the assessment, admission, and disciplinary regulations of students; and regarding teaching and curricular organization, 87% are autonomous in their choice of teaching materials, 60% in their choice of courses to be delivered, and 48% in their choice of contents. The data reported

[28] For schools participating in OECD PISA 2018, 150 schools per country were sampled (OECD, 2019a).
[29] The leadership for learning model developed by Hallinger (2010) will be described in the next Section.

here refers to the international average for TALIS 2018, so there is a rate of cross-country variability.

The effective leadership of the principals empowers the leadership of teachers through participation in decision-making, responsibilities, and collaboration in the governance of the school (OECD, 2020). The term *teacher leadership* can be described as leadership exercised by teachers outside and inside the classroom in order to implement student learning (Katzenmeyer & Moller, 2001; Crowther et al, 2009). According to Fernández Espinosa and López González (2023), it is associated with personal growth, professional development, job satisfaction, student motivation, and academic success. Thus, it is not a matter of delegating certain tasks or responsibilities to teachers in a top-down organizational structure but promoting their active role in the school that becomes a professional learning community (Morini & Nencioni, 2022).

Education and schools necessitate a particular leadership theory due to the unique challenges, goals, and dynamics of educational environments. Educational leadership necessitates a specialized approach due to the unique dynamics of school environments, which differ significantly from corporate or political spheres. Leaders in education navigate complex relationships with diverse stakeholders such as students, parents, staff, and the community, balancing academic objectives with the overall well-being of school community. They must embody and promote ethical values like fairness and respect, manage continuous educational reforms, and effectively optimize limited resources. Moreover, educational leaders need to be culturally sensitive, aligning their strategies with the local community's customs and challenges. School leadership is crucial, focusing on enhancing teaching quality and aligning practices with learning objectives. Leaders must also navigate numerous regulations while advocating for their community's needs, ensuring their schools are conducive environments that prepare students to be conscientious members of a rapidly changing society. This multifaceted role underscores the importance of a distinct leadership theory tailored specifically for the educational field (Bass & Riggio, 2006; Spillane et al., 2001; Hallinger, 2005; Schein, 2010; Fullan, 2007; Shapiro & Stefkovich, 2011).

Given these unique challenges and the critical role of education in societal development, transformational leadership, instructional leadership, and distributed leadership theories were elaborated. These theories have been developed and adapted specifically for educational

contexts, with the aim of enhancing principals' and teachers' understanding of leadership, optimizing school governance, improving educational outcomes, and fostering environments where students and teachers can thrive. As a result, developing and refining educational leadership theories is critical for the ongoing growth and effectiveness of educational institutions.

Transformational leadership, already described in the Section 2.1.8, is significant in the context of schools and education because it places a significant amount of emphasis on the ethical considerations and the participation of those who are dependent on the leader (Burns, 1978; Bass et al., 2006). As Hallinger (2003) stated:

> «Transformational leadership focuses on developing the organization's capacity to innovate. Rather than focusing specifically on direct coordination, control, and supervision of curriculum and instruction, transformational leadership seeks to build the organization's capacity to select its purposes and to support the development of changes to practices of teaching and learning. Transformational leadership may be viewed as distributed in that it focuses on developing a shared vision and shared commitment to school change». (Hallinger, 2003, pp. 330-331)

2.2.1 Instructional Leadership

In the literature, the term *instructional leadership* has been used to refer to the role of principals in student achievement (Leithwood et al., 2006). Specifically, as Hallinger (2003) stated,

> «Instructional leadership focuses predominantly on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school». (Hallinger, 2003, p. 331)

The figure of the principal as *the* instructional leader has emerged since the 1980s (Ng Foo Seong, 2019). Bossert et al. (1982) developed the Far West Lab Instructional management model, in which they highlighted how the school context – including the local community characteristics and national context – and personal characteristics influenced the leadership of the principal. The latter, in turn, had an influence on school climate and instructional organization, which in turn affected student learning (Bossert et al., 1982). Precisely by highlighting the central role played by the contextual characteristics of the school, Bossert et al. (1982) highlighted the fact that a principal who wants to be a successful leader is called upon to modulate his or her actions and behavior, as well as their mode of leadership, according to the needs, characteristics, and requirements of the context in which they are operating (Bossert et al., 1982; Hallinger, 2018).

Almost contextually, Hallinger and Murphy (1985) elaborated the instructional leadership model, which probably represents the most widely recognized and tested model of school leadership in the literature (Ng Foo Seong, 2019).

This model is based on three crucial aspects, specifically related to principals in schools on which stands the Principal Instructional Management Rating Scale (PIMRS) (Hallinger & Murphy, 1985; Hallinger et al., 1996; Hallinger, 2003; Hallinger, 2005; Hallinger, 2011a): defining the school mission, managing the instructional program, and promoting a positive school learning climate.

One important part of the job of the principal as instructional leader is to define and share the goals or purposes of the school within the whole school community (Hallinger & Murphy, 1985); goals and purposes together establish the mission of the school, defined as the aim that justifies the work of an institution (Slate et al., 2008). In this view, the mission also generates a shared school vision that ensures that the school community's actions, values, and beliefs are aligned with each other and with the vision itself (Moraal et al., 2024). Organizational missions positively impact the health of the organizations themselves by fostering a process of change adaptation (Malott, 2003) and preventing them from falling into the *activity trap* (Odiorme, 1974), which refers to the pursuit of numerous activities at the expense of the fundamental mission. In the context of education, this trap manifests itself in the increasing number of courses and student assessment systems, which compromise the caliber of learning experiences and objectives (Slate et al., 2008).

The definition of the school mission goes through two different functions: framing school goals and communicating school goals (Hallinger & Murphy, 1985).

Regarding framing school goals, principals are primarily responsible for determining where school staff will concentrate their time and efforts throughout the school year. Effective teaching and learning schools typically have clear goals aimed at achieving student success. The emphasis is on a reduced set of objectives that enable the allocation of staff time, effort, and additional resources. Having a small number of well-defined, realistically sized goals is optimal; the objectives should contain data on student performance as well as the contributions of the staff to achieving these objectives, expressed in ways that can be measurable (Hallinger & Murphy, 1985). Effective leaders include staff in establishing and deciding on school goals and objectives that will be put into practice and assessed at the end

of the year (Leithwood et al., 1999 cited in Salleh, 2014). This requirement will strengthen their willingness to work together to accomplish the school's objectives (Salleh, 2014).

Regarding communicating school goals, it is the task of the school principal to communicate to teachers, parents, and students about the defined school's goals (Hallinger & Murphy, 1985). This is one of the most important functions of a principal as an instructional leader (Salleh, 2014). When choices are being made concerning teaching, curriculum, and budget, the principal may ensure that staff members are aware of the importance of school objectives by discussing and reviewing them with them frequently during the academic year. There are official and informal ways to discuss the mission of the institution with staff members, students, and teachers, such as goal statements, staff bulletins, articles or communication on the school website, meetings, parent-teacher conferences, and assemblies (Hallinger & Murphy, 1985).

Working with teachers on different aspects related to curricula and instruction in general is the focus of the principal's function in managing the instructional program. It consists of three sub-functions: supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress (Hallinger & Murphy, 1985):

i. ensuring that the school's objectives are implemented in the classroom is one of the principal's primary tasks. Coordinating the school's and teachers' objectives serves as the foundation for supervision and evaluation of instruction. The principal provides feedback to teachers both for supervision and assessment purposes, to assist them in fulfilling their primary responsibilities;
ii. the degree of curriculum design and coordination is one of the traits of effective schools. Across disciplines and grade levels, there should be a reasonable amount of continuity in the teaching process; and
iii. an effective monitoring system of school progress based on «both standardized and criterion-referenced testing» (Hallinger & Murphy, 1985, p. 222) to assess the quality of teaching and learning is what distinguishes instructionally effective schools. Test results must offer a hint to identify program inadequacies as well as individual student difficulties. In this task, the principal must deliver test results on time for teaching staff to respond to any issues pertaining to student learning. Additionally, the analysis and

results of the test allow the whole school community to define the goals of the learning process and measure school progress.

The principal is also responsible for promoting a positive school climate, which refers to the definitions of formal and informal regulations and attitudes held by both students and teachers, having an influence on student learning (Hallinger & Murphy, 1985; Sweetland & Hoy, 2000; Day et al., 2016). This function of the principal as instructional leader has several components: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing and enforcing academic standards, and providing incentives for students (Hallinger & Murphy, 1985):

i. it is important to ensure that teachers have «blocks of uninterrupted instructional time» (Hallinger & Murphy, 1985, p. 223), because even the best teaching practices would suffer if the time allocated to them were fragmented by communications, student delays, or other bureaucratic contingencies. It is a principal's task to adopt policies that restrict these interruptions to the indispensable, and these practices can have a potential impact on student learning;
ii. the principal must support the professional development of teachers by informing them of courses and training opportunities to thereby promote the implementation of effective teaching practices and, consequently, the quality of the teaching and learning process;
iii. the principal has to be visible at school. He or she has to talk to students and school staff, and this allows for feedback on the school climate;
iv. it is the principal's duty to recognize the work of teachers and non-teaching staff to support a positive school and classroom climate; furthermore, this recognition, which goes beyond financial compensation, impacts the performance of school staff;
v. it is important to establish clear standards and skills related to student learning to implement academically effective schools; and
vi. it is important to recognize students' learning achievement through, for example, public recognition in the classroom or school. This impacts the student's positive self-image and sense of self-efficacy, thus supporting a positive classroom and school climate. The principal is the link between classroom recognition and school recognition.

The TALIS 2018 survey analyzed how instructional leadership is implemented in schools, differentiating between explicit or direct modes – such as defining the curriculum,

promoting teachers' professional development, and fostering a climate of collaboration in school – and implicit or indirect modes, fostering a climate of shared responsibility and cooperation. In this regard, 59% of principals declared they cooperate with teachers to solve classroom problems in a positive way (a decrease from TALIS 2013 in nine out of 31 countries that attended both cycles), 55% work to promote professional development, and 50% provide feedback to teachers based on their observations (although only 41% make classroom observations). Referring to implicit instructional leadership, 68% of principals promote teacher accountability relative to student learning, 63% state that teachers have responsibility for their teaching skills, and 59% support collaboration among teachers to develop new teaching methodologies (OECD, 2020). Despite this data, TALIS 2018 results revealed that only 16% of principals spend time on tasks related to curriculum organization and the teaching process (OECD, 2019a).

The structuring of a linear regression model highlighted that schools with higher levels of instructional leadership involve parents, students, and stakeholders in decision-making processes, strive to create a climate of cooperation and support within the school, and hold teachers responsible for student learning and teaching development. This aspect pertains to system leadership, aiming to bolster the school's cooperation with the community, encompassing both families and school-to-school relationships. The results showed that 55% of the principals communicate relevant information about student learning and the school to parents or guardians, while 37% collaborate with principals of other schools (OECD, 2020).

One method of executing the instructional leadership of the principal is to cultivate a school community that encourages collaboration and the sharing of tasks and responsibilities among all its members, thereby nurturing a form of distributed leadership (OECD, 2020).

2.2.2 Distributed Leadership

Distributed leadership (DL) (Spillane et al., 2001), which has begun to gain a foothold in the literature since the new millennium, has sparked quite a few debates (Harris & DeFlamis, 2016; Eryilmaz & Sandoval-Hernandez, 2023).

The theory of DL seems to stem from a real oxymoron: leadership appears, in fact, as pointing towards a vision based on a single person in charge, able to drag others and make decisions that others approve of because of the charisma that the leader exercises over them

or because of the trust that they have in him or her. However, viewing a school not merely as a hierarchically structured institution bound by normative rules, but as a place where students both gain knowledge and learn to live in a democratic society – where individual freedom is balanced by the equal freedom of others – introduces a different perspective. Furthermore, when we acknowledge that the education students receive encompasses not only factual knowledge but also principles of freedom and critical thinking, a contradiction may emerge: it challenges the notion of leadership that solely concentrates on a single individual, regardless of their deservingness, validity, or charisma.

In their article, Spillane et al. (2001) completely overturned the leadership vision by challenging the then-current conceptions of leadership and education, and criticizing theories that heavily rely on a single figure, either the principal or teacher. In particular, to study school leadership, it is necessary to understand what, why, and how principals act, whose leadership is conceived as a distributed practice that extends into the social and situational contexts of the school (Spillane et al., 2001; Spillane, 2005).

Having as their theoretical basis distributed cognition and activity theory cognition, which underlines the interconnectedness of individuals and the extensive distribution of human activities within a complex system (Pea, 1993; Hutchins, 1995), Spillane et al. (2001) defined leadership as a process that entails locating, obtaining, assigning, coordinating, and using social, material, and cultural resources required to provide conditions that allow for teaching and learning (Spillane et al., 2001). Spillane et al. (2001) focused their Distributed Leadership Study on bottom-up analysis of schools' activities, emphasizing the projection of these activities into distinct figures.

The research conducted was articulated in what can be considered factors of analysis and main conclusions: macro functions and leadership tasks, enacting leadership tasks, a distributed perspective on leading practice, and leadership practices and tools. Specifically, school activities were categorized into macro and micro functions, where macro functions adhered to norms and legislation, supported by micro functions essential for complete execution. Leadership in schools involved a range of leaders handling these functions, extending from canonical practices, which were norm-based, to non-canonical practices, which included innovative solutions found in the field. Leadership in schools was inherently collaborative, requiring the integration of efforts from multiple leaders, each responsible for

their own work. This collaboration aimed to create a synergy that enhanced the overall outcome, making collective leadership greater than the sum of its parts (Gronn, 2022). Furthermore, daily leadership practices utilized various tools that not only aided in executing tasks but also shaped the nature of these activities, fostering enhanced cooperation among all leaders involved (Spillane et al., 2001).

With specific reference to Spillane's theory, Harris (2009) stated that

> «Distributed leadership, essentially involves both the vertical and lateral dimensions of leadership practice. Distributed leadership encompasses both formal and the informal forms of leadership practice within its framing, analysis and interpretation. It is primarily concerned with the co-performance of leadership and the reciprocal interdependencies that shape that leadership practice». (Harris, 2009, p. 5)

Although DL is now a popular theory in the literature, there are no univocal definitions of it (Harris & DeFlamis, 2016). Bennett et al. (2003) defined DL as a leadership style characterized by dynamic relations among stakeholders. Woods et al. (2004) reinforced the collegiality factor, defining DL as an emergent property of a group of interacting individuals. Heck and Hallinger (2009) described DL as a form of collaboration between the principal, teachers, and school members with the aim of improve the development of the school. Similarly, Harris (2013) identified DL as «leadership that is shared within, between, and across the organization» (Harris, 2013, p. 12).

Despite the presence of multiple definitions, two common factors can be found: the attention given to leadership as a *practice* rather than a role and the core value of *interactions* among members rather than actions (Harris & DeFlamis, 2016). Liu (2020), referring to Spillane's theory, stated that research on DL must be based on the contexts and situations in which a group of leaders dynamically exercises school leadership and governance to promote school success.

Leithwood and Mascall (2008) highlighted the possible consequences of adopting DL in school, although there is not much scientific evidence. Specifically, (Leithwood & Mascall, 2008):

i. it could contrast with hierarchical leadership by more accurately mirroring the actual division of labor in organizations and minimizing errors from decisions made by a single leader with limited information;

ii. it could maximize organizational benefits by leveraging the diverse capabilities of its members, promoting individual strengths, and fostering a deeper understanding of interdependence and the collective impact of individual actions;
iii. it could encourage broader participation in decision-making, enhance commitment to organizational goals, and lighten the administrative load on formal leaders;
iv. it could improve job satisfaction through increased autonomy and equip members to better meet organizational demands; and
v. it could foster innovative solutions and reinforce leadership influence through overlapping actions with the organization.

In an organization characterized by DL, Leithwood et al. (2007) highlighted the characteristics of non-administrator leaders, recognizing them either as prototypes of organizational identity or due to their personal traits. Specifically, organizational identity is defined as the need to identify oneself within an organization and is derived from the need for self-categorization – the necessity to have a place in society – and self-enhancement – the necessity to have value within the organization. Regarding traits, they refer to personal characteristics in both cognitive (including problem-solving and intelligence) and affective traits (including motivation and social appreciation skills) (Leithwood et al., 2007).

Structuring leadership as a distributed phenomenon is a significant aspect that moves toward creating a school as a professional learning community (PLC) (Sleegers et al., 2013; DeMatthews, 2014), encouraging the well-being and professionalism of teachers that implement student learning (Antinluoma et al. 2018).

Although the literature does not provide a single definition of PLC, Mullen (2009) highlights three different perspectives that can help define it. According to the organizational perspective, PLC is an educational and professional development model that impacts student learning (DuFour & Mattos, 2013). According to the cultural perspective, PLC facilitates the establishment of democratic schools that develop into communities and involve students, teachers, non-teaching staff, and representatives of the external community in educational practices (Glickman, 1998). From the leadership perspective, PLC fosters teacher collaboration and leadership through the creation of shared governance (Mullen, 2009; Vanblaere & Devos, 2018).

The relational aspect is at the core of PLC (DuFour, 2004). It supports the development of capacity building within the organization, which involves a dynamic, systemic process through which people develop new knowledge and abilities and elaborate more effective practices (Sharrat & Fullan, 2009; Harris, 2011). The relational aspect of capacity building within PLCs has three different dimensions: the *personal capacity*, which refers to a person's capability to generate knowledge about the teaching and learning process; and the *interpersonal capacity*, which includes the capability to collaborate toward a common goal (Sleegers et al., 2013). The third dimension, with participatory leadership as its central aspect (Bryk et al., 1999; Sleegers et al., 2013; Antinluoma et al., 2018), is *organizational capacity*, which refers to the school's ability to establish enduring organizational procedures that support individual and collective growth and learning (Sleegers et al., 2013).

It thus clearly emerges that PLC stems from the collaboration of teachers (Stoll et al., 2003; DuFour & Mattos, 2013; Vanblaere & Devos, 2018) which allows for the promotion of a culture of innovation, research, and experimentation in instructional practices in order to effectively meet the educational needs of students (Paletta et al., 2022). Paletta and Alimehmeti (2023) highlighted how instructional leadership of the principal and supportive leadership – defined as a particular type of DL – support the formation of PLCs by fostering a climate of growth, trust, and collaboration in the school that promotes teacher innovation and learning. Constant monitoring of the quality of education and student outcomes, a climate of trust within the school community, and professional development resulting from both individual initiative and daily collaborative work are among the operational keys to building a school as a PLC (Antinluoma et al. 2018).

Referring to the DL, in 2015 the distributed leadership for equity and learning (DLE) model was developed by Woods (2015) for the *European Policy Network on School Leadership* (EPNoSL) project held for the years 2011-2015. The project aimed to create a climate of support for school leadership, promote research on DLE, and develop the ability of the leader to build equity and learning (Kollias & Hatzopoulos, 2013).

> «The significance of this conceptualization of DLE is that it explicitly incorporates the values of democracy, holistic learning and social justice into the meaning of distributed leadership». (Woods, 2015, p. 185)

The analysis of DL from a participatory perspective leads to the development of DLE, which aims to foster social justice and democratic processes. The central point of this theory

is found in the fact that leadership can derive from all levels of the school, and therefore there is a need to build an organizational environment that supports the inclusion and involvement of the entire school community. Therefore, it is necessary to incorporate support for the development of a participatory culture, institutional structures that support leadership for the entire organization, and an open social environment characterized by positive relationships (Woods, 2015).

Thus, Harris (2003) views DL as a form of decentralization of the leader, resulting in a form of democratic and collective leadership (Harris, 2003). Leadership is not a fixed phenomenon for those in an apex position, but rather a dynamic and fluid one (Gronn, 2000) in which any member of a team has the potential to be a leader (Liu, 2020). This involves sharing leadership functions (Gronn, 2022) and contributes to the improvement capacity of the school, which in turn affects the teaching and learning process (Hallinger & Heck, 2010; Phillips et al., 2023).

2.3 Leadership and student learning: what relation?

In the *Council conclusions of 26 November 2009 on the professional development of teachers and school leadership* (European Union, 2009), which support quality professional development for teachers and leaders as well as increased cooperation for the purpose of its promotion, effective leadership was defined as

> «a major factor in shaping the overall teaching and learning environment, raising aspirations and providing support for pupils, parents and staff, and thus in fostering higher achievement levels». (European Union, 2009, p. 8)

Measuring the extent of the influence that leadership might have on factors such as student learning, school culture, or a specific aspect thereof is a very complex issue that runs up against the following fact: the factors that can act as independent variables in a model that sees student learning and school climate as dependent variables are many, in addition to the quality and nature of leadership. When attempting to define this relationship, it is crucial to consider the following factors (Silins & Mulford, 2002; Mulford & Silins, 2003):

i. the large number of different theories that characterize the field of leadership study;
ii. the regulations of the school;
iii. the speed at which these regulations change over time;

iv. the national and local cultures in which schools operate;
v. the socio-economic factors;
vi. the statistical methodologies used to measure these relationships; and
vii. the nature and size of the sample chosen to measure the above variables.

There are also models in which leadership is a dependent variable. For instance, Hallinger and Murphy (1985) proposed the already mentioned PIMRS scale, which measures leadership based on factors like school mission, instructional program, and learning climate.

Hallinger and Heck (2010) identified four models that can be used to study instructional leadership: the model on antecedent effects on instructional leadership, according to which it is influenced by the characteristics of the principal and the school context; the model on the direct effects of instructional leadership on school-level factors; the model on the mediated effects of instructional leadership, according to which the effect it has on school-level outcomes is mediated by school-related variables; and the model on the reciprocal effects that instructional leadership and school outcomes have on each other, which are mediated by school-level variables.

Thus, it is difficult to arrive at a view of the literature that can be considered general and unified with respect to the question posed in the opening of this section: what relationship exists between leadership and student learning?

In this context, the research by Silins and Mulford attempts to define this relationship by highlighting intervening factors in the relationship between the principal's (transformational) leadership and academic achievement. The authors report the results of the Leadership for Organizational Learning and Student Outcome (LOLSO) project, limited to the analysis of teacher and student responses (Silins et al., 1999; Silins et al., 2000; Silins & Murray-Harvey, 2000; Silins & Mulford, 2001; Silins & Mulford, 2002; Mulford & Silins, 2003). In this Australian project, 3,500 students in grade 10 and 2,500 teachers in 96 schools participated.

The LOLSO project highlighted several key outcomes. Firstly, the study highlighted the components of organizational learning (OL) for teachers, such as a collaborative and trusting climate, a common and shared mission, taking initiative, and fostering continuous professional development. Secondly, students feel more involved and active in their educational process when teachers share the results of their work, seek students' opinions on educational processes, involve them in extracurricular activities, and foster strong peer and

teacher-student relationships. Finally, the research emphasized the significant impact of teachers' efforts on students' academic self-concept, participation, and engagement; it particularly underscored the importance of active participation as a behavioral factor that enhances students' attitudes towards their own academic self-concept and engagement (Mulford & Silins, 2003).

A crucial aspect that the research highlighted is whether and to what extent school leadership contributes to academic achievement. Based on the responses from teachers and students, a model that explicitly positions the principal as a factor that should boost teachers' motivation and value, thereby facilitating OL and teacher work, was developed (Mulford & Silins, 2003).

> «Both positional (head teacher) and distributive (administrative team and teacher) leadership is only *indirectly* related to student outcomes. OL, or a 'collective teacher efficacy', is the important intervening variable between leadership and teacher work and then student outcomes. Put another way: leadership contributes to organisational learning, which in turn influences what happens in the core business of the school—the teaching and learning. It influences the way teachers organise and conduct their instruction, their educational interactions with students, and the challenges and expectations teachers place on their pupils». (Mulford & Silins, 2003, pp. 182-183)

Figure 6 shows the model developed by Mulford and Silins (2003) considering all intervening variables.

Factors such as community focus, school size, students' family environment, and the school's socioeconomic background appear in this model; these factors have a positive or negative effect on academic self-concept and student participation. The interaction between all these elements thus determines a complex pattern that deviates greatly from a linear relationship.

The presented research leads to important conclusions. First and foremost, it rejects the Great Man theory of leadership, which leads to only temporary success. Supporting the motivation and initiative of members of the school organization, promoting their involvement in decision-making processes, and fostering transparent governance are central to the success of the school. By sharing norms and values, collaborating, and engaging in dialogue, the school transforms into a professional community that prioritizes the learning of all students. Ultimately, capacity for learning, defined as the continuous and quality professional development, should be promoted (Mulford & Silins, 2003).

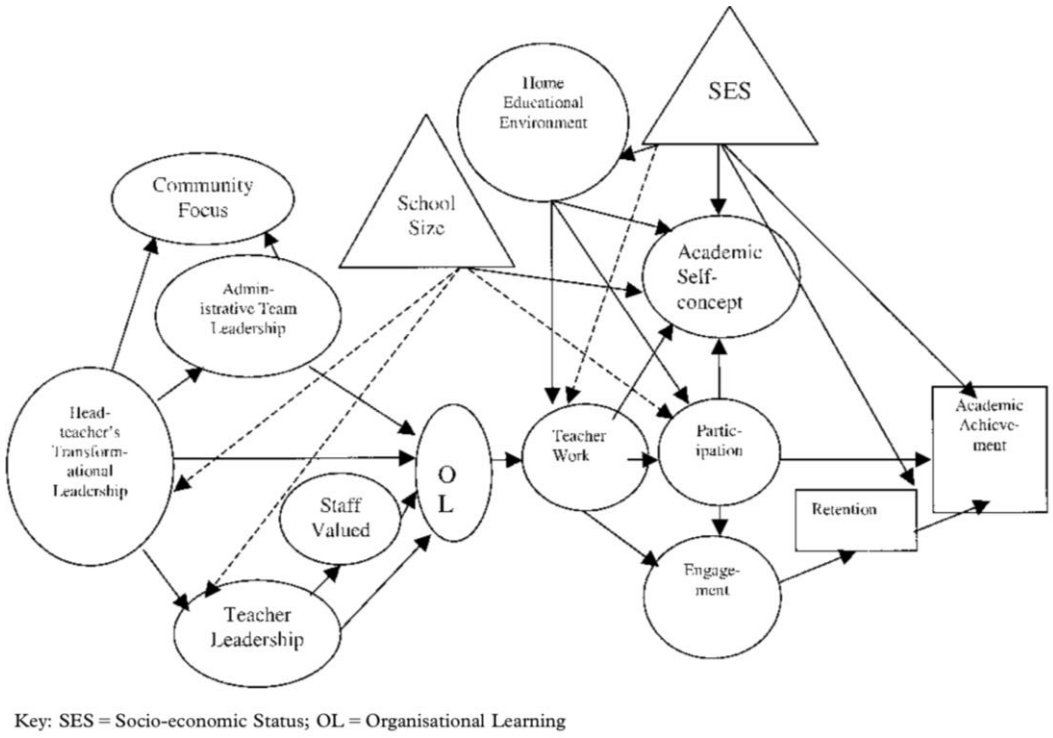


Figure 6: Indirect effect of the headteacher's transformational leadership on students' academic achievement. Source: Mulford & Silins, 2003, p. 185.

Despite the methodological structure of Mulford and Silins (2003) study, their research has not been without criticism. Scheerens (2012) pointed out that despite the elaborated conceptual framework of the study, there are concerns about tautological elements; additionally, he noted that the conceptual work did not align well with empirical results and multilevel models of educational effectiveness research. Furthermore, assuming that engagement and participation can be proxies for educational outcomes, the LOLSO study revealed only small total effects of leadership on student learning outcomes, based on a complex network of indirect effects (Scheerens, 2012).

A similar work at LOLSO is that of Day et al. (2009), who conducted the largest and most extensive survey concerning leadership in education within UK schools. This was a diachronic study developed over three years and carried out in 378 primary schools and 362 secondary schools. The study aimed to understand how much variation in student outcomes – measured in terms of achievement, engagement, motivation, and involvement – resulted from the strategies and skills of the principal's leadership, as well as determining the strength of the direct and indirect influence of the principal's leadership on students and teachers. The study highlighted several key findings (Day et al., 2009):

i. there are statistically significant and robust connections between school leaders' educational values, qualities, strategic activities, and school conditions that increase student outcomes. These findings indicate that restructuring organizations, redesigning roles, developing people, and managing teaching and learning all affect school conditions, trust, and culture;
ii. leadership strategies can improve school conditions in primary and secondary schools similarly;
iii. effective school leadership has no single model; however, it is possible to identify common values, traits, competences, decision-making processes, and strategic activities among effective leaders;
iv. effective leadership promotes individual and social well-being and raises student accomplishment. These methods strengthen classroom culture and procedures; and
v. in the secondary sector, low-start and high-start schools differ in action intensity and strategy application. Low-start schools place a strong emphasis on data-driven classroom monitoring and improvement.

While the authors discuss how leadership and educational values affect pedagogical practices and internal processes, Scheerens (2012) criticized the study, stating once more that there is little evidence that increases in student outcomes directly related to leadership.

In the same period, Hallinger (2011b) proposed the Leadership for learning model (Figure 7), which highlighted how leadership contributes to and influences student learning. According to his model, leadership for learning is intricately connected to the organizational process and is based on specific assumptions.

Leadership is not limited to the organization alone but also extends to the broader institutional and cultural structure in which it operates. Leadership is shaped by the leader's characteristics, values, beliefs, expertise, and experience. Leadership indirectly impacts student learning by interacting with and being influenced by several school-level variables, including vision and objectives, academic structures and processes, and people capacity (Hallinger, 2011b).

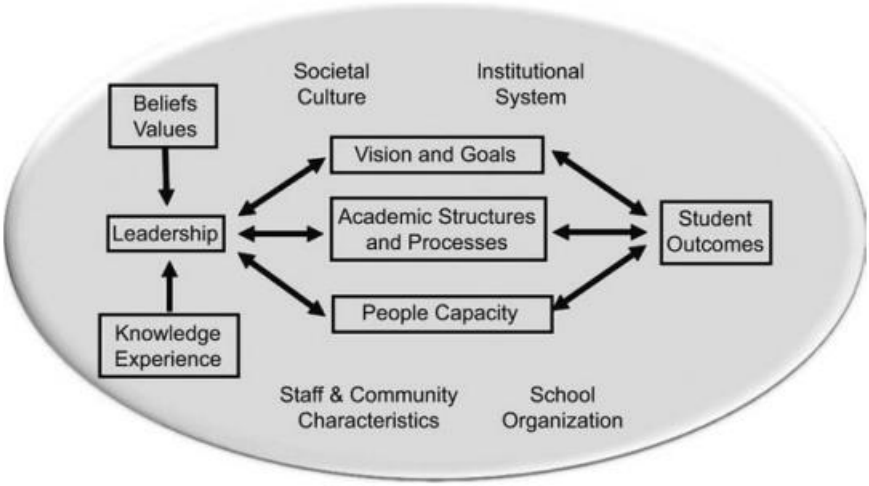


Figure 7: Leadership for learning model. Source: Hallinger, 2011b, p. 127.

The mediated effect of leadership on student learning has been reinforced through the development of the mediated-effects model, according to which student learning is fostered by a set of contextual conditions – including both organizational features and personal characteristics of students – that act directly on it. These are referred to as «capacity for academic improvement» (Hallinger, 2011b, p. 132), which encompasses the three vehicles of leadership: school culture, work process, and people (Hallinger, 2011b). From the study carried out to create this model, it was noted an indirect relationship between leadership and student learning, acting on the school capacity for improvement, which in turn influences student learning (Heck & Hallinger, 2010; Hallinger, 2011b).

One of the most recent attempts to explain the relationship between leadership and student learning is the model developed by Leithwood et al. (2020), who conducted research on 1,779 teachers in 81 primary schools in Texas. They hypothesized and tested the Four Paths Model, proposing that leadership acts on student learning according to four paths: rational, emotions, organizational, and family paths. The model was developed based on the four main domains of leadership of the Ontario Leadership Framework (Leithwood, 2012): setting directions, building relationships and developing people, developing the organization to support desired practices, and improving the instructional program. Each path comprises a set of variables (Leithwood et al., 2020):

i. the *relational path*, which refers to variables in the knowledge and skills of school staff in teaching, learning, and curriculum. It includes:

a. *classroom instruction*, which involves the use of student data to inform instructional decisions, the implementation of high-yield instructional tactics, and the integration of technology to enhance in-person instruction;
b. *academic press*, which entails establishing challenging but realistic goals, motivating students to take on these tasks, and making sure principals have the tools they need;
c. *disciplinary climate*, that impacts student learning and handles student behavior, disruptions in the classroom, absenteeism, and the general connection between teachers and students;
d. *teachers' use of instructional time*, which refers to the way that instructional time is used, the subjects that are taught, and the quality of the curriculum, all affect how effective this time is.

ii. the *emotions path*, which refers to the feelings and affective states of school members that shape their work. It includes:
a. *collective teacher efficacy*, which assesses the confidence of a group in its ability to plan and execute tasks to achieve goals;
b. *teacher trust in others*, which is the openness to exhibit vulnerability based on trust in others' abilities and competences. Teachers' trust on parents, colleagues, and students has a positive effect on student success, school climate, and school effectiveness;
c. *teacher commitment*, which is based on the beliefs, involvements, and desires to be part of the school;

iii. the *organizational path*, which refers to the relationships among team members. It includes:
a. *safe and orderly environment*, which emphasizes a coordinated approach among schools, parents, and community services to ensure safety and inclusivity. It focuses on threat assessment, preventive measures, and restorative justice to create a supportive environment;
b. *collaborative structures and culture*, which highlight the importance of teacher collaboration in sharing instructional knowledge and using student progress data; and

c. *organization of planning and instructional time*, which focuses on providing structured planning time for teachers to collaborate, develop common assessments, and implement effective teaching strategies.

iv. the *family path*, which refers to the variables of home and family. It includes:

a. *parental expectations*, which refers to the expectations of parents on the academic success of their children and how these expectations influence student achievement;

b. *forms of communication*, particularly those that occur at home, which has a greater impact on school performance. The school has the task of working to foster more and better communication between parents and children; and

c. *parents' social and intellectual capital*, which refers to their resources and knowledge, leveraged through social relationships, to enhance the educational outcomes of the students.

Contrary to the hypothesized model, research revealed that only the rational path has a direct and significant effect on student learning, while the variables of the other three paths contribute to student learning by acting on the rational path variables (Figure 8) (Leithwood et al., 2020).

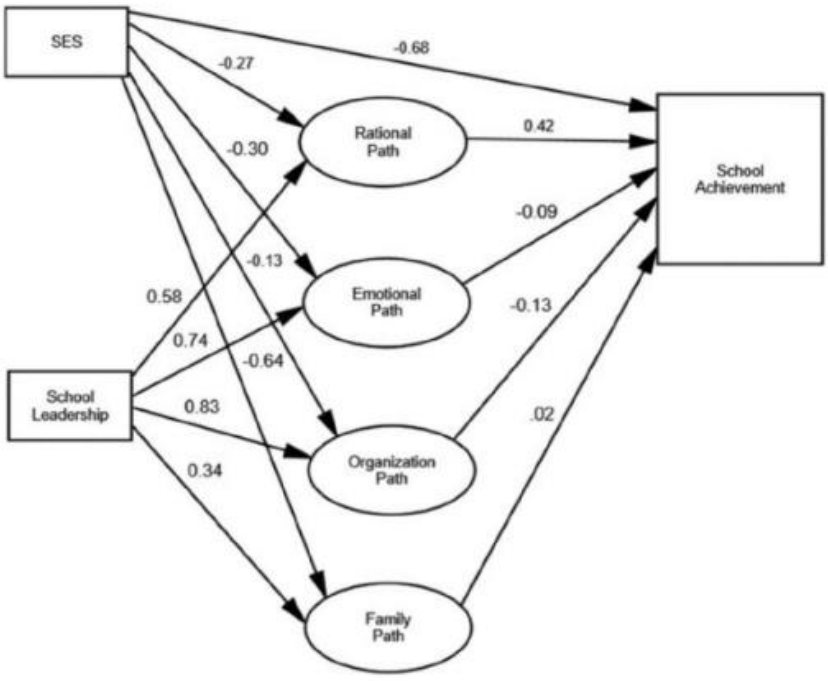


Figure 8: The impact of school leadership on student learning based on The Four Paths Model. Source: Leithwood et al., 2020, p. 588.

The study has limitations: first of all, it is related to the specific context in which it took place; the results cannot be generalized because the surveys took effect only in primary schools; the surveys involved only teachers; and if the sample of schools had been larger, more refined statistical analyses would have been carried out (Leithwood et al., 2020).

In the literature, there are additional models that have highlighted the indirect or mediated effect of leadership on student learning outcomes through the school culture, teacher cooperation, and instructional climate (Bossert et al., 1982; Hallinger et al., 1996; Robinson et al., 2008; ten Bruggencate et al., 2012; Sun & Leithwood, 2015; Adams et al., 2017). Nevertheless, it is important to exercise caution when drawing broad conclusions from the findings. The unique qualities of each school context intricately link to leadership. Therefore, it is crucial to comprehend how the principal's leadership manifests within these distinct circumstances (Hallinger et al., 1996).

2.4 The contribution of school leadership to the promotion of active citizenship

In the first chapter, it was analyzed how schools as a whole can promote students' civic learning and the development of competences for active citizenship by creating a democratic learning environment that encourages collaboration, participation, and mutual respect, enabling them to experience democratic life (Schulz et al., 2023a). In particular, the WSA was described, which enables schools to implement multidisciplinary, integrated, and participatory CCE (Eurydice, 2017) by integrating democratic principles into the teaching-learning process, cooperation with the local community, and governance. In turn, the democratic governance that characterizes the WSA requires participatory school leadership that supports the involvement of all members of the school community in decision-making processes and organizational and curricular aspects (Council of Europe, 2018b). School leadership has a substantial impact on several aspects of a school's organization, which in turn enhances the quality of teaching and learning and affects the majority of school development initiatives' success, albeit to a small extent (Leithwod et al., 2020).

Although the indirect or mediated role played by the principal's leadership on student learning has been demonstrated in the literature, the field of study relating to how school

leadership can help implement effective CCE pathways or the development of students' active citizenship competences needs further research.

In 2009, an international comparative survey funded by the European Commission was conducted in seven countries: Cyprus, Denmark, England, Germany, Italy, Romania, and the Netherlands. The study aimed to comprehend the implementation of CCE in the participating countries, emphasizing informal learning and the resulting approaches (Scheerens, 2009). The conceptual framework of this study, developed by Maslowski et al. (2009), related informal learning and the school context to the development of competences for active citizenship (Figure 9). Specifically, in the conceptual framework (Maslowski et al., 2009):

i. students' informal learning refers to unconscious or spontaneous learning, such as a relationship with peers or a conversation. They allow for the development of skills, attitudes, and especially values;
ii. by *school context* the authors refer to the contextual factors or learning situations that support CCE. It includes:
    a. classroom climate, which refers to the promotion of an open climate for discussions, attention to behavior, assessment and monitoring, and student-teacher relations;
    b. school culture, which results from a climate of collaboration and participation in school, as well as professional development and a positive relationship with families;
    c. school leadership, particularly the distributed and collaborative approach, that supports empowerment and the creation of a school as a community; and
    d. student involvement, which is developed through school council or opportunities for student engagement;
iii. competences for active citizenship are divided into three categories:
    a. citizenship values, which encompass self-efficacy, human dignity, and sustainability;
    b. normative competences, which refer to morality, tolerance, and trust; and
    c. action competences, divided into communicative competences (which are aimed at obtaining consensus and require the skills of listening and arguing) and

instrumental and strategic competences (which are aimed at success and require negotiation skills).

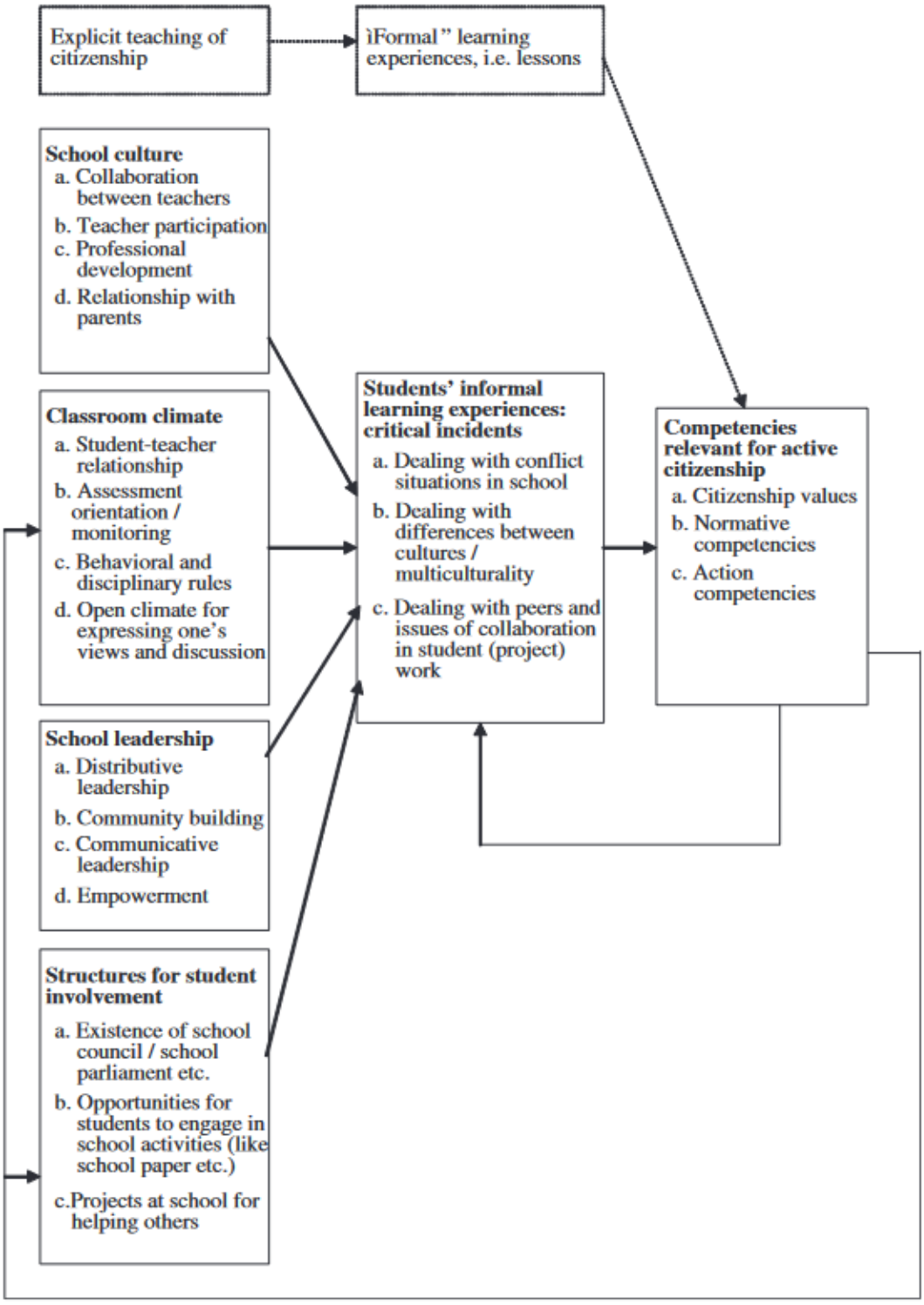


Figure 9: Conceptual framework on informal learning for active citizenship competences. Source: Maslowski et al., 2009, p. 12.

This conceptual framework does not deviate much from models developed to investigate the effect of leadership on student learning. In fact, even in this case, the authors do not hypothesize a direct effect of leadership on the development of competences for active citizenship, but rather an indirect effect as it helps to define those informal learning situations that contribute to civic learning and allow students to experience citizenship.

According to Schulz et al. (2023b), the IEA ICCS 2022 survey analyzed student participation at school, asking principals how many students participate in school elections, are involved in activities related to the definition of school curriculum and regulations, and contribute to decision-making processes.

With reference to student participation in school elections, almost all countries reported high percentages of 8th grade students attending schools where principals reported that their participation in class representative elections (85%) and school parliament or council elections (71%) is encouraged. Only in Italy[30] and the Netherlands percentages below 50% were found (Schulz et al., 2023b).

Regarding student involvement in school activities, on average, principals reported that 70% of students are encouraged to contribute to planning activities, 67% are involved in school self-evaluation activities, and 66% are involved in setting school rules and regulations. Lower percentages were seen in their involvement in choosing instructional content (52%), and in defining the school's educational plans (44%) (Schulz et al., 2023b).

International averages are very high when it comes to the opportunities for students to participate in decision-making. According to principals' statements, 98% of students can make suggestions for school improvement through classroom discussions, 95% can participate in individual or collective meetings with teachers, 94% can participate in individual or collective meetings with the principal, 92% can send improvement proposals online or on paper, and 79% can participate in school assemblies (Schulz et al., 2023b).

The TALIS 2018 survey also analyzed how decision-making processes take place in schools and who is actually involved in them. In particular, it was found that the principals are the main decision-makers for tasks related to staff, budget, and school practices, with

[30] In Italy, these data are about 24% for the election of class representatives and 3% for the election of the school parliament or council. Thus, the results are statistically lower than the international average (Schulz et al., 2023b).

some support from external authorities or internal management staff members. In addition, principals declared that school staff (98%), parents or guardians (83%), and students (81%) can participate in decision-making processes, although only 60% of teachers reported feeling involved in school decisions.

The creation of a school that embraces a democratic learning environment is pivotal to fostering inclusion. The emphasis on inclusivity allows students from different cultural, social, and economic backgrounds to contribute their unique perspectives, enriching the educational experience for all. Since principals and teachers play a primary role in fostering inclusive school and classes for all students (Taylor & Sidhu, 2011; Block et al., 2014), ICCS 2022 investigated how teachers and principals deal with diversity.

Specifically, according to the statements of principals, it was found that 83% of students attend schools where there are teacher training activities for students with special educational needs, and 58% attend schools where there are teacher training activities both for teaching students of different backgrounds and for promoting tolerance toward diversity in students. Additionally, 51% of students attend schools that implement remedial programs for students with socioeconomic disadvantage, 44% attend schools that offer language courses for foreign students, and 26% attend schools that offer optional courses on gender issues. The presence of diverse cultures and ethnicities in classrooms is considered by teachers as an asset to teaching (85%), as well as a tool to support the development of empathy (82%) and civic mindedness in students (86%). Teachers hold similar positive perceptions about the presence of students from different socioeconomic backgrounds, with 59% considering it as a valuable teaching resource (Schulz et al., 2023b).

The statistics provided must be interpreted considering the specificities of each country, as there is significant variability in their application and context. This variability could be explained by reference to national regulations that offer a framework for the integration of CCE into educational curricula, but it could also represent a limitation for the effective implementation of democratic learning environments. Furthermore, school leadership plays a crucial role in translating these ideal practices into reality, but it also must operate within the constraints of national regulations.

This study will examine in detail the Italian and Portuguese regulations governing the implementation of CCE. Additionally, the roles of the Italian *Dirigente Scolastico* and the

Portuguese *Director de escola* will be analyzed, examining how the respective regulations shape their roles and responsibilities in fostering a democratic learning environment.

Chapter 3. Civic and citizenship education beyond the curriculum. The cases of Italy and Portugal

Chapter summary

This chapter focuses on the legislative frameworks governing CCE in Italy and Portugal. By examining these two countries, the aim is to understand how national regulations shape the implementation of CCE and foster democratic and inclusive learning environments. The discussion will explore the specific laws, guidelines, and policies that define the scope and practice of CCE in both countries. Additionally, the competences for active citizenship as outlined in national documents will be highlighted, providing a comprehensive view of how these competences are integrated into educational systems.

The chapter concludes with a description of the role of the *Dirigente Scolastico* and the *Director de escola* in the national regulations, whose figures are accompanied by the collegial bodies through which the democratic functioning of the educational institution is to be defined.

This analysis is intended to be descriptive rather than comparative. The goal is to provide a clear understanding of the national contexts in which this research is situated.

3.1 Competences for active citizenship in the Italian and Portuguese national contexts

3.1.1 Competences for active citizenship in the Italian Indicazioni nazionali

The *Indicazioni nazionali* are the central document of the Italian education system. Since the beginning of the new millennium, this document has undergone various revisions to align with European directives and social changes, with the aim of ensuring the quality of the educational process.[31]

[31] According to a report in the daily newspaper *Il Corriere della Sera*, in May 2024, Minister of Education and Merit *pro tempore* Giuseppe Valditara appointed a Commission of Experts to develop proposals aimed at revising the *Indicazioni Nazionali* and guidelines for the first and second cycles of education. This Commission is headed by Prof. Loredana Perla, a full professor of Didactics and Special Pedagogy at the University of Bari. In June 2024, a process of consultation with the social partners – including the Agnelli Foundation, the *Associazione Italiana Insegnanti di Geografia*, and the FLC CGIL trade union – began, which highlighted quite

The *Indicazioni nazionali* were first issued as annexes to Legislative Decree No. 59/2004.[32] The *Indicazioni Nazionali per i Piani Personalizzati delle Attività Educative nelle scuole dell'infanzia*, the *Indicazioni Nazionali per i Piani di Studio personalizzati nella Scuola Primaria*, and the *Indicazioni Nazionali per i Piani di Studio personalizzati nella Scuola Secondaria di primo grado* represented a key moment in the reform of the Italian educational system, laying the foundation for a new vision of the curriculum of kindergarten and the first cycle of education.

These documents view the educational pathway for kindergarten, primary, and lower secondary school as a continuum that leads to the comprehensive development of the individual while maintaining the specificities of each educational level.

Kindergarten, with the initial experiences of children, engages them in their first forms of intentional exploration and discovery within a communal living context (MIUR, 2004a).

Primary school has cultural, epistemological, social, and psychological purposes because it enables students to acquire the essential knowledge and skills necessary for understanding the human, natural, and artificial worlds through intersubjectivity, allowing them to practice

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a few critical issues. The greatest criticality is the narrow composition of that membership. It was precisely on this aspect that the *Società Italiana Pedagogia Generale e Sociale* (SiPeGeS) pronounced itself with a Letter to Minister Valditara dated 16 May 2024, whose positions were shared by the Executive of the *Centro Interuniversitario di Ricerca Educativa sulla Professionalità dell'Insegnante* (CRESPI). In this context, SiPeGeS highlights that the composition of this commission is too narrow and inadequate to facilitate the participatory processes of school and association representatives, rendering their number unsuitable for the scientific and cultural differences of pedagogical research. Furthermore, the selection of professors, who are experts in Pedagogy, results in a lack of representativeness in the areas of disciplinary didactics and various aspects of the school world at multiple levels. It should also be pointed out that the *Indicazioni nazionali* have never undergone real monitoring on a representative basis, and as a result, there is currently no evidence that could support such a revision process.
Sources: *Valditara e la Storia: al via la commissione per cambiare i programmi scolastici*, Il Corriere della Sera. Available at: https://www.corriere.it/scuola/24_maggio_03/valditara-e-la-storia-al-via-la-commissione-per-cambiare-i-programmi-scolastici-6014e6bb-34f3-4605-83ab-a8a37a142xlk.shtml?refresh_ce. Accessed 7 October 2024.
SiPeGeS, *Lettera al Ministro dell'istruzione e del Merito, Prof. Giuseppe Valditara*. Available at: https://sipeges.it/lettera-al-ministro-dellistruzione-e-del-merito-prof-giuseppe-valditara/. Accessed 7 October 2024.
CRESPI, *Lettera SiPeGeS al Ministro dell'Istruzione e del Merito, Prof. Giuseppe Valditara, sul tema della revisione delle Indicazioni Nazionali e Linee Guida*. Available at: https://site.unibo.it/crespi/it/notizie/lettera-sipeges-al-ministro-dell-istruzione-e-del-merito-prof-giuseppe-valditara-sul-tema-della-revisione-delle-indicazioni-nazionali-e-linee-guida. Accessed 7 October 2024.

[32] Decreto Legislativo 19 febbraio 2004, n. 59, Definizione delle norme generali relative alla scuola dell'infanzia e al primo ciclo dell'istruzione, a norma dell'articolo 1 della legge 28 marzo 2003, n. 53. GU Serie Generale n.51 del 02-03-2004 - Suppl. Ordinario n. 31. Available at: https://www.gazzettaufficiale.it/eli/id/2004/03/02/004G0090/sg. Accessed 10 May 2024.

values of mutual respect, participation, and collaboration while developing a positive self-image (MIUR, 2004b).

In lower secondary school, the student moves from the egocentric perspective of childhood to a more community-oriented view, as they are required to connect partial interpretations to an integrated system of personal meanings that clarifies relationships between parts. At this level, interdisciplinarity between subjects must evolve into transdisciplinary (*transdisciplinarità*), based on the «confrontation with a unified personal vision of oneself, others, culture, and the world» (MIUR, 2004c, p. 3)

The *Indicazioni nazionali* (2004) define not only the main school purposes, differentiating them by cycle, but also the specific learning objectives for all subjects – or thematic fields called *campi di esperienza* for kindergarten – at the end of each school phase: by the end of kindergarten; for the first year, the first two-year period (grades 2-3), and the second two-year period (grades 4-5) of primary school; and for the first two-year period (grades 6-7) and the final year (grade 8) of lower secondary school.

In this decree, emphasis was placed on the development of core competences such as critical thinking, problem solving, and the ability to work independently and to collaborate. These competences were going to define the *Portfolio delle competenze individuali* at the end of kindergarten, primary school (grade 5), and lower secondary school (grade 8) with a view to student assessment and guidance. Therefore, it has cognitive and orientational purposes as it accompanies the student in the transitions between school orders. Additionally, the portfolio should guide an educational path that enhances autonomy and cooperation with families.

To comply in part with the directives of the *Recommendation of Key Competences for Lifelong Learning* (2006), and to grant more autonomy to schools in educational planning, the new *Indicazioni per la scuola d'infanzia e del primo ciclo di istruzione. Indicazioni per il curricolo* were issued by Ministerial Decree 31-7-2007.[33]

This document redefined the purpose and guidelines of these school grades. In particular, the school aimed to prepare students for the future and for adult life, providing them with the

[33] Decreto 31 luglio 2007, Indicazioni per la scuola d'infanzia e del primo ciclo di istruzione. Indicazioni per il curricolo. GU Serie Generale n.228 del 01-10-2007 - Suppl. Ordinario n. 198. Available at: https://www.gazzettaufficiale.it/eli/gu/2007/10/01/228/so/198/sg/pdf. Accessed 10 May 2024.

essential competences to be active citizens of the society where they live. According to the *Indicazioni*, contemporary society necessitates that people reorganize and reinvent their knowledge, competences, and work. As a result, the aim of the school is not to develop specific techniques and competences, but rather to firmly train each person cognitively and culturally so that they can cope with the uncertainty and changeability of social scenarios (Ministero della Pubblica Istruzione, 2007).

These directions were taken up and expanded in the *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione*, issued by Ministerial Decree 254/2012.[34] According to European regulations, schools «combine learning and knowing 'how to be in the world'» (MIUR, 2012, p. 4), with the development of key competences for lifelong learning as its reference horizon and main goal, stating that

> «Nell'ambito del costante processo di elaborazione e verifica dei propri obiettivi e nell'attento confronto con gli altri sistemi scolastici europei, le Indicazioni nazionali intendono promuovere e consolidare le competenze culturali basilari e irrinunciabili tese a sviluppare progressivamente, nel corso della vita, le competenze-chiave europee». (Indicazioni nazionali, 2012, p. 9)

Therefore, it is impossible to separate curricular planning from teaching for competences, which leads to the achievement of *traguardi per lo sviluppo delle competenze* (goals for the development of competences), a term that combines the specificity and plurality of learning paths, intelligences, and learning styles of students. These goals are prescriptive and indicate the main educational references to be followed both for curriculum design and assessment of the expected competences of students at the end of kindergarten, primary school, and lower secondary school (grade 8).

In a special way, kindergarten and primary schools have the task of beginning to promote in students the development of social and civic competences, which include personal, interpersonal, and intercultural ones (Claris, 2019).

At the end of the first cycle of education, which encompasses primary and lower secondary school, the student must show that they possess the competences related to the disciplines and to the full exercise of citizenship from a perspective of integral development. These

[34] Decreto 16 novembre 2012, n. 254, Regolamento recante indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione, a norma dell'articolo 1, comma 4, del decreto del Presidente della Repubblica 20 marzo 2009, n. 89. (13G00034). Available at: https://www.gazzettaufficiale.it/eli/id/2013/02/05/13G00034/sg. Accessed 10 May 2024.

competences are defined in the *Profilo delle competenze al termine del primo ciclo di istruzione* (MIUR, 2012), already present in the *Indicazioni nazionali* of 2004. At the end of this cycle, students should have acquired fundamental competences in areas such as Languages, Mathematics, Sciences, Technology, History, and the Arts; additionally, students should possess soft skills such as the ability to think critically, solve problems, communicate effectively, and act responsibly and consciously both individually and collectively. The *Profile* also considers significant competences that students have developed in nonformal and informal learning contexts (Legislative Decree No. 62/2017[35]).

Five years after their issuance, the *Indicazioni nazionali* of 2012 have been integrated with *Indicazioni nazionali e nuovi scenari*[36] (MIUR, 2018), which do not propose to rewrite the previous document but are intended to strengthen the key competences for active citizenship.

In line with its main European references as the *Recommendation of Key Competences for Lifelong Learning* (2006) and the *European Qualification Framework for lifelong learning* (2008), key competences represent a framework for schools since they can hold the cultural competences of each discipline and the metacognitive, methodological, and social competences for living in the world, promoting the autonomous and responsible actions of competent people in democratic society (MIUR, 2018).

The publication of the new *Indicazioni* highlighted four priority lines (Cerini et al., 2018):

i. the attention to new global scenarios, which have led to social, cultural, and economic changes, as well as related to democratic coexistence and sustainability;
ii. the enhancement of cognitive basic tools for dealing with these new scenarios;
iii. the reinterpretation of everyday school practices, such as teaching methodologies and assessment, considering the European regulations; and
iv. the retraining of *zipper disciplines* such as Geography, Statistics, and Coding, which are often neglected in teaching practices.

[35] Decreto Legislativo 13 aprile 2017, n. 62, Norme in materia di valutazione e certificazione delle competenze nel primo ciclo ed esami di Stato, a norma dell'articolo 1, commi 180 e 181, lettera i), della legge 13 luglio 2015, n. 107. (17G00070). Available at: https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00070/sg. Accessed 10 May 2024.

[36] Ministero dell'Istruzione, dell'Università e della Ricerca, Dipartimento per il sistema educativo di istruzione e formazione, Direzione Generale per gli ordinamenti scolastici e la valutazione del sistema nazionale di istruzione (2018). *Indicazioni Nazionali e Nuovi Scenari.* Available at: https://www.miur.gov.it/documents/20182/0/Indicazioni+nazionali+e+nuovi+scenari/. Accessed 10 May 2024.

As a result of the EU recommendations and the enactment of the *2030 Agenda for Sustainable Development* (UN, 2015), whose goal no. 4 calls for quality, equitable, and inclusive education, schools are required to design a school curriculum that is placed in the meaning frame of citizenship, transforming information into enduring knowledge and structuring learning environments where the exercise of such knowledge can result in the development of skills and competences for active citizenship.

> «I docenti sono chiamati non a insegnare cose diverse e straordinarie, ma a selezionare le informazioni essenziali che devono divenire conoscenze durevoli, a predisporre percorsi e ambienti di apprendimento affinché le conoscenze alimentino abilità e competenze culturali, metacognitive, metodologiche e sociali per nutrire la cittadinanza attiva». (Indicazioni nazionali e nuovi scenari, 2018, p. 8)

The cross-curricular nature of competences for active citizenship, which is the backbone of recent civic education legislation (Law No. 92/2019 and 2020 Guidelines), has its roots in the *Indicazioni nazionali* of 2012 and 2018. In particular, the latter, quoting some expressions from the 2012 document, traced the educational path of the students through the disciplinary areas, highlighting how each discipline, in its specificity and in its interconnection with others, contributes to developing citizenship.

It is precisely this interconnection of knowledge and disciplines that enables a *new humanism* to come into being. It can combine the macrocosm of humanity with the singularity of the person who, in turn, has responsibility for the future of humanity itself.

> «L'elaborazione dei saperi necessari per comprendere l'attuale condizione dell'uomo planetario, definita dalle molteplici interdipendenze fra locale e globale, è dunque la premessa indispensabile per l'esercizio consapevole di una cittadinanza nazionale, europea e planetaria. Oggi la scuola italiana può proporsi concretamente un tale obiettivo, contribuendo con ciò a creare le condizioni propizie per rivitalizzare gli aspetti più alti e fecondi della nostra tradizione. Questa, infatti, è stata ricorrentemente caratterizzata da momenti di intensa creatività - come la civiltà classica greca e latina, la Cristianità, il Rinascimento e, più in generale, l'apporto degli artisti, dei musicisti, degli scienziati, degli esploratori e degli artigiani in tutto il mondo e per tutta l'età moderna - nei quali l'incontro fra culture diverse ha saputo generare l'idea di un essere umano integrale, capace di concentrare nella singolarità del microcosmo personale i molteplici aspetti del macrocosmo umano». (Indicazioni nazionali e nuovi scenari, 2018, p. 8)

Competences for active citizenship are therefore promoted through languages, historical-geographical disciplines, Mathematics and Sciences, computational thinking, Arts, and Physical Education.

The *Indicazioni nazionali* repeatedly emphasize how schools should promote cultural and social literacy through multilingual and intercultural education for the development of the mother tongue, the language of schooling, and European languages. The Italian Constitution itself is also a text to be examined for its effectiveness and linguistic force, as well as for its content, national historical purposes, and value dimensions (Benvenuto, 2021). It is the task of all teachers to promote language education, multiplying the opportunities for linguistic and dialogic encounters; dialogue is a fundamental prerequisite for social inclusion and democratic participation (MIUR, 2012). The debate is a particularly effective teaching method for experiencing citizenship and promoting communicative exchange. Through it, students develop communication skills and learn to respect turns to speak, listen to others, respect common rules, and enrich thinking by decentralizing their point of view (Sicurello, 2016; Benvenuto, 2021).

To promote the development of key competences, schools should define a vertical curriculum, embracing the continuous formation of the whole person in its entirety and complexity from ages 3 to 14, and articulating these competences into knowledge and skills according to the *traguardi per lo sviluppo delle competenze* (MIUR, 2018). An anthropological perspective should guide the conception and design of the vertical curriculum, as education aims to shape individuals in all their facets. The pillars on which the anthropological area stands are History and Geography (Caricaterra, 2019), which contribute to heritage education and active citizenship (MIUR, 2012).

The *Indicazioni nazionali* (2012) view History as a discipline that investigates past events by examining the traces left by our predecessors and preserved in the territory. Its study, together with the memory of living generations, perception of the present, and vision of the future, contributes to the historical consciousness of citizens and motivates them to a sense of responsibility towards heritage and the commons. The work in the territory complements the work in the school, enabling the investigation and reconstruction of historical fact from narratives and workshop activities to foster exploratory experiences of the past (MIUR, 2012). Critical thinking, individual responsibility, curiosity, and learning to decentralize one's point of view are encouraged through teaching structured in an intercultural manner. This is different from the traditional ethnocentric approach to teaching planning that is shaped by the culture we live in (Caricaterra, 2019). It is in this context that historical research and

critical reasoning strengthen dialogue and discussion on issues related to the past and present within an increasingly multicultural and multiethnic society (MIUR, 2012).

Geography is defined as a zipper discipline *par excellence*, since it synchronously analyzes anthropological, environmental, legal, historical, and economic elements that characterize human life. Geography fosters openness to the current world, which is necessary to develop competences for active citizenship, including awareness of being part of an organized territorial community (MIUR, 2012). According to the definition given by the *Treccani* Encyclopedia, having the human being on Earth as a field of inquiry carries with it different meanings, from which different branches of Geography have arisen. The main difference between these branches is that between physical geography and human geography: *physical geography* studies the Earth in relation to human life and deals with the aspects of the Earth's surface related to natural phenomena (such as the climate, water, and soil); and *human geography* studies the human being in relation to the condition of the Earth, focusing on the interdependent relationships between human activity and the natural environment (it deals, for instance, with the study of population, the settlement, and the organization of territories by societies).[37] Through a diachronic analysis of the humanization of the Earth, Geography aids in comprehending the intricacies of reality enshrined in the territory, serving as a genuine cross-cultural platform and safeguarding our humanity and our interactions with the environment.

Arts and Music educate to beauty and lead to the harmonious development of personality. Through the study of the Arts, students learn different modes of expression and become more sensitive to artistic, environmental, and cultural assets, promoting their respect and preservation. As a result, arts education supports heritage education (MIUR, 2012) and results in greater civic engagement as students learn to interpret and appreciate not only arts but also the complexity of the world around them (Jacoby, 2019).

Scientific disciplines provide students with tools to investigate reality and explain phenomena, contributing to the development of scientific thinking and informed citizenship. Emphasis should be placed on Mathematics, closely linked to Statistics, as it not only cultivates skills like critical thinking and problem solving, but also enhances the capacity to engage in arguments, communicate and discuss, and comprehend the perspectives of others.

[37] Available at: https://www.treccani.it/enciclopedia/geografia/. Accessed 7 October 2024.

The *Indicazioni nazionali* (2018) place emphasis on the role of the Mathematics laboratory, where students actively participate by formulating and testing hypotheses, conducting experiments, engaging in discussions, negotiating, and constructing meanings. Teaching Sciences also incorporates these methodological aspects (MIUR, 2018).

Connected to scientific thinking are coding and computational thinking, which can be defined as the set of mental processes that a computer scientist enacts in their problem-solving activity (Bellettini et al., 2018). Already Law 107/2015[38], known as *Buona Scuola*, paid attention to computational thinking as a skill to be developed at school, connected to digital competence (Art. 1, paragraph 7, letter h); because of this, in the *Indicazioni nazionali* (2012) it is found among the goals of 'Technology' subject. The promotion of problem solving and logical thinking fosters conscious action by analyzing situations and planning the most suitable solutions (MIUR, 2018).

Physical Education also serves as a zipper discipline and promotes comprehensive cognitive, social, cultural, and emotional growth. It offers students valuable opportunities to reflect on their self-image through movement, expression, and interactions with their peers. By emphasizing team play and fair play, Physical Education nurtures a respect for shared rules and ethical values essential to responsible citizenship and harmonious civil coexistence (MIUR, 2012).

Although autonomy is left to schools to design their own school curriculum, it should contribute to developing the four cross-curricular key competences described in the European *Recommendation* of 2006: digital competence, learning to learn, social and civic competences, and a sense of initiative and entrepreneurship. Their development occurs not only through teaching activities proposed by the teacher but is also promoted by a learning environment characterized by dialogue, experience and discovery, collaboration, awareness about their own learning, laboratory teaching, and contextualization of knowledge. In this, a key role is played by the teacher, who is a living model of citizenship in their behaviors and instructional choices (MIUR, 2018).

[38] Legge 13 luglio 2015, n. 107, *Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti.* GU Serie Generale n.162 del 15-07-2015. Available at: https://www.gazzettaufficiale.it/eli/id/2015/07/15/15G00122/sg. Accessed 12 May 2024.

The pursuit of the educational goals described must involve the entire *istituto comprensivo* (bringing together kindergarten, primary school, and lower secondary school) in the selection and implementation of educational practices and cultures. However, the *Indicazioni nazionali* (2018) highlight how it is not enough to share the same administrative governance to be a «unitary basic school» (MIUR, 2012, p. 10), but cohesion can be fostered through the formation of committees with teachers from different school grades, the design of common educational paths, and professional comparison. WSA appears here, without being directly named.

Adoption of whole-school approaches is encouraged in Italy by Law No. 107/2015 to foster a collaborative and collective school model and enhance the school as an active community open to the territory (Art. 1, paragraph 7, letter m). Every school is free to build partnerships with families, the neighborhood, and stakeholders such as public authorities, companies, and NGOs (Art. 1, paragraphs 3-7). Its purpose is to encourage the active engagement of students in society and to effectively tailor educational services and offerings to the needs and conditions of the local community (Eurydice, 2017).

It is necessary to emphasize that the Italian normative documents never directly name the WSA, but its characteristics can be found in the organizational structures described in the different national documents.

The school appears as an educational community where students learn the rules of living and living together through a diffusion of the values that allow society to become a community, enhancing the uniqueness of each student. This aspect enables the development of a unified and multifaceted citizenship, enhancing national principles through intercultural dialogue and personal expression with European and global societies. This aim is realized by the close relationship with families and the local community to achieve a positive and effective educational alliance (MIUR, 2012).

3.1.2 Competences in the Portuguese Perfil dos Alunos à Saída da Escolaridade Obrigatória

The Portuguese *Lei de Bases do Sistema Educativo* (LBSE), approved by Law No. 46/1986[39], aims to ensure the equity and quality of the education system, providing equal educational opportunities for all. The LBSE can be defined as the normative framework for education policies in Portugal. It has significant structural implications for the Portuguese educational system and for school autonomy in the years following the *Revolução dos Cravos* of 25 April 1974.

Among the general principles of LBSE, it is stated that it is the task of the school to ensure the full and harmonious development of the personalities of students by encouraging the formation of free and autonomous citizens endowed with a democratic spirit and capable of living in the social contexts.

> «O sistema educativo responde às necessidades resultantes da realidade social, contribuindo para o desenvolvimento pleno e harmonioso da personalidade dos indivíduos, incentivando a formação de cidadãos livres, responsáveis, autónomos e solidários e valorizando a dimensão humana do trabalho.
>
> A educação promove o desenvolvimento do espírito democrático e pluralista, respeitador dos outros e das suas ideias, aberto ao diálogo e à livre troca de opiniões, formando cidadãos capazes de julgarem com espírito crítico e criativo o meio social em que se integram e de se empenharem na sua transformação progressiva». (Art. 4-5, Law. No. 46/1986)

The Ordinance No. 5908/2017[40] reinterpreted the quality of education. The Ordinance asserts that it fosters meaningful and effective learning, applying consolidated knowledge in practical situations to enhance the development of high-level competences. These competences, in turn, contribute to successful citizenship in light of the challenges posed by contemporary society.

> «A promoção de um ensino de qualidade implica garantir que o sucesso se traduz em aprendizagens efetivas e significativas, com conhecimentos consolidados, que são mobilizados em situações concretas que potenciam o desenvolvimento de competências de nível elevado, que, por sua vez, contribuem para uma cidadania de sucesso no contexto dos desafios colocados pela sociedade contemporânea. [...] O cidadão de sucesso é conhecedor, mas é também capaz de integrar conhecimento, resolver problemas, dominar diferentes linguagens científicas e

[39] Lei n.º 46/86, de 14 de outubro, *Lei de Bases do Sistema Educativo*. Available at: https://diariodarepublica.pt/dr/detalhe/diario-republica/237-1986-91125. Accessed 12 May 2024.
[40] Despacho n.º 5908/2017, *Autoriza, em regime de experiência pedagógica, a implementação do projeto de autonomia e flexibilidade curricular dos ensinos básico e secundário, no ano escolar de 2017-2018*. Available at: https://diariodarepublica.pt/dr/detalhe/despacho/5908-2017-107636120. Accessed 12 May 2024.

técnicas, coopera, é autónomo, tem sensibilidade estética e artística e cuida do seu bem-estar». (Ordinance No. 5908/2017)

The *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (PA) – also known as PASEO – lies in this framework, stemming precisely from the need to have a single reference document to ensure coherence throughout the educational system and thus «assure the best educational opportunities» (Ministério da Educação, 2017a, p. 7) for students.

The PA is a key document of Portuguese educational policy, formalized by Ordinance No. 6478/2017.[41] This policy tool aims to improve the quality of learning and foster educational success for all students at the end of the 12 years of compulsory public education, offering guidance for teachers, principals, and policymakers in building a curriculum fit for the 21st century with reference also to the teaching strategies and methodologies used. Ordinance No. 6605-A/2021[42] further reinforced the importance of the PA, defining it as one of the main curricular references for all dimensions of curriculum development, including external assessment.

In response to the social, scientific, and technological changes defining contemporary society, the PA emerged to address challenges also related to the educational field, including identity, sustainability, intercultural awareness, and innovation. Taking up the words of Guilherme d'Oliveira Martins in the Preface of the PA, the learning process is the basis of social and human development: it is about learning how to know, how to do, and how to live together in a lifelong education perspective, which is the basis of society.

This new scenario has prompted policymakers to question what the contribution of education can be in developing the competences needed to cope with the unpredictable evolution of knowledge and technology, as well as how schools should be redesigned for these purposes (Ministério da Educação, 2017a). The PA encourages a holistic approach that promotes the integration of curricular competences with CCE and active student participation, building a school that, through shared principles and values, stands as a reference for society.

[41] Despacho n.º 6478/2017, de 26 de julho, *Homologa o Perfil dos Alunos à Saída da Escolaridade Obrigatória*. Available at: https://files.dre.pt/2s/2017/07/143000000/1548415484.pdf. Accessed 13 May 2024.
[42] Despacho n.º 6605-A/2021, de 6 de julho, Procede à definição dos referenciais curriculares das várias dimensões do desenvolvimento curricular, incluindo a avaliação externa. Available at: https://diariodarepublica.pt/dr/detalhe/despacho/6605-a-2021-166512681. Accessed 13 May 2024.

Students of the global generation cultivate a culture grounded in both humanistic principles and scientific and artistic understanding. They harness a combination of values and competences, enabling them to influence the lives and histories of people and societies and to make independent, informed decisions on natural, social, and ethical issues while actively contributing to civic life with awareness and responsibility (Ministério da Educação, 2017a).

International documents that are taken as references by the PA include the *Recommendation of Key Competences for Lifelong Learning* (2006), the *New Vision for Education* (WEF, 2015), the *Future of Education and Skills 2030* project (OECD, 2016), the *Competences for democratic culture: living together as equals in culturally diverse democratic societies* (Council of Europe, 2016), and the *Education 2030 Framework for Action* (UNESCO, 2016).

The PA is structured into four categories: *principles* and *vision* on which educational action is to be based; and *values* and *areas of competences* that are to be developed (Figure 10).

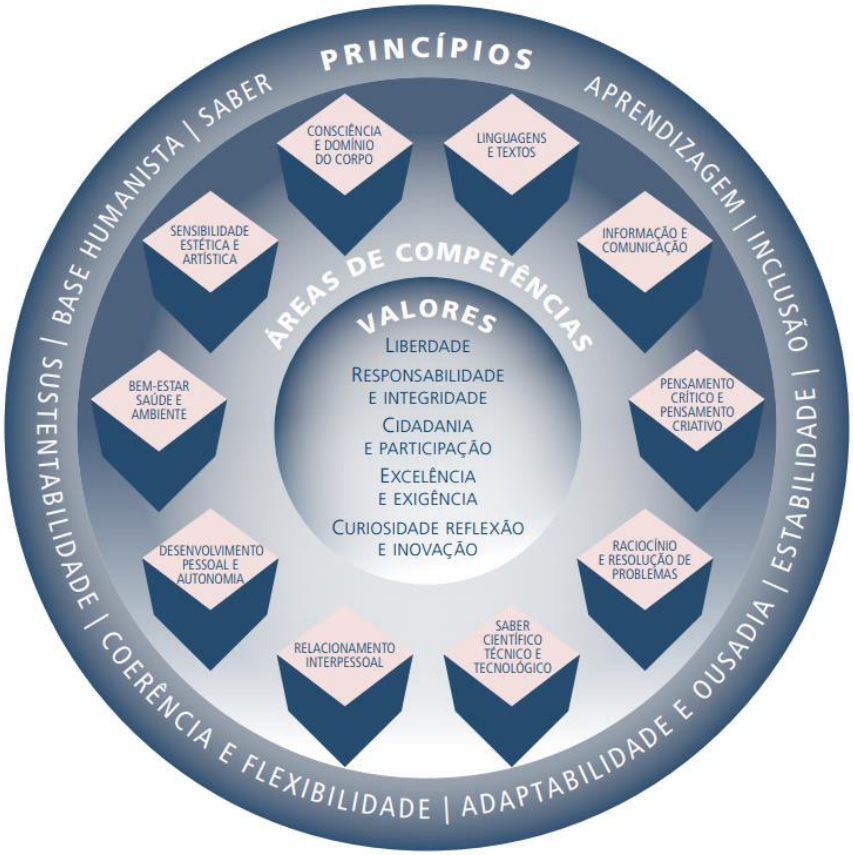


Figure 10: Conceptual framework of PA. Source: *Perfil dos Alunos à Saída da Escolaridade Obrigatória,* 2017, p. 11.

Several principles form the foundation and the justification for the school curriculum. It emphasizes a *humanistic-based profile*, in which education empowers students to build a society based on human dignity and responsible global stewardship. *Knowledge* is prioritized, fostering a scientific culture that empower students to make informed decisions. The PA recognizes the importance of *learning* as a continuous process and ensures *inclusion* for all students while upholding equity and democracy. *Coherence and flexibility* allow the curriculum to remain relevant and adaptable, fostering teacher collaboration to tackle real-world themes. *Adaptability and audacity* are crucial to embracing changing contexts and global challenges, while *sustainability* and *stability* provide continuity for educational growth (Ministério da Educação, 2017a).

Based on these principles, the vision of PA shapes a schooling model focused on individual development and democratic citizenship. By the end of compulsory education, students should have acquired the literacies necessary to evaluate information, critically analyze reality, and make informed decisions; they ought to comprehend the world around them and demonstrate freedom, responsibility, and autonomy. The PA, which places a strong emphasis on critical thinking, creativity, and teamwork, promotes lifelong learning for social involvement and personal development. It also encourages respecting human dignity, embracing democratic ideals, and rejecting discrimination and exclusion (Ministério da Educação, 2017a).

In their learning, students should practice values, as they guide behaviors and actions. *Responsibility and integrity* involve respecting oneself and others, acting ethically, and considering actions for the common good. *Excellence and demand* emphasize high-quality work, empathy, and overcoming challenges. *Curiosity, reflection, and innovation* drive critical and creative thinking. *Citizenship and participation* encourage respect for diversity, human rights compliance, and civic engagement. *Freedom* promotes personal autonomy rooted in democracy and mutual respect for the common good (Ministério da Educação, 2017a).

Echoing the European frameworks, competences are considered combinations of knowledge, skills, and attitudes. The PA identifies ten areas of competence that are not placed on a hierarchical scale, nor are they linked to specific subject areas. The PA also starts from the assumption that, regardless of the specific educational path, each curricular area

contributes to the development of the competence areas described, although there may not be a relationship between subject area and specific competence (Ministério da Educação, 2017a). It is in this interconnection among disciplines and competences that cross-curricular teaching is realized.

The ten areas of competences are the following (Ministério da Educação, 2017a):

1. the *languages and texts* competence area emphasizes proficient use and comprehension of various linguistic, artistic, and scientific codes, enabling students to apply them effectively in diverse communication contexts;
2. the *information and communication* competence area involves critically selecting, analyzing, producing, and sharing knowledge using various tools while adhering to appropriate conduct across different environments;
3. the *reasoning and problem-solving* competence area enables students to access, interpret, and apply logical processes to plan, research, manage projects, and solve problems effectively.
4. the *critical and creative thinking* competence area involves observing, analyzing, and evaluating information and experiences to form reasoned arguments and innovative solutions, enabling students to generate new ideas, foresee the impact of decisions, and apply their thinking across different contexts;
5. the *interpersonal relations* competence area enables students to adapt behaviors, work collaboratively, and communicate effectively across various social contexts, fostering tolerance, empathy, and responsible interaction;
6. the *personal development and autonomy* competence area helps students integrate thought, emotion, and behavior to build self-confidence, motivation, self-regulation, and informed decision-making for growing autonomy;
7. the *well-being, health, and environment* competence area enables students to adopt healthy behaviors, understand natural world dynamics, and foster collaborative social and environmental responsibility for a sustainable future;
8. the *aesthetic and artistic sensitivity/awareness* competence area helps students recognize and experience various art forms, appreciate cultural manifestations critically, and value artistic expression and heritage in community life;

9. the *scientific, technical, and technological knowledge* competence area involves understanding and utilizing scientific phenomena and technical processes to meet human needs while considering their ethical, social, and environmental impacts; and
10. the *body awareness and mastery* competence area involves recognizing the body as an integrated system and using it effectively, mastering motor skills, and maintaining a healthy emotional and balanced relationship with oneself and others.

To ensure that students develop the competences outlined in the document, the PA stresses the necessity of the «the commitment of the whole school» (Ministério da Educação, 2017a, p. 8). This emphasis places the WSA as the implicitly preferred organizational model within educational institutions. The document subtly introduces the WSA, but its importance, particularly for CCE, is significantly reinforced and explicitly declared as the fundamental organizational approach in the subsequent *Estratégia Nacional de Educação para a Cidadania* (Ministério da Educação, 2017b). This Strategy, which is further detailed in the next paragraph, considers the WSA not just as an educational framework but as a pivotal element in shaping the culture and practices of schools, ensuring that all aspects of the school environment contribute effectively to the holistic development of the competences of students.

The PA is operationalized by the *Aprendizagens Essenciais* (AE).[43] The AEs are critical documents that guide the design, implementation, and assessment of teaching and learning for competence development. These sets of documents describe each discipline for both primary and secondary schools, outlining the essential knowledge and skills that the student should possess at the end of each grade. These documents express a combination of knowledge, skills, and attitudes – that compound competences – through a curricular progression, making explicit what students need to know, the cognitive processes activated for that purpose, and the ability to demonstrate what they have learned. The AEs are interconnected horizontally (across disciplines) and vertically (across school grades) to ensure coherence in the development of competences.

Therefore, while the AEs are prescriptive, the Portuguese government promoted for the 2017-2018 school year the experimentation of the *Projeto de autonomia e flexibilidade*

[43] Aprendizagens Essenciais, available at: https://www.dge.mec.pt/aprendizagens-essenciais-0. Accessed 17 May 2024.

curricular (curricular autonomy and flexibility project) with the issuance of Ordinance No. 5908/2017. It arose from the need to implement an educational policy that promotes quality education and allows the design of the curriculum to be flexible and contextualized, assuming the centrality of the school, students, and teachers. Additionally, this enables the implementation of interdisciplinary approaches and projects from an integrated-curriculum perspective. This pilot project, implemented voluntarily by 226 *agrupamentos de escolas* (schools grouping) and *escolas não agrupada* (non-grouped schools) (Cosme, 2018), represents an attempt to achieve the educational goals set forth in the PA by providing schools with the opportunity to autonomously organize the curriculum by enriching it «with knowledge, skills, and attitudes that contribute to the achievement of the competences» (Art. 2, paragraph e, Ordinance No. 5908/2017).

According to Sousa-Pereira and Leite (2019), PA requires a systemic change in the school that elicits feelings of both hope and concern. The broad vision of education inspires hope because it should serve as the foundation for reorganizing the educational system and developing a curriculum for the 21st century. However, it also raises concerns due to the complexity of the changes required to operationalize the newly emerging school profile, adapting it to local needs and thus realizing the enunciated educational project in the PA (Sousa-Pereira & Leite, 2019).

3.2 Approaches to civic and citizenship education in Italy and Portugal

3.2.1 The regulatory scenario of civic education in Italy

At the third *Congresso dell'Associazione a Difesa della Scuola Nazionale* held in Rome on 11 February 1950, Piero Calamandrei, founder of the Action Party (*Partito d'Azione*) and member of the Italian Constituent Assembly, stated that school must be understood as a *constitutional body* and, referring to Articles 3 and 34 of the Italian Constitution, it is the instrument of civic equality and creator of citizens. For this purpose, school becomes a necessary tool of democracy and a fulfillment of universal suffrage, because it enables every worthy person to have their share of dignity through education.[44]

[44] Discorso di Piero Calamandrei, 11 febbraio 1950, *Scuola democratica, periodico di battaglia per una nuova scuola*, Roma, IV, suppl. al n. 2 del 20 marzo 1950, pp. 1-5.

The first to introduce the teaching of civic education in lower and upper secondary schools was Minister of Education Aldo Moro who issued the Presidential Decree No. 585 of 13 June 1958[45] during the Presidency of the Republic of Giovanni Gronchi.

Civic education was defined as an expression of the relationship between the educational purpose of the school and the projection of each person toward social, legal, and political life as well as on the principles on which the community was founded and realized (Annex, Presidential Decree No. 585/1958). With a focus on the Italian Constitution, the civic education program aimed to provide students with an organic synthesis of related concepts, providing two hours per month entrusted to the History teacher, later expanded to one hour per week as part of the school timetable entrusted to the Humanities teacher (Allodola, 2021).

The Moratti Reform (Law No. 53/2003[46] and subsequent implementing decrees) emphasized that the first-cycle school had the task of educating students in the principles of civil coexistence, expressed through the 'six educations', that emerged from the 1980s and 1990s. Legislative Decree 59/2004, which introduced the first *Indicazioni nazionali*, divided the education for civil coexistence into citizenship, road safety education, environmental, health, food, and emotional education, later simplified in the *Indicazioni nazionali* of 2007.

Citizenship education was later changed and incorporated into *Cittadinanza e Costituzione*, introduced by Law Decree No. 137/2008.[47] It was later converted into Law No. 169/2008[48], which was mainly aimed at national experimentation and teacher training in the first and second cycles of education on knowledge and competences related to *Cittadinanza e Costituzione*, integrating it into the historical-geographical and historical-social areas (Art.

[45] Decreto del Presidente della Repubblica 13 giugno 1958, n. 585, *Programmi per l'insegnamento dell'educazione civica negli istituti e scuole di istruzione secondaria e artistica*. GU Serie Generale n.143 del 17-06-1958. Available at: https://www.gazzettaufficiale.it/eli/id/1958/06/17/058U0585/sg. Accessed 18 May 2024.

[46] Legge 28 marzo 2003, n. 53. *Delega al Governo per la definizione delle norme generali sull'istruzione e dei livelli essenziali delle prestazioni in materia di istruzione e formazione professionale*. GU Serie Generale n.77 del 02-04-2003. Available at: https://www.gazzettaufficiale.it/eli/id/2003/04/02/003G0065/sg. Accessed 18 May 2024.

[47] Testo Coordinato del Decreto-Legge 1 settembre 2008, n. 137. *Testo del decreto-legge 1° settembre 2008, n. 137 (in Gazzetta Ufficiale - serie generale - n. 204 del 1 settembre 2008), coordinato con la legge di conversione n. 169 del 30 ottobre 2008 (in questa stessa Gazzetta Ufficiale alla pag. 4), recante: «Disposizioni urgenti in materia di istruzione e università»*. GU Serie Generale n.256 del 31-10-2008. Available at: https://www.gazzettaufficiale.it/eli/id/2008/10/31/08A08012/sg. Accessed 18 May 2024.

[48] Legge 30 ottobre 2008, n. 169. *Conversione in legge, con modificazioni, del decreto-legge 1° settembre 2008, n. 137, recante disposizioni urgenti in materia di istruzione e università.* Available at: https://www.miur.gov.it/documents/20182/51052/Legge+169+del+30+ottobre+2008.pdf/47ca8361-351c-46a8-b581-7496453a8651?version=1.0&t=1477565101945. Accessed 18 May 2024.

1, Law No. 169/2008). The teaching of *Cittadinanza e Costituzione* was definetely included in the historical-geographical area by Presidential Decree 89/2009[49] (Art. 5, paragraph 6).

One of the main normative documents in teaching *Cittadinanza e Costituzione* is Ministerial Circular No. 86/2010[50], which stresses the need to pay attention to the educational emergency facing young people and the role of schools in the challenge of reaffirming respect for the human person, civic sense, and individual and collective responsibility. In this scenario, *Cittadinanza e Costituzione* holds fundamental importance, as the study of the Constitution necessitates a conscious adherence to a value framework capable of inspiring behavior (Mattei, 2019). It is defined as

> «un insegnamento con propri contenuti che devono trovare un tempo dedicato per essere conosciuti e gradualmente approfonditi. È ad un tempo una risorsa straordinaria di trame trasversali generative di saperi, competenze, motivazioni, atteggiamenti, comportamenti, pratiche, azioni. Questo insegnamento si articola in una dimensione specifica integrata alle discipline dell'area storico-geografica e storico-sociale e in una dimensione educativa che attraversa e interconnette l'intero processo di insegnamento/apprendimento». (Ministerial Circular No. 86/2010, p. 3)

Cittadinanza e Costituzione adopts a cross-curricular approach, thereby overcoming the fragmentation between disciplines. The cross-curricular teaching is found in the themes of legality and social cohesion, sense of community, human rights, intercultural dialogue, environmental protection, and sustainable development. Thus, the Circular fosters the development of social and civic competences, including respect for oneself and others, critical thinking, conflict management, and participation in school democracy initiatives.

Even though it is not a stand-alone discipline, *Cittadinanza e Costituzione* contributes to the assessment of the historical-geographical and historical-social disciplines as well as to

[49] Decreto del Presidente della Repubblica 20 marzo 2009, n. 89. *Revisione dell'assetto ordinamentale, organizzativo e didattico della scuola dell'infanzia e del primo ciclo di istruzione ai sensi dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133*. (09G0099) GU Serie Generale n.162 del 15-07-2009. Available at: https://www.gazzettaufficiale.it/gunewsletter/dettaglio.jsp?service=1&datagu=2009-07-15&task=dettaglio&numgu=162&redaz=009G0099&tmstp=1247730678254. Accessed 18 May 2024.

[50] Ministero dell''Istruzione, dell'Università e della Ricerca Dipartimento per l'Istruzione Direzione Generale per gli Ordinamenti Scolastici e per l'Autonomia Scolastica, *Cittadinanza e Costituzione: Attuazione dell'art. 1 della legge 30 ottobre 2008, n. 169 – Anno scolastico 2010-2011.* Available at: https://www.edscuola.eu/wordpress/?wpfb_dl=365. Accessed 18 May 2024.

behavior as an expression of civic-social conduct. Its assessment was later resumed by Legislative Decree No. 62/2017[51] (Art. 2, paragraph 4).

On a methodological level, it is the responsibility of the school to ensure the connection between an integrated approach and a cross-curricular approach, structuring a continuous curriculum that considers the educational needs of the students and encourages their active participation in planning. Families and local associations should support the development of this curriculum, fostering a strong educational alliance.

Cross-curricular teaching is the founding construct of the new Italian national regulations on civic education introduced by Law no. 92/2019.[52] It mandates the cross-curricular teaching of civic education across the first and second cycles of education, entrusted to all teachers (Art. 2, paragraph 4) for a combined total of 33 hours per year included into existing school hours (Art. 2, paragraph 3). The Law also establishes a teaching coordinator for each class who proposes the civic education mark after acquiring cognitive elements from all teachers (Art. 2, paragraphs 5-6). In secondary school, teaching is given to teachers of law and economics, if any (Art. 2, paragraph 4). This Law became operative in September 2020.

According to the *Indicazioni nazionali* (MIUR, 2012), the following topics are included as learning objectives (Art. 3, paragraph 1):

i. Constitution, institutions of the Italian state, the European Union, and international bodies, history of the flag, and national anthem;
ii. 2030 Agenda for Sustainable development;
iii. digital citizenship education;
iv. basic elements of law;
v. environmental education, eco-sustainable development, and protection of environmental heritage, identities, and local agri-food excellence;
vi. education for legality and combating mafias;
vii. education to respect and enhance cultural heritage and common public goods; and

[51] Decreto Legislativo 13 aprile 2017, n. 62. *Norme in materia di valutazione e certificazione delle competenze nel primo ciclo ed esami di Stato, a norma dell'articolo 1, commi 180 e 181, lettera i), della legge 13 luglio 2015, n. 107.* (17G00070) GU Serie Generale n.112 del 16-05-2017 - Suppl. Ordinario n. 23. Available at: https://www.gazzettaufficiale.it/eli/id/2017/05/16/17G00070/sg. Accessed 18 May 2024.

[52] Legge 20 agosto 2019, n. 92. *Introduzione dell'insegnamento scolastico dell'educazione civica.* (19G00105) (GU Serie Generale n.195 del 21-08-2019). Available at: https://www.gazzettaufficiale.it/eli/id/2019/08/21/19G00105/sg. Accessed 19 May 2024.

viii. civic protection.

Constitutional knowledge should begin in early childhood and primary education to foster attitudes inspired by democratic values, equity, justice, and cooperation (Art. 4).

In promoting the teaching of civic education, relations with families (Art. 7) and local authorities (Art. 8) are strengthened.

Following the enactment of Law No. 92/2019, the *Linee Guida per l'insegnamento dell'educazione civica* was published on 22 June 2020, as contained in Ministerial Decree No. 35/2020[53] (Annex A). These guidelines provide a theoretical framework to outline the principles of the Law No. 92/2019, identifying three core areas for civic education: the Constitution, law (national and international), legality, and solidarity; sustainable development, environmental education, knowledge and protection of heritage and territory; and digital citizenship.

The *Constitution* area is grounded in the Italian Constitution, serving as the basis for understanding all aspects of citizenship. It includes knowledge of local authorities, state order, and supranational organizations. The Constitution provides a framework for identifying rights, duties, tasks, and behaviors aimed at promoting personal development and civic participation (Annex A of Law No. 92/2019).

The *Sustainable Development* area encourages students to develop respect for and protect their environment, promote inclusivity, and remove barriers to full personal development and community participation. It integrates various aspects such as cultural differences, democracy, economy, biodiversity, and environmental protection, promoting a new development model focused on human rights, poverty reduction, health, and environmental preservation (Carta & Secci, 2010; Annex A of Law No. 92/2019).

Digital Citizenship addresses the skills required to navigate the digital world, focusing on awareness of both the potential and the risks associated with digital tools. This education is crucial for the so-called 'digital natives' who are exposed to technology daily.

In kindergarten, all fields of experience contribute to developing competences for active citizenship by fostering personal identity, respect, openness to others, and spatial exploration.

[53] Decreto Ministeriale n.35 del 22 giugno 2020. *Linee guida per l'insegnamento dell'educazione civica, ai sensi dell'articolo 3 della legge 20 agosto 2019, n. 92.* Available at : https://www.miur.gov.it/documents/20182/2432359/Decreto+Ministeriale+n.+35+del+22+giugno+2020.pdf/43fa37c6-ce8c-86f0-e3fd-2171b034652c?version=1.0&t=1593499141290. Accessed 19 May 2024.

Play, as a free and spontaneous activity, facilitates learning through interaction with the environment and authentic relationships with peers, enhancing self-awareness, self-efficacy, positive self-image, divergent thinking, social comparison, and cognitive skills such as memory, attention, and reasoning (Rosati, 2011; Annex A of Law No. 92/2019).

The incorporation of the cross-curricular teaching of civic education entailed an upgrade of the *Profilo delle competenze al termine del primo ciclo di istruzione.* At the end of the first cycle, the student understands the importance of self-care, community, and environment; recognizes the principles of solidarity, equality, and diversity; understands the functioning of the state and its institutions; promotes sustainable development and resource use; respects nature; uses digital devices safely; navigates the internet securely; and recognizes online risks (Annex B of Law No. 92/2019).

Student assessment in civic education involves descriptive judgments based on criteria established collectively and included in the *Piano Triennale dell'Offerta Formativa* (PTOF).

As a result, civic education transcends traditional disciplinary boundaries, becoming a cross-curricular value that integrates with academic subjects. This approach avoids superficial aggregation of theoretical content and promotes interconnectedness between disciplinary knowledge (Guidelines, 2020).

3.2.1.1 The new Guidelines for civic education

On September 7, 2024, Minister of Education and Merit Giuseppe Valditara signed the decree[54] containing the new Guidelines for Civic Education, which replace the previous ones and, therefore, must be adopted as of the 2024/2025 school year. Their introduction, overseen by a Group of Experts and a Technical and Scientific Committee, was accompanied by not a few perplexities. To define the issues related to their enactment, we refer to the *Parere sullo schema di decreto ministeriale di adozione delle Linee guida per l'insegnamento dell'educazione civica e relative linee guida in attuazione dell'art. 3 della Legge 20 agosto 2019, n. 92*[55] of the *Consiglio Superiore della Pubblica Istruzione* (CPSI), approved in Plenary Session No. 131 of August 28, 2024.

[54] Available at: https://www.miur.gov.it/documents/20182/0/Decreto+(1).pdf/4a35f2a3-4b53-6e9d-a0eb-a3d6ad4c9134?t=1725710176010. Accessed 10 October 2024.
[55] Available at: https://www.miur.gov.it/documents/20182/0/Parere_ed-civica..AOODGOSV.REGISTRO+UFFICIALE%28E%29.0036555.28-08-2024.pdf/d7e27639-bf87-9de5-3eec-d8323b9df84b?t=1724862867589. Accessed 10 October 2024.

Despite the fact that the new Guidelines maintain different cornerstones of the previous ones – such as the identification of three thematic areas, the co-teaching of civic education in the first cycle of education for a minimum of 33 hours per year, and the experiential learning and the cross-curricular approach for the design, assessment, and promotion of civic education values and competences – the CPSI highlights, among others, three main critical issues: the absence of proper monitoring of initiatives implemented by schools; the shift from the thematic core *Sostenibilità ambientale* (sustainable development) to *Sviluppo economico e sostenibilità* (economic development and sustainability) and further revisions of terminology; and the incorrect formulation of some learning goals and objectives.

Regarding the first of the three critical issues, Art. 4 of Ministerial Decree 35/2020 calls for supplementing the previous Guidelines by the school year 2022/2023 with the definition of competence development goals, specific learning objectives, and expected results based on schools' activities (Art. 4, paragraph 3), after a process of monitoring the activities carried out by school institutions (Art. 4, paragraph 2). In this context, although a process of surveying the methods adopted by schools in the 2020/2021 and 2021/2022 school years was carried out by Note Prot. No. 16706 dated June 27, 2022[56], the CPSI points out that the outcomes of this monitoring are not known.

Concerning the second critical element, the new Guidelines introduced a terminological revision of the second thematic core, which changed from *Sviluppo sostenibile, educazione ambientale, conoscenza, e tutela del patrimonio e del territorio* to *Sviluppo economico e sostenibilità*. The new Guidelines state that it is important to educate young people in the concepts of development and growth, so it is necessary to support the enhancement of work and private economic initiative in the teaching of civic education. Thus, financial education, health education, protection of biodiversity and ecosystems, bioeconomics, civil protection, and nutrition education are introduced and strengthened. However, CPSI points out that this change in terminology is not necessary and that it would be better to maintain the terminology of Law No. 92/2019 and the explicit reference to the 2030 Agenda. Furthermore, it emphasizes that this fundamental aspect of economic and social sustainability can encompass

[56] *Nota Monitoraggio Educazione Civica*, available at: https://www.miur.gov.it/documents/20182/6735034/Nota+Monitoraggio+Educazione+Civica.pdf/a4188ed8-e17a-b5cf-22ef-16cce15e40dd?version=1.0&t=1656422787466. Accessed 10 October 2024.

topics like financial and insurance education and retirement planning, without including other issues – such as the enhancement of work and private economic initiative and economic development – which are not mentioned in Art. 3 of Law No. 92/2019. Financial education requires the enhancement of paths and activities implemented by schools in collaboration with external partners such as the *Banca d'Italia*, ANIA, foundations, and entities with the coordination of Regional School Offices.

The first thematic core also suffers from the same terminological problem, changing from *Costituzione, diritto, legalità e solidarietà* to *Costituzione*. This shift calls for the restoration of the explicitness of the concepts of legality and solidarity. Additionally, to this thematic core, the CPSI calls for the addition of an explicit reference to education against all forms of discrimination and gender-based violence.

At the end of the document, the CPSI reviews the learning goals and objectives with issues related to their definition, as they violate the very nature of learning objectives, which, as manifestations of learning, ask to be referred to as student action and, therefore, observable and detectable. Some goals identified by the new Guidelines are actually objectives or content, and some objectives are actually content.

Thus, despite the lack of approval by the CPSI and the request for revision of the document, the new Guidelines were issued and came into effect in the 2024/2025 school year.

3.2.2 The regulatory scenario of civic education in Portugal

In Portugal, *educação para a cidadania* (citizenship education) has been greatly shaped by specific political events, happened both internally, at the national level, and externally at the international level. Internally, the downfall of the dictatorial regime in 1974 opened a democratic political phase that initially focused on the introduction of a more emancipatory and critical educational ideology, replacing the indoctrinating and apolitical ideology promoted by the previous regime. Externally, the integration into the European Union in the 1990s brought a strong emphasis on building democratic and European citizenship (Nogueira & Moreira, 2011; Ribeiro et al., 2014).

During the dictatorial regime, characterized by an authoritarian and bureaucratic model, the education system aimed to reproduce and preserve these values. The fall of the *Estado Novo* dictatorship with the revolution of April 1974, as well as the subsequent transition to a

democratic regime, marked the beginning of an interest in civic and political education. After 1974, efforts were made to stimulate the civic and political competences of citizens through education.

The introduction of the comprehensive educational reform plan with Law no. 5/1973[57] (implemented after 1974) by the Minister of National Education Veiga Simão marked the beginning of this change; specifically, these reforms, aimed at expanding compulsory education, included preschool education, higher education reforms, and enhanced teacher training (Menezes, 2003). As a result, the revolution led to the transformation of the Portuguese educational system from a 'doctrinaire' to a democratic model, with the goal of fostering school access and promoting the personal, civic, and political emancipation of youth (Ribeiro et al., 2014).

Despite initial political efforts to adapt the education system to a new reality, effective education reform did not occur immediately. According to the literature, curricular initiatives aimed at promoting democratic citizenship, if first introduced, were abandoned in 1976 due to a lack of formal support and concerns about ideological indoctrination (Menezes, 2003; Ribeiro et al., 2014).

Significant changes in Portuguese educational policies occurred only later with the passage of the LBSE (Law No. 46/1986), which provided for an extension of compulsory education to nine years and was aimed at promoting free, active, and critical citizens. To this end, the law introduced a new curricular area for Personal and Social Education (PSE), focusing on ecological education, consumer education, family education, sex education, accident prevention, health education, and civic participation, marking a shift toward holistic education that addresses social issues and youth development (Art. 47, paragraph 2).

The introduction of PSE produced a public debate about its implementation. The main arguments included whether PSE should be a curricular subject, an alternative to Moral and Religious Education, or have its own curricular space. The Decree-Law No. 286/1989[58] finally outlined the main curricular approaches for PSE (Art. 7-8):

[57] Lei n.º 5/73, de 25 de julho. *Aprova as bases a que deve obedecer a reforma do sistema educativo*. Available at: https://diariodarepublica.pt/dr/detalhe/lei/5-1973-421823. Accessed 19 May 2024.
[58] Decreto-Lei n.º 286/89, de 29 de agosto. *Aprova os planos curriculares dos ensinos básico e secundário*. Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/286-1989-618310. Accessed 19 May 2024.

i. cross-curricular approach, whereby all curricular components of basic and secondary education contribute to the personal and social education of the students, fostering critical thinking and internalizing spiritual, aesthetic, moral, and civic values;
ii. multidisciplinary approach, introducing a non-disciplinary curricular area called *Área Escola* with 95 to 110 annual hours for multidisciplinary activities and projects, as well as school-community articulation;
iii. disciplinary approach, establishing the *Desenvolvimento Pessoal e Social* subject for all basic and secondary students, offering an alternative to Moral and Religious Education; and
iv. as a curricular complement, consisting of extracurricular activities designed to enhance comprehensive education and personal growth of the students. These activities could take place during school hours or during breaks in regular classes.

The Commission for the Revision of the Educational System proposed integrating PSE goals into various subjects, especially Maternal Language and Social Studies, along with a weekly one-hour curricular space for debates and projects coordinated by the class tutor (CRSE, 1998 cited in Menezes, 2003).

Despite this, in 1989, the Ministry of Education limited PSE to a values dimension, refusing psychological processes and competences by implementing it as a cross-curricular goal, a multidisciplinary project area (including for the grades 7 to 9 a mandatory program of civic education), and an alternative subject to Moral and Religious Education, leading to strong opposition from educational specialists.

The implementation of PSE by the government began experimentally in 1991, but only in 1995 were official curricular guidelines approved for grades 7 to 9, covering five domains: interpersonal relationships, social life, health, environment, and consumption. Despite these efforts, implementation was limited, because PSE was available to only a minority of students by 1996-1997; additionally, cross-curricular, and multidisciplinary strategies appeared to be largely ineffective in practice (Menezes, 2003).

The participatory review process of basic education began in 1996, focusing on the schools' civic dimension and PSE. Specifically, key recommendations included strengthening the cross-curricular nature of PSE, creating a dedicated space for it, enhancing teacher training, and redefining the multidisciplinary project area for citizenship education.

The Decree Law No. 6/2001[59] reinforced these changes by officially incorporating citizenship education into the curriculum as a cross-curricular approach (Art. 3, letter c), providing a structured framework for its implementation. Specifically, the decree incorporated citizenship education, the human dimension of work, the use of Portuguese language, and the use of information and communication technologies as cross-curricular goals of basic education (Art. 6); additionally, it established three new non-subject curricular areas: project area, guidance study, and civic formation (Art. 5).

> «Formação cívica, espaço privilegiado para o desenvolvimento da educação para a cidadania, visando o desenvolvimento da consciência cívica dos alunos como elemento fundamental no processo de formação de cidadãos responsáveis, críticos, activos e intervenientes, com recurso, nomeadamente, ao intercâmbio de experiências vividas pelos alunos e à sua participação, individual e colectiva, na vida da turma, da escola e da comunidade». (Art. 5, letter c, Decree Law No. 6/2001)

Thus, citizenship education became a cross-curricular goal and curricular content coordinated by the class tutor for one hour each week. It addressed the need for teacher training to support the effective teaching of citizenship education, aiming to overcome the previous shortcomings in the generalization of PSE (Art. 18). A holistic approach to education, focusing on integrating knowledge, skills, attitudes, and values and promoting active participation in civic life, was emphasized in the decree.

Decree-Law No. 6/2001 was subsequently amended mainly by Decree-Law No. 18/2011[60], which resulted in the removal of the project area from the non-disciplinary curricular areas and emphasized orientation study in order to support independent learning and academic performance in Portuguese language and Mathematics.

Later, Decree-Law No. 50/2011[61] further revised Decree-Law No. 6/2001 by introducing *Formação cívica* as a subject for grade 10, aimed at enhancing citizenship, health, and sexuality education. This shift extended civic education beyond basic education but opted for

[59] Decreto-Lei n.º 6/2001, de 18 de janeiro. *Aprova a reorganização curricular do ensino básico*. Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/6-2001-338986. Accessed 20 May 2024.
[60] Decreto-Lei n.º 18/2011, de 2 de fevereiro. *Permite a organização dos tempos lectivos dos 2.º e 3.º ciclos do ensino básico em períodos de 45 ou 90 minutos e elimina a área de projecto do elenco das áreas curriculares não disciplinares, procedendo à quarta alteração ao Decreto-Lei n.º 6/2001, de 18 de Janeiro*. Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/18-2011-280496. Accessed 20 May 2024.
[61] Decreto-Lei n.º 50/2011, de 8 de abril. *Introduz o exame final nacional optativo de Filosofia, elimina a disciplina de Área de Projecto e cria a disciplina de Formação Cívica no currículo dos cursos científico-humanísticos, procedendo à quarta alteração ao Decreto-Lei n.º 74/2004, de 26 de Março*. Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/50-2011-276832. Accessed 20 May 2024.

a disciplinary approach, indicating that its establishment at a higher education level – which focuses on the relationship between structured knowledge acquisition and academic outcomes – justified this change in status. According to Ribeiro et al. (2014), this change suggests a misinterpretation of the role of citizenship education, which goes beyond merely transmitting values and ethical dimensions.

Significant implications for citizenship education that involved a curricular revision process for basic and secondary education were entailed by Decree-Law No. 139/2012.[62] This Decree-Law no longer refers to Civic Formation as a privileged tool for the development of citizenship education but refers to it as a cross-curricular area that could be implemented in all disciplines according to school autonomy.

> «A educação para a cidadania enquanto área transversal seja passível de ser abordada em todas as áreas curriculares, não sendo imposta como uma disciplina isolada obrigatória, mas possibilitando às escolas a decisão da sua oferta nos termos da sua materialização disciplinar autónoma». (Diploma, Decree-Law No. 139/2012)

In 2008-2009, during the ongoing implementation of the Curricular Reorganization (2001) in which Civic Formation operated both as an autonomous subject and as a cross-curricular area, Portugal initiated a participatory discussion process to develop a *Estratégia Nacional de Educação para o Desenvolvimento* (ENED) for the five-year period 2010-2015 (Ordinance No. 25931/2009[63]), later extended to December 2016 when its evaluation was done (Ordinance No. 9815/2015[64]).

Although it did not finalize a definition of 'education for development', ENED identified its dimensions: as a learning process (pedagogical dimension), guided by principles of solidarity, equity, justice, and inclusion (ethical dimension), and aiming at social transformation through continuous critical self-reflection (political dimension). ENED aimed

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[62] Decreto-Lei n.º 139/2012, de 5 de julho. *Estabelece os princípios orientadores da organização e da gestão dos currículos, da avaliação dos conhecimentos e capacidades a adquirir e a desenvolver pelos alunos dos ensinos básico e secundário.* Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/139-2012-178548. Accessed 20 May 2024.

[63] Despacho n.º 9815/2015, de 28 de agosto. *Prorrogação até 31 de dezembro de 2016 do período de vigência da Estratégia Nacional de Educação para o Desenvolvimento, e do período de exercício de funções da respetiva comissão de acompanhamento, procedendo-se à atualização da designação das entidades que a compõem.* Available at: https://diariodarepublica.pt/dr/detalhe/despacho/9815-2015-70133491. Accessed 20 May 2024.

[64] Despacho n.º 9815/2015, de 28 de agosto. *Prorrogação até 31 de dezembro de 2016 do período de vigência da Estratégia Nacional de Educação para o Desenvolvimento, e do período de exercício de funções da respetiva comissão de acompanhamento, procedendo-se à atualização da designação das entidades que a compõem*. Available at: https://diariodarepublica.pt/dr/detalhe/despacho/9815-2015-70133491. Accessed 20 May 2024.

to promote global citizenship by raising awareness and educating the Portuguese society on development issues within a context of growing interdependence, targeting social transformation (IPAD, 2010).

Following the evaluation carried out by the University of Porto in December 2016 on the implementation of the ENED, there was the need to strengthen the connection between education for development and education for global citizenship (Dias & Hortas, 2020).

This trajectory began in 2012 with the establishment of a working group to draft a new guiding document for education for development in formal education contexts: the *Referencial de Educação para o Desenvolvimento – Educação Pré-Escolar, Ensino Básico e Ensino Secundário* (2016). Education for development promoted awareness of global and local development challenges and inequalities, fostering active participation and sustainable development as part of a globalized and independent world. Six thematic areas were identified: development, interdependencies and globalization, poverty and inequalities, social justice, global citizenship, and peace. This document guided pedagogical interventions in education for development as a dimension of citizenship education, promoting its implementation across all levels of schooling in a cross-curricular, non-prescriptive, and flexible manner to equip students to be creative and responsible global citizens (Ministério da Educação, 2016).

As part of the priorities defined in the Program of the XXI Constitutional Government for quality education, the *Estratégia Nacional de Educação para a Cidadania* (ENEC) was produced (Ministério da Educação, 2017b). It was designed as a reference document to be implemented in the 2017-2018 school year by both public and private schools participating in the *Projeto de autonomia e flexibilidade curricular*, aligning with the PA and the AEs. Decree Law No. 55/2018[65], which redefined the primary and secondary education curriculum, defined the ENEC as the strategy fostered at developing competences for a culture of democracy through the teaching of *Cidadania e Desenvolvimento*, resulting in an effect on civic engagement and interpersonal and social relations (Art. 3, letter g).

[65] Decreto-Lei n.º 55/2018, de 6 de julho. *Estabelece o currículo dos ensinos básico e secundário e os princípios orientadores da avaliação das aprendizagens*. Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/55-2018-115652962. Accessed 20 May 2024.

Central to the ENEC is the development of themes such as human rights, environmental sustainability, gender equality, and health and wellness, reflecting the importance of active engagement of young people in society. For this reason, the ENEC described the rights and duties that must be present in citizenship education in compliance with current regulations and school autonomy.

Based on the directions of ENEC, each school formulates its own *Estratégia de Educação para a Cidadania na Escola* (EECE), adapting it to specific needs and contexts. According to the ENEC, citizenship education is implemented at school through three complementary approaches (Ministério da Educação, 2017b):

i. as cross-curricular teaching in preschool (3-5 years old) and the first cycle of basic education (grades 1 to 4). It is taught by class teachers and is aligned to the domains and competences to develop, as decided by the EECE;

ii. as an autonomous subject – *Cidadania e Desenvolvimento* – with a responsible teacher in the second (grades 5 and 6) and third cycles of basic education (grades 7 to 9). It is based on the domains and competences decided by the *Conselho de turma* (Class Council), aligned with the EECE; and

iii. as a curricular component developed through cross-curricular teaching with the contributions of all subjects in secondary education (grades 10 to 12).

Despite *Cidadania e Desenvolvimento* being a separate and autonomous subject in the second and third cycles, the ENEC emphasizes the importance of promoting interdisciplinary work among teachers, highlighting the role of curricular autonomy and flexibility in supporting this work. According to Ordinance No. 5908/2017, it is integrated into Humanities and Social Sciences for basic and secondary schooling.

The different domains of citizenship education are organized into three groups with different implications. The first group, mandatory for all education levels, includes human rights, gender equality, interculturalism, sustainable development, environmental education, and health education. The second group, for at least two cycles of basic education, includes sexuality, media, democratic participation and institutions, financial literacy, and road safety. The third group, optional for every school grade, includes entrepreneurship, work, security, peace, defense, animal welfare, and volunteering (Ministério da Educação, 2017b).

A significant component of the ENEC involves the initial and in-service professional development of teachers, intended as the foundation of a continuous training program focused on priority actions in line with the characteristics of the school.

The strategy places significant emphasis on the implementation of citizenship education at both the teaching and global school levels. The ENEC emphasizes that the organizational approach that schools should adopt is the WSA because «citizenship education is a mission of the whole school» (Ministério da Educação, 2017b, p. 6).

By implementing the WSA, citizenship education takes on specific characteristics (Ministério da Educação, 2017b):

i. it arises from sustained practices rather than sporadic interventions;
ii. it connects with the local community and is integrated into the curriculum, curricular and extracurricular activities, and daily school life;
iii. it is based on inclusive practices;
iv. it relies on the continuous professional development of teachers;
v. it involves students in active teaching methodologies, giving them the opportunity to develop skills;
vi. it promotes the participation of the whole community;
vii. it promotes well-being;
viii. it includes relationships and collaboration with families and communities; and
ix. to guarantee efficacy and involvement, it is based on school monitoring and evaluation.

The WSA encourages participation from the entire school community, and the strategy emphasizes the need for both teaching and non-teaching staff to participate in professional development activities. In addition, so that the teaching of citizenship education is not separated from reality and actual practice, partnerships should be created with local associations and other schools (Ministério da Educação, 2017b).

The school culture and the opportunities for student participation in decision-making, particularly in matters that impact them, significantly influence the successful implementation of this approach. Attitudes, values, rules, daily practices, principles, and procedures, both at the school and classroom level, express how the ENEC shapes the school culture (Ministério da Educação, 2017b).

3.3 School governance in Italy and Portugal: *Dirigente Scolastico*, *Director de escola*, and school boards

The principles and approaches drawn from the literature about democratic school governance have to be projected within the current regulations governing school life in each country, in most of which principals carry out their functions through collaboration with collegial bodies where all members of the school community are represented with different weights and roles (Eurydice, 2017).

Since the late 1990s, the decentralization of decision-making power of the principal has led to the development of middle management, when school members support the principal by taking on tasks and responsibilities. Middle managers – such as coordinators of disciplinary departments or school councils – mostly occupy formal positions of responsibility (De Nobile, 2018) and foster activities of coordination, autonomy, communication, control, and participation in decisions, thereby fostering an organizational culture based on collaboration and organizational learning (Paletta, 2020). Since the 2000s, the concept of middle management has evolved into middle leadership in order to strengthen the not merely administrative but coordinating and professional development roles of middle managers (De Nobile, 2018; Lipscombe et al., 2023).

The interaction between the literature and the current regulations very often produces a confrontation between principals, teachers, students, families, local communities, and policy makers about the dynamics of school governance improvement, which result in behaviors and operational strategies that attempt to define a synthesis between research and legislation, declining them on the characteristics of the individual school.

3.3.1 The role of Dirigente Scolastico *and school boards in Italian regulation*

In Italy, the role of the *Dirigente Scolastico* (DS) can be interpreted within the frame of the reform panorama that has swept since the last century and that led to the enactment of Law

No. 59/1997[66] and of the consequent Presidential Decree 275/1999[67] on school autonomy. These documents initiated a process of decentralization expressed in the transfer of specific competences and tasks to territorial authorities to respond more effectively to the most immediate needs of citizens.

School autonomy[68] rests on the principle of subsidiarity, which is the cohesive factor of institutions in the face of ongoing decentralization and which is manifested in the connection between the superordinate objectives envisaged by the Ministry of Education and the actions taken by the individual schools to achieve these objectives by declining them on the specific singularities of the territory. To do this, the school collaborates with local communities, enhancing the opportunities they offer. The principle of subsidiarity is thus realized through the principle of cooperation, which is expressed in an intentional relationship and exchange with the territory, which can also give rise to networks of schools (Toni, 2005).

It is therefore a matter of a principal who must no longer absolve what is issued by the Ministry, but who must be a proponent of the drive for change that invests the school.

Following the enactment of Law No. 107/2015, it appears a profile of the DS that could be defined as multifaceted because in his or her role administrative-managerial and pedagogical-educational functions are combined (Notti, 2020), including, coordination, resource management, encouragement of participation, and delineation of the educational vision pursued by the school.

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[66] Legge 15 marzo 1997, n. 59, *Delega al Governo per il conferimento di funzioni e compiti alle regioni ed enti locali, per la riforma della pubblica amministrazione e per la semplificazione amministrativa*, GU Serie Generale n.63 del 17-03-1997 - Suppl. Ordinario n. 56. Available at: https://www.gazzettaufficiale.it/eli/id/1997/03/17/097G0099/sg. Accessed 21 May 2024.

[67] Decreto del Presidente della Repubblica 8 marzo 1999, n. 275, *Regolamento recante norme in materia di autonomia delle istituzioni scolastiche, ai sensi dell'art. 21 della legge 15 marzo 1997, n. 59*, GU Serie Generale n.186 del 10-08-1999 - Suppl. Ordinario n. 152. Available at: https://www.gazzettaufficiale.it/eli/id/1999/08/10/099G0339/sg. Accessed 21 May 2024.

[68] To implement the law, Presidential Decree 275/1999 replaces national programs with national directions and the educational curriculum developed by the individual institute (*Piano dell'Offerta Formativa*). Italy distinguishes between four types of autonomy. According to *teaching autonomy*, schools adapt national objectives to the educational pathways, regulate teaching time, and use methods and tools functional to the type of studies and the learning of the students; this finds expression in the PTOF (Art. 4, Presidential Decree 275/1999). *Organizational autonomy* is realized in the planning and organizational freedom left to schools in the allocation of teachers and calendar (Art. 5, Presidential Decree 275/1999). According to *research, experimentation, and development autonomy*, schools become proponents of teacher professional development and educational innovation (Art. 6, Presidential Decree 275/1999). *Financial autonomy* is defined as the autonomous management of funds received from state grants and forms of self-financing (Art. 21, paragraph 5, Law No. 59/1997).

Law No. 107/2015 marked the end of a path that involved the transition from *Preside* (principal) and *Direttore Didattico* (teaching director) to the unified figure of the DS. In addition, this Law enhanced school autonomy by introducing the opportunity for schools to structure their identity document: the PTOF.

Already Legislative Decree No. 165/2001[69], prior to the *Buona Scuola*, reinforced the *qualifica dirigenziale*, previously defined by Art. 21, paragraph 16, Law No. 59/1997[70], stating that

> «[…] nell'ambito dell'amministrazione scolastica periferica è istituita la qualifica dirigenziale per i capi di istituto preposti alle istituzioni scolastiche ed educative alle quali è stata attribuita personalità giuridica ed autonoma a norma dell'articolo 21 della legge 15 marzo 1997, n. 59, e successive modificazioni ed integrazioni». (Art. 25, paragraph 1, Legislative Decree 165/2001)

Additionally, this decree enumerates and regulates the functions and competences[71] of the DS (Art. 25, Decree No. 165/2001). In particular, the DS is responsible for the unified governance of the school, including financial and instrumental resources, and human resources; it is his or her function to ensure the quality of educational processes and the institution of fruitful collaborations with the local community. He or she must also ensures and supports the autonomy in teaching, research, and methodological innovation of teachers in order to foster the right to learning of students.

> «Il dirigente scolastico assicura la gestione unitaria dell'istituzione, ne ha la legale rappresentanza, è responsabile della gestione delle risorse finanziarie e strumentali e dei risultati del servizio. Nel rispetto delle competenze degli organi collegiali scolastici, spettano al dirigente scolastico autonomi poteri di direzione, di coordinamento e di valorizzazione delle risorse umane. In particolare, il dirigente scolastico, organizza l'attività scolastica secondo criteri di efficienza e di efficacia formative ed è titolare delle relazioni sindacali.
>
> Nell'esercizio delle competenze di cui al comma 2, il dirigente scolastico promuove gli interventi per assicurare la qualità dei processi formativi e la collaborazione delle risorse culturali, professionali, sociali ed economiche del territorio, per l'esercizio della libertà di insegnamento, intesa anche come libertà di ricerca e innovazione metodologica e didattica, per

[69] Decreto Legislativo 30 marzo 2001, n. 165, *Norme generali sull'ordinamento del lavoro alle dipendenze delle amministrazioni pubbliche*. GU Serie Generale n.106 del 09-05-2001 - Suppl. Ordinario n. 112. Available at: https://www.gazzettaufficiale.it/eli/id/2001/05/09/001G0219/sg. Accessed 21 May 2024.
[70] Legge 15 marzo 1997, n. 59, *Delega al Governo per il conferimento di funzioni e compiti alle regioni ed enti locali, per la riforma della pubblica amministrazione e per la semplificazione amministrativa*. GU Serie Generale n.63 del 17-03-1997 - Suppl. Ordinario n. 56. Available at: https://www.gazzettaufficiale.it/eli/id/1997/03/17/097G0099/sg. Accessed 21 May 2024.
[71] Previously defined by Legislative Decree 29/1993, Legislative Decree 59/1998, and Presidential Decree 275/1999.

l'esercizio della libertà di scelta educativa delle famiglie e per l'attuazione del diritto all'apprendimento da parte degli alunni.

Nell'ambito delle funzioni attribuite alle istituzioni scolastiche, spetta al dirigente l'adozione dei provvedimenti di gestione delle risorse e del personale». (Art. 25, paragraphs 2-3-4, Legislative Decree 165/2001)

The DS is recruited through course-selective public selection which can be accessed by teachers who hold a master's degree and have at least five years of teaching experience in the school (Art. 1, paragraph 217, L. 208/2015[72]).

The performance of the DS must be assessed by considering the following indicators (Art. 1, paragraph 93, L.107/2015):

i. management and organizational skills characterized by the transparency, correctness, and efficiency of the procedures;
ii. the ability to value the resources of each school member;
iii. his or her appreciation by the community;
iv. the promotion of the educational success of students and organizational success of the school, the process of social reporting and school self-evaluation; and
v. the unitary direction of the school and the promotion of collaboration with the networks of schools and the local community.

The legislation on the evaluation of DS was integrated with the enactment of Directive 36/2016[73] establishing, among others, the *Osservatorio Nazionale sulla valutazione della dirigenza scolastica* (Art. 12).

The work of the DS is supported by collegial bodies that are called upon to participate in decision-making process and school governance, whose organization

«[…] è orientata alla massima flessibilità, diversificazione, efficienza ed efficacia del servizio scolastico, nonché all'integrazione e al miglior utilizzo delle risorse e delle strutture, all'introduzione di tecnologie innovative e al coordinamento con il contesto territoriale». (Art.1, paragraph 2, Law 107/2015)

[72] Legge 28 dicembre 2015, n. 208, *Disposizioni per la formazione del bilancio annuale e pluriennale dello Stato (legge di stabilità 2016)*. GU Serie Generale n.302 del 30-12-2015 - Suppl. Ordinario n. 70. Accessed at: https://www.gazzettaufficiale.it/eli/id/2015/12/30/15G00222/sg. Accessed 21 May 2024.

[73] Direttiva n. 36 del 18 agosto 2016, *Valutazione dei dirigenti scolastici*. Available at: https://www.istruzione.it/snv/allegati/2016/ds36_16.pdf. Accessed 22 May 2024.

The participatory structure of the school first designed by Presidential Decree 416/1974[74], then embraced by the *Testo Unico delle disposizioni legislative vigenti in materia di istruzione relative alle scuole di ogni ordine e grado* (T.U.), is represented by the collegial bodies that operate at the circle and school level (Art. 5-15, Legislative Decree 297/1994[75]). According to Legislative Decree 297/1994, they are:

i. the *Consiglio di intersezione* in kindergarten;
ii. the *Consiglio di interclasse* in primary school;
iii. the *Consiglio di classe* in the secondary school;
iv. the *Comitato per la valutazione dei docenti*;
v. the *Collegio dei docenti*;
vi. the *Consiglio di istituto* o *di circolo* and the *Giunta esecutiva*; and
vii. the assemblies of students (for secondary school) and parents.

The *Consigli di intersezione, di interclasse* and *di classe* are respectively composed by the teachers of sections in the same kindergarten, the teachers of parallel classes in the primary school or the same *plesso* or the same circle, and the teachers of a single class for the secondary school; there are also the special education teachers and the parent representatives (Art. 5, paragraphs 1-2, Legislative Decree 297/1994). All the boards are chaired by the DS (Art. 5, paragraph 8, Legislative Decree 297/1994). These councils perform the function of educational coordination and are responsible, among others, for making proposals to teachers regarding teaching action and experimental initiatives, and for facilitating and extending mutual relations among teachers, parents, and students (Art. 5, paragraphs 6-8, Legislative Decree 297/1994).

The *Comitato per la valutazione dei docenti* is regulated by Law no. 107/2015, Paragraph 129 (which replaced Art. 11, Legislative Decree 297/1994). It assists the DS in the allocation of merit bonus to teachers and consists of three teachers, two parent representatives and an external member from the Regional School Office, in addition to the DS who chairs it.

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[74] Decreto del Presidente della Repubblica 31 maggio 1974, n. 416, *Istituzione e riordinamento di organi collegiali della scuola materna, elementare, secondaria ed artistica*. GU Serie Generale n.239 del 13-09-1974 - Suppl. Ordinario. Available at: https://www.gazzettaufficiale.it/eli/id/1974/09/13/074U0416/sg. Accessed 22 May 2024.

[75] Decreto Legislativo 16 aprile 1994, n. 297, *Approvazione del testo unico delle disposizioni legislative vigenti in materia di istruzione, relative alle scuole di ogni ordine e grado*. GU Serie Generale n.115 del 19-05-1994 - Suppl. Ordinario n. 79. Available at: https://www.gazzettaufficiale.it/eli/id/1994/05/19/094G0291/sg. Accessed 22 May 2024.

The *Collegio dei docenti* oversees teaching planning and is composed of tenured and non-tenured teaching staff of the school and is chaired by the DS whose vote prevails in case of a tie. The *Collegio dei docenti* has deliberative and evaluative powers on what concerns teaching and learning. Its main function is the definition of the PTOF, which is subsequently deliberated by the *Consiglio di Istituto*. It can propose to the DS the composition of classes and the assignment of teachers to them. It promotes innovation and teacher training initiatives and implements initiatives to support students with special educational needs. It also has investigative powers as it examines cases of low performance of students and has advisory powers as it formulates opinions to the DS regarding the precautionary suspension from service of teaching staff in cases of urgency. It also elects the teachers in charge of collaborating with the DS and the teachers represented at the *Consiglio di Istituto* (Art. 7, Legislative Decree 297/1994).

The *Consiglio di Istituto* oversees the economic and organizational governance of the school and consists of representatives of the teaching and non-teaching staff, parents, students (for secondary school), and the DS. It is chaired by one of its members elected among the parents. The Council has a three-year term and, among its main functions, it approves the PTOF, the budget and the final account, adapts the school calendar, promotes school-to-school collaboration, and adopts the School Regulation (Art. 8, Legislative Decree 297/1994).

Within the *Consiglio di Istituto,* the *Giunta Esecutiva* is elected, consisting of one teacher, one member of the non-teaching staff, and two parents; it is chaired by the DS and the head secretary also participates (Art. 8, paragraph 7, Legislative Decree 297/1994).

The DS is also required to provide the *Consiglio di Istituto* with a report concerning the coordination of teaching, administrative, and organizational activities to ensure a better connection between the work of the school boards (Art. 25, paragraph 6, Legislative Decree 165/2001).

In addition, in the performance of their duties, the DS is supported by teachers to whom the DS entrusts specific tasks and is assisted by the administrative responsible person (Art. 25, Legislative Decree 165/2001):

> «Nello svolgimento delle proprie funzioni organizzative e amministrative il dirigente può avvalersi di docenti da lui individuati, ai quali possono essere delegati specifici compiti, ed è coadiuvato dal responsabile amministrativo, che sovrintende, con autonomia operativa,

> nell'ambito delle direttive di massima impartite e degli obiettivi assegnati, ai servizi amministrativi ed ai servizi generali dell'istituzione scolastica, coordinando il relativo personale». (Art. 25, paragraph 5, Legislative Decree 165/2001)

The DS therefore operates in a «liquid school» (Cammisuli, 2018, p. 36) within which they have the task of combining the reform brought about by school autonomy with the characteristics of the school, encouraging the creation of an organization based on shared choices and collaboration (Melchiori, 2014). Their work takes place on several levels both inside and outside the school with the goal of understanding the needs of teachers and students and being accountable to the community; additionally, the DS has to solve problems that arise in the school organization through immediate and personalized intervention in order to maintain a positive climate within the school (Storai, 2022).

The role of the DS cannot be limited to the mere application of the national norms but demands to be declined in the distinctive features of the social and territorial realities that the school becomes a manifestation of. Thus, the DS partially refuses the previous bureaucratic and assurance function about rules and procedures to assume a position focused on the promotion, growth, governance, and relationships (Toni, 2005).

3.3.2 The role of Director de escola *and school boards in Portuguese regulation*

The evolution of school governance in Portugal has seen a significant shift from a collegial model to a more centralized single-person system over the past few decades.

Following the *Revolução dos Cravos*, the democratic reforms of 1974 introduced a *gestão democrática* based on a collegial governance of school where governing bodies were elected through school-based elections (Decree-Law 221/1974[76]), in opposition to the *modelo liceal* of the previous time (Lima, 1999). However, by the mid-1980s, this model faced a crisis due to a shortage of teacher candidates willing to serve on the school 'governing board' and the increasing complexity of governance, which often required intervention by the central administration. These challenges were exacerbated by the absence of adequate incentives and specialized training for the governance roles (Silva & Sá, 2017).

[76] Decreto-Lei n.º 221/74, de 27 de maio, *Determina que a direcção dos estabelecimentos de ensino possa ser confiada pelo Ministro da Educação e Cultura a comissões democraticamente eleitas ou a eleger depois de 25 de Abril de 1974*. Available at: https://diariodarepublica.pt/dr/detalhe/diario-republica/123-1974-74321. Accessed 24 May 2024.

Starting in the early 1990s, the Ministry of Education began to show a preference for a governance model that centralized the decision-making process in the hands of a *Director executivo*, whose figure has been introduced with the Decree-Law No. 172/1991[77],

> «O director executivo é o órgão de administração e gestão do estabelecimento de ensino nas áreas cultural, pedagógica, administrativa e financeira, responsável perante a administração educativa pela compatibilização das políticas educativas definidas a nível nacional, com as orientações do conselho de escola, tendo em vista níveis de qualidade de ensino que satisfaçam as aspirações da comunidade escolar». (Art. 16, paragraph 1, Decree-Law No. 172/1991)

Despite these changes, there was considerable resistance to abandoning the collegial model. This resistance was evident when Decree-Law No. 115-A/1998[78] allowed schools to choose between a single-director model and a collegial executive board, with the majority opting for the latter, adhering to traditional governance practices.

> «A direcção executiva é assegurada por um conselho executivo ou por um director, que é o órgão de administração e gestão da escola nas áreas pedagógica, cultural, administrativa e financeira». (Art. 15 paragraph 1 of Decree-Law No. 115-A/1998)

However, another reform mandated by Decree-Law No. 75/2008 – later expanded by Decree-Law No. 137/2012 – enforced the replacement of collegial bodies with a single-person *Director* as an expression of a *gestão unipessoal* (Silva & Sá, 2017). Despite this governance model, the Decree Law 75/2008 has three major goals that might seem contradictory:

i. intensify family and community involvement in school governance through school governing bodies comprising representatives of teaching staff, non-teaching staff, parents, students, local communities, and local associations;
ii. strengthen school leadership through the establishment of governing, administrative, and management councils; and
iii. strengthening school autonomy.

[77] Decreto-Lei n.º 172/91, de 10 de maio, *Aprova o regime jurídico de direcção, administração e gestão escolar*. Available at: https://diariodarepublica.pt/dr/detalhe/diario-republica/107-1991-97145. Accessed 24 May 2024.
[78] Decreto-Lei n.º 115-A/98, de 4 de maio, *Aprova o regime de autonomia, administração e gestão dos estabelecimentos públicos da educação pré-escolar e dos ensinos básico e secundário, bem como dos respectivos agrupamentos*. Available at: https://diariodarepublica.pt/dr/detalhe/diario-republica/102-1998-108207. Accessed 24 May 2024.

In the *Diploma*, it emerges how the *Director* was established both as a promotion of the local community participation within schools and as a strengthening of their role (Carvalho, 2012),

> «com este decreto-lei, procura-se reforçar as lideranças das escolas, o que constitui reconhecidamente uma das mais necessárias medidas de reorganização do regime de administração escolar. Sob o regime até agora em vigor, emergiram boas lideranças e até lideranças fortes e existem até alguns casos assinaláveis de dinamismo e continuidade. Contudo, esse enquadramento legal em nada favorecia a emergência e muito menos a disseminação desses casos. Impunha-se, por isso, criar condições para que se afirmem boas lideranças e lideranças eficazes, para que em cada escola exista um rosto, um primeiro responsável, dotado da autoridade necessária para desenvolver o projecto educativo da escola e executar localmente as medidas de política educativa. A esse primeiro responsável poderão assim ser assacadas as responsabilidades pela prestação do serviço público de educação e pela gestão dos recursos públicos postos à sua disposição». (*Diploma* of Decree Law 75/2008)

In Portugal, school autonomy[79] enables to develop and implement a personalized education plan that responds to the specific needs of the local community. It is considered in terms of curricular and pedagogical organization, human resource management, school social action, strategic, and financial administration (Decree-Law 43/1989[80]). The autonomy advocated by the Ministry of Education is a type of autonomy that aspires to achieve personalized governance of schools but tends to make technical autonomy – with the transfer of specific competences to municipalities – prevail over community autonomy, desired by the academic community (Carvalho et al., 2022).

The *Director* oversees submitting educational projects (developed by the *Conselho Pedagógico*) to the *Conselho Geral* for approval and preparing the school documents (such as activity plans and annual reports); the *Director* manages academic planning, staff allocation and resources, as well as oversees the implementation of school policies and nominates school coordinators. The *Director* has also the power to represent the school and to delegate specific responsibilities to figures such as the Vice principal (Art. 20, Decree-Law 75/2008).

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[79] In Portugal, two different types of school autonomy are distinguished. *Pedagogical autonomy* is exercised in the choice of pedagogical organization and operation, which includes the organization of programs, teaching activities, assessment, monitoring of students, organization of school space and time, and training of teaching staff. *Administrative autonomy* is exercised in the dispositions of student admission and examination services, organization and training of non-teaching staff, and the dispositions of socio-educational facilities (Decree-Law 43/1989).

[80] Decreto-Lei n.º 43/89, de 3 de fevereiro, *Estabelece o regime jurídico de autonomia das escolas oficiais dos 2.º e 3.º ciclos do ensino básico e do ensino secundário*. Available at: https://diariodarepublica.pt/dr/detalhe/diario-republica/29-1989-95363. Accessed 25 May 2024.

In this scenario, the *Director* becomes the formal leader of the organization who has to guide it through a series of tasks related to the teaching process, school performance, interaction with families and the community, and administration. All of this factors prompted Lima (2011) referred to the *Director* as a chief executive officer,

> «Com diferenças ainda consideráveis, é no entanto visível, entre nós, a crescente defesa do protagonismo do director como pivot de uma visão que se baseia no elogio do sector privado e empresarial, de um estilo empreendedor semelhante ao de um "director geral" ou de um "chief executive officer" numa empresa, agente de um processo de re-hierarquização das relações de poder, profissionais e pedagógicas, em prejuízo da ampliação da agência e autonomia dos professores, em boa parte resultante da introdução de mecanismos de controlo inspirados pela educação baseada na evidência». (Lima, 2011, pp. 54-55)

The normative process described above aimed to streamline school governance but continued to spark debate over the balance between efficiency and democratic participation in school (Silva, 2007). Although the Decree-Law 75/2008 aimed to combine efficiency and participation, it generated a verticalized organizational system that has required policymakers and experts to rethink the definition of democratic school governance.

The LBSE itself states that school must be guided by democratic principles and that school governance must be entrusted to collegial boards in which representatives of teachers, students, and non-teaching staff are democratically elected (Art. 45, Law No. 46/1986).

According to Decree-Law 172/1991 and Decree-Law 75/2008, the work of *Director* is supported by four councils:

i. the *Conselho Geral*;
ii. the *Conselho Pedagógico*;
iii. the *Concelho Administrativo*; and
iv. the *Conselho de turma*.

The *Conselho Geral* is defined as the strategic governance council responsible for defining the guidelines for the activity of the school, ensuring the participation and representation of the educational community (Art. 11, paragraph 1, Decree-Law 75/2008). All the representatives of teaching and non-teaching staff, parents, students, the municipality, and the local community are present; the *Director* may participate in the *Conselho Geral* without voting right (Art. 12, paragraph 7, Decree Law 75/2008).

The *Conselho Geral* elects the *Director* following evaluation of the educational project submitted by possible candidates for the school governance (Art. 21, paragraph 1, Decree-

Law 75/2008). The election, unlike direct designation and public selection, hinges the idea of participation in decision-making processes and the role of choice as forms of democracy (Carvalho, 2012).

The *Conselho Geral* in the case of grouped or non-grouped schools also conducts internal evaluation of the performance of *Director* – which also includes an external component from the *Inspeção-Geral de Educação e Ciência* – following three principles: commitments (in terms of efficiency and quality), leadership skills, and lifelong education (Art. 3, paragraph 2, letter a, Ordinance No. 266/2012[81]).

The *Conselho Geral* is flanked by the *Conselho Pedagógico*, which is entrusted with pedagogical supervision and educational guidance of the *agrupamento de escolas* or *escola não agrupada.* It is responsible for the pedagogical-teaching fields, the guidance and monitoring of students, and the initial and ongoing training of teaching staff (Art. 31, Decree Law 137/2012). Each school chooses its own *Conselho Pedagógico*, which compulsorily includes the coordinating teachers of the subject areas and is chaired by the *Director*; in addition, the teaching members of this council cannot be present in the *Conselho Geral* (Art. 32, Decree Law 137/2012).

The *Concelho Administrativo* is the decision-making school board for the administrative and financial dispositions; it is responsible for authorizing the incurrence and payment, and for monitoring the administrative and financial management (Art. 25-26, Decree-Law 172/1991).

The *Conselho de turma* is formed by the class coordinator, the class teachers, two student representatives for the third cycle of basic education and for secondary school, and two parent representatives (Art. 39, Decree-Law 172/1991).

Although this organizational school system makes it possible to adopt a democratic leadership style of the *Director*, the literature has pointed out that he or she can anyway embrace bureaucratic or authoritarian styles, tending to disregard the pedagogical aspects constituting the complexity of their mandate to focus on the administrative and organizational functions affecting school effectiveness (Carvalho, 2012).

[81] Portaria n.º 266/2012, de 30 de agosto, *Estabelece as regras a que obedece a avaliação do desempenho docente dos diretores de agrupamentos de escolas ou escolas não agrupadas, dos diretores dos centros de formação de associações de escolas e dos diretores das escolas portuguesas no estrangeiro.* Available at: https://diariodarepublica.pt/dr/detalhe/diario-republica/168-2012-134204. Accessed 25 May 2024.

3.4 Research tracks

Schools are today expected to prepare students to become active and conscious citizens in a globalized society that is constantly evolving, going beyond merely teaching academic subjects.

Thus, it is necessary to equip students with the key competences for active citizenship (Key Competences for Lifelong Learning, 2018). These will allow them to act in social situations that require simultaneous mobilization of knowledge, skills, and attitudes to produce an effective response. To this end, schools are undergoing a continuous process of reformulation aimed at achieving this aim, which demands rethinking the learning process and instructional practices.

The development of competences inherently requires a context in which they are mobilized and acted upon. This aspect is intrinsically interconnected with CCE, which, in addition to developing knowledge, needs to be an active and conscious daily exercise. Indeed, it does not only occur at school but extends into the formal, non-formal, and informal learning contexts within which the student experiences and interacts with agents of socialization (Torney-Purta et al., 2001), ranging from the family to the society in which he or she lives (Torney-Purta et al., 2001; Schulz et al., 2016; Schulz et al., 2018a; Schulz et al., 2023b).

School is one of the primary contexts in which citizenship competences are acted out and practiced, so it should be built as a democratic learning environment that promotes informal learning situations, in order to foster civic learning by experiencing democratic and community life. To this end, the Council of Europe (2018b) recognizes the Whole-School Approach (Figure 11) as the organizational approach that can foster a democratic learning environment. This approach supports the development of citizenship competences through a systemic school change focused on incorporating the values and principles of democracy in the teaching and learning process, cooperation with the local community, and governance in the school. Change in one component leads to change in the others due to their mutual interconnectedness (European Commission, 2016b; Eurydice, 2017; Council of Europe, 2018b).

In this organizational approach, school governance results from the involvement of the school community as a whole and from the distribution of tasks and responsibilities. The Council of Europe (2018b) lists four democratic school governance traits: school leadership

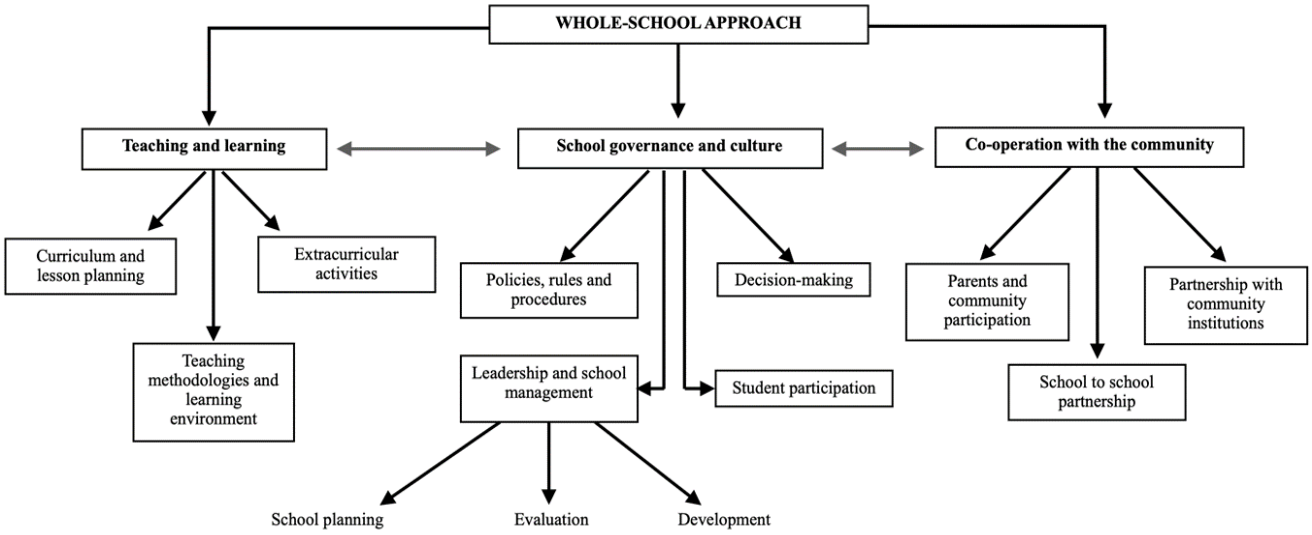


Figure 11: Conceptual framework of the research, adapted by Council of Europe (2018b).

based on democratic principles, equity, and individual responsibility; participative decision-making process; educational policy that promotes inclusion and equal treatment; and student involvement in school life.

In this context, made complex by all the different actors that it contains, there is a need for a leadership function that upholds democratic principles, promotes participative decision-making, supports equal treatment, and encourages the participation of all stakeholders in the school organization (Council of Europe, 2018b). As a result, in the WSA, leadership is not the product of the principal's exercise of top-down authority, but it demands to be shared among members of the school community, thus embracing a distributed leadership perspective (Spillane et al., 2001; Spillane, 2005; Hallinger & Heck, 2010; Harris, 2013; Phillips et al., 2023).

Leadership exerts a significant impact on the school's organizational characteristics, which in turn influence teachers' well-being and motivation (Leithwood & Jantzi, 2006; Robinson et al., 2008; Louis et al., 2010; Supovitz et al., 2010; Sebastian & Allensworth, 2012; Heck & Hallinger, 2014). In particular, effective leadership actively supports participation in decision-making (Bogler & Somech, 2005; Somech, 2010), promotes external community and parental involvement (Auerbach, 2009; 2012), fosters student involvement (Maslowski et al., 2009), and contributes to organizational learning (Mulford &

Silins, 2003), thereby incentivizing the arising of different points of view for the construction of shared meanings. The creation of an inclusive, participatory, and collaborative school climate is critical to creating the ideal working conditions to support the work of teachers, enabling them to perform their instructional functions to the best of their ability. Thus, the contribution of school leadership to student learning outcomes lies in its ability to improve the school's organizational environment by fostering a culture of collaboration and participation and creating the necessary conditions for teachers to operate effectively, which in turn positively impact student achievement (Heck & Hallinger, 2009; Hallinger, 2011b; Leithwood et al., 2020).

Despite the presence of a large body of literature on the indirect influence of leadership on student learning outcomes, the analysis of the potential impact of leadership on students' informal learning on CCE remains at the forefront of research, with limited contributions to date.

Theoretical references are intertwined with current national regulations that represent, at the same time, an opportunity and a boundary for CCE pathways. For this reason, an analysis of the Italian and Portuguese legislation, whose regulatory aspects more closely align with the goals of this research than others, accompanies the study here.

Both countries place the concept of 'competence' at the core of their main education documents. In the Italian *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione* (MIUR, 2012) it appears clearly that the school's task is to support students in the development of specific competences and in making sense of their experiences. The issuance of the *Indicazioni nazionali e nuovi scenari* (MIUR, 2018) has reinforced the role of competences, rereading the *Indicazioni nazionali* (2012) in light of the key competences for lifelong learning (2006), highlighting how the school and its disciplinary articulation as a whole can support their development.

The Portuguese PA (Ministério da Educação, 2017a) lists the ten areas of competence, which include values and are in turn declined according to the principles that support the structure of the curriculum; together, they are meant to promote successful citizenship in contemporary society.

Examining the national legislation, it appears that Italy and Portugal share a similar cross-curricular approach to CCE, emphasizing that it stems from common and interdisciplinary

work on issues of national and global concern. Despite sharing comparable statements, the two countries adopt this approach differently.

In Italy, Law No. 92/2019 and the resulting *Linee Guida per l'insegnamento dell'educazione civica* establish the cross-curricular teaching of civic education in the first cycle of education, providing a minimum annual amount of 33 hours to which all disciplinary teachers must contribute; these documents define the three thematic areas – the Constitution, education for sustainable development, and digital citizenship – that contribute to civic education, but do not establish the specific objectives to be pursued, in accordance with the principle of school autonomy (Law No. 59/1997). Additionally, Law No. 92/2019 also instituted three years of trial before the issuance of final Guidelines, enacted in 2024. However, the trial took place in the midst of the pandemic emergency from Covid-19, specifically in school years 2020/2021 and 2021/2022, according to the Note Prot. No. 16706 dated June 27, 2022; it should also be noted that, according to what the CPSI reported in its *Parere* to the new Guidelines for civic education, the results of this monitoring action are not known. Therefore, in the Italian national context, it should be necessary to know what actions have been implemented by schools, what organization they have given themselves, and what activities have been planned in the field of CCE and provide them with possible operational strategies. Additionally, as required by Art. 9 of Law No. 92/2019, carrying out such monitoring actions would enable the identification of effective organizational and teaching practices for civic education adopted by schools to be included in an *Albo delle Buone Pratiche di Educazione Civica*.

In Portugal, the ENEC (Ministério da Educação, 2017b) emphasizes that the school should operate based on citizenship principles and must address issues such as human rights, environmental sustainability, gender equality, and health and wellness, reflecting the importance of active engagement of young people in society. The document emphasizes that all disciplines contribute to CCE, necessitating the implementation of interdisciplinarity. It outlines three different approaches to CCE: as cross-curricular teaching in primary education; as a separate subject defined as *Cidadania e Desenvolvimento* from grades 5 to 9 (upper primary education and lower secondary education); and as a cross-curricular component in grades 10 to 12 (upper secondary education). In contrast to Italy, in Portugal the Ministry of Education has determined what content domains define CCE, dividing them into compulsory

domains for all levels, domains for two of the three basic school cycles (from grades 1 to 9), and optional domains; it is up to the schools to choose how to distribute these contents in the school grades.

For both countries, the promotion of citizenship at the school level must take place through the active involvement of the entire school community.

The Italian Law n. 107/2015, known as *La Buona Scuola*, introduced a global and integrated approach, highlighting the role of schools in relation to the acquisition of social, civic, and intercultural competences for all levels of education through collaboration with families and the local community in order to promote students' active participation in society (Eurydice, 2017; L. 107/2015).

In the same way, the Portuguese ENEC (2017b) states that schools should act by promoting citizenship principles like equality in interpersonal relations, respect for human rights, and democracy. In this way, students can develop their social and civic competences through real-life experiences inside and outside the school. This concept finds systematization in the implementation of the WSA, which is defined as the organizational approach that is best suited for this purpose and, therefore, should be adopted by each school, defining its characteristics and components (Ministério da Educação, 2017b). Italy fails to include the WSA in its national documents, despite the fact that it is possible to find its constituent aspects in them.

While there is some convergence in the two national regulations regarding the general characteristics of the CCE curriculum and its implementation, despite some differences, the regulatory impact of the principal's role leads to a significantly different approach to school governance.

In Italy, within the process of administrative decentralization resulting from the regulation on school autonomy, the *Dirigente Scolastico* assumes a multifaceted role that combines the figures of the principal and the educational director, performing instructional, governance, and administrative functions. Indeed, the DS is required to operate in the areas of coordination, resource enhancement, cooperation with the territory, and promotion of teacher growth, fostering the pursuit of a common vision (Toni, 2005; Bezzina & Paletta, 2022). In Portugal, on the other hand, the figure of the *Director de escola*, while having similar instructional, governance, and administrative functions, was established to ensure a primary

person responsible for the functioning of the school (Diploma of Decree Law 75/2008), reflecting a unipersonal governance model (Silva & Sá, 2017) which prompted the *Director* to be referred to as a formal leader and enforcer of what is determined in the legislation (Lima, 2011).

Thus, it could be concluded that while a more participatory approach of leadership is promoted in Italy, fostering collaboration and interaction among the various school stakeholders, a more bureaucratic style prevails in Portugal, where the *Director* plays a role more centered on the administrative-managerial functions in compliance with the regulations, risking leaving out the pedagogical function (Carvalho, 2012).

In view of the fact that Italy and Portugal share the idea of a cross-curricular approach to CCE that involves the school community in its different operational solutions on school leadership and governance, it is useful to examine inductively how and to what extent Italian and Portuguese schools promote democratic learning environments and how, consequently, they foster the full participation of all members of the school community in organizational and teaching practices. These aspects become even more interesting when considering the central role of leadership in promoting participatory school governance, which is closely connected to the WSA. This is not a naturally and spontaneously occurring practice within the school but requires to be consciously constructed and implemented on a daily basis by all school community members.

The development of WSA necessitates a deep reflection on the educational objectives of the school and on how to achieve them through classroom and school interventions; they must focus on the characteristics of the school, the context, and its mission. In this scenario, if the legislation foreshadows leadership styles that are more participatory in Italy and more bureaucratic in Portugal, it is relevant to observe their implementation in specific school contexts and the reflections they have, if any, on the development of democratic learning environments and effective CCE pathways.

Chapter 4. The case study

Chapter summary

This chapter presents the research methodology, starting with the research questions and objectives that guided the study. Specifically, the research adopts an embedded multiple-case study design with a simultaneous mixed-method approach, describing eight lower secondary schools, including four Italian and four Portuguese, selected through convenience sampling. The survey tools used are then described, referring to both their design and the stages of their use. Specifically, the document analysis techniques, the semi-structured interview protocols, the Teacher Questionnaire, the observation checklist, and the teachers' focus group protocol are described.

The collected data were analyzed by statistical analysis and thematic analysis, with the procedures for coding, triangulation, and reliability calculation explained.

4.1 Objectives and research questions

Given the similarities and differences between Italy and Portugal, the research aims to examine the school organizations and teaching practices for civic education to determine their potential classification as WSA constituents. Furthermore, by conducting an exploratory analysis of contexts, the research aims to describe the profiles of principals in terms of leadership styles emerging from the outlined school profiles and their potential reflection on the creation of democratic learning environments.

In order to address the research purpose and thereby fill this cognitive need, it is first proposed to describe the organizational and teaching practices implemented by schools for the cross-curricular teaching of CCE in compliance with current legislation in Italy and Portugal. This objective provide to answer to the following research questions:

- *RQ1: what curricular organization and teaching activities for civic education have been implemented by schools in Rome following the introduction of Law No. 92/2019?*
- *RQ2: what curricular organization and teaching activities for citizenship education have been implemented by schools in Porto following the introduction of the* Estratégia Nacional de Educação para a Cidadania *(2017b)?*

Secondly, it is aimed to describe the schools' organizational structures, which are the foundation of the leadership styles of the principals, through an exploratory analysis of contexts and profiling of the schools, identifying organizational and teaching practices that can promote democratic learning environments possibly constitutive of the WSA. This objective provides answers to the following research questions:

- *RQ3: what organizational structures characterize schools in Rome and Porto?*
- *RQ4: what is the leadership style of the principal emerging from the organizational structure of each school?*
- *RQ5: what school's organizational and instructional practices can be constituents of the WSA?*

Finally, starting from the idea that leadership represents one of the elements that define the characteristics of the school organization and the teaching and learning environment, it is proposed to comprehend the connection among school governance, leadership, and CCE. This third objective stems from the desire to answer one research question:

- *RQ6: what are the characteristics of the teaching and curricular organization of civic and citizenship education and school governance in the presence of different leadership styles?*

The present study intends to identify and describe practices implemented by the school that can promote a comprehensive and integrated learning process for CCE through the creation of a supportive environment for active citizenship, fostering a sense of belonging to the community.

4.2 Methodological procedures and data collection

To address the research questions, it is conducted an analysis of school contexts with the aim of exploring the implementation of democratic learning environments and the delivery of CCE at both the classroom and school levels. Therefore, an embedded multiple-case study with exploratory purposes (Cohen et al., 2007; Yin, 2009) adopting a simultaneous mixed method design (Morse, 2009) was carried out in four Italian and four Portuguese lower secondary schools (Italian *scuola secondaria di primo grado* and Portuguese *terceiro ciclo*

do ensino básico) in order to analyze school organization, teaching activities for CCE in particular in grade 8, and, consequently, school leadership.

A case study was chosen to be structured because it aims to comprehend the unique nature of each phenomenon by delving deeply into the contexts where different background variables, including the characteristics of each individual, the organizational components of the institution, and the socio-cultural scenarios, converge simultaneously (Yin, 2005).

First, the case study protocol (Yin, 2009), which included the conceptual framework, research aims and objectives, phases, research design, and field procedures, was developed. The protocol also includes templates of the school application letters in Italian and Portuguese (Annex 1).

The research consisted of nine phases:

- the first phase involved a review of the relevant literature in order to define a theoretical and methodological framework, unearthing conceptual nodes and open questions;
- the second phase involved preparing survey tools by selecting standardized questions and using validated tools to analyze the theoretical constructs of the research;
- the third phase involved selecting cases based on the school documentary analysis;
- subsequently, from phase 4 to phase 8, five phases related to data collection were carried out: the interviews with the principals, the interviews with the civic and citizenship education coordinators, the Teacher Questionnaire, direct observations in classrooms, and the teacher focus groups; and
- the ninth phase of the research involved thematic analysis of textual data and statistical analysis of observation checklists and questionnaires. Following the analysis, the report was compiled.

The data collection phases took place in the 2022-2023 school year. Specifically, in Italy data were collected from November 2022 to January 2023, followed by follow-up detections in February 2023, and in Portugal from March to June 2023.

4.2.1 Participating schools and selection criteria

The research employed convenience sampling, focusing on the intentional selection of cases under analysis by studying documents made available on the educational institutions'

websites. To support external validity, the eight case studies conducted in Italy and Portugal targeted schools in various areas with different organizations.

The selection was based on the following criteria:

1. the implementation of projects and activities related to CCE at the school level; and
2. the distribution of functions and tasks through commission and councils, forming a non-top-down organizational structure.

For the selection of Italian cases, the Ministry's *Scuola in Chiaro* platform[82] was used. An unstructured documentary analysis (Trinchero, 2002) of the schools' PTOF found on the websites was done, compiling a table divided into three main areas: civic education, organization, and additional information. The 'Civic education' section reported the projects and activities, the learning objectives and educational goals, and the teaching organization for CCE. The 'Organization' section reported specific aspects related to the presence of committees, heads of specific areas, and collaboration with external associations. The 'Additional Information' section reported information deemed important that did not fit into the previous sections.

As a result of this analysis, a total of 21 schools in Rome were contacted by letter addressed to the principal, in which the purpose of the project and the survey instruments were briefly described (case study protocol, Annex 1). A total of six schools responded, leading to subsequent telephone contact and the arrangement of meetings. Organizational issues within two schools prevented the continuation of contacts, while four schools confirmed their interest in participating.

The four schools are located in different neighborhoods of Rome: two of them are placed in the Appio Latino neighborhood; the remaining two schools are situated in the Prenestino and Nuovo Salario neighborhoods. We assigned the following identification code to these four schools (SCHOOL_ID):

i. S-1: school in the Prenestino neighborhood;
ii. S-2: school in the Appio Latino neighborhood;
iii. S-3: school in the Appio Latino neighborhood; and
iv. S-4: school in the Nuovo Salario neighborhood.

[82] Scuola in Chiaro, available at: https://cercalatuascuola.istruzione.it/cercalatuascuola/. Accessed 29 May 2024.

Portuguese cases were selected based on the application of the aforementioned criteria in national rankings. Four schools in the area surrounding Porto were selected. The four *agrupamentos de escolas* differ in target, territory, and organizational size and are located in Valongo, Maia, Vila Nova de Gaia, and Paredes. In this instance, we assigned identification codes to schools (SCHOOL_ID):

i. S-5: school located in Valongo;
ii. S-6: school located in Maia;
iii. S-7: school located in Vila Nova de Gaia; and
iv. S-8: school located in Paredes.

The area in which the schools are located will be better explained in subsequent chapters.

Differently from the schools in Rome, in Portugal, four schools well known for their practices in CCE were identified. This decision was motivated by the following consideration: in the Portuguese documents, the WSA is described as the ideal organizational approach for all schools; therefore, it became important to analyze those cases considered the top-performed to understand the implementation of organization and teaching practices for CCE and, consequently, to possibly foster their increased awareness and dissemination. Professors and researchers at the Faculty of Education and Psychology of the Universidade Católica Portuguesa in Porto made the selection and sent letters to school principals requesting the schools to participate (case study protocol, Annex 1).

The selected cases are therefore emblematic, as they are the results of different organizations arising from the application of the same national legislation. A deep understanding of the selected schools and the contexts in which they operate can lead to the transferability of the research findings, thus embracing an idiographic approach (Trinchero, 2002).

The target group consists of principals and teachers of the selected lower secondary schools; in terms teachers, those teaching in grade 8 were mainly involved. In Italy, this grade coincides with the end of the first cycle of education, whereas in Portugal it represents the penultimate year of the third cycle of basic education. Additionally, the ICCS survey refers to 8th-grade students as the target group, allowing us to describe the data of this research in the context of the main survey.

The procedures for accessing the field and the data collection phases took place in accordance with the specific guidance provided by the schools related to their specific operational and organizational arrangements.

4.2.2 Approval of the Ethics Committees

The ethics committees of the LUMSA University of Rome and the Universidade Católica Portuguesa of Lisbon have approved the research design and survey tools.

Specifically, the *Comitato Etico per la Ricerca Scientifica* (CERS) gave its favorable approval in October 2022 with protocol No. 5/2022, and the *Comissão de Ética em Tecnologia, Ciências Sociais e Humanidades* (CETCH) did the same in January 2023 with recommendations to the request submitted on 14th of November 2022 under number CETCH2022-24.

4.3 Research tools

An in-depth qualitative exploratory survey in the eight schools was conducted using a simultaneous mixed-method design (Morse, 2009), based on a qualitative theoretical drive (QUAL → quant) (Johnson et al., 2007; Schoonenboom & Johnson, 2017), in order to conduct an exploration and description of each case in detail.

Multiple sources of evidence were used in order to support construct validity, including school documentation, semi-structured interviews, focus groups, and direct observation (Yin, 2009). Furthermore, an online self-compiled questionnaire was administered to teachers to conduct a system-wide survey on the school organization and curricular delivery. The use of different sources of evidence made it possible to triangulate the collected data and analyzed possible discrepancies and alignments of results. In some case studies, additional detections, as detailed in the following chapters, were conducted to better investigate aspects that emerged during the data collection process. The use of multiple sources of evidence and triangulation allowed to define chains of evidence supporting the reliability of the results of the case studies (Yin, 2009).

Table 2 summarizes the data collected in the 2022-2023 school year in the four Italian and four Portuguese schools.

	Italy (November 2022-January 2023)	Portugal (March-June 2023)
Documents	No. 8 documents, including: - *Piano Triennale dell'Offerta Formativa 2022-2025* documents - *Curricolo di Educazione Civica* documents	No. 8 documents, including: - *Projeto Educativo 2022-2025* documents - *Estratégia da Educação para Cidadania* documents
Principals Interviews	- No. 3 interviews (Principals) - No. 1 interview (Vice Principal) - Transcribed words: 24,437	- No. 4 interview - Transcribed words: 18,875
CCE Coordinators Interviews	- No. 4 interviews - Transcribed words: 18,239	- No. 4 interviews - Transcribed words: 23,405
Teacher Questionnaire	132 out of 220 respondents	158 out of 198 respondents
Observation	90 hours	81 hours
Teachers Focus Groups	- No. 4 online focus groups - 4 to 12 participants - Transcribed words: 30,584	- No. 4 online focus groups - 4 to 12 participants - Transcribed words: 43,715
Follow-up detections	- 28 hours of observation (S-4) - No. 1 focus group with Vice Principal, CCE Coordinator and PTOF and Responsible Teacher (S-4) - Transcribed words: 6,049	- 7 hours of observation (S-5 and S-6) - No. 1 interview with the Principal (S-8) - Transcribed words: 2,978

Table 2: Data collected in the 2022/2023 school year.

Because the research also took place in Portugal, teachers from the school or students from the Faculty of Education and Psychology of the Universidade Católica Portuguesa in Porto acted as interpreters for some of the surveys conducted in Portuguese. Following their participation in the *Clube do Investigador* (Researcher's Club) in March 2023, the students were selected and subsequently trained on the theoretical framework, objectives, and methodology of the research. Despite the training, the principal investigator's reliance on interpreters during interviews and focus groups posed a potential constraint, as it prevented direct interactions with the participants. In any case, the quality of the data collected was not affected.

The research tools described in the following sections were used to triangulate the data that were not representative of a construct or its realization but rather descriptive of the individual case. The survey instruments were translated into Italian and Portuguese before proposing them.

4.3.1 Documentary analysis techniques

The documents produced by the schools are primary sources that define their unique identity and the adaptation of national regulations to the characteristics of their contexts.

As previously stated, the unstructured documentary analysis preceded the Italian case selection and focused on teaching activities for civic education and the organizational structure of schools. The collection of data pertaining to the educational plan, the school context, and the mission enhanced the documentary analysis carried out on the two previously mentioned topics. These data expanded the results tables on the analysis of the PTOFs of the Italian schools. Additional documents to the PTOF 2022-2025 analyzed for the four Italian schools were the school curricula for civic education.

The unstructured documentary analysis of the same areas was also performed in Portugal. In the four schools in Porto, the *Projeto Educativo 2022-2025* and the EECE documents were analyzed.

The tables resulting from the documentary analysis (Annex 2.1) were investigated through content analysis that enabled the data collected from the interviews, focus groups, and observations to be enriched and triangulated.

4.3.2 Semi-structures interviews with principals and civic and citizenship education coordinators

Principals and civic and citizenship education coordinators are two of the primary figures for the purposes of the study.

The literature review carried out in the previous chapters already revealed the principal's role in defining the organizational and governance arrangements of the school, not combining decision-making powers in his or her functions but instead encouraging participation and collaboration among all members of the school community.

The civic and citizenship education coordinator can be considered a liaison between classroom teaching and the curricular organization related to CCE within schools.

The average time of the interview to the principal and civic and citizenship education coordinator was 50 minutes.

In Italy, the interviews were carried out in Italian; in Portugal, interviews were held in either Portuguese or English, as respondents' requests. A school teacher, acting as the

principal investigator's interpreter, was present during the Portuguese interviews. Frequently, the teacher-interpreters offered their unique viewpoints on the topics discussed or enhanced the statements made by the principal or coordinator. Therefore, their answers were transcribed and used in the survey, considering them as additional sources of evidence that could enrich the findings of the single interviews.

4.3.2.1 Structuring the interview protocol

For the production of the interview protocols for principals and civic and citizenship education coordinators, the most relevant and recent tools available in literature were selected and elaborated: the Education Survey Instrument of the World Management Survey 2009[83]; the Principal Instructional Leadership Evidence-Gathering Tool for Instructional Leadership Director[84] (University of Washington Center for Educational Leadership, 2013); and the Principal Questionnaire[85] of the OECD TALIS 2018 (Ainley & Carstens, 2018; OECD, 2018a). The questions mentioned in the protocol constitute the basis for conducting semi-structured interviews, respecting the interactive nature of the communicative process.

The Principal interview protocol (Annex 2.2) presents a set of 18 questions divided into nine thematic areas: school information and educational vision; distribution of tasks and responsibilities; decision-making process and participation of teachers, parents, and students; civic and citizenship education; school evaluation and improvement; teacher professional development; school calendar; personal information; and additional information (Table 3).

[83] The Word Management Survey is an international and cross-sectoral comparative survey on business, health, and education. The survey developed interview protocols that use a three-point Likert scale to evaluate the responses of leaders in the mentioned sectors. The protocol examined was 'The Education Survey Instrument', developed in 2009 and revised in 2011. In the interviews with the eight Principals, specific questions were chosen and modified without regard to the original protocol's scale.

[84] The 'Central Office Transformation Toolkit' project of University of Washington Center for Educational Leadership (2013) developed three tools for district leaders who attempted to make the Central Office more focused on the teaching and learning process. The tool under consideration was the Principal Instructional Leadership Evidence-Gathering Tool, designed for instructional leadership Directors in order to evaluate the instructional leadership of school Principals.

[85] The Principal Questionnaire of the OECD TALIS 2018 survey is focused on collecting data on the educational policies implemented in the school.

Thematic areas	Questions
School information and educational vision	1) Could you describe the school context, such as user base, land resources, school structures? 2) What educational goal would you like to achieve in the next 5 years, according to your vision on this school? 3) How does the school community work to achieve these objectives? 4) Does the school have any external partnership (i.e. territorial associations) with whom it has started a collaboration and how are the associations involved in school life (i.e. planning of activities)?
Distribution of tasks and responsibilities	5) How are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?
Decision-making process and participation of teachers, parents, and students	6) Are the decisions taken as a group (and if so, by whom) or are they taken by you (and then the school community is informed)? a. When the team disagrees on a decision to be made (I.e. project, activity etc.), how do you come to an agreement? 7) Which members of the school community are involved in school governance and decision-making process? How is participation encouraged? a. Are parents involved in school governance? If yes, how? If not, why? b. Are students involved in school governance? If yes, how? If not, why?
Civic and citizenship education	8) Are there any projects related to CCE that are taking place during this school year? a. Could you characterize them, please? b. Are there any CCE projects taking place in cooperation with local associations? 9) Is there a group responsible for making decisions specifically on CCE or is it the responsibility of the teacher of Civic and Citizenship Education? 10) Do teachers have specific resources (e.g., books, materials, archives) to teach CCE in the classroom?
School evaluation and improvement	11) How is the quality and effectiveness of school decisions assessed? a. How does the school assess whether a proposed activity worked and interested the students to see whether to repeat it in the following year? b. What indicators do you use to track school performance? 12) Do the teachers and non-teaching staff suggest process improvements?
Teacher professional development	13) Does the school promote courses or initiatives in general for the professional development of the teachers?
School calendar	14) Is it possible to have a look at your calendar from last week? Has the past week been a typical one in terms of organization and commitments?
Personal information	15) How old are you? 16) What is the highest level of formal education you ever completed? 17) How long have you been the principal of this school?
Additional information	18) Would you like to add something that you think is important for the purpose of this study?

Table 3: Thematic areas and questions of the semi-structured interviews with principals.

The 'School information and educational vision' area aims to gather information about the school context, the principal's educational goals, and any external partnerships with local

associations. In the latter case, the focus is on the set of collaborations outside the school that define the openness to the territorial context, rather than only on partnerships specifically related to CCE.

Investigating the characteristics of the school's governance and the principal's leadership requires a focus on the 'Distribution of tasks and responsibilities' and 'Decision-making process and participation of teachers, parents, and students' areas. These areas may reveal aspects of a leadership style that is more oriented toward openness and collaboration, or one that is more authoritarian and individualistic. These areas also allow for an in-depth analysis of the described organizational structure in the school's documents. The aspects investigated help to define democratic learning environments and an open school climate that students can experience, structuring informal learning experiences through which develop citizenship competences.

The 'Civic and citizenship education' area aims to investigate the curricular organization of CCE that schools have given themselves in compliance with the legislation. It refers both to the teaching activities and projects implemented, as well as the presence of a group or committee specifically related to CCE. This area also encompasses a specific question about the resources available to teachers for teaching CCE; this refers not only to teaching materials but also to the available spaces, archives, and digital tools that support the practice of active citizenship.

The 'School evaluation and improvement' area refers to the school's self-evaluation procedures to understand the effectiveness of teaching and organizational choices and their impact on student learning, thus supporting the quality of the educational process. Monitoring should also include assessments of school climate, job satisfaction, and the well-being of the overall community.

The 'Teacher professional development' area aims to collect data on school-sponsored professional development initiatives for teachers. As a cross-curricular teaching area, CCE requires pedagogical approaches and teaching methods that invoke active pedagogy, the construction of a context in which to act, authentic assessment, and competence-based teaching. Precisely because teachers are members of the same school community, a collective in-service professional development should represent a need and a duty of the school and not

only of the individual teacher, thus contributing, among others, to the achievement of the educational goals that define the school mission.

The 'School calendar' area is included to try to understand how schools implement aspects described in the previous stages of the interview. Indeed, the school calendar serves as a source of evidence on school meetings, meetings with external associations, and relationships with social partners. However, in many cases the calendar was not shown, and principals were asked to describe their work week.

The 'Personal Information' area examines the background variables associated with age, educational qualification, and serving as a principal or coordinator at the current school. This information is also requested to compare the data with the findings of international comparative surveys like the IEA ICCS and OECD TALIS. The interview concludes with an open-ended question about any additional information.

The civic and citizenship education coordinator interview protocol (Annex 2.3) consists of 16 questions divided into the same subject areas, although there are some differences. The 'Educational vision' area replaces the 'School information and educational vision' area, asking the coordinator about their five-year goal and the school's strategies to achieve it (thereby eliminating questions about the school context and external partnerships). The area 'Civic and citizenship education' consists of an additional question on student assessment methods and tools.

4.3.3 Teacher Questionnaire

The Teacher Questionnaire (Annex 2.4) was administered to all lower secondary school teachers in order to investigate how democratic learning environments were perceived and implemented and how CCE-related teaching activities were structured.

The questionnaire consists of 27 standardized close-ended questions, for a total of 178 items, used in three surveys: the Teacher Questionnaire of the IEA ICCS 2016 (Schulz et al., 2018b); the Teacher Questionnaire of the OECD TALIS 2018 (Ainley & Carstens, 2018; OECD, 2018b; OECD, 2019b); and the questionnaire for teachers and principals of the study *Distributed leadership in practice: a descriptive analysis of distributed leadership in*

European school[86] conducted by Duif et al. (2013). The selected questions and scales were subsequently translated and adapted to the two national contexts, ensuring that their constructs and indicators were not altered. Researchers at the Faculty of Education and Psychology of the Universidade Católica Portuguesa in Porto prepared the translation of the questionnaire into Portuguese.

The questionnaire recorded a total of 290 responses, including 132 teachers from the four schools in Rome and 158 teachers from the four schools in Porto. With the recorded data, a scale reliability analysis was carried out.

4.3.3.1 Sections and scales of the Teacher Questionnaire

The questionnaire is divided into nine sections: general information, aims of civic and citizenship education, active citizenship at school, improvement of civic and citizenship education at school, classroom climate, collaboration and participation at school, autonomy and responsibility, teaching of civic and citizenship education, and personal information.

The 'General information' section consists of six questions – three of which are retrieved from ICCS 2016 – and is aimed at gathering information about the roles assigned to the teacher. The first question is about the subjects taught by the teacher (T_SUB); it is a choice question with the possibility of selecting multiple boxes. This question underwent a process of adaptation to national contexts, including the specific subjects taught in Italy and Portugal in lower secondary school, so it consists of 12 items for the Italian version and 15 items for the Portuguese version. The second conditional question is addressed only to teachers of the second community language (T_SECLANG) and asks to specify the teaching language (French, Spanish, or German). The third and fourth questions ask teachers to specify the grade in which they teach (T_CLASS) and the grade in which they spend the majority of their teaching time, based on the index of the teacher's teaching load (T_TIME). Again, the questions underwent a process of adaptation to the contexts, modifying the items related to the grades corresponding to the school cycle in Italy and Portugal. Question 5 asks teachers to indicate whether they are tenured teachers in the school (TENURED_TEACH). The last question in the section is inherent to the degree earned by the teachers (T_STUDY).

[86] The research of Duif et al. (2013) is a comparative survey conducted in eight European Countries to examine the distribution of leadership in schools. The study revealed that leadership is more evenly distributed in Nations like England, Scotland, Sweden, and Norway than in Italy, Spain, and France; despite a high perception of distributed leadership, the Netherlands remains in the middle (Duif et al., 2013).

The ‘Civic and Citizenship Education Goals’ section consists of three questions derived from a single ICCS 2016 question. Specifically, questions ask teachers to indicate the first, second, and third most important CCE objectives at school (CCE_OBJ_01, CCE_OBJ_02, CCE_OBJ_03), choosing from the reported list consisting of 10 elements, then sorting them according to the degree of priority given to them. The section is preceded by an explanation of the questions.

The ‘Active citizenship at school’ section is compounded by a single dichotomous question consisting of nine items related to the *teachers’ perception of student activities in the community* scale (T_STDCOM) retrieved from ICCS 2016. This question asks teachers to indicate whether the types of activities reported in collaboration with external groups or organizations have been planned for the current school year. The scale reliability was good, with a Cronbach’s alpha of 0.771. A higher score on the scale suggests greater participation in the community (Schulz et al., 2018b).

As in the case of the second section, ‘Improvement of CCE at school’ also consists of three-choice questions derived from a single question from ICCS 2016, each consisting of 12 items. Specifically, questions ask teachers to indicate the first, second, and third element for improving CCE at their school (CCE_IMP_01, CCE_IMP_02, CCE_IMP_03). Compared with the original ICCS question, two items were eliminated: the first related to the need for more instructional time devoted to CCE, and the second related to the need for formal evaluation.

The ‘Classroom climate’ section consists of three questions. The first question retrieved from ICCS 2016 consists of four items and asks teachers to indicate how many students have positive relationships with their classmates (‘none or almost none’, ‘some of them’, ‘most of them’, ‘all or almost all’); the *teachers’ perceptions of classroom climate* (T_PCCLIM) scale derived from it has a Cronbach’s alpha of 0.846. A higher score on this scale suggests a more positive classroom climate (Schulz et al., 2018b). The second and third questions, derived from the unique question in TALIS 2018, ask to indicate how capable they thought they were of acting in the situations described (‘not at all’, ‘to some extent, ‘quite a bit’, ‘a lot’); questions are composed of six and seven items, respectively, from which the multidimensional *teacher self-efficacy* (T3SELF) four-point Likert-scale derives. This scale

has a Cronbach's alpha of 0.896 and a higher score on this scale corresponds to higher levels of self-efficacy. It consists of three subscales:

i. *self-efficacy in student engagement* (T3SEENG) with a Cronbach's alpha of 0.789;
ii. *self-efficacy in instruction* (T3SEINS) with a Cronbach's alpha of 0.799; and
iii. *self-efficacy in classroom management* (T3SECLS) with a Cronbach's alpha of 0.836.

The 'Collaboration and participation at school' section consists of three questions. The first question examines collaboration among teachers based on the frequency of certain activities at school ('never', 'once a year or less', '2-4 times a year', '5-10 times a year', '1-3 times a month', 'once a week or more'); it consists of eight items that determine the multidimensional *teacher co-operation* scale (T3COOP), which recorded a Cronbach's alpha of 0.794. A higher score on the scale suggests higher levels of cooperation at school (OECD, 2019b). This scale is also divided into two subscales:

i. the *professional collaboration in lessons among teachers* (T3COLES) subscale with a Cronbach's alpha of 0.602; and
ii. the *exchange and co-ordination among teachers* (T3EXCH) subscale with a Cronbach's alpha of 0.765.

The second question in the section asks to indicate how many teachers took part in some activities that promote collaboration at school ('none or hardly any', 'some of them', 'most of them', 'all or nearly all'); the *teachers' perceptions of teacher participation at school* (T_TCHPRT) scale, taken from ICCS 2016, obtained a Cronbach's alpha of 0.896. The last question in the section aims to collect data on the school community's participation in decision-making and collaborative climate ('strongly disagree', 'disagree', 'agree', 'strongly agree'); the *participation among stakeholders, teachers* (T3STAKE) four-point Likert-scale, consisting of seven items, was selected from TALIS 2018 and obtained a Cronbach's alpha of 0.906. High scores on the two scales indicate higher participation in schools (Schulz et al., 2018b; OECD, 2019b).

The section 'Autonomy and responsibility' consists of a single question selected from the research of Duif et al. (2013) focused on the decision-making provided to teachers on teaching – relating to teaching autonomy – and school organization ('strongly disagree', 'disagree', 'agree', 'strongly agree'). *Decision-making,* a subscale of the *Distributed leadership* Likert-scale, consists of six items; the last item of the scale ('although who works

at this school have the opportunity to contribute, the decisions are still made by the Principal at the top') is a reverted one, so it was transformed in order to be able to apply procedures to the analyses. The reliability of the scale recorded a Cronbach's alpha of 0.755. A higher score on the scale suggests a higher involvement in decision-making.

A filter question (No. 21), focused on teaching civic and citizenship education (TEACH_CCE) and repurposed for national contexts, precedes Section No. 8. Specifically, it asks teachers to indicate whether they are directly engaged in teaching CCE in the current school year; in the case of a positive response, the respondent accesses the 'Teaching civic and citizenship education' section consisting of three questions, while in the case of a negative response, the respondent moves directly to the final section. This choice stems from the fact that, while all teachers contribute to the construction of democratic learning environments in classrooms and schools and in turn experience them, not all may be engaged in teaching CCE at school, although it is considered cross-curricular.

The question has been adapted in the two national contexts: while it asks to Italian teachers if they are directly engaged in teaching CCE with a dichotomous response mode, the Portuguese question consists of three items and requires teachers to specify whether they teach *Cidadania e Desenvolvimento* or are the coordinators of CCE, also including a negative response if these are not their cases. This distinction between the two questionnaires stems from the fact that in Portugal CCE is taught as a separate discipline in the third cycle.

The 'Teaching civic and citizenship education' section consists of three questions selected from ICCS 2016. The first question asks teachers to indicate the extent to which they use the listed materials in preparing CCE lessons (T_CCEMAT) ('not at all', 'to some extent, 'to a moderate extent', 'to a large extent'). The second question seeks to survey the activities for CCE carried out in the classroom; the *teachers' reports on civic related activities in class* (T_CIVCLAS) frequency scale, derived from the eight items from which it is composed, obtained a Cronbach's alpha of 0.744. High scores on the scale indicate a higher frequency of activities for CCE (Schulz et al., 2018b). The final question, comprising five items, aims to gather information about the assessment methods and tools for CCE that teachers use (T_CCEAS) ('not at all', 'to some extent, 'to a moderate extent', 'to a large extent').

The last section 'Personal Information' consists of three questions pertaining to age (T_AGE), gender (T_GENDER) – both retrieved from ICCS 2016 – and years of teaching held in the school participating in the research (T_EXP).

4.3.3.2 Teacher Questionnaire administration

The questionnaire was administered via online forms platform in the four Italian schools from November 2022 to January 2023, while in the four Portuguese schools from March to May 2023. The schools directly distributed the questionnaire link to teachers, either through communication or by posting it on their online portal. During the months of compilation, the coordinators in charge of the project at each individual institution reminded teachers to fill in (an average of about two solicitations were sent to each school).

An information sheet anticipated the completion of the questionnaire, outlining the research purpose and its structure. The cover page provided guidance on data processing and privacy, ensuring respondents that the questionnaire was completely anonymous and that only the principal investigator, Professor Gabriella Agrusti, and Professor Ilídia Cabral would have access to the data. Therefore, by proceeding with the completion, the respondent freely agreed to participate in the research.

The estimated time for filling out the questionnaire was approximately 15 minutes.

In Italy, a total of 132 responses were recorded. In Portugal, a total of 158 responses were collected. In Table 4, the percentages of secondary school teachers that responded to the questionnaire are shown.

SCHOOL_ID	Respondents	Total of school teachers	% of Total of respondents
S-1	47	62	16.2%
S-2	28	45	9.7%
S-3	31	53	10.7%
S-4	26	60	9.0%
S-5	30	53	10.3%
S-6	68	73	23.4%
S-7	29	34	10.0%
S-8	31	38	10.7%
Total	**290**	**418**	**100%**

Table 4: Frequency distributions of teacher respondents to the questionnaire.

4.3.4 Direct observation

The teaching and learning process is one of the cornerstones of the WSA and in turn consists of three elements: curriculum and lesson planning, teaching methodology and learning environment, and extracurricular activities (Council of Europe, 2018b). Implementation of instructional decisions and choices made at the individual level – respecting the teacher's teaching autonomy – and at the collegial level, as well as normative and theoretical frameworks, find expression in daily classroom teaching.

Therefore, direct observation was conducted in grade 8 classrooms in order to collect data on activities and teaching methodologies implemented by teachers for CCE and the learning environment implemented in the classroom.

> «Classroom observation is a seminal part of understanding positive change in education. It affords an opportunity to access the actual instructional experience that is at the heart of teaching and learning. It provides a nexus between the input variables of the teacher and his or her students and the process of instruction itself, a process that combines instructional intent (goals and objectives), curriculum resources and materials, instructional strategies, and classroom management skills within a delimited unit of time. It is the one part of professional development that allows the critical pieces of teacher knowledge and skills to come together in an authentic opportunity to gain insight about the quality of the learning experiences that are delivered». (VanTassel-Baska, 2012, p. 44)

4.3.4.1 Classroom observation: subjects and hours

Since Italy and Portugal support the cross-curricular teaching of CCE and emphasize that all disciplines should contribute to the education of future citizens, observations were conducted for all subjects. In Portugal, the observations also covered the subject *Cidadania e Desenvolvimento*, which was present as a separate discipline in grade 8.

The individual schools chose the days of observations and the subjects to be observed, and teachers were free to import the lesson as they preferred, without creating a bias resulting from the observer's presence in the classroom and without hindering daily teaching. Each school established the timing and the number of teachers involved in the observation on a voluntary basis, with the requirement to observe at least 20 hours per school. The schools used the materials given to them to notify parents.

In Italy, a total of 90 hours of direct observation, which took place from November 2022 to December 2022, were conducted in the four schools. Two 8th-grade lower secondary school classes were selected and observed for each school to observe a consistent number of

teachers and compare teaching methods and strategies. Direct observations were carried out during lessons on Italian, Mathematics, History, Geography, Science, English, Technology, Physical Education, Religion, and even substitute teaching hours in order to examine how teachers supported the development of citizenship competences in their daily teaching activities. In the S-4, 28 hours of follow-up observation were also conducted with the purpose of describing the implementation of the 'Civic Education Festival' (see Paragraph 6.5.2.1).

In Portugal, 81 hours of observation were conducted between May and June 2023 in 8th-grade classes selected by the schools themselves; in addition, a total of 7 observation hours were conducted – two in S-5 and five in S-6 – devoted to the implementation of projects dedicated to CCE. Unlike in Italy, in Portugal more than two classes per school were observed according to the requirements of the institutions. In the case of Portuguese schools, fewer observations were made than in Italian ones because the period in which they were conducted coincided with national assessment tests for the 8th-grade at the end of the school year; therefore, it was not possible to enter the schools.

Despite the inclusion of *Cidadania e Desenvolvimento* in the 8th-grade classes, the observations in Portuguese schools focused on a variety of subjects to analyze the cross-curricular teaching stated in national documents and by principals and teachers. Lessons in Portuguese, Mathematics, Science, Physics-Chemistry, English, French, Spanish, History, Geography, Visual Education, Physical Education, and Moral and Religious Education were observed.

Observations in the four Italian schools and in the four Portuguese schools were conducted at the same time. Teachers and students were covering the same topics in classes and, as a result, it was possible to compare methodologies, tools, and resources used by teachers of different schools to address a particular topic.

Some observations were followed by a short free follow-up interview with the teacher with the purpose of explaining aspects that emerged during the lesson, such as activities, relational dynamics, and statements.

The observation of teacher behaviors was accompanied by the observation of physical objects in the school and classrooms, with reference to the location of offices, the labs, the organization of classrooms – in terms of the structure and position of students' desks, the teacher's desk, and teaching materials – and the products of students' learning, such as

posters and models. These objects enriched the representation of the schools as evidence of the educational vision and projects.

4.3.4.2 The observation checklist

Observations were conducted using an observation checklist, which included a section on free notation (Annex 2.5). Before starting to fill out the checklist, background information such as school, teacher, date and minutes observed, class, and lesson observed were reported. In addition, student information such as the total number of students and the number of boys and girls were also collected.

The checklist with a four-point Likert scale (Table 5) used for classroom observations is based on an adaptation of the one of VanTassel-Baska et al. (2003) as it reflects the complexity of the teaching process as a social activity and focuses on the teacher's behavior within the class. Teachers' behaviors are rated as effective, somewhat effective, or ineffective based on the responses they elicited from students. The N/O code – which was assigned 0 in the analyses – corresponds to unobserved behavior.

Directions: Please employ the following scale as you rate each of the checklist items. Rate each item according to how well the teacher characteristic or behavior was demonstrated during the observed instructional activity. Each item is judged on an individual, self-contained basis, regardless of its relationship to an overall set of behaviors relevant to the cluster heading.

3 = Effective	**2 = Somewhat effective**	**1 = Ineffective**	**N/O = not observed**
The teacher evidenced careful planning and classroom flexibility in implementation of the behavior, eliciting many appropriate student responses. The teacher was clear, and sustained focus on the purposes of learning.	The teacher evidenced some planning and/or classroom flexibility in implementation of the behavior, eliciting some appropriate student responses. The teacher was sometimes clear and focused on the purposes of learning.	The teacher evidenced little or no planning and/or classroom flexibility in implementation of the behavior, eliciting minimal appropriate student responses. The teacher was unclear and unfocused regarding the purpose of learning.	The listed behavior was not demonstrated during the time of the observation. (NOTE: There must be an obvious attempt made for the certain behavior to be rated "ineffective" instead of "not observed".)

Table 5: Four-point Likert scale of checklist (VanTassel-Baska et al., 2003).

The checklist consists of four areas related to teacher behavior in the classroom: curriculum planning and delivery, accommodations for individual differences, use of strategies to promote problem solving, and critical and creative thinking of students.

Additionally, the area related to the learning environment and classroom interactions, adapted from the *Toolkit for Assessing Social and Emotional Skills at School*[87] by Agliati et al. (2020), has been added to the sections of the VanTassel-Baska checklist. The learning environment is comprised of two fundamental elements: the physical context, which must meet the learning needs of each student and be conducive to learning; and the open classroom climate, which is created by verbal and non-verbal communicative relationships and is characterized by free and respectful sharing of opinions among students and teachers (Scheerens, 2009; Scheerens, 2011; Torney-Purta & Amadeo, 2011; Reichert et al., 2018).

The categories, indicators, and their descriptions that make up the checklist are reported in Table 6.

The checklist includes space for any comments on specific sections.

The compilation of checklists was accompanied by free notation to enrich the items and report relevant verbal and non-verbal interactions or events that occurred during the lessons. The free notation followed three guidelines adapted from the CIVVICS Observation Tool by Stolte et al. (2014): connections between curricular, civic, and personal topics; student-student and student-teacher interactions; and leadership opportunities offered to students. The free notation allowed to capture the contextual variables that are representative of an open classroom climate and a democratic environment.

[87] The Toolkit was created as part of the "Learning to Be" project in an effort to comprehend what Social and Emotional Competences (SEC) are, how to promote them, and their relationship to assessment. The study specifically emphasizes how learner-centered learning environment, which fosters positive and inclusive relationships through positive communication, accomplishes social and emotional learning (Agliati et al., 2020).

Categories	Indicators	Descriptions
Curriculum planning and delivery	ESP	Teacher set high expectations for student performance.
	AANK	Teacher incorporated activities for students to apply new knowledge.
	PMAL	Teacher engaged students in planning, monitoring or assessing their learning.
	ET	Teacher encouraged students to express their thoughts.
	RWL	Teacher had students reflect on what they had learned.
Accommodations for individual differences	OIGPU	Teacher provided opportunities for independent or group learning to promote depth in understanding content.
	AISD	Teacher accommodated individual or subgroup differences (e.g., through individual conferencing, student or teacher choice in material selection and task assignments).
	EIES	Teacher encouraged multiple interpretations of events and situations.
	DIISA	Teacher allowed students to discover key ideas individually through structured activities and/or questions.
	MASR	Teacher uses a variety of inquiry methods to draw out authentic student responses (e.g., silent reflection, heads together, think-pair share, signaling, sampling, journaling etc.).
Problem solving	BT	Teacher employed brainstorming techniques.
	PID	Teacher engaged students in problem's identification and definition.
	SFA	Teacher engaged students in solution-finding activities and comprehensive solution articulation.
Critical thinking strategies	CCI	Teacher engaged students in comparing and contrasting ideas (e.g., analysis of ideas)
	JESCD	Teacher encouraged students to judge or evaluate situations, problems or issues in concrete situations in order to make a collective decision
Creative thinking strategies	TII	Teacher solicited many diverse thoughts about issues or ideas.
	EPV	Teacher engaged students in the exploration of diverse points of view to reframe ideas.
	DOMTS	Teacher encouraged students to demonstrate open-mindedness and tolerance of imaginative, sometimes playful solutions to problems.
	ODEI	Teacher provided opportunities for students to develop and elaborate on their ideas.
Creation of learning environment	ER	Teacher established shared ground rules/agreements with their students.
	ERSH	Teacher enforced the basic rules/agreements in a manner consistent with the students' help.
	BLW	Teacher used energetic and enthusiastic body language and words to convey interest.
	QS	Teacher used a respectful quiet signal to bring attention to themselves during group work.
	FPQ	Teacher focused on all students' positive qualities and praise their efforts.
	ASR	Teacher paid attention to students' reactions, need for clarification, and need for change in activity, and address the needs immediately.
	RRSR	Teacher responded respectfully to a wide variety of student responses to show respect and openness to divergent thinking (e.g., "Okay"; "All right"; "Thank you").
	EDS	Teacher encouraged students to discuss solutions rather than blame others.

Table 6: Categories and indicators of the observation checklist. Source: VanTassel-Baska et al., 2003; Agliati et al., 2020.

4.3.5 Teacher Focus Group

The Teacher Focus Group (FG) was aimed at commenting on and analyzing aspects that emerged in the questionnaire and observations through collecting teachers' viewpoints on key aspects related to their teaching practices and school climate characteristics. FGs closed the data collection phases in schools, except for follow-up surveys.

Teachers in grade 8 participated in the eight FGs. While in the four Italian FGs only those teachers who were observed participated, in the Portuguese FGs teachers who did not attend the observation participated as well. In each FG, between four and twelve teachers – mini-groups and full-groups (Cortini et al., 2019) – from the schools took part. In the case of S-4, a triad or trialogue FG (Cortini et al., 2019) was also organized with the CCE Coordinator, Vice Principal, and the teacher responsible for the PTOF (*funzione strumentale*) as a follow-up grouping interview for the description of the 'Civic Education Festival'.

All the synchronous FGs were conducted online via a meeting platform, as teachers' requests; empirical research showed that synchronized online FGs produce the same quantity and quality of data collected as face-to-face ones (Murgado-Armenteros et al., 2012; Abrams et al., 2014; Boydell et al., 2014; Cortini et al., 2019). FGs lasted an average of 80 minutes.

Before asking questions, the focus group started with a presentation outlining its purpose in order to inform the participants on three aspects: they were free to speak at any time and share their thoughts openly; participation was voluntary, so they were free to leave the meeting at any time; and if they agreed, the session would be recorded to facilitate the transcription of their responses. Therefore, they acknowledged and accepted the terms by participating in the FG.

4.3.5.1 The focus group team

The FG team was composed of one moderator and one silent observer who, at the end of each meeting, summarized its content and the answers of participants, giving them the opportunity to add information, confirm or integrate the answers.

FGs took place in Italian in Italy and in Portuguese in Portugal. In the latter case, the FGs were held in the presence of a second moderator – a student or Ph.D. student at the Faculty of Education and Psychology of the Universidade Católica Portuguesa in Porto – who played the role of the main conductor and interpreter of the principal investigator.

4.3.5.2 Structuring the focus group protocol

During the FGs, data from the questionnaires were presented to teachers, asking them to comment on and explain them through their vision and experience of teaching in the school; this made it possible to highlight some contradictory data, unravel conceptual knots, and promote a better understanding of events. Since the FG was used to interpret some of the data that emerged in the questionnaire and thus conduct a more in-depth analysis using the voice of the school teachers themselves, the protocols were characterized by flexible structures, intentionally varied according to what had emerged from the responses to the questionnaires from time to time. As a result, the protocols differed from school to school[88], although they retained the same type of questions and the same areas of discussion.

The discussion areas are: teaching CCE in class, challenges and limits in the promotion of CCE, teachers' participation in school governance, and collaboration among teachers. The protocol (Annex 2.6) consists of a total of seven questions (Table 7).

The discussion area 'Teaching CCE in class' focuses on teaching aspects and consists of three questions. The first pertains to how to organize and implement the CCE curriculum by ensuring cross-curricular teaching, as stated in the relevant regulations. The second question asks teachers to indicate what aspect of teaching practice promotes citizenship; this question pertains to informal learning and citizenship experiences that students can have in the classroom, not limited to knowledge. The last question focuses on the assessment methods used for CCE.

The second discussion area 'Challenges and limits in the promotion of CCE' consists of one question. Specifically, teachers are asked to comment on and explain the three major areas of CCE improvement that emerged in the questionnaire. Even though all schools have the same question design, teachers comment on different aspects.

The discussion areas 'Teachers' participation in school governance' and 'Collaboration among teachers' both consist of one question. Again, data from the questionnaire pertaining to teachers' participation and collaboration at school is reported, asking teachers to comment on the positive or negative data that emerged and to indicate what the high or low collaboration and participation stem from.

[88] For more details about the questionnaire data presented to the teachers and, therefore, the variant of question asked of them, please refer to the FG transcripts.

The FG concludes with an open question about the willingness to add more information.

Discussion areas	Questions
Warm-up questions	Would you kindly introduce yourself and briefly describe your teaching experience at this school? In your opinion, do you think the aspects analyzed in the questionnaire, which mainly referred to civic and citizenship education and collaborative school governance, are distant from everyday school practice or did you find yourself there?
1 - Teaching CCE in class	1) How have you organized the cross-curricular teaching of CCE as a Class Council? And how do your disciplines fit in? a. How did you incorporate CCE in your lessons? Could you provide some examples? 2) What do you think are the aspects of your daily teaching practice that best promote civic and citizenship education? 3) How does the assessment process take place? a. How do you assess CCE? What tools and indicators do you consider to assess CCE?
2 - Challenges and limits in the promotion of CCE	4) In the questionnaire it emerged that, among the main improvement areas for CCE in this school, there are the promotion of projects related to CCE, the collaboration between school and external associations and the cooperation among teachers from different subject areas. I assume therefore that these are areas currently lacking in your school, aren't they? If yes/no, why? a. Do you have any suggestions for overcoming the difficulties mentioned above? *This question changes according to the improvement areas highlighted in the questionnaire.*
3 - Teachers' participation in school governance	5) According to the questionnaire, the school gives teaching staff the opportunity to participate in decision-making processes. Do you agree with this data? If yes/no, can you provide examples? *or* The questionnaire revealed that the school does not provide the teaching staff with the opportunity to participate in decision-making processes. Do you agree with the findings? If yes/no, can you give me examples? a. Do you feel involved and incentivized to participate in school life and how does the school encourage this participation? *In several questions and items of the questionnaire, the participation of teaching staff in school governance is analyzed, so the FG question needs to be modified according to the collected data.*
4 - Collaboration among teachers	6) The questionnaire revealed negative opinions on the existence of a collaborative culture among teachers. Do you agree with the findings? If yes/no, why? *Or* The questionnaire revealed a great collaborative culture in the school. Do you agree with the findings? If yes/no, why? a. In your opinion, what encourages collaboration and participation at school? *Even in this case, the question must be modified according to the data from the questionnaire.*
5 - Other	7) Is there anything else you would like to discuss?

Table 7: Discussion areas and questions of the teachers' focus group.

4.4 Data analysis techniques

According to Trinchero (2002), analysis of the empirical materials gathered in the case studies enables the development of data presentation tools, which can gather additional empirical evidence. The latter can then lead to a refinement of the theoretical framework initially presented.

Interviews and focus groups were transcribed in their entirety using the simplified Jeffersonian transcription system (Table 8), which enables conversational analysis (CA) by emphasizing the interactive process between interviewer and interviewee (Jefferson, 2004; Park & Hepburn, 2022). This system explicates non-verbal communication elements – such as pauses, silences, acceleration, speed, and intonation – that would otherwise be lost to paper.

Symbol	
[ ]	Square brackets indicate overlapping speech
>text<	Accelerated speech
<text>	Slowed speech
<u>text</u>	The underline indicates the emphasis of the word
te:xt	The two dots indicate the extension of the sound
(0.5)	The number inside the parentheses indicates the duration of a pause in seconds and tenths of a second
((action))	Double brackets indicate a description of the actions
( )	Empty brackets indicate a part of speech that is not understandable
=	Words spoken attached

Table 8: Simplified Jeffersonian transcription system.

Interviews and FGs were transcribed in the language in which they were conducted, thus Italian, English, or Portuguese.[89]

In the FG transcripts, the names of the participants or named third parties would not have appeared, but each participant would have been assigned a code formed by the 'T' indicating the teacher and a sequential identifying number in order to distinguish the speakers.

An identification code was assigned to each document. This code consists of letters representing either the role of the respondent (in the case of principals or coordinators) or the FG and a number corresponding to the School_ID (Table 9).

[89] Students from the Faculty of Education and Psychology at Universidade Católica Portuguesa of Porto edited the Portuguese transcripts before translating them into English for analysis.

Code	Document
DS-1	Interview with the Principal of S-1
DS-2	Interview with the Principal of S-2
VDS-3	Interview with the Vice Principal of S-3
DS-4	Interview with the Principal of S-4
DS-5	Interview with the Principal of S-5
DS-6	Interview with the Principal of S-6
DS-7	Interview with the Principal of S-7
DS-8	Interview with the Principal of S-8
CCE-C-1	Interview with the CCE Coordinator of S-1
CCE-C-2	Interview with the CCE Coordinator of S-2
CCE-C-3	Interview with the CCE Coordinator of S-3
CCE-C-4	Interview with the CCE Coordinator of S-4
CCE-C-5	Interview with the CCE Coordinator of S-5
CCE-C-6	Interview with the CCE Coordinator of S-6
CCE-C-7	Interview with the CCE Coordinator of S-7
CCE-C-8	Interview with the CCE Coordinator of S-8
FG-1	Focus group of S-1
FG-2	Focus group of S-2
FG-3	Focus group of S-3
FG-4	Focus group of S-4
FG-5	Focus group of S-5
FG-6	Focus group of S-6
FG-7	Focus group of S-7
FG-8	Focus group of S-8

Table 9: Codes of interviews and FGs transcripts.

Subsequently, the transcripts were imported into MAXQDA 2024 software for analysis. MAXQDA is an integrated QDAS[90] qualitative analysis software for textual data, images, video, and audio (Oswald, 2019). It supports qualitative research in its effort to construct empirical 'action types' in the process of case-oriented analysis, which seeks to unify the hermeneutic model, geared toward understanding the individual case, and the statistics that focus on regular relationships (Kuckartz & Kuckartz, 2002). The strengths of MAXQDA are as follows (Kuckartz & Kuckartz, 2002):

i. the flexibility in the organization of the data corpus and code system;
ii. the possibility of collaborative work;
iii. the accessibility and transparency of the data, as it offers the researcher the opportunity to stay in direct contact with the text, memos, and code system; and
iv. the intuitive and user-friendly interface.

[90] QDAS are programs that support qualitative research.

In the import, MAXQDA automatically separated the text into paragraphs, distinguishing the interviewer's questions from the respondent's answers by assigning them a progressive integer number.

Textual data from transcripts was analyzed by means of thematic analysis (Clarke & Braun, 2013). Reliability was verified by identifying similar and contradictory codes between the cases in the thematic analysis of semi-structured interviews and focus groups and in the questionnaire analysis.

Quantitative data from questionnaires and checklists was analyzed with statistical analysis, reporting measures of central tendency and distribution. In addition, an analysis of comparison of distributions among schools in the same country was carried out by means of a score variability analysis. Analysis of central tendency measures of observation checklists was accompanied by free notation to structure a more extensive analysis and to facilitate their greater understanding and interpretation.

The data are presented through maps, graphs, and tables.

4.4.1 Thematic analysis and intercoder reliability

The Thematic Analysis (TA) represents a methodological approach employed in the study of the semantic and conceptual structures present in a text (Boyatzis, 1998; Braun & Clarke, 2006). The most recent conceptualizations of TA derive from the work of Richard E. Boyatzis, who established the general canons of TA with his book *Transforming qualitative information: Thematic Analysis and Code* (1998).

The aim of TA is to identify and examine patterns of meaning in qualitative data, encoded and grouped into thematic categories (Clarke & Braun, 2013), thereby defining the key concepts of the text.

Central to TA is the notion of *theme*, which «represents some level of *patterned* response or meaning within the data set» (Braun & Clarke, 2006, p. 10) in relation to the research questions.

The goal of the analysis is to provide a comprehensive and nuanced understanding of the themes present in the data (Braun & Clarke, 2006). To achieve this, a theoretical TA was structured and elaborated by identifying the main themes arising from the conceptual framework and the description of school contexts. This approach, known as the top-down

approach (Boyatzis, 1998), was coupled with an inductive one for assigning codes[91] capable of enriching the aforementioned themes.

TA follows a six-step pathway (Clarke & Braun, 2013):

1. *familiarization with the data*, which requires reading and listening to transcripts and recordings;
2. *coding*, which is an analytical process that relates a semantic and a conceptual reading of the data;
3. *searching for themes*, which are formed by different codes that are consistent with each other;
4. *reviewing themes*, which must function both in relation to the codes and to each other;
5. *defining themes*, which must be clear and coincident; and
6. *writing*, so producing a report that combines the analytical narrative, data extracts, and theoretical framework.

The process of coding textual data is a key component in qualitative data analysis, as it allows textual data to be organized and analyzed by categorizing respondents' answers into codes, which are subsequently grouped into themes.

Codes were assigned to the «emergent units» (Krippendorff, 2019, p. 286) in each interview and FG. The code system was constructed by highlighting relationships of concordance and opposition, similarity and difference.

A total of 101 codes were assigned to the twenty-four transcripts, dividing them into 2,766 coding units arising from categorical distinctions. The 101 codes were collected into a codebook (Annex 3) in which themes, code numbers, code names, descriptions, and example data segments related to them were reported (Campbell et al., 2013). The reported data segments were extracted from the transcripts and translated into English to ensure universal usability of the codebook. The code description contains both a definition of the code itself and what the code includes and excludes.

The defined codes are mutually exclusive and seek to capture the qualitative nuances of what emerged in the interviews and FGs. Specifically, when creating the codebook, the main distinctions made among the codes were the following:

[91] Evidence of the flexibility adopted in theoretical TA is the generation of a code related to the idea of 'trust' as an aspect of school governance and which does not appear in the theoretical framework of the research (see the following analyses of Italian and Portuguese schools).

i. positive or negative nuance of the extract (e.g., *Participative decision-making for teachers* vs. *Low or no teacher involvement in decision-making process*);

ii. difficult area or strategy for school improvement (e.g., *Low teachers' participation and collaboration at school* vs *Collaboration at school as improvement strategy*); and

iii. CCE-specific areas or general organization and teaching (e.g., *Student assessment on CCE* vs. *Methods and procedures for student assessment*).

Interviews/focus groups	Coding units	Paragraphs	Sentences	Words	Characters
DS-1	136	113	239	7,704	48,192
DS-2	101	79	169	6,38	38,919
VDS-3	103	118	232	7,431	44,243
DS-4	63	82	152	3,523	21,653
DS-5	72	45	158	5,236	27,987
DS-6	146	171	453	6,028	33,012
DS-7	79	82	254	4,017	23,441
DS-8	73	65	234	4,438	25,414
CCE-C-1	87	81	156	5,241	3,147
CCE-C-2	87	84	144	3,314	20,267
CCE-C-3	92	72	144	5,294	32,315
CCE-C-4	94	96	174	4,942	30,131
CCE-C-5	97	72	236	7,276	38,878
CCE-C-6	145	198	538	7,179	38,849
CCE-C-7	80	90	355	5,828	33,908
CCE-C-8	101	123	307	3,434	19,192
FG-1	138	75	239	8,151	48,582
FG-2	144	78	209	8,035	48,317
FG-3	109	67	199	7,083	42,619
FG-4	160	146	298	8,561	49,852
FG-5	163	272	947	10,988	63,382
FG-6	135	139	603	11,846	66,494
FG-7	179	235	829	10,446	60,303
FG-8	182	158	608	8,789	49,378
Total	**2,766**	**2,741**	**7,877**	**161,164**	**936,798**

Table 10: Statistics from the coding of interviews and focus groups.

Table 10 displays the data for the performed coding.[92]

[92] It is necessary to clarify that the follow-up interviews conducted in the Italian and Portuguese schools have not been coded, as they are secondary surveys; these surveys aim to investigate aspects deemed most relevant

The codes were subsequently grouped into ten themes, or thematic categories, which emerged through relationships of inclusion and exclusion among codes. The ten themes were identified at the semantic level through a content analysis of transcripts, adopting an existentialist/realistic approach (Braun & Clarke, 2006). A barplot showing the total frequency of themes in the transcripts is reported (Figure 12).

To support the reliability of the coding, the intercoder reliability (ICR) by means of Krippendorff's alpha and agreement percentage was calculated. Krippendorff's alpha is an accurate measure that can be applied to a wide range of research designs since it can handle simple sizes, missing data, and any number of raters (Krippendorff, 2019; Marzi et al., 2024).

Four independent coders, who did not contribute to the coding frame structure, were selected from outside the research group.[93] The following groups of coders were composed, including the principal investigator (coder 3):

1. Group 1 – Italian transcripts: coder 1, coder 2, and coder 3;
2. Group 2 – Portuguese transcripts: coder 3, coder 4, and coder 5 ; and
3. Group 3 – English transcripts: coder 2, coder 3, and coder 4.

The coders encoded a representative sample of each unit of analysis equal to 20% of the responses provided by interviewees in each transcript. This sample was chosen by simple random probability sampling (Krippendorff, 2019; O'Connor & Joffe, 2020; Cheung & Tai, 2021). As specified in the literature, to have a reliable ICR index, it is sufficient to have coders encode a representative sample of 10-25% of the data set (O'Connor & Joffe, 2020); further studies have stated that having 10% of the data set is sufficient (Campbell et al., 2013; Cheung & Tai, 2021). To reinforce the reliability of the results, 20% of the participants' responses to interviews and FGs, divided into paragraphs and numbered in sequential order, were sampled to be encoded by the coders and triangulated. When considered in its entirety, the intercoder data results in more than 20% of the dataset of each document, ranging from a minimum of 18% to a maximum of 39.1% of the words comprising each transcript.

during the data collection phases outlined in the case study protocol, thereby enabling a more in-depth description.

[93] The coders of the Italian transcripts are a primary school teacher (coder 1) and a Ph.D. student in Contemporary Humanism from LUMSA University in Rome (coder 2); the coders of the Portuguese and English transcripts are a student from the Faculty of Education and Psychology at Universidade Católica Portuguesa in Porto (coder 4) – to which the 12 transcripts were submitted – and two Ph.D. students in Contemporary Humanism from LUMSA University in Rome (coder 2 and coder 5), to which the five English and the seven Portuguese transcripts, respectively, were encoded both Italian and English transcripts.

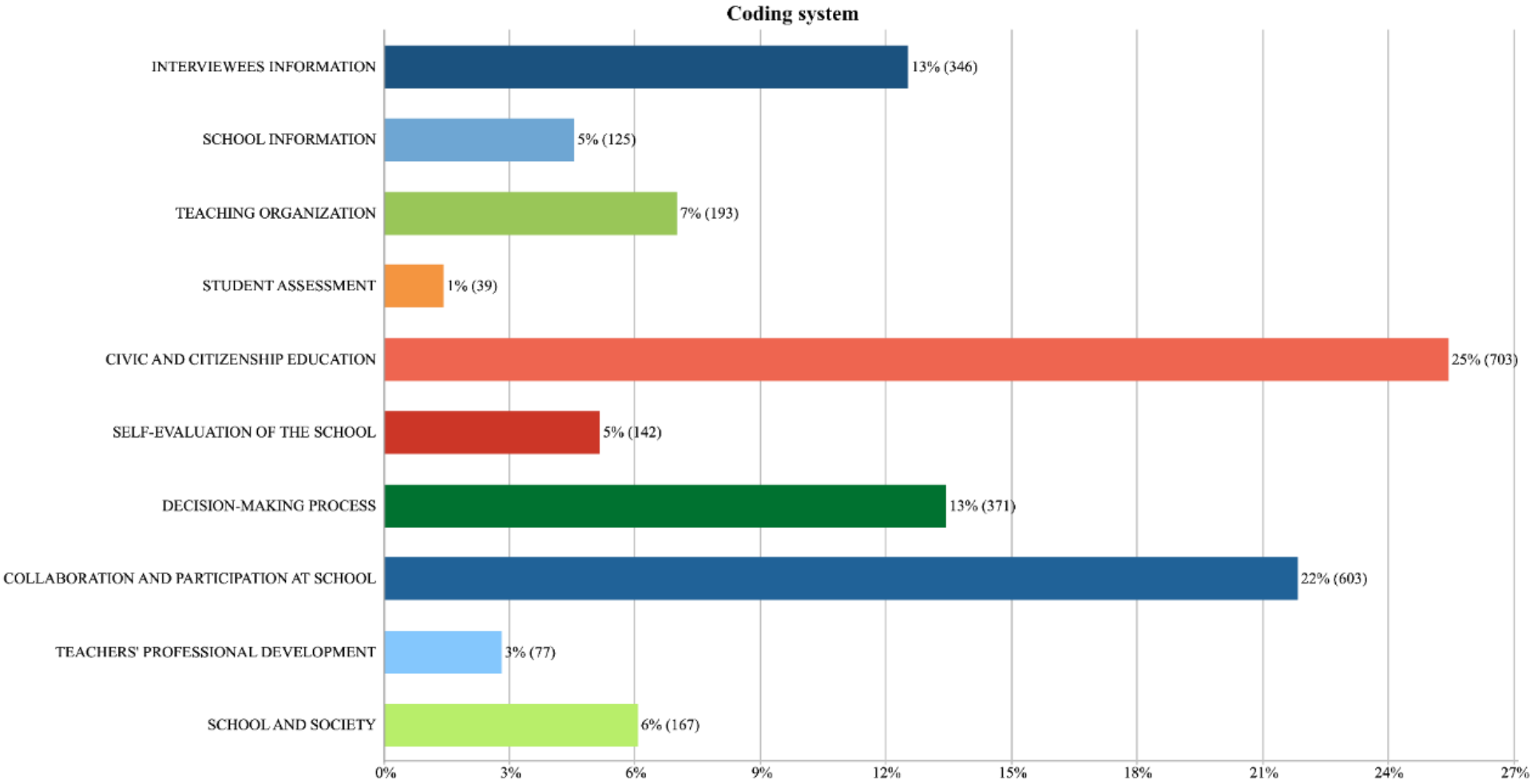


Figure 12: Barplot of frequencies in the assignment of themes in the twenty-four transcripts.

Table 11 summarizes the size of the intercoder data (Cheung & Tai, 2021).

Interview/ focus group	No. of codes into the coded paragraphs	No. of words into the coded paragraphs	Percentage of words into the coded paragraphs compared to the document
DS-1	35	1,585 out of 6,655	23.81%
DS-2	24	1,410 out of 5,45	25.8%
VDS-3	24	1,478 out of 6,495	22.75%
DS-4	20	675 out of 2,754	24.5%
CCE-C-1	16	1,297 out of 4,470	29%
CCE-C-2	18	505 out of 2,598	19.43%
CCE-C-3	14	887 out of 4,557	19.46%
CCE-C-4	18	1,108 out of 4,075	27.2%
FG-1	27	1,388 out of 7,758	18%
FG-2	35	1,647 out of 7,397	22.26%
FG-3	21	1,232 out of 6,255	19.7%
FG-4	42	1,622 out of 7,800	20.8%
DS-5	23	1,184 out of 4,195	28.2%
DS-6	43	1,288 out of 5,277	24.4%
DS-7	26	797 out of 3,275	24.3%
DS-8	36	1,365 out of 3,911	34.9%
CCE-C-5	18	1,467 out of 6,669	22%
CCE-C-6	43	1,446 out of 5,903	24.6%
CCE-C-7	27	1,731 out of 4,840	35.8%
CCE-C-8	24	1,061 out of 2,712	39.1%
FG-5	50	2,590 out of 8,667	29.7%
FG-6	39	2,514 out of 9,733	25.8%
FG-7	42	2,210 out of 8,713	25.4%
FG-8	46	1,807 out of 7,039	25.7%
Total	**711**	**34,294 out of 131,209**	**/**

Table 11: Intercoder data for triangulation and ICR.

Each independent coder received explanations on how to code and was provided with an explanatory document on the procedures to be followed.

The difficulty in the coding and subsequent calculation of the ICR in semi-structured interviews and focus groups arises from the nature of the data itself. Unlike texts and narratives, we are dealing with a text that reflects speech and therefore has a high degree of freedom: the respondent could include digressions, backtracks, and overlaps in his or her

answers. This interweaving of thoughts is reflected in the individual code assignment, which can be attributed to single words, sentences, or entire paragraphs (Campbell et al., 2013).

As suggested by Campbell and colleagues (2013), the paragraphs of the interviews to be encoded were sent to the coders already divided into meaningful units of analysis to which a single code had to be assigned. This methodological choice stems from the consideration that

> «unitizing and coding text in this situation requires subjective interpretation, contextualization, and especially a thorough understanding of the theoretically motivated questions guiding the study. [...] The PI's qualifications (Principal Investigator) in this regard were greater than his assistant's because he was far more knowledgeable about the interview subject matter than the assistant was. In any case, the important point is that unitizing the text in this way eliminates a potential source of confusion when comparing the coding of two or more coders especially when one is more knowledgeable than the rest. Thus, this approach to unitizing text facilitates a more accurate assessment of intercoder reliability». (Campbell et al., 2013, p. 304)

In addition, to foster an overall understanding of the speech, the entire transcripts were sent to the coders, not only the excerpt selected to be coded. Further on, they were provided with the complete codebook from which to select the codes to be assigned.

In the present case, each coder provided ratings independently. The web-based statistical package K-Alpha Calculator was then used to enter the rating data (Marzi et al., 2024). The analysis yielded reliability coefficients for the coding scheme, which show the extent of agreement among coders beyond chance. In this particular case, since there are three groups of coders that use the same coding scheme, three reliability coefficients were calculated. The resulting Krippendorff's alpha coefficients are:

- [Group 1 – Italian transcripts] 0.757 with the 95% confidence intervals calculated using 1000 bootstrap interactions yielding a lower and upper bound of 0.718 and 0.795, suggesting moderate agreement;
- [Group 2 – Portuguese transcripts] 0.644 with the 95% confidence intervals calculated using 1000 bootstrap interactions yielding a lower and upper bound of 0.597 and 0.692, indicating a low agreement; and
- [Group 3 – English transcripts] 0.638 with the 95% confidence intervals calculated using 1000 bootstrap interactions yielding a lower and upper bound of 0.575 and 0.697, reflecting a low agreement.

The alpha coefficients obtained are not entirely satisfactory when considering that Krippendorff set the threshold for a satisfactory level of this coefficient at 0.80 (Krippendorff, 2019).

According to Campbell et al. (2013), Krippendorff's alpha is inappropriate for calculating the coding reliability of semi-structured interviews and FGs because they violate the two basic assumptions for calculating alpha: the equal probability of using each code in all documents and the equal qualification/expertise of independent coders.

> «First, the use of α is based on the assumption that all codes have equal probability of being used. This assumption did not hold in our situation. For instance, when discussing how organizations changed, some may have changed in response to competitive pressures, but others might not. Hence, the secondary code ''cause-competition'' might not have appeared in every transcript, whereas the secondary code ''research-methods/data'' appeared in all transcripts because everyone discussed their organization's research methods. Second, the use of α assumes that all coders have the same qualifications. This criterion was not fulfilled because the PI was more knowledgeable about the subject matter being coded than his assistant—a condition for many projects using in-depth semistructured interview data». (Campbell et al., 2013, p. 309)

For this reason, Cambell et al. (2013) suggest a different way to calculate ICR for semi-structured interviews and FGs: the intercoder agreement percentage. Unlike Krippendorff's alpha, which requires the presence of at least three independent coders, the intercoder agreement percentage calculates the extent of agreement between two independent coders.

The intercoder agreement percentage for the minimum overlapping rate of 100% at the segment level was calculated using MAXQDA 2024 software, through which a detailed table regarding the presence of agreement or disagreement for each attribution in each coded excerpt was produced. Additionally, a summary table was produced detailing the number of agreements and disagreements for each code assigned at least once in at least one document, from which the overall percentage of agreement was calculated (Annex 4).

Table 12 provides an example of the agreement percentage between coder 1 and principal investigator (coder 3). In addition to the number of agreements and disagreements and the agreement percentages for each code, the table shows the total number of codes that were attributed, the total number of agreements, the total number of disagreements, and the agreement percentage between the two independent coders. In this case, coder 1 – who coded 20% of the responses provided by respondents in the Italian interviews and FGs – assigned a total of 294 codes, recording 239 agreements and 55 disagreements with the principal investigator. Thus, the intercoder agreement percentage between coder 1 and the principal investigator is 81.29%.

Code	Agreements	Disagreements	Total	Percent
Age	8	0	8	100.00
Education	1	0	1	100.00
Experience of work	10	1	11	90.91
Subject	3	0	3	100.00
Years of work	2	0	2	100.00
Years of work at this school	6	0	6	100.00
Principal's goals	4	0	4	100.00
CCE coordinator's goals	1	0	1	100.00
Human resources	0	1	1	0.00
Financial resources	2	0	2	100.00
Location	1	0	1	100.00
Target	6	1	7	85.71
Projects and teaching organization	2	0	2	100.00
Education purposes	1	1	2	50.00
Extracurricular activities	3	0	3	100.00
Improve the connection between school grades	2	1	3	66.67
Methods and procedures for student assessment	4	0	4	100.00
Difficulties in student assessment	3	0	3	100.00
Student assessment methods as improvement strategy	2	0	2	100.00
Cross-curricular teaching organization for CCE	10	0	10	100.00
Activities and projects carried out by school for CCE	5	4	9	55.56
Student assessment on CCE	3	0	3	100.00
Promoting citizenship in classroom and school	9	3	12	75.00
Guidance for the introduction of CCE teaching	1	0	1	100.00
CCE activities and projects with external agencies	7	1	8	87.50
CCE responsible teacher	5	0	5	100.00
Resources for CCE	1	1	2	50.00
CCE Commission	3	0	3	100.00
Difficulties in cross-curricular teaching of CCE	2	0	2	100.00
Lack of teacher-to-teacher confrontation in teaching CCE	1	0	1	100.00
Involvement of external agencies as improvement strategy CCE	2	1	3	66.67
Parental involvement as improvement strategy for CCE	1	2	3	33.33
Teachers involvement as improvement strategy for CCE	0	3	3	0.00
Separate subject as improvement strategy for CCE	1	2	3	33.33

Code	Agreements	Disagreements	Total	Percent
Difficulties in student assessment on CCE	1	0	1	100.00
Lack of time for CCE	3	0	3	100.00
Absence of CCE Commission	0	1	1	0.00
Absence of institute projects for CCE	1	1	2	50.00
Process of self-evaluation of the school	2	0	2	100.00
Evaluation for the students	3	0	3	100.00
Evaluation for the teachers	3	0	3	100.00
Evaluation for parents	3	0	3	100.00
Collegiality in decision-making process	7	4	11	63.64
Participative decision-making for teachers	8	2	10	80.00
Decision-making power of the Principal	3	1	4	75.00
Participative decision-making for parents	5	0	5	100.00
Participative decision making for students	0	1	1	0.00
Teachers' teaching autonomy	5	0	5	100.00
Low or no student involvement in decision-making process	1	0	1	100.00
Low or no parental involvement in decision-making process	4	0	4	100.00
Collaboration among teachers	12	4	16	75.00
Cooperation with external agencies	12	0	12	100.00
Sharing of organizational tasks at school	3	0	3	100.00
Good relationship school-parents	10	0	10	100.00
Collaboration among Principal and teachers	1	1	2	50.00
Collaboration with non-teaching staff	1	0	1	100.00
Collaboration among teachers and students	0	1	1	0.00
Cooperation with external agencies as improvement strategy	1	0	1	100.00
Trust	0	4	4	0.00
Relationship school-parents as improvement strategy	0	1	1	0.00
Collaboration at school as improvement strategy	0	2	2	0.00
Low teachers’ participation and collaboration at school	3	1	4	75.00
Low parental involvement in school activities	4	0	4	100.00
Low collaboration with external agencies	2	0	2	100.00
Low collaboration with non-teaching staff	6	0	6	100.00

Code	Agreements	Disagreements	Total	Percent
Low collaboration among Principal and teachers	3	0	3	100.00
Mistrust	0	4	4	0.00
Professional development as improvement strategy	1	0	1	100.00
Professional development of teachers on school initiative	2	1	3	66.67
Difficulties for effective professional development for all	1	0	1	100.00
Covid-19	8	2	10	80.00
Criticism of school	5	0	5	100.00
Lack of adequate space for activities	1	0	1	100.00
Precariousness	0	1	1	0.00
Rules and supervision in school organization	2	1	3	66.67
Total	**239**	**55**	**294**	**81.29**

Table 12: Agreement percentage between coder 1 and coder 3 (principal investigator).

As can be seen from the Table 12, there are cases of full agreement, cases of full disagreement, and cases in which agreement and disagreement between the two coders were noted. Focusing on the disagreement between coders, an example is given by the codes *Trust* and *Mistrust*. Although it was indicated in the codebook that their attribution occurs only in cases where respondents talk openly about the climate of trust or mistrust in the school, coder 1 attributed these codes even in cases other than the latter, due to an overinterpretation of the response that therefore overtook the semantic level of the text. For example, in the extract «[…] *però c'è massima apertura, quando si propone c'è disponibilità massima. I progetti vanno presentati, ci sono dei moduli, vanno ben argomentati, vanno approvati ovviamente da tutto il Collegio, inizialmente si presentano alla dirigenza che prima li legge, poi vengono tutti proposti al Collegio dei Docenti e approvati nel Collegio*»[94] (CCE-C-3, Pos. 5) discussing the decisions made at the collegial level (code attributed *Collegiality in decision-making process*), coder 1 attributed the code *Trust* even though it is not referred to. Collegiality in decision-making can contribute to promote a climate of trust in the school, but in the reported coding unit, trust is not mentioned.

Using the same methods, the intercoder agreement percentages between the other coders and the principal investigator were calculated:

[94] Translation: «[…] however, there is great openness, when proposing there is a great availability. Projects have to be submitted, there are forms, they have to be well argued, they have to be approved of course by the whole college, initially they are presented to the directorate who first reads them, then they are all proposed to the Teachers Board and approved in the Board».

- 78.57% with coder 2, coding of interviews and FGs in Italian;
- 70.73% with coder 2, coding of interviews and FGs in English;
- 68.11% with coder 4, coding of interviews and FGs in English and Portuguese; and
- 72.33% with coder 5, coding of interviews and FGs in Portuguese.

Although there is no agreement on what the satisfactory level of agreement between coders should be, these results are in line with the review done by Campbell et al. (2013) that it should be around 70%.

One of the limitations found in the literature on the use of agreement percentage, in its natural formulation, is the fact that it does not take into account the agreement resulting from the assignment of codes by chance and therefore is considered an unsound index.

To strengthen intercoder reliability, Brennan & Prediger's kappa coefficients were calculated. Brennan & Prediger (1981) implemented one of the first attempts to correct the percentage agreement index by modifying it with an estimate of chance agreement. Their proposed correction factor is $\frac{1}{q}$, where q is the total number of different codes used by both coders; the value obtained is therefore removed from the percentage agreement index to decrease the effect of chance agreement.

Brennan & Prediger's kappa was calculated with MAXQDA 2024. Referring again to the agreement between coder 1 and the principal investigator (coder 3) and examining the number of codes attributed by both of them – thereby doubling the total number of codes – a four-field table was constructed (Table 13) where:

- a = the number of codes in which there is agreement;
- b = the number of codes assigned by coder 1 that are different from coder 3; and
- c = number of codes assigned by coder 3 different from coder 1.

The bottom right cell is required to be 0 because the sections included in the kappa analysis are only those encoded by both coders, so there are no segments not encoded by either coder. P(observed) and P(chance) are required for kappa calculation:

- P(observed) = percentage of agreement; and
- P(chance) = chance of agreement.

		Coder 1		
		1	**0**	
Coder 3	**1**	a = 478	b = 55	533
	0	c = 55	0	55
		533	55	588

Table 13: Four-field table on agreement between coder 1 and coder 3 (principal investigator).

P(observed) = Po = a / (a + b + c) = 0.81

P(chance) = Pc = 1 / Number of codes = 1 / 82 = 0.01

Kappa = (Po - Pc) / (1 - Pc) = 0.81

Thus, the 588 codes assigned by both coders are analyzed (as mentioned earlier, both the assignments of coder 1 with respect to coder 3 and the assignments of coder 3 with respect to coder 1 were examined to carry out the analysis); there was agreement for 478 codes and there was disagreement for 55 codes assigned by both coder 1 and coder 3. In this case, the P(chance) is very low (0.01) because, given the high number of different codes used (82), the chance agreement is reduced. As a result, Brennan & Prediger's kappa coefficient for the agreement between coder 1 and coder 3 is 0.81.

Using the same procedures, kappa coefficients related to agreements among coders and the principal investigator are calculated and reported (Table 14). Additional material is attached (Annex 4).

Coders	Agreement percentage	Kappa (Brennan & Prediger)
Coder 1	81.29%	0.81
Coder 2 (Italian transcripts)	78.57%	0.78
Coder 2 (English transcripts)	70.73%	0.70
Coder 4	68.11%	0.68
Coder 5	72.33%	0.72

Table 14: Intercoder agreement percentages and kappa coefficients between each coder and the principal investigator.

To present the results of the four schools in Rome and Porto, we will proceed by subject area, highlighting not only the characteristics of each school but also the similarities and differences among them. During the report-writing process, results will be reported through a narrative-interpretive approach, presenting excerpts from the interviews that represent analytical points examined through literary analysis, giving sense and meaning to the data. Additionally, the data from the interviews and FGs will be presented through the use of

graphs and maps, which allow for a process of constructing and deconstructing the meaning of the text for the purpose of interpreting it (Trinchero, 2002) and define graphical representations of individual schools.

Because of the thematic and statistical analyses, different organizational and curriculum delivery arrangements related to CCE implemented by schools will be described in an attempt to analyze effective practices for promoting citizenship competences through formal and informal learning experiences and democratic learning environments, identifying as possible components of the WSA. Specifically, we will primarily report data pertaining to teaching organization for CCE, collaboration, decision-making, collaboration with the local community, and teachers' professional development from the interviews and FGs, as represented by the above maps; we may supplement these with excerpts from other thematic areas to enhance our descriptions of the schools.

By means of the explanation-building method (Trinchero, 2002), the implementation of the relevant national and European regulations by individual schools will be described, emphasizing the various emerging operational structures that have emerged from the adoption of the principle of school autonomy. In this way, a description of each school profile will be produced, highlighting the organization that characterizes them and the principal's leadership style. Subsequently, an attempt will be made to describe the connection among leadership, school governance, and CCE pathways implemented in each school.

A deep understanding of the interrelatedness of educational and organizational factors is necessary to implement a cross-curricular approach to CCE. Through the study conducted, it is aimed at offering a perspective on the complex dynamic process that influences the holistic education of the active citizen.

Part II
Democratic learning environments in the Italian lower secondary schools

Summary

The second part of the research is devoted to the discussion of the Italian results. The research was conducted in four *istituti comprensivi* in Rome (IT) located in different urban areas. Specifically, the surveys took place in one of the institution's lower secondary schools. These schools were chosen to describe and explore how different contexts implement educational practices and organizational structures, representing unique realities with specific characteristics and allowing for a more complex view of educational dynamics for civic and citizenship education.

Specifically, the chapters that make up this part aim to understand and describe the teaching and learning process for civic education and related teaching activities, school organization and governance, and collaboration with the local community, resulting from a declination of ministerial guidelines on specific school contexts. Through this exploratory analysis, we aim to answer four research questions:

1. what curricular organization and teaching activities for civic education have been implemented by schools in Rome following the introduction of Law No. 92/2019?
2. what organizational structures characterize schools in Rome?
3. what organizational and teaching practices implemented by schools can be constituents of the WSA?
4. what is the principal's leadership style emerging from each school's organization?

The first chapter of the section presents the territorial contexts in which the schools arise and their main characteristics. The second chapter goes on to describe the teaching and learning process for civic education, focusing on curricular organization, classroom teaching, and the perceived main areas of improvement. In the third chapter, we concentrate on the school's cooperation with the local community, specifically on partnerships with external associations, describing their activities, and parental involvement in school-proposed activities. The fourth chapter delves into the description of school governance, encompassing collaboration, decision-making processes, the involvement of the entire school community in the school organization, and the monitoring and evaluation processes. All chapters – except for the first – are accompanied by a concluding paragraph in which the main commonalities and differences emerging from the surveys are outlined, analyzing the distributions of responses to the questionnaires using one-way ANOVA statistical analysis in order to

understand whether the existing differences among the schools are statistically significant or not.

The last chapter of the section outlines the school profiles in Rome, focusing on the key elements that characterize their teaching and curricular organization and school governance, with the aim of determining whether and to what extent they align with the WSA organizational model. Finally, we decline the profiles of principals based on the school profiles, taking into account the emerging leadership styles.

In compliance with Article 9 of Law No. 92/2019, this analysis provides valuable insights into school internal organization and cross-curricular civic education teaching, showing some of the schools' organizational and teaching practices, of which only some are in line with the intent of national and European regulations.

Chapter 5. The four schools in Rome and their territorial contexts

5.1 The school S-1

The first school, located in the Prenestino neighborhood, is part of the Municipality V. The *istituto comprensivo*, hereafter referred to as S-1 (Annex 5), belongs to the school network of the XIV and XV School District of Rome. It consists of two primary and two lower secondary schools.

S-1 has a mixed user base, with a predominance of primary school students from lower-middle socio-economic backgrounds, in contrast to the lower secondary school where there are predominantly students from middle-high backgrounds. There are also students belonging to families with socio-economic-cultural disadvantages. Specifically, 20.1% primary school students and 14.2% lower secondary school students have non-Italian citizenship. These students have language difficulties resulting from poor proficiency, which makes the presence of language-communication mediators essential for their integration at school. In addition, there are disadvantaged students with one or both parents unemployed and students with separated parents. In addition, S-1 has more students with DSA (specific learning disorder) and disabilities compared to the national average.

In the first primary school, there are 321 students divided into 17 classes, with an average of 18.88 students per class. In the second primary school plex, there are 247 students divided into 15 classes, with an average of 16.47 students per class. Finally, there are 396 lower secondary school students divided into 19 classes, with an average of 20.84 students per class.

The school staff is composed of 145 teachers and 28 members of non-teaching staff. The presence of tenured teachers in primary school registers a higher index compared to the national average; in lower secondary school, there is a lower percentage.

The S-1 has four laboratories with internet connection, a chemistry lab, four computer labs, three music labs, three science labs, and four multimedia classrooms. There are also three library classrooms, three concert halls, three auditoriums, four screening rooms, and two theater rooms. There are sports facilities, including four gyms and a swimming pool; there is also a canteen.

In S-1 several classes, there are interactive whiteboards (LIMs); in addition, all secondary school classes and few primary school classes are equipped with smart TVs. Using funds from *Decreto Sostegni* and the *Decreto Sostegni-BIS* made available after the Covid-19 pandemic, PC and tablet equipment has been increased.

The PTOF of S-1 rests on values and principles such as centrality of the student, recognition and enhancement of individual differences, active citizenship, respect for rules, improvement, collegiality and responsibility, participation in the shared school governance and relationship with the territory, impartiality in service delivery, efficiency in the use of resources, and transparency in procedures and communications. The improvement of learning levels in Italian, Mathematics, and English in national standardized tests and the reduction of internal class variance are among the priority goals identified by the school. In order to achieve this goal, according to the principal, it is important to understand how to improve student outcomes through strengthening the school effect (DS-1, Pos. 64).

> «Beh sicuramente come finalità mi piacerebbe riuscire a migliorare il livello legato alle competenze in generale degli studenti, e quindi migliorare proprio gli esiti. Quindi questo è un po' l'obiettivo massimo insomma, sicuramente più importante che un Dirigente possa avere rispetto alla propria scuola. Esiti sui quali proprio in questi giorni, anche dopo la restituzione delle ultime prove INVALSI. […] Però sicuramente questo: cercare di portare sempre più studenti da quello che è il livello 1 – veramente il livello più basso – al livello 5, proprio in termini percentuali, è il grande obiettivo, è anche la grande sfida, ed è anche la missione della scuola... poi noi che ce stiamo a fa, ovviamente. Quindi cercare di capire come meglio poterlo realizzare anche per cercare di far leva maggiormente su quello che è l'effetto scuola». (DS-1, Pos. 64)

An additional purpose lies in enhancing guidance at the end of lower secondary school through strengthening the network with upper secondary schools to implement better monitoring of student outcomes.

5.2 The school S-2

The second school, located in the Appio-Latino neighborhood, is part of Municipality VII. The *istituto comprensivo*, hereafter referred to as S-2 (Annex 6), consists of two primary schools and one lower secondary school. It is located in a central urban area provided with cinemas and theaters; in addition, one primary school is located in the 'Nelson Mandela' library's building.

The heterogeneous student population mainly belongs to a high socio-economic background; moreover, the presence of students from disadvantaged socio-economic and cultural backgrounds is in line with regional and national references. In the first primary school, there are 308 students divided into 15 classes, with an average of 20.53 students per class. In the second primary school, there are 279 students divided into 14 classes, with an average of 19.93 students per class. In the lower secondary school, there are 405 students divided into 18 classes, with an average of 22.5 students per class.

In S-2, there are a total of 98 teachers; 80% are primary and lower secondary school tenured teachers. There are also 17 non-teacher members belonging to the ATA staff. However, the school has the need to expand its school staff to provide at the implementation of its educational offerings; it calls for the introduction of seven support and enhancement figures in the social and humanities, information technology, music, linguistics in the L2 area, and sports.

The institute has one laboratory with an Internet connection, one drawing laboratory, three informational laboratories, one language laboratory, one ceramics laboratory, and two art laboratories. There are also two libraries, a theater room, and three canteens. There are three gyms and an outdoor basketball-volleyball court. An on-demand pre-school and after-school service is provided.

Using funds from participation in the PON (National Operational Programs) 'digital environments', the availability of interactive whiteboards and W Lan network has been enhanced; in different classrooms, there are fixed and portable PCs and interactive whiteboards. However, Wi-Fi connection is not provided in both primary schools.

From the 2021-2022 school year, the lower secondary school have two different curricula: the Trinity curriculum, with English language enhancement through a native speaker teacher (families must provide payment for the native speaker teacher); and the science-technology curriculum, with mathematical proficiency enhancement, whose teachers are trained *in itinere* through a collaboration with the Department of Mathematics of the University of Roma Tre (Rome). This collaboration makes the S-2 a math-enhanced lower secondary school.

> «[…] noi abbiamo attivato un indirizzo scientifico-matematico, in questo grado di scuola non prevede che ci siano delle ore aggiuntive per la disciplina matematica e scienze ma, con questa diciamo convenzione, i nostri docenti sono sempre in contatto col Dipartimento dell'Università per attivare una programmazione didattica che abbia un taglio più innovativo con l'utilizzo dei

> dispositivi tecnologici e che sia orientata sempre ad una didattica un po' di più ampio respiro, quindi si sono anche formati e poi diciamo in maniera trasversale condividono le buone pratiche con tutto il dipartimento e con la scuola». (DS-2, Pos. 5)

At the foundation of the school's mission is the desire to ensure the student educational success and human growth as future active and aware citizens, focusing on the development of values such as diversity, inclusion, integration, interculturalism, attention to the physical and emotional well-being of the student and families, and cooperation with the territory. To achieve this goal, the school works on improving school results and standardized tests to reduce the variability of scores between classes, through remedial actions and enhancement of excellence.

The principal identified as one of the primary school goals the implementation of the orientation teaching, which takes into account the students' propensities and potentials from the early years of primary school in order to make orientation effective.

5.3 The school S-3

Like S-2, the third school is also located in the Appio-Latino neighborhood and pertains to Municipality VII. The *istituto comprensivo*, hereafter referred to as S-3 (Annex 7), consists of two primary and one secondary schools.

Since the school year 2022-23, the S-3 has been characterized by a regency period, so there is a 'substitute' principal not in charge at this school. This situation is not unusual; for this reason, we chose to include S-3 in the sample. Therefore, the interview with the principal was replaced by an interview with the Vice principal, who has held this position for 10 years.

It is attended mostly by families working in tertiary activities and the liberal professions, although in recent years there has been an increase in the foreign population, which has caused a differentiation by level of schooling, profession, and socioeconomic status of families. In particular, the lower secondary school has a significantly high number of students from economically disadvantaged families, compared to the baseline averages; there are also several students with non-Italian citizenship. In fact, the Vice principal outlined two different situations, stating that, while one school has a target from an upper-middle socio-cultural background, a second one has a more diverse population belonging to a more disadvantaged socio-economic and cultural status (VDS-3, Pos. 5).

The school accommodates about 1,400 students. Compared to the national average, there are more students with disabilities and with DSA (30% of students with disabilities and 30% of students with DSA). In the first primary school, there are 512 students divided into 26 classes, with an average of 19.69 students per class. In the second primary school, there are 263 students divided into 14 classes, with an average of 18.78 students per class. In the lower secondary school, there are 371 students divided into 18 classes, with an average of 20.61 students per class.

There are 146 teachers in the school; 70% are tenured teachers, which ensures continuity in the students' educational pathway. However, the high average age of teaching staff members (over 50 years old) is a limitation to innovation in teaching, particularly in the use of digital technologies and STEM. As for non-teaching staff, there are 25 non-teaching staff members.

There are multipurpose labs, gyms, and a library in each S-3 plex. There are two labs with internet connections, three libraries, a lecture hall, a projection room, and a theater. There are spaces dedicated to sports: a soccer field, an outdoor basketball-volleyball court, and three gyms. There are also 38 classrooms with digital boards; additional computer equipment, such as interactive whiteboards and SmartTVs, are in common classrooms and laboratories.

Goal 4 of the 2030 Agenda for Sustainable Development guides the S-3's mission. It is aimed at ensuring quality education for all by promoting the educational success of each student through the creation of diverse learning opportunities and a stimulating learning environment. However, the vice principal revealed that the school is currently reflecting on the objectives to pursue and how to achieve them, aiming to uphold students' values and behaviors that will empower them to act responsibly in society. This reflection stems from the fact that there is a need for the school to rethink its role in the face of the changes that have affected society and reflected in the development of the young people (VDS-3, Pos. 29-31).

> «[…] Chiaramente in tutte le agenzie educative... mi rendo conto che chiaramente molto spesso quando arrivano a sei anni sono già fatti, ma allo stesso tempo io ce l'ho il compito come scuola di prendermi carico di quello che ho e cercare di trasformarlo. Perché poi "trasformare" vuol dire offrire loro l'opportunità di entrare in un mondo dove sicuramente loro dovranno fare una grossa parte, ma non sono attrezzati per farlo, quindi è importante che noi gli diamo questo: la capacità critica, di analisi... ripeto, la responsabilità secondo me è... priorità. […] Noi ci stiamo, stiamo cercando di fare anche noi una riflessione, perché siamo in un momento di particolare difficoltà da questo punto di vista perché è chiaro che, se siamo arrivati qua ci siamo dentro anche noi, a questo gioco quindi, proprio per stare sull'aspetto della responsabilità, non

possiamo sempre dire “eh sì però le famiglie sono così, le famiglie sono colà, e noi siamo così”. Ci stiamo tutti in questa relazione che è andata un po’ verso la deriva, fermo restando che sono cambiati i tempi, sono cambiati i ragazzi: io dentro questo aspetto ci sto, è chiaro, allo stesso tempo ci sono delle cose da mantenere perché è importante che i ragazzi abbiano questa consapevolezza». (VDS-3, Pos. 29-31)

The implementation of quality education passes through the development of language and digital literacy, which are necessary tools to become future responsible citizens. Foreign languages enable the promotions of topics with an international focus, thereby positively addressing globalization processes and fostering an openness to diverse cultural realities. This, in turn, exposes students to internationalization, thereby facilitating the pursuit the goal of equipping students with the necessary skills to tackle global challenges and align with the European 2030 goals, which include knowledge, equity, sustainability, inclusion, and active citizenship. Knowledge of today’s multicultural society plays a crucial role in achieving this goal, fostering interculturalism, peaceful coexistence, exchange, and cultural comparison.

5.4 The school S-4

The *istituto comprensivo*, hereafter referred to as S-4 (Annex 8), is located in the Nuovo Salario neighborhood and belongs to Municipality III. It consists of one primary school and one secondary school. The area’s social fabric is heterogeneous, with upper- and middle-class residential areas as well as old and new social housing areas. Although there is heterogeneity, the socioeconomic and cultural background of the school population is high, so there are no particularly high percentages of students from disadvantaged families.

About 1099 students attend S-4. Of these, 25 primary school students and 20 lower secondary school students have certified disabilities; additionally, there are 4 primary school students and 39 lower secondary school students with certified DSA. In addition, 4% of primary school students and 3.6% of lower secondary school students are foreigners; these percentages are lower than the national averages. In the primary school, there are 452 students divided into 22 classes, with an average of 20.55 students per class. In the lower secondary school, there are 654 students divided into 28 classes.

However, this situation made it possible to strengthen the strategic actions put in place in pursuit of the principal’s goal of making the school a true comprehensive school by creating a connection between primary and lower secondary schools, increasing human contact. Not only do they encourage working committees composed of equal numbers of primary and

secondary teachers to achieve this goal, but they have also casually created common work areas. In this regard, the principal said that, after forming an extra grade 6 class in the 2022-2023 school year, spaces were found in the primary school because the lower secondary school was full; therefore, this organization of spaces could have been conducive to achieving this goal (DS-4, Pos. 63-67).

> «Io ce l'ho un obiettivo, ma non ci riuscirò: è renderlo veramente istituto comprensivo, nel senso che sento ancora molto distacco tra la primaria e la secondaria, quindi uniformare il Collegio, mettiamo così. […] Soprattutto è il contatto umano che deve aumentare. E poi guardi quest'anno casualmente poiché abbiamo formato una classe prima media in più, quindi siamo arrivati a 10 sezioni, lo spazio qui era finito anche ho detto "Ok, prendiamo un'aula di là" – nel senso nella primaria – ha un po' sconvolto tanti equilibri, però secondo me a lungo andare invece la cosa ci rende più comprensivi. Perché qui non abbiamo più spazi, di là in primaria invece ce ne sono ancora, abbiamo messo il laboratorio STEM, il laboratorio scientifico che viene usato dall'una e dall'altra scuola, quindi stiamo creando queste aree comuni e questo secondo me anche aiuterà». (DS-4, Pos. 63-67)

There are 128 teachers in the school. 77.5% are tenured teachers; in addition, 74% of the teachers in the primary school and 80% in the lower secondary school have been in service for more than 5 years. Again, teachers between 45 and 54 years old make up the majority of the teaching staff, representing a wide age range. There are also 25 non-teaching staff members.

In the lower secondary school, there are touch-screen boards, about 50 tablets for laboratory activities and for conducting the INVALSI national tests, expanded keyboards and hardware for students with disabilities, and recently, using PON funds, the wiring of the LAN/WLAN network was carried out. There is also a library and a homeroom/theater. In the primary school, there are 28 interactive whiteboards, a STEM lab, an art lab, a science lab, a music lab, a library, a canteen, and a small theater. There are also two gymnasiums and two outdoor basketball-volleyball courts.

The school's mission and strategic orientation focus on the formation of conscious citizens who are protagonists in society, valuing the historical and cultural heritage of their territory from local, regional, and national perspectives, and projecting it from a European perspective. Therefore, it is required to promote active citizenship, giving continuity and orientation to educational and formative action, and developing a culture of self-evaluation and a perspective of self-education that makes students protagonists of their learning pathway.

Chapter 6. Teaching and learning process for civic education in the four schools in Rome

6.1 Cross-curricular teaching of civic education

The missions pursued by the four Rome schools, as described in the territorial contexts, exhibit both commonalities and differences in their values and educational goals. All schools emphasize the importance of forming active and aware citizens, promoting inclusion, interculturalism, and cooperation with the territory. In addition, all schools aim at improving student outcomes and reducing variability between classes. In this regard, S-1 places greater emphasis on student-centeredness, respect for rules, and transparency in procedures, with an increase in learning levels in Italian, Mathematics, and English as a priority goal. S-2, which shares with S-1 the desire to improve outcomes in national tests, focuses more on human growth and students' physical and emotional well-being. S-3 integrates its mission with the 2030 Agenda for Sustainable Development, emphasizing the importance of language and digital literacy in addressing global challenges and promoting internationalization. Finally, S-4 aims to educate citizens by valuing local and national heritage from a European perspective and developing a culture of self-education and self-assessment.

Therefore, while all schools strive to cultivate active and conscious citizens, they employ diverse methods that stem from distinct values and educational priorities. These approaches can be evident in their own teaching structures and, more significantly, in their civic education programs. In fact, if the goal is to educate a citizen, the curricular organization, teaching activities, and teaching methodologies used to achieve the educational objectives become critical.

The teaching and learning process implemented by schools for civic education is one of the WSA's central aspects. It consists of three aspects: curriculum and lesson planning, teaching methodologies and learning environments, and extracurricular activities. As described in previous chapters, in Italy, Law No. 92/2019 introduced cross-curricular teaching of civic education in the first cycle of education (primary school and lower secondary school) for a minimum of 33 hours per year divided among all disciplines. The Law and the resulting Guidelines (2020) highlight the three thematic cores for teaching civic education: Constitution, law, legality, solidarity; sustainable development, environmental

education, knowledge and protection of heritage and territory; and digital citizenship. Therefore, starting from the 2020-2021 school year, the introduction of the cross-curricular teaching of civic education required schools to organize themselves, formalizing the initiatives and activities implemented regularly.

The four schools of Rome have identified the development of competences for active and democratic citizenship as one of their priority educational objectives. This is achieved through the enhancement of intercultural and peace education, respect for differences and dialogue between cultures, support for the assumption of responsibility, solidarity and care for common goods, awareness of rights and duties, the strengthening of knowledge in legal and economic-financial matters, and education in self-entrepreneurship. In addition, they intend to promote the development of responsible behavior inspired by knowledge and respect for legality, environmental sustainability, landscape assets, heritage, and cultural activities.

The promotion of students' critical and independent thinking (40.20%) (Figure 13), knowledge of citizens' rights and responsibilities (20.50%) (Figure 14), and respect for and protection of the environment (19.70%) (Figure 15) are among the primary goals of civic education highlighted by teachers.

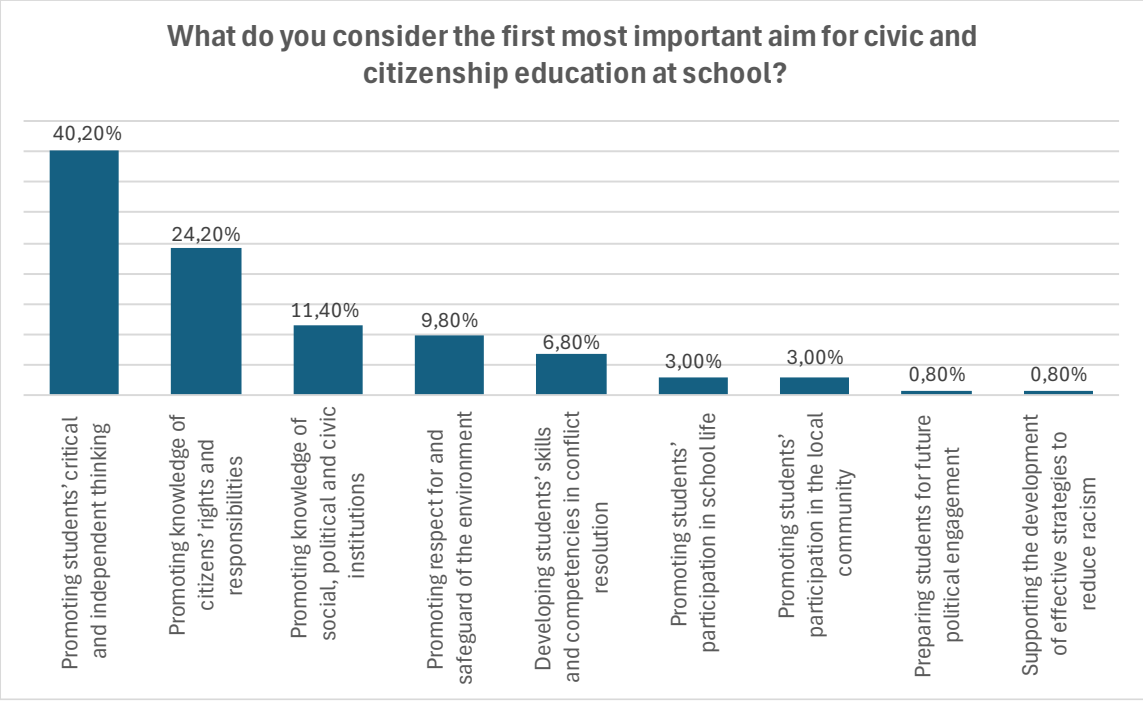


Figure 13: Percentage of teachers selecting aims of civic education as the first most important aim in the four schools in Rome (N=132).

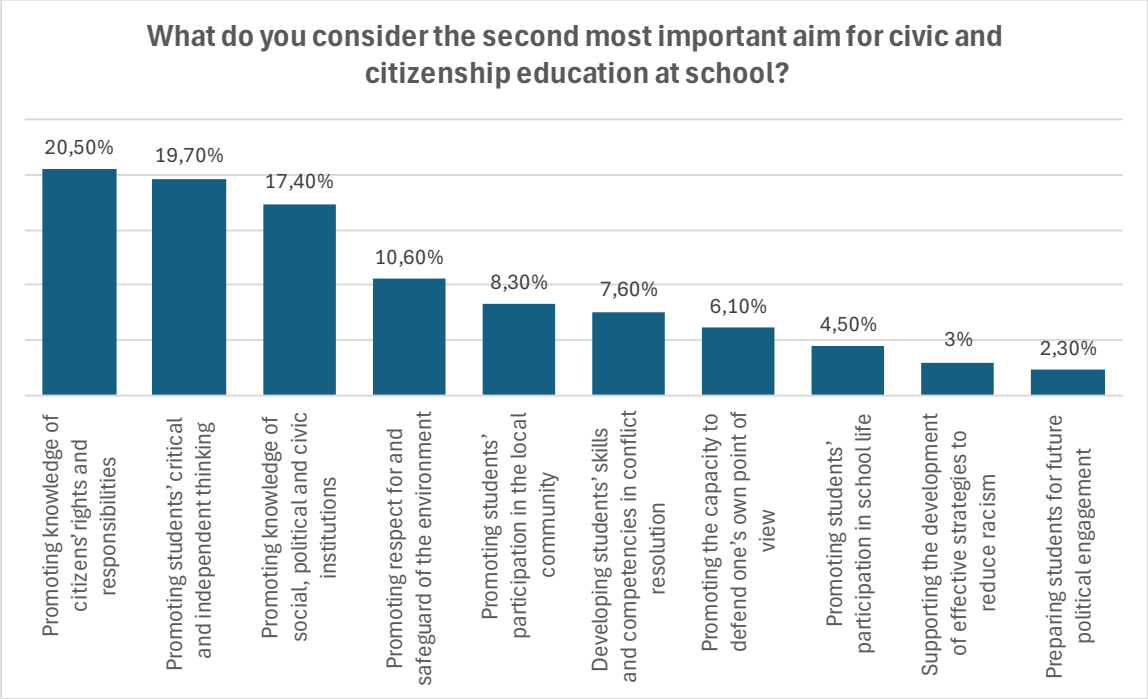


Figure 14: Percentage of teachers selecting aims of civic education as the second most important aim in the four schools in Rome (N=132).

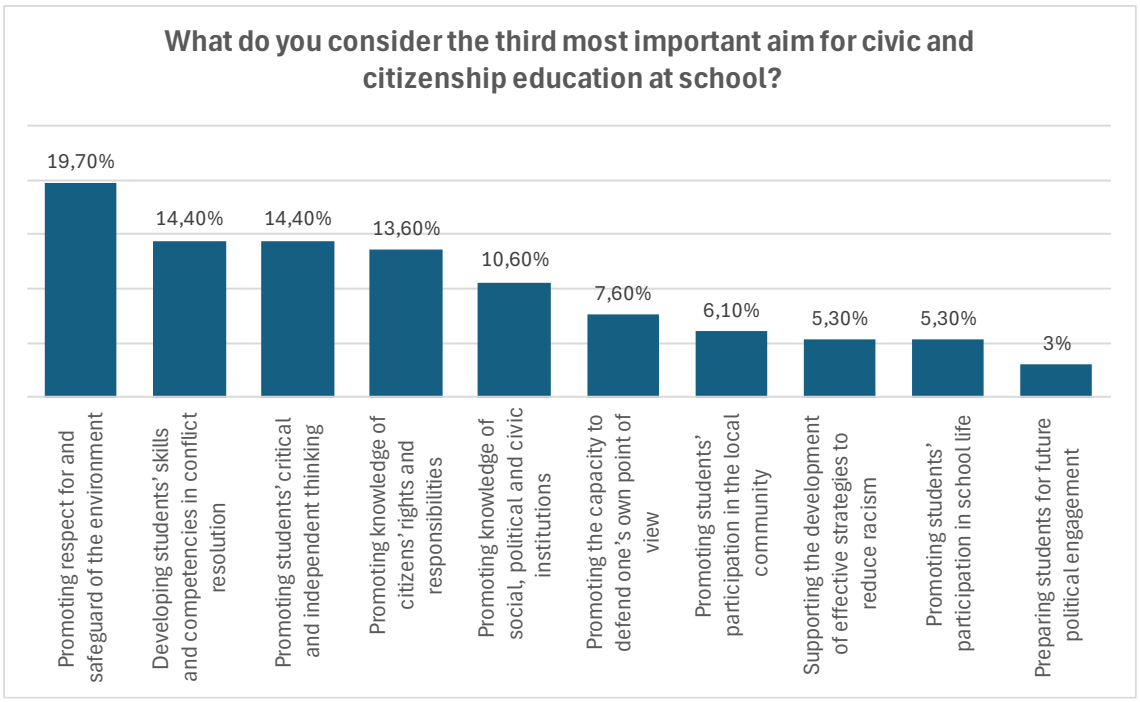


Figure 15: Percentage of teachers selecting aims of civic education as the third most important aim in the four schools in Rome (N=132).

The data closely aligns with the international results of the IEA ICCS 2022 survey, where 8th-grade teachers identified the promotion of students' critical and autonomous thinking (55%) and respect for and preservation of the environment (46%) as two of the three main

goals of CCE, along with the development of students' conflict resolution skills and competences (42%). The S-1 results are very similar to the ICCS 2022 results for Italy. In that survey, Italian teachers said that the main goals of CCE were to teach students about their rights and responsibilities as citizens (60%), to encourage students to think critically and independently (53%), and to respect and protect the environment (60%) (Schulz et al., 2023b).

Thus, the specific objectives identified by the teachers go to make explicit the priority educational goal that guides, among others, the mission of the schools. The focus is the comprehensive and holistic formation of students as future citizens, able to think critically, respect the environment, promote intercultural dialogue, and assume civic and social responsibilities. Each school structures the civic education curriculum to operationalize the priority training objectives identified by schools and teachers, following the national regulations.

The description of the teaching and learning process primarily examined the teaching and curricular organization of civic education from the perspectives of the principal, coordinator, and teachers. Maps and the results of teacher questionnaires presented this information, helping to paint a picture of the school from the perspectives of its daily users. Specifically, we present the results of the interviews in the form of maps, which summarize the main codes related to the thematic area 'Civic and citizenship education'. We connect each code with key excerpts from interviews and field guides, highlighting the characteristics and practices of CCE in schools. The thickness of the line connecting the theme to the code is indicative of the frequency of attribution of that same code, so the thicker the line, the greater the attributions and presence of the code in school-related documents.

Hours of classroom observations accompany these surveys, providing a glimpse into school life to assess the implementation of citizenship education in daily teaching, although these observations cannot be considered representative of the school as a whole. We present the data from the observations using statistical analysis carried out on the checklists, and we also provide excerpts from the free notes related to observed activities or methodologies as examples.

Exploratory analysis of the relevant school contexts, in this case relating to the teaching and learning process with particular reference to the organizational arrangements of curricular and instructional aspects, will provide an understanding of how the Portuguese

regulations find expression in different school contexts and whether and to what extent their interconnection can define democratic learning environments.

6.2 Civic education in S-1

To show the results of the semi-structured interviews and FGs and to discuss the aspects that characterize the civic education curriculum and teaching organization at the S-1 school, three maps were structured: two show the teaching organization and activities (Figure 16-17), and one shows the problems that were encountered and ways they could be improved (Figure 18). Maps were created by coding the responses of the principal, the civic education coordinator, and the teachers participating in the FG.

The principal has overseen S-1 for 16 years and holds a master's degree in Pedagogy.

The civic education coordinator, who has been teaching in S-1 since the 2018-2019 school year, holds a bachelor's degree in Literature, pursuing postgraduate studies.

The teachers who attended the FG were initially 10, but then some left the meeting beforehand, finally reducing to 5.

The description of the maps and comments on the results are accompanied by data collected through the teacher questionnaire administered to teachers in a lower secondary school. In the case of S-1, 47 teachers out of 62 – of which 78.7% tenured and 21.3% non-tenured – filled out the teacher questionnaire. The majority of special education teachers, the Human Sciences area teachers, and the Scientific area teachers responded (Table 15); the two second foreign language teachers who filled out the questionnaire teach French.

T_SUB	Counts	% of Total
Scientific area (Mathematics, Natural Science)	8	17.0 %
Human Sciences area (Italian, History, Geography)	13	27.7 %
Religion	1	2.1 %
Technology	2	4.3 %
Special education	15	31.9 %
Physical Education	2	4.3 %
Art	1	2.1 %
Second Language (French, Spanish, German)	2	4.3 %
Music	1	2.1 %
English	2	4.3 %
Total	**47**	**100%**

Table 15: Subjects taught by S-1 lower secondary school teachers (N=47).

Most of the respondents have been teaching in S-1 for between 1 and 4 years (34.0%) and for more than 10 years (31.9%) (Table 16); 87.2% are female (41), while 12.8% are male (8).

T_EXPER	Counts	% of Total
Less than a year	8	17.0 %
From 1 to 4 year	16	34.0 %
From 5 to 9 years	8	17.0 %
For 10 years or more	15	31.9 %
Total	**47**	**100%**

Table 16: Years of work experience of S-1 lower secondary school teachers (N=47).

Regarding the degree held, more than half of the respondents have a master's degree or equivalent (51.1%), 25.5% have a bachelor's degree or equivalent, and 23.4% have a Ph.D. In addition, 6.4% of the respondents only teach in grade 6 (3), 4.3% only in grade 7 (2) or grade 8 (2), and 38.3% teach in all three grades (8). Meanwhile, 17% teach in grades 6 and 7 (8), 14.9% in grades 7 and 8 (7), and 14.9% in grades 6 and 8 (7). Among them, 29.8 % teach mainly in all three grades (14), 17% teach mainly in grade 8 (8), and 14.9% teach mainly in grades 6 and 7 (7).

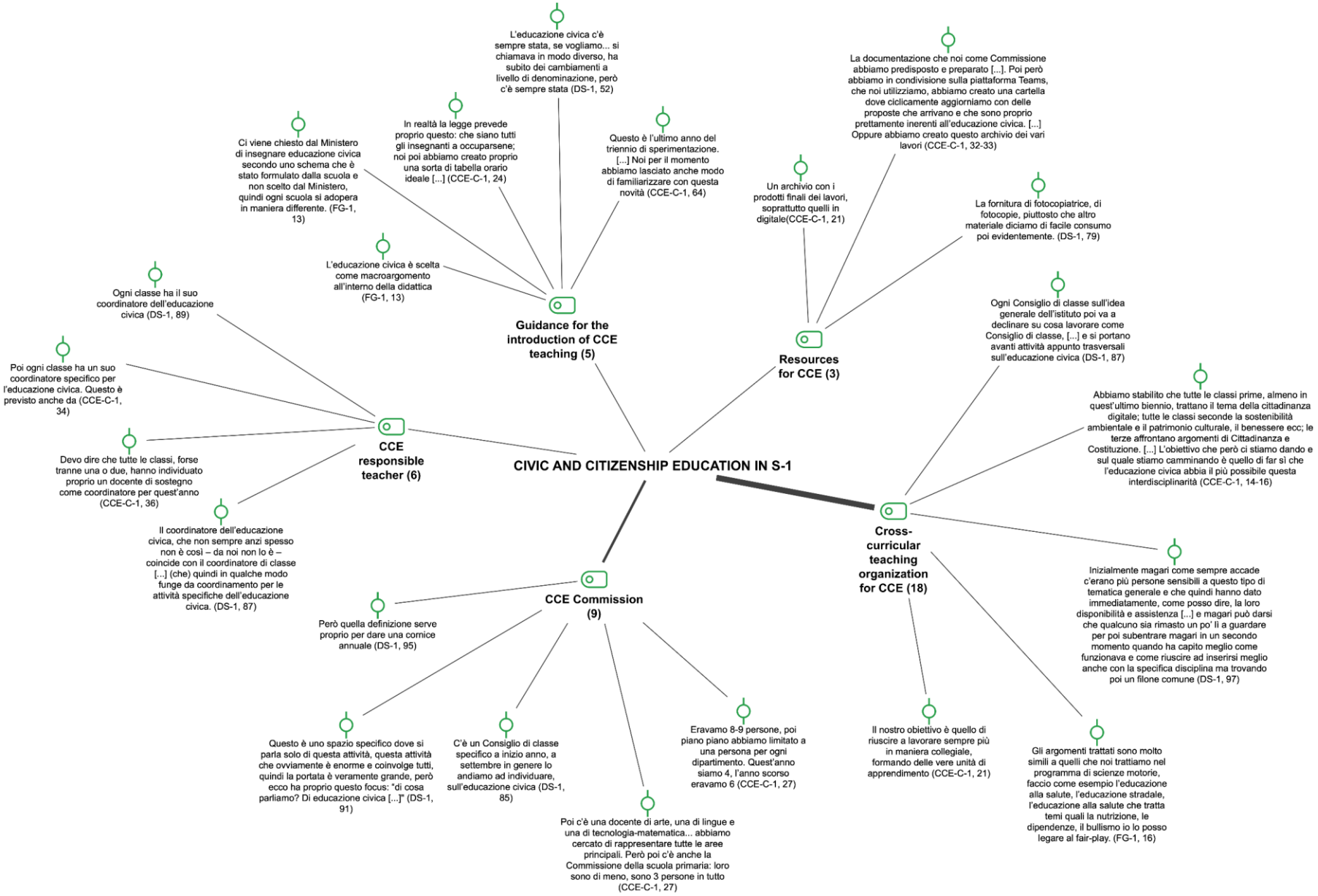


Figure 16: Single-case model related to the organization of civic education in S-1 (I). Map created with MaxMap (MAXQDA 2024).

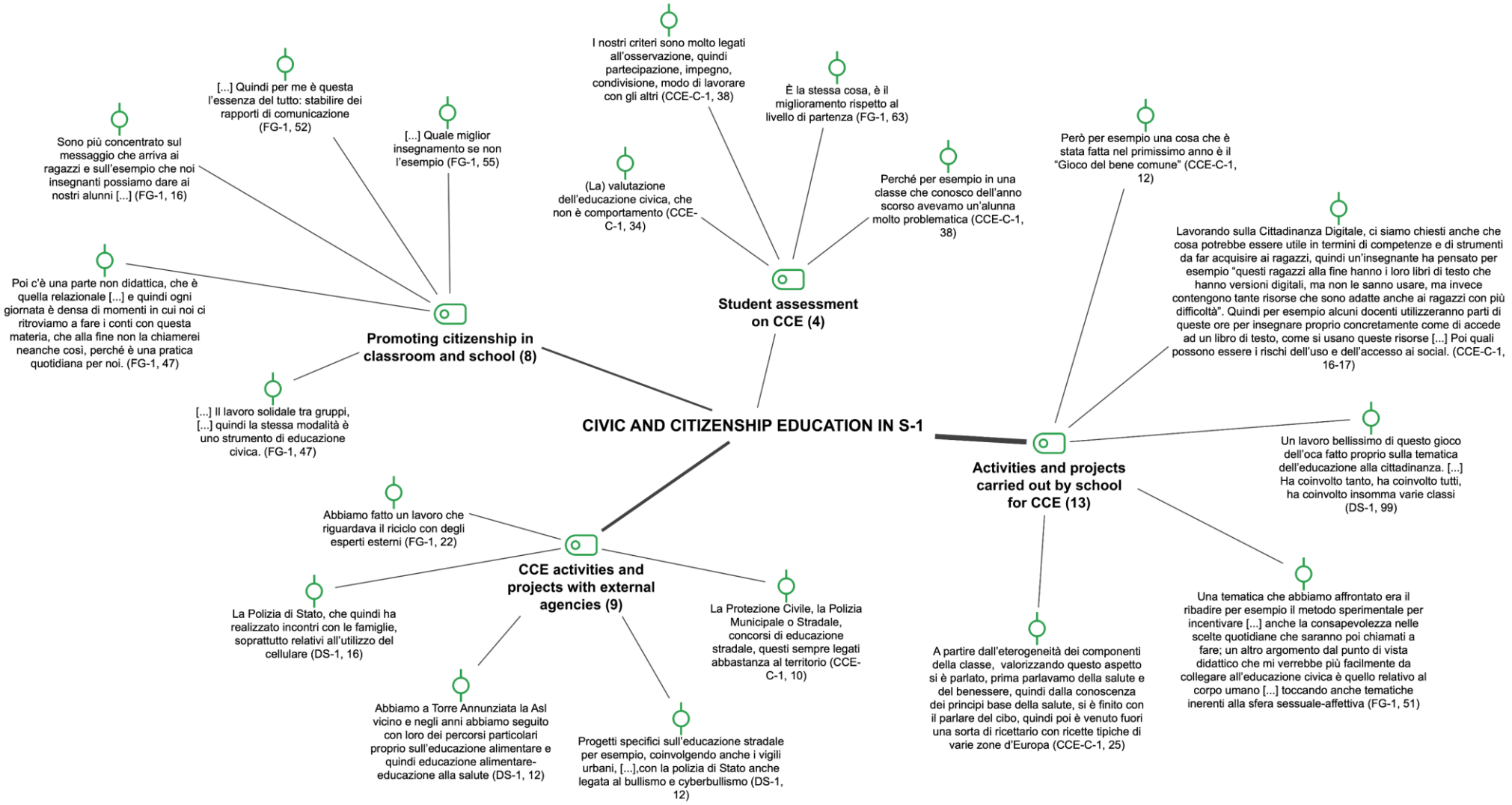


Figure 17: Single-case model related to the organization of civic education in S-1 (II). Map created with MaxMap (MAXQDA 2024).

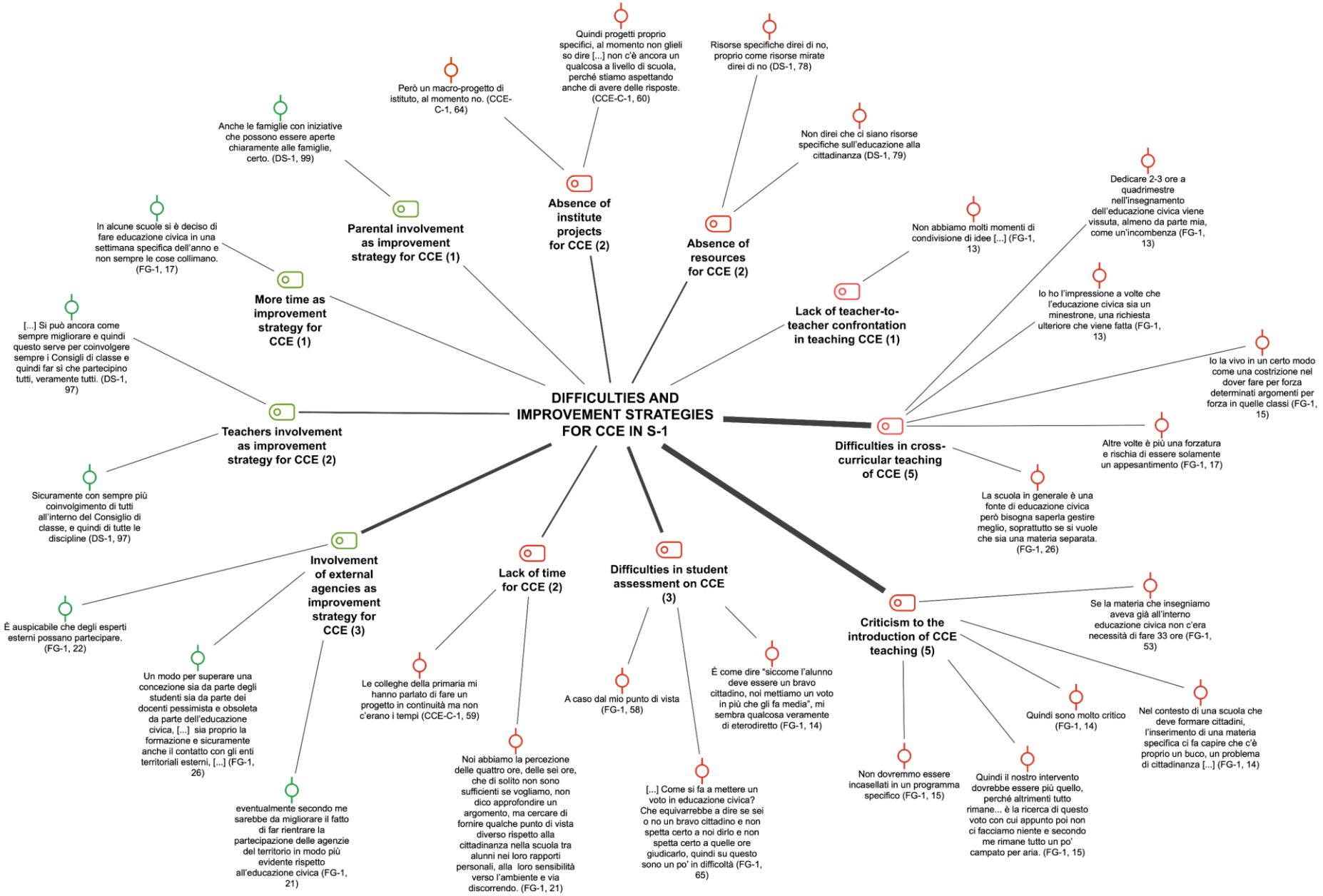


Figure 18: Single-case model related to difficulties and improvement strategies for CCE in S-1. Map created with MaxMap (MAXQDA 2024).

6.2.1 School and curricular organization for civic education in S-1

The S-1 Civic Education Curriculum is based on a number of national and European documents, including the 2030 Agenda for Sustainable Development, the *Indicazioni nazionali* of 2012 and 2018, and Law No. 92/2019 on the introduction of civic education cross-curricular teaching with the resulting Guidelines (2020). It also talks about the Key Competences for Lifelong Learning (2006) and the Universal Goals of the UNESCO 2018 document on Global Citizenship Education.

As for the Curriculum for lower secondary school, it follows the division into the three thematic cores, highlighting the competences, objectives, and contents for the three-year period. Therefore, in accordance with the national documents, the curriculum does not differentiate between school grades or subjects. Table 17 shows examples of structuring the S-1 Curriculum pertaining to the three subject areas.

Thematic core	***Competences (for the three-year period)***	***Objectives (for the three-year period)***	***Contents (for the three-year period)***
Constitution	The student can analyze the fundamental principles and articles of the Constitution most related to daily social life.	Know the origins, basic principles and articles of the Italian constitutional charter.	1. History, structure and characteristics of the Italian Constitution; 2. Fundamental principles of the constitutional charter: the first 12 articles.
Sustainable development	The student knows the principles behind Agenda 2030 and its areas of relevance.	Make conscious choices that can improve daily behaviors.	1. Action program contained in the 2030 Agenda for Sustainable Development; 2. Proper recycling collection, zero waste strategy, environmentally friendly materials.
Digital citizenship	The student uses digital technologies consciously and responsibly, protecting himself and others from hazards in digital environments.	Know the opportunities and dangers of social networking and digital technologies.	1. Safe online searching and the reliability of sites; 2. Bullying and cyberbullying.

Table 17: Structure on the Civic Education Curriculum in S-1. Source: Civic Education Curriculum, S-1 Website.

The Civic Education Curriculum was structured by the Civic Education Commission in September 2021. This is a dedicated collegial board that meets mainly at the beginning of the year to define an annual framework for the instructional design of civic education (DS-1, Pos. 95).

Originally composed of eight or nine teachers, the Civic Education Commission for lower secondary schools has dwindled over time due to an increase in assignments. Currently, the commission consists of four teachers: the coordinator, one language teacher, one art teacher, and one technology-mathematics teacher. A Civic Education Commission also exists for primary schools, consisting of three teachers.

> «In questi tre anni si è un pochino assottigliata perché eravamo partiti che eravamo 8-9 persone, poi piano piano abbiamo limitato a una persona per ogni dipartimento. Quest'anno siamo 4, l'anno scorso eravamo 6, perché era rappresentato un docente di musica, uno di scienze motorie, uno per ogni area... poi siccome gli incarichi sono tanti, si è un po' assottigliato perché il grosso del lavoro burocratico è stato fatto. [...] Quindi praticamente come Commissione della scuola secondaria io sono la referente, poi c'è una docente di arte, una di lingue e una di tecnologia-matematica... abbiamo cercato di rappresentare tutte le aree principali. Però poi c'è anche la Commissione della scuola primaria: loro sono di meno, sono 3 persone in tutto, già dall'anno scorso; forse anche loro all'inizio erano di più, poi si sono un pochino assottigliati, perché il grosso del lavoro è stato fatto il primo anno». (CCE-C-1, Pos. 27)

Note that the school created a civic education committee on its own because it was not required by the national regulations. In fact, there is no committee in all four schools participating in the research.

The provisions of Article 2, paragraph 5, of Law no. 92/2019 identify a coordinator teacher in each class, preferably not coinciding with the coordinating teacher (DS-1, Pos. 87–89). In the S-1, a special education teacher is identified as the class coordinator teacher, because of their overall view of the class group resulting from their co-presence in the disciplines, as opposed to the subject teacher who may have a partial view (CCE-C-1, Pos. 34-36). The curriculum's 'Practical Directions for Teaching Civic Education' section also addresses this aspect.

The primary responsibility of the civic education class coordinator is to oversee the midterm and final assessments. After gathering the cognitive elements of each student from the teachers using the assessment rubric (detailed in the next section), the coordinator proposes the grade in tenths for civic education instruction. In consultation with the Class Council, the coordinator drafts the annual Civic Education Plan (*Piano annuale di Educazione Civica*), adhering to the Curriculum and Commission guidelines.

The principal indicates that the teaching staff was not unfamiliar with the introduction of cross-curricular teaching civic education, as it had always existed (DS-1, Pos. 52) and needed formalization in accordance with each school's specific instructions (T-9, FG-1, Pos. 13). Following what the regulations stated, all curricular teachers are responsible for teaching civic education, and a timetable has been established for this teaching, adhering

to the ministerial requirement of a minimum of 33 hours, In this scenario, the school understands civic education as a «macro-topic within teaching» (T-9, FG-1, Pos. 13).

Individual class councils specifically bring this organization to life by basing the institute-level planning on the unique characteristics of each class, thereby defining cross-curricular activities (DS-1, Pos. 87) that enable students to analyze a topic from various disciplines (CCE-C-1, Pos. 21). The structuring of civic education teaching expresses this aspect, with learning units structured around real-world tasks or a specific objective, enriched by the contributions of all disciplines (CCE-C-1, Pos. 16). However, the individual teacher retains the autonomy to decide whether to conduct individual work instead (CCE-C-1, Pos. 21). Consequently, the process evolved gradually and gained clarity over time. Some teaching staff members actively participated, demonstrating their heightened sensitivity to the issues at hand, while others assumed control after an initial run-in phase (DS-1, Pos. 97).

Therefore, to maintain the interdisciplinary and cross-curricular nature of civic education and to allocate the 33 annual hours among all teachers, the general guidelines of S-1 state that grade 6 focuses on digital citizenship, grade 7 on sustainable development, and grade 8 on the Constitution. However, there is also the option to address topics related to the other thematic cores (CCE-C-1, Pos. 14).

> «Ci siamo dati via via in questi anni degli obiettivi che erano effettivamente molto legati alla documentazione. Alla fine noi ci siamo orientati così: abbiamo stabilito che tutte le classi prime, almeno in quest'ultimo biennio, trattano il tema della cittadinanza digitale; tutte le classi seconde la sostenibilità ambientale e il patrimonio culturale, il benessere ecc.; le terze affrontano argomenti di Cittadinanza e Costituzione. A tal fine abbiamo realizzato dei documenti di lavoro comuni a tutti, un piano di lavoro con schede precise da poter compilare, però abbiamo deciso di lasciare di una parte del monte ore che ogni classe deve svolgere possa anche trattare temi di altri nuclei tematici, perché può capitare che magari non ci si voglia fissare su determinati aspetti. L'obiettivo che però ci stiamo dando e sul quale stiamo camminando è quello di far sì che l'educazione civica abbia il più possibile questa interdisciplinarità, che per sua natura ha e che anche la legge prevede, quindi noi abbiamo deciso che ogni Consiglio di Classe tratta il tema dell'educazione civica, cioè non è delegata a due o tre docenti: le 33 ore sono ripartite tra tutti i docenti di tutti gli insegnamenti, cioè quello che è deciso in ogni Consiglio di Classe, perciò tutti contribuiscono al raggiungimento delle 33 ore annuali. Dall'anno scorso abbiamo iniziato a proporre un lavoro che sia stile 'unità di apprendimento', non so come dire, cioè in modo tale che i docenti lavorino non ognuno su un tema legato ad un grande nucleo, ma magari si scelga un compito di realtà, un obiettivo per classe, da portare avanti ciascuno con il proprio contributo». (CCE-C-1, Pos. 14-16)

However, the Ministry's implementation of cross-curricular civic education teaching and the resulting organizational structure, which S-1 has instituted, have not received full approval from teachers. The introduction of the civic education teaching has been seen as a «citizenship issue», an additional discipline that requires dealing with issues pertaining

to citizenship within a school context that was created to educate citizens (T-8, FG-1, Pos. 14). Starting from the assumption that the curricular areas already include civic education – which is by its very nature cross-curricular – the inclusion of 33 specific hours is contradictory to the above assumption and a manifestation of the presence of an issue (T-9, FG-1, Pos. 53).

The rigidity of the school's organization has also not garnered much approval. Specifically, the primary issues stem from the rigidity of the school's timetables and subjects (T-4, FG-1, Pos. 17), which not only affect individual classes but also act as constraints (T-3, FG-1, Pos. 15). Teachers sometimes identify civic education as an additional demand, requiring them to collaboratively choose a common theme to frame their program (T-9, FG-1, Pos. 13).

6.2.2 The cross-curricular teaching of civic education in the classroom in S-1

The policies that define the Civic Education Curriculum are implemented in classroom instruction and planned activities.

We asked the civic education responsible teachers (N=15) about the materials they used to prepare their lessons and activities (CCE_MAT). The graph (Figure 19) shows that official curricula and materials provided by the Ministry are among the most used sources, while media, Web sources, and social media are used to a moderate extent. Commercial companies' teaching and learning materials are rarely used.

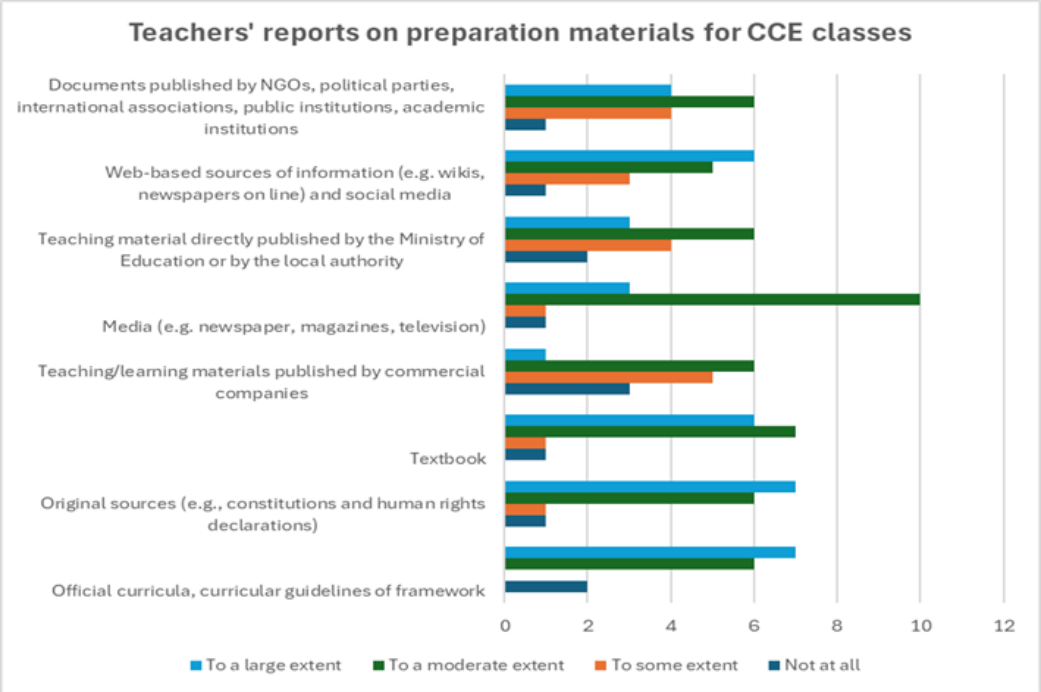


Figure 19: Materials used by teachers in S-1 to prepare civic-related activities (N=15).

During classroom civic-related lessons (Figure 19), most teachers report that students propose topics for later lessons only occasionally, while it happens frequently that students' study in textbooks or take notes during class. Group work is also prevalent, while activities that involve gathering information outside the school are less common. One of the least common activities is role play, which had the highest absolute frequency of negative responses. Activities such as book study and discussion of current issues are more common, while more interactive activities such as role play are less vernacular.

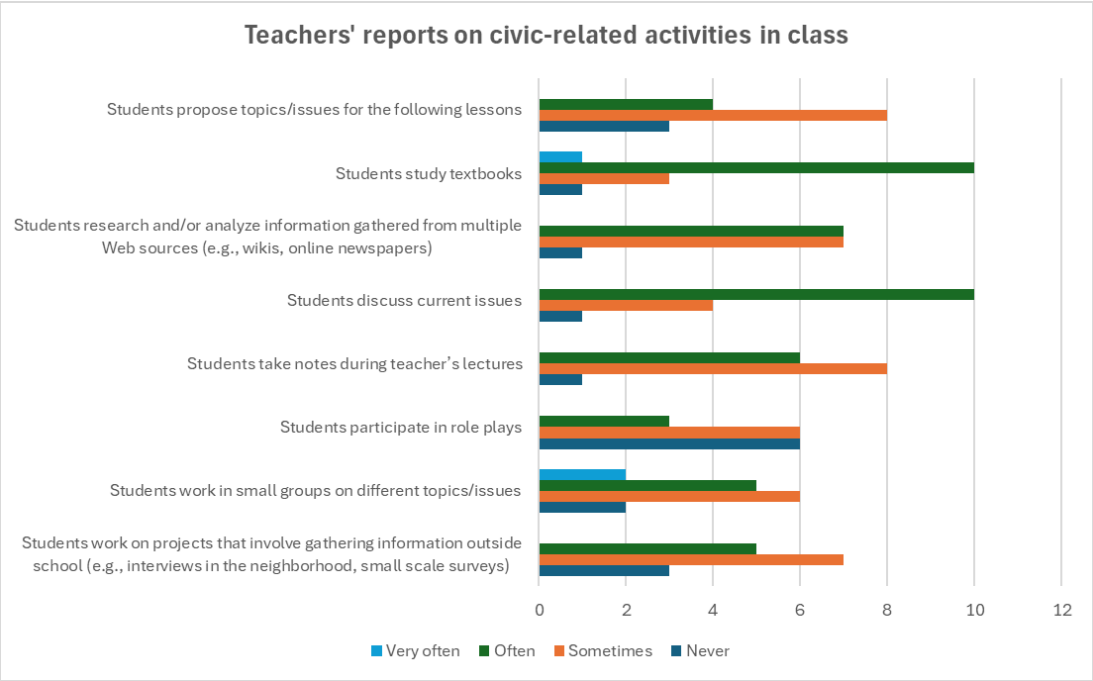
Regular activities include conducting research, analyzing information from websites, and discussing social issues. For instance, during one of the observed[95] English lessons, which focused on the concept of climate, the teacher initiated a class discussion on the effects of climate change, including river droughts, by posing the question: *What is climate change?* The students engaged in a group conversation in which they shared their understanding of climate change from various information sources such as television, the Internet, and TV series, while also expressing their critical and interpretive thinking. The conversation continued with a further question: *Why do you think humans like to destroy the environment in which they live?* After a moment of collective brainstorming and discussion, the lesson continued with the reading of a fact sheet on the five climate zones and their fauna.

The T_CIVCLAS scale scores showed an average of 18.5 in S-1 (SD = 3.94), with a median of 18.0. This means that, on average, teachers say that civic education activities happen a moderate to high number of times, and the scores are spread out pretty evenly. The scores range from a low of 8.00 to a high of 24.0, suggesting that there are teachers who perform civic education activities with a higher frequency and others with a lower frequency. The value of missing refers to the fact that, of the 47 teachers responding to the questionnaire, only 15 had access to the section on teaching civic education as responsible teachers (Figure 20).

However, because of the Covid-19 pandemic, there was no group work or interaction during the classroom activities (CCE-C-1, Pos. 52).

The *Gioco del Bene commune*, which involved several lower secondary school classes (CCE-C-1, Pos. 12), was one of the activities that S-1 has implemented in previous years. The underlying motivation behind the design of this activity was as follows: *being a*

[95] This is one of the observations noted. A detailed analysis of the observation checklist is provided later in this section.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_CIVCLAS	15	32	18.5	1.02	18.0	3.94	8.00	24.0

Figure 20: Activities carried out in classroom during civic-related lessons in S-1 (N=15).

citizen in a democracy means participating in the functioning of the community, respecting and protecting the common good.

This activity aimed to raise students' awareness of issues related to civic education (DS-1, Pos. 99) through the construction of tiles that formed a pathway (Figure 21). It was an activity that involved the active engagement of students in constructing the tiles (Figure 22), formulating the questions, and the participation of different teachers (CCE-C-1, Pos. 12). The course required them to respond to questions related to the Constitution, Agenda 2030, children's rights, and active citizenship. The game was implemented in common spaces such as courtyards and gymnasiums, although the original plan was to implement it outside the school, specifically in parks and subways, to engage as many people as possible (CCE-C-1, Pos. 12).

> «Un lavoro bellissimo di questo gioco dell'oca fatto proprio sulla tematica dell'educazione alla cittadinanza realizzato proprio attraverso il gioco costruito con le tessere quindi da varie classi e realizzato poi anche quando, poi, l'anno dopo quando siamo rientrati in presenza, realizzato anche fisicamente cioè proprio a livello motorio, quindi in palestra, nei cortili. Quindi insomma è stato abbastanza interessante perché ha coinvolto tanto, ha coinvolto tutti, ha coinvolto insomma varie classi, è stato fatto anche a mo' di competizione tra una classe e l'altra, quindi c'era sia la parte della tessera diciamo con alcune domande a mo' di quiz quasi, e poi in base a quello la tua classe andava avanti a seconda delle risposte che davi uno andava avanti in questo percorso del gioco dell'oca oppure no. Quindi

abbiamo organizzato anche delle piccole gare diciamo tra classi sulla scia di questo percorso svolto durante l'anno». (DS-1, Pos. 99)



Figure 21: The *Gioco del bene comune* in S-1.



Figure 22: Example of tiles made by students that made up the path of the *Gioco del bene comune*.

Additional activities focused on digital citizenship education and intercultural education.

In a grade 6 class, a digital citizenship-related activity, aimed to equip students with the necessary skills to utilize the digital resources found in their textbooks, was carried out. Teachers from various disciplines conducted cross-curricular work, addressing the risks associated with technology use, social media, and cyberbullying. In relation to digital citizenship, the neighborhood visit prompted the creation of a blog, where students shared their experiences with issues like littering and street traffic discipline, and published their own articles (CCE-C-1, Pos. 16).

Additionally, to enhance the heterogeneity of the classes, S-1 teachers implemented an activity based on the interconnection between intercultural education and health and wellness education. This activity focused on discovering different cultures through the typical recipes of different places, from which students structured a Europe Cookbook (CCE-C-1, Pos. 25).

The school also collaborates with external associations to carry out various activities. The State Police and traffic police participate in a significant portion of these activities to facilitate learning pathways in the areas of traffic education (CCE-C-1, Pos. 10) and digital education, particularly in relation to the topic of bullying and cyberbullying (DS-1, Pos. 12). To address this issue, S-1 organized a meeting with families and the State Police on cell phone use (DS-1, Pos. 16), but it didn't garner significant participation (DS-1, Pos. 17). S-1 also conducted cyberbullying-related projects in collaboration with the Centre *Il Valore del Femminile* (DS-1, Pos. 11). The school formed additional external partnerships with the association *LIBERA* for legality education (CCE-C-1, Pos. 10-60;

T-8, FG-1, Pos. 23), the *Legambiente* association for environmental education and recycling learning paths (DS-1, Pos. 4; T-5, FG-1, Pos. 22), and the territorial Asl (local health authority), with which the school collaborated to promote proper nutrition education and health education (DS-1, Pos. 12).

S-1 did not implement the civic education institute project (CCE-C-1, Pos. 60) for the 2022–2023 school year, despite extensive planning.

Assessing student learning is a central aspect of the teaching and learning process. It is certainly an area that requires deep reflection on methods and processes, especially in the context of a cross-curricular discipline like civic and citizenship education. The S-1 Civic Education Commission has developed an assessment rubric for civic education, which comprises three basic indicators: commitment, participation, and motivation; goal achievement; and attitudes and behaviors. S-1 identified proficiency levels for primary school (at the acquisition stage, basic, intermediate, and advanced) for each criterion, along with corresponding ratings and numerical grades for lower secondary school.

The school coordinator stated that the primary tool for civic education assessment is observation (CCE-C-1, Pos. 38). The data from the teacher questionnaire on student assessment tools for civic education (Figure 23) also confirm what the coordinator stated. In fact, the most frequently used assessment methods include project work, peer assessment, and observation; written and oral tests seem to be less frequent.

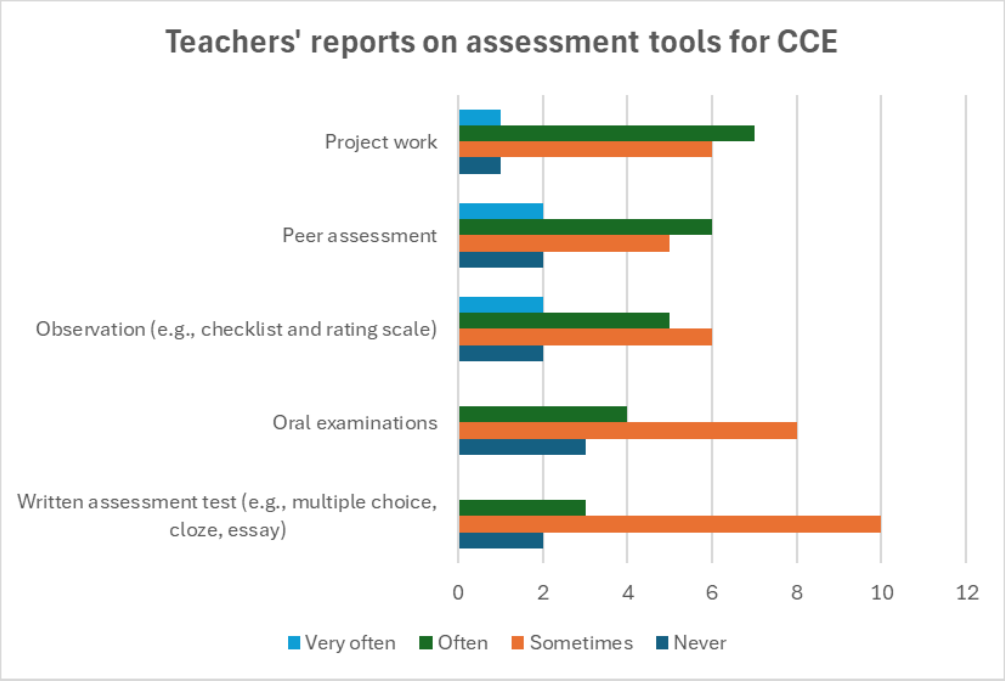


Figure 23: Assessment tools used by S-1 lower secondary school teachers for student assessment on civic education (N=15).

Despite these data, teachers identify student assessment as one of the most challenging aspects of civic education. These problems stem not only from the use of the instruments, but also primarily from the need to assign a grade to students. Assigning a grade to civic education, which is not considered a discipline but rather a process, is seen as contradictory as it raises the question of whether the student is a good citizen (T-8, FG-1, Pos. 14; T-1, FG-1, Pos. 65).

> «Per quanto riguarda l'educazione civica in realtà non so bene, perché dovrebbe essere un insegnamento, una collaborazione tra gli studenti e con gli altri enti, quindi come si fa a mettere un voto in educazione civica? Che equivarrebbe a dire se sei o no un bravo cittadino e non spetta certo a noi dirlo e non spetta certo a quelle ore giudicarlo, quindi su questo sono un po' in difficoltà nel concepire un voto in educazione civica. Si può valutare l'attenzione, l'atteggiamento positivo o negativo dello studente rispetto alle attività condotte, però... ci si deve inventare allora un sistema nozionistico in base al quale giudicare lo studente in educazione civica. Non so, mi trovo con più domande che risposte su questo tema». (FG-1, Pos. 65, Speaker: T-1)

In this context, the assessment criteria that make up the rubric are not conducive to the process because they do not consider the specific differences between disciplines; as a result, teachers tend to assign a grade in civic education arbitrarily or randomly (T-9, FG-1, Pos. 58).

> «A caso, dal mio punto di vista. Eh beh d'altra parte, a caso perché non è che abbiamo... diciamo, i criteri di valutazione per l'educazione civica sono uguali per tutte le discipline ma l'attività che viene fatta in classe è differente. Come faccio a valutare con lo stesso metro cose differenti? Come fa Lei a misurare un angolo in centimetri? Boh! Ecco, la risposta è la stessa». (FG-1, Pos. 58, Speaker: T-9)

In addition to assessment, other difficulties and problems for cross-curricular teaching of civic education in S-1, which are interrelated, are found in the lack of discussion among teachers and the lack of time. The lack of time stems from the perceived insufficiency of teaching hours resulting from the 33-hour division that led to the structuring of an ideal timetable among teachers not only to discuss a topic but

> «cercare di fornire qualche punto di vista diverso rispetto alla cittadinanza nella scuola tra alunni nei loro rapporti personali, alla loro sensibilità verso l'ambiente» (FG-1, Pos. 21, Speaker: T-6).

To address the lack of sufficient time for teaching civic education, a teacher proposes to concentrate it on a specific week of the year, echoing practices in other schools (T-4, FG-1, Pos. 17).

The organizational structure of the lower secondary school at the ministerial level explains the lack of confrontation among teachers: unlike the primary school, which has weekly planning meetings per class, the lower secondary school lacks a specific time for

teacher meetings dedicated to planning activities (this time differs from the monthly class council meeting). The lack of discussion hinders the cross-curricular nature of civic education and the collegial work among teachers that forms its basis. The situation is further exacerbated by the fact that civic education schedules for the school year are drawn up at the beginning of the year, and instead of being structured according to the needs of the class, they are set upstream and calendared on them. This is particularly problematic when it comes to new teachers taking office for their first year in the school and new students arriving in classes who lack the time to get to know other students and teachers (T-9, FG-1, Pos. 13).

Students' civic learning develops not only through formal learning activities, but also through informal learning experiences that occur in the learning environment (Scheerens, 2009; Schulz et al., 2016; Losito, 2021; Schulz et al., 2023a).

Therefore, we must pay attention to both the implemented activities, teaching methods, and teacher behaviors that promote civic learning in the classroom. In this regard, the teachers highlighted communication (T-10, FG-1, Pos. 50–52), working in solidarity among groups (T-7, FG-1, Pos. 47), and being an example (T-9, FG-1, Pos. 55) as characteristics of their teaching practice. According to the teachers, civic education encompasses more than just teaching specific content. It encompasses the entirety of teaching and the daily events in the classroom, enabling students to engage with citizenship in a variety of ways across various everyday situations, thereby promoting the formation of citizens (T-3, FG-1, Pos. 15).

Through direct classroom observation focusing on teacher behaviors, which took place in S-1 in November 2022 and involved 12 teachers from two grade 8 classes for a total of 22 hours, it was possible to observe whether and to what extent teachers promoted the construction of a democratic learning environment through daily teaching practice and/or addressed issues specifically related to civic education (Figure 24). We observed lessons in Mathematics, Technology, Music, Physical Education, Geography, History, Italian, English, and Spanish, but no lessons specifically devoted to civic education. The analyses of the observations made in S-1 provide insights into the teaching practices implemented by teachers in the classroom (Table 18).

Indicators like ESP ('teacher set high expectations for student performance') were not observed in the 'Curriculum planning and delivery' section. On the other hand, AANK ('teacher incorporated activities for students to apply new knowledge') has a mean score of 1.38 (SD = 1.28), which means that it was well used in the classroom and got good

feedback from students when it was observed. We also found that practices related to RWL ('teacher made students reflect on what they had learned') were effective, achieving an average of 1.19 (SD = 1.21).



Figure 24: Frequency distribution of scoring in observation checklists (S-1).

The 'Accommodations for Individual Differences' section includes indicators like OIGPU ('teacher provided opportunities for independent or group learning') and DIISA ('teacher allowed students to discover key ideas individually through structured activities'). These are also signs of good practices, even though there were a lot of non-observations, with means of 1.48 (SD = 1.33) and 1.24 (SD = 1.37), respectively.

In the 'Problem Solving' category, indicators BT ('teacher employed brainstorming techniques'), PID ('teacher engaged students in problem's identification and definition'), and SFA ('teacher engaged students in solution-finding activities') obtained high frequencies relative to no-observation; their averages are 0.38 (SD = 0.97), 1.24 (SD = 1.30), and 0.67 (SD = 1.02), suggesting effective practices, although infrequent.

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0	0	0	0
	AANK	1.38	0	2	1.28
	PMAL	0.90	0	0	1.26
	ET	0.86	0	0	1.20
	RWL	1.19	0	2	1.21
Accommodations for individual differences	OIGPU	1.48	0	2	1.33
	AISD	0.52	0	0	1.12
	EIES	0.76	0	0	1.26
	DIISA	1.24	0	0	1.37
	MASR	0.43	0	0	1.08
Problem solving	BT	0.38	0	0	0.97
	PID	1.24	0	1	1.30
	SFA	0.67	0	0	1.02
Critical thinking strategies	CCI	0.24	0	0	0.77
	JESCD	0.10	0	0	0.44
Creative thinking strategies	TII	0.86	0	0	1.20
	EPV	0.19	0	0	0.68
	DOMTS	0.10	0	0	0.44
	ODEI	0.86	0	0	1.20
Learning environment	ER	0.71	0	0	1.01
	ERSH	0.67	0	0	0.97
	BLW	1.24	0	1	1.18
	QS	0.38	0	0	0.74
	FPQ	0.10	0	0	0.44
	ASR	0.48	0	0	0.87
	RRSR	1.71	3	2	1.31
	EDS	0	0	0	0

Table 18: Descriptive statistics related to observations in S-1.

The promotion of strategies aimed at developing critical and creative thinking is one of the least observed aspects. In fact, the two indicators in the second group – CCI (‘teacher engaged students in comparing and contrasting ideas’) and JESCD (‘teacher encouraged students to judge or evaluate situations’) – got averages of 0.24 (SD = 0.77) and 0.10 (SD = 0.44), respectively. The second group of indicators also had low averages, ranging from 0.19 to 0.86. The only cases where higher values were found were TTI (‘teacher solicited many different thoughts about issues or ideas’) and ODEI, with an average of 0.86 (SD = 1.20), indicating effective practices aimed at promoting divergent and innovative ideas related to ideas or issues.

The analysis of the last category, which pertains to the learning environment, yielded high scores, highlighting the effectiveness of various practices. The scores for BLW (‘teacher used energetic and enthusiastic body language and words to convey interest’) and RRSR (‘teacher responded respectfully to a wide range of student responses to show

respect and openness to divergent thinking') were 1.24 (SD = 1.18) and 1.71 (SD = 1.31, respectively, focusing on verbal and nonverbal forms of communication. This shows that teachers put a lot of emphasis on these practices and students responded positively. The lowest index, FPQ ('teacher focused on all students' positive qualities and praise their efforts'), had a mean of 0.10 (SD = 0.44) due to its non-observation; on the other hand, the indicator EDS ('teacher encouraged students to discuss solutions rather than blame others') had no observed behavior.

The classroom climate is another element that defines the learning environment. An open, inclusive, and participatory classroom climate characterized by positive relationships and openness to discussions helps promote informal learning experiences for citizenship (Homana et al., 2006; Mager & Nowak, 2012; Council of Europe, 2018b; Campbell, 2019).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	47	0	11.3	0.285	12.0	1.96	5.00	16.0

Table 19: Descriptive statistics related to teachers' perceptions of classroom climate (T_PCCLIM) in S-1 (N=47).

Teachers, on average, perceive a moderately positive classroom climate, as indicated by the average score of 11.3 (SD = 1.96) on the T_PCCLIM scale. However, the wide range of scores, ranging from a low of 5.0 to a high of 16.0, shows variability in the data, indicating both negative and positive perceptions (Table 19). The density plot best expresses this distribution, showing that most scores fall between 10 and 14, with a higher density at 12 (Figure 25).

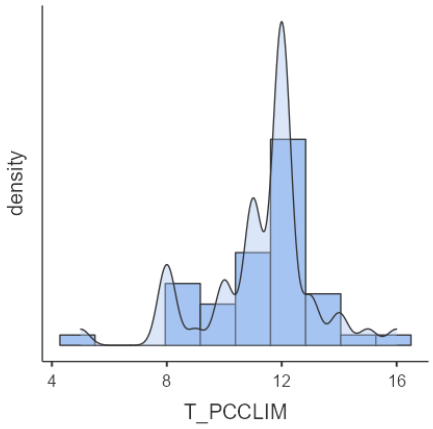


Figure 25: Density plot related to T_PCCLIM in S-1.

6.2.3 Improvement areas for civic education in S-1

According to teachers' opinions, the first most important element to implement CCE in S-1 is the promotion of more projects related to civic education (27.7%) (Figure 26).

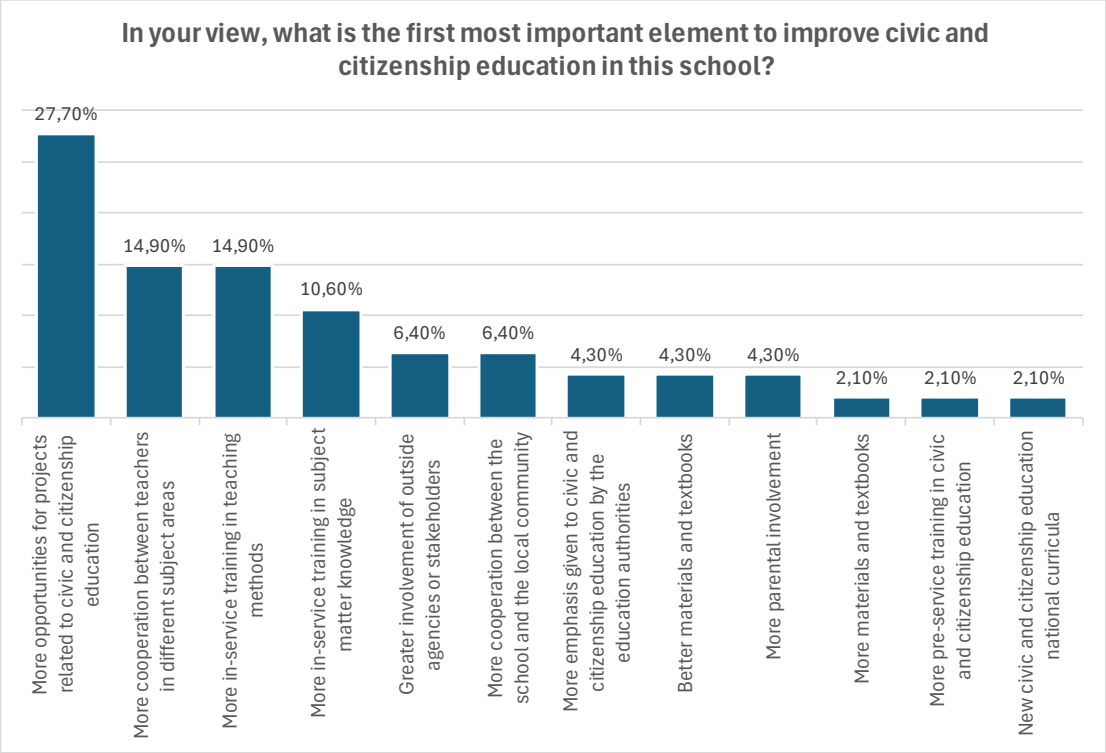


Figure 26: Percentages of teachers selecting civic education improvement areas as the first main area in S-1 (N = 47).

As previously mentioned, the school endeavors to implement activities that involve multiple classes – primarily through parallel classes – defining the thematic cores to be addressed in different grades, despite the absence of a single major institute project for civic education. Teachers during the FG did not specifically intervene in this aspect, instead concentrating on the involvement of external agencies in the implemented projects and activities (T-6; FG-1, Pos. 21; T-5, FG-1, Pos. 22). This approach can help both teachers and students overcome «pessimistic and obsolete conception of civic education» and implement a comprehensive formation of the student as a future citizen of a community (T-1, FG-1, Pos. 26).

> «[…] se l'educazione civica è lì per ricordare che dobbiamo formare gli studenti a vivere in un territorio e a vivere in una comunità, beh allora il legame con il territorio e le diverse sfaccettature della comunità in cui vivono ci devono essere, perché altrimenti diventano quattro ore irrisorie di lezione frontale che corre il rischio di lasciare il tempo che trova». (FG-1, Pos. 26, Speaker: T-1)

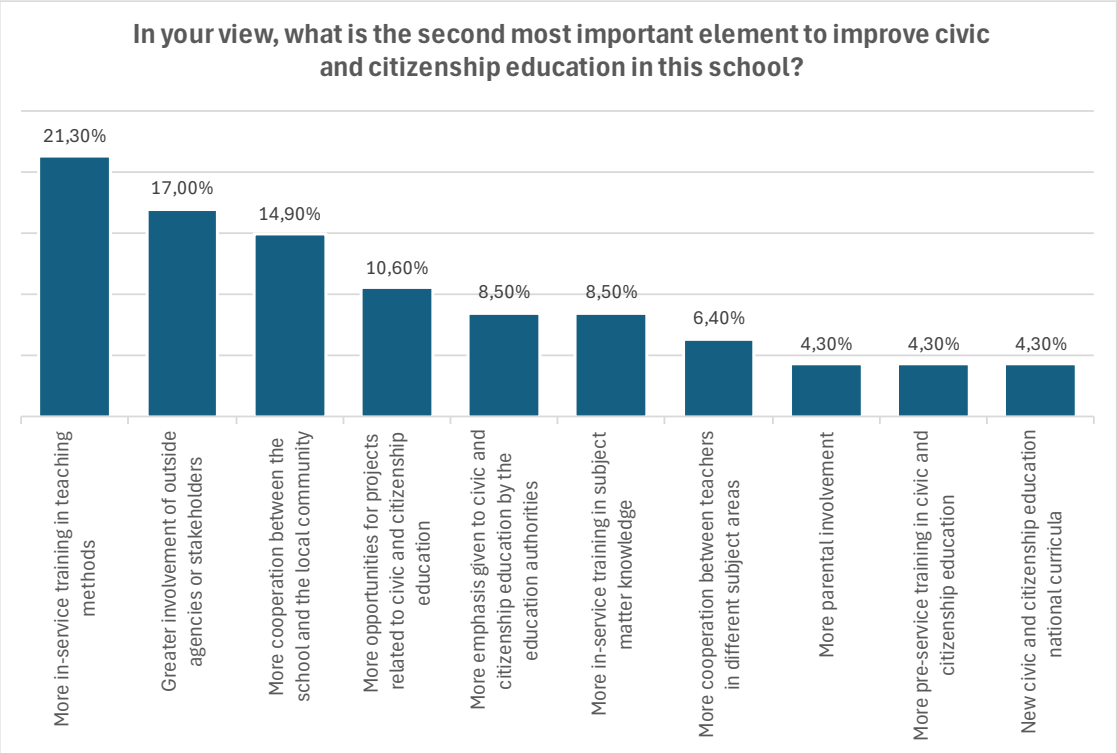


Figure 27: Percentages of teachers selecting civic education improvement areas as the second main area in S-1 (N=47).

Figure 27 identifies in-service training of teachers on teaching methods as the second main area of improvement, accounting for 21.3%. Indeed, it appears in the PTOF that teachers' professional development is one of the strategic actions promoted by the school.

According to the principal, professional development for teachers can help them learn about and use different teaching methods. This could lead to more creative ways of teaching and more interest in learning among students, which would improve their outcomes (DS-1, Pos. 66–67) (Figure 27). Therefore, the individual school's promotion of teachers' professional development enables them to address the training needs of teachers within a specific school context (DS-1, Pos. 74); S-1's most recent training activities have centered on competency-based teaching (DS-1, Pos. 76). Teacher training courses promoted by S-1 take place in a network of schools, in which there is a Polo School that manages the funds received from the School Office for training activities (DS-1, Pos. 74).

> «La difficoltà è trovare una formazione che vada bene per tutti perché noi abbiamo insegnanti che oscillano in generazioni con trent'anni di differenza, quindi noi abbiamo insegnanti di 60 anni con trent'anni di scuola diciamo che bisogna avvicinarsi con una formazione fatta in un certo modo, e viceversa un giovane insegnante sicuramente molto più preparato, con competenze digitali avanzate, ma a cui manca tutto un pezzo che è l'esperienza, e quindi la difficoltà della formazione è mettere d'accordo tutti». (FG-1, Pos. 28, Speaker: T-10)

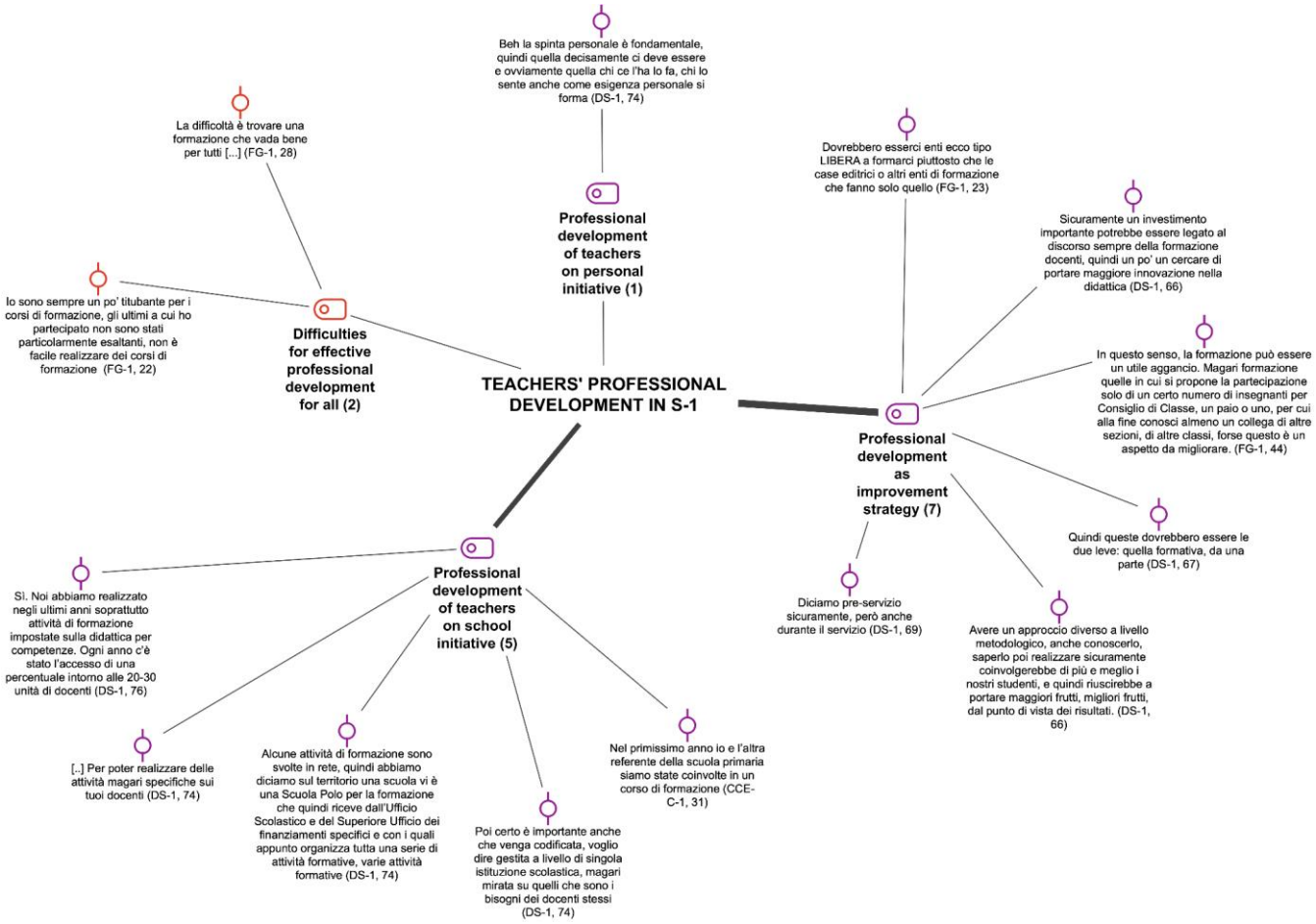


Figure 28: Single-case model related to teachers' professional development in S-1. Map created with MaxMap (MAXQDA 2024).

In order to make teachers' professional development effective, the suggestion that comes from teachers is to outsource the organization and delivery of such courses and activities to external associations (T-8, FG-1, Pos. 23). Confirming this, the implementation of cooperation between the school and the local community emerged as the third area of improvement for civic education in S-1 (14.9%), along with increased cooperation between teachers from different subject areas (14.9%) (Figure 29).

Promoting and improving civic education needs could be done in two main ways: first, it is important for both students and teachers to take part in shaping the future of the school; second, it is important to set up programs that involve the whole school community, encouraging more involvement from outside associations, class councils (DS-1, Pos. 97), and families (DS-1, Pos. 99). In this way, therefore, it is possible to work toward the achievement of one of the formative objectives identified by S-1: the

enhancement of the school as an active community, open to the territory and able to develop and increase interaction with families and the local community.

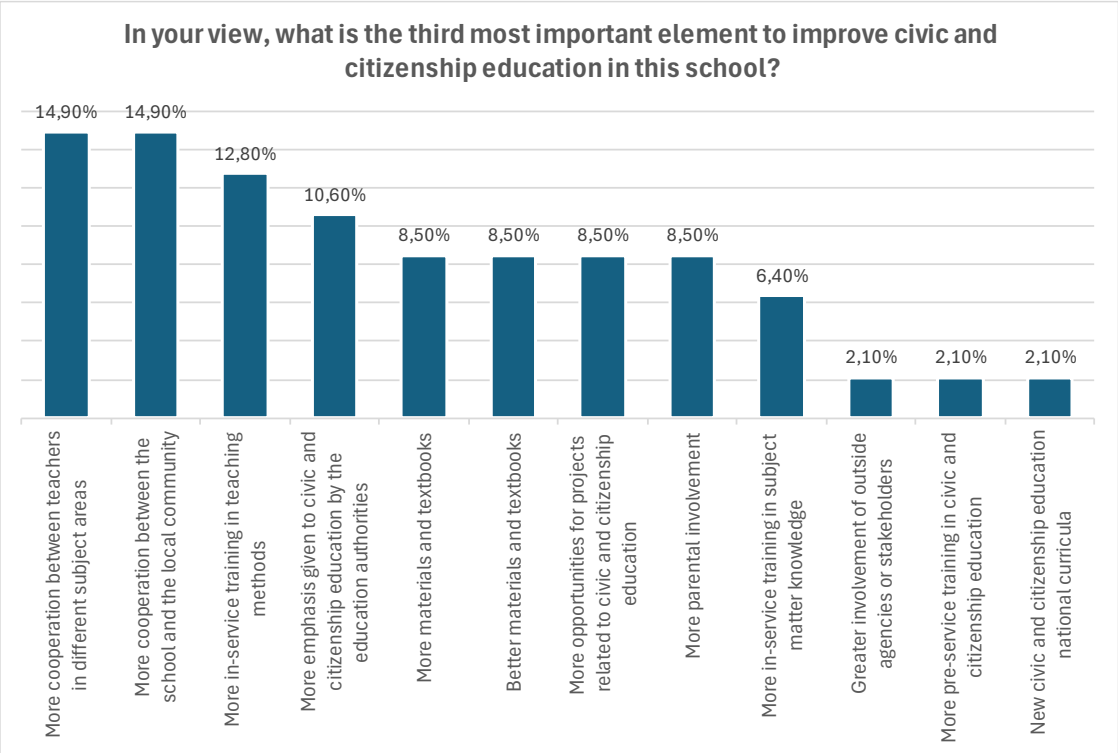


Figure 29: Percentages of teachers selecting civic education improvement areas as the third main area in S-1 (N=47).

6.3 Civic education in S-2

In the case of the S-2 school, 28 out of 45 teachers in the lower secondary school filled out the questionnaire supporting the description of the data collected through interviews, FGs, and observations. Of these, 92.9% are tenured teachers and 7.1% (2) are nontenured teachers; additionally, 89.3% of the teachers are female (25) and 10.7% are male (3). Humanities, science, and special education teachers primarily filled out the questionnaire (Table 20), while two community language teachers, who teach Spanish, also participated.

T_SUB	Counts	% of Total
Scientific area (Mathematics, Natural Science)	5	17.9 %
Special education	4	14.3 %
English	2	7.1 %
Technology	1	3.6 %
Second language (French, Spanish, German)	2	7.1 %
Art	3	10.7 %
Physical Education	2	7.1 %
Human Sciences area (Italian, History, Geography)	9	32.1 %
Total	**28**	**100%**

Table 20: Subjects taught by S-2 lower secondary school teachers responding to the questionnaire (N=28).

Most of the respondents have been teaching in S-2 for more than 10 years (39.3%) or 1 to 4 years (28.6%) (Table 21).

T_EXPER	Counts	% of Total
Less than a year	4	14.3 %
From 1 to 4 year	8	28.6 %
From 5 to 9 years	5	17.9 %
For 10 years or more	11	39.3 %
Total	**28**	**100%**

Table 21: Years of work experience of S-2 lower secondary school teachers responding to the questionnaire (N=28).

Regarding the degree held, more than half of the respondents have a master's degree or equivalent (57.1%), 17.9% have a bachelor's degree or equivalent, and 25% have a Ph.D. In addition, 3.6% teach only in grade 6 (1), 3.6% teach only in grade 7 (1), 10.7% teach only in grade 8 (3); 50% teach in all three grades (14), while 10.7% teach in grades 6 and 7 (3), 14.3% teach in grades 7 and 8 (4) and 7.1% teach both in grades 6 and 8 (2). Among them, 39.3 % teach mainly in all three grades (11) and 25% teach mainly in grade 8 (7).

The maps used to discuss the results and describe the civic education teaching and activities in S-2 (Figure 30), as well as the difficulties and improvement strategies (Figure 31), were created by coding the responses of the principal, the civic education coordinator, and the seven teachers participating in the FG.

The principal has been in charge of S-2 for 4 years and holds a master's degree in Mathematics.

The civic education coordinator, who has been teaching in S-2 for 10 years, earned a second-level master's degree.

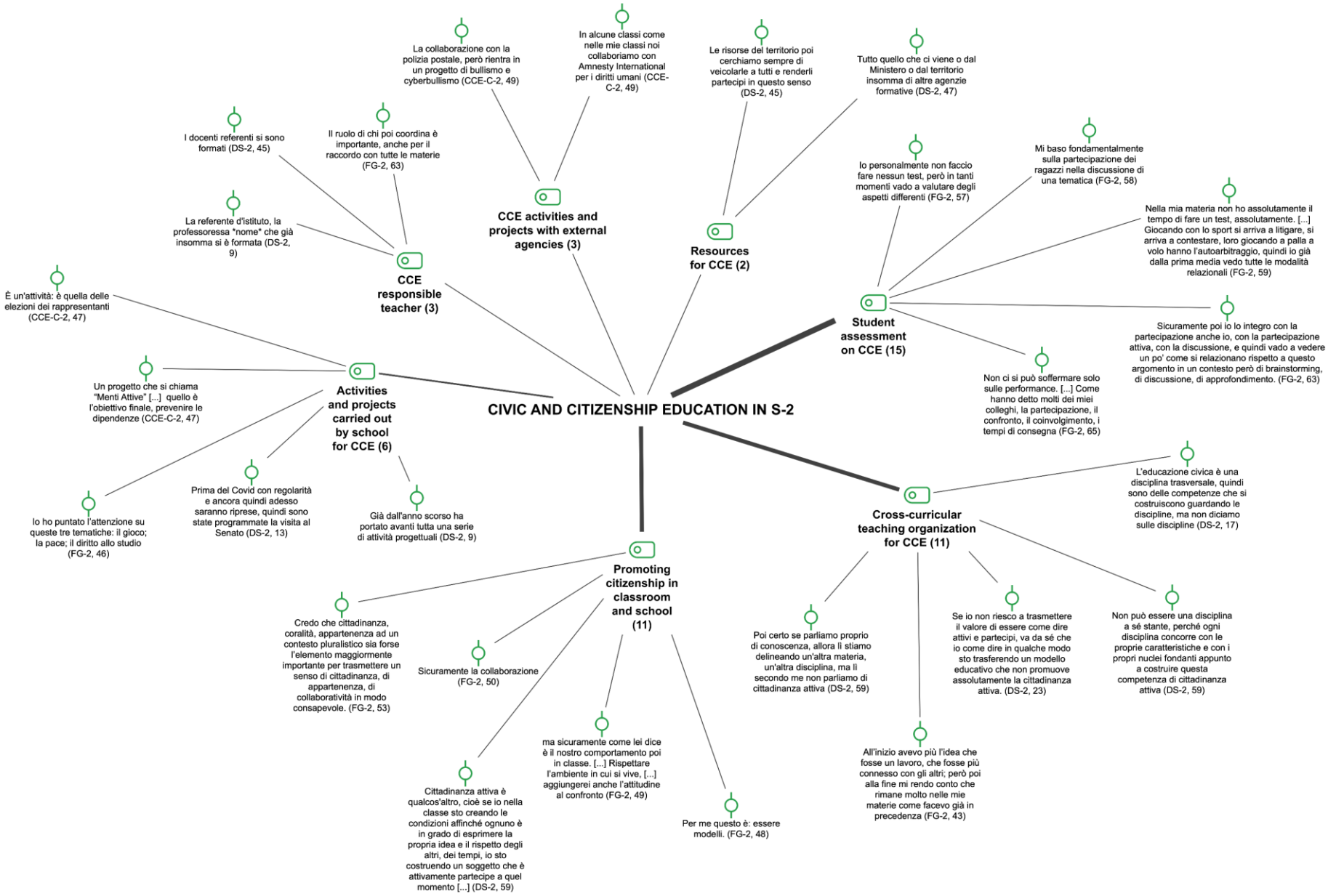


Figure 30: Single-case model related to the organization of civic education in S-2. Map created with MaxMap (MAXQDA 2024).

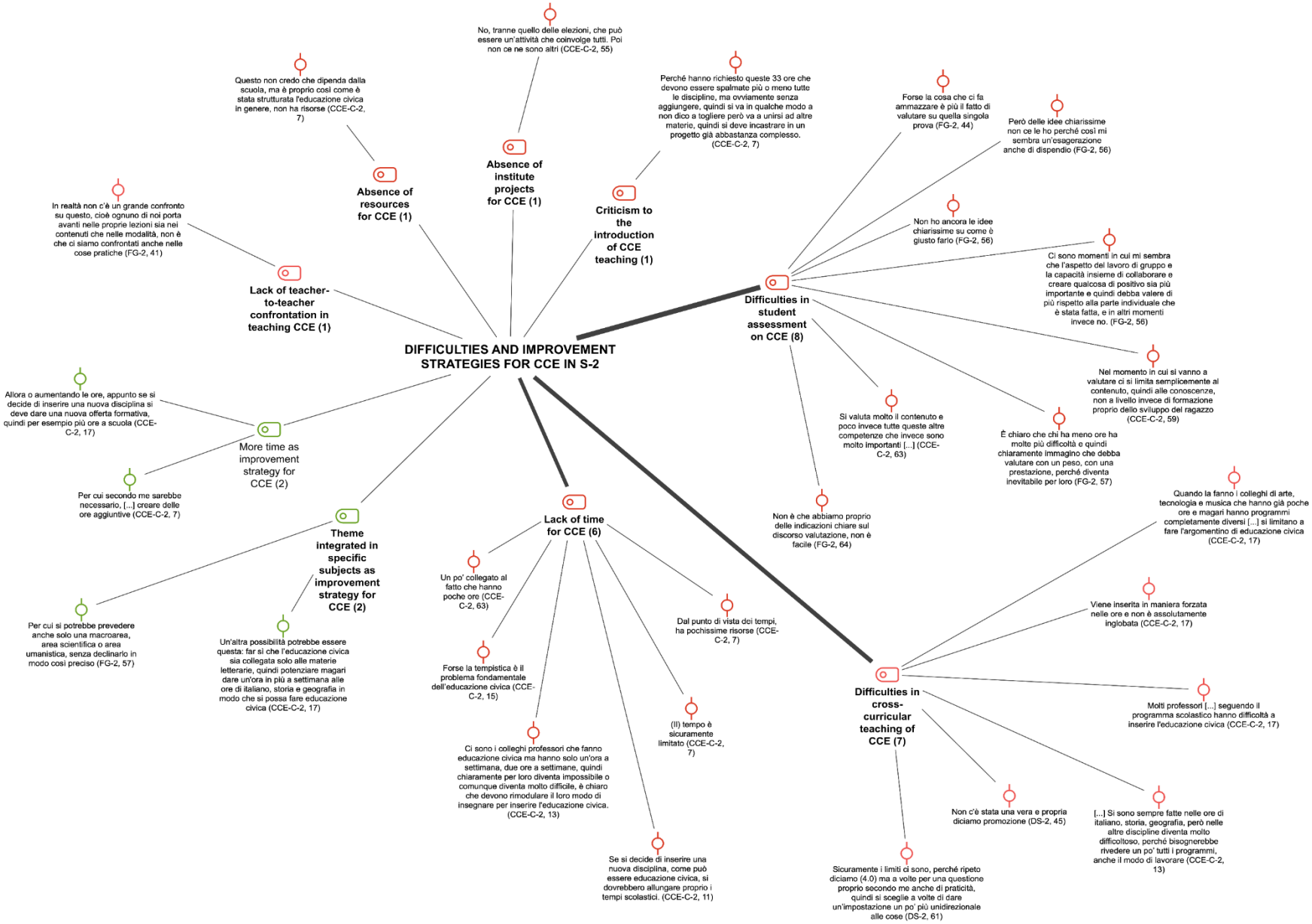


Figure 31: Single-case model related to difficulties and improvement strategies for CCE in S-2. Map created with MaxMap (MAXQDA 2024).

6.3.1 School and curricular organization for civic education in S-2

The Civic Education Curriculum in S-2 is meant to give every student an all-around education that develops all of their intelligences and helps them learn. It does this by following the organizational guidelines and thematic cores set out in Law No. 92/2019 and the additions made to the *Profilo delle competenze al termine del primo ciclo di istruzione* (Ministerial Decree No. 254/2012), which talks about teaching civic education across subjects (Guidelines 2020).

Thematic core	Knowledge	Annual hours	Skills	Competences
Civic education – Grade 8 – Subjects: Science, Technology, German, Physical Education				
Sustainable development - Science	Health and well-being: goal 3 of Agenda 2030: - Birth control - Drugs and their effects on the brain	5	Grasp the complexity of existential, moral, political, social, economic and scientific problems and formulate reasoned personal responses. Adopt the most appropriate behaviors to protect one's own safety, the safety of others and the environment in which one lives.	The student promotes respect for others, the environment and nature and can recognize the effects of degradation and neglect.
Civic education – Grade 8 – Subjects: Italian, History, Music, Religion				
Legality and the Constitution – Italian and History	Peace, justice and institutions: goal 16 of 2030 Agenda. *Respect for rules: rights and duties of citizens*	6	Know the values that inspire the community and international systems, as well as their essential tasks and functions.	(The student) is aware that the principles of solidarity, legality and respect for others are fundamental to civic coexistence and foster the building of a society.
Civic education – Grade 8 – Subjects: Italiano, Spanish, Mathematics, Technology, Art, English				
Digital citizenship – Mathematics	Reading and understanding of graphs	2	Grasp the complexity of existential, moral, political, social, economic, and scientific problems and formulate reasoned personal responses	The student is able to understand the concept of data and identify correct or incorrect information, including when comparing with other sources.

Table 22: Structure on the Civic Education Curriculum in S-2. Source: Civic Education Curriculum, S-2 Website.

In contrast to the S-1 curriculum, the S-2 curriculum organizes the civic education cross-curricular teaching for lower secondary school by reducing the topics related to the

three subject areas, defining each subject's knowledge, hours, skills, and competences. Furthermore, unlike S-1, this curriculum does not differentiate the three thematic cores by school grade. Instead, it identifies the topics and objectives of all three thematic cores of civic education for each grade. The structure of this curriculum involved extending some topics from the curricula of specific disciplines, which could have formed a shared curriculum for civic education (T-14, FG-2, Pos. 44).

Table 22 shows an example of structuring the Civic Education Curriculum.

In S-2, there is no Civic Education Commission; instead, the PTOF Commission should monitor and evaluate education-related planning, albeit on an experimental basis (DS-2, Pos. 55).

Both primary and secondary schools have established a school coordinator who serves as a link between all disciplines, particularly during the assessment phase (T-17, FG-2, Pos. 63). On the other hand, there is no indication on the designation of a civic education coordinator for each class, nor is it expressed in the Curriculum.

The introduction of cross-curricular teaching of civic education in S-2 has revealed some difficulties and some limits, mainly arising from the teaching organization chosen by teachers. Although we should understand citizenship as a cross-curricular subject, where each discipline contributes with its unique characteristics to develop active citizenship competences (DS-2, pos. 59), the biggest challenge in S-2 stems from the teachers' instructional approach, which heavily emphasizes subject-specific programs and forces civic education into their subjects instead of integrating it as a cross-curricular theme (CCE-C-2, pos. 17).

> «[…] hanno richiesto queste 33 ore che devono essere spalmate più o meno tutte le discipline, ma ovviamente senza aggiungere, quindi si va in qualche modo a non dico a togliere però va a unirsi ad altre materie, quindi si deve incastrare in un progetto già abbastanza complesso». (CCE-C-2, Pos. 7)

6.3.2 The cross-curricular teaching of civic education in the classroom in S-2

We asked to teachers responsible for teaching civic education (N=12) about the materials used for preparing their lessons and activities (CCE_MAT). The graph (Figure 32) reveals that teachers primarily use official curricula and original sources related to institutional documents of interest, along with textbooks. Conversely, teachers rarely use traditional media and materials from commercial companies, but they frequently use sources on the Web.

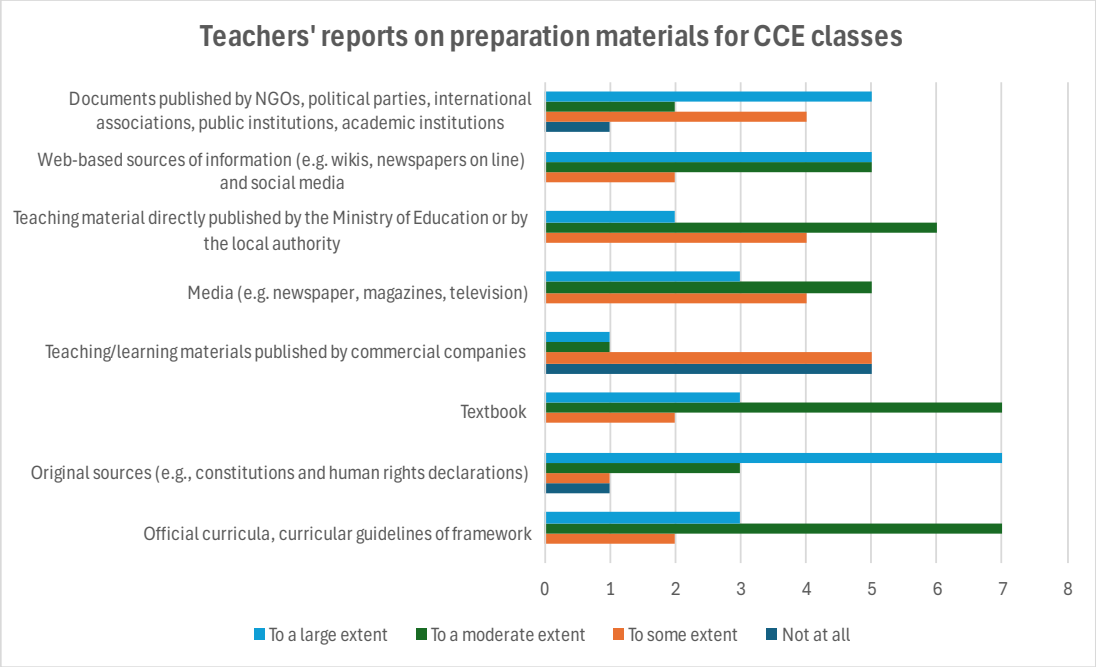
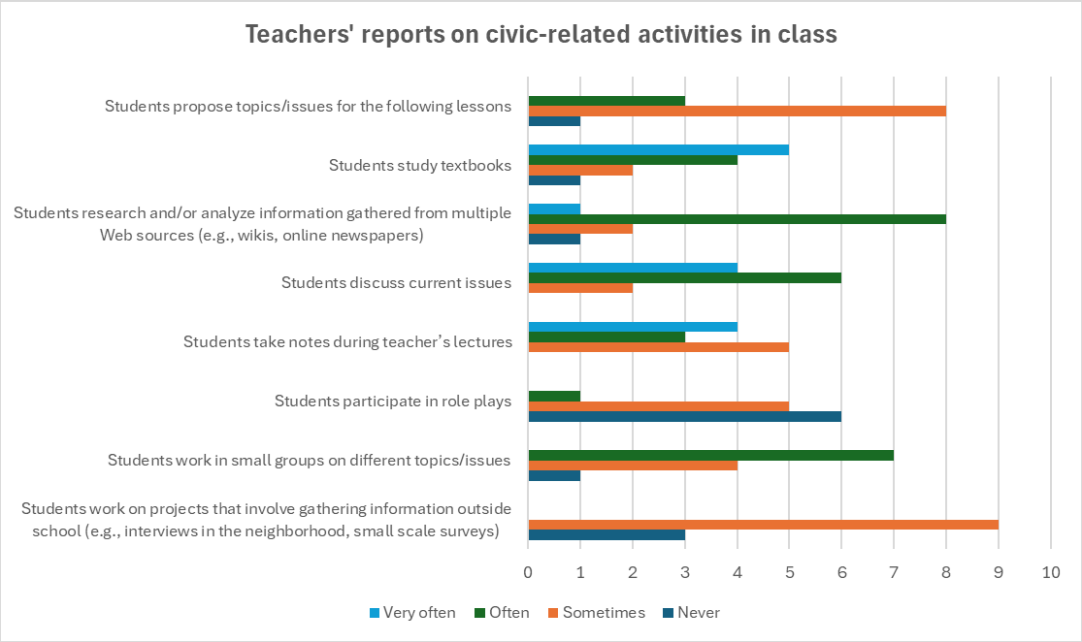


Figure 32: Materials used by teachers in S-2 to prepare civic-related activities (N=12).

In addition, teachers have at their disposal the resources of the territory and the proposals of the Ministry of Education (DS-2, Pos. 45-47). However, they are not considered enough, specifying that the lack of resources is not solely attributable to the school itself, but rather to the introduction and structuring of civic education (CCE-C-2, Pos. 7).

Examining the activities that take place during civic education classes (Figure 33), the activities that occur most are textbook study and discussion of current issues; note-taking also appears to be a common practice. On the other hand, there are activities that occur much more rarely, such as students proposing topics for later lessons or working among groups, while researching and analyzing information through the Web occurs moderately. In contrast, role playing and structuring projects involving out-of-school information gathering turn out to be very rare or never practiced. The descriptive statistics on the scores obtained on the T_CIVCLAS scale, which measures the frequency of classroom activities, are moderately good, yielding a mean of 19.9 (SD = 3.55) and a median of 20.0. However, the standard deviation indicates variability in the responses, which recorded a minimum score of 14.0 and a maximum score of 25.0. Thus, data suggest that,

although some activities are frequently carried out by teachers, others could benefit from more attention to be implemented.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_CIVCLAS	12	16	19.9	1.03	20.0	3.55	14.0	25.0

Figure 33: Activities carried out in classroom during civic-related lessons in S-2 (N=12).

On this aspect, teachers point out structural difficulties related to the availability of spaces (T-11, FG-2, Pos. 9), that disincentivizes teacher design proposal (T-17, FG-2, Pos. 8) as well as the implementation of different and innovative teaching practices that require simulation or the involvement of multiple classes (CCE-C-2, Pos. 7).

> «La criticità nella nostra scuola è anche gli spazi, voglio fare questo piccolo appunto: cioè non avendo spazi, non avendo luce – io guardo spesso anche la luce – aule luminose, aule spaziose, e quindi tutto il tema della bellezza, dell'eleganza dello stimolo non c'è, questo proprio non c'è, quindi soffro per questo motivo, soffro molto. Altre scuole dove sono stato avevano laboratorio, sono stati fatti tanti progetti anche di approfondimenti, tenevo un corso solo sui minerali perché avevano una collezione di minerali, però c'era non solo il minerale che abbiamo anche noi – una piccola collezione – però c'era un'aula adibita, una specie di Aula Magna, un'aula video enorme, e quindi questo favoriva una certa messa a disposizione personale nel voler portare avanti queste cose che invece adesso farei con molta più fatica». (FG-2, Pos. 8, Speaker: T-17)

Although an institute project has not been planned in the school (CCE-C-2, Pos. 55), teachers of specific disciplines have developed various activities. 'Active Minds', one of the implemented projects, aims to prevent addiction through the implementation of life skills, self-esteem, and self-awareness, as well as relating to each other in groups and respecting turns to speak (CCE-C-2, Pos. 47). Another activity promoted by S-2 that involves all classes is the representatives' election, requiring students to develop a proper

campaign, prepare a speech, and participate in voting and elections (CCE-C-2, Pos. 47). Additionally, prior to the Covid-19 pandemic, students regularly conducted visits to political institutions and the Senate (DS-2, Pos. 13).

In addition, some activities also involve the participation of external agencies that collaborate with the school. The main collaborations are with the Postal Police, with whom a project was structured on the issues of bullying and cyberbullying (CCE-C-2, Pos. 49), and with NGO Amnesty International on human rights, in which only a grade 8 class participates with their Italian, History, and Geography teacher, during which a number of external meetings would be held with the experts; however, this is a project that involved only one class because of the difficulties the school encountered in organizing activities for parallel classes.

This project came about as a result of a donation made by the class, through which it became an Amnesty class, receiving as a gift a book entitled *Gridalo forte! Il tuo libro sulla cittadinanza attiva e il diritto di protesta*. After the first lesson, which focused on the concept of citizenship and rights, the second lesson commenced with a discussion on the theme: *How does the school shape the citizen?* The students suggested methods such as adhering to rules, understanding that their mistakes impact their classmates, equipping them for societal work, emulating urban life, and preparing them for the future. The discussion then transitioned to the topic of *right*, especially the *right to protest*, encompassing previously discussed topics like the protection of freedom in the Constitution and suffragettes, as well as the protest situations they observed during that period. Then, they connected the right to protest with the *right to assembly and expression*, exploring what happens during class collective discussions. After discussing the right to protest and expression, they proceed to explore the forms of protest on the Web and social media platforms. Then, the lesson continued through watching a video pertaining to the right to protest, followed by a textbook activity on three rights: the right to safety, the right to fair treatment, and the right to education.

Other discussions that occurred focused on prejudice, starting with an analysis of the figure of Rosso Malpelo by Giovanni Verga; war in the Italian Constitution during history classes; drugs, neuron damage, and addiction during the Science classes, conducting a collective discussion and an online research on the benefits and the drawbacks of cultivating cannabis for pharmaceutical purposes. In Physical Education classes, the

topics that are most commonly addressed are play, peace, and the right to study (T-13, FG-2, Pos. 46).

More 8th grade classes are addressing gender equality as a topic. In Geography classes, teachers focused on the status of women in different countries, even going so far as to discuss child brides and women's rights through reading stories and watching films. Specifically, they concentrated on the protests taking place in Iran during that period, which profoundly impacted the students. Without the teacher's knowledge, they collaborated to create a poster in solidarity with Iranian women. The poster featured a woman cutting off a lock of her hair, with each student in the class displaying a small lock of their own hair on the paper behind it. At another moment, the discussion on gender equality centered on gender-based violence, sparked by the viewing of the documentary *Parlano le donne*. This was followed by a discussion about the actions students could take to help end this phenomenon.

Another grade 8 class uses the textbook *Cittadini con Dante*, a text that contextualizes literary issues into contemporary society, and institutional documents to address the topic of gender equality. The teacher introduced the topic by referencing women's rights in the Constitution and Article 36. The discussion specifically centered on a woman's right to choose not to have children and the societal reactions to a woman's childlessness compared to a man's, thereby highlighting the need to overcame social preconceptions. They then discussed women from contemporary history, such as scientists, politicians, and astronauts, who successfully overcome the 'glass ceiling', a metaphorical image often used by teachers and textbooks to limit women in their professional careers.

As for the assessment of civic education, it follows the same degree of curriculum structure. Specifically, the S-2 timetable for civic education stipulates that teachers of specific disciplines will conduct the assessment of civic education, again divided by subject areas, at different time:

- For grade 6
    - For the first quarter, the subjects that assess civic education will be:
        - Thematic core 'Legality and Constitution': Italian, Art;
        - Thematic core 'Sustainable development': Natural Science.
        - Thematic Core 'Digital Citizenship': Italian.
    - For the second quarter, the subjects that assess civic education will be:
        - Thematic Core 'Legality and Constitution': History, Religion, Music;
        - Thematic Core 'Sustainable Development': Technology, Spanish-German, English, Physical Education;

        - Thematic Core ‘Digital Citizenship’: Mathematics.
- For grade 7
    - For the first quarter, the subjects that assess civic education will be:
        - Thematic Core ‘Legality and Constitution’: Italian;
        - Thematic Core ‘Sustainable Development’: Natural Science, Art;
        - Thematic Core ‘Digital Citizenship’: Technology, Italian.
    - For the second quarter, the subjects that assess civic education will be:
        - Thematic Core ‘Legality and Constitution’: History, Religion, Music, Spanish;
        - Thematic Core ‘Sustainable Development’: German, English, Physical Education;
        - Thematic Core ‘Digital Citizenship’: Mathematics.
- For grade 8
    - For the first quarter, the subjects that assess civic education will be:
        - Thematic Core ‘Legality and Constitution’: Italian;
        - Thematic Core ‘Sustainable Development’: Science;
        - Thematic Core ‘Digital Citizenship’: Technology, Italian.
    - For the second quarter, the subjects that assess civic education will be:
        - Thematic Core ‘Legality and Constitution’: History, Religion, Music;
        - Thematic Core ‘Sustainable Development’: Spanish, German, English, Physical Education;
        - Thematic Core ‘Digital Citizenship’: Art, Spanish, English, Mathematics.

The school has also structured an assessment rubric to guide grade formulation for both primary and lower secondary schools. For each grade and descriptive judgment, the relevant student profile is outlined, defining knowledge, skills, and cross-curricular competences. Despite this, teachers feel that the school does not provide clear guidance on how to evaluate (FG-2, Pos. 64).

For civic education assessment, oral tests and observations are the most commonly used tools, while written tests are less frequently used. Project work and peer assessment turn out to be infrequent (Figure 34). Specifically, teachers tend to accompany the assessment of student performance with the evaluation of additional elements, such as participation in the discussion on a particular topic (T-16, FG-2, Pos. 58; T-17, FG-2, Pos. 63), involvement, timing of delivery (T-15, FG-2, Pos. 65), and the relationships that occur among students during the proposed activities (T-13, FG-2, Pos. 59).

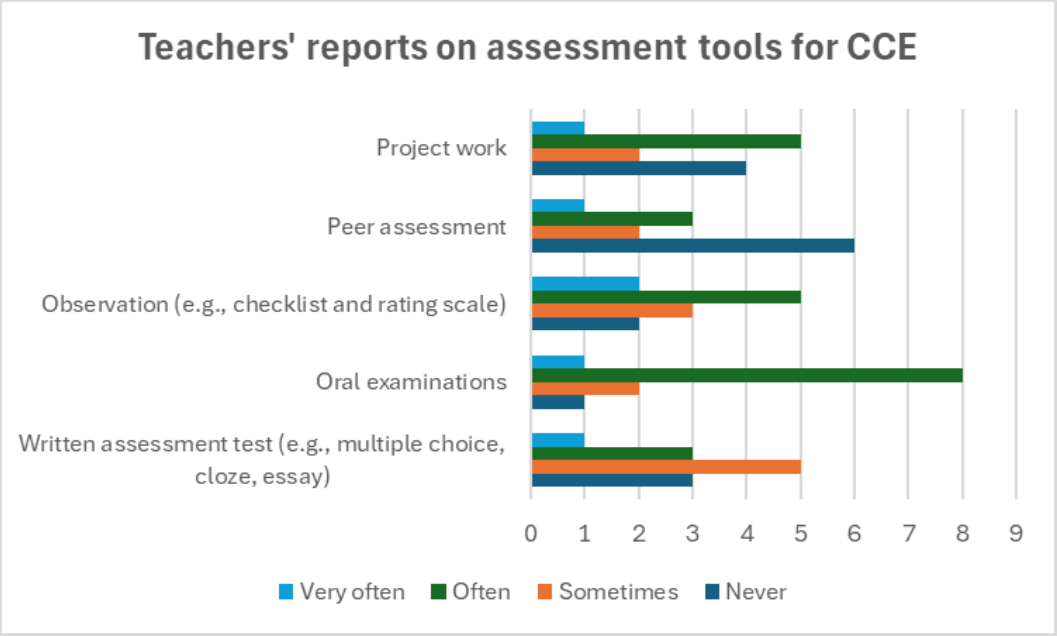


Figure 34: Assessment tools used by S-2 lower secondary school teachers for student assessment on civic education (N=12).

> «Soprattutto tenendo conto del fatto che siamo in una scuola dell'obbligo, non ci si può soffermare solo sulle performance, sulle attività performative e contenutistiche dei ragazzi, ma bisogna tener conto di vari aspetti e vari fattori. Come hanno detto molti dei miei colleghi, la partecipazione, il confronto, il coinvolgimento, i tempi di consegna. E comunque bisogna tener conto sempre di una linea evolutiva che più o meno della partenza e poi del punto di arrivo; se c'è stata anche una minima crescita, personalmente io tendo a premiare, a venire incontro al ragazzo e non a soffermarmi solo al momento performativo in cui ha esposto il contenuto». (FG-2, Pos. 65, Speaker: T-15)

However, in an effort to create a comprehensive assessment of the student that extends beyond the few hours dedicated to teaching civic education as a discipline, there has also emerged a certain intermingling between the student's behavior and their civic education grade (T-11, FG-2, Pos. 57).

> «Poi per materie come le nostre, italiano, matematica, che abbiamo tante ore, beh diventa anche più facile fare una valutazione che è legata anche più a un comportamento, a un'attività a una partecipazione. Io personalmente non faccio fare nessun test, però in tanti momenti vado a valutare degli aspetti differenti, quindi non mi limito alle due ore o tre ore di storia che sono dedicate all'educazione civica, però ho anche tante ore». (FG-2, Pos. 57, Speaker: T-11)

As a result, civic education assessment again appears to be a cause of difficulty for teachers. Contrary to the findings in these surveys, the Coordinator complained that in their opinion what is mainly evaluated by Class Councils is the knowledge that the student shows to possess and not all the skills activated during the proposed activities (CCE-C-2, Pos. 63).

> «Da quello che è la mia esperienza nei miei Consigli di Classe, si valuta molto il contenuto e poco invece tutte queste altre competenze che invece sono molto importanti, cioè non è detto che se un ragazzo che fa errori di ortografia o non sappia l'articolo 1 della Costituzione però poi magari è in grado di collaborare, di rispettare i turni di parola, di

essere propositivo, di organizzare un lavoro di gruppo etc. non è detto che debba avere per forza un voto basso, anzi magari lo premio lo stesso, cioè magari non gli darò il massimo, però comunque lo premio nella valutazione». (CCE-C-2, Pos. 63)

Teachers find it challenging to assign a value to a single student's test on a particular topic (T-14, FG-2, Pos. 44). As a result, some teachers are exploring methods to evaluate students not only based on their individual performance but also on their group work and ability to collaborate, despite encountering challenges and doubts (T-14, FG-2, Pos. 56). The challenges in assessment, which subsequently lead to the decision to evaluate student performance in a single test, seem to be associated with the limited time certain disciplines allocate for civic education, resulting in a situation of «overload» (T-57, FG-2, Pos. 56).

Timing is considered the main problem in civic education (CCE-C-2, Pos. 15), stemming from the fact that the inclusion of a new discipline requires an extension of school time (CCE-C-2, Pos. 11). Therefore, teaching civic education by teachers who only have a few hours in a class turns out to be particularly difficult and would require reshaping the teaching methods as a whole (CCE-C-2, Pos. 13).

The limitations of this organization are visible and well-present and, for this reason, «they choose to give a somewhat more unidirectional approach to things» (DS-2, Pos. 61). In an attempt to address this issue, teachers propose linking education to a specific macro-area, such as humanities or science (T-11, FG-2, Pos. 57). This could involve dedicating an extra hour per week to these disciplines for civic education, or simply extending the school day (CCE-C-2, Pos. 17). However, this would result in civic education losing its cross-curricular nature and transforming into either a separate subject or an integrated part of another subject. Citizenship requires creating the conditions in which to live as a citizen, so that each person is an active participant in that situation with his or her own autonomy and knowing his or her own limits and spaces for action (DS-2, Pos. 59).

«[…] Poi certo se parliamo proprio di conoscenza, allora lì stiamo delineando un'altra materia, un'altra disciplina, ma lì secondo me non parliamo di cittadinanza attiva, possiamo chiamarla "conoscenza della Costituzione", "conoscenza quelle che sono le situazioni..." diciamo, però cittadinanza attiva è qualcos'altro. Cioè se io nella classe, se sto facendo qualsiasi materia, sto creando le condizioni affinché ognuno è in grado di esprimere la propria idea e il rispetto degli altri, dei tempi, io sto costruendo un soggetto che è attivamente partecipe a quel momento, a quella situazione, con propria autonomia e anche conoscendo quelli che sono i propri limiti, i propri spazi di azione». (DS-2, Pos. 59)

Teachers could actively foster a learning environment where students can exercise citizenship everyday through their teaching practices. This includes fostering collaboration (T-11, FG-2, Pos. 50), serving as role models for students (T-13, FG-2, Pos. 48), encouraging respect for the environment and confrontation (T-12, FG-2, Pos. 49),

and fostering a sense of belonging in a pluralistic context to consciously communicate a sense of citizenship (T-16, FG-2, Pos. 53).

Teaching practices that contribute to a democratic learning environment were observed. Specifically, a total of 25 hours of classroom observation was conducted involving lessons in Italian, History, Geography, Mathematics, Science, Spanish, Music, Physical Education, and Religion. Data on frequencies (Figure 35) and descriptive statistics (Table 23) are given below.

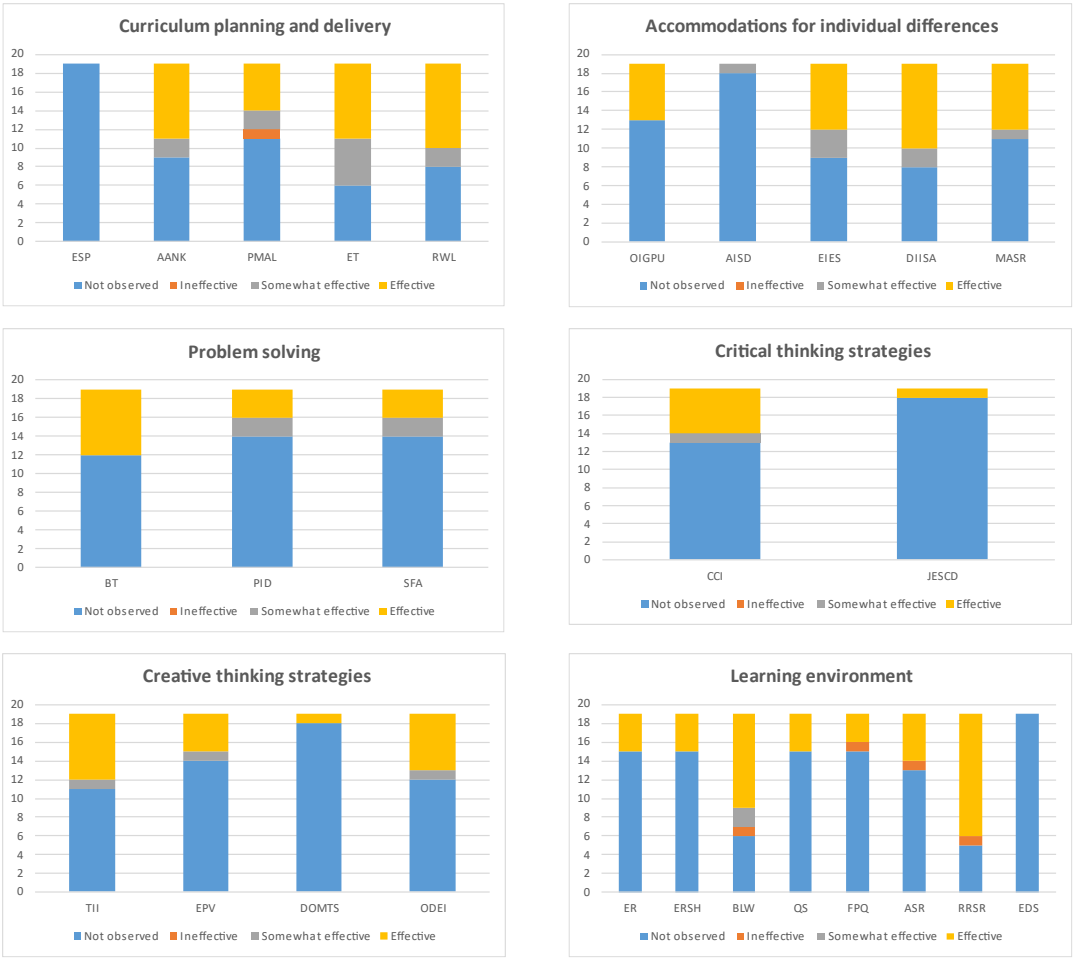


Figure 35: Frequency distribution of scoring in observation checklists (S-2).

When it came to the 'Curriculum planning and delivery' section, indicators like ESP ('teacher set high expectations for student performance') were mainly unobserved; on the other hand, AANK ('teacher incorporated activities for students to apply new knowledge') got a mean score of 1.47 (SD = 1.43), indicating that when observed, it was well done in the classroom and got good feedback from students. Practices related to RWL ('teacher made students reflect on what they had learned') were also found to be effective, achieving a mean of 1.63 (SD = 1.42) and median and mode values of 2 and 3, respectively.

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0	0	0	0
	AANK	1.47	2	0	1.43
	PMAL	1.05	0	0	1.32
	ET	1.79	2	3	1.28
	RWL	1.63	2	3	1.42
Accommodations for individual differences	OIGPU	0.95	0	0	1.39
	AISD	0.11	0	0	0.45
	EIES	1.42	2	0	1.39
	DIISA	1.63	2	3	1.42
	MASR	1.21	0	0	1.44
Problem solving	BT	1.11	0	0	1.45
	PID	0.68	0	0	1.17
	SFA	0.68	0	0	1.17
Critical thinking strategies	CCI	0.89	0	0	1.33
	JESCD	0.16	0	0	0.67
Creative thinking strategies	TII	1.21	0	0	1.44
	EPV	0.74	0	0	1.25
	DOMTS	0.16	0	0	0.67
	ODEI	1.05	0	0	1.39
Learning environment	ER	0.63	0	0	1.22
	ERSH	0.63	0	0	1.22
	BLW	1.84	3	3	1.35
	QS	0.63	0	0	1.22
	FPQ	0.53	0	0	1.09
	ASR	0.84	0	0	1.31
	RRSR	2.11	3	3	1.33
	EDS	0	0	0	0

Table 23: Descriptive statistics related to observations in S-2.

In the 'Accommodation for individual differences' section, indicators such as OIGPU ('teacher provided opportunities for individual or group learning') and DIISA ('teacher allowed students to discover key ideas individually through structured activities') indicate effective practices, registering means of 0.95 (SD = 1.39) and 1.63 (SD = 1.42), respectively.

In relation to problem solving, although there are many unobserved frequencies, indicators BT ('teachers employed brainstorming techniques'), PID ('teacher engaged students in problem's identification and definition'), and SFA ('teacher engaged students in solution-finding activities') obtained means of 1.11 (SD = 1.45), 0.68 (SD = 1.17), and 0.68 (SD = 1.17), suggesting effective practices although infrequent.

The promotion of strategies aimed at developing critical and creative thinking is one of the least observed aspects. The two indicators that make up the 'Critical thinking' category – CCI ('teacher engaged students in comparing and contrasting ideas') and

JESCD ('teacher encouraged students to judge or evaluate situations') – obtained averages of 0.89 (SD = 1.33) and 0.16 (SD = 0.67), respectively, resulting mainly from the non-observation of teacher behavior. Indicators on 'Creative thinking' category also obtained low averages, ranging from 0.74 to 1.21.

The last category analyzed, which refers to the learning environment, demonstrates various effective practices. Specifically, BLW ('teacher used energetic and enthusiastic body language and words to convey interest') and RRSR ('teacher responded respectively to a wide variety of students responses to show respect and openness to divergent thinking') recorded averages of 1.84 (SD = 1.35) and 2.11 (SD = 1.33), respectively, indicating emphasis by teachers on these practices related to verbal and communication and positive responses from the students; this represents the highest value recorded for S-2. Additionally, BLW and RRSR recorded a median and a mode equal to 3, further confirming the effectiveness of the observed practices and the previously mentioned results. ASR ('teacher paid attention to students' reactions') was another frequently observed aspect, with a mean of 0.84 (SD = 1.31), indicating the attention teachers paid to students' feedback and the effectiveness of actions taken when needed. The lowest index, FPQ ('teacher focused on all students' positive qualities and praised their efforts'), had a mean of 0.53 (SD = 1.09), primarily due to its low observation rate. Lastly, the behavior related to the indicator EDS, which focused on the encouragement of students to discuss solutions rather than blame others, was never observed.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	28	0	12.0	0.329	12.0	1.74	8.00	16.0

Table 24: Descriptive statistics related to teachers' perceptions of classroom climate (T_PCCLIM) in S-2 (N=28).

With reference to teachers' perceptions of classroom climate, a central aspect to the definition of a participatory learning environment, there is an average positive perception, with scores varying moderately. The distribution (Figure 36) suggests that teachers' perceptions are generally uniform, with most scores centered around the mean of 12.0 (SD = 1.74) (Table 24).

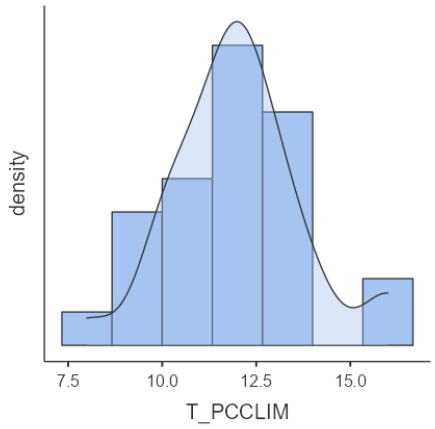


Figure 36: Density plot related to T_PCCLIM in S-2.

However, the principal said that the school today struggles with social behavioral models that run counter to the values and principles of active and conscious citizenship that it seeks to promote, as the

model considered successful is that of an authority figure with little respect for rules and others. Due to constant exposure to these behaviors through television and social media, schools struggle to educate students to critically think about them and to promote respect for each other's functions, times, and roles (DS-2, Pos. 61).

> «Noi facciamo i conti ogni giorno a scuola con dei modelli comportamentali che propongono, che sembra come dire no agli occhi di più sembrano vincenti, ma che sicuramente lavorano contro quelli che sono i principi e i valori di una cittadinanza attiva e consapevole, perché il modello che viene proposto vincente oggi è di una persona prepotente, di una persona che non deve rispettare l'altro, che non deve rispettare le regole, che non rispetta anche, come dire, i tempi, l'autorità, il contesto, che sono modelli comportamentali con cui facciamo i conti ogni giorno e sono molto diciamo presenti nella vita dei nostri ragazzi e nella vita dei genitori e la scuola fatica tanto a scardinare questi modelli e a, come dire, educare a una lettura critica di questi modelli, perché come dire sono di facile acquisizione e sembrano vincenti soprattutto poi in una fascia di età dove non c'è la maturità anche per andare oltre e comprendere. Quindi se il modello che propone e che leggiamo ovunque, accendiamo la televisione e vediamo i social, è che il vincente è la persona prepotente sicuramente poi si fatica a costruire invece il rispetto dell'altro, il rispetto dei tempi e il rispetto anche dei ruoli e delle funzioni, quindi è molto faticoso lavorare oggi nella scuola, molto». (DS-2, Pos. 61)

Trying to cope with this situation would require the involvement of external agencies deputed to education, as well as government choices to make the school regain dignity, whose role has been questioned (DS-2, Pos. 63). In fact, the school is a guardian of values, legality, and the principles that make a person active in the community (DS-2, Pos. 65).

6.3.3 Improvement areas for civic education in S-2

Faced with the teaching and curricular organization for civic education that characterizes S-2 and the difficulties that have emerged, teachers identified cooperation between teachers from different subject areas (25%) as the main element for improving civic education in the school (Figure 37).

This is interconnected with the fact that there is no confrontation among teachers about civic education, both in the design phase of activities and in how they are implemented and assessed, so each teacher finds themselves working individually to define content and teaching methods (T-12, FG-2, Pos. 41).

The second elements of improvement includes better materials and textbooks, more in-service teacher training on subject knowledge (unlike S-1, where more training on teaching methodologies was required), more opportunities for projects related to civic

education, and new national curricula on civic education. All these aspects are equally important, with a percentage frequency of 14.9% (Figure 38).

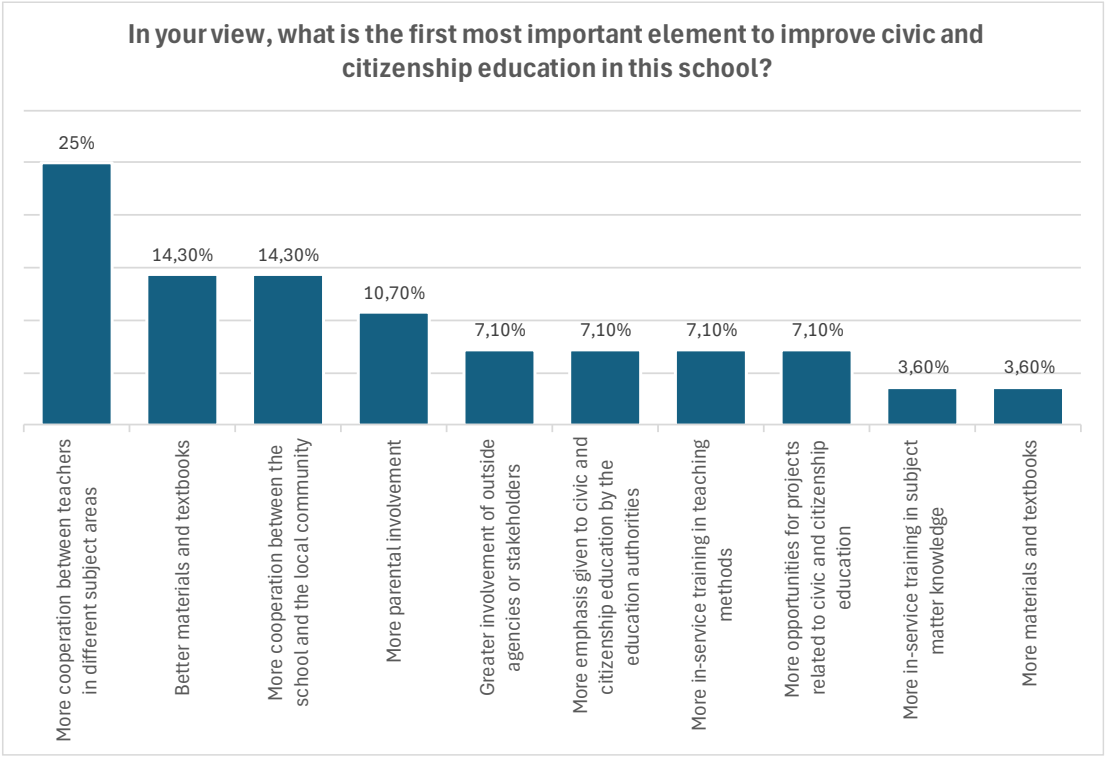


Figure 37: Percentages of teachers selecting civic education improvement areas as the first main area in S-2 (N=28).

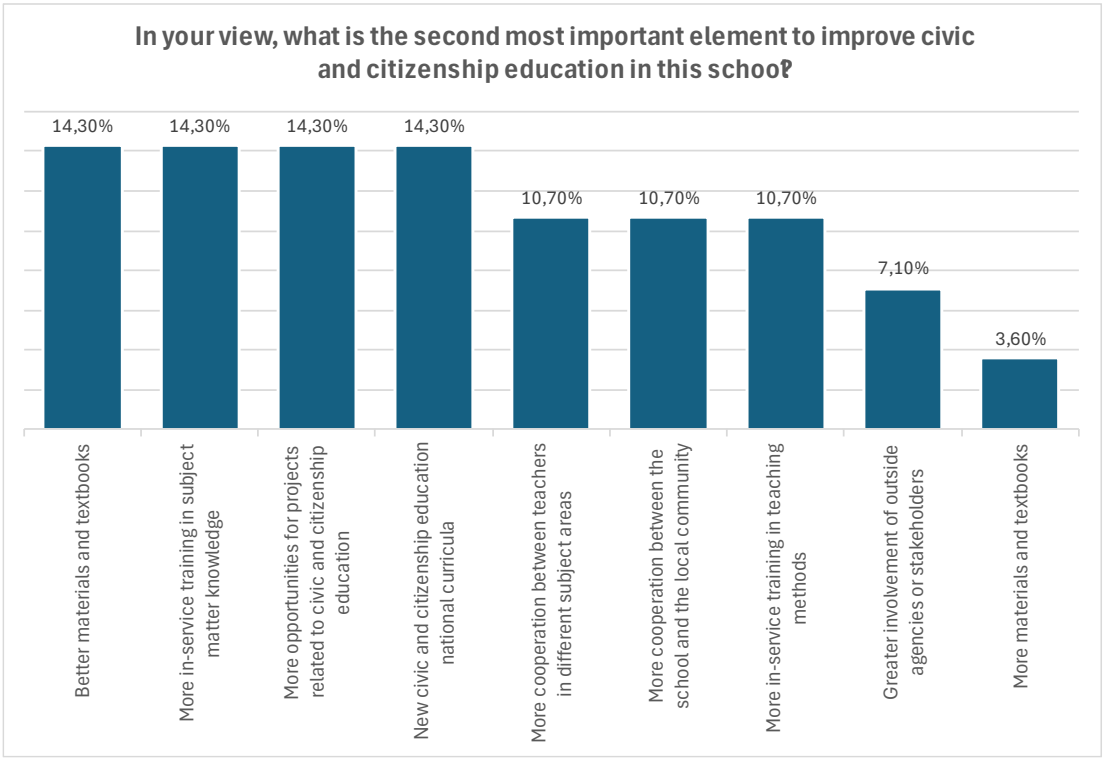


Figure 38: Percentages of teachers selecting civic education improvement areas as the second main area in S-2 (N=28).

Professional development again appears to be one of the central aspects of promoting civic and citizenship education, and not only at school, since the daily relationship with students confronts teachers with their limitations and the need to propose new things (T-12, FG-2, Pos. 14).

Despite the apparent importance of professional development, the FGs revealed, based on data from an internal school questionnaire, that only a small number of teachers expressed a desire to participate in civic education training courses (T-11, FG-2, 15). In fact, only school coordinators received training in S-2 for civic education (T-11, FG-2, Pos. 15; DS-2, Pos. 5). Furthermore, the difficulty of the offered training courses lies in their lack of relevance to the teachers' training needs and classroom teaching activities. Therefore, it is deemed appropriate for individual teachers to request training specifically related to the activity they wish to carry out (T-16, FG-2, Pos. 17).

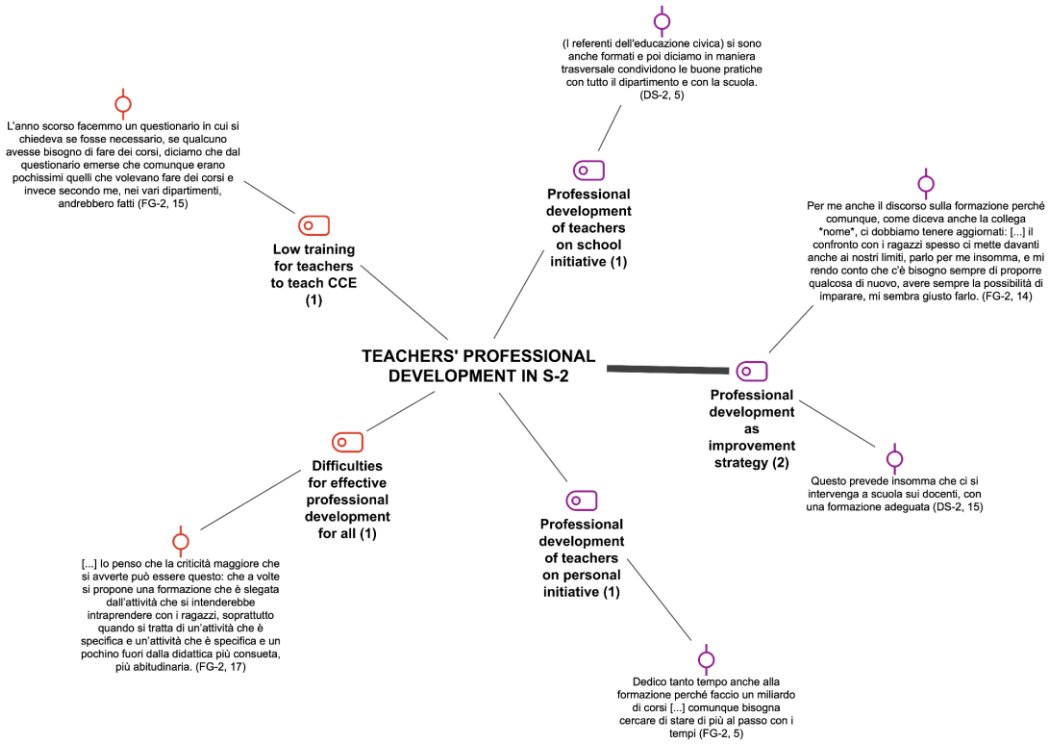


Figure 39: Single-case model related to teachers' professional development in S-2. Map created with MaxMap (MAXQDA 2024).

More cooperation between the school and the local community was identified as the third element for improvement of civic education (25%) (Figure 40).

Although the school is located in a central urban area and defines itself as a school open to the local area (DS-2, Pos. 3), it was reported by teachers and the coordinator how few external partnerships were initiated (CCE-C-2, Pos. 49) and those few that were present, such as the one with the Superintendency, have been abandoned as a result of the

Covid-19 pandemic (T-12, FG-2, Pos. 14); networks with other schools, for example, for participation and organization of sports events, are also absent (T-13, FG-2, Pos. 4)

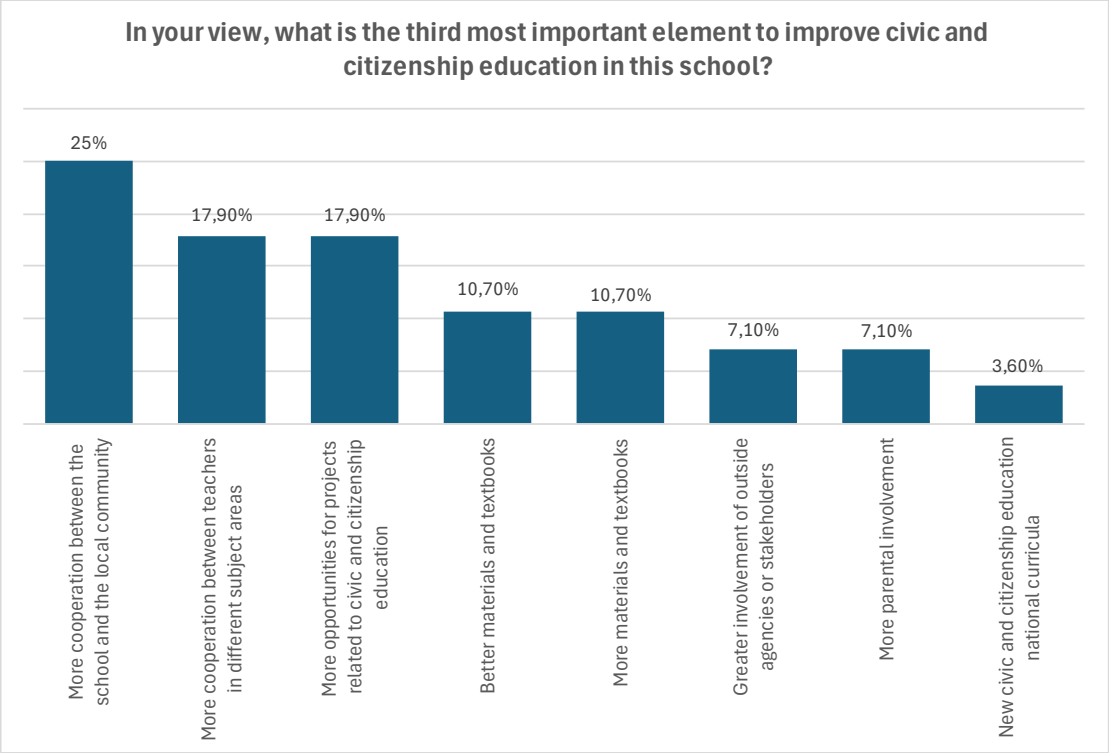


Figure 40: Percentages of teachers selecting civic education improvement areas as the third main area in S-2 (N=28).

6.4 Civic education in S-3

In the S-3 case, 31 out of 53 tenured teachers in the lower secondary school filled out the teacher questionnaire; in addition, 80.6% of these teachers are female (25) and 19.4% are male (6). Most have a master's degree (77.4%), while three teachers have a bachelor's degree and four have a Ph.D. Teachers from the Human Sciences area filled out the questionnaire mostly (Table 25); of the three secondary language teachers who completed it, two teach Spanish and one teaches French.

T_SUB	Counts	% of Total
Special education	4	12.9 %
Human Sciences area (Italian, History, Geography)	10	32.3 %
Art	2	6.5 %
English	4	12.9 %
Second language (French, Spanish, German)	3	9.7 %
Scientific area (Mathematics, Natural Science)	5	16.1 %
Physical Education	1	3.2 %
Music	1	3.2 %
Technology	1	3.2 %
Total	**31**	**100%**

Table 25: Subjects taught by S-3 lower secondary school teachers responding to the questionnaire (N=31).

A large proportion of the questionnaire respondents have been teaching in S-3 for more than 10 years (38.7%), 29% have been teaching from 5 to 9 years, and 22.6% have been teaching from one to 4 years (Table 26).

T_EXPER	Counts	% of Total
Less than a year	3	9.7 %
From 1 to 4 year	7	22.6 %
From 5 to 9 years	9	29.0 %
For 10 years or more	12	38.7 %
Total	**31**	**100%**

Table 26: Years of work experience of S-3 lower secondary school teachers responding to the questionnaire (N=31).

In addition, 6.5% teach only in grade 7 (2) and 3.2% teach only in grade 8 (1); 74.2% teach in all three grades (23), while 3.2% teach in grades 6 and 7 (1), and 12.9% teach in grades 7 and 8 (4). Among them, 54.8 % teach mainly in all three grades (17) and 19.4% teach mainly in grade 7 (6).

The maps used to discuss the results and describe the civic education teaching and activities in S-3 (Figure 41-42), as well as the difficulties and improvement strategies (Figure 43), were created by coding the responses of the vice principal, the former civic education coordinator, and the four teachers participating in the FG.

The vice principal has been in charge of S-3 for 10 years and holds two master's degrees in Foreign languages and literatures and in Primary Education Science.

The former civic education coordinator, who has been teaching in S-3 for 10 years, earned a master's degree.

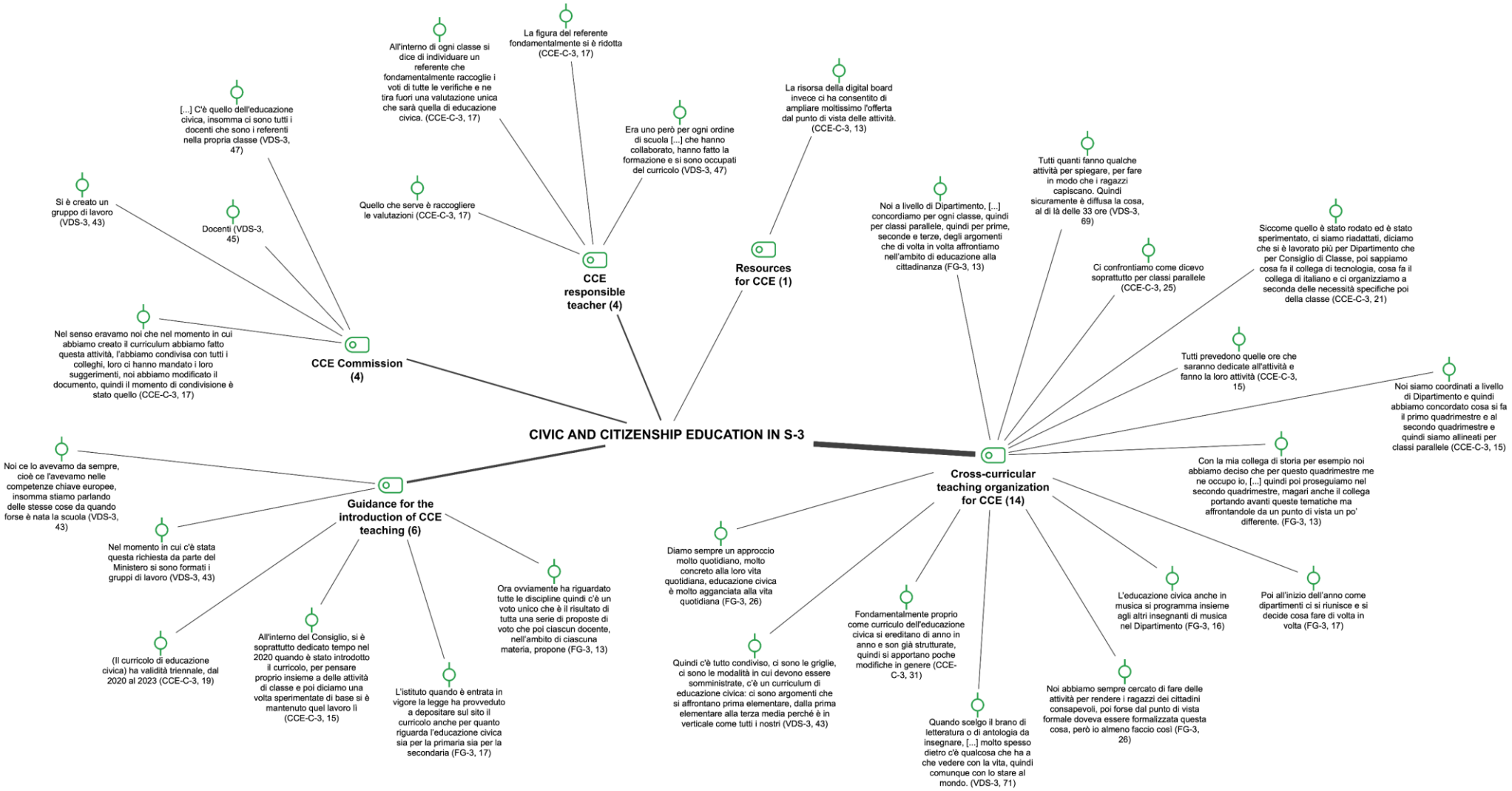


Figure 41: Single-case model related to the organization of civic education in S-3 (I). Map created with MaxMap (MAXQDA 2024).

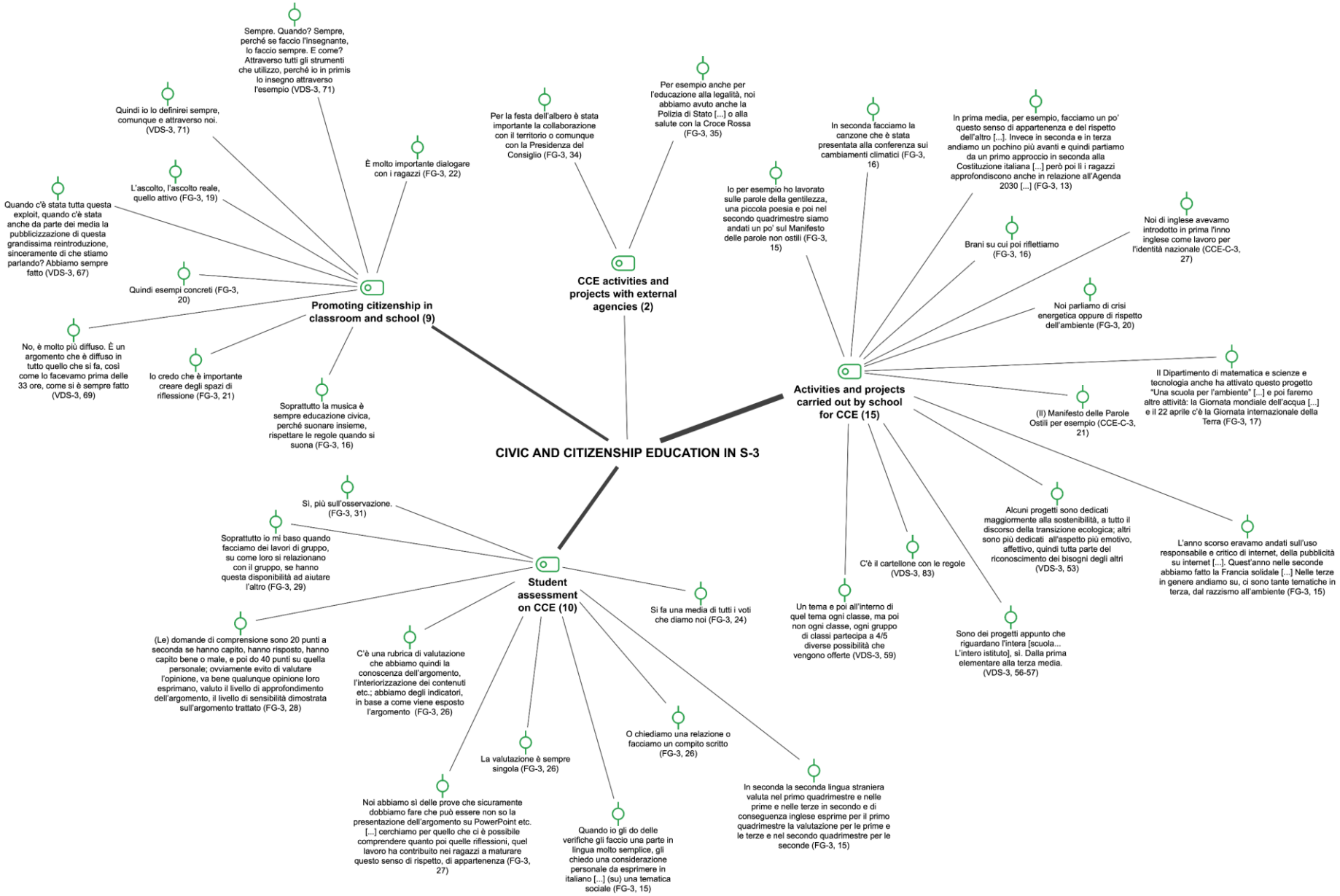


Figure 42: Single-case model related to the organization of civic education in S-3 (II). Map created with MaxMap (MAXQDA 2024).

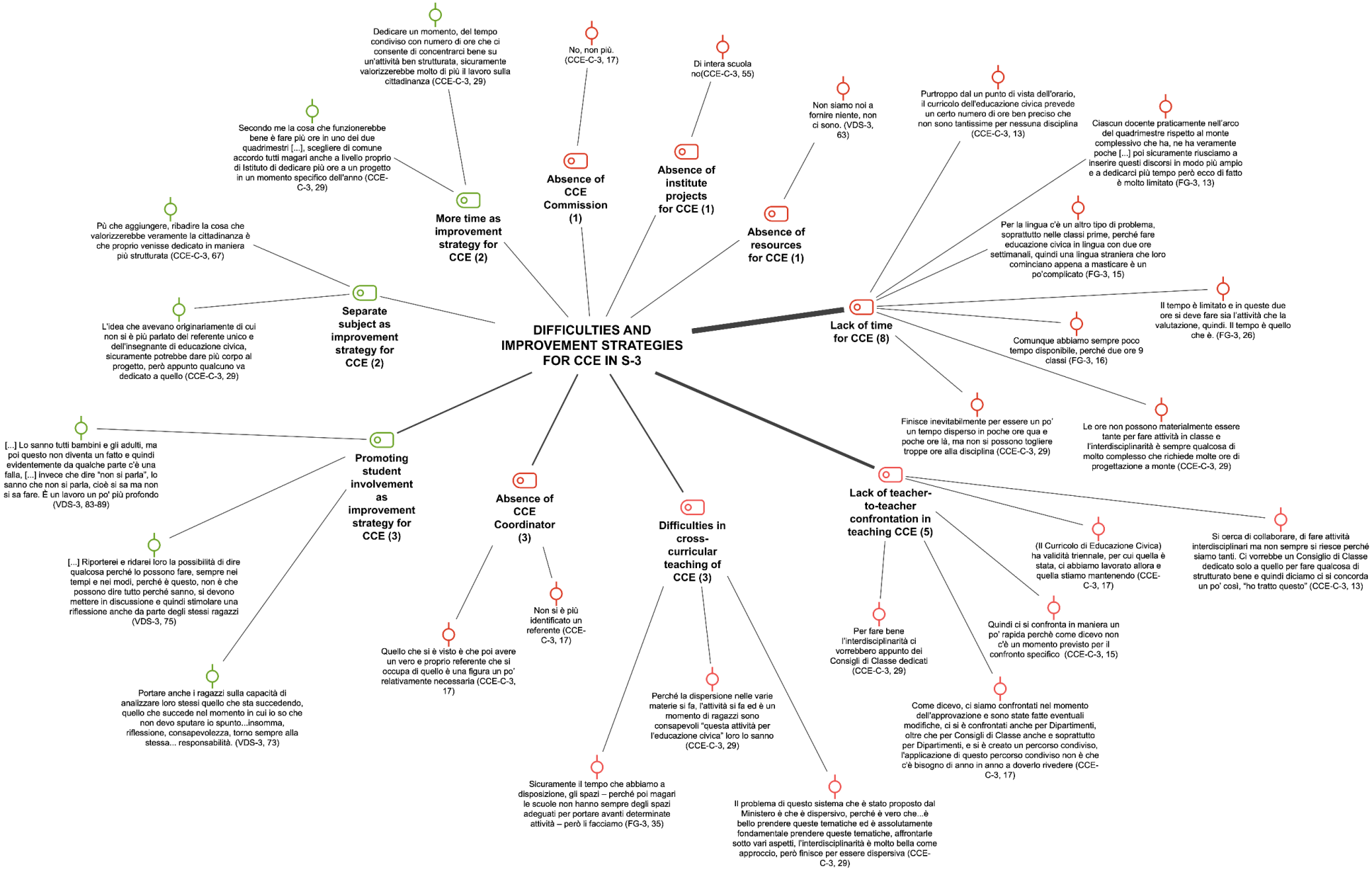


Figure 43: Single-case model related to difficulties and improvement strategies for CCE in S-3. Map created with MaxMap (MAXQDA 2024).

6.4.1 School and curricular organization for civic education in S-3

The S-3 Civic Education Curriculum is based on the Italian Constitution, the 2030 Agenda for Sustainable Development, digital citizenship education, elements of law, especially labor law, environmental education, education on legality and combating mafias, education on respect for and appreciation of cultural heritage and common public goods, and basic civil protection training.

Linguistic-artistic-expressive area (grade 8)				
Thematic core	**Disciplines**	**Competences**	**Skills**	**Contents**
Constitution, legality, solidarity education	Italian (5h), English and French (6h), Music (2h), Art (3h), Physical education (3h), Religion (3h)	Becoming aware of the psychophysical and affective-psychological dynamics related to the affirmation of one's own and others' personalities (from perception/knowledge to self-awareness).	Identifying situations of human rights violations and hypothesizing appropriate remedies for their contrast.	- Italian: *W l'amore* project - English: British institutions - French: *Le Gouvernement* - Music: The Italian anthem - Art: enhancing heritage - Physical education: mafia and sports - Religion: man's spiritual needs as the source of rights
Sustainable development, environmental education, knowledge and protection of heritage and land	Italian, English and Second Foreign Language, Music, Art, Physical Education, Religion	Matures autonomy of judgment toward political, economic, socio-cultural, environmental issues.	Knows the main measures taken by the Italian state and local governments (find, read and discuss measure taken in their own area with respect to environmental pollution and energy conservation.	- Italian: national and international bodies - Physical education: the healthy and fair sport (fight against doping) - Art: the enjoyment of cultural heritage and the Faro Convention
Digital education	All disciplines	Knowledge of the various possibilities of finding sources of information and being able to access them.	Appropriately expressing one's own emotions, recognizing those of others, respecting character traits and the concept of privacy.	Risks and potential of digital technologies.

Table 27: Structure on the Civic Education Curriculum in S-3. Source: Civic Education Curriculum, S-3 Website.

This Curriculum is structured as a vertical curriculum, in which the topics and subjects to be covered from primary school to grade 8 are described (VDS-3, Pos. 71).

Specifically, this Curriculum, valid for three years (CCE-C-3, Pos. 19), identifies for each thematic core the discipline and, in some cases, the number of hours dedicated, competences, and skills. These are divided by both disciplinary areas (linguistic-expressive, historical-geographical-social, mathematical-scientific-technological area) and by subject. The thematic core on digital citizenship, called 'digital education', does not provide this distinction by disciplinary areas and subjects (Table 27). The school PTOF states that the Curriculum, with the 2030 Agenda for Sustainable Development as its foundation, has four characteristics: dynamism, which tailors the curriculum to each student's educational needs; verticality, which enhances continuity, discontinuity, and gradualness of the learning path; attention to cross-curricular teaching, including flexibility and orienteering; and the review of implemented practices, which is based on both national and local results.

The primary concept that links together all these themes is responsibility, emphasizing its importance in all areas of reality. This concept takes shape through the acquisition of knowledge, the implementation of attitudes towards self, others, and context, and the concretization of actions aimed at cooperation and solidarity. Thus, schools today must devote significant attention to fostering a sense of responsibility among students. According to the Vice Principal, a major issue is that students often fail to translate their theoretical knowledge promoted by teachers into actions, resulting in behaviors that do not align with the school context. Therefore, the school must foster reflection, awareness, and responsibility in students (VDS-3, Pos. 73).

> «Quindi io ho un problema importante, che non è quello che il ragazzo o i ragazzi non sappiano quali sono le regole o non sappiano qual è il comportamento giusto visto dall'ottica dell'educazione civica, perché non c'è nessuno che può argomentare che sia giusto passare con il rosso quando faccio educazione stradale o che ne so una cattiva alimentazione, che sulla carta lo sappiamo tutti; il problema è che quello non si traduce in un comportamento [...]. Quindi secondo me portare anche i ragazzi sulla capacità di analizzare loro stessi quello che sta succedendo, quello che succede nel momento in cui io so che non devo sputare io spunto...insomma, riflessione, consapevolezza, torno sempre alla stessa... responsabilità». (VDS-3, Pos. 73)

Thus, following the legislation, at the time L. 92/2019 came into effect, the school saw the formation of working groups (VDS-3, Pos. 43) that were responsible for the production of the Curriculum (T-20, FG-3, Pos. 17).

In terms of the organizational structure promoted for the cross-curricular teaching of civic education, this school differs greatly from the two previously described. The most notable difference is the lack of a school coordinator for civic education, who no longer exists after the introductory phase (CCE-C-3, Pos. 17). In fact, we conducted an interview

with the former lower secondary school coordinator, whose role was no longer considered necessary.

The figures of the civic education coordinators for individual classes are also considered relatively necessary, as their role is reduced to merely collecting assessments and proposing the final grade for civic education (CCE-C-3, Pos. 17). The Vice Principal states that the civic education coordinators for each class form a working group (VDS-3, Pos. 45–47). However, the former coordinator revealed that they established this group during the curriculum construction and sharing process with the teachers in 2020 but this group no longer exists due to the sharing and discussion between disciplinary departments and class councils, which resulted in the creation of a shared educational path (CCE-C-3, Pos. 15). The school continues to maintain the established educational path without any modifications or updates (CCE-C-3, Pos. 15–17). Indeed, the school website has constructed the Civic Education Curriculum for the 2021-2022 school year, confirming this.

Civic education programming is defined at the beginning of the year more by Departments (T-19, FG-3, Pos. 16; FG-3, Pos. 17) than by Class Councils, thus structuring cross-curricular teaching for parallel classes (T-21, FG-3, Pos. 13; CCE-C-3, Pos. 15-25). The activities described in the Civic Education Curriculum are repeated in this way from year to year, without making any changes (CCE-C-3, Pos. 31). For example, according to the organization that the Department of Literature has given itself, a different theme is addressed in each school grade: in grade 6, the main theme is the sense of belonging and recognition of the other, fostering a reflection on the sense of 'us' and teamwork; in grade 7, there is a focus on the environment, through the 2030 Agenda and the Constitution; and in grade 8, the discourse shifts more to the Constitution and education about legality.

6.4.2 The cross-curricular teaching of civic education in the classroom in S-3

We asked the civic education teachers (N=7) about the materials they used to prepare their lessons and activities (CCE_MAT). The graph (Figure 44) reveals that teachers primarily consult original sources related to institutional documents of interest and textbooks; they also consult media in particular. On the other hand, documents published by NGOs, political parties, public and academic institutions, and teaching-learning materials published by commercial companies are somewhat less common.

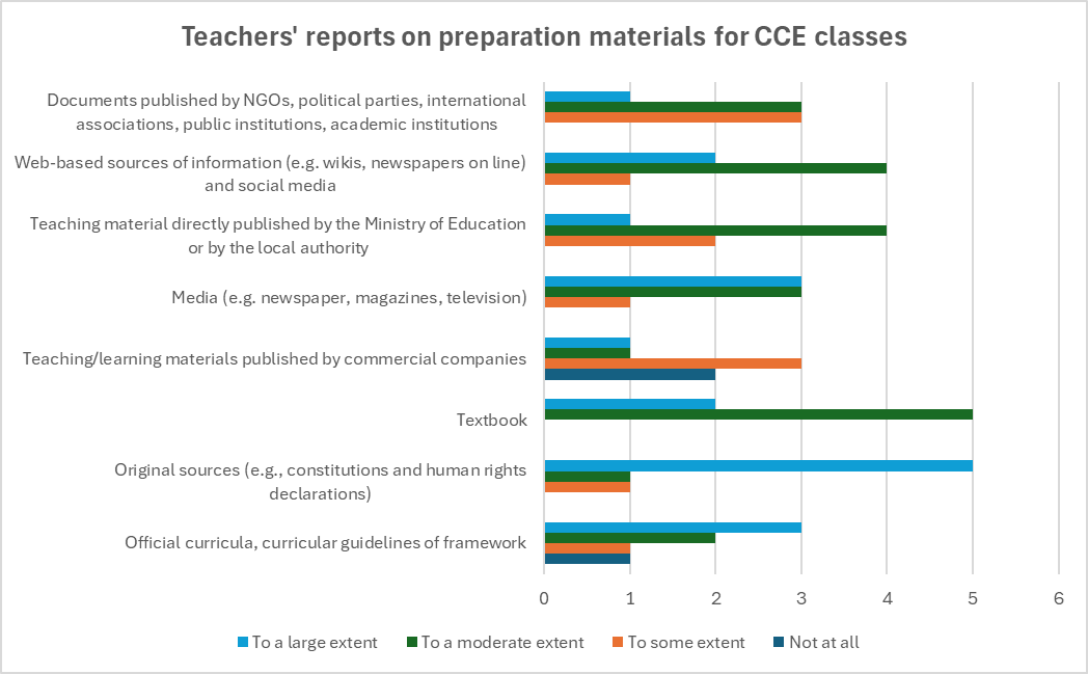


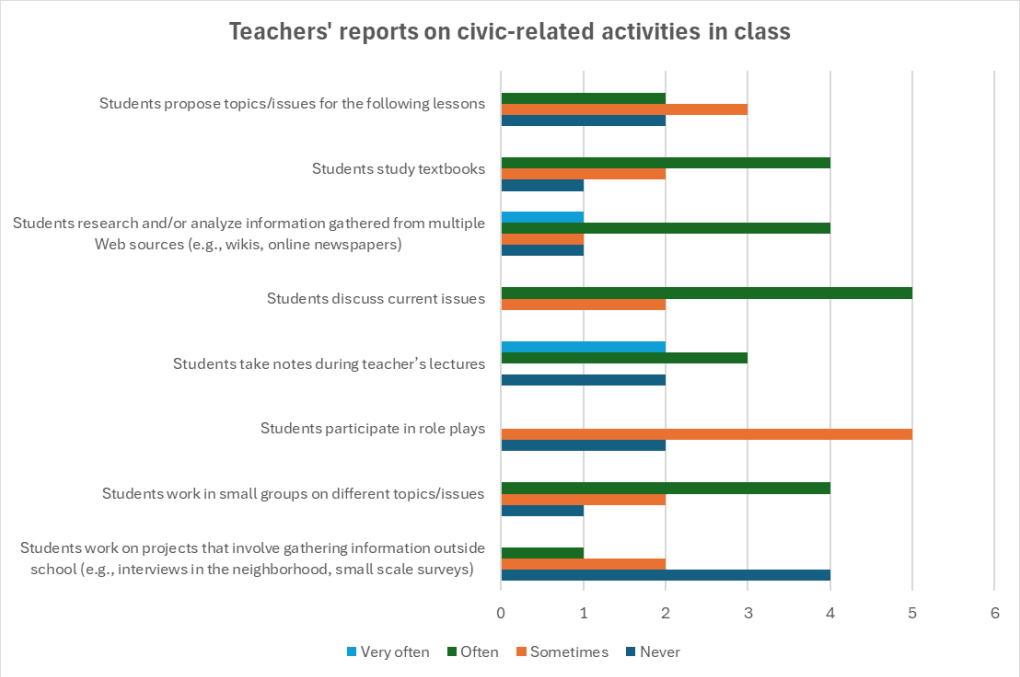
Figure 44: Materials used by teachers in S-3 to prepare civic-related activities (N=7).

On the school's side, teachers have no dedicated resources available (VDS-3, Pos. 63), other than digital boards in classrooms that allow them to enrich the teaching offerings related to the proposed activities (CCE-C-3, Pos. 13).

The Civic Education Curriculum identifies the criteria that determine its implementation and should guide the teaching and learning process. They are: individualization of lessons in relation to each student's specific needs; interdisciplinarity as a constant attitude in teachers at the planning and implementation stages of teaching paths; gradualness in the selection of content within the structural logic of the different disciplines that intersect in the educational process and the learning styles of students; and cross-curricular teaching, proposing a flexible organizational mode that allows lexical enrichment through the acquisition of different languages. The Curriculum also specifies the teaching methodologies that teachers should employ for civic education. These methods include face-to-face lectures, group discussion, work for diverse heterogeneous groups and levels, the research method, laboratory activities, use of concept maps and diagrams, and the utilization of multimedia materials. Furthermore, the lesson should encompass both a theoretical and an operational phase.

According to the teachers in charge, discussions on current issues and note-taking during civic-related class are among the most frequently used activities. Textbook study also appears to be widespread, followed by research and analysis of information gathered on the web. In contrast, more active methodologies, such as student participation in role-playing and working on projects that require gathering information outside of school,

have recorded a high number of teachers who say they never use them. Finally, it is uncommon for students to propose topics or themes for later lessons. Descriptive statistics confirm the variability of scores on the T_CIVCLAS scale, where an average of 18.3 (SD = 5.09) and scores ranging from 12.0 to 23.0 were recorded (Figure 45).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_CIVCLAS	7	24	18.3	1.92	21.0	5.09	12.0	23.0

Figure 45: Activities carried out in classroom during civic-related lessons in S-3 (N=7).

Student assessments in civic education follow the guidelines provided by S-3 for all disciplines in lower secondary school. The school provides a grid that lists the descriptors of the student's profile and corresponding grade. According to the introductory document for the assessment grid, the annual planning includes civic education as a cross-curricular competence in all disciplines. Once the observable objectives deemed most representative of the planned path have been identified, they will be included in the assessment document to describe the level reached by the student». This evaluation grid aims to assess content knowledge and internalization (T-20, FG-3, Pos. 26).

When looking at the different types of assessment tools that are used (Figure 46), it turns out that oral examination is the most common. They may include judging a PowerPoint presentation, based on its structure, content, and how well the student have internalized the topic (T-21, FG-3, Pos. 27). Observations, which may involve observing the student's relationship patterns during group work, serve as additional tools (T-19, FG-

3, Pos. 29). Contrary to the questionnaire's findings, which suggest that teachers rarely or never use written tests for civic education assessment, the FGs repeatedly revealed that teachers frequently ask for a report or suggest a written assignment (T-20, FG-3, Pos. 26). Similarly, for the second foreign language, teachers often administer long, open-ended responses in written tests, asking students to express their opinions on specific social issues. In these cases, the assessment does not evaluate the opinion itself, but rather the depth of the topic (T-18, FG-3, Pos. 15–28).

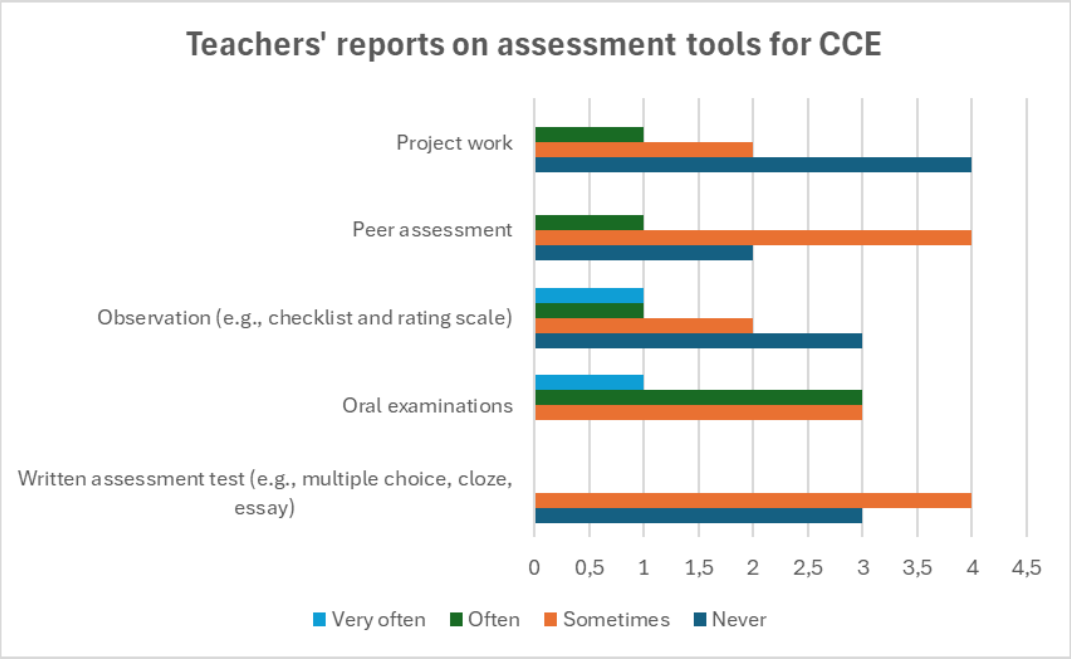


Figure 46: Assessment tools used by S-3 lower secondary school teachers for student assessment on civic education (N=7).

The teacher's intent in guiding the proposal of activities related to civic education was to promote the connection between the issues addressed and daily life (T-20, FG-3, Pos. 26). The teachers propose activities primarily related to the theme of environmental sustainability and ecological transition (VDS-3, Pos. 53), using a cross-curricular approach that incorporates all disciplines and echoes the 2030 Agenda goals that underpin the school mission.

The school has activated a project named *Una scuola per l'ambiente*, which involves primary school classes in grades 2, 4, and 5, as well as all lower secondary school classes. It is a three-year project (2022-2025) involving the Departments of Mathematics, Science, and Technology in lower secondary schools. The project refers to the ethical content of environmental education not reduced to a simple study of the natural environment but as an action that promotes changes in attitudes and behaviors at both the individual and collective levels. The intention is to instill in young people a conscious land development

mindset, starting with the living and relational contexts in which they live, from the school environment to the city, grasping and synthesizing as best as possible the links between man, environment, resources, and pollution. The Departments of Mathematics, Science, and Technology of lower secondary schools planned to dedicate a total of 8 hours annually (4 for Science and 4 for Technology) to topics related to environmental sustainability and active citizenship education. Teachers planned activities to commemorate the National Day of Trees, during which some trees donated by the President of the Republic were planted (T-20, FG-3, Pos. 17); World Water Day; National Sea Day; and International Earth Day. S-3 encourages the use of active, laboratory, and cooperative teaching methodologies for these activities, including outings to the local area and meetings with outside experts.

Also related to the environment theme, the song presented at the climate change conference was studied with the Music teacher (T-19, FG-3, Pos. 16).

An additional project involving primary school grades 4 and 5 and all lower secondary school classes is called *Stop al bullismo e alle violenze. Sospendiamo il giudizio*, organized by the school's anti-bullying team. This annual project for the school year 2022-2023 aimed to promote an empathetic approach to the school environment and the habit of dialogue, raise awareness among students and families on the issue of bullying, and collectively construct shared rules for civil coexistence. This project included, among other things, meetings with the Postal Police, the construction of a thematic library on the specific topic of bullying and cyberbullying, and the activation of a reading workshop in the library. The Postal Police, in collaboration with the Trezerotre Association, also planned and organized training meetings with parents and teachers to prevent the phenomena of bullying and cyberbullying.

It is important to note that both *Una scuola per l'ambiente* and *Stop al bullismo e alle violenze. Sospendiamo il giudizio*, which were held in collaboration with the local community (T-20, FG-3, Pos. 34; T-21, FG-3, Pos. 35), were institute projects, although according to the former coordinator none have been organized (CCE-C-3, Pos. 55).

Additional topics addressed for civic education include the emotional component and recognizing the needs of others (VDS-3, Pos. 53), the responsible use of the Internet (T-18, FG-3, Pos. 15), the national anthems (CCE-C-3, Pos. 27), and the *Manifesto delle parole ostili*. All Italian and foreign language teachers for grade 7 carry out the latter activity, proposing it as a project to encourage reflection on language and relationships among students, repeating the same material and assessment tests from year to year (CCE-

C-3, Pos. 21; T-18, FG-3, Pos. 15), without implementing an adaptation process based on the needs and characteristics of specific classes.

Despite the school's emphasis on national and international days, it seems they don't occur frequently. For example, on the International Day for the Elimination of Violence Against Women, when school observation hours took place, not a single teacher from the observed class brought up the topic, let alone facilitated discussions or activities. We emphasize that this aspect only applies to the teachers who interspersed the observed class.

In any case, civic education is considered to be more widespread than the 33 hours stipulated in the national regulations, as well as the resulting hourly distribution that schools have decided to give themselves (VDS-3, Pos. 69). For instance, teachers incorporate civic education into their daily lessons by selecting literary texts that address social issues (VDS-3, Pos. 71). The Vice Principal asserts that teachers serve as sources of civic education, practicing and promoting it through their use of various tools and their role as role models (VDS-3, Pos. 71).

For teachers, they promote citizenship in the classroom through active listening (FG-3, Pos. 19), concrete examples (FG-3, Pos. 20), and the creation of spaces for reflection to make them discuss and discover new things through confrontation with each other (FG-3, Pos. 21); for others, it is inherent in the discipline they teach, such as in Music, which rests on playing together, it is necessary to respect the rules (FG-3, Pos. 16). Direct observation allowed us to observe the extent to which teachers promoted citizenship, fostered democratic learning environments, and encouraged participation and discussion through the aforementioned practices.

Specifically, a total of 22 observation hours were conducted between November and December 2022 in S-3 involving History, French, Italian, Music, Mathematics, English, Spanish, Physical Education, and substitution classes (Figure 47). Data on descriptive statistics are given below (Table 28).

In the context of curriculum planning and delivery, practices like AANK ('teacher incorporated activities for students to apply new knowledge'), RWL ('teacher had students reflect on what they had learned'), and ET ('teacher encouraged students to express their thoughts') were frequently observed and effective on average, recording means of 0.89 (SD = 1.17), 1.37 (SD = 1.27), and 1.37 (SD = 1.27), respectively.

However, other practices such as ESP ('teacher set high expectations for student performance') were never observed.



Figure 47: Frequency distribution of scoring in observation checklists (S-3).

In terms of accommodating individual differences, OIGPU ('teacher provided opportunities for independent or group learning to promote depth in understanding content') and DIISA ('teacher allowed students to discover key ideas individually through structured activities and/or questions') practices show moderate effectiveness when observed, with averages of 0.58 (SD = 1.14) and 0.84 (SD = 1.27). Once again, some behaviors, like AISD ('teacher accommodated individual or subgroup differences'), remain unobserved, while others, like EIES ('teacher encouraged multiple interpretations of events and situations') received more observations but did not seem entirely effective based on students' feedback.

The 'Problem solving' category yielded the least favorable results. Practices such as PID ('teacher engaged students in problem's identification and definition') and SFA ('teacher engaged students in solution-finding activities and comprehensive solution

articulation') recorded low frequencies of effectiveness, while BT ('teacher employed brainstorming techniques') was almost always unobserved.

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0	0	0	0
	AANK	0.89	0	0	1.17
	PMAL	0.74	0	0	1.12
	ET	1.37	2	0	1.27
	RWL	1.37	2	0	1.27
Accommodations for individual differences	OIGPU	0.58	0	0	1.14
	AISD	0	0	0	0
	EIES	0.74	0	0	1.12
	DIISA	0.84	0	0	1.27
	MASR	0.37	0	0	0.87
Problem solving	BT	0.11	0	0	0.45
	PID	0.26	0	0	0.64
	SFA	0.26	0	0	0.64
Critical thinking strategies	CCI	0.26	0	0	0.78
	JESCD	0.32	0	0	0.92
Creative thinking strategies	TII	1.00	0	0	1.26
	EPV	0.16	0	0	0.67
	DOMTS	0	0	0	0
	ODEI	0.32	0	0	0.92
Learning environment	ER	0	0	0	0
	ERSH	0	0	0	0
	BLW	1.21	1	0	1.10
	QS	0.16	0	0	0.36
	FPQ	0	0	0	0
	ASR	0.68	0	0	1.03
	RRSR	1.63	2	3	1.35
	EDS	0.00	0	0	0

Table 28: Descriptive statistics related to observations in S-3.

Critical and creative thinking strategies also show poor implementation. Practices related to the indicators CCI ('teacher engaged students in comparing and contrasting ideas') and JESCD ('teacher encouraged students to judge or evaluate situations, problems or issues in concrete situations to make a collective decision') were rarely observed, although they are found to be moderately effective, when observed. Practices related to creative thinking strategies also turn out to be poorly observed; the only exception is for TII ('teacher solicited many different thoughts about issues or ideas') which recorded slightly higher observation frequencies, although not always effective, registering an average of 1 (SD = 1.26).

Lastly, again, practices such as RRSR ('teacher responded respectfully to a wide variety of student responses to show respect and openness to divergent thinking') and

BLW (‘teacher used energetic and enthusiastic body and word language to convey interest’) characterize the learning environment, registering an average of 1.63 (SD = 1.35) and 1.21 (SD = 1.10); there are several practices that were not observed, such as ER (‘teacher established shared ground rules/agreements with students’), FPQ (‘teacher focused on the positive qualities of all students and praised their efforts’), and EDS (‘teacher encouraged students to discuss solutions rather than blaming others’).

The data from the analyses of the observation checklists confirm that no particularly relevant issues emerged during the observation. The reason for this is that a significant number of the observed teachers frequently confined themselves to delivering a one-sided lecture, in which the teacher and student engaged in a one-way exchange of information aimed at content transmission. Some forms of self- and peer assessment encourage discussion and the development of critical thinking strategies, particularly during Italian classes. However, even in topics related to civic education, the prevalence of face-to-face lessons rendered the attempt of teachers to facilitate discussions ineffective, as students frequently displayed disinterest.

This is coupled with an analysis of teachers’ perceptions of classroom climate, which provides insight into how teachers evaluate the dynamics in their classrooms and throughout the school (Table 29).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	31	0	11.4	0.292	12.0	1.63	8.00	14.0

Table 29: Descriptive statistics related to teachers’ perceptions of classroom climate (T_PCCLIM) in S-3.

The density plot reveals a skewed score distribution, with most scores concentrated between 10.0 and 12.0, aligned with the median (Table 29). Although it appears from the graph (Figure 48) that generally the perception of the classroom climate is positive, there were different scores among them, testifying to a variability of results.

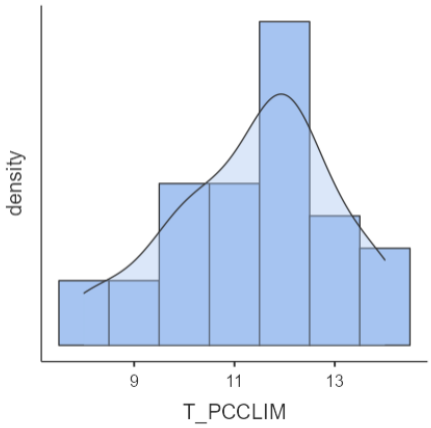


Figure 48: Density plot related to T_PCCLIM in S-3.

Like S-2, S-3’s vice principal emphasized the existence of a significant educational emergency. This emergency stems from the school’s role as a microcosm of the world, which is currently grappling with a crisis of outdated cultural

models that no longer align with the ongoing changes. Unlike the S-2 principal, the vice principal of S-3 expresses a critical view of the school, stating that, despite the crisis of these models, the school has not proposed a new cultural model, instead relying on outdated models that no longer align with what students observe in the world. As a result, the school's educational approach fails to yield the anticipated outcomes, necessitating modifications to adapt to the swift pace of social transformations (VDS-3, Pos. 73).

> «Chiaramente la scuola riflette quello che accade nel mondo: è un microcosmo assolutamente che riproduce quello che succede fuori; è chiaro che fuori sta accadendo esattamente la stessa cosa, lo vediamo anche a livello politico no, quindi i risultati sono il frutto di un fortissimo disorientamento a fronte della critica a dei vecchi modelli che potevano essere non adeguati al mondo che avanza, per citare qualcuno. Io non ho messo un nuovo modello, cioè noi come scuola non abbiamo offerto un nuovo modello, siamo fermi a quel modello lì che forse non risponde più a quello che poi i ragazzi vedono nel resto del mondo e quindi diventiamo difficilmente modellanti.
>
> [...] La scuola è ancorata a delle cose che nel mondo vengono completamente disattese quindi anche rimanere sul discorso della meritocrazia, del premio, della punizione, cioè ma siamo rimasti solo noi qua a dire questa cosa perché poi il resto fa un'altra strada. Allora non dico che bisogna andare chiaramente in quella strada errata, allo stesso tempo non posso non vedere che evidentemente l'azione che metto in campo non è sufficientemente efficace perché non raggiunge e non ottiene risultati, per cui bisognerà modificare qualche cosa. [...] Uno dei grossi problemi è che tutto quello che sta succedendo sta avvenendo in un tempo troppo rapido, per cui negli ultimi 100 anni sono accadute cose che per millenni – sono serviti millenni perché accadesse anche una sola di quelle cose – invece noi abbiamo avuto in 100 anni un cambiamento repentino di tutto e non c'è stata la possibilità per l'essere umano di adeguarsi a questo». (VDS-3, Pos. 33-73)

To do this, the school must dismantle the old unidirectional school-world relationship to embrace forms of mediation (VDS-3, Pos. 75). Thus, the school has been unwilling to take responsibility for proposing an alternative model to the media; rather, it has adapted to them by merely offering lessons, but now the educational emergency is present and visible in students' behaviors (VDS-3, Pos. 79-81).

6.4.3 Improvement areas for civic education in S-3

The increased cooperation between teachers from different subject areas (25.8%) is one of the main areas for improvement in civic education in S-3 that emerge repeatedly (Figure 49).

The Civic Education Curriculum identifies interdisciplinarity as a crucial element for designing and executing activities related to civic education. However, the S-3's organizational structure, which prioritizes the cross-curricular teaching of civic education

through parallel classes, and the lack of confrontation among teachers both contribute to this deficiency.

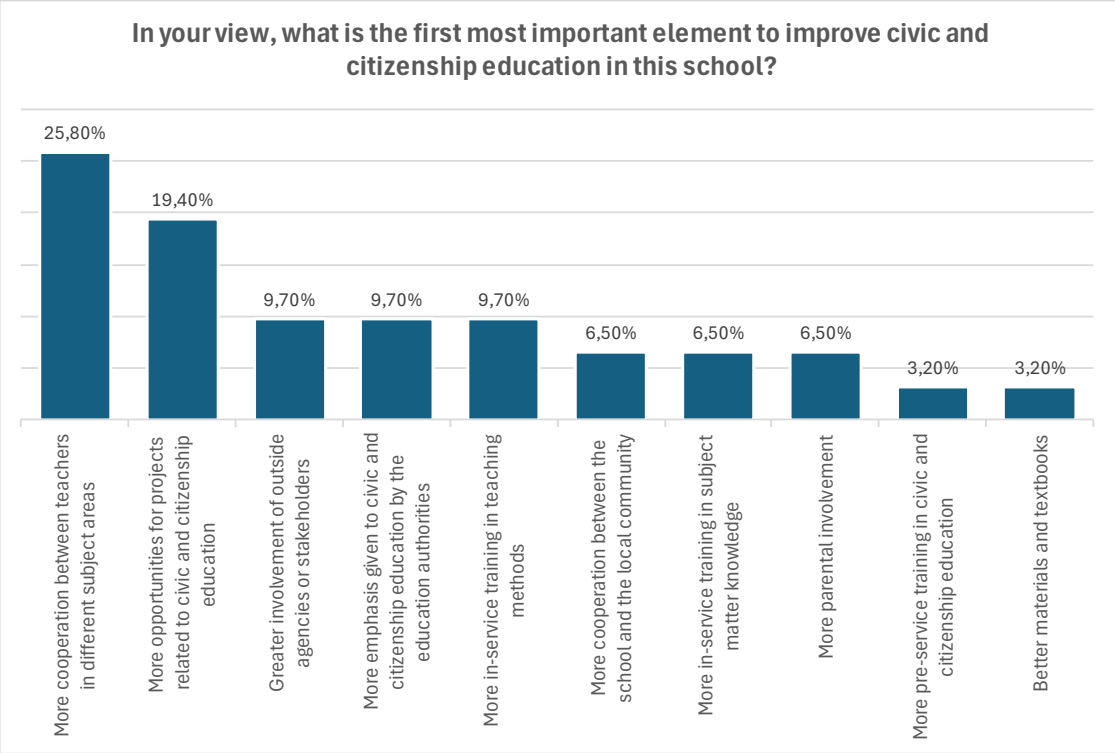


Figure 49: Percentages of teachers selecting civic education improvement areas as the first main area in S-3 (N=31).

It has already emerged that the Civic Education Curriculum, which is valid for three years in S-3, was structured in 2020, and the activities described in it are repeated in the same way each year (CCE-C-3, Pos. 15–17). Thus, after an initial phase, there were no further moments of confrontation among teachers, which limited their collaboration and hindered the creation of interdisciplinary learning paths. The latter instead would require specific planning moments and dedicated Class Councils. Since the national regulations do not provide for a specific moment of confrontation for planning for lower secondary school and such initiatives are not promoted by the S-3, it leads teachers to quickly confront each other in the school corridors about the activities they are carrying out in their classes (CCE-C-3, Pos. 13-15-29).

> «[…] si cerca di collaborare, di fare attività interdisciplinari ma non sempre si riesce perché siamo tanti. Ci vorrebbe un Consiglio di Classe dedicato solo a quello per fare qualcosa di strutturato bene e quindi diciamo ci si concorda un po' così, "ho tratto questo"... si riesce a dare una certa interdisciplinarità perché più o meno gli argomenti che si affrontano son quelli, quindi poi alla fine ci troviamo comunque interdisciplinarità anche dove non è proprio mirata, dove non ci si è lavorato in maniera mirata e non ci si è dilungati tanto nel concordare». (CCE-C-3, Pos. 13)

The lack of space for discussion hints at a further issue related to little teacher collaboration and interdisciplinarity, because of the little time devoted to teaching civic

education. Interdisciplinarity, in fact, requires many hours of upstream planning (CCE-C-3, Pos. 29).

According to the Civic Education Curriculum, each teacher must dedicate a limited number of hours to civic education classes (CCE-C-3, Pos. 13; T-21, FG-3, Pos. 13; T-19, FG-3, Pos. 16), during which they must carry out the planned activity and assessment procedures (T-20, FG-3, Pos. 26). For this reason, civic education ends up being just a dispersed time within the discipline, something separate from it, in order not to take too much time away from the afferent discipline (CCE-C-3, Pos. 29).

> «Volendo ottenere dei risultati organici e complessivi validi per tutte le scuole, non per questa scuola in particolare ma in generale, sicuramente la condivisione degli obiettivi è chiara e condivisa. Sicuramente il problema di questo sistema che è stato proposto dal Ministero è che è dispersivo, perché è vero che...è bello prendere queste tematiche ed è assolutamente fondamentale prendere queste tematiche, affrontarle sotto vari aspetti, l'interdisciplinarità è molto bella come approccio, però finisce per essere dispersiva perché le ore non possono materialmente essere tante per fare attività in classe e l'interdisciplinarità è sempre qualcosa di molto complesso che richiede molte ore di progettazione a monte, perché per fare bene l'interdisciplinarità ci vorrebbero appunto dei Consigli di Classe dedicati». (CCE-C-3, Pos. 29)

To address the scheduling issue, the teachers decided to divide the hours among related disciplines (for instance, the foreign languages), giving each discipline more time to complete the planned activity and conduct the assessment (T-21, FG-3, Pos. 13; T-18, FG-3, Pos. 15).

According to the former coordinator, it is necessary to devote more structured time to civic education (CCE-C-3, Pos. 67), with a single responsible or specific teacher, in order to give more body to the project itself (CCE-C-3, Pos. 29). Alternatively, the proposal suggests dedicating a specific time during the school year to implement a more structured civic education activity or project at the school level (CCE-C-3, Pos. 29). However, no such proposal has been made (CCE-C-3, Pos. 69).

A second improvement element for civic education is the promotion of greater cooperation between the school and the local community (22.6%) (Figure 50). As previously mentioned, the local community has not been involved in many projects or activities, with the exception of the Postal Police and the Trezerotre Association. This aspect stems mainly from the difficulty of making contact with associations (T-20, FG-3, Pos. 34).

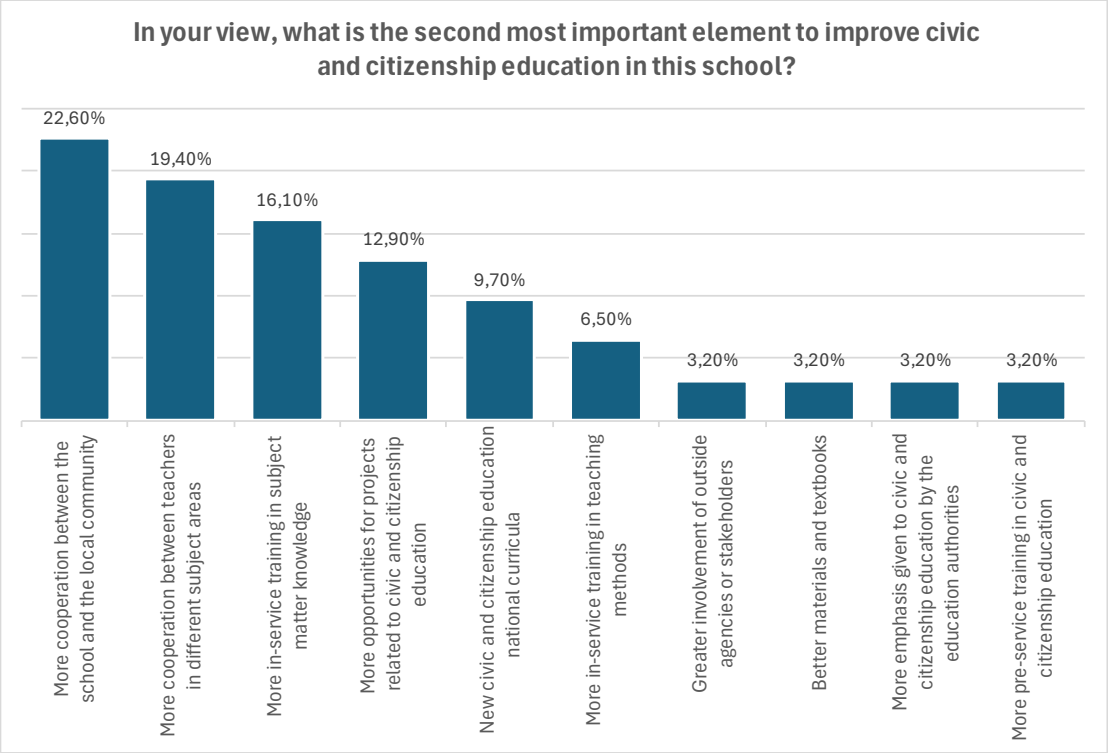


Figure 50: Percentages of teachers selecting civic education improvement areas as the second main area in S-3 (N=31).

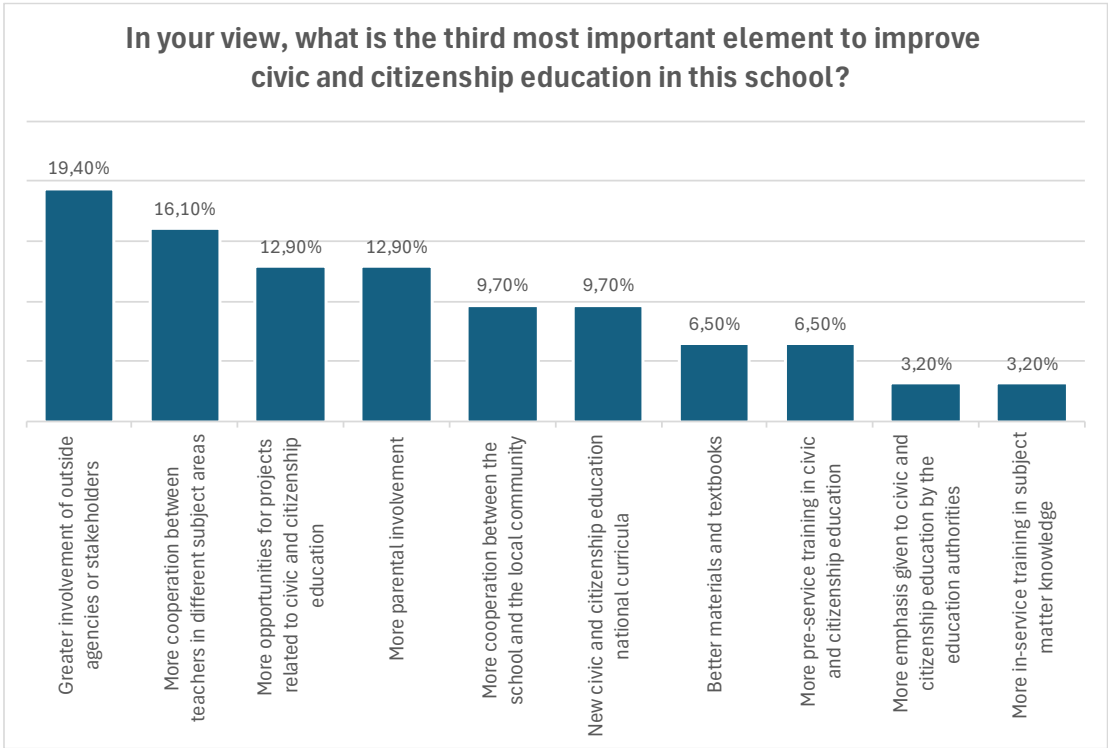


Figure 51: Percentages of teachers selecting civic education improvement areas as the third main area in S-3 (N=31).

Following the greater involvement of stakeholders and external agencies and greater cooperation with teachers from different subject areas, the third improvement elements

are the need for more civic education projects (12.9%) and higher level of parental involvement (12.9%) (Figure 51).

Previous analyses show that there were two projects implemented at school for civic education (*Una scuola per l'ambiente* and *Sospendiamo il giudizio*). This area of improvement could be further traced to a lack of confrontation among teachers required to implement interdisciplinarity and a lack of cooperation among teachers from different subject areas. As for parental involvement, the following paragraphs will describe the school's strategies for promoting community and parental participation and the extent of cooperation with families.

In contrast to the previous two schools described, in the case of S-3, training is not considered among the elements of improving civic education. Neither the interviews nor the FG specifically addressed the topic of professional development.

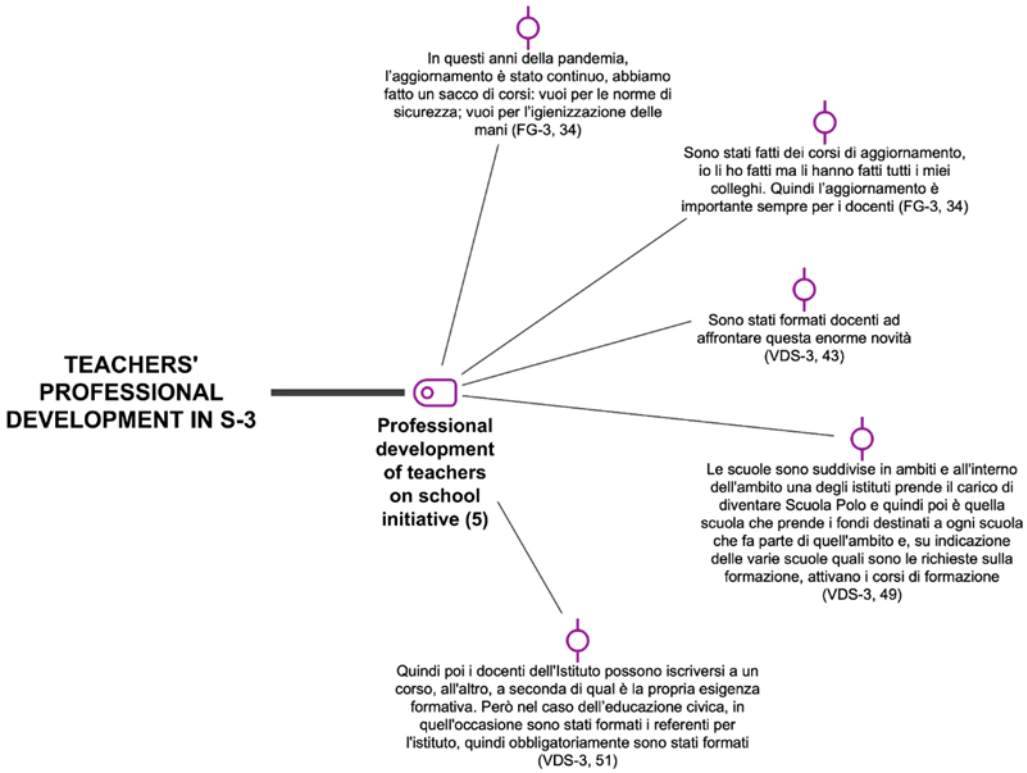


Figure 52: Single-case model related to teachers' professional development in S-3. Map created with MaxMap (MAXQDA 2024).

The findings reveal that a network of schools, including a Polo School that oversees the training funds, facilitates the professional development of teachers. Many in-service training courses focused on hygiene standards during the Codiv-19 pandemic. The school

did not promote specific courses in civic education for all teachers, but after the introduction of Law No. 92/2019, it trained school coordinators (Figure 52).

6.5 Civic education in S-4

In S-4, only 26 out of 60 teachers filled out the questionnaire; multiple questionnaires administered to S-4's teachers in the same period may have resulted in a low number of respondents (T-22, FG-4, Pos. 79; T-25, FG-4, Pos. 80).

To describe the group of respondents, it can be useful to point out that 88.5% (23) of the teachers are tenured, and 11.5% (3) are not; likewise, 88.5% are female and 11.5% are male. Most have master's degree (57.7%), while four teachers have a Ph.D., and seven have a bachelor's degree. In addition, half of the respondents are between 50 and 59 years of age.

The questionnaire was filled out mainly by teachers from the Human Sciences area and by special education teachers (Table 30); no foreign language teachers filled out the questionnaire.

T_SUB	Counts	% of Total
Music	1	3.8 %
Human Sciences area (Italian, History, Geography)	8	30.8 %
Special education	6	23.1 %
Religion	1	3.8 %
Art	2	7.7 %
Scientific area (Mathematics, Natural Science)	4	15.4 %
Technology	1	3.8 %
Physical Education and special education	1	3.8 %
Physical Education	2	7.7 %
Total	**26**	**100%**

Table 30: Subjects taught by S-4 lower secondary school teachers responding to the questionnaire (N=26).

A large proportion of the questionnaire respondents have been teaching in S-4 for more than 10 years (42.3%), 30.8% have been teaching for less than a year, 15.4% have been teaching for 5 to 9 years, and 11.5% have been teaching for one to 4 years (Table 31). Only one teacher teaches only in grade 6 and three teachers teach in grade 7; in addition, 46.2% (12) teach in all three grades, 19.2% teach in grades 7 and 8 (5), and only one teacher teaches in grades 7 and 8. Among them, three teachers teach mainly in grade 6, five teach in grade 7, and four teach mainly in grade 8; of the remaining teachers, eight teach equally in all three grades, five teach most in grades 6 and 7, and only one teaches most in grades 6 and 8.

T_EXPER	Counts	% of Total
Less than a year	8	30.8 %
From 1 to 4 year	3	11.5 %
From 5 to 9 years	4	15.4 %
For 10 years or more	11	42.3 %
Total	**26**	**100%**

Table 31: Years of work experience of S-4 lower secondary school teachers responding to the questionnaire (N=26).

The maps used to discuss the results and describe the civic education teaching and activities in S-4 (Figure 53-54), as well as the difficulties and improvement strategies (Figure 55), were created by coding the responses of the principal, the civic education coordinator, and the twelve teachers participating in the FG.

The principal has been in charge of S-4 for 3 years and holds a master's degree.

The civic education coordinator, who has been teaching in S-4 for 11 years, earned a second-level master's degree.

Additionally, we conducted follow-up surveys in S-4 to analyze and describe the implementation of the Civic Education Festival. The study included a trialogue focus group (FG-4_FU) and 28 hours of observation. The Vice Principal (VDS-4), the coordinator of civic education, and the teacher in charge of the PTOF (T-PTOF) all participated in the trialogue focus group (Annex 8.5).

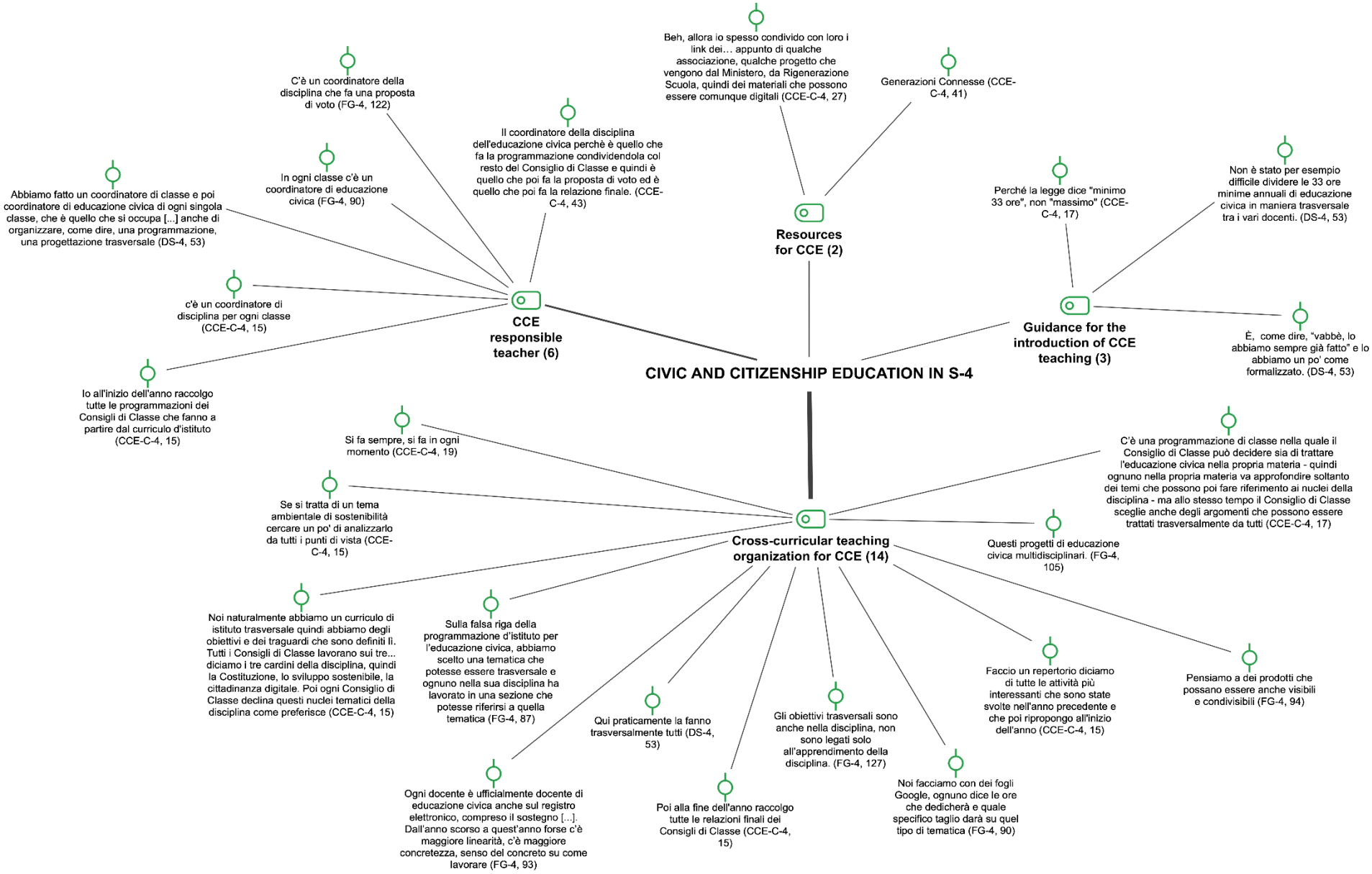


Figure 53: Single-case model related to the organization of civic education in S-4 (I). Map created with MaxMap (MAXQDA 2024).

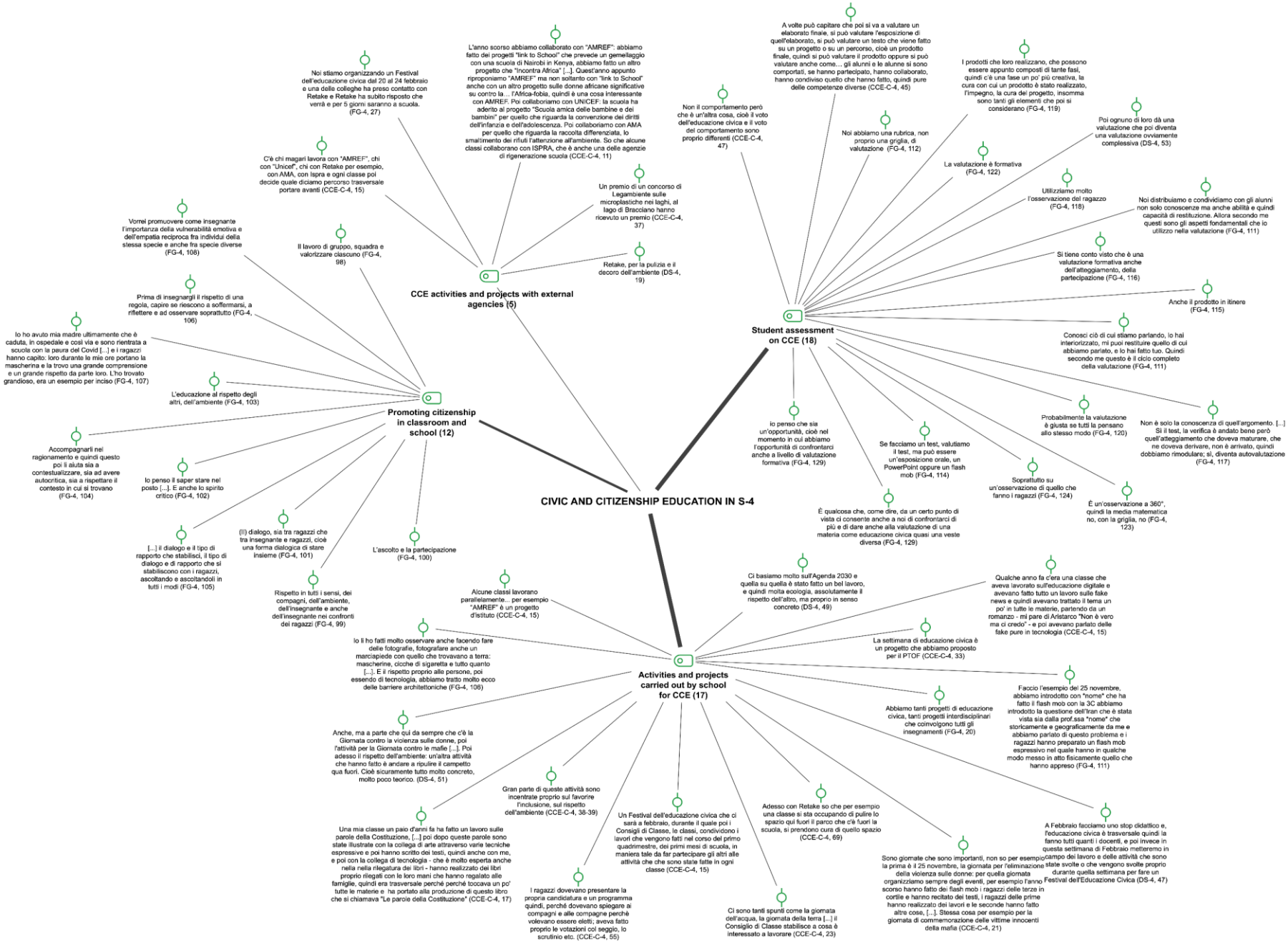


Figure 54: Single-case model related to the organization of civic education in S-4 (II). Map created with MaxMap (MAXQDA 2024).

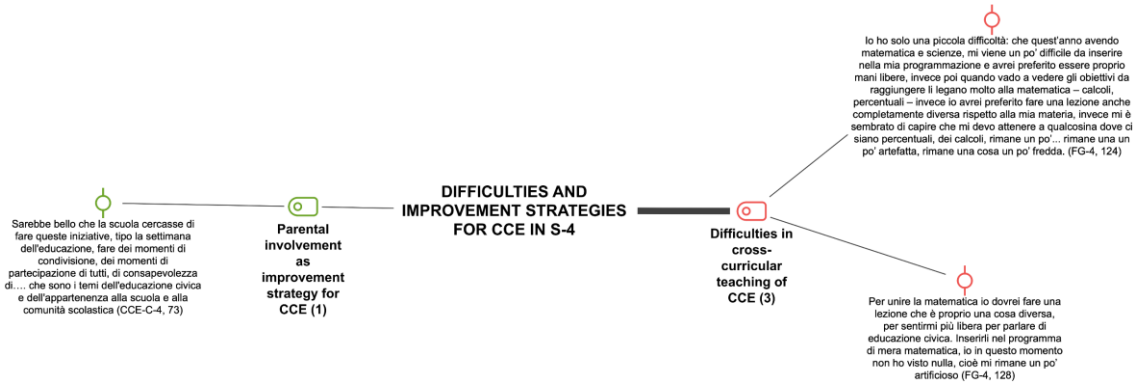


Figure 55: Single-case model related to difficulties and improvement strategies for CCE in S-4. Map created with MaxMap (MAXQDA 2024).

6.5.1 School and curricular organization for civic education in S-4

The mission of S-4 is based on the promotion of active citizenship. The introduction of the cross-curricular teaching of civic education did not produce difficulties in formalizing the activities that were traditionally carried out by the school, defining a common curriculum (DS-4, Pos. 53).

The Civic Education Curriculum is declined in a completely different way than that of the previously described schools. Its structuring aims at the achievement of developmental goals connected to three thematic cores: civil coexistence, environmental awareness, and the responsible use of new technologies. While maintaining the distinction by thematic areas, goals are identified to be achieved at the end of primary school and at the end of the first cycle of education (grade 8).

Among the goals identified at the end of the first cycle of education for the thematic area related to civil coexistence are:

- (the student) knows the founding elements of the Constitution, is aware of the roles, tasks and functions of the institutions of the Italian state, the European Union, and international bodies; knows the meaning and history of symbolic identity elements;
- (the student) reflects on the values of coexistence, democracy, and citizenship. He/she is aware of the importance of exercising active citizenship, which is also carried out through volunteer and civil protection associations.

Among the goals identified at the end of the first cycle of education for the thematic area related to environmental awareness are:

- (the student) has grasped the basic elements of the concepts of 'sustainability' and 'eco-sustainability';
- (the student) knows in its various explications the principle of legality and the fight against mafias, has internalized the principles of environmental education with a view

to awareness and protection of local and national cultural heritage assets in its various facets (language, monument, landscape, productions of excellence).

Among the aims identified at the end of the first cycle of education for the thematic area related to the responsible use of new technologies are:

- (the student) has matured an awareness of his or her own identity on the Web, of the characteristics, potential and risks of the virtual context in which he or she moves, and of the responsibilities and social implications inherent in one's actions on the Web;
- (the student) is aware of the main regulatory references concerning privacy, copyright, and the use and interpretation of digital documentary materials and sources available on the Web.

For the achievement of the developmental goals identified around the three thematic areas, in the Civic Education Curriculum the disciplines are aggregated around four cultural axes, defined as «the multidisciplinary and methodological content essence for the development of cross-curricular and metacognitive competences» as well as the areas through which the interdisciplinarity is expressed. They are:

1. the language axis, which includes Italian, English, German/Spanish, Music, Art, Religion;
2. the mathematical axis, which includes Mathematics and Technology;
3. the science-technology axis, which includes Science, Technology, and Physical Education; and
4. the social-history axis, which includes History and Geography.

The Civic Education Curriculum accompanies the school's vertical curriculum, which is structured around the eight key competences for lifelong learning of 2006. This aspect is what distinguishes S-4 the most. In this context, the school defines the social and civic competences in the vertical curriculum section as

> «quelle su cui si fonda la capacità di una corretta e proficua convivenza. È forse la competenza più rilevante, senza la quale nessun'altra può ritenersi costruita. Ne fanno parte, infatti, le dimensioni fondamentali di cui si sostanzia la competenza: l'autonomia e la responsabilità; le abilità di lavorare in gruppo, cooperare, prestare aiuto, sostenere chi è in difficoltà, riconoscere e accettare le differenze. Tali competenze si costruiscono attraverso: un clima scolastico equilibrato e cooperativo; la lettura critica dei fenomeni sociali nell'ambiente di vita e in quello più allargato; un'azione diretta di educazione alla solidarietà, all'empatia, alla responsabilità; proponendo esperienze significative che consentano agli alunni di lavorare esercitando in prima persona la cooperazione, l'autonomia e la responsabilità». (S-4 Website)

The vertical curriculum outlines specific competences, skills, and knowledge that assess social and civic competences at the conclusion of grades 3 and 5 in primary school, as well as at the end of lower secondary school. Evidence and examples of meaningful tasks are then provided, and mastery levels at the end of grades 1, 3, and 5 in primary school, as well as grades 6-7 and 8 in lower secondary school, are declined. Table 32 shows some of the elements that define the curriculum for social and civic competences related to the lower secondary school.

<table>
<tr><th colspan="3">Social and civic competences</th></tr>
<tr><th colspan="3">End of lower secondary school</th></tr>
<tr><th>Specific competences</th><th>Skills</th><th>Knowledge</th></tr>
<tr><td>Expressing and manifesting reflections on the values of coexistence, democracy and citizenship; recognizing and acting as a person capable of intervening in reality by making his or her own original and positive contribution.</td><td>- To individuate the difference between covenant, rule, and norm;
- To act in formal and informal contexts respecting the rules of civil coexistence, social differences, gender, and origin.</td><td>- Meaning of group, of community, of society, of being a citizen;
- Different forms of exercising democracy in the school;
- Structures in the local territory, which are capable of improving and providing useful services to citizenship.</td></tr>
<tr><th colspan="3">Evidence and significant tasks</th></tr>
<tr><th colspan="2">Evidence – What is observed</th><th>Significant tasks – Examples</th></tr>
<tr><td colspan="2">- Waiting their turn before speaking; listening before asking;
- Cooperating in the development of class rules and abides by them;
In a group, making proposals that also take into account the opinions and needs of others.</td><td>- Collaborating in the drafting of class and school regulations;
- Conducting a reconnaissance of the school environment, identifying possible sources of danger and proposing organizational and behavioral solutions to eliminate or reduce risks.</td></tr>
<tr><th colspan="3">Mastery levels</th></tr>
<tr><th colspan="2">Grades 6-7</th><th>Grade 8 – End of lower secondary school</th></tr>
<tr><td colspan="2">- Relevantly assuming their assigned or assigned roles in their work, group, community;
- Knowing the service, administrative, and production structures of his or her territory and their functions; the organs and functions of territorial entities and the main ones of the State.</td><td>- Taking initiatives, evaluating positive and negative aspects of different choices and the possible consequences;
- Knowing how to plan actions in the personal and work sphere, identifying priorities, justifying choices and evaluating outcomes, including finding possible corrections to unsatisfactory ones.</td></tr>
</table>

Table 32: Structure of the vertical curriculum of social and civic competences in S-4. Source: vertical curriculum, S-4 Website.

Thus, S-4 understands the cross-curricular teaching of civic education as interconnection between knowledge, skills, attitudes, and specific competences that, through situations that prompt their implementation, foster the development of social and civic competences. In fact, the objectives identified are not only related to learning the discipline, but are into the discipline itself (T-25, FG-4, Pos. 127).

The school guidelines are then declined in individual classes by each Class Council. Specifically, each Council can either establish a cross-curricular topic connected with the three subject areas or leave teachers free to cover the topic they prefer (CCE-C-4, Pos. 15-17). Despite this dual possibility, Councils mainly choose to select a common theme to be dealt with across subjects (T-22, FG-4, Pos. 87).

Moreover, although the Civic Education Curriculum states the minimum annual number of hours that must be devoted to the teaching of civic education, the document specifies that these hours would not be compulsorily carried out within a rigid timetable but would constitute a flexible teaching structure established by each Class Council. Each teacher independently determines the annual number of hours and teaching methods to devote to civic education at the beginning of each school year, taking into account the topic they will cover (T-26, FG-4, Pos. 90).

This organization for the cross-curricular teaching of civic education did not raise any criticism or difficulties. The only critical element that emerged was raised by a Mathematics teacher, who finds it artificial to remain within the scope of her discipline to deal with civic education topics outlined in the schedule and, therefore, would have preferred more freedom in choice (T-29, FG-4, Pos. 124-128).

In compliance with the relevant regulations, each class identifies a civic education coordinator, who develops and shares the annual cross-curricular programming with the Class Council, gathers individual teacher assessments, proposes the students' final grade, and compiles the final report of the activities each class organizes (DS-4, Pos. 53; CCE-C-4, Pos. 43; T-26, FG-4, Pos. 90; T-28, FG-4, Pos. 122). Although at the time of the introduction of Law No. 92/2019 and the choice of class coordinators for civic education the principal had proposed that the class coordinator be assigned the position, the teachers were opposed, demanding freedom in the designation of the coordinator; therefore, the coordinators were chosen from among the teachers of each discipline and from among the special education teachers (VDS-4, FG-4_FU, Pos. 98). At the beginning of the year, the school civic education coordinator collects all the annual schedules prepared by individual class councils and collected by the discipline coordinator (CCE-C-4, Pos. 15). At the end of the year, the school coordinator gathers the final reports from the individual coordinators to create a repertoire of activities to resubmit and restart at the beginning of the following school year (CCE-C-4, Pos. 15).

Another aspect that characterizes the organization of S-4 for civic education is the establishment of the Department of Civic Education, which is on a par with all other

curricular departments. S-4 teachers initiated the establishment of the Department of Civic Education, which L. 92/2019 did not include, to address the need for planning activities for civic education (VDS-4, FG-4_FU, Pos. 5).

> «Questi dipartimenti nascono per iniziativa dei docenti, nel senso che la scuola secondaria ha i dipartimenti disciplinari, quindi ogni disciplina ha il suo dipartimento previsto dall'organizzazione scolastica; il Dipartimento di educazione civica non esiste, non esisteva, quindi sono stati i docenti a dire "ci dobbiamo incontrare per ragionare tra noi", quindi diciamo che sono anche fuori dall'orario previsto, quindi c'è anche tanta volontà, questo bisogna dirlo, volontà da parte dei docenti a lavorare in un determinato modo. Si mettono sempre in coda a quelli già organizzati disciplinari, però ecco si esce sempre fuori dall'orario. È una piccola cosa che però dà anche l'idea della volontà di lavorare in una certa direzione». (FG-4_FU, Pos. 5, Speaker: VDS-4)

The Department of Civic Education, a mixed department comprising both primary and lower secondary school teachers – both individual class coordinators for civic education and non-class coordinators – convenes immediately after the regular meetings of the other departments (T-PTOF, FG-4_FU, Pos. 3). The entire school discusses and plans the civic education activities here.

6.5.2 The cross-curricular teaching of civic education in the classroom in S-4

The teachers responsible for teaching civic education (N=11) were asked about the materials used for preparing their lessons and activities (CCE_MAT).

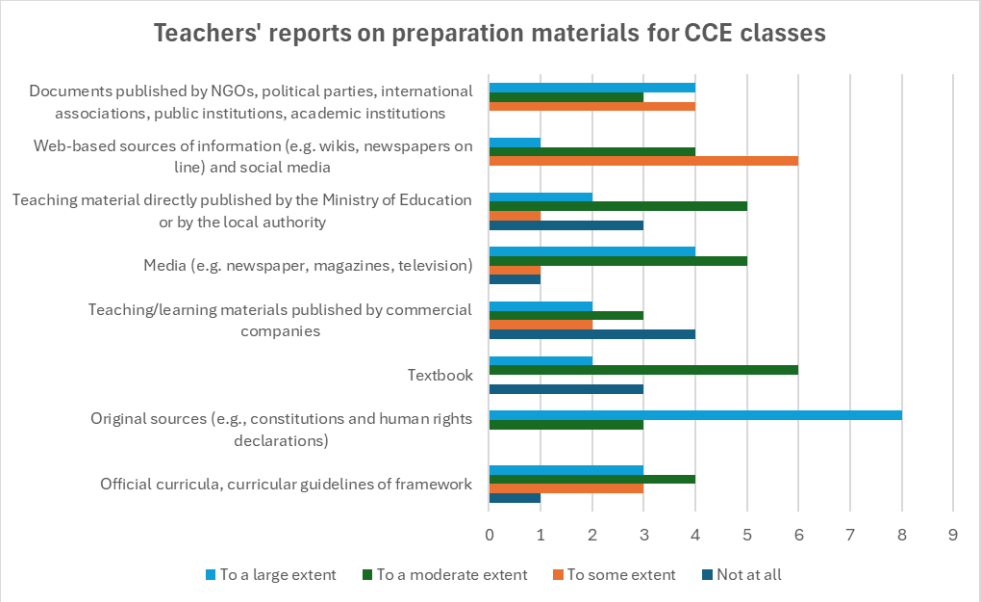


Figure 56: Materials used by teachers in S-4 to prepare civic-related activities (N=11).

The graph (Figure 56) reveals that teachers primarily consult original sources related to institutional documents of interest and media; they also moderately use documents published by NGOs, political parties, public and academic institutions. On the other hand, teaching-learning materials published by commercial companies, as well as web-based

sources of information and social media, are somewhat less common. In addition, teachers are provided with materials published by the Ministry of Education and digital resources published by *Generazioni Connesse*[96] (CCE-C-4, Pos. 27-41).

National and international days receive special attention in the organization and implementation of activities and projects related to civic education. A multidisciplinary focus characterizes the activities (T-23, FG-4, Pos. 20; T-23, FG-4, Pos. 105), making the products visible and shareable both outside and inside the school (T-22, FG-4, Pos. 94).



Figure 57: Some activities realized for the International Day for the Elimination of Violence Against Women and displayed in S-4.

For instance, all school classes participated in activities and created works for the International Day for the Elimination of Violence Against Women, which were then displayed outside the classrooms and school. Grade 6 students dealt with female figures in history from antiquity to contemporary times, grade 7 students met with members of the *Insieme per Marianna* Association, and grade 8 students staged a flashmob based on the women in Iran (CCE-C-4, Pos. 21; T-22, FG-4, Pos. 111). The school displayed red shoes and a red bench, symbols of violence against women. Signs featuring stories of women victims of violence from newspaper articles were attached to the gates surrounding the school (Figure 57). These materials were kept in the school not only for that day, but throughout the following week, during which observations were made.

[96] Generazioni Connesse, available at https://www.generazioniconnesse.it/site/. Accessed 10 July 2024.

Additional topics included issues related to fake news and digital citizenship (CCE-C-4, Pos. 15), and the words of the Constitution (CCE-C-4, Pos. 17). Similar to S-2, the school also conducts elections of student representatives, requiring students to submit a candidacy, campaign, and cast votes (CCE-C-4, Pos. 55).

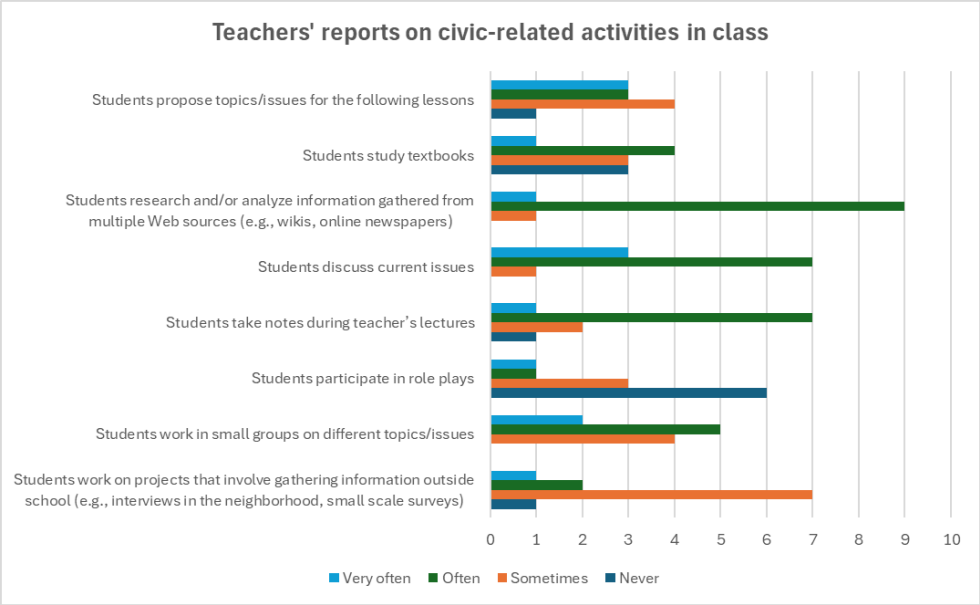
Another activity carried out in the classes entailed reading migrants' stories. Based on these stories, students delved into a topic of their choice, such as their place of origin or the emergency management or the non-profit organizations (T-PTOF, FG-4_FU, Pos. 76).

The 2030 Agenda, ecology, and respect for others receive special attention (DS-4, Pos. 49). In addition to carrying out specific activities on Earth Day and Water Day (CCE-C-4, Pos. 23), educational outings with the Retake Roma association were organized. During these outings, students, accompanied by volunteers from the association, cleaned up the park in front of the school[97] (DS-4, Pos. 51; CCE-C-4, Pos. 69). Also related to the theme of ecological transition, in the 2021-2022 school year, S-4 won the Legambiente award for a project on microplastics in Bracciano Lake (CCE-C-4, Pos. 37).

As appears, local agencies participate in many of the school's proposed projects. Among them, there are Retake Roma, AMA, and ISPRA with whom projects for environmental education and sustainable development are carried out (DS-4, Pos. 19; CCE-C-4, Pos. 11-15); projects related to the theme of civil coexistence and intercultural education are carried out in collaboration with UNICEF, for which the school has joined the project Child-Friendly School, and AMREF. Specifically, AMREF carried out a link-to-school project, which included a twinning with a school in Nairobi, and another project on the 'Africa-phobia', highlighting the role of African women (CCE-C-4, Pos. 11).

Relating to civic-related classes, questionnaire results show some variability in the practices used, recording scores on the T_CIVCLAS scale ranging from 15.0 to 30.0, with an average of 20.0 (SD = 4.38). According to the teachers in charge, discussions on current issues, and research and analysis of information from the Web are among the most frequently used activities. Students also frequently engaged in group work and propose topics for next classes. In contrast, student participation in role-playing and working on projects that require gathering information outside of school appear to be much less frequent; textbook study also seems to be infrequent (Figure 58).

[97] This was also one of the activities carried out during the Civic Education Festival, an institute project implemented by S-4 that will be described in detail in the next section.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_CIVCLAS	11	15	20.7	1.32	20.0	4.38	15.0	30.0

Figure 58: Activities carried out in classroom during civic-related lessons in S-4 (N=11).

Such methodologies implemented during civic education classes accompany daily teaching that contribute to the creation of a learning environment in which to experience democratic life. In fact, teachers consider characteristic features of their teaching methods as well as tools for promoting citizenship within the classroom to be teamwork and the enhancement of each student (T-26, FG-4, Pos. 98), the promotion of respect for classmates, the environment, and the teacher, and in turn the teacher's respect for students (T-30, FG-4, Pos. 99; T-29, FG-4, Pos. 102; T-27, FG-4, Pos. 103), teacher-student dialogue (T-22, FG-4, Pos. 101), listening and participation (T-28, FG-4, Pos. 100; T-23, FG-4, Pos. 105), encouragement of reflection (T-32, FG-4, Pos. 104), observation, which is prior to compliance with the rule (T-31, FG-4, Pos. 106), and promotion of empathy (T-33, FG-4, Pos. 108).

In order to understand, analyze, and describe if and how teachers incentivized the creation of a democratic learning environment, a total of 21 hours of classroom observation were conducted, which took place during Italian, Geography, Technology, Math, English, Religion, Science, German, and Physical Education classes (Figure 59). Data on descriptive statistics are given below (Table 33).



Figure 59: Frequency distribution of scoring in observation checklists (S-4).

In curriculum planning and delivery, the most frequently observed and effective practices were RWL ('teacher had students reflect on what they had learned'), registering a mean of 1.87 (SD = 1.26). Practices related to incorporating activities to apply new knowledge (AANK) and encouraging students to express their thoughts (ET) were also observed with moderate effectiveness, with averages of 1 (SD = 1.41) and 1.67 (SD = 1.30), respectively. Contrarily, the practice of setting high expectations for students (ESP) was rarely observed and, when observed, was considered ineffective. This aspect primarily stems from the observation of a Mathematics teacher who demonstrated low expectations for student learning.

In the area of accommodating individual differences, some practices such as DIISA ('teacher allowed students to discover key ideas individually through structured activities and/or questions') showed a moderate level of observation and effectiveness, registering a mean of 1.07 (SD = 1.39); other practices were never observed (i.e., AISD, 'accommodated individual or subgroup differences').

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0.13	0	0	0.34
	AANK	1.00	0	0	1.41
	PMAL	0.87	0	0	1.26
	ET	1.67	2	3	1.30
	RWL	1.87	2	3	1.26
Accommodations for individual differences	OIGPU	0.80	0	0	1.33
	AISD	0	0	0	0
	EIES	0.47	0	0	0.96
	DIISA	1.07	0	0	1.39
	MASR	1.07	0	0	1.34
Problem solving	BT	0.73	0	0	1.24
	PID	0	0	0	0
	SFA	0	0	0	0
Critical thinking strategies	CCI	0.20	0	0	0.75
	JESCD	0.20	0	0	0.75
Creative thinking strategies	TII	1.40	1	0	1.40
	EPV	0.27	0	0	0.77
	DOMTS	0	0	0	0
	ODEI	0.67	0	0	1.19
Learning environment	ER	0.60	0	0	1.20
	ERSH	0.60	0	0	1.20
	BLW	1.53	2	3	1.15
	QS	0.87	0	0	1.31
	FPQ	0.53	0	0	1.02
	ASR	1.27	1	0	1.34
	RRSR	1.87	2	3	1.20
	EDS	0	0	0	0

Table 33: Descriptive statistics related to observations in S-4.

In the problem-solving category, brainstorming (BT) was the only practice moderately observed, with a mean of 0.73 (SD = 1.24), whereas techniques like problem identification (PID) and solution-finding (SFA) were never observed.

Again, critical and creative thinking strategies are among the least observed. Exceptions include practices related to soliciting different thoughts on topics and ideas (TII), which were observed more frequently and with good effectiveness, with a mean of 1.40 (SD = 1.40).

Within the learning environment, the most noticeable behaviors were using energetic body language and verbal expressions (BLW) and responding respectfully to student responses (RRSR). However, their levels of effectiveness varied, with a mean of 1.53 (SD = 1.15) for BLW and 1.87 (SD = 1.20) for RRSR. Conversely, practices related to encouraging students to discuss solutions (EDS), establishing common rules with

students (ER), and reinforcing those rules with students (ERSH) were never or rarely observed.

The analysis of the teaching practices observed reveals the tendency of S-4 teachers to use teaching practices that encourage reflection and the use of verbal and nonverbal communication to engage students; however, there emerges a need to encourage more practices aimed at the development of critical and creative thinking.

In fact, we observed mostly face-to-face lessons, except for Italian, history, and geography classes, where teachers developed discussions, brainstorming, and group work. One discussion focused on migration, and it began with the question: *What factors drive people to migrate?* After an initial warm-up phase, the lesson continued with brainstorming on multicultural societies and religious coexistence provided for in the Italian Constitution. Next, the discussion shifted to the differences between intolerance and inclusion, proposing behaviors related to these concepts in classroom life and student relationships, as well as the distinction between inclusion and integration.

Also observed were the final presentations of the interdisciplinary project *We are the World* combining English and Geography, in which students divided into groups were asked to present a country in English, describing topographical and cultural features and environmental issues caused by climate change, such as issues related to wildfires in Australia and water pollution in Mexico.

The final assessment involves an oral presentation, which aligns with the data from the questionnaire inherent in the civic education assessment tools. The civic education assessment, utilizing a rubric (FG-4, Pos. 112), predominantly relies on observations and oral examinations, with a lesser frequency of project work. Little used are peer assessment and written tests (Figure 60).

In fact, teachers consider the product as one of the most important elements when assessing students. ‘Product’ refers to both the final work and aspects that led to its realization, such as creativity, care, and commitment (CCE-C-4, Pos. 45; T-28, FG-4, Pos. 119), as well as the internalization and ability to give back that the student demonstrates relative to theoretical knowledge (T-22, FG-4, Pos. 111). Some of the above-mentioned aspects are evaluated with the observation (T-23, FG-4, Pos. 118; T-25, FG-4, Pos. 123; T-29, FG-4, Pos. 124), taking into consideration aspects such as attitude and participation (T-28, FG-4, Pos. 116). From the student assessment, teacher self-assessment derives (T-25, FG-4, Pos. 117).

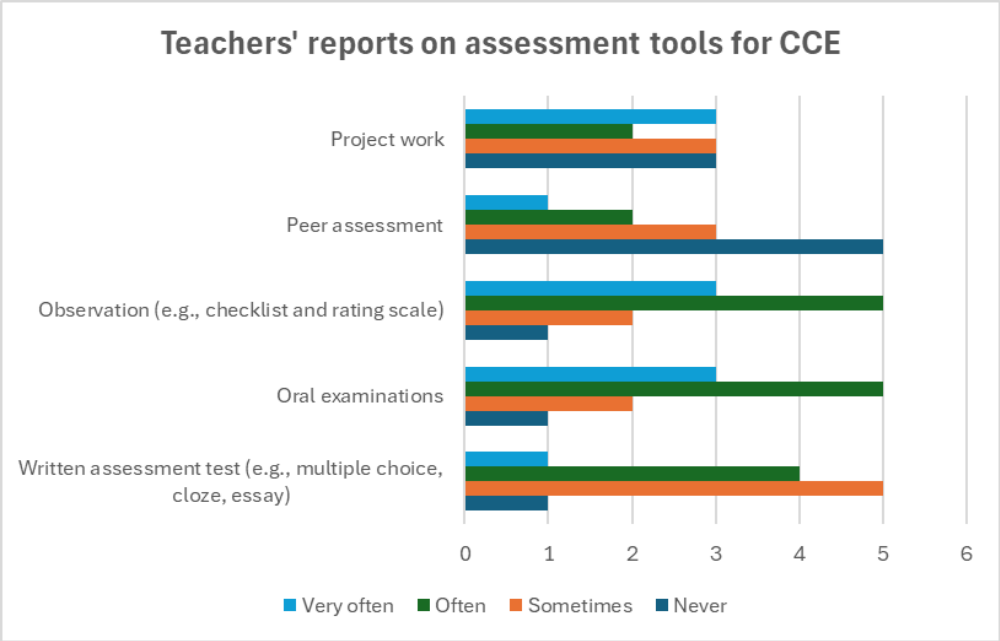


Figure 60: Assessment tools used by S-4 lower secondary school teachers for student assessment on civic education (N=11).

The classroom climate, which focuses on teachers' perceptions of student relationships, is the final element that characterizes the learning environment.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	26	0	12.1	0.285	12.0	1.45	10.0	16.0

Table 34: Descriptive statistics related to teachers' perceptions of classroom climate (T_PCCLIM) in S-4.

Data recorded on the T_PCCLIM scale reflect a generally positive perception, with a mean of 12.1 (SD = 1.45). The variability of scores ranging from a minimum of 10.0 to a maximum of 16.0 is not particularly excessive, as confirmed by a small standard deviation (Table 34). The density graph confirms this trend, showing a particularly concentrated distribution around the mean, although there are elements that disregard the general trend and perceive the class climate as either particularly positive or particularly negative, albeit not extremely so (Figure 61).

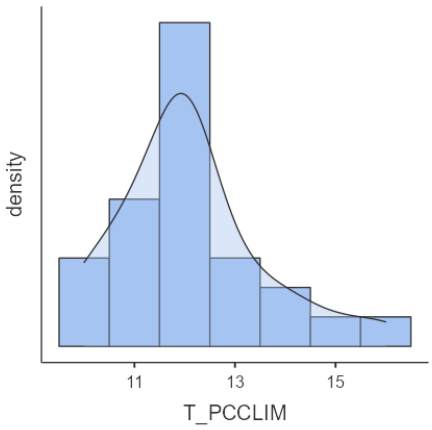


Figure 61: Density plot related to T_PCCLIM in S-4.

6.5.2.1 The Civic Education Festival

The first edition of the Civic Education Festival took place in the S-4 from February 20 to 24, 2023.

The teaching staff did not generally approve this initiative when it first came out (VDS-4, FG-4_FU, Pos. 8). It was only when the principal enhanced this project by establishing it as an institute project that it gained vigor and concreteness, managing to gain approval and support even from those teachers who were originally hesitant (VDS-4, FG-4_FU, Pos. 10), while still leaving teachers free to choose whether to participate or not (T-PTOF, FG-4_FU, Pos. 11). The motivations of the initial small group of teachers, supported by the principal, acted as a driving force for the remaining part of the teaching staff, who joined later (VDS-4, FG-4_FU, Pos. 13).

> «[…] questa volta c'è stato un sostegno più convinto, devo dire onestamente, più forte, ha appoggiato l'idea ma non semplicemente a parole, ha detto "non fa niente se non sarà di tutti, noi lo cominciamo perché è un progetto di istituto", lei ci credeva poi chi non vuole partecipare non parteciperà, pazienza. Quindi noi eravamo disposti a fare una cosa a cui avrebbero partecipato, non so, il 30% dei docenti, il 20% dei docenti, solo noi che la volevamo fare». (FG-4_FU, Pos. 11, Speaker: T-PTOF)

Associations outside the school enthusiastically participated in all the Festival's proposed activities, whose involvement was encouraged both by the complexity of the event (VDS-4, FG-4_FU, Pos. 22) and by the high visibility they would receive due to the large presence of students (T-PTOF, FG-4_FU, Pos. 23). According to the teacher in charge of the PTOF, S-4 has always made as its strength the relationship with the territory, which, however, had crystallized with the Covid-19 pandemic; therefore, this was the first major initiative through which the school reopened itself to the community (T-PTOF, FG-4_FU, Pos. 59).

> «È sempre stata una scuola che ha sempre fatto come suo punto di forza il rapporto con il territorio, che si era fermato, si era bloccato, si era cristallizzato nel 2019 con il Covid, e quindi capito è stata vissuta un po' come ritorno ai vecchi tempi questa occasione». (FG-4_FU, Pos. 59, Speaker: T-PTOF)

During this week, Class Councils interrupted normal teaching activities to share their year's civic education projects and organize activities on various topics in collaboration with outside experts (CCE-C-4, Pos. 15; DS-4, Pos. 47).

> «A febbraio facciamo uno stop didattico e, l'educazione civica è trasversale quindi la fanno tutti quanti i docenti, e poi invece in questa settimana di febbraio metteremo in campo dei lavori e delle attività che sono state svolte o che vengono svolte proprio durante quella settimana per fare un Festival dell'Educazione Civica». (DS-4, Pos. 47)

All activities proposed during the Festival were relevant to the themes declined in the Ministerial Guidelines. The Festival specifically covered themes related to democracy, confrontation, respect, and inclusion (T-PTOF, FG-4_FU, Pos. 36). Activities related to relevant social and environmental issues, such as climate emergencies, sustainable development, and the effects of drugs, were developed. The purpose of these activities is to develop students' awareness by encouraging forms of reflection and confrontation, without giving a pessimistic slant to the issues but always providing insights into what they can do to contribute to their resolution (CCE-C-4, FG-4_FU, Pos. 140; T-PTOF, FG-4_FU, Pos. 142).

> «Acquisire consapevolezza: questo è lo scopo. È diventare consapevoli delle grosse problematiche che ci sono nel mondo di oggi e soprattutto abbiamo chiesto – ecco questo non lo abbiamo detto – abbiamo chiesto a tutti gli esperti di fornire delle vie di uscita, di fornire delle soluzioni al problema che andavano ad esporre, a non dare mai un taglio pessimistico perché non volevamo che si creasse un clima di angoscia, di sfiducia, messi di fronte così piccoli a problemi enormi, alla disabilità, alla crisi climatica». (FG-4_FU, Pos. 142, Speaker: T-PTOF)

These activities were designed by adopting a flexible curriculum, which allows each teacher to make their own contribution and focus on the topic they most prefer. This aspect was considered crucial for the implementation of initiatives like the Festival, which, on the other hand, is considered difficult in schools that adopt a more rigid civic education curriculum characterized by the embedding of topics within a number of hours in each discipline (T-PTOF, FG-4_FU, Pos. 92-95).

To encourage all classes to participate, many of the activities and meetings were held in the Great Hall or broadcast on Google Meet.

The Festival began with the Principal and several local community representatives delivering opening speeches. They emphasized the significance of civic education, a cornerstone of the school that aims to foster a sense of citizenship in Italy, Europe, and the world. The president of Municipality III, the representative of the School Board, and the parish priest and vice-parish priest spoke, emphasizing the significance of the local community's involvement in the development of citizens.

Then, representatives from grade 5 of primary and from secondary school students took the stage to present the work their classes had produced for the International Day for the Elimination of Violence Against Women through a video featuring images from each class.

The school presented the *Faces of Innocence* photo exhibition on the first day, which explored the theme of the childhood conditions in India, Bangladesh, and Africa. On the

occasion of the exhibition of the photographs, hosted by a total of 305 schools around the world – 100 of which are in Italy – a video conference with photographer Saro di Bartolo was organized, during which the students had the opportunity to dialogue with the photographer about this photographic project.

The first day continued with the grade 8 students attending the *Camminare Cambia* meeting, where the director of the TV series *Boez* discussed the issue of reintegrating prison youth into society. After introducing the discussion with the first two episodes of the series, the director explained the educational purposes of walking, emphasizing its ability to strengthen interpersonal dynamics, dialogue, and conflict management.

The second day began with two activities designed for students in grades 7 and 8. While grade 7 was watching a film, grade 8 participated in a videoconference with a public affairs advisor from Brussels, where they discussed the topic of the European Union. After an initial theoretical introduction and explanation, the students conducted a team quiz on the EU using the Kahoot platform.

After this first activity, students from a specific grade 8 organized a lesson on debate in the Great Hall, discussing two motions related to closing zoos and closing borders. There were two teams consisting of four speakers, two presenters, one student who introduced the debate, and one who was in charge of managing the PowerPoint presentation. The teacher in charge guided the students throughout the entire activity.

The last activity of the day focused on social justice in the presence of a psychologist and family psychotherapist. The psychologist led a group role play where students assumed the role of institutions, established a single criterion for student scholarship allocation, and justified their choice. Each group then elected a mayor and members of the city council. Following this activity, a discussion on the criteria of distributive justice and procedural justice was held.

On the third day, 7th-grade students staged a sustainable fashion show, showcasing clothes made from waste materials like bottles, coffee grounds, and cardboard. Through this activity, they wanted to raise students' awareness to rethink what they usually throw away and try to transform it. They followed the fashion show with a flashmob that focused on their own health and the environment.

Meanwhile, the 6th-grade classes met with volunteers from the Spes contra Spem association, which provides family homes and accommodation for people with disabilities.

The fourth day was dedicated to meeting with associations involved in environmental protection, such as Fridays For Future and Greenpeace. With volunteers from these associations, issues related to environmental emergencies were discussed through watching videos on the effects of the climate emergency and the actions taken by these associations.

Meanwhile, two 7th-grade classes took part in an ecological walk with volunteers from the Retake Roma association. During this outing, the students cleaned the park and square in front of the school of garbage; afterwards, they participated in a circle time where they reflected on the activity and the emotions it evoked in them.

Retake volunteers introduced themselves also to 6th-grade students. The discussion centered around the word *redevelopment* and the everyday gestures that citizens can put in place to safeguard the environment.

On the final day, following the viewing of a film, 6th-grade students met with State Police officers with whom they discussed the topic of digital education and cyberbullying; meanwhile, Grade 7 students, divided into two shifts, participated in a meeting with an athletic trainer from the national soccer team, with whom they discussed the role of sport as a life enhancer and doping.

Next, Grade 8 students met with a professor of bioethics for a lecture on neuroscience and addiction, through a description of the components and functions of the brain.

The Festival concluded with a final moment of reflection and sharing in the gymnasium, followed by the principal's thanks for the work done and the invitation that forms of behavior inspired by the exercise of active citizenship may result from these activities.

It is necessary to emphasize that those presented are only a part of the activities carried out at the Festival, as only the observed activities have been described.

The Festival was also held for primary school students, who had different activities but always for open classes (VDS-4, FG-4_FU, Pos. 101) and in collaboration with outside experts (CCE-C-4, FG-4_FU, Pos. 104).

In the days following the Festival, teachers collected students' opinions. From this first phase of monitoring, which would then be followed by more structured monitoring through a teacher satisfaction questionnaire and the proposed end-of-year self-evaluation questionnaire (T-PTOF, FG-4_FU, Pos. 88-92), it was found that the activities conducted in synchronous mode in both presence and distance classes were not conducive to student attention due to disruptive noise or poor audio in the case of distance classes (CCE-C-4,

FG-4_FU, Pos. 81); however, the proposals were appreciated (CCE-C-4, FG-4_FU, Pos. 81-83).

The school is dedicated to promoting this initiative to the local community, with the aim of promoting a practice that can aid in achieving the goal of fostering good civic education (VDS-4, FG-4_FU, Pos. 109). This is achieved by sending communications to the network of schools in City Hall III, particularly through the dissemination of the initiative by the School Board and parents (T-PTOF, FG-4_FU, Pos. 106–108; VDS-4, FG-4_FU, Pos. 107).

Sharing the Civic Education Festival makes it possible to support schools in planning initiatives that can contribute to the implementation of effective civic and citizenship education pathways. In fact, schools S-1 and S-3 proposed the idea of dedicating a specific period of the school year to the implementation of more structured pathways to civic education, thereby preventing cross-curricular teaching within disciplinary areas. In this case, S-4 can serve as a model for implementing such initiatives.

According to the teachers, the three main aspects that enabled the implementation of the Civic Education Festival are a group that works believing in the project and collaborates, discussion, and a leadership of the Principal that supports and believes in the project.

> «Ci vuole un gruppo che lavori credendo nel progetto e che quindi non si fa problemi di orario, ma che ha in testa idee, le mette insieme per collaborare». (FG-4, Pos. 120, Speaker: VDS-4)

> «Il confronto. Il gruppo che si confronta, che chiacchiera, che cerca idee». (FG-4, Pos. 121, Speaker: CCE-C-4)

> «Poi una dirigenza che appoggia». (FG-4, Pos. 122, Speaker: T-PTOF)

The civic education coordinators for primary and lower secondary school led a working group with a coordinating function, tasked with collecting and systematizing proposals and activities by defining the weekly organization. They then shared the proposals with the entire teaching staff, updating them on the progress of activity planning and organizing meetings to allow everyone to participate on their own initiative (VDS-4, FG-4_FU, Pos. 41; T-PTOF, FG-4_FU, Pos. 43).

Collaboration and discussion were not only limited to teachers but also extended to students. Indeed, one aspect that distinguished the Festival was the primary role of the Student Committee in organizing and managing the activities. Students oversaw the activities, inaugurated the Festival, and oversaw technology management (CCE-C-4, FG-4_FU, Pos. 51).

The presence of a cohesive group moved by the will to carry out the project is what made its factuality possible (VDS-4, FG-4_FU, Pos. 130). This factualness was concretized in the inclusion of the project within the POF (plan of educational offerings), which enshrined the formality and obligatory nature of its implementation (T-PTOF, FG-4_FU, Pos. 134). Collaboration, discussion, and planning was fostered mainly by regular meetings of the Department of Civic Education and meetings also conducted jointly between primary and lower secondary teachers, during which the proposal to organize the Festival emerged (T-PTOF, FG-4_FU, Pos. 3; CCE-C-4, FG-4_FU, Pos. 4).

The civic education initiatives did not end with the Festival week; they continued the following week with presentations of the activities (CCE-C-4, FG-4_FU, Pos. 68–74) in various classes, and some exchanges between the primary and secondary schools (VDS-4, FG-4_FU, Pos. 67).

This aspect reinforces the principal's goal of making the school a true comprehensive school by strengthening the connection between school orders.

6.5.3 Improvement areas for civic education in S-4

Unexpectedly, among the main areas of improvement for civic education in S-4 emerges the need for more opportunities for projects related to it (23.10%) (Figure 62) and more cooperation between teachers from different subject areas (26.90%) (Figure 63).

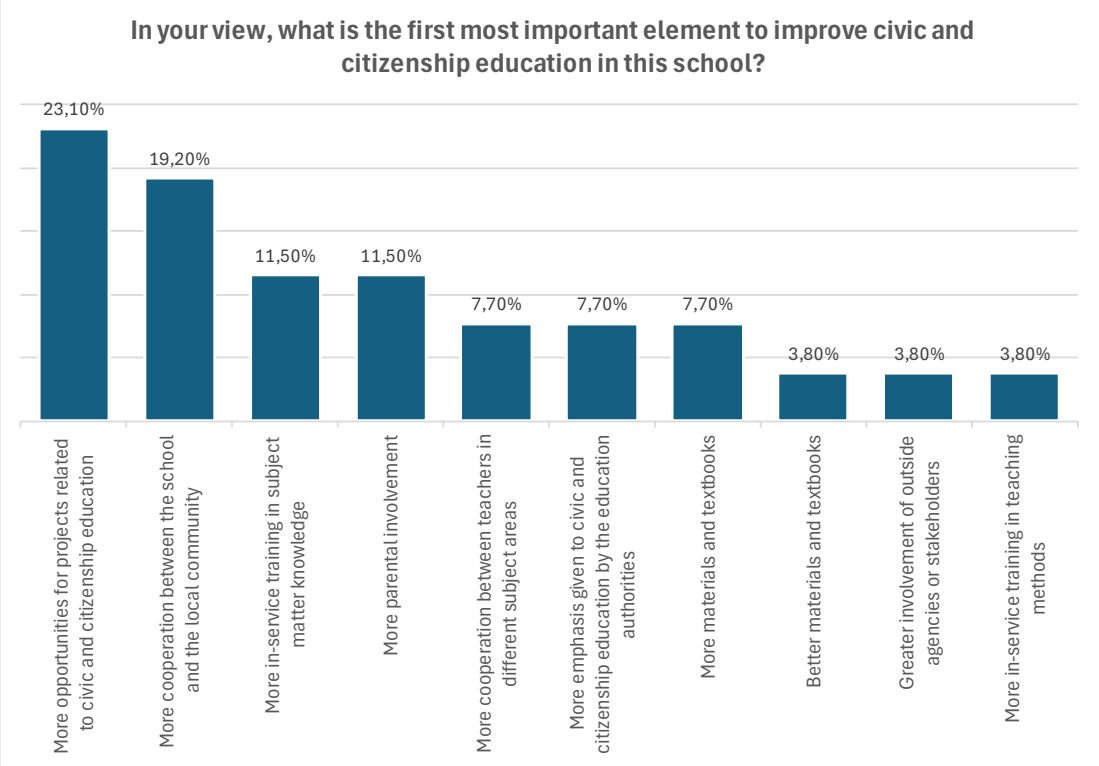


Figure 62: Percentages of teachers selecting civic education improvement areas as the first main area in S-4 (N=26).

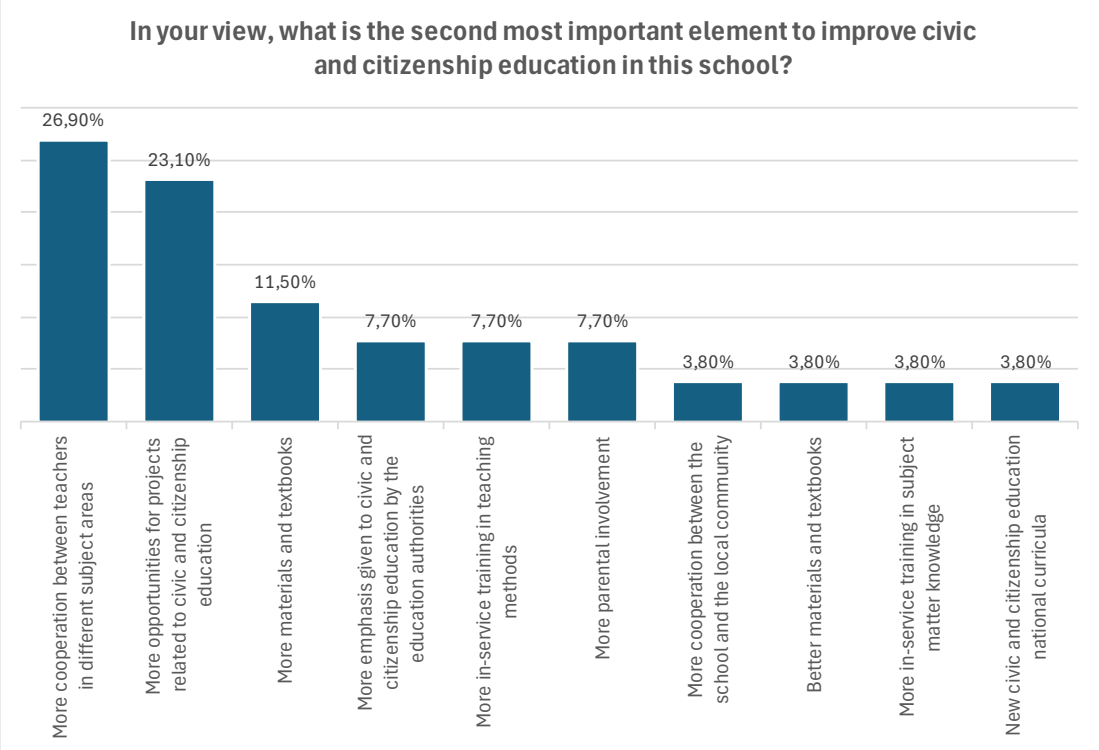


Figure 63: Percentages of teachers selecting civic education improvement areas as the second main area in S-4 (N=26).

Teachers disagreed with the results when asked to comment on these data during the FG, stating that the school successfully organizes numerous interdisciplinary projects and activities in the field of civic education (T-23, FG-4, Pos. 20; T-22, FG-4, Pos. 26; T-23, FG-4, Pos. 40).

Also surprising are the third areas of improvement for civic education highlighted by teachers, which are related to greater cooperation with the local community (15.40%) and territorial agencies (15.40%), to which is added better parental involvement (15.40%) (Figure 64).

The questionnaire yielded data that differs from the findings and descriptions provided by other survey instruments. Referring to the collaboration with the local community, a large part of the activities and projects that are implemented in S-4 involve the collaboration of external associations or experts; the Civic Education Festival serves as an example. This data, which also found the disagreement of the teachers, was commented on by them, citing the difficulty in establishing effective and lasting cooperation with local associations (T-22, FG-4, Pos. 26), except for some associations with which S-4 has been collaborating for a long time (T-28, FG-4, Pos. 27).

> «Io onestamente ho un problema su quello che è il rapporto con le agenzie esterne sul territorio, non perché noi non ci proviamo ma perché ritengo proprio fallimentare la comunicazione, è un po' una critica al contrario... è farraginoso ed è difficile per la scuola

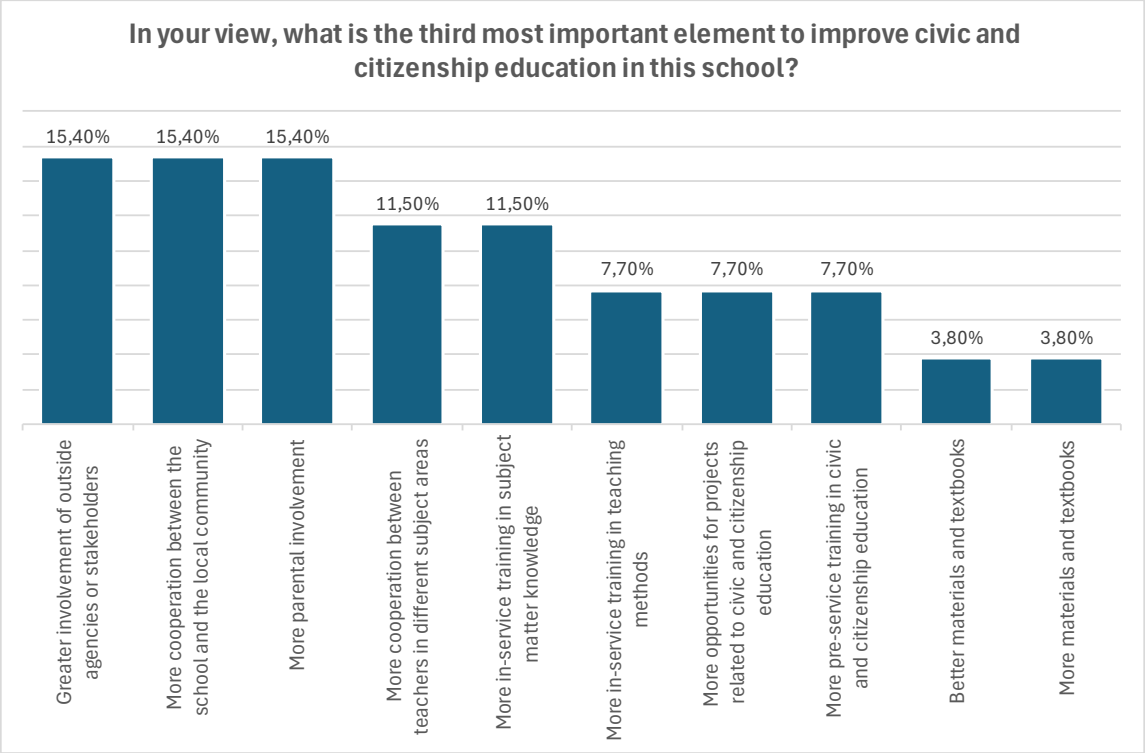


Figure 64: Percentages of teachers selecting civic education improvement areas as the third main area in S-4 (N=26).

> riuscire ad avere una collaborazione fattiva e continuativa con quelli che possono essere le istituzioni sul territorio». (FG-4, Pos. 26, Speaker: T-22)

In order to foster a sense of belonging to the school community, the teachers desire to reinstate family meeting moments that the school organized prior to the Covid-19 pandemic but suspended after 2020 (CCE-C-4, Pos. 3).

As in S-3, professional development does not appear to be an area of improvement for civic education in S-4 (Figure 61). The most recent professional development courses organized in S-4 have addressed the issue of relational dynamics (CCE-C-4, Pos. 81), in response to training needs of teachers (CCE-C-4, Pos. 85). Additionally, professional development based on individual initiative and personal interest is encouraged (CCE-C-4, Pos. 87).

Over the years, the professional development of teachers promoted by S-4 also in the field of civic education appeared to be relevant to the promotion of initiatives implemented by the school, such as the Civic Education Festival. Although some courses may seem repetitive in their content, they have provided valuable insights into implementing practices like service learning. These practices have enhanced the school's understanding of civic education by embracing pedagogical activism. This approach extends beyond content-based teaching, aiming to transform students into active participants in the community (T-PTOF, FG-4_FU, Pos. 138).

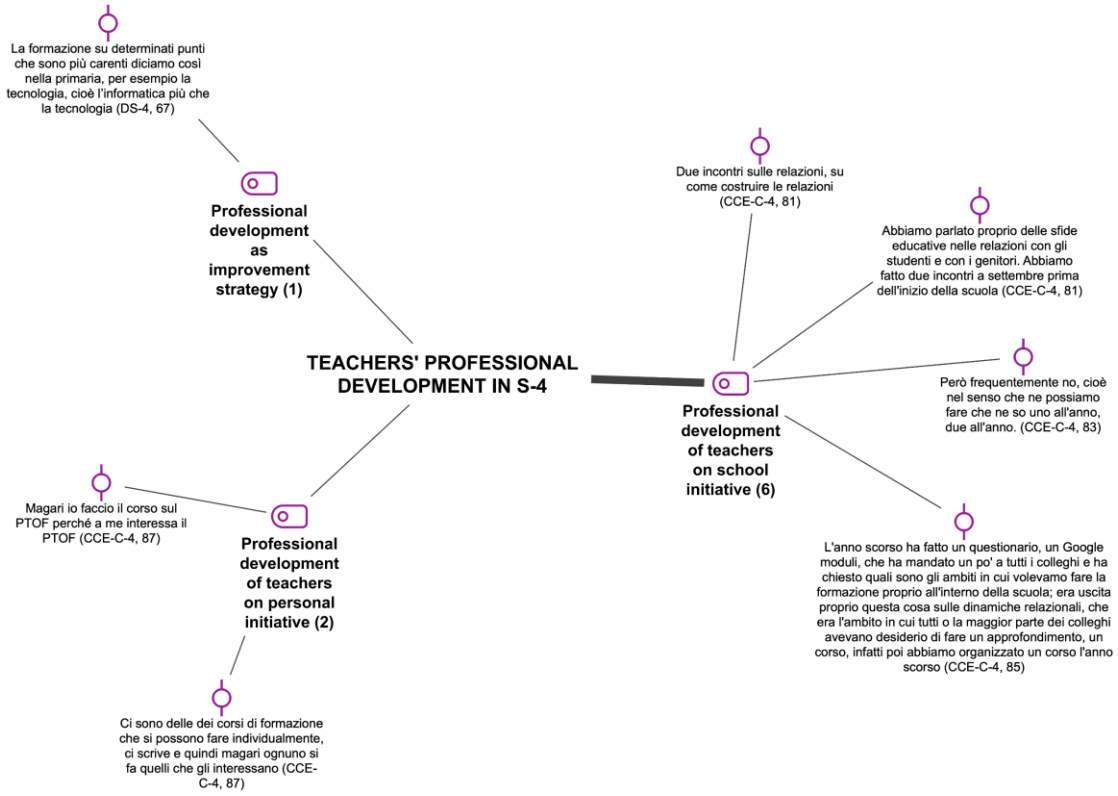


Figure 65: Single-case model related to teachers' professional development in S-4. Map created with MaxMap (MAXQDA 2024).

«C'è da dire che in questi anni abbiamo avuto una buona formazione, io dico questo. Nel senso che *obtorto collo* siamo stati tutti costretti a formarci sull'educazione civica, era previsto, e quindi noi insegnanti siamo molto snob rispetto ai corsi di formazione e io devo dire che è stata fatta una buona formazione, c'è stato fatto conoscere che cos'è il service learning ed è diventato anche un po' la nostra bandiera. Io devo rendere merito a questi corsi di formazione che noi docenti troviamo un po' una scocciatura perché troviamo che ci dicono sempre cose che già sappiamo, invece abbiamo colto alcuni spunti e negli anni precedenti forse si è radicato anche un pochino questo, si è sedimentato questo semino e invece di fare l'educazione civica seduti – per carità lo facciamo anche – a spiegare la divisione dei poteri, lo facciamo però poi abbiamo capito che soprattutto a questa età devono essere loro i protagonisti e devono fare qualcosa che deve essere utile alla comunità, insieme alla comunità, e quindi questa chiave del service learning... è stata una buona formazione». (FG-4_FU, Pos. 138, Speaker: T-PTOF)

6.6 Teaching civic education. First similarities and differences among the schools in Rome

The descriptions of the instructional and curricular organization highlighted similarities and differences among the four schools in Rome. We will now revisit these key aspects in order to guide step-by-step to a more in-depth profile of them.

The first difference among the schools lies in how they structure their Civic Education Curriculum. The S-1 and S-4 schools do not specify the content that individual subjects will cover, nor do they specify the number of hours each subject must devote to teaching

civic education. The S-2 and S-3 school teachers have to compulsorily respect the bureaucratic limits defined *ex ante* by explaining the specific hours for each subject, which derives from a division of the 33 annual hours stipulated by law.

The detailed description of the Civic Education Curriculum was the cause of the elimination of the school-level civic education coordinator in S-3. In fact, according to the former coordinator's statement, the figure of a school coordinator is considered no longer necessary because the school Civic Education Curriculum has once and for all defined the parameters related to the teaching of civic education without undergoing a post-2020 revision process.

An additional aspect that unites S-1 and S-4 and distinguishes them from S-2 and S-3 is the presence of the Commission of Civic Education in S-1 and the Department of Civic Education in S-4, which, as we recall, are collegial bodies not provided for by national legislation but arose at the initiative of the schools. These collegial bodies arose because of the need to coordinate work on civic education (for S-1) and the need for teachers to meet and discuss to define a common teaching design (for S-4). This confrontation, along with the presence of a common space to carry out common educational planning, gave rise to initiatives like the Civic Education Festival in S-4. Through this initiative, the school opened up to the local community, and citizenship became an integrating backdrop for the educational action being carried out.

Although schools differ in the organization of projects activated with or without the participation of the local community and associations, there are not any statistically significant differences among schools when it comes to civic-related activities in class (T_CIVCLAS) (Table 35), even though the distributions are still different (Figure 66).

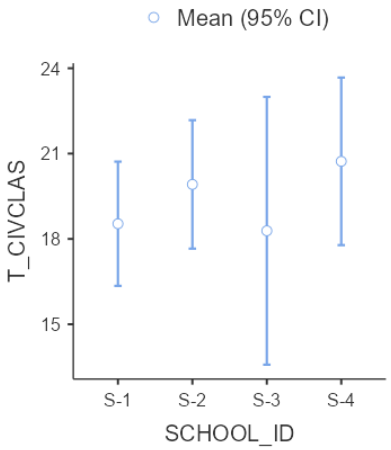


Figure 66: Descriptive plots of the distributions of the four schools in Rome in T_CIVCLAS.

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T_CIVCLAS	0.826	3	41	0.487

Table 35: One-Way ANOVA on civic-related activities in class (T_CIVCLAS) in the four schools in Rome (N=45).

Additionally, differences were not even detected during classroom observations, where in most cases they involved face-to-face lectures. Guided discussions or class debates were more effective in addressing topics related to civic education.

An analysis of the contingency tables on the use of assessment tools for civic education in Rome schools reveals some differences in the practices adopted among the different assessment methods. It was not possible to calculate chi square test (χ^2) on the contingency tables as the assumption of a minimum of 5 items within each table cell was not met.

Written tests (Table 36) appear to be the least used tool, with most teachers saying they use it only a few times. S-1 particularly demonstrates this, with 10 out of 15 teachers highlighting occasional use.

	Written assessment test				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-1	2	10	3	0	15
S-2	3	5	3	1	12
S-3	3	4	0	0	7
S-4	1	5	4	1	11
Total	9	24	10	2	45

Table 36: Contingency table on the use of written tests for civic education assessment (item a, T_CCEAS scale) in the four schools in Rome (N=45).

The use oral examination (Table 37) appears to be more frequently than written tests. The option ‘often’ is the most common, especially in S-2 (8 out of 12 teachers) and S-4 (5 out of 11 teachers) schools. However, the use of ‘very often’ remains relatively low.

	Oral examinations				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-1	3	8	4	0	15
S-2	1	2	8	1	12
S-3	0	3	3	1	7
S-4	1	2	5	3	11
Total	5	15	20	5	45

Table 37: Contingency table on the use of oral examination for civic education assessment (item b, T_CCEAS scale) in the four schools in Rome (N=45).

Observation (Table 38) emerges as a relatively common assessment tool, with most teachers saying they use it often, recording 16 out of 45 total responses. S-3 shows the greatest tendency to never use observation (3 out of 7 teachers).

	Observation				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-1	2	6	5	2	15
S-2	2	3	5	2	12
S-3	3	2	1	1	7
S-4	1	2	5	3	11
Total	8	13	16	8	45

Table 38: Contingency table on the use of observation for civic education assessment (item c, T_CCEAS scale) in the four schools in Rome (N=45).

Schools use peer assessment (Table 39) in moderation and with some variability. Most teachers say they never use it for civic education assessments. S-1 has the largest number of teachers who use peer assessment often (6 out of 15), while S-2 and S-4 show the largest number of teachers who never use it (6 out of 12 teachers and 5 out of 11 teachers).

	Peer assessment				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-1	2	5	6	2	15
S-2	6	2	3	1	12
S-3	2	4	1	0	7
S-4	5	3	2	1	11
Total	15	14	12	4	45

Table 39: Contingency table on the use of peer assessment for civic education assessment (item d, T_CCEAS scale) in the four schools in Rome (N=45).

Project work (Table 40) is also variable, although the majority of teachers reported using it frequently (15 out of 45 teachers). S-2 and S-4 have a more variable frequency of use, whereas in S-3, most responding teachers said they never use it (4 out of 7 teachers).

	Project work				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-1	1	6	7	1	15
S-2	4	2	5	1	12
S-3	4	2	1	0	7
S-4	3	3	2	3	11
Total	12	13	15	5	45

Table 40: Contingency table on the use of project work for civic education assessment (item e, T_CCEAS scale) in the four schools in Rome (N=45).

Although the descriptive plots show differences between teachers' perceptions of classroom climate and higher levels in the S-2 and S-4 (Figure 67), statistics performed on T_PCCLIM scale showed no significant differences among the four schools, recording an ANOVA of 1.86 ($p > .05$) with 3 degrees of freedom between groups and 128 degrees of freedom within groups (Table 41).

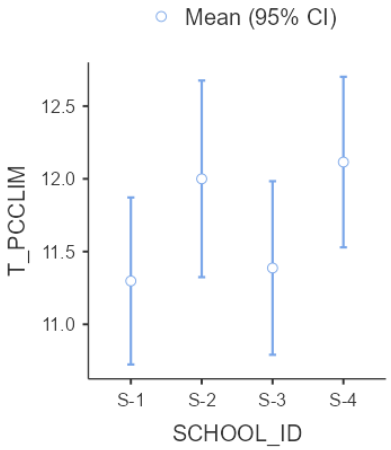


Figure 67: Descriptive plots of the distributions of the four schools in Rome in T_PCCLIM.

One-Way ANOVA (Fisher's)				
	F	df1	df2	p
T_PCCLIM	1.86	3	128	0.140

Table 41: One-Way ANOVA related to teachers' perception of classroom climate (T_PCCLIM) in the four schools in Rome (N=132).

Therefore, if schools differ in their autonomous organization due to the introduction of cross-curricular civic education teaching with Law No. 92/2019, and the activities planned and implemented with or without the participation of external associations, the differences detected within schools for the activities and teaching methodologies implemented within the classroom, as well as the teachers' perception of the classroom climate, were not found to be statistically significant, although they were still present

Chapter 7. Cooperation with the local community in the four schools in Rome

7.1 Engaging the local community in Italian schools

Cooperation with the local community is another component of the WSA. The Council of Europe (2018b) divides this element into three subareas: parent and local community participation, partnerships with local institutions, and school-to-school networks.

As previously mentioned in the teaching and learning process description, the schools consistently cooperate with stakeholders and external associations, albeit with a varying degree of involvement and participation. Not only that, the involvement of the local community also appeared to be an area of improvement that can implement civic education both through meetings and activities for students and professional development for teachers.

Hampden-Thompson and Galindo (2016), echoing Bronfenbrenner's ecological theory, assert that the interaction of various socialization systems, including school and family, foster a student's educational success in school. Specifically, a positive interaction between school and family generates higher levels of parental satisfaction, which consequently has an effect on student academic achievement (Hampden-Thompson & Galindo, 2016).

Involving parents in the educational process – from teaching organization to school governance – makes it possible to create an effective educational co-responsibility pact, thus realizing a form of bi-directional learning: while parents can learn from the school how best to support the education of their children, the school can learn more about students to realize personalized learning strategies and support effective learning (Eurydice, 2017). A positive school-family relationship allows for a better educational pathway for the student, resulting in an effective educational partnership (Dusi, 2012).

In Italy, the school-family relationship is described in the *Patto Educativo di Corresponsabilità*, which is a form of educational contract signed by the school and the family that responds to the need to make mutual commitments aimed at improving the quality of school life. This document is mandatory for lower and upper secondary schools

following the enactment of Presidential Decree 235/2007[98], which amended Presidential Decree 249/1998[99], in response to a need for educational emergency management for secondary school students. With Law No. 92/2019, the *Patto Educativo di Corresponsabilità* was extended to primary school as well. This pathway involves all members of the school community, including the principal, teaching staff, non-teaching staff, parents, and students, and emphasizes the strategic role families can play in an educational alliance, each fulfilling their respective roles and responsibilities.

The PTOFs of the four schools reveal how the school-family alliance and cooperation with local associations are fundamental strategic actions for achieving the educational goals and promoting a school's educational action that is not closed within its walls but embraces the community.

Despite a commonality of purpose, it is anticipated that there are not uniform levels of involvement among four schools. The following paragraphs will describe the initiatives advanced by schools to foster collaboration with local associations and families, which we collected from interviews and FGs, represented on the maps, and teacher questionnaires. The investigation into school-family and school-local partnerships will shed light on the implementation of these educational alliances.

For parental participation in school governance, please refer to Chapter 8.

7.2 Partnerships with local associations and the school-family relationship in S-1

Among the common and shared values in the S-1 PTOF is participation in the shared governance of the school and the link with the local area. Indeed, the school intends to enhance itself

> «come comunità attiva, aperta al territorio e in grado di sviluppare e aumentare l'interazione con le famiglie e con la comunità locale, comprese le organizzazioni del terzo settore e le imprese». (PTOF, S-1 Website)

[98] Decreto del Presidente della Repubblica 21 novembre 2007, n. 235, Regolamento recante modifiche ed integrazioni al decreto del Presidente della Repubblica 24 giugno 1998, n. 249, concernente lo statuto delle studentesse e degli studenti della scuola secondaria. Available at: https://www.gazzettaufficiale.it/eli/id/2007/12/18/007G0251/sg. Accessed 18 July 2024.

[99] Decreto del Presidente della Repubblica 24 giugno 1998, n. 249, Regolamento recante lo statuto delle studentesse e degli studenti della scuola secondaria. Available at: https://www.miur.gov.it/documents/20182/49997/Statuto+delle+studentesse+e+degli+studenti.pdf/53c11c3e-97d9-428a-94fc-911b45e32269?version=1.0&t=1476271671086. Accessed 18 July 2024.

The associations and services present in the area are considered an asset that can enhance the educational offerings by activating collaborations with them. The associations are of various types: there are municipal sports associations, such as *Roma 6 Villa Gordiani* and the amateur sports club *Olimpia Roma San Venanzio*; and cultural associations, including *Nessun luogo è lontano*, *Cemea per il mezzogiorno*, and the *Valore del femminile*. The school also relies on collaborations to support disabled students and relations with EELL and institutions, such as Civil Defense, State Police, Roma Capitale and Municipality V.

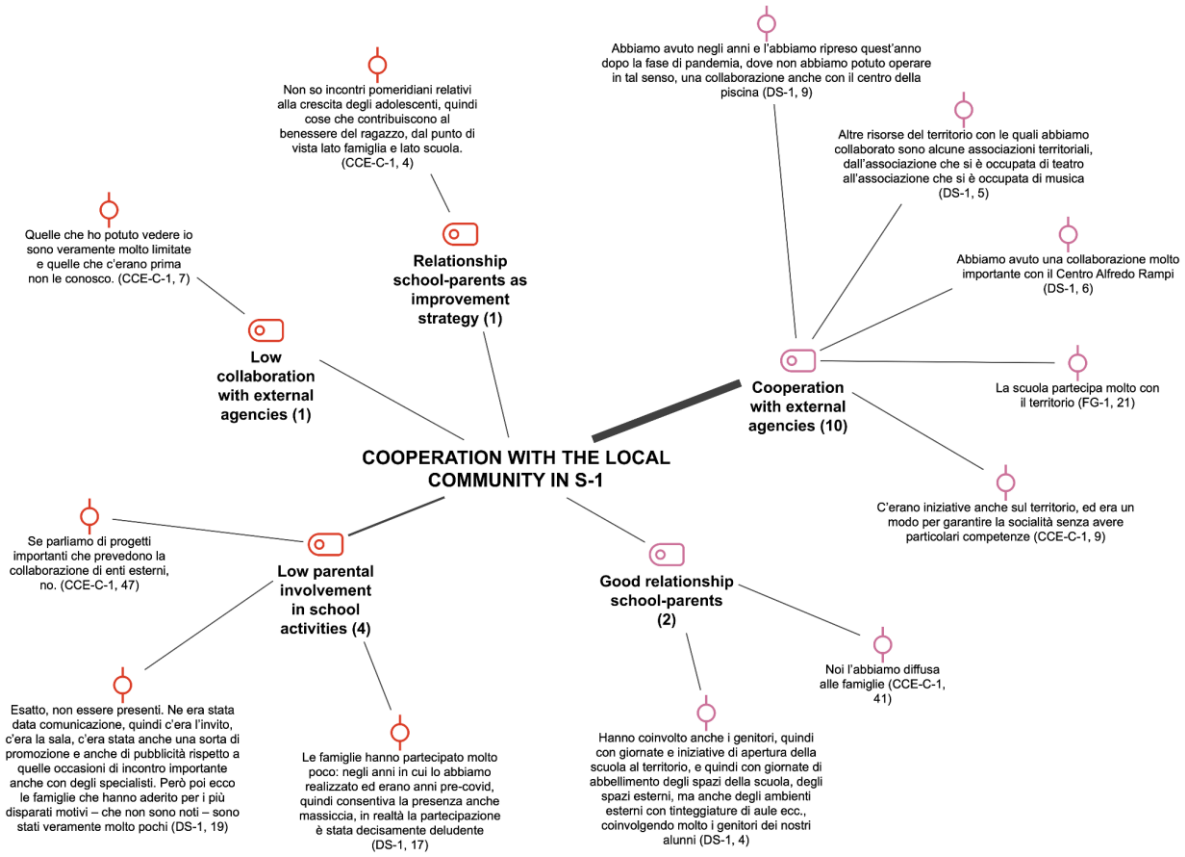


Figure 68: Single-case model related to the cooperation with the local community in S-1. Map created with MaxMap (MAXQDA 2024).

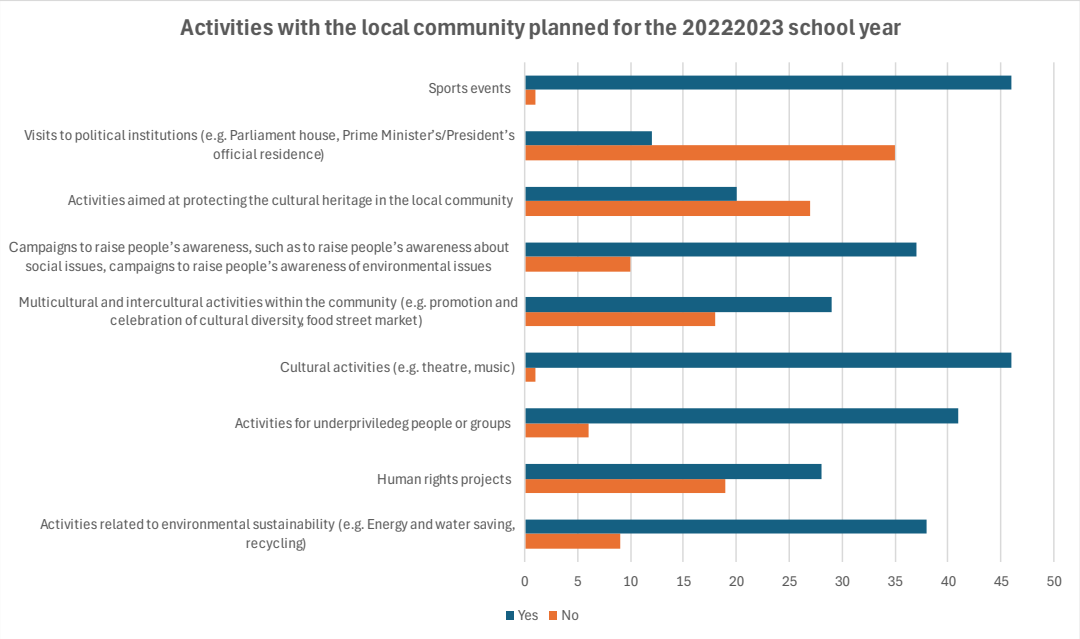
Prior to the pandemic Covid-19, partnerships with associations were more common. In fact, the civic education coordinator aims to strengthen the broken link with the territory to increase students' understanding of its potential and ways to improve it (CCE-C-1, Pos. 5). However, despite the school's current revival, the pandemic has severely limited collaborations with the local community compared to S-1's previous initiatives (CCE-C-1, Pos. 7). The school suspended and has not yet reinstated initiatives like school open days for parental involvement (DS-1, Pos. 9).

As already set out during the discussion of the teaching and learning process for civic education structured in S-1, part of the activities implemented for civic education took place in collaboration with the State Police, centers and associations in the area, including the association LIBERA, the *Valore del femminile*, and Legambiente.

The *Alfredo Rampi* Center, with whom S-1 structured a two-year project prior to the pandemic regarding the issue of school and neighborhood safety, was another important collaborator. Students specifically participated in meetings, sharing their opinions about their neighborhood, suggesting improvements, and expressing their desired actions (DS-1, Pos. 6).

The lower secondary school has resumed its collaboration with the local pool center, where 6th-grade students participate in activities during curricular hours, with their families covering the cost. This activity also makes it possible to strengthen relational dynamics and cohesion within the class group (DS-1, Pos. 9).

S-1 carries out additional partnerships in the areas of student outbound orientation (DS-4, Pos. 11), music through classroom teacher coaching, particularly for primary school students, and theater through extracurricular courses (DS-1, Pos. 5).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	47	0	6.32	0.240	6.00	1.64	3.00	9.00

Figure 69: Teachers' perceptions of students' activities in the local community in S-1 (N=47).

The questionnaire asked teachers to list the activities they had planned for the 2022–2023 school year in collaboration with the school community. Because we administered

the questionnaire to teachers in the early months of the school year, when many activities could have occurred in the following months, we chose to refer to school planning rather than implementation.

The findings (Figure 69) indicate that the most anticipated activities involve sports and cultural events like music and theater, as well as activities for underprivileged groups, environmental sustainability initiatives, and activities to promote awareness about social and environmental issues. On the other hand, visits to political institutions, activities to promote cultural heritage protection, and multicultural and intercultural activities in the community appear to be much less frequent.

The descriptive statistics collected on the T_STDCOM scale, which is inherent in teachers' perceptions of students' activities in the community, suggest a moderate level of community participation, with an average of 6.32 (SD = 1.64), although there is moderate variability in the scores ranging from a low of 3.0 to a high of 9.0. This variability testifies that although there is a common positive perception, there are still significant differences among teachers regarding participation in the local community.

However, the Covid-19 pandemic that occurred during the three-year trial period of Law No. 92/2019 limited many activities, especially the school's open days to the local community and collaborations with associations or parents, which were not implemented (CCE-C-1, Pos. 12; DS-1, Pos. 9).

Other schools in the area also collaborate, forming a network that fosters primarily teacher professional development. Among these schools, a Polo School is selected to manage the funds received from the Regional School Office and the Higher Office for the organization and delivery of teacher training courses (DS-1, Pos. 74).

Some of the initiatives proposed by the school also included active parental involvement. Prior to the pandemic, the school organized open days, carrying out special maintenance and upgrading of the school's interior and exterior spaces (DS-1, Pos. 4).

However, the principal reported that parents did not consistently participate in the school's proposed activities. For instance, during the pre-Covid era, the school, in collaboration with the State Police, organized training courses on the proper use of cell phones and social media to prevent cyberbullying, but only a small number of families signed up and participated (DS-1, Pos. 17–19).

Thus, there is a need to strengthen the relationship between the school and the family by reinstating open school days and organizing afternoon meetings that deal with issues

related to student growth and well-being (CCE-C-1, Pos. 7) to strengthen the educational alliance that binds them.

7.3 Partnerships with local associations and the school-family relationship in S-2

In order to promote the quality of education for each student, the S-2 emphasizes in its documents the desire to foster the school as an active community that can nurture interaction with families and the local community. However, while the schools' documents mention integrated territorial projects, they do not mention the partnerships the school has established with the local community.

The most distinctive feature of S-2 is the implementation of a mathematics-technology curriculum through a partnership with the Department of Mathematics at University of Roma Tre, which provides teachers with training on methodologies and content (DS-2, Pos. 5).

Although the principal mentioned the school's collaborations with associations in Municipality VII (DS-2, Pos. 3), the civic education coordinator and teachers denounce

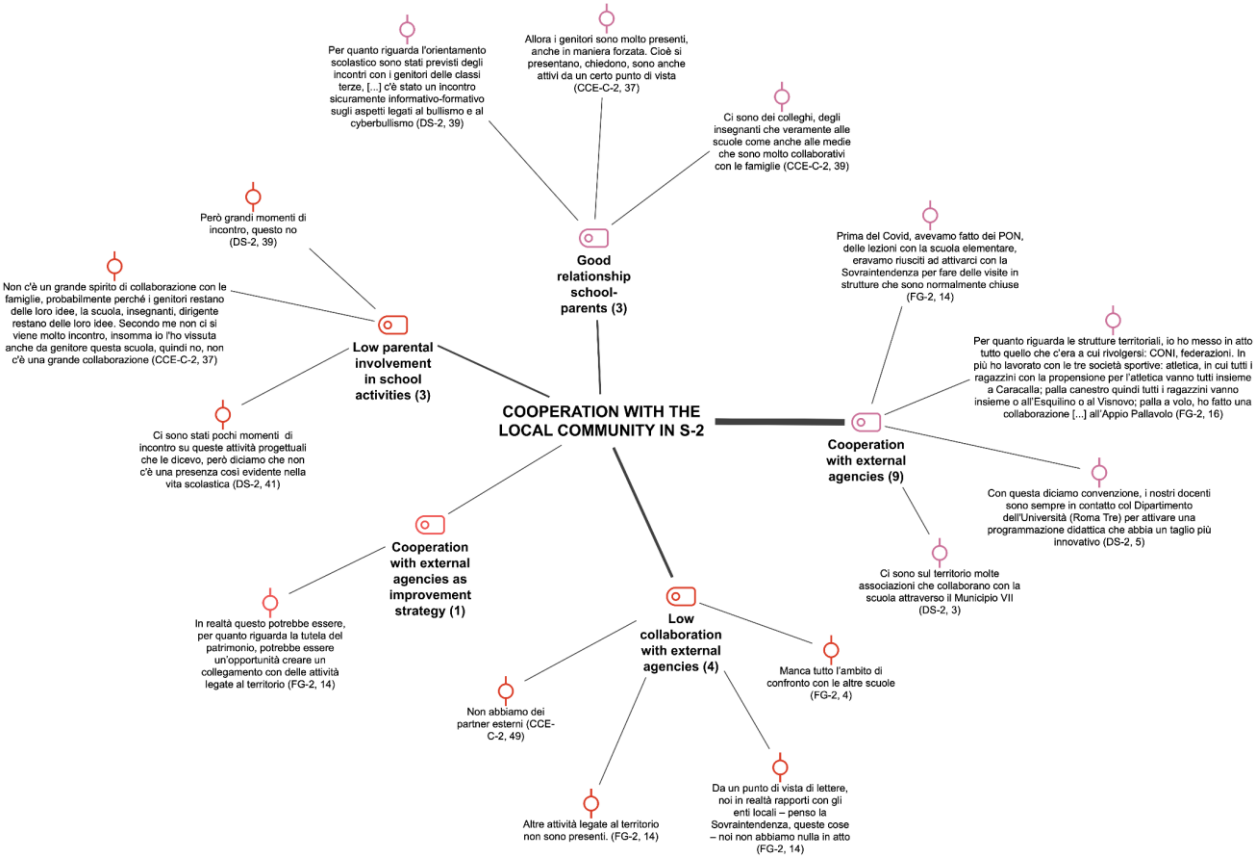
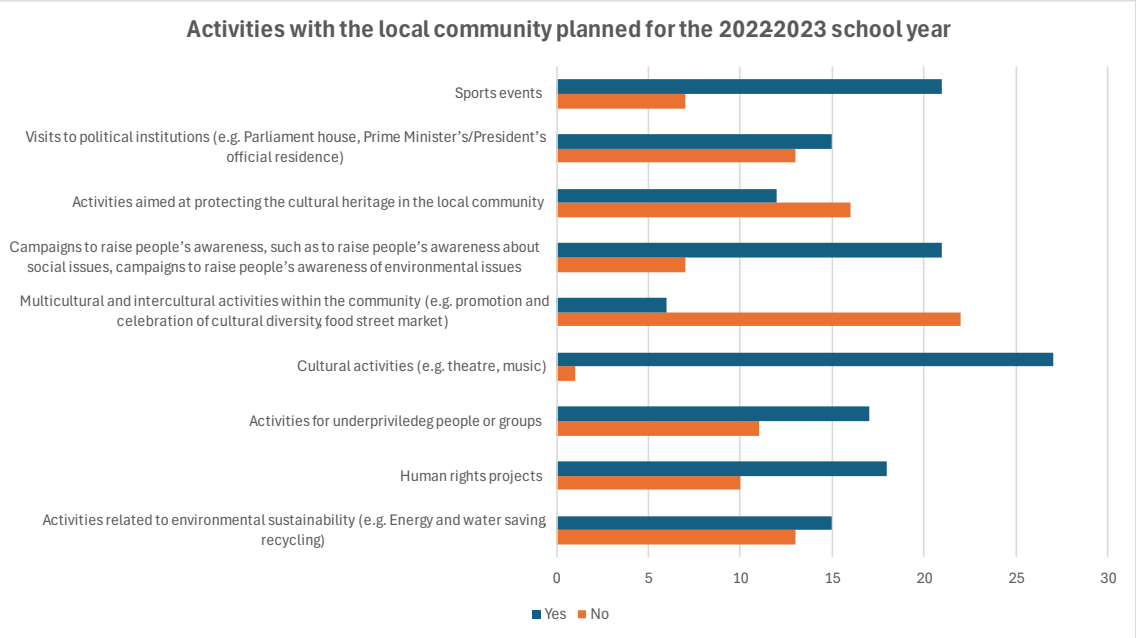


Figure 70: Single-case model related to the cooperation with the local community in S-2. Map created with MaxMap (MAXQDA 2024).

the absence of collaborations with the local community, stating that there are currently no partnerships initiated (CCE-C-2, Pos. 49; T-13, FG-2, Pos. 4; T-12, FG-2, Pos. 14). In addition, partnerships initiated prior to Covid-19 – for instance, with the Superintendency because of the school's participation in PONs (National Operational Program) – are currently no longer active, although they are considered an opportunity (T-12, FG-2, Pos. 14). The most present collaborations have been with sports centers (T-13, FG-2, Pos. 16).

Additionally, the Covid-19 pandemic prevented the school from implementing some of its previous field trip activities, such as visiting Parliament (DS-2, Pos. 11).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	28	0	5.43	0.419	5.50	2.22	1.00	9.00

Figure 71: Teachers' perceptions of students activities in the local community in S-2 (N=28).

The results of the questionnaire also do not deviate from these data. Some activities, such as cultural activities, sporting events, and campaigns to promote student awareness of social issues, received higher adherence. However, many activities registered negative figures, particularly those related to environmental sustainability, cultural heritage protection, and multicultural and intercultural activities. Visits to political institutions, human rights, and unprivileged groups appeared to be more variable (Figure 71).

The variability of the scores recorded on the T_STDCOM scale, ranging from a low of 1 to a high of 9, confirms significantly different perceptions. In fact, if some teachers perceive good levels of participation, others demonstrate far different perceptions. In fact,

the mean of 5.43 (SD = 2.22) is not particularly high, with a standard deviation that confirms the dispersion of scores.

Parental involvement is also not particularly encouraged. Although they are particularly present, there is no spirit of collaboration and dialogue between school and family, especially because of the principal, according to the coordinator (CCE-C-2, Pos. 37). The principal confirms this low level of collaboration, stating that the school does not provide activities or projects that involve parents or encourage their participation in school life (DS-2, Pos. 39-41). Parents only participated in formative-informative meetings related to school orientation and to bullying and cyberbullying (DS-2, Pos. 39).

As a result, family involvement seems almost delegated to the individual teacher, who individually carries out initiatives to foster forms of collaboration and partnership (CCE-C-2, Pos. 39).

7.4 Partnerships with local associations and the school-family relationship in S-3

S-3's goal is to create a school that prioritizes the individual and ensures their full potential in harmony with the other members of the school community and the surrounding area, focusing on three distinct dimensions:

i. communication, sharing of choices, and synergy of actions between school, family, and territory;
ii. active citizenship and integration; and
iii. the achievement of school success.

Local associations take part in calls promoted by the Municipality or the Region and, if they win funding, propose initiatives that schools may or may not join (VDS-3, Pos. 95-99-101). In the case of S-3, the school specifically prioritizes activities and projects focused on relational dynamics and student growth, particularly in collaboration with the Meta and Scholè cooperatives. These cooperatives enable the school to organize activities that address issues related to adolescence and the post-Covid era (VDS-3, Pos. 7; CCE-C-3, Pos. 11).

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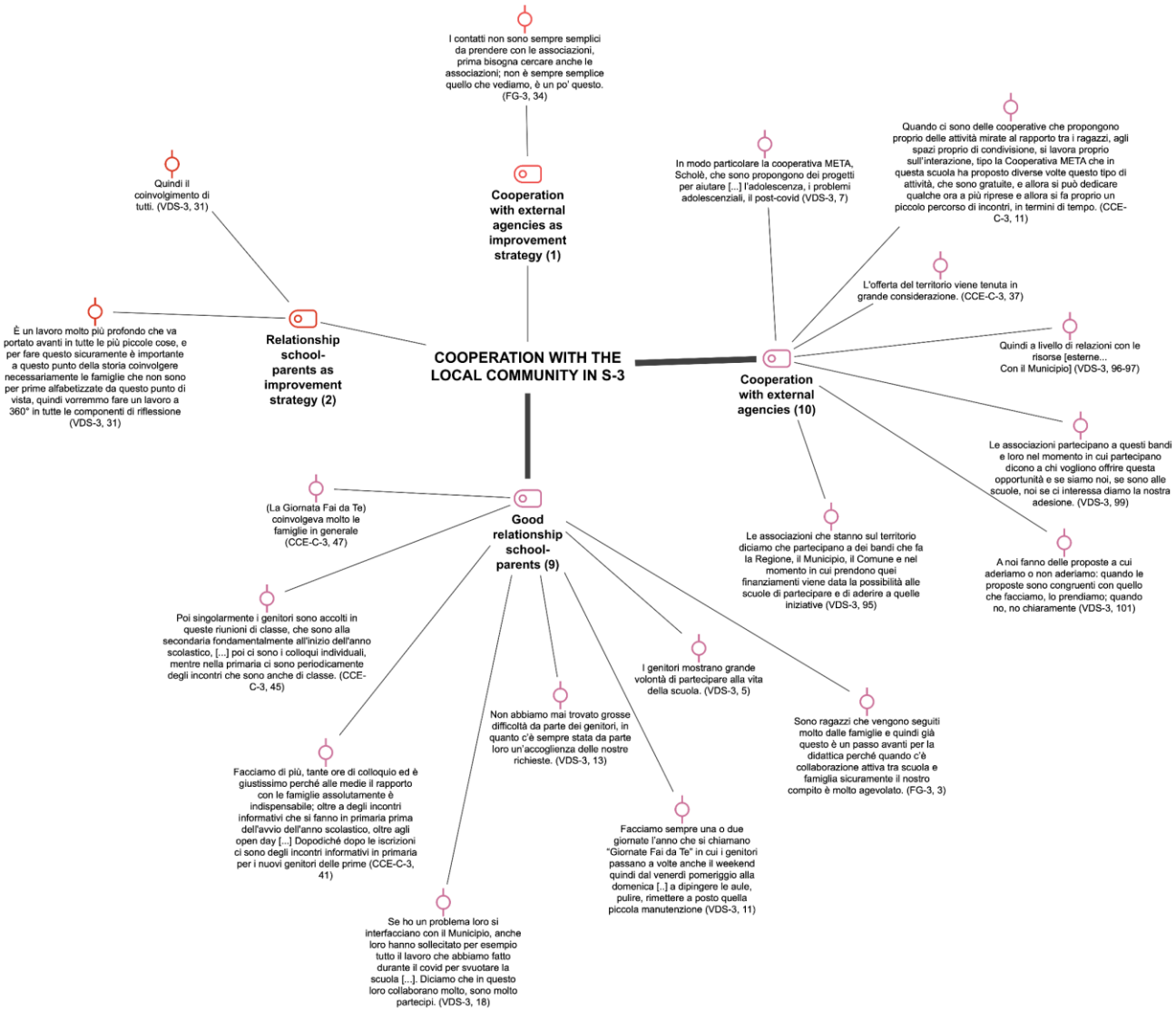
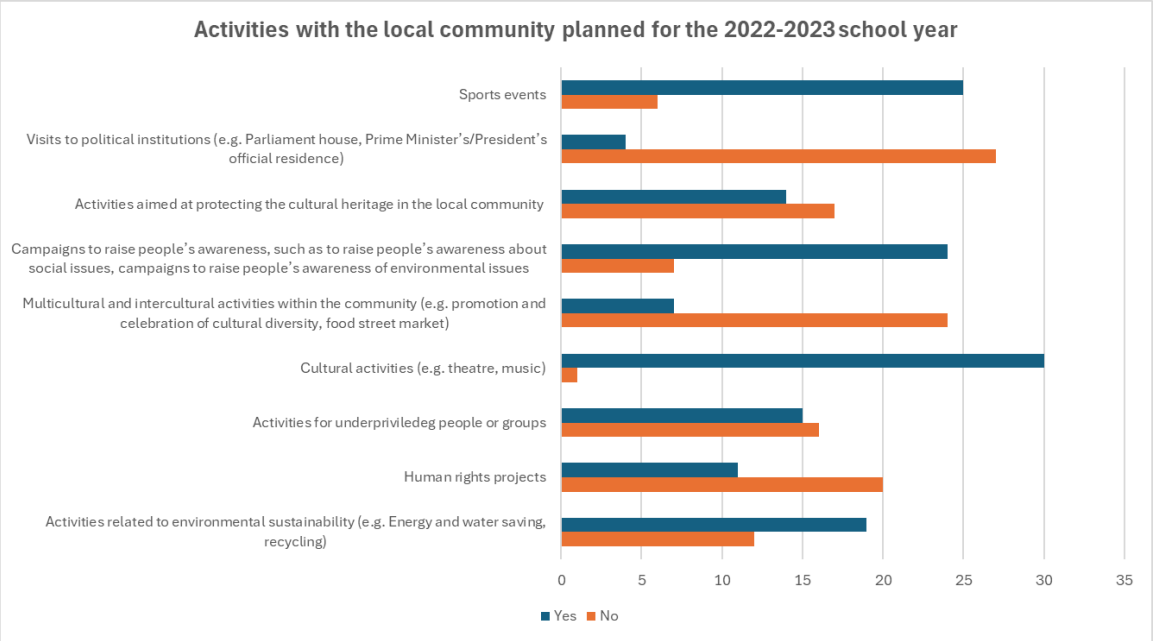


Figure 72: Single-case model related to the cooperation with the local community in S-3. Map created with MaxMap (MAXQDA 2024).

Meta and Scholè cooperatives. These cooperatives enable the school to organize activities that address issues related to adolescence and the post-Covid era (VDS-3, Pos. 7; CCE-C-3, Pos. 11).

Although in the case of the cross-curricular teaching of civic education there were no particular activities in collaboration with the local community, the former coordinator stated that the school considers the offer of the territory (CCE-C-3, Pos. 37). However, the results of the teacher questionnaire regarding the planned activities in cooperation with the local community contradict this finding.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	31	0	4.81	0.363	5.00	2.02	1.00	9.00

Figure 73: Teachers' perceptions of students activities in the local community in S-3 (N=31).

According to the findings (Figure 73), sports events, activities related to cultural activities, and activities to promote students' awareness of social issues were more highly planned. In contrast, other activities, such as visits to political institutions, intercultural and multicultural activities, and activities related to the protection of human rights, appear to be much less planned. Other activities, such as those for environmental sustainability or the protection of cultural heritage, achieved greater variability.

Descriptive statistics suggest that less than half of the proposals are planned, recording a mean of 4.81 (SD = 2.02). The standard deviation and high range of scores demonstrate that there are significant differences in teachers' perceptions of students' participation in the local community, suggesting that they are less involved.

The FG highlighted that the difficulty in organizing activities in collaboration with the community stems precisely from the complexity of researching and getting in touch with associations (T-20, FG-3, Pos. 34).

Like S-1, S-3 lacks specific initiatives for school network creation, with the exception of in-service teacher training, which connects schools in the same territorial area and identifies the Pole School as the manager of the training funds (VDS-3, Pos. 49).

On the other hand, there seems to be a greater incentive for collaboration with families, who are regarded as highly present in school life, thereby implementing a good

educational alliance (T-21, FG-3, Pos. 3). Parents demonstrate an exceptional willingness to participate in school life (VDS-3, Pos. 5) and work with the institution to solve organizational and structural problems (VDS-3, Pos. 18). The lower secondary school fosters parental involvement through informational meetings at the beginning of the school year, particularly to welcome new students, and periodic individual meetings; in addition, the primary school adds periodic class meetings (CCE-C-3, Pos. 41-45). The school, particularly in the pre-Covid era, implemented an initiative for family participation that involved open school days known as *Giornate Fai da Te*, which aimed to perform extraordinary school maintenance work (VDS-3, Pos. 11; CCE-C-3, Pos. 47).

Parental involvement in the organizational life of the school is further strengthened by the Trezerotre Association, a school-family network through which parents actively participate in initiatives aimed at improving educational offerings and seeking financial contributions to carry out certain educational activities.

7.5 Partnerships with local associations and the school-family relationship in S-4

For the pursuit of educational objectives – such as the formation of conscious citizens and protagonists of society, education for the cultural development of the community of belonging, active citizenship, the development of critical thinking, and the structuring of design in vertical competency-based curricula – S-4 identifies as a priority strategic-organizational action a three-way alliance between school, family, and territory.

S-4 has made cooperation with the local community its strong point. This cooperation is achieved through openness to the local area and continuous exchanges (T-27, FG-4, Pos. 36; T-25, FG-4, Pos. 49), providing students with hands-on experiences, rather than merely having them sit at a desk (VDS-4, FG-4_FU, Pos. 115).

> «Quando noi diciamo che siamo aperti al territorio, noi apriamo al territorio nel senso che la scuola va fuori e il fuori entra dentro in continuazione, è modo però più giusto per noi di fare scuola perché i ragazzi devono anche, come dire, sperimentare oltre che star seduti sui banchi. Ci crediamo molto». (FG-4_FU, Pos. 115, Speaker: VDS-4)

For the 2022-2023 school year, the Territorial Educational Pact was also signed, which is an agreement between local, educational, and third-sector institutions to make improvements in education through forms of collaboration with the local area; in addition, the school won the Roma Capitale Open Schools call, so projects to open the school to families and the community would be initiated (DS-4, Pos. 11; CCE-C-4, Pos. 5).

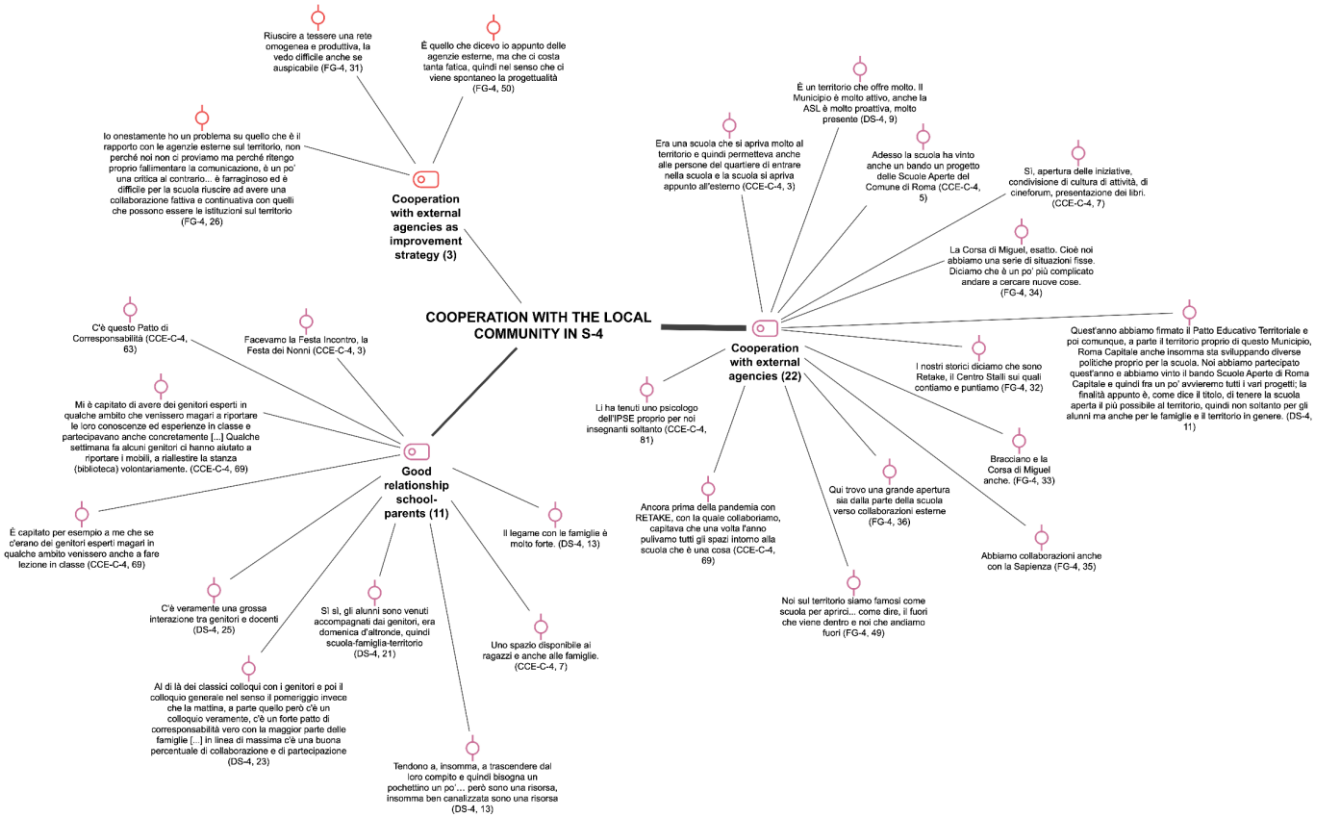
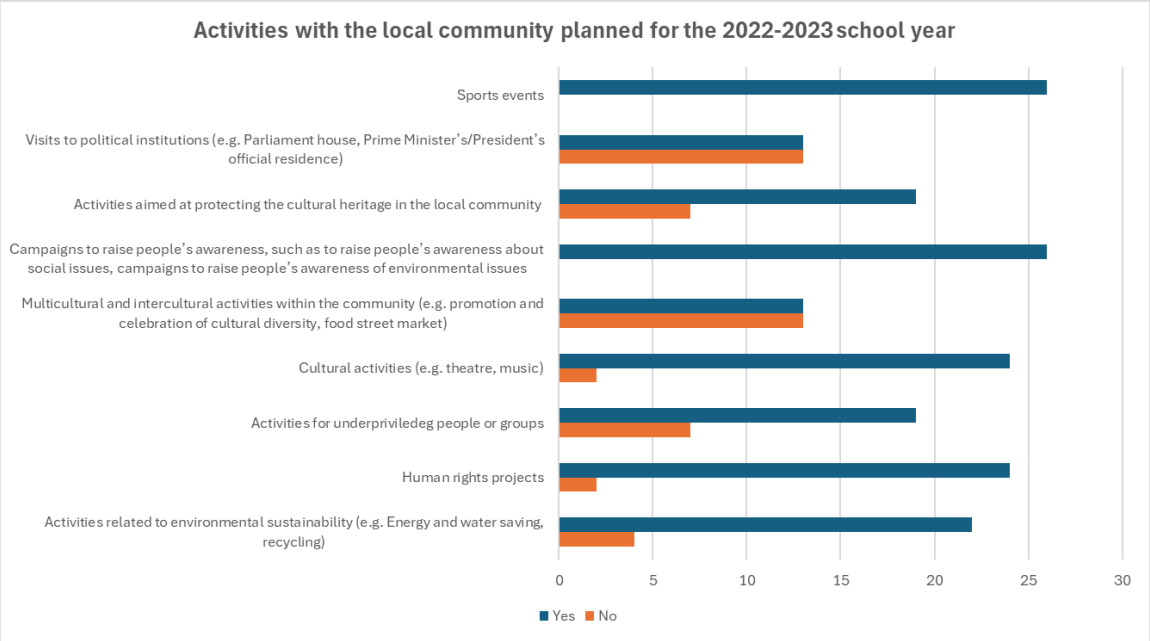


Figure 74: Single-case model related to the cooperation with the local community in S-4. Map created with MaxMap (MAXQDA 2024).

The school's openness to the territory and the implementation of proposals, projects and activities stems from the desire to think more deeply about learning and schooling, realizing a comprehensive educational process (T-65, FG-4, Pos. 65).

> «Abbiamo detto di voler fare scuola a 360° quindi non solo dentro le mura, ma ragionare in senso più profondo sul concetto di apprendimento, proprio di scuola». (FG-4, Pos. 65-66, Speaker: T-25)

During Covid-19 these collaborations were limited. Before the pandemic, the school organized events to open the school to the local community, such as cultural activities, cineforums, and book presentations (CCE-C-4, Pos. 3-7). In the aftermath of the pandemic, the school maintained many partnerships, including those with the association Retake Roma (CCE-C-4, Pos. 69), the Stalli Center (T-25, FG-4, Pos. 32), Miguel's Run (T-25, FG-4, Pos. 34), La Sapienza University of Rome (T-28, FG-4, Pos. 35), the Municipality, and the ASL (DS-4, Pos. 9).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	26	0	7.15	0.292	7.00	1.49	4.00	9.00

Figure 75: Teachers' perceptions of students' activities in the local community in S-4 (N=26).

The results of the teacher questionnaire also confirm the school's openness to the local area. The school has planned activities involving the participation of the local community for the 2022-2023 school year. Prominent among them are sporting events, activities to support awareness of social and environmental issues, cultural activities, and human rights projects, all of which recorded affirmative responses, or almost all of them. Excellent results were also recorded for activities related to environmental sustainability, for unprivileged groups, and for cultural heritage protection; more variable and less frequent were activities related to visits to political institutions, and intercultural and multicultural activities. Descriptive statistics further confirm these positive data. Teachers' perception of students' activities in the local community appears very high, as evidenced by the mean of 7.15 (SD = 1.49) and the median value 7.0. It is the highest recorded among the four schools. The variability among the scores also appears small, with a range from a low of 4 to a high of 9 and a standard deviation of 1.49 (Figure 75).

Strong, historical relationships bind the associations that collaborate with the school. However, the teachers shared a problematic issue in creating an effective and continuous cooperation with associations in the local area due to sometimes failed communication (T-22, FG-4, Pos. 26-31). Therefore, even with the planning and implementation of

activities, cooperation with the local community demands significant effort (T-22, FG-4, Pos. 50).

No data were available regarding possible school networks.

The connection with families is also particularly strong, and their participation in the school's organizational life, if well channeled, is an asset (DS-4, Pos. 13). School-family cooperation is strengthened by ongoing communication beyond the scheduled afternoon talks, enabling the realization of a true covenant of co-responsibility (DS-4, Pos. 23).

The school implemented initiatives for family involvement, such as the *Festa Incontro* and Grandparents' Day, but these were suspended due to Covid-19 (CCE-C-4, Pos. 3). Collaboration between teachers and parents is also particularly strong (DS-4, Pos. 25), and classroom teachers occasionally invite parents as outside experts on specific areas (CCE-C-4, Pos. 69).

This close collaboration between the school and the local community found its greatest realization in the initiatives carried out on the Civic Education Festival, which was the starting point for the re-establishment of the school's openness to the local area.

7.6 Cooperation with the local community. First similarities and differences among the schools in Rome

Analyses conducted on the four Rome schools regarding the cooperation with the local community showed commonalities and differences (Figure 76).

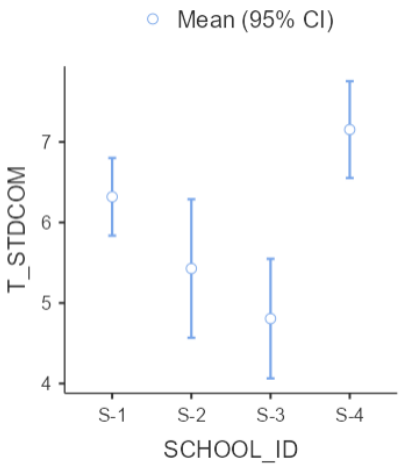


Figure 76: Descriptive plots of the distributions of the four schools in Rome in T_STDCOM.

The one-way ANOVA analysis revealed statistically significant differences among the four schools in the teachers' perceptions of student participation in the local community (T_STDCOM). The question asked teachers to indicate the activities they had planned in cooperation with the local community for the 2022-2023 school year. The F value is 9.04 ($p < .001$), with 3 degrees of freedom between groups (df1) and 128 degrees of freedom within groups (df2) (Table 42).

One-Way ANOVA (Fisher's)				
	F	**df1**	**df2**	**p**
T_STDCOM	9.04	3	128	< .001

Table 42: One-Way ANOVA related to teachers' perception of classroom climate (T_STDCOM) in the four schools in Rome (N=132).

We compared the differences in the T_STDCOM scale scores earned by teachers from the four schools using the Tukey post-hoc test and found significant results in different pairs of schools. Specifically, a statistically significant mean difference was found between S-1 and S-3, which was 1.513 ($p < .01$), between S-4 and S-2, which was 1.725 ($p < .01$), and between S-4 and S-3, which was 2.347 ($p < .001$) (Table 43).

Tukey Post-Hoc Test – T_STDCOM					
		S-1	**S-2**	**S-3**	**S-4**
S-1	Mean difference	—	0.891	1.513 **	-0.835
	p-value	—	0.185	0.003	0.254
S-2	Mean difference		—	0.622	-1.725 **
	p-value		—	0.568	0.004
S-3	Mean difference			—	-2.347 ***
	p-value			—	< .001
S-4	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 43: Tukey post-hoc test on teachers' perceptions of students' participation in the local community (T_STDCOM) in the four schools in Rome (N=132).

These results indicate that S-3's scores on student participation in the local community are significantly lower than those of S-1 and S-4, but they do not differ significantly from those of S-2, although differences between the scores still emerge from the descriptive plots. In turn, S-2 also had significantly lower scores than S-4, while there was no statistically significant difference from S-1, although it is still present. In contrast, S-1 and S-4 do not differ significantly.

The statistical analysis validates the findings from interviews and FGs, revealing that S-2 and S-3 lack partnerships with associations and the local community to organize projects and activities, whether related to civic education issues or not. In S-1, the Covid-19 pandemic halted numerous school-initiated partnerships with the local community, prompting their resumption. S-4, on the other hand, is characterized by its openness to

the local community and the many partnerships initiated with the associations, which found their greatest expression in the Civic Education Festival.

Relationships with families operate differently. In S-1 and S-2, parental involvement does not appear to be particularly central. On the other hand, in S-3 and S-4, the schools actively involve parents in their organizational lives, encouraging their participation through either a Parental Association in S-3 or organized open school activities in S-4. S-1 has also organized these open and meeting days, but families have not found them particularly successful.

Chapter 8. School governance in the four schools in Rome

8.1 The features of school governance in the Italian normative references

School governance is the third component of the WSA. In turn, it consists of four elements: the policies pursued by the school, the decision-making process, student involvement, and educational leadership. The latter, in turn, includes the school system's evaluation and development processes (Council of Europe, 2018b).

The decentralization of the organizational system within the WSA structures governance as a collective phenomenon, enabling the active participation of all school community actors (Bäckman & Trafford, 2007). When school systems foster the active participation of the community in governance, decision-making, and organization through shared responsibility and division of labor, it is possible to refer to school governance as democratic one. This approach integrates democratic principles into school culture and governance, implementing policies that promote sharing, equity, and inclusion (Council of Europe, 2018b).

In Italy, the decentralization of powers within the school is expressed by assigning organizational functions and tasks to teachers, known as *funzioni strumentali.* This role is supplemented by the principal's aides and teacher coordinators in the schools. The Teachers Board identified the *funzioni strumentali* from its professional resources. They are regulated by Art. 33 of the CCNL school 2006-2009[100], which states that they are established for the realization of the educational purposes of the school under autonomy; this is done by carrying out and managing the school's educational offer plan and working on educational projects with outside groups and institutions (Art. 33, paragraph 1, CCNL school 2006-2009).

Teachers participate in the school decision-making process both organizational and by making instructional choices that invoke their teaching autonomy. Teachers' decision-making is critical in schools because they connect school policies to students (Dan & Ye, 2020). Autonomy helps teachers act quickly and appropriately in the classroom (Skaalvik & Skaalvik, 2014).

[100] Contratto Collettivo Nazionale del Lavoro**,** Contratto collettivo nazionale di lavoro relativo al personale del Comparto scuola per il quadriennio normativo 2006-2009 e biennio economico 2006-2007. Available at: https://www.gazzettaufficiale.it/eli/id/2007/12/17/07A10432/sg. Accessed 7 August 2024.

Self-determination theory states that autonomy and self-perceived competence are core psychological needs necessary for the individual's intrinsic motivation and psychological well-being (Deci & Ryan, 2000; Gagné & Deci, 2005). One of the aspects of self-perceived competence is self-efficacy. Echoing Bandura's thinking (1986), Skaalvik and Skaalvik (2007) define self-efficacy as teachers' beliefs regarding their abilities to organize, plan, and execute activities to achieve educational goals.

The Italian Legislative Decree 297/1994 established the teaching autonomy of teachers. The Decree guarantees freedom of teaching as teaching autonomy and as free cultural expression, which is aimed at promoting the full formation of the personalities of students (Art.1, Legislative Decree 297/1994[101]). Freedom of teaching recalls Article 33 of the Italian Constitution, which states that art and science are free, and free is their teaching.

The findings presented below are related to teacher collaboration, school community participation in decision-making processes, teacher autonomy, and their sense of self-efficacy; lastly, the school's monitoring and evaluation methods is also described because, according to the Council of Europe (2018b), this is considered a constitutive element of implemented leadership at school. We will once again present the maps derived from the thematic analysis of the semi-structured interviews and focus groups, along with the findings from the statistical analysis of the questionnaires.

By describing the modes of decision-making, the actors involved in them, and the levels of collaboration and participation at school, it is possible to outline the features of school governance. These elements are closely linked to the leadership present within the school and the leadership style of the principal. Distributed forms of leadership, which promote the involvement and collaboration of the entire school community in organizational life – particularly through initiatives beyond the presence of the councils provided by national regulations – align with a principal's democratic or participatory leadership style. In turn, this style best aligns with the characteristics of the WSA, thereby fostering a democratic learning environment. On the other hand, authoritarian leadership styles deviate from the promotion of democratic principles and, consequently, from the WSA.

[101] Decreto Legislativo 16 aprile 1994, n. 297 Approvazione del testo unico delle disposizioni legislative vigenti in materia di istruzione, relative alle scuole di ogni ordine e grado. Available at: https://www.miur.gov.it/documents/20182/21192/Decreto+legislativo+297+del+1994/377c571e-be98-44c6-8b19-8ff786f4c92b?version=1.0. Accessed 7 August 2024.

8.2 School governance in S-1

8.2.1 Collaboration among school community in S-1

There is a total of 12 *funzioni strumentali* in S-1. Specifically:

i. one primary school teacher and one lower secondary school teachers are responsible for the development, management, and coordination of the educational offerings plan and the PTOF;
ii. one primary and one lower secondary teacher are responsible for coordinating compensatory, supplementary, and remedial activities concerning disability;
iii. one teacher for the entire institution is responsible for coordinating new technologies;
iv. one primary and one lower secondary school teachers are responsible for coordinating of activities related to intercultural enhancement and reception;
v. two primary school teachers and two lower secondary school teachers are responsible for the coordination and management of orientation activities between the schools and with the territory; and
vi. one lower secondary school teacher are responsible for coordinating and managing orientation activities with secondary schools in the local territory and beyond.

There is also a *Staff di Dirigenza* (Executive Staff), consisting of the principal, one primary and one lower secondary school teacher – who are the principal's assistants and the coordinators of three schools – and a coordinator of the fourth school.

The interviews and FG revealed how the school characterizes the division of roles and the levels of collaboration (Figure 77), and these findings complement the depiction of the organizational chart in the school's documents.

A related committee or working group often supports the *funzioni strumentali* (DS-1, Pos. 35) by bringing together the teachers of a specific area (DS-1, Pos. 37; CCE-C-1, Pos. 70) to define a coordinated work (DS-1, Pos. 35). Within each group or committee, there is a teacher in charge who may be responsible for the organizational aspect but whose responsibility is shared among all members of the working group when the organization finds application in teaching (DS-1, Pos. 39-40).

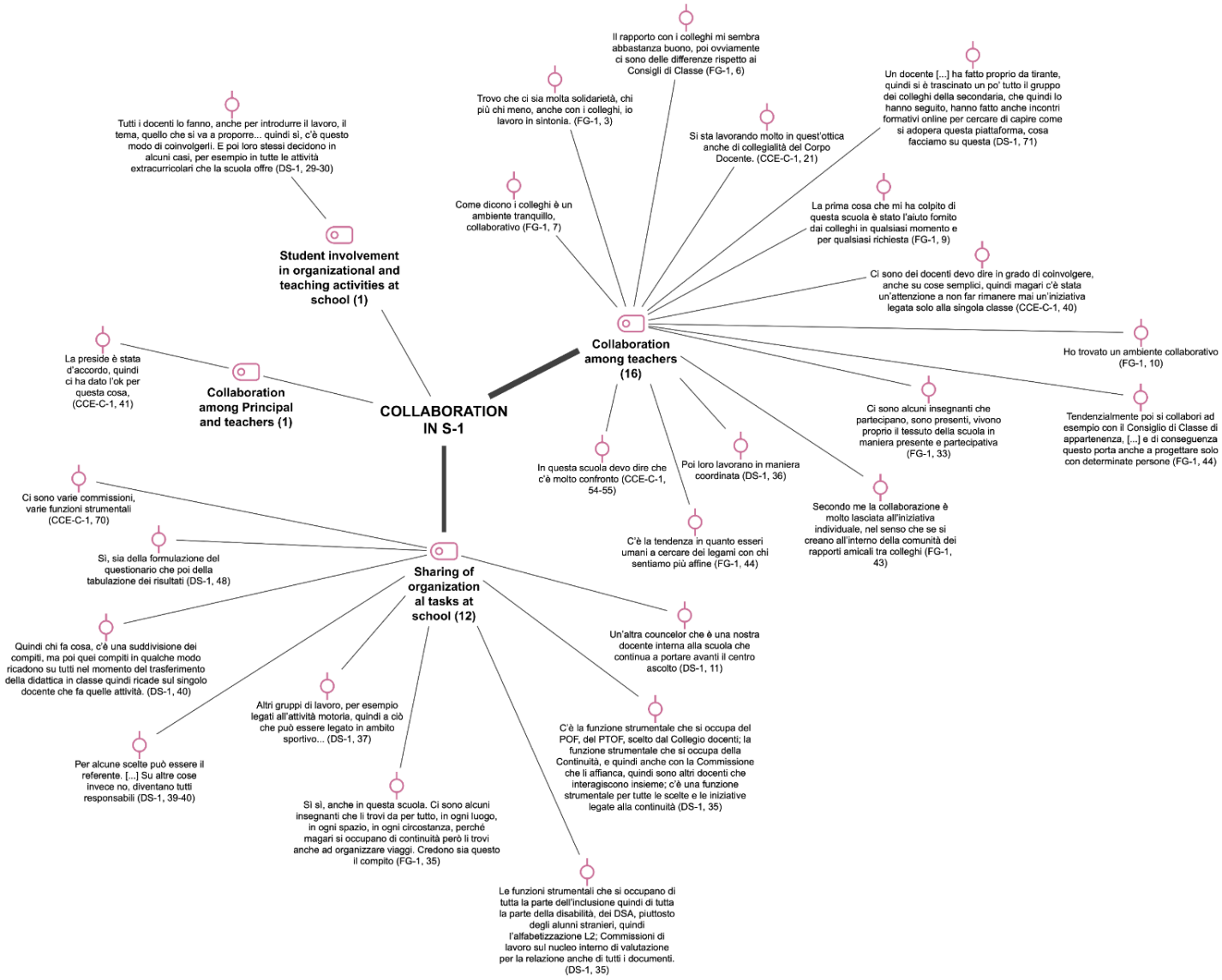


Figure 77: Single-case model related to the collaboration and distribution of tasks and roles in S-1. Map created with MaxMap (MAXQDA 2024).

What emerges from the interviews is the teachers' and principal's perception of a collaborative climate among them (T-1, FG-1, Pos. 9; T-6, FG-1, Pos. 10), although there are still differences between Class Councils (T-3, FG-1, Pos. 8).

In general, there are teachers who try to be involved in the activity implementation (CCE-C-1, Pos. 40). The pandemic, for instance, compelled teachers to reconsider teaching through the use of digital resource, yet they often found schools and teachers deficient in the necessary tools and skills; in S-1, a specific teacher served as a resource, spearheading the use of digital platform for distance learning by organizing training session with other teachers (DS-1, Pos. 71).

In S-1, there is a tendency to work collegially with the respective Class Council (CCE-C-1, Pos. 21), although this behavior comes with a tendency to plan and collaborate only

with certain people (T-6, FG-1, Pos. 44). Although there is a general perception of a participatory school climate characterized by solidarity among teachers (T-5, FG-1, Pos. 3; T-8, FG-1, Pos. 7), it was found that collaboration is left to individual initiative and is related to the friendly relationships formed among colleagues (T-10, FG-1, Pos. 43).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	47	0	13.0	0.456	12.0	3.12	9.00	20.0

Table 44: Descriptive statistics related to teachers' perception of teacher participation in S-1 (N=47).

The *teachers' perception of teacher participation at school* (T_TCHPRT) scale data also confirm the same variability in responses (Table 44). The results recorded a mean of 13.0 (SD = 3.12) and a median of 12.0, which suggests that half of the teachers scored less than or equal to this value. The range of responses also confirms the variability, recording scores ranging from a low of 9.0 to a high of 20.0. The distribution of data represented in the density plot (Figure 78) shows a trend toward lower values, with peaks between 12 and 16, suggesting the presence of differing teacher perceptions of teacher participation in school life.

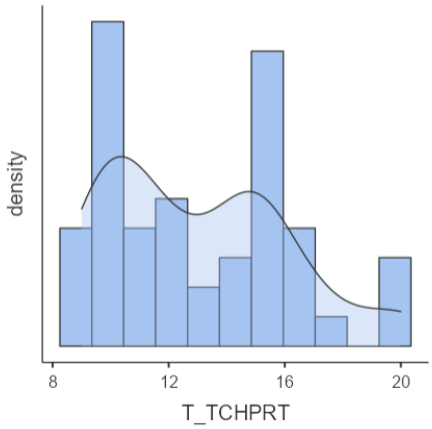


Figure 78: Density plot related to T_TCHPRT in S-1.

According to the teachers, their participation in the organizational aspects of the school is discouraged by the lack of financial compensation and the limited social recognition they receive, which leads them to participate in organizational activities primarily out of a «spirit of service» (T-7, FG-1, Pos. 40).

In the teachers' perception, there may also be other causes of low levels of participation and cooperation at school. If, in one hand, situations at school dictate minimal collaborative work, resulting in a confrontation only with the inner circle (T-6, FG-1, Pos. 44), on the other hand teachers also perceive challenges in collaborating with colleagues who hold different perspectives and work styles; additionally, there is a propensity to criticize their colleagues' work and mistakes while overlooking their own.

The same situation arises during the decision-making process, where there is limited exposure due to a reluctance to assume any negative consequences that a decision may

entail. As a result, while success is shared by all, failure is limited to a select few (T-10, FG-1, Pos. 43).

> «C'è anche un'altra tendenza che io non amo molto di noi insegnanti, ma senza puntare il dito contro nessuno, è una valutazione molto generale: si tende ad essere molto esigenti contro il collega, quindi si è sempre pronti a mettere in evidenza un'eventuale caratteristica negativa, un comportamento negativo del collega, in alcuni casi sempre gli stessi, però poi verso di noi tendiamo ad essere un po' indulgenti [...] E questo è legato anche alla domanda precedente sul prendere decisioni, nel senso che secondo me in certi momenti ci si espone poco perché una decisione può essere anche sbagliata ma se si va tutti insieme verso una decisione e si è disposti a prendersi anche le conseguenze negative, allora uno si può anche esporre, ma nel momento in cui poi i risultati positivi vengono condivisi tra tutti, gli insuccessi invece purtroppo sono causati da 2-3 insegnanti e questa è una cosa che accade spesso». (FG-1, Pos. 43, Speaker: T-10)

Therefore, it is needed to incentivize collaboration among all teachers and overcome a form of collaboration based on personal affinities, which may also be limited by the characteristics of one's work contract in the case of short substitutions. These actions could include initiatives that encourage collaboration even with unfamiliar people or meetings that provide feedback on completed work to determine participation and collaboration rates (T-6, FG-1, Pos. 44).

Even when it comes to participation in the organizational aspects of the school, there is no real and active participation by all teachers (DS-1, Pos. 62). If there are teachers who experience the school in participatory and active manners, others carry out what is contractually required but then show disinterest in experiencing the school as an integral part of it (T-10, FG-1, Pos. 33-35).

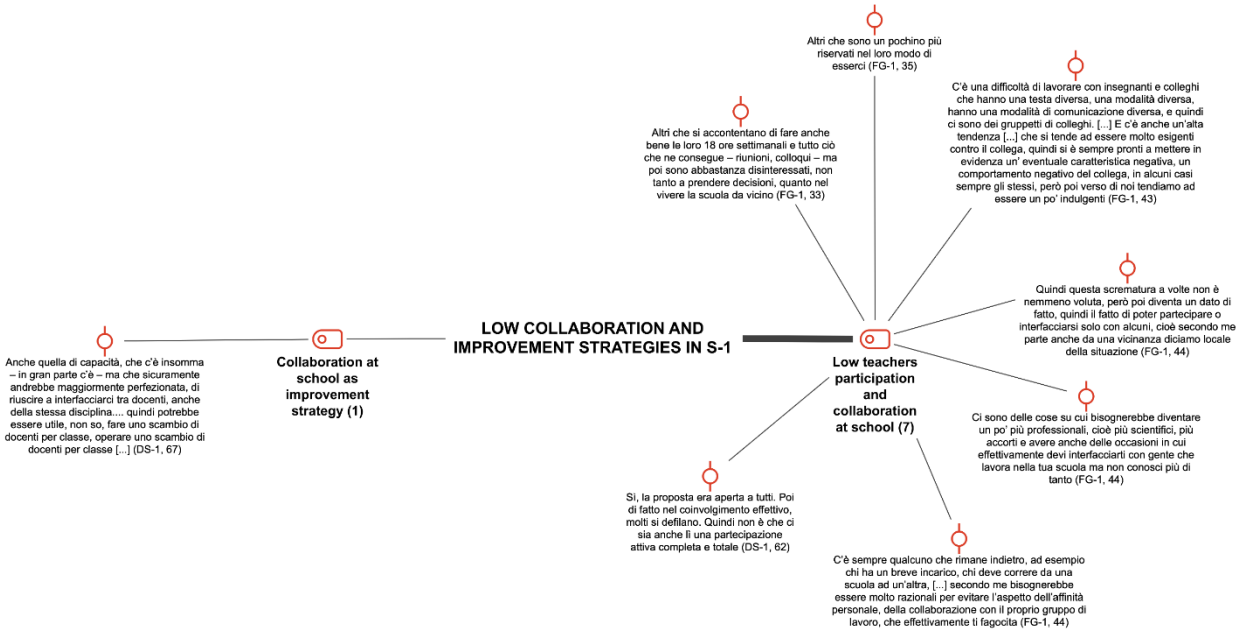


Figure 79: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-1. Map created with MaxMap (MAXQDA 2024).

One of the issues that surfaced in the FG regarding the lack of collaboration and participation at school in organizational aspects beyond classroom teaching is specifically related to the type of teacher employment contract and its precarious nature. Short employment contracts and the resulting instability, which result in teachers moving from one school to another in a matter of days, disincentivize genuine participation in decision-making aspects and a willingness to devote more time than stipulated in the contract to roles and tasks unrelated to strict teaching. Therefore, the uncertainty about the amount of time teachers will spend at a school and the resulting «lack of convenience» cause low participation (T-1, FG-1, Pos. 41).

> «Un fattore che posso riportare insegnando relativamente da poco, quindi con contratti precari di supplenza, proprio questo tipo di precarietà soprattutto per le supplenze brevi ma anche, come si è visto, per quelle che dovrebbero essere fino a giugno disincentiva un genuino interesse al prendere parte a sfere più decisionali o investire di più rispetto alle ore standard per le quali si è pagati, ma non perché non c'è una volontà, ma perché a fronte di contratti o situazioni lavorative in cui ti dicono che ci sei per un mese ma poi in realtà ci sei solo per una settimana, quindi un giorno ci sei e il giorno dopo letteralmente no, a livello precario quindi, dicendola in termini bruti, scatta il pensiero del "ma chi me lo fa fare a investire tanto, sia emotivamente che professionalmente che del mio tempo", a fronte di contratti che tu potresti non lavorare o lavorare in una scuola totalmente diversa dall'oggi al domani, come è successo a me più volte. Ma questo non dipende ovviamente dall'istituto scolastico in sé, ma è un sistema di reclutamento credo in questi anni che stia disincentivando un ulteriore lavoro che in realtà si potrebbe e si dovrebbe fare per vivere la scuola a 360° indipendentemente dalle ore di didattica. Dal punto di vista del precariato penso che si potrebbe portare avanti questo tema. Quindi non c'è una mancata volontà di addentrarsi in altre pratiche al di fuori della didattica stretta, ma a volte non c'è proprio la convenienza, è brutto dirlo, oppure proprio la possibilità proprio a causa di contratti di lavoro veramente labili». (FG-1, Pos. 41, Speaker: T-1)

The multidimensional scale for teachers' cooperation (T3COOP), which asked teachers how often they carried out specific activities in collaboration, also collects data on variability in perceptions of collaboration (Table 45).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	47	0	26.13	1.034	27.00	7.09	12.00	42.0
T3COLES	47	0	9.64	0.570	9.00	3.91	4.00	18.0
T3EXCH	47	0	16.49	0.577	17.00	3.96	7.00	24.0

Table 45: Descriptive statistics related to the teachers' cooperation in the S-1 (N=47).

Analyses performed on the collected responses show a high distribution of responses, with scores ranging from a minimum of 12.0 to a maximum of 42.0. The mean of 26.1 (SD = 7.09) confirms considerable variability in the responses, further reinforced by the standard deviation. These data highlight how the perception of collaboration among teaching staff is uneven. In fact, if the mean indicates a trend toward a positive perception, the value of the standard deviation confirms the existence of distinct groups of respondents. The graph (Figure 80) displays the variability of responses.

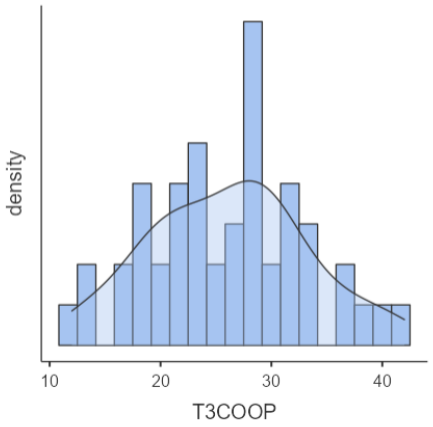


Figure 80: Density plot related to T3COOP in S-1.

By looking at the results of the two subscales that make up T3COOP – *professional collaboration in lessons among teachers* (T3COLES) and *exchange and co-ordination among teachers* (T3EXCH) – it is possible to investigate where teachers work together more or less. Specifically, the data suggest a significant difference in the two aspects related to collaboration among teachers. Although neither subscale had high scores, the T3COLES subscale recorded significantly lower scores, with a mean of 9.64 (SD = 3.91); in contrast, the T3EXCH subscale recorded a mean of 16.49 (SD = 3.96). In both cases, there is evidence of variability in responses, as suggested by the standard deviation and range of responses. This analysis shows that teachers do not usually work together in S-1, either by co-attending classes together or working together on projects with students from different classes or age groups. Instead, teachers more often exchange and coordinate activities, such as sharing teaching materials, having conversations about different topics like student learning, or using equal standards for regular evaluations.

Therefore, the school needs to incentivize teachers' collaboration. The principal suggested a class exchange between teachers of the same discipline as a potential incentive for collaboration (DS-1, Pos. 67).

Additional forms of collaboration at school, such as those between teachers and principal and between teachers and students, did not particularly emerge.

8.2.2 Decision-making process in S-1

The decision-making process, which primarily involves the collegial bodies, intertwines with the operational role of the *funzioni strumentali* within the school. The collegial

bodies establish the curricular guidelines, organization, and educational policies that define school autonomy. Therefore, in this scenario, the *funzioni strumentali* are a bridge between the teaching staff and the collegial bodies.

The presence of a Teachers Board, which includes teachers, the principal, parents, and head staff, primarily embodies the school's definition as a democratic institution (T-7, FG-1, Pos. 32). The decision-making process primarily takes shape here, structured as a process of sharing and acquiring consensus (DS-1, Pos. 25), culminating in majority decision-making through voting (DS-1, Pos, 44; CCE-C-1, Pos. 57).

Before reaching the Teachers Board, the discussion and deliberation take shape within the specific commissions whose heads are the *funzioni strumentali*; these commissions then bring the proposal to the Teachers Board, which approves or not (T-9, FG-1, Pos. 38). The School Board proposes and deliberates upon the PTOF, which incorporates the accepted proposals (DS-1, Pos. 16). The principal chairs most working groups and plays a coordinating role, particularly when it comes to strategic documents (DS-1, Pos. 35).

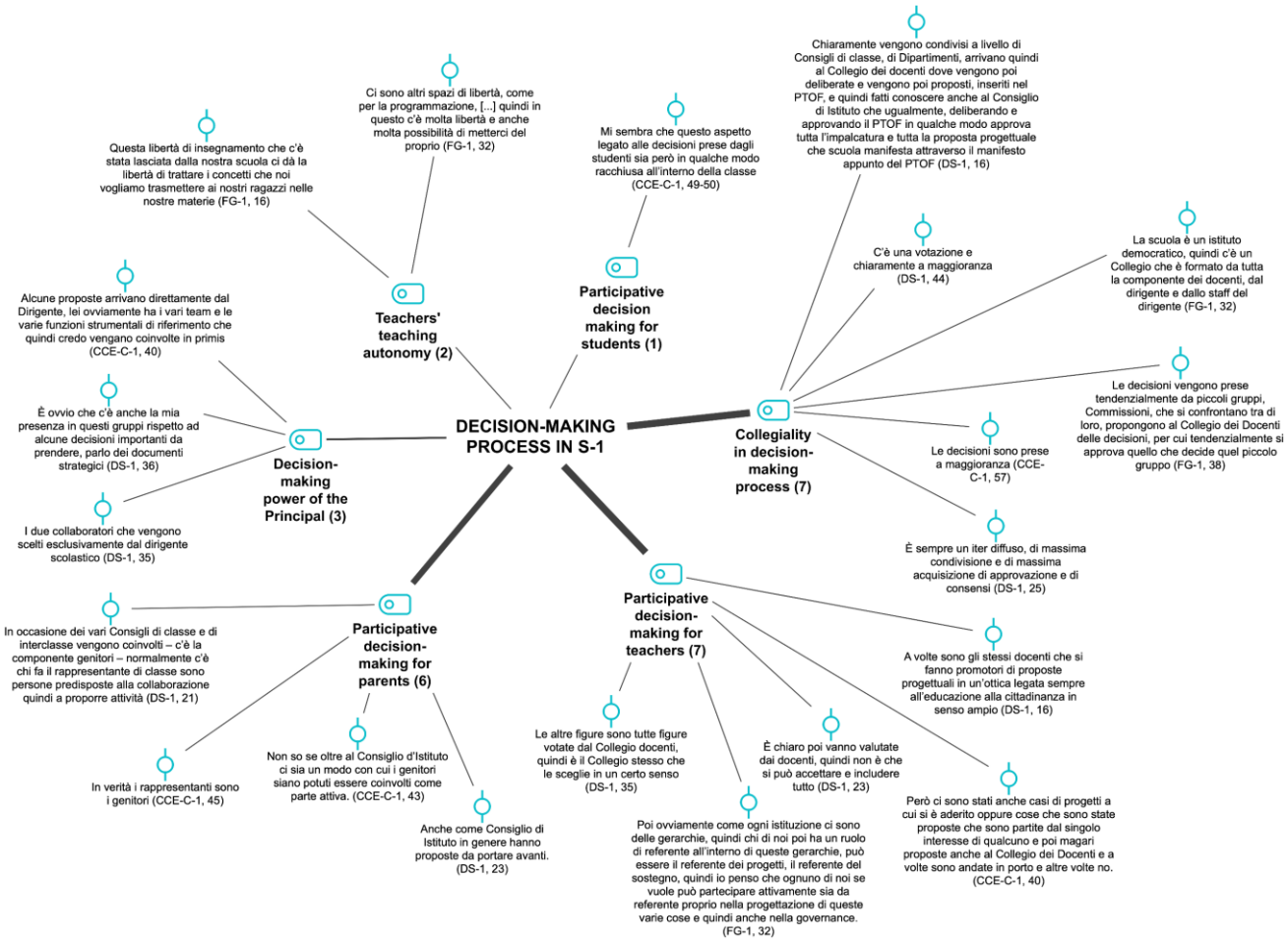


Figure 81: Single-case model related to the decision-making process in S-1. Map created with MaxMap (MAXQDA 2024).

In order to define democratic school governance, decision-making extends beyond collegial deliberation within boards or committees and requires the participation and involvement of the school community. The democratic governance of the school begins to take shape when the *funzioni strumentali*, which therefore occupy a coordinating role, are voted on by the Teachers Board, thereby expressing bottom-up decision-making. The only figures who are directly appointed by the principal are his or her staff (DS-1, Pos. 35). This structure creates a hierarchical system where each teaching staff member can assume a referral role and actively participate in school governance (T-7, FG-1, Pos. 32).

The principal presents project proposals to the collegial bodies, either through teams and *funzioni strumentali* (CCE-C-1, Pos. 40) or through the teachers themselves, who advocate for project proposals (DS-1, Pos. 16). The interested teacher plan presents the project proposal to the Teachers Board for evaluation and deliberation (CCE-C-1, Pos. 40; DS-1, Pos. 23).

However, while in theory the decision-making system through collegial bodies and voting invokes democratic school governance, it is not considered sufficient to foster the full and real involvement of teachers in the decision-making process. The Teachers Board's structure and the insufficient time to engage in meaningful debates hinder the effective participation of all teachers in decision-making. This is because the Board comprises many teachers, there are numerous issues to discuss, and there is limited time for discussion and confrontation. Furthermore, the labor contract limits the principal's ability to request additional time for teachers' meetings (T-9, FG-1, Pos. 38).

For the structuring of democratic school governance reminiscent of the WSA, the decision-making process involves the school community as a whole, including students and parents. In this case, the surveys showed that the parental component in collegial bodies, especially in the School Board and class and interclass councils, encourages

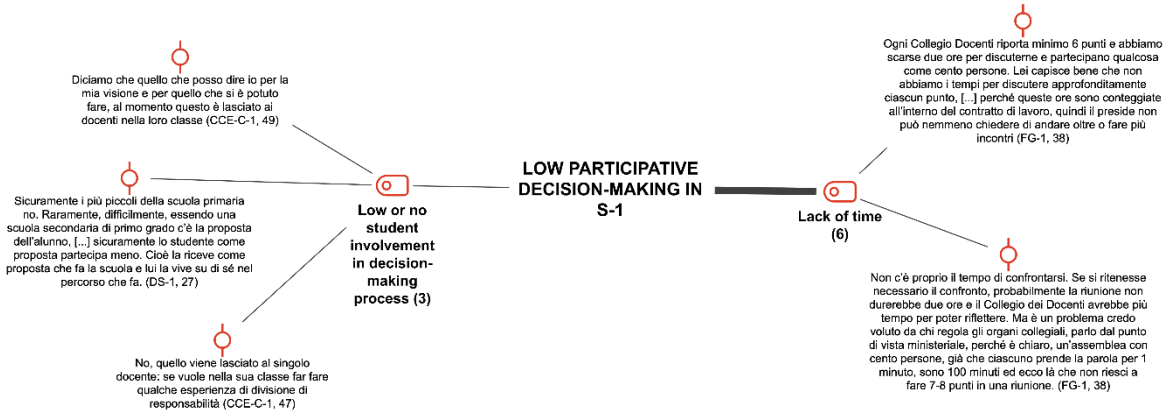


Figure 82: Single-case model related to low participation in decision-making process in S-1. Map created with MaxMap (MAXQDA 2024).

parental involvement in decision-making by letting their representatives make proposals and vote on them (CCE-C-1, Pos. 43-45; DS-1, Pos. 21-23).

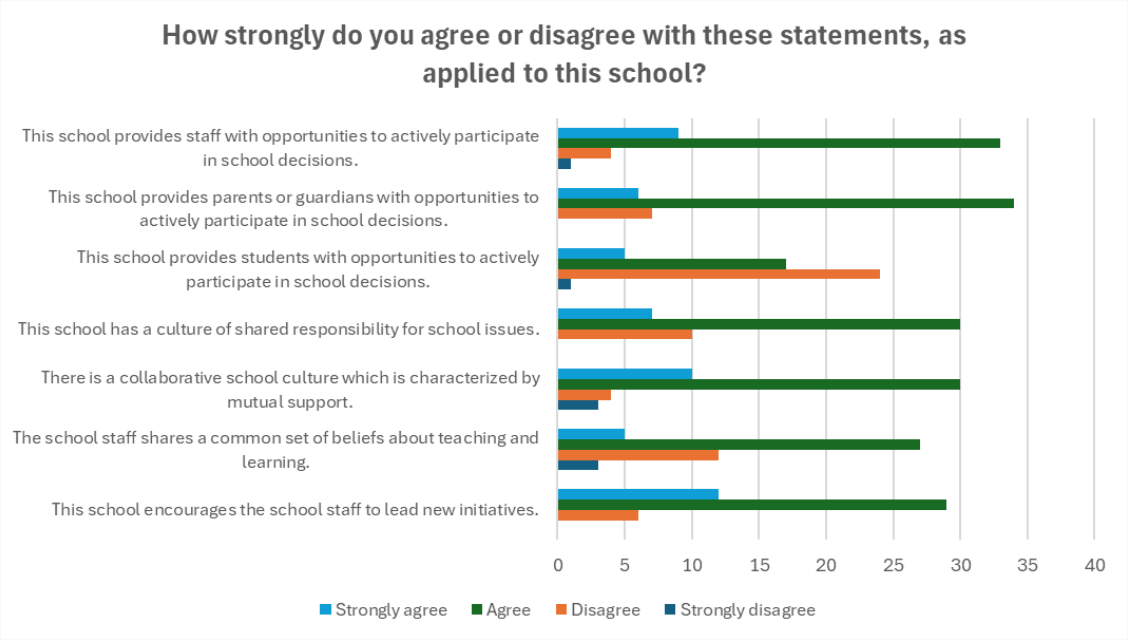
However, the school does not actively encourage students' participation in the school governance. Their involvement in organizational aspects, through even a process of empowerment of the students themselves, is left to the individual initiative of the teacher within individual classes, who may or may not assign roles to students (CCE-C-1, Pos. 47-49). At the school level, there are neither student representatives nor a student committee. According to the principal, students rarely make proposals (DS-1, Pos. 27), possibly to their perceived youth.

The results obtained on the scales of participation among stakeholders (T3STAKE) – which is a subscale of school climate – and decision-making (T_DLPDM) – which is a subscale of distributed leadership – provide insight into teachers' perceptions of school community participation in school governance and distributed leadership.

Specifically, the T3STAKE scale had a mean score of 20.4 (SD = 3.12) and a median of 20.0, showing that half of the teachers assigned a value equal to or less than this value, indicating a moderate perception of stakeholder participation. The variability of perceptions is also confirmed by the range of scores, spanning from a low of 13.0 to a high of 28.0, and the standard deviation value. Analyzing the response frequencies confirms the general perception of the school community's involvement in decision-making process, as well as the climate of shared responsibilities and beliefs, particularly in the part of teachers and parents (items a and b). Student involvement occurs at lower levels (item c) (Figure 83).

Scores on the T_DLPDM scale averaged a lower mean of 18.1 (SD = 2.08), indicating an average positive perception and less variability in responses than on the previous scale; in fact, the range of scores is narrow, yielding a minimum of 14.0 and a maximum of 22.0. However, the median of 17.0 suggests that half of the respondents perceive lower participative decision-making than the average (Figure 84).

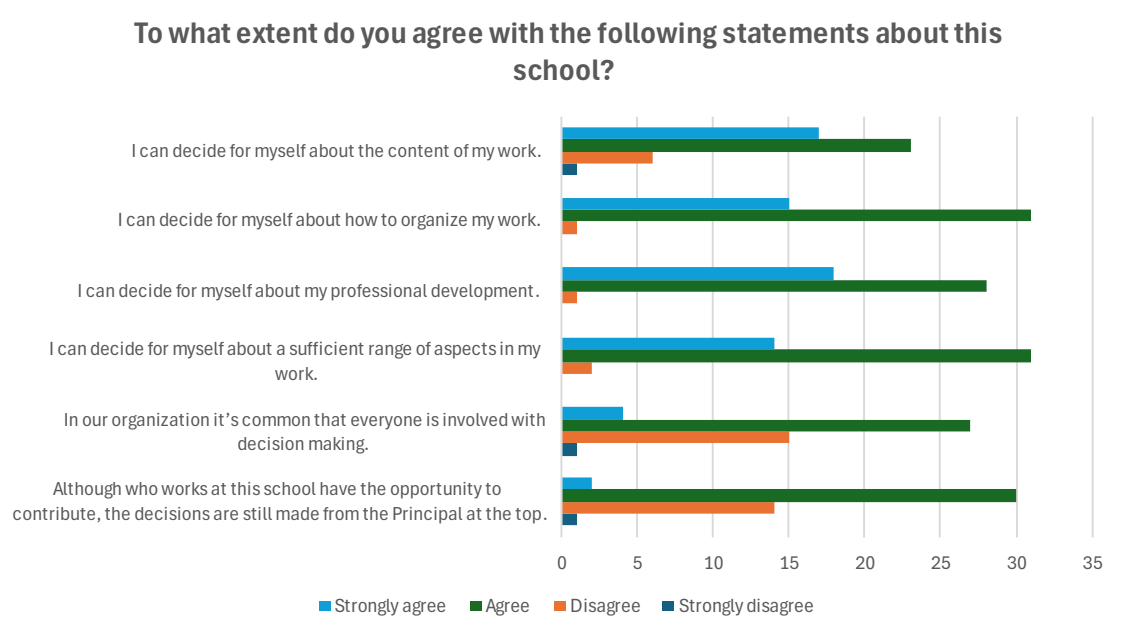
The analysis of the frequencies of responses reveals that the school community's participation in decision-making process (item e) is not as high as in the previous question. This finding is also associated with the responses collected with the item f, whereby it emerges that most teachers agree that decisions are still made by the principal although those who work in the school can contribute to the decision-making process.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	47	0	20.4	0.455	20.0	3.12	13.0	28.0

Figure 83: Participation among stakeholders (T3STAKE) in S-1 (N= 47).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_DLPDM	47	0	18.1	0.304	17.0	2.08	14.0	22.0

Figure 84: Decision-making process (T_DLPDM) in S-1 (N=47).

This scale allows for an analysis of the decision autonomy teachers have in teaching within the school. As previously mentioned, their involvement in the organization and the autonomy they have in teaching within the school both contributed to the decision-making process. Teachers' autonomy can be investigated by in-depth analysis on items a, b, c, and d that make up the scale on the decision-making.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
DLTQ20A	47	0	3.19	0.1081	3	0.741	1	4
DLTQ20B	47	0	3.30	0.0740	3	0.507	2	4
DLTQ20C	47	0	3.36	0.0771	3	0.529	2	4
DLTQ20D	47	0	3.26	0.0774	3	0.530	2	4

Table 46: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' decision-making autonomy in S-1 (N=47).

The data suggest good levels of decision-making autonomy on the part of teachers (Table 46). Specifically, the data show that teachers perceive that they have adequate autonomy in all the dimensions examined, namely work content (DLTQ20A), work organization (DLTQ20B), their own professional development (DLTQ20C), and other aspects of their work (DLTQ20D). In this, the response variability is also very small, registering standard deviations indicating some homogeneity in the distributions. Autonomy in decision-making about the content of their work appears to be less, albeit to a limited extent, while there is a perception of greater autonomy in reference to free choice about their professional development.

The FG confirms the positive outcomes of teaching autonomy, highlighting the teachers' appreciation for the extensive freedom they have, particularly in planning, unlike their involvement in governance, as the school's institutional status dictates the limits they must adhere to. This freedom allows them to personalize their teaching methods and effectively communicate the concepts they wish to teach in their respective disciplines (T-10, FG-1, Pos. 16; T-7, FG-1, Pos. 32).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	47	0	40.9	0.902	41.0	6.18	25.00	52.0
T3SEENG	47	0	12.4	0.334	12.0	2.29	8.00	16.0
T3SEINS	47	0	13.0	0.316	13.0	2.17	7.00	16.0
T3SECLS	47	0	12.6	0.344	13.0	2.36	8.00	16.0

Table 47: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-1.

Autonomy is related to teachers' sense of self-efficacy, which was analyzed by means of the multidimensional *teacher self-efficacy* scale (T3SELF). The results show a positive perception of teachers regarding their sense of self-efficacy (Table 47). Although there is variability in responses, the findings reveal that teachers show a positive sense of self-efficacy in their work, recording a mean of 40.9 (SD = 6.18). Specifically, the self-efficacy inherent in student involvement (T3SEENG), in teaching (T3SEINS), and in classroom management (T3SECLS) record high mean scores. However, the standard deviation values and range of scores demonstrate variability in responses. Among the three subscales, the sense of self-efficacy inherent in teaching had a higher mean score and a lower standard deviation, perhaps indicating greater teachers' confidence in their teaching abilities. So, S-1 teachers in general have a good sense of self-efficacy relative to their role, although the variability in scores suggests the presence of differences in individual perceptions, which is also highlighted in the graph (Figure 85).

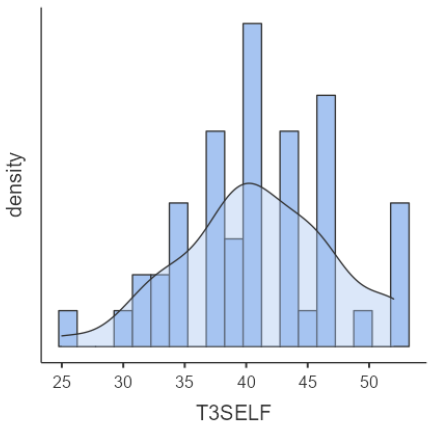


Figure 85: Density plot related to T3SELF in S-1.

8.2.3 Self-evaluation and monitoring process in S-1

Evaluation and monitoring of project proposals, as well as the school's organizational structure, are two of the elements identified by the Council of Europe (2018b) as defining leadership. Indeed, they make it possible to understand the effectiveness of the choices made and to make any changes as a result of the feedback noted, implementing a process of continuous development within the school. The evaluations made by the school toward its performance flow into the RAV (*Rapporto di autovalutazione*, the Self-Evaluation Report) and, consequently, into the *Piano di miglioramento* (Improvement Plan).

S-1 administers a questionnaire to the entire school community (DS-1, Pos. 46-48), as a favored tool for evaluating and monitoring the school's organizational structure. This questionnaire collects various types of information, including relational climate, relationship with the principal, relationships among colleagues, and services provided by the non-teaching staff (DS-1, Pos. 54). Then, the Teachers Board presented the results of the questionnaire to stimulate discussion and reflection for potential improvement (DS-1, Pos. 50).

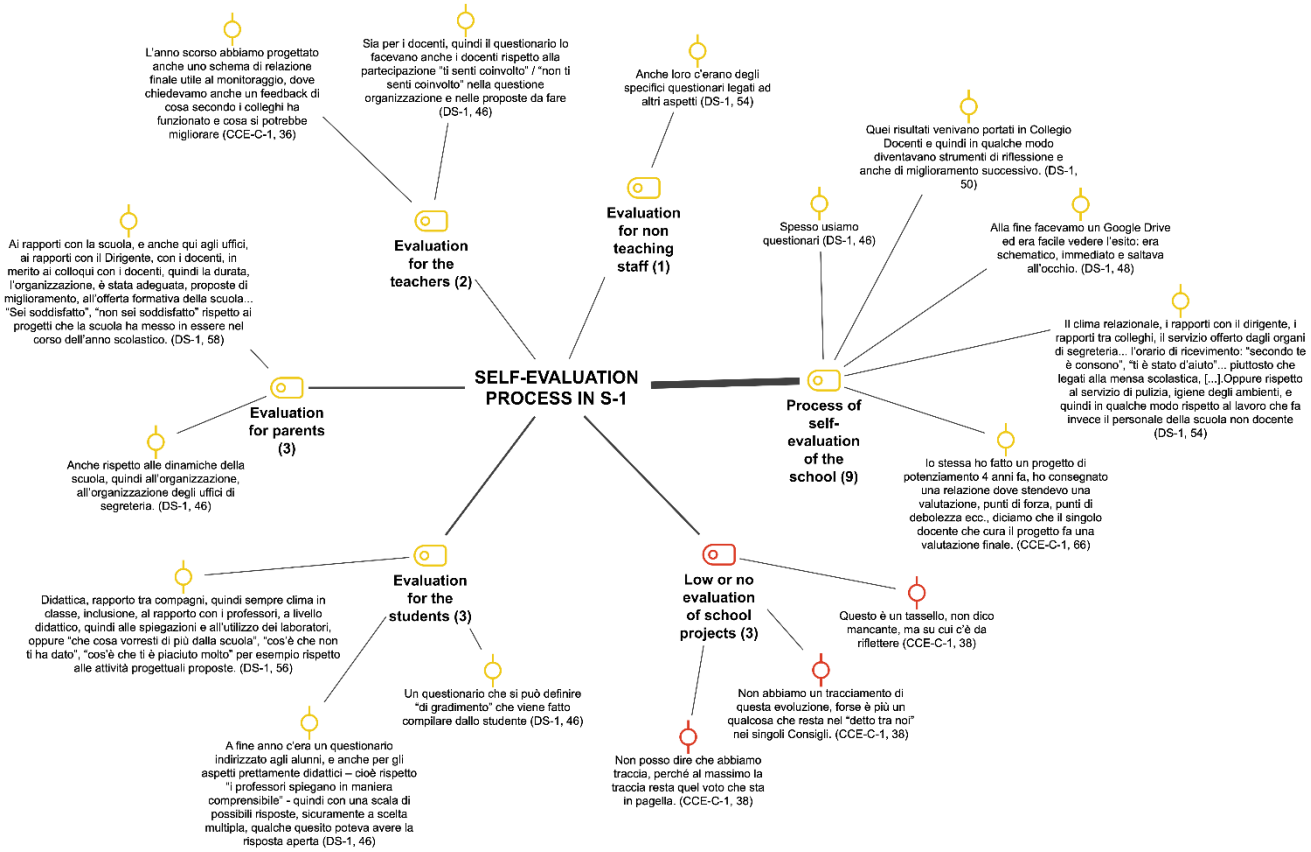


Figure 86: Single-case model related to process of self-evaluation in S-1. Map created with MaxMap (MAXQDA 2024).

Questionnaires were administered to teaching staff, non-teaching staff, parents, and students.

The questionnaire for teachers focused mainly on perceived participation and involvement in the school organization (DS-1, Pos. 46). Through the questionnaire for parents, relationships with the school, the principal, the secretary, the organization, and the educational offerings implemented in the school year were investigated (DS-1, Pos. 46-58). The satisfaction questionnaire for students, on the other hand, investigated areas ranging from teaching to relational climate – including the relationship with teachers – and to lessons conducted by teachers, adding a section on areas for improvement and possible suggestions (DS-1, Pos. 46-56).

Before the Covid-19 pandemic, the school regularly used these tools; currently, it is working to restore them (DS-1, Pos. 46).

However, there is a significant lack of teacher-led evaluation of the adopted project proposals. The school has structured a project monitoring form, which is prepared by the individual teacher in charge of the project for the final evaluation, and also includes feedback of the positive and improvement areas of the project itself (CCE-C-1, Pos. 36-

66). In addition to the report card grade, the student's progress is not monitored. Therefore, this has emerged as an element to be implemented (CCE-C-1, Pos. 38).

8.3 School governance in S-2

8.3.1 Collaboration among school community in S-2

In addition to the *Staff di Dirigenza*, which consists of two schools' liaison teachers and the two principal's aides, there are eight *funzioni strumentali* in S-2:

i. a single teacher responsible for managing the educational offering plan;
ii. a single teacher responsible for the continuity and orientation area;
iii. three teachers responsible for the inclusion, support, and special educational needs;
iv. two teachers responsible for the new technologies and digital innovation area; and
v. a single teacher responsible for the school self-evaluation area.

In addition to these, there are the coordinators of the individual committees and of the class councils (CCE-C-2, Pos. 25). There is also a training liaison teacher (DS-2, Pos. 47) with the task of surveying the teachers' training needs and coordinating course planning and implementation for professional development.

Since the 2022-2023 school year, a PTOF Commission, composed of six teachers, has also been introduced on an experimental basis, with the task of reviewing, updating, and supplementing the PTOF, as well as evaluating project proposals for the expansion of educational offerings in accordance with the improvement objectives and strategic areas of the PTOF. It is also responsible for monitoring project implementation and ensuring its effectiveness. Therefore, this committee, in addition to supporting the relevant *funzione strumentale*, has the task of monitoring and evaluating the projects activated (DS-2, Pos. 53-55). The S-2 documents show that the PTOF Commission has been confirmed for the 2023-2024 school year as well.

Surveys show mixed results regarding the levels of collaboration present in the institution.

While the principal affirmed many times the willingness to implement a school governance based on collaboration and participation among teachers and non-teaching staff (DS-2, Pos. 19-31), on the other hand, teachers have repeatedly expressed the absence of a collaborative climate at school resulting from a top-down approach that prevents it (CCE-C-2, Pos. 19), which makes it harder for them to take part in school organization and in project proposals.

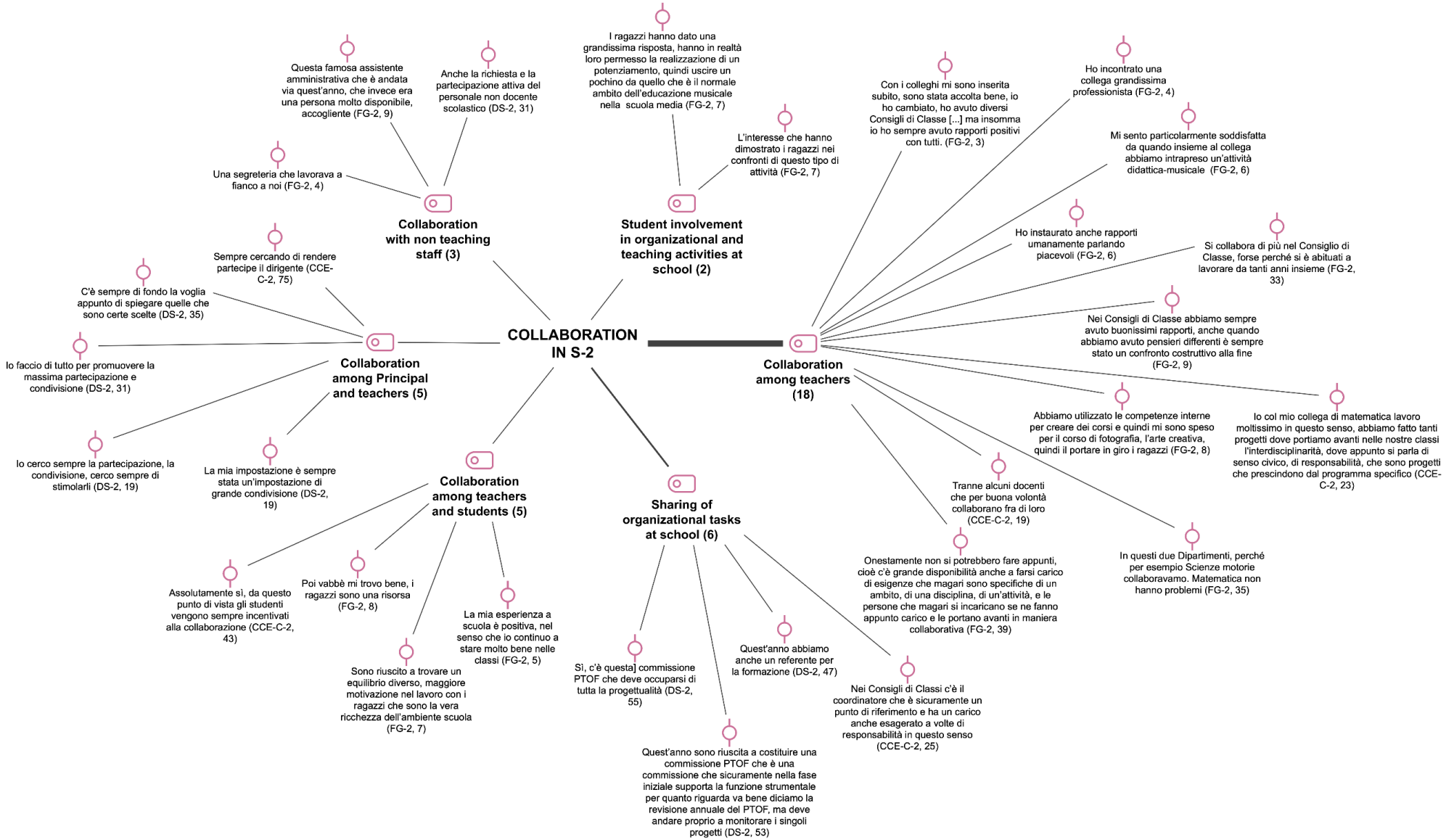


Figure 87: Single-case model related to the collaboration and distribution of tasks and roles in S-2. Map created with MaxMap (MAXQDA 2024).

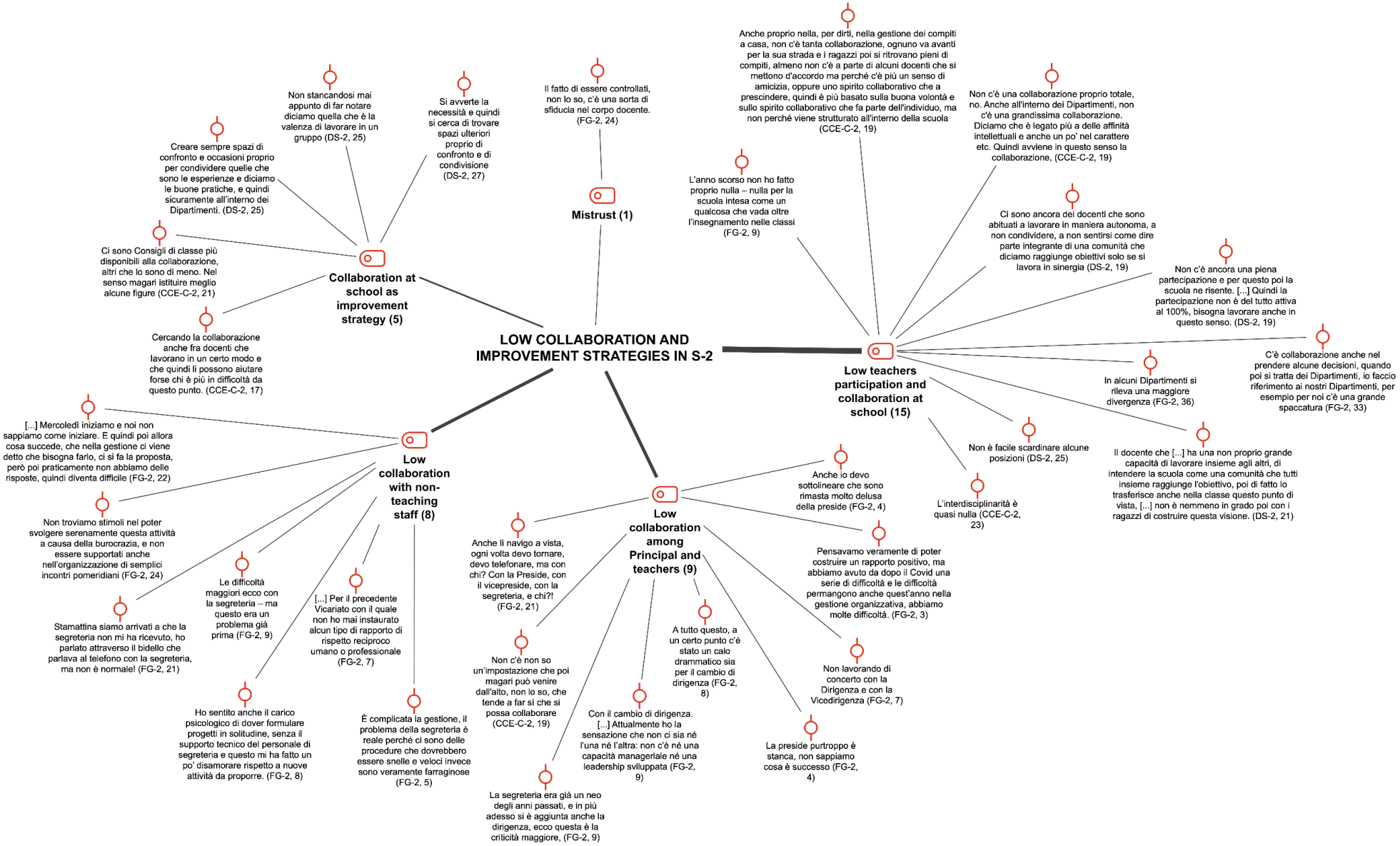


Figure 88: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-2. Map created with MaxMap (MAXQDA 2024).

The relationship between principal and teachers was not controversial from the beginning, but it changed following the Covid-19 pandemic, and this raised persistent difficulties in organizational governance (T-12, FG-2, Pos. 3). Initially, the teachers had smooth relations with the principal, believing she understood some aspects that the old principal had overlooked. However, over time, these relations deteriorated, leading to the recognition of the new principal as lacking managerial ability and developing leadership, which negatively impacted the teachers' willingness to assume organizational roles beyond classroom teaching (T-11, FG-2, Pos. 9).

> «Abbiamo fatto tantissime cose interessanti, molto stimolanti, un po' quello che hanno detto i colleghi, sicuramente ero molto attiva anche nella collaborazione con la vecchia dirigente ed ero abbastanza serena, mi sentivo sempre supportata. Con il cambio di dirigenza all'inizio sembrava un po', sembrava che tutto andasse bene anzi sembrava che comprendesse di più alcuni aspetti che invece venivano un po' tralasciati dall'altra dirigente nonostante avesse una capacità manageriale – la vecchia dirigente – molto ben sviluppata, forse non aveva una leadership aveva più una capacità manageriale la vecchia dirigente. Attualmente ho la sensazione che non ci sia né l'una né l'altra: non c'è né una capacità manageriale né una leadership sviluppata, probabilmente per motivi personali, io questo non lo so, ma sicuramente già dall'anno scorso... l'anno scorso non ho fatto proprio nulla – nulla per la scuola intesa come un qualcosa che vada oltre l'insegnamento nelle classi – quest'anno qualche incarico l'ho accettato per supportare anche i colleghi perché mi sembrava giusto collaborare». (FG-2, Pos. 9, Speaker: T-11)

Indeed, the principal's affirmation of the collaborative governance she aims to implement reveals a low level of collaboration between principals and teachers. She describes this as her willingness to «explain what certain choices are» on organizational aspects of the school (DS-2, Pos. 35), resulting in a form of school governance that primarily relies on individual actions, leaving little space for collaboration and confrontation.

Low cooperation with the principal compounded the difficult relations with the secretary, which was considered the greatest difficulty in S-2 (T-11, FG-2, Pos. 9). The bureaucracy and difficulties resulting from the lack of cooperation with the secretary's office produce a perception of mistrust of the teaching staff, resulting from a sense of being controlled and a lack of support in doing their work peacefully (T-17, FG-2, Pos. 24).

> «Non troviamo stimoli nel poter svolgere serenamente questa attività a causa della burocrazia, e non essere supportati anche nell'organizzazione di semplici incontri pomeridiani. Il fatto di essere controllati, non lo so, c'è una sorta di sfiducia nel corpo docente. Ma questo non è un incontro di critica della segreteria o di altri ambiti, io noto delle criticità, ecco non funziona bene, non funziona così, siamo stati in altre scuole e non era così». (FG-2, Pos. 24, Speaker: T-17)

Poor cooperation, not only with the principal but also with the secretary, leads to challenges in school governance, complicating also paperwork that should be swift (T-

14, FG-2, Pos. 5). One teacher even complained that the secretary office did not receive them (T-12, FG-2, Pos. 21). Additionally, the 2022-2023 school year saw an increase in difficulties with the secretary due to the retirement of an administrative assistant, who instead provided helpful and welcoming support by working in synergy with the teaching staff (T-13, FG-2, Pos. 4; T-11, FG-2, Pos. 9).

While some teachers pursued projects without collaborating with the presidency and vice-presidency, they found greater collaboration in their relationships with students (T-16, FG-2, Pos. 7). However, for others, the lack of collaboration with the presidency and administrative offices led them to abandon the projects they initiated, which were in collaboration with the local community (T-13, FG-2, Pos. 4; T-17, FG-2, Pos. 8), sometimes forcing them to return to more traditional teaching methods (T-13, FG-2, Pos. 4).

During the previous presidency, the school showcased robust planning, offering a variety of courses (reading workshops, the newspaper, music workshop, photography, and art), all utilizing the competences of the school teachers. However, the transition to a new principal and the disarray of the administrative office led to a slowdown in these activities, as a sense of isolation discouraged teachers from participating in the proposed activities. As a result, while the school continues to pursue innovative teaching methods, the number of project proposals has decreased in comparison to the past (T-17, FG-2, Pos. 8).

> «Abbiamo utilizzato le competenze interne per creare dei corsi e quindi mi sono speso per il corso di fotografia, l'arte creativa, quindi il portare in giro i ragazzi, coinvolgere figure esterne, io ho mia moglie fotografa. A tutto questo, a un certo punto c'è stato un calo drammatico sia per il cambio di dirigenza, sia per... ripeto mi accodo su quello che hanno detto già le colleghe sulla segreteria, sui meccanismi farraginosi per portare avanti questi progetti - ho sentito anche il carico psicologico di dover formulare progetti in solitudine, senza il supporto tecnico del personale di segreteria e questo mi ha fatto un po' disamorare rispetto a nuove attività da proporre. Adesso mi trovo a portare avanti una didattica sempre innovativa, con confronti continui con i colleghi, però scarsa rispetto ai progetti, rispetto alle iniziative che diciamo una volta sarebbero stati più all'ordine del giorno». (FG-2, Pos. 8, Speaker: T-17)

The absence of effective communication and reference figures results in teaching and projects' disorganization and disorientation for teachers, leading to a situation where they receive proposals but there is lack guidance on how to adhere to the procedures (T-12, FG-2, Pos. 21).

On her part, the principal also complained about a lack of collaboration and participation of teachers in the school's organizational life. She highlighted the presence of teaching staff who carry out individual work and do not feel part of a community

working in synergy to achieve goals. Although there is a need to pursue some initiatives that require the presence of responsible teachers and coordinators, teaching staff's participation is lacking (DS-2, Pos. 19).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	28	0	10.6	0.331	10.0	1.75	7.00	15.0

Table 48: Descriptive statistics related to teachers' perception of teacher participation in S-2 (N=28).

Data on teachers' perceptions regarding participation in school shows a moderate level of participation. Specifically, the mean score of 10.6 (SD = 1.75) shows variability in teachers' perceptions, as also evidenced by the range of scores from a low of 7.0 to a high of 15.0. This implies that while there are teachers who feel involved in school activities, there is a fair group who perceive lower participation (Table 48). The graph (Figure 89) confirms a moderate perception in most cases.

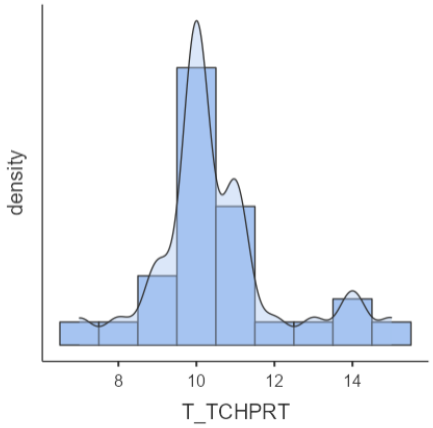


Figure 89: Density plot related to T_TCHPRT in S-2.

Mixed perceptions also emerge in the case of collaboration among teachers. While teachers generally experienced positive relationships and professionalism from colleagues (T-12, FG-2, Pos. 3; T-13, FG-2, Pos. 4; T-15, FG-2, Pos. 6), greater forms of collaboration and confrontation occur among teachers in the same Class Council (T-11, FG-2, Pos. 9-33); on the other hand, different levels of collaboration occur within disciplinary departments. While higher levels of collaboration are present in the Departments of Physical Education and Mathematics (T-13, FG-2, Pos. 35), in others – including Languages – there is greater divergence (T-11, FG-2, Pos. 33; T-16, FG-2, Pos. 36), leaving collaboration to individual initiative also due to intellectual and character affinities (CCE-C-2, Pos. 19). The Music development project undertaken by the music teachers (T-15, FG-2, Pos. 6) and the interdisciplinary work carried out by two Italian and Mathematics teachers for the development of citizenship and responsibility beyond the discipline-specific programs (CCE-C-2, Pos. 23) provide positive examples. On the other hand, little collaboration appears in the lack of agreement among teachers on homework management (CCE-C-2, Pos. 19) and in the almost complete absence of interdisciplinarity (CCE-C-2, Pos. 23).

In the same way, the school does not structure teacher collaboration, leaving it to individual initiative (CCE-C-2, Pos. 19).

Contrarily, teachers perceive a high level of cooperation with *funzioni strumentali* and their willingness to take on specific needs from those deriving from the role (T-16, FG-2, Pos. 39).

According to the principal, low participation in school and collaboration among teachers, also resulting from an individualistic working and teaching style, have a negative reflection on the promotion of an educational model for active citizenship, so if the teacher is not first active and participatory, he or she cannot transmit these behavior patterns to the student (DS-2, Pos. 21-23).

> «È una problematica sicuramente, perché il docente che ha già diciamo una sua impostazione in questo senso... come dire, mi spiego, cioè ha una non proprio grande capacità di lavorare insieme agli altri, di intendere la scuola come una comunità che tutti insieme raggiunge l'obiettivo, poi di fatto lo trasferisce anche nella classe questo punto di vista, insomma va da sé che se non ha questa apertura mentale, non è nemmeno in grado poi con i ragazzi di costruire questa visione. […] Se io non riesco a trasmettere il valore di essere come dire attivi e partecipi, naturalmente con la giusta modalità, e va da sé che io come dire in qualche modo sto trasferendo un modello educativo che non promuove assolutamente la cittadinanza attiva». (DS-2, Pos. 21-23)

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	28	0	21.89	1.191	21.00	6.30	15.00	40.0
T3COLES	28	0	8.18	0.638	7.00	3.38	4.00	17.0
T3EXCH	28	0	13.71	0.662	12.50	3.51	9.00	23.0

Table 49: Descriptive statistics related to the teachers' cooperation in the S-2.

The T3COOP scale results on teachers collaboration also confirm this variability, recording a mean of 21.89 (SD = 6.30) (Table 49). The results generally indicate present but not particularly high levels of collaboration, with high differences confirmed by the standard deviation and range of scores. The distribution (Figure 90) shows a greater tendency toward lower values, peaking between 15 and 20, indicating that many teachers perceive collaboration as present if not exceptional.

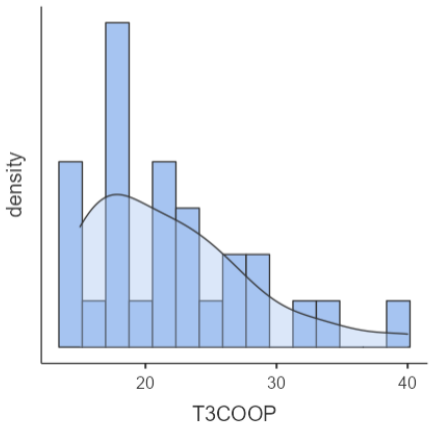


Figure 90: Density plot related to T3COOP in S-2.

Analysis of the subscale results shows that teacher collaboration during lessons (T3COLES) is pretty low, with a mean of 8.18 (SD = 3.38). On the other hand, it increases

a little during teacher exchange and coordination (T3EXCH), reaching a mean score of 13.71 (SD = 3.51), though the scores can be different.

In order to implement the levels of collaboration and participation within the school, the principal suggests the creation of additional spaces for discussion and the sharing of experiences and best practices (DS-2, Pos. 25-27), while the civic education coordinator suggests the better establishment of certain organizational figures within class councils to encourage greater collaboration (CCE-C-2, Pos. 21). In addition, collaboration among teachers can have an impact on the implementation of different teaching methodologies, such as open class work, which can foster cross-curricular teaching for civic education (CCE-C-2, Pos. 17).

In contrast to varying levels of collaboration and participation among teachers, there is good collaboration between teachers and students at the classroom level, (T-14, FG-2, Pos. 5; T-17, FG-2, Pos. 8) where some teachers have found the balance and motivation that are lacking at the school level (T-16, FG-2, Pos. 7). For instance, the school successfully implemented music enhancement due to the students' involvement and their interest in the offered activities (T-16, FG-2, Pos. 7).

8.3.2 Decision-making process in S-2

The decision-making process that characterizes S-2 is consistent with the data inherent in the levels of collaboration. The principal's decision-making power emerged to be the most frequent in the coding of the interviews and FG conducted.

Most of the working committees are represented by the principal (DS-2, Pos. 57). She stated that there are areas where she must make her own decisions (DS-2, Pos. 19), including organizational aspects that are sometimes her sole responsibility (DS-2, Pos. 35). The principal, who considers various factors such as labor relation and safety, frequently makes these decisions without the Teachers Board's approval, despite the inconvenience they may cause due to potential situations (DS-2, Pos. 35).

The principal's authority to make decisions from the top-down is evident in a minor contradiction that arises in an interview excerpt, in which the principal states

> «[…] io quando individuo anche all'interno dell'organizzazione dei ruoli, delle commissioni di lavoro, le... come dire, le decidiamo insieme, nel senso che riteniamo opportuno, cioè riteniamo insieme che alcuni settori sono strategici e quindi vanno presidiate da figure di sistema». (DS-2, Pos. 19)

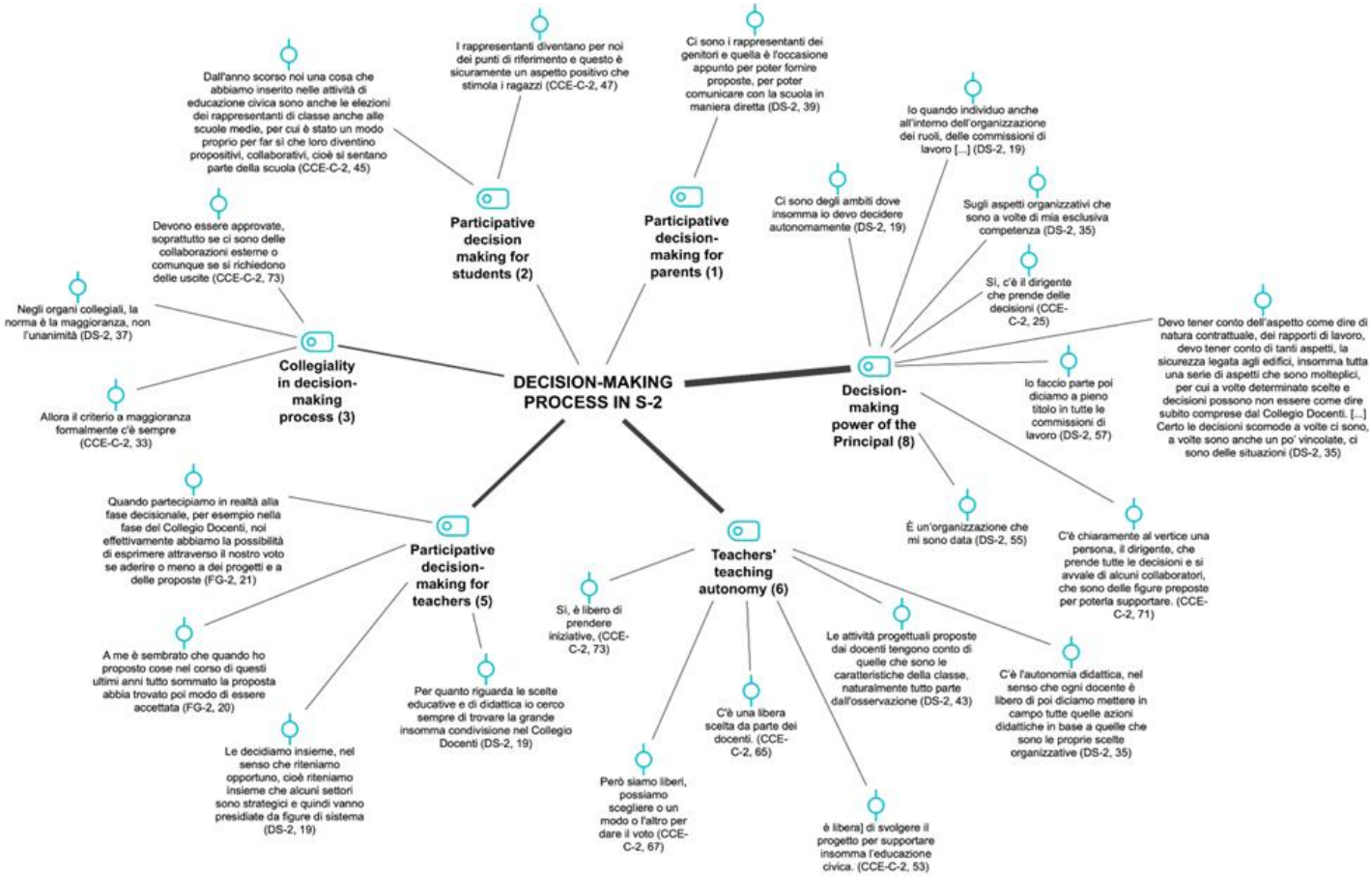


Figure 91: Single-case model related to the decision-making process in S-2. Map created with MaxMap (MAXQDA 2024).

If we focus on the content analysis of this passage, it initially suggests that the principal alone determines the committees and roles («when I identify»), but later clarifies that the teaching staff collaborates in their selection («we decide them together»). However, it remains unclear if the members of these commissions are chosen collectively or the teachers merely recognize the necessity to form them, but they are still chosen by the principal. The same aspect is found when talking about the establishment of a PTOF Commission, in which the principal spoke of «an organization I have given myself» (DS-2, Pos. 55), suggesting her decision-making autonomy.

This all relates to the principal's willingness to clarify the rationale behind these decisions, which the teachers, having distinct and limited perspectives, might not fully comprehend (DS-2, Pos. 35).

All of this is summarized by the description made by the civic education coordinator, who said that there is the principal at the top of the organization who makes all decisions and has several staff members, who are figures in charge of supporting her (CCE-C-2, Pos. 71).

In this context, teachers participate in the decision-making process through the Teachers Board, especially in the case of educational and instructional choices (DS-2,

Pos. 19). Here, they can vote on proposed projects (T-12, FG-2, Pos. 21). Each project proposal needs to be approved (CCE-C-2, Pos. 73; T-14, FG-2, Pos. 20). In some cases, teaching staff found fertile ground and accepted these project proposals, while in others, this did not occur (T-14, FG-2, Pos. 20).

Contradictions begin to emerge here, too. If, in fact, the principal stated that in collegial bodies the decision-making criterion is the majority (DS-2, Pos. 37), according to the coordinator of civic education this criterion *formally* is always present (CCE-C-2, Pos. 33), but it has little presence *practically* (CCE-C-2, Pos. 35). For this reason, teachers often have to accept decisions made by the top hierarchy (CCE-C-2, Pos. 27-31).

According to teachers' perceptions, their participation in decision-making processes produces confusion and uncertainty because they do not have confidence that what has been established collegially in the Teachers Board will be applied in the way it was deliberated. In turn, this leads to the emergence of unclear situations in which there is no certainty about how to proceed (T-12, FG-2, Pos. 21).

> «Nella fase del Collegio Docenti, noi effettivamente abbiamo la possibilità di esprimere attraverso il nostro voto se aderire o meno a dei progetti e a delle proposte, io almeno ho sempre una sensazione di confusione e di incertezza, quindi poi anche quello che viene stabilito in Collegio Docenti, io non ho la certezza che poi verrà realmente applicato in quel modo, o comunque poi ci ritroviamo in situazioni poco chiare per cui non abbiamo la certezza di come procedere». (FG-2, Pos. 21, Speaker: T-12)

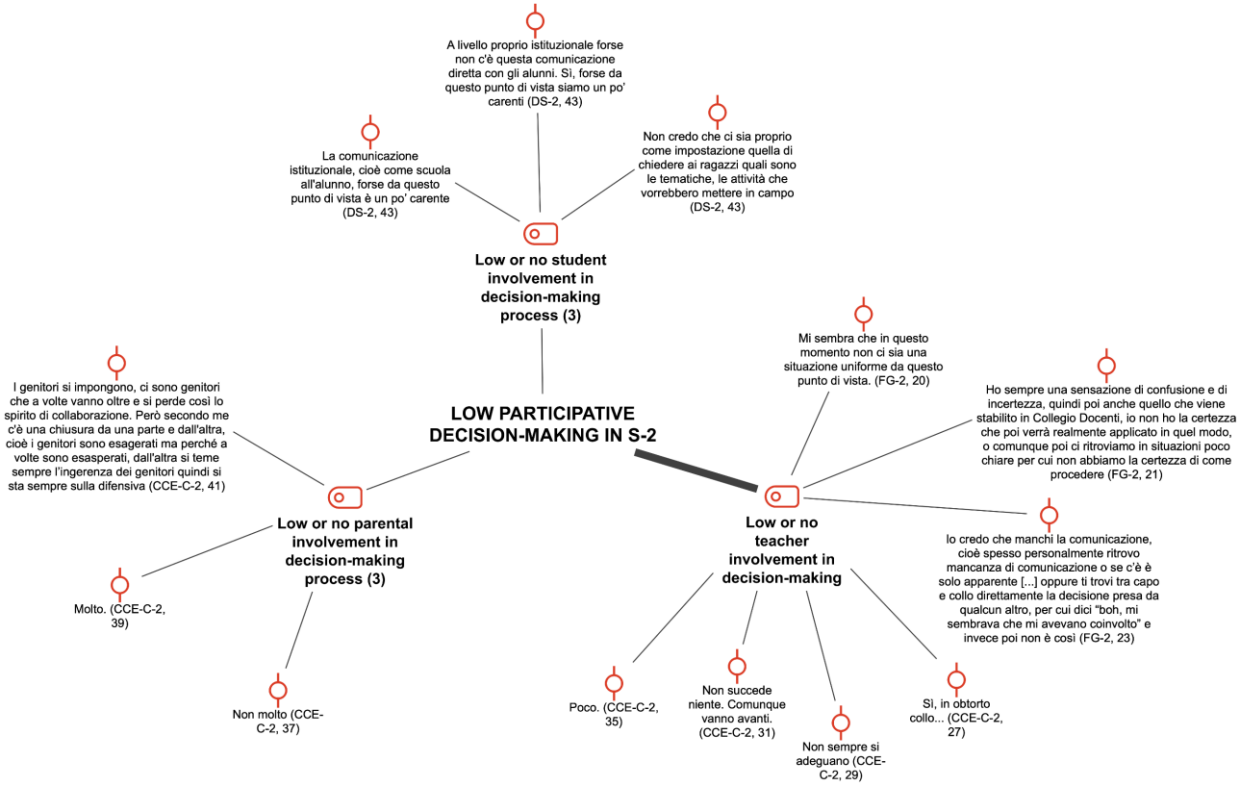


Figure 92: Single-case model related to low participation in decision-making process in S-2. Map created with MaxMap (MAXQDA 2024).

What is primarily discerned is a lack of or apparent communication, where teachers frequently receive decisions from others that contradict their initial sense of involvement (T-15, FG-2, Pos. 23).

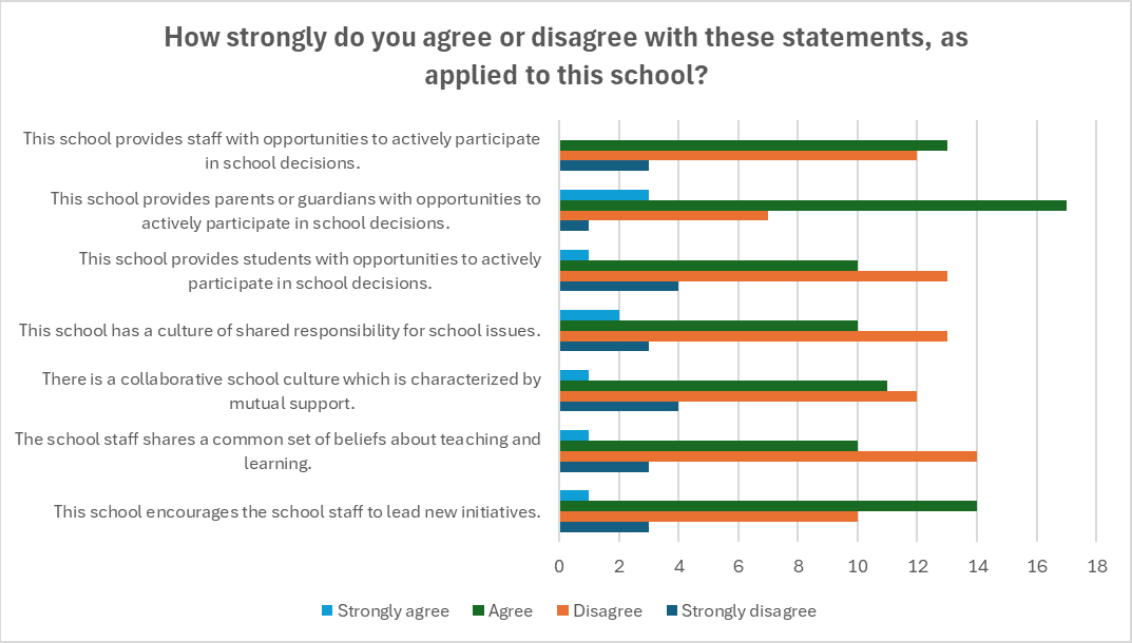
> «Io credo che manchi la comunicazione, cioè spesso personalmente ritrovo mancanza di comunicazione o se c'è è solo apparente, però poi di fatto, come hanno detto le colleghe, passa poco, oppure ti trovi tra capo e collo direttamente la decisione presa da qualcun altro, per cui dici "boh, mi sembrava che mi avevano coinvolto" e invece poi non è così». (FG-2, Pos. 23, Speaker: T-15)

Additionally, there does not seem to be much facilitation of parent and student participation.

As for parents, they participate in school governance through their representatives, who, especially on the School Board, can make proposals and communicate with the school directly (DS-2, Pos. 39). However, the school, fearing parental blurring the boundaries between school and family, discourages their involvement (CCE-C-2, Pos. 41). Therefore, there is no spirit of cooperation with families, as everyone maintains their individual positions. The civic education coordinator, who was also a parent of an alumnus of the school, asserts that the principal discourages such collaboration (CCE-C-2, Pos. 37-39).

Student involvement in decision-making processes is fostered by the presence of student representatives for the lower secondary school, who become reference points for teachers (CCE-C-2, Pos. 47). Student representatives elections are one of the activities implemented by S-2 for civic education to make students proactive, cooperative, and feel part of the school (CCE-C-2, Pos. 45). However, according to the principal, student participation in school organization is a deficient aspect of the school, as institutional school-student communication is lacking (DS-2, Pos. 43).

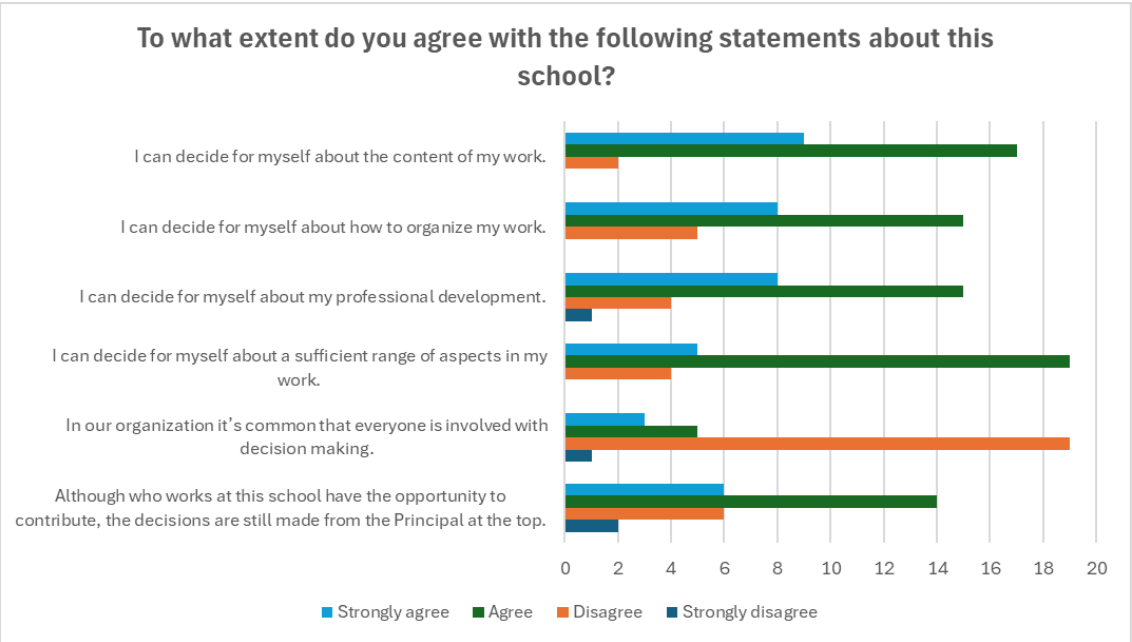
The results obtained from S-2 teachers inherent to the perception of stakeholder participation in decision-making processes (T3STAKE) show variability in responses. The distribution averaged 16.9 (SD = 3.87), recording values from a low of 7 to a high of 27. This testifies to the fact that teachers perceive moderate participation, albeit with differences. In particular, the lowest results were recorded regarding teachers' and students' participation in decision-making processes (items a and c), with 15 and 17 negative responses, respectively, out of 28 responding teachers (Figure 93).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	28	0	16.9	0.731	17.0	3.87	7.00	27.0

Figure 93: Participation among stakeholders (T3STAKE) in S-2 (N=28).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_DLPDM	28	0	17.0	0.459	17.0	2.43	13.0	21.0

Figure 94: Decision-making process (T_DLPDM) in S-2 (N=28).

The scores for participation in the decision-making process (T_DLPDM) were also variable, but they showed less variability than the average of 17.0 (SD = 2.43) on the previous scale. Again, the analysis of the first four items of the scale provides more insight into teaching autonomy of teachers in S-2. Consistent with the findings in the previous question, high frequencies of negative responses emerge regarding the involvement of all members of the school community in the decision-making process (item e) (Figure 94).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
DLTQ20A	28	0	3.25	0.111	3.00	0.585	2	4
DLTQ20B	28	0	3.11	0.130	3.00	0.685	2	4
DLTQ20C	28	0	3.07	0.145	3.00	0.766	1	4
DLTQ20D	28	0	3.04	0.109	3.00	0.576	2	4

Table 50: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' autonomy in S-2 (N=28).

Also in the case of S-2, the data suggest good levels of decision-making autonomy on the part of teachers.

Specifically, the data show that teachers perceive that they have adequate autonomy in all four dimensions examined, namely work content (DLTQ20A), work organization (DLTQ20B), their own professional development (DLTQ20C), and other aspects of their work (DLTQ20D). The range of scores and standard deviations, ranging from 0.576 to 0.766, suggest some variability in responses, indicating that not all teachers suggest the same level of autonomy, particularly in the case of work organization and professional development (Table 50).

Teachers also demonstrated high levels of autonomy in their teaching, as evidenced by their free adherence to and proposal of project activities (CCE-C-2, Pos. 73), as well as in evaluation methods (CCE-C-2, Pos. 65), including civic education (CCE-C-2, Pos. 53). Therefore, teachers have greater decision-making autonomy in the area of planning, as they are free to field all teaching actions according to their own organizational choices (DS-2, Pos. 35), taking into account the characteristics of their class (DS-2, Pos. 43).

Connected to teaching autonomy, there is teachers' sense of self-efficacy, whose results obtained on the T3SELF scale show an overall positive perception by teachers, with a mean of 39.8 (SD = 6.31). Again, the range of scores and standard deviation reiterate an uneven distribution, which is also visible from the graph (Figure 95).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	28	0	39.8	1.193	40.0	6.31	25.00	52.0
T3SEENG	28	0	12.2	0.412	12.0	2.18	8.00	16.0
T3SEINS	28	0	12.6	0.334	13.0	1.77	8.00	16.0
T3SECLS	28	0	12.0	0.484	12.0	2.56	6.00	16.0

Table 51: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-2 (N=28).

Examining the subscales related to it, it is observed that the sense of self-efficacy inherent in classroom management (T3SECLS) scored lower and more dispersed, with a mean of 12.0 (SD = 2.56), while the sense of self-efficacy in teaching scored higher and less dispersed, with a mean of 12.6 (SD = 1.77); the sense of self-efficacy in student engagement also scored well, with a mean of 12.2 (SD = 2.18) (Table 51).

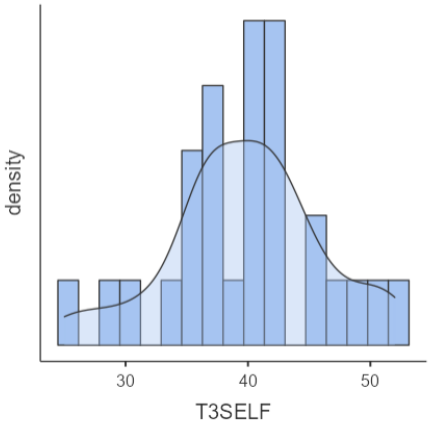


Figure 95: Density plot related to T3SELF in S-2.

8.3.3 Self-evaluation and monitoring process in S-2

The process of self-evaluation and monitoring of organizational structure and project proposals is an area that needs more attention in S-2 (Figure 96).

The principal expressed dissatisfaction over the previous absence of structural planning, which should have included an intermediate and final monitoring process to assess the implemented educational interventions (DS-2, Pos. 49). The principal stated that she had incorporated a section in the project sheets, asking teachers to specify the goals of the RAV (Self-Assessment Report) and the indicators of the Improvement Plan, which guided the execution of the project (DS-2, Pos. 49). The monitoring should also involve administering an initial and final «satisfaction test» to students, with the aim of understanding their initial expectations and their experiences with the proposed activities, including climate, participation, and the chosen mode for the activity (DS-2, Pos. 51). During the final meeting, the Teachers Board should discuss the outcomes of all the planned activities. Currently, they are solely sharing the results of the national INVALSI tests (DS-2, Pos. 49).

It is crucial to highlight that S-2 does not implement all the aspects mentioned above, especially pertaining to the satisfaction questionnaires and the sharing of monitoring results. Instead, they serve as recommendations for best practices. In fact, the coordinator stated that monitoring and evaluation of planned activities has never been done and are still not being done, despite the existence of a PTOF Commission tasked with evaluating the effectiveness of activated planning, which, however, is not normally carried out (CCE-C-2, Pos. 57).

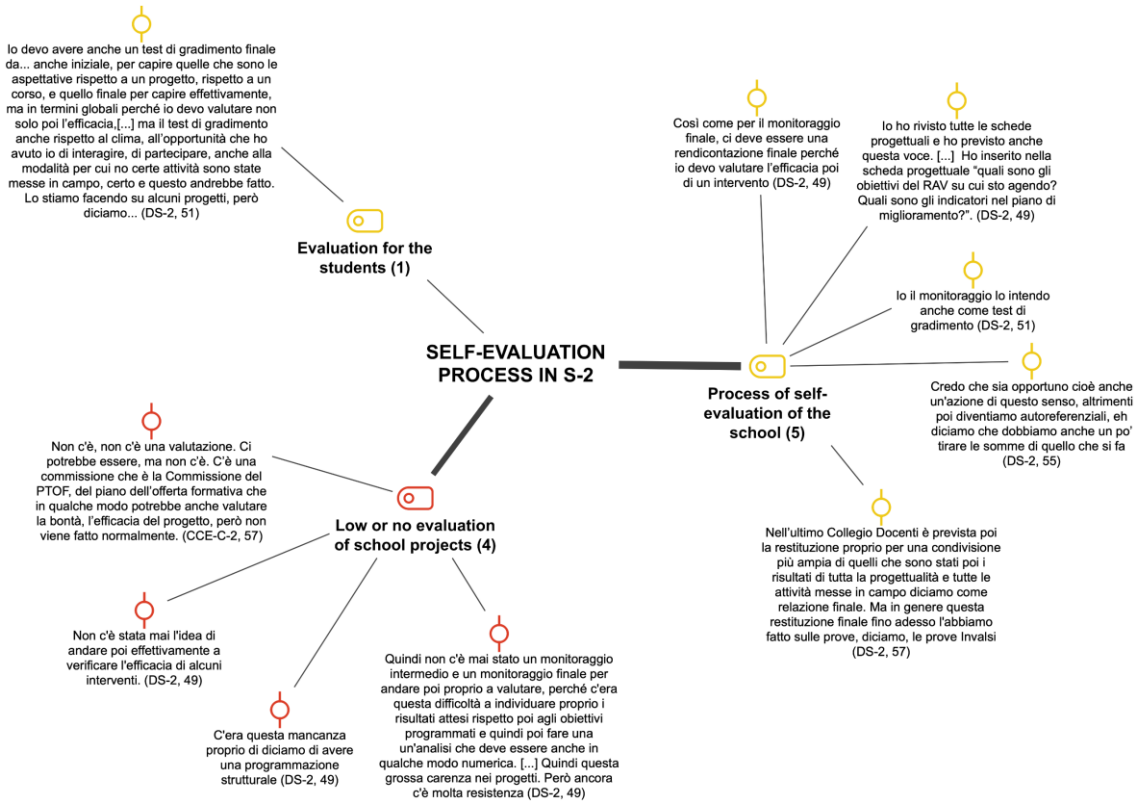


Figure 96: Single-case model related to process of self-evaluation in S-2. Map created with MaxMap (MAXQDA 2024).

8.4 School governance in S-3

8.4.1 Collaboration among school community in S-3

The S-3 organizational chart features 13 *funzioni strumentali*, divided into three areas:

i. the PTOF and evaluation area, comprised of four teachers, is tasked with gathering teaching, supplementary, and organizational proposals from the educational offerings. They also collaborate with other teachers to implement activities inherent to the PTOF;

ii. the continuity area, comprised of five teachers, is responsible for coordinating continuity activities across kindergarten, primary school, and lower secondary school; and

iii. the BES area, composed of four teachers, is tasked with coordinating meetings and gatherings regarding educational support in collaboration with the principal's staff.

Additionally, there are six teachers in charge of school and two principal's aides.

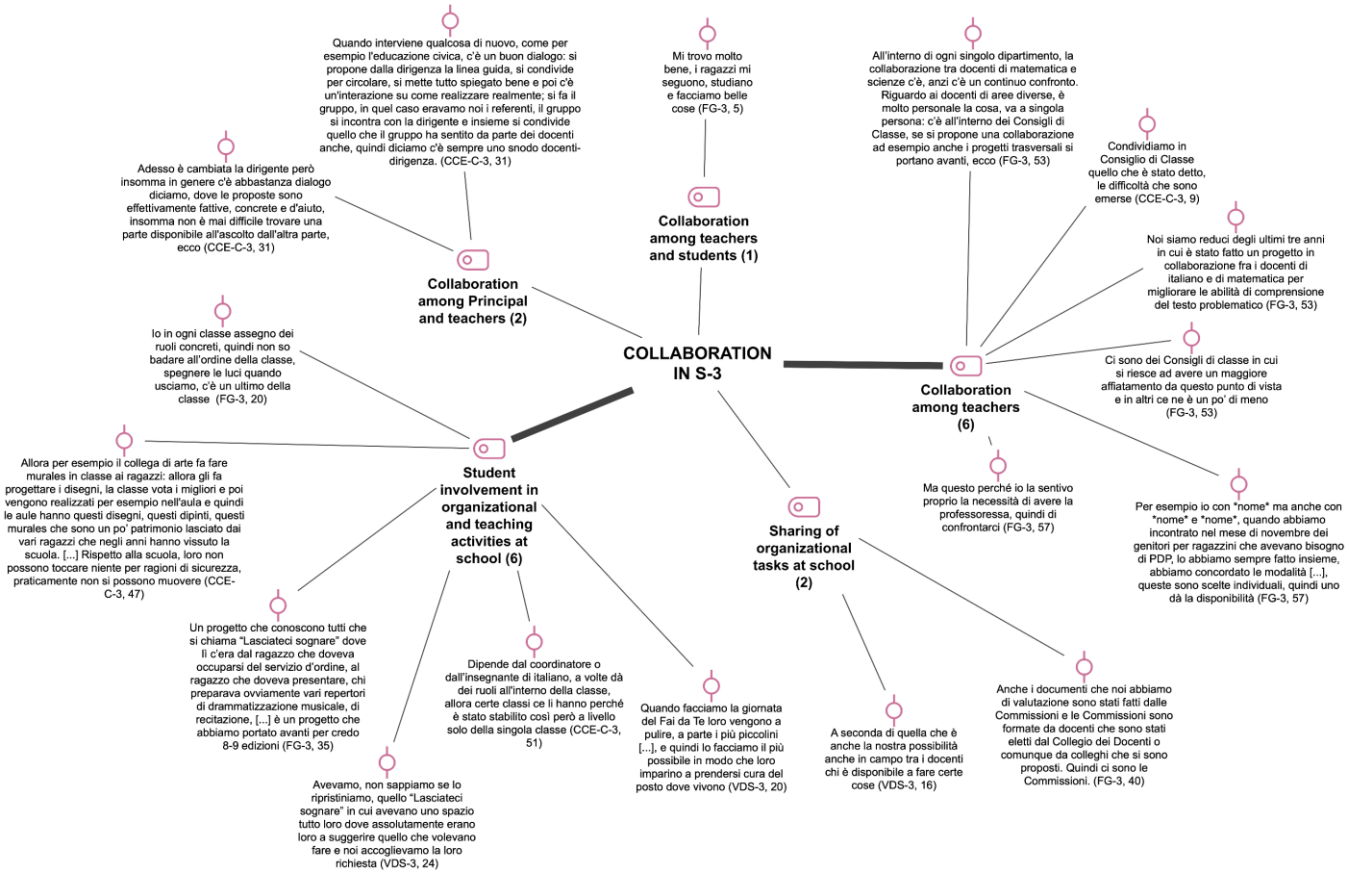


Figure 97: Single-case model related to the collaboration and distribution of tasks and roles in S-3. Map created with MaxMap (MAXQDA 2024).

Teachers elected by the Teachers Board or those who have proposed to assume this role comprise the committees responsible for producing related documents (T-20, FG-3, Pos. 40). The presence of these committees is what distinguishes the school's decision-making process the most.

Good dialogue characterizes collaboration between the presidency and teaching staff, despite the inability to make firm statements due to the principal change. Generally speaking, where proposals moved by teaching staff are factual and concrete, the principal is willing to accommodate them. The procedure entails presenting a proposal to the principal, disseminating it to the whole teaching staff through a circular, engaging in discussions with coordinators and working groups regarding the proposal's

implementation, and presenting it to the principal with the teaching staff's suggestions (CCE-C-3, Pos. 31).

The willingness of teachers to participate in organizational roles also influences the implementation of initiatives or projects that the school community may advance (VDS-3, Pos. 16). However, teachers frequently refuse to participate in committees or working groups, leading to a discrepancy between proposed and implemented activities (T-18, FG-3, Pos. 48; T-21, FG-3, Pos. 49).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	31	0	11.6	0.475	11.0	2.64	7.00	20.0

Table 52: Descriptive statistics related to teachers' perception of teacher participation in S-3 (N=31).

The results regarding teachers' perceptions of participation in school (T_TCHPRT) also reflect this trend, recording an average score of 11.6 (SD = 2.64) (Table 52). These data confirm a perception of moderate teacher participation with a fair amount of variability, as evidenced by the standard deviation and range of scores. The uneven distribution depicted in the graph (Figure 98) shows the presence of a small number of teaching staff with higher scores.

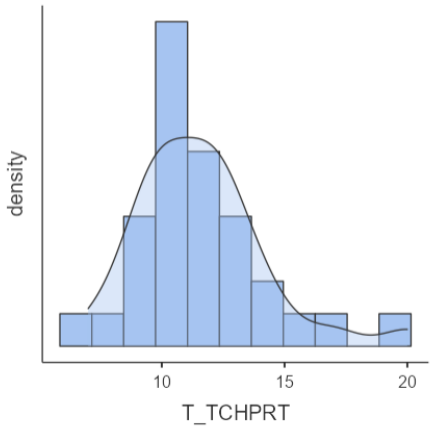


Figure 98: Density plot related to T_TCHPRT in S-3.

However, the teachers pointed out that the school organizational system promoted by the Ministry, which requires teachers to perform roles beyond teaching without reward or financial compensation, does not incentivize participation in school life. Thus, a discrepancy exists between the teachers' commitment to their activities and the rewards they receive (T-21, FG-3, Pos. 49; T-20, FG-3, Pos. 51). Therefore, participation and collaboration rest on individual initiative and willingness to collaborate to achieve something new and different.

> «Se dobbiamo fare una riflessione diciamo che non c'è una meritocrazia nel senso che il docente quello più impegnato, quello che è coinvolto in mille attività o chi ne resta completamente fuori non c'è alcuna differenza né dal punto di vista di una carriera né dal punto di vista – anche se è brutto dirlo, ma insomma è una realtà cruda – dal punto di vista di un'adeguata poi remunerazione, ecco tutto questo nella scuola non c'è, è un problema che è sempre esistito e quindi questo sicuramente non è un dato da sottovalutare perché comunque tanti progetti, qualsiasi compito che qualcuno porta avanti, c'è tempo, c'è dedizione, c'è tanto lavoro dietro che spesso non viene riconosciuto o comunque viene riconosciuto dai pochi che conoscono e comprendono quanto poi una persona ha fatto per

portare avanti qualsiasi attività. Questo è qualcosa che riguarda la scuola in generale e secondo me andrebbe comunque cambiato, sicuramente». (FG-3, Pos. 49, Speaker: T-21)

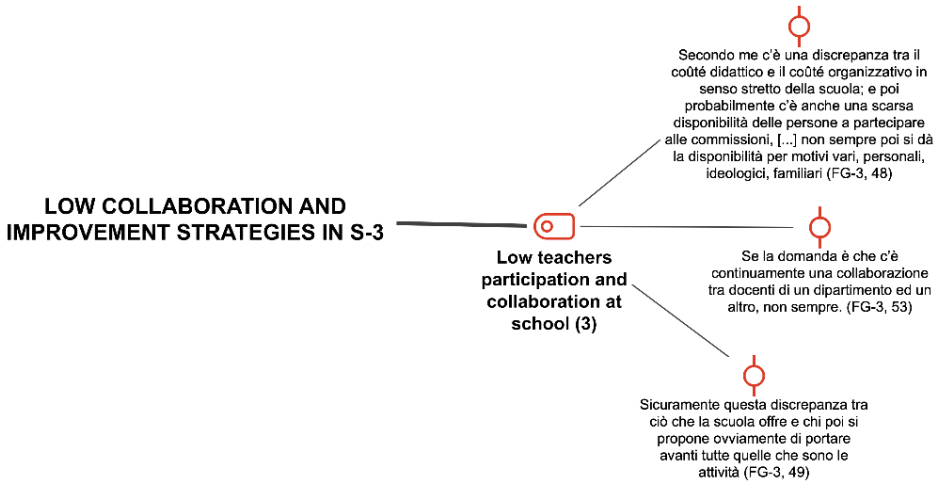


Figure 99: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-3. Map created with MaxMap (MAXQDA 2024).

Collaboration among teaching staff is also not always present (T-20, FG-3, Pos. 53). It is structured primarily within departments and class councils. While more collaboration is present among teachers of the same department, collaboration among teachers in different departments is more variable, leaving it to individual initiative (T-20, FG-3, Pos. 53; T-21, FG-3, Pos. 57). For instance, Mathematics and Italian teachers collaborated on a three-year interdisciplinary project on the comprehension of the problem's text (FG-3, Pos. 53). The same happens in class councils, where some cooperate more and others less (CCE-C-3, Pos. 9; T-20, FG-3, Pos. 53).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	31	0	24.58	1.056	24.00	5.88	12.00	40.0
T3COLES	31	0	8.61	0.577	8.00	3.21	4.00	17.0
T3EXCH	31	0	15.97	0.625	16.00	3.48	8.00	23.0

Table 53: Descriptive statistics related to the teachers' cooperation in the S-3.

Data on teaching staff collaboration (T3COOP) confirm moderate levels of collaboration, with a mean of 24.58 (SD = 5.88), albeit with wide variability. The distribution, which ranges from a low of 12.0 to a high of 40.0, is very wide, suggesting significant differences in teachers' perceived levels of collaboration (Table 53), as is also visible from the graph (Figure 100). Analyzing the data for the two subscales, it appears that lower levels affect teachers' collaboration in lessons (T3COLES), which scored an

average of 8.61 (SD = 3.21). On the other hand, the data pertaining to exchange and coordination among teachers (T3EXCH) are different, showing a higher mean of 15.97 (SD = 3.48), against a high standard deviation. Data suggest that varying levels of collaboration are present, especially when considering collaborative work in the classroom, probably resulting from the fact that the legislation does not provide for co-teaching hours in lower secondary school classes.

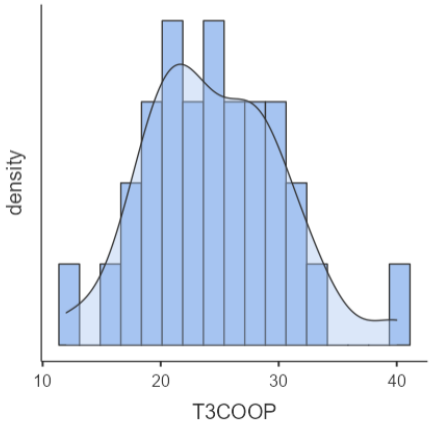


Figure 100: Density plot related to T3COOP in S-3.

Co-teaching hours are crucial, as they cater to the learning needs of all students by tailoring lessons for their level groups or providing additional explanations or small group work. However, without the presence of multiple teachers in the classroom, this is not possible. Despite teachers' efforts to incorporate activities of varying difficulty in the lesson, they often fail to meet the needs of students with greater or lesser difficulties (T-20, FG-3, Pos. 55).

Thus, the school is thought of as an aggregate of separate disciplines, in which each teacher teaches individually (T-18, FG-3, Pos. 54). The lack of space and time for planning and co-teaching discourages collaboration among teachers when designing interdisciplinary activities. Thus, if individual initiative is what drives collaboration and interdisciplinarity, the lack of space and time generates quick confrontations between teachers that do not result in joint planning (T-18, FG-3, Pos. 54-58).

The surveys suggest that teachers take the personal initiative to engage students in the school and collaborate with them. For example, some teachers assign roles to students within the classroom (CCE-C-3, Pos. 51; T-21, FG-3, Pos. 20); or an Art teacher involves students in planning and making murals in the school, so they choose together what pictures and where to draw them within the school (CCE-C-3, Pos. 47).

Two initiatives promoted by S-3 included the involvement of students. The first initiative was the *Giornata Fai da Te*, which was previously discussed in relation to parental involvement in school life. It involved students at the school to tidy up and perform small extraordinary maintenance tasks alongside their families, with the aim of teaching them to take care of their environment (VDS-3, Pos. 20; CCE-C-3, Pos. 47). *Lasciateci sognare*, an institute project, was the second initiative. It was a show that allowed students to showcase their talents (VDS-3, Pos. 24). Students were responsible for maintaining order, presenting the shows, preparing repertoires for musical

dramatization, and acting (T-21, FG-3, Pos. 35). However, after eight or nine editions, this project came to an end, and there was no continuation.

According to the former civic education coordinator, the regulations on student supervision and family interference significantly hinder students' involvement in the school organization, causing them to remain immobile within the school to prevent harm. As a result, this situation does not promote the development of autonomy in school life or student growth (CCE-C-3, Pos. 47).

8.4.2 Decision-making process in S-3

Decision-making in S-3 finds expression primarily in collegial bodies.

Some proposals are moved by teachers, who inform the school responsible teachers, and bring them to the principal, who evaluates them (CCE-C-3, Pos. 31-35). In turn, the principal works through the Teachers Board, which is divided into departments. Here, the Teachers Board shares proposals and choices, and makes some decisions (VDS-3, Pos. 35). The Teachers Board discusses and approves any proposals, whether from the executive or the teaching staff (VDS-3, Pos. 35-37-41) through a vote (CCE-C-3, Pos. 39) that results in a majority resolution (VDS-3, Pos. 39). After deliberation by the Teachers Board, the proposals reach the School Board, which must give final approval (FG-3, Pos. 40). Within the School Board, there are also eight parent representatives (VDS-3, Pos. 13; CCE-C-3, Pos. 43). The School Board approves projects, such as language enhancement through the presence of a native speaker teacher (CCE-C-3, Pos. 45).

Parents also come together in the Trezerotre Association, through which they participate in calls with which to raise funds to implement certain projects within the school. The Association proposes and implements projects that the school agrees upon and shares (VDS-3, Pos. 14), fostering an ongoing dialogue on issues, activities, and ideas that may or may not materialize (VDS-3, Pos. 16). For example, parents have activated a vegetable garden in one school and have joined and run the Book Crossing project, putting wooden cottages in the school garden where students can borrow books (VDS-3, Pos. 13).

Parents play a more significant role in decisions related to teaching and planning, which directly impacts the students (VDS-3, Pos. 18). The school always establishes the guidelines, as the Teachers Board makes the final decisions (VDS-3, Pos. 13). In contrast, parents do not actively participate in school governance, partly due to their lack of expertise, according to the vice principal (VDS-3, Pos. 18).

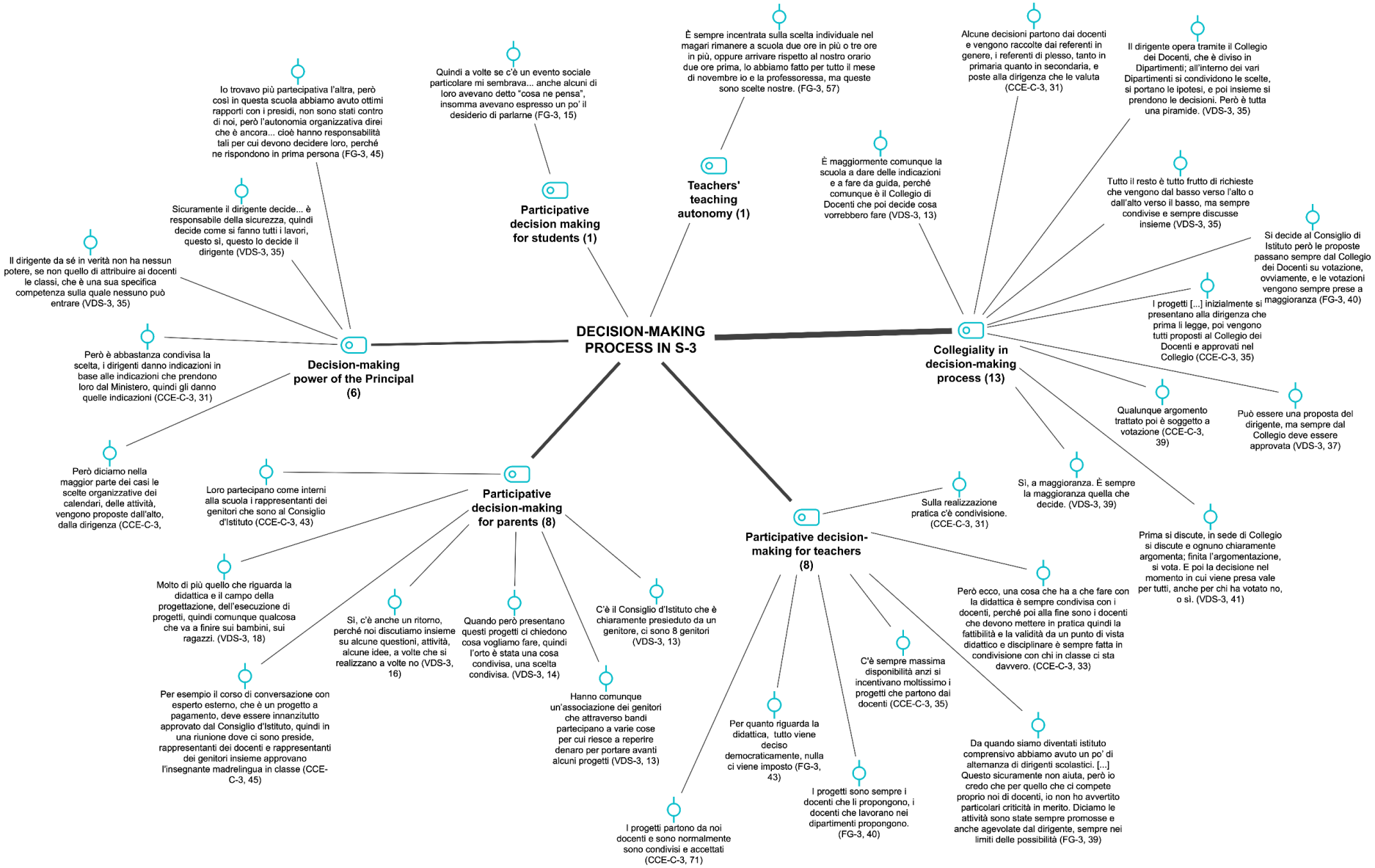


Figure 101: Single-case model related to the decision-making process in S-3. Map created with MaxMap (MAXQDA 2024).

Teaching staff within departments most often propose projects (FG-3, Pos. 40; CCE-C-3, Pos. 71). When teachers propose projects, they strive for maximum availability (CCE-C-3, Pos. 35). Teachers engage in collaborative deliberation and refrain from imposing anything (FG-3, Pos. 43), primarily because they are the ones responsible for implementing feasible initiatives from an instructional and disciplinary perspective (CCE-C-3, Pos. 31-33).

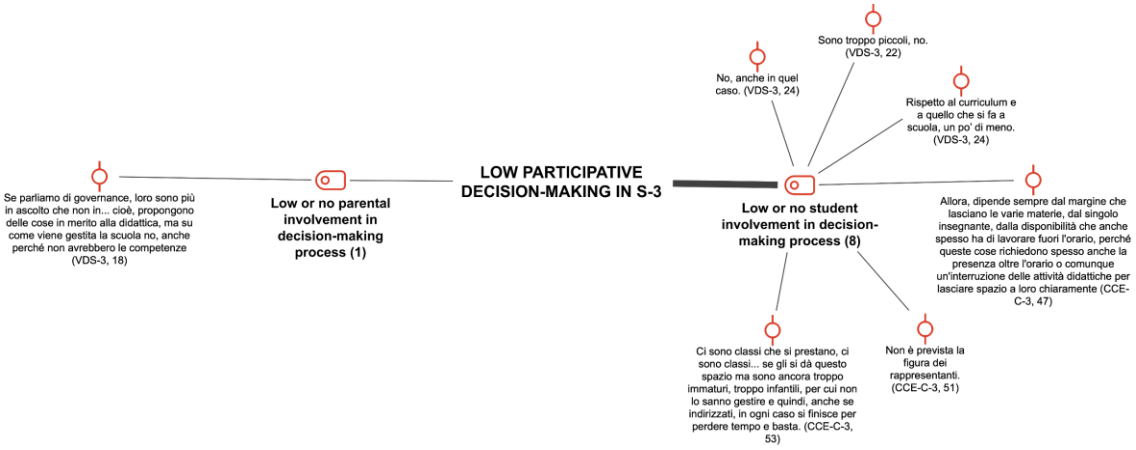


Figure 102: Single-case model related to low participation in decision-making process in S-3. Map created with MaxMap (MAXQDA 2024).

In recent years, the S-3 has been characterized by a high turnover of principals. While these repeated changes do not encourage teachers' participation in decision-making process, there were no major critical issues regarding what they are responsible for, especially with regard to instructional design and activated projects (T-21, FG-3, Pos. 39).

In S-3, the school's democratic decision-making process encourages teachers' involvement in teaching matters. However, a teacher expressed that the establishment of the «Principal-Manager», who selects his or her collaborators, led to the breakdown of the school's organizational democracy. In fact, the elimination of the vice principal election by the Teachers Board has greatly reduced the idea of a representative of the teaching staff, even if the principal's personal appointment of his or her collaborators follow their organizational line as «Manager» is considered acceptable (T-18, FG-3, Pos. 43)

> «Per quanto riguarda la didattica, tutto viene deciso democraticamente, nulla ci viene imposto. Da un punto di vista organizzativo secondo me la figura del Preside – non in questa scuola ma in tutte le scuole d'Italia – la figura del Preside-manager che sceglie i suoi collaboratori – noi abbiamo degli ottimi collaboratori a cui voglio anche molto bene – però Le dico, io nel corso degli anni ho visto una differenza nel passaggio di quando c'era un Preside e il Vicepreside era eletto dal Collegio Docenti, era in qualche modo rappresentate del Corpo Docente, a quando il Preside nomina i suoi collaboratori giustamente, perché come un manager ha bisogno di persone che seguano la sua linea organizzativa. Ora, Le ripeto, in questa scuola abbiamo ottime persone, ma mi sono trovata anche in scuola con presidi molto discutibili, insomma secondo

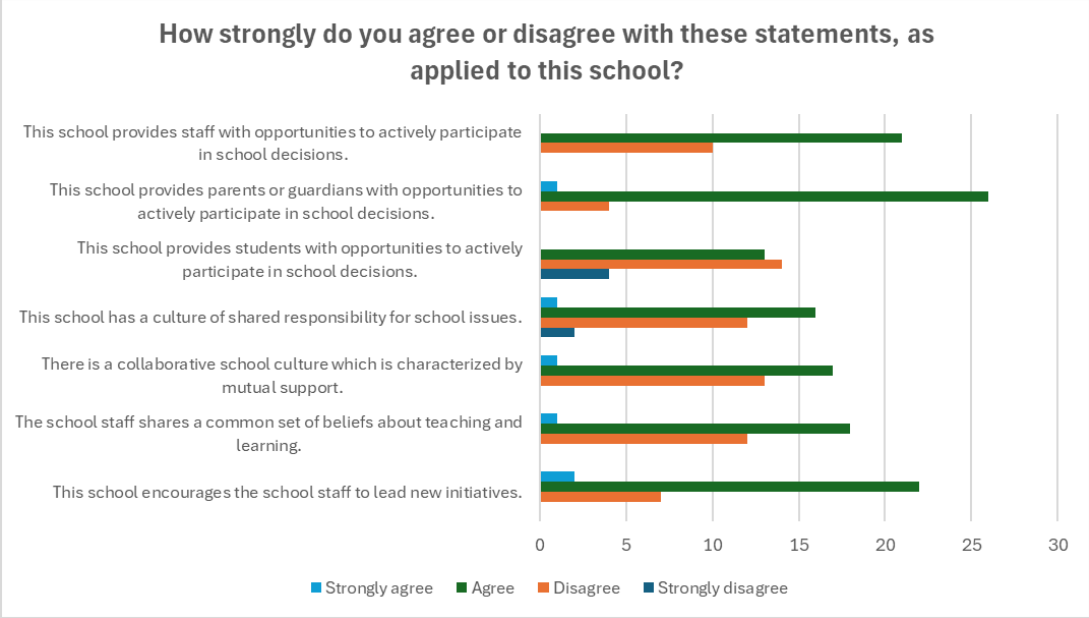
me un po' di democrazia nell'organizzazione della scuola è andata persa dal Preside vecchio tipo al Preside-Manager». (FG-3, Pos. 43, Speaker: T-18)

The principal provides guidance in decision-making based on directives they receive from the Ministry (CCE-C-3, Pos. 31). The principal exercises organizational autonomy by proposing choices such as the school calendar and activity organization to the teachers (CCE-C-3, Pos. 31). The principal has several responsibilities, including safety and class formation; otherwise, the principal has no power (VDS-3, Pos. 35) and operates through boards and commissions. This responsibility allows them to make decisions independently, as they are personally accountable for them (FG-3, Pos. 45).

Completely absent is student participation in the decision-making process. Even in lower secondary schools, students are considered too young (VDS-3, Pos. 22-24). Teachers within the classes can encourage their participation, depending on their willingness to work beyond the scheduled hours, take time away from teaching, and dedicate that time to student participation in the organization (CCE-C-3, Pos. 47). According to the former coordinator, this also depends on the specific classes and maturity levels of the students (CCE-C-3, Pos. 53). In addition, there are no student representatives at the school level.

Data on stakeholder participation in decision-making also confirms this variability. Response frequencies indicate a general perception of stakeholder participation in decision-making process, with the exception of student participation, which registered more negative responses. Specifically, the mean of 18.5 (SD = 2.73) shows a moderate perception regarding participation, albeit variable, suggesting that while participation is moderate, teachers' perceptions of involvement may differ (Figure 103).

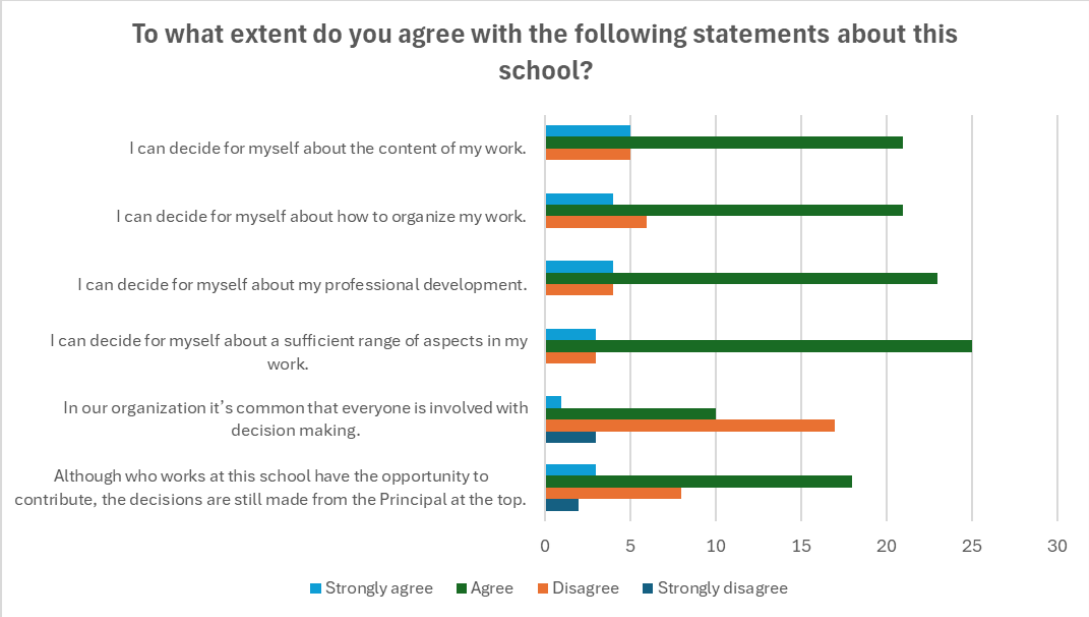
There is wide variability also in the mean score for participation in decision-making (T_DLPDM), which is 16.5 (SD = 2.54) Contrary to previously collected data, more negative responses were recorded regarding the participation of all school members in decision-making processes (item e); this is reinforced by the fact that, according to teachers, even if there is involvement in decision-making, decisions are still made by the principal at the top (item f) (Figure 104).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	31	0	18.5	0.490	19.0	2.73	13.0	24.0

Figure 103: Participation among stakeholders (T3STAKE) in S-3 (N=31).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_DLPDM	31	0	16.5	0.456	16.0	2.54	11.0	23.0

Figure 104: Decision-making process (T_DLPDM) in S-3 (N=31).

The detail on the items that comprise the scale T_DLPDM shows a fair amount of teaching autonomy on the part of teachers, although less than that of teachers in the other two described schools.

Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
DLTQ20A	31	0	3.00	0.1037	3	0.577	2	4
DLTQ20B	31	0	2.94	0.1030	3	0.574	2	4
DLTQ20C	31	0	3.00	0.0927	3	0.516	2	4
DLTQ20D	31	0	3.00	0.0803	3	0.447	2	4

Table 54: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' decision-making autonomy in S-3 (N=31).

According to the data, teaching staff members perceive a moderate level of decision-making autonomy when it comes to the content of their work (DLTQ20A), professional development (DLTQ20C), and other aspects (DLTQ20D), but they perceive less autonomy when it comes to work organization (DLTQ20B) (Table 54).

Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	31	0	40.4	0.894	40.0	4.98	30.00	52.0
T3SEENG	31	0	12.0	0.358	12.0	1.99	8.00	16.0
T3SEINS	31	0	13.1	0.304	13.0	1.69	9.00	16.0
T3SECLS	31	0	12.4	0.337	12.0	1.87	9.00	16.0

Table 55: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-3.

Despite fair levels of autonomy in decision-making, teachers' self-efficacy yielded positive results, with an overall mean score of 40.4 (SD = 4.98). However, the standard deviation and range of scores (Table 55) reveal significant variability, as illustrated in the density plot (Figure 105). Specifically, teachers' sense of self-efficacy is higher in the case of classroom teaching (T3SEINS), despite the variability in individual perceptions. There appears to be a favorable self-efficacy also in student engagement (T3SEENG)

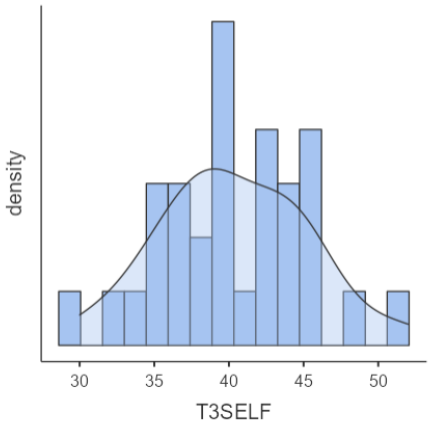


Figure 105: Density plot related to T3SELF in S-3.

and classroom management (T3SECLS), with a mean score of 12.0 (SD = 1.99) and 12.4 (SD = 1.87), respectively.

8.4.3 Self-evaluation and monitoring process in S-3

The school's organizational and project choices for the school year are monitored and reported in the *Rapporto di autovalutazione*. This document is structured by the evaluation working group, focusing on the school's weaknesses, strengths, and improvement areas (CCE-C-3, Pos. 23).

The vice principal reports that the teachers monitor the projects they implement, using the same evaluation tools for civic education projects as they do for all other activated projects (VDS-3, Pos. 67).

For the evaluation of the activities carried out for civic education, the school considers whether the students liked activities, whether they aroused their interest, and the rating they obtained (CCE-C-3, Pos. 25), but any specific tools are used for this purpose. In fact, S-3 provides no specific satisfaction questionnaires or documentation. However, without a school coordinator in S-3, there is no specific figure who collects data on civic education (CCE-C-3, Pos. 23).

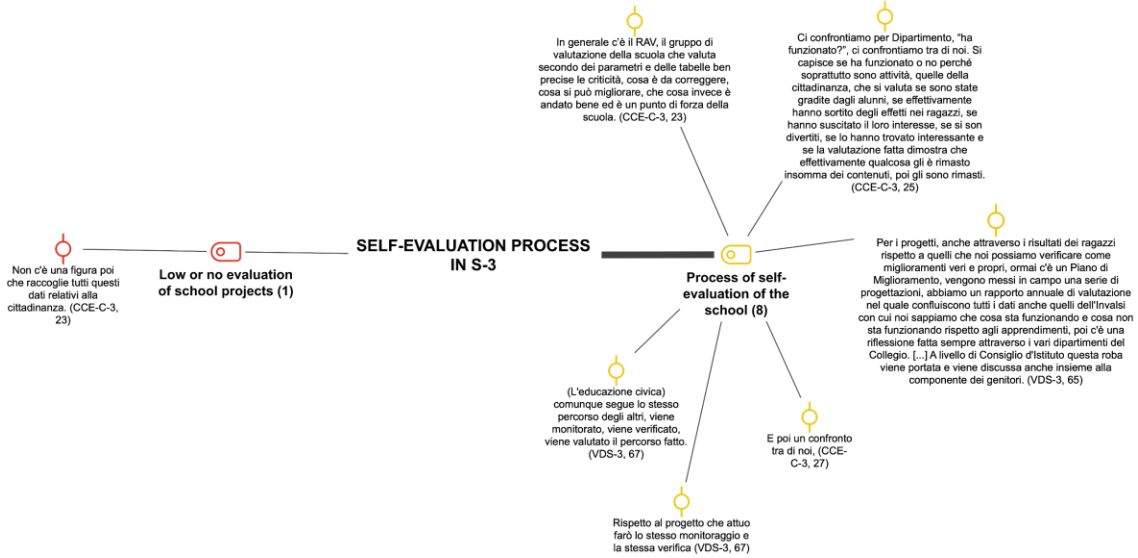


Figure 106: Single-case model related to process of self-evaluation in S-3. Map created with MaxMap (MAXQDA 2024).

Student performance on assessment tests serves as the basis for evaluating the effectiveness of a project. Through the drafted *Piano di miglioramento*, which incorporates both teachers-collected data and data from the INVALSI tests, the Teachers Board engages

in discussion about the effective and ineffective aspects of learning. The School Board then discuss the data alongside the parent component (VDS-3, Pos. 65).

8.5 School governance in S-4

8.5.1 Collaboration among school community in S-4

There are five *funzioni strumentali* in the S-4, one for each area: the PTOF coordination and revision area; the evaluation and self-evaluation area; the open school area; the continuity and guidance area; and the equal opportunities for educational success area. Of these, four are lower secondary school teachers, and one is an elementary school teacher.

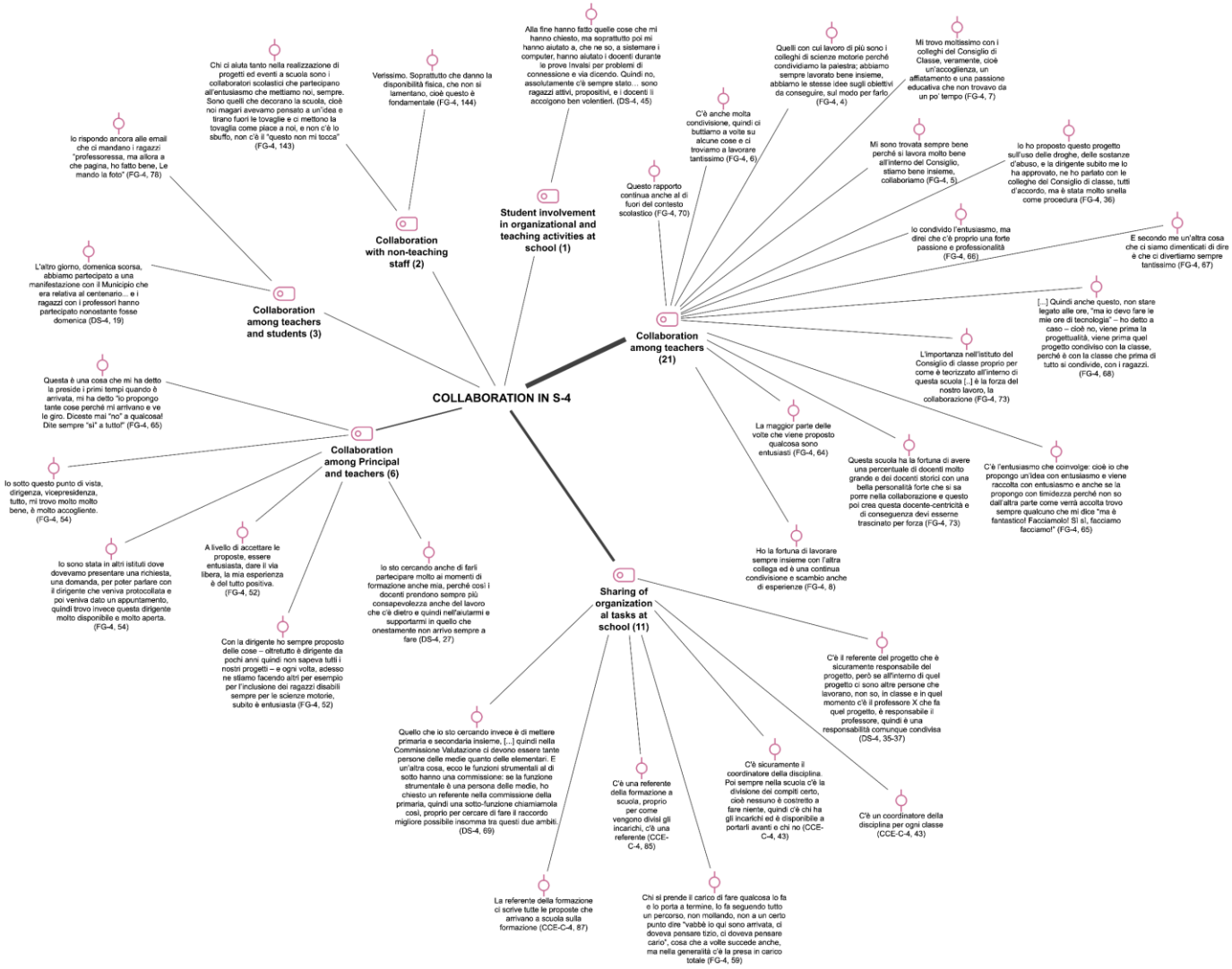


Figure 107: Single-case model related to the collaboration and distribution of tasks and roles in S-4. Map created with MaxMap (MAXQDA 2024).

The *funzioni strumentali* are accompanied by the department heads, who are six teachers with the task of coordinating the disciplinary departments and mediating the proposals of the teachers of each department to the Teachers Board.

There are also two principal's aides, who constitute the *Staff di Dirigenza*, and two school co-adjutors, who are responsible for overseeing the efficient operation of the work and addressing any issues within each school.

What characterizes the organizational structure of S-4 and the composition of the committees is the presence of an equal number of components for both primary and lower secondary schools. This connection between the two orders of school is also strengthened by the presence of contact persons of the sub-committees related to the *funzione strumentale* belonging to different orders of school: if the *funzione strumentale* is a teacher from the lower secondary school, the coordinator of the sub-committee is a teacher from the primary school, and vice versa (DS-4, Pos. 69). This organization makes it possible to work toward achieving the principal's goal of making S-4 a true inclusive institution characterized by college uniformity and concrete continuity between school orders (DS-4, Pos. 63-67).

> «Innanzitutto, c'è un lavoro proprio, come dire, tra persone, quindi cercare di coinvolgere tanto la primaria quanto la secondaria, fare gruppi di lavoro che siano sempre... come dire ehm… che comprendano sia un ciclo che un altro, un ordine di scuola che l'altro, quindi lo staff in cui ci si incontra in poche persone, quindi un sotto-collegio piccolino, diciamo così, in cui appunto siano presenti tutti. […] E un'altra cosa, ecco le funzioni strumentali al di sotto hanno una commissione: se la funzione strumentale è una persona delle medie, ho chiesto un referente nella commissione della primaria, quindi una sotto-funzione chiamiamola così, proprio per cercare di fare il raccordo migliore possibile insomma tra questi due ambiti». (DS-4, Pos. 67-69)

In addition, there are twenty-eight class coordinators and five interclass coordinators for the primary school. In the field of civic education, as previously stated, there are two school-level coordinators and one coordinator for each class (CCE-C-4, Pos. 43).

There is also a contact person for teacher professional development, who communicates the different proposals for professional development to the teachers (CCE-C-4, Pos. 85-87).

The responsible teachers for each project join the more institutional figures, coordinating the activities. Their responsibility is shared with the class teachers, who participate and carry out the activities related to that specific project within their classes (DS-4, Pos. 35-37).

Thus, it is a school characterized by a distribution of tasks and a sharing of responsibilities, but without forcing the teaching staff to participate in the organization of the school (CCE-

C-4, Pos. 43). Those who freely choose to take on an assignment see it through to completion (T-25, FG-4, Pos. 59).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	26	0	12.4	0.521	12.0	2.66	9.00	20.0

Table 56: Descriptive statistics related to teachers' perception of teacher participation in S-4 (N=26).

The scale that measures teachers' perceptions of their participation in school yielded a wide range of responses, with a high mean score of 12.4 (SD = 2.66) (Table 56). This suggests that teachers, on average, perceive moderate participation within the school, with a tail toward the higher scores on the scale, visible in the density plot (Figure 108). However, the range of scores from a low of 9.00 to a high of 20.0 shows differences in teachers' individual perceptions.

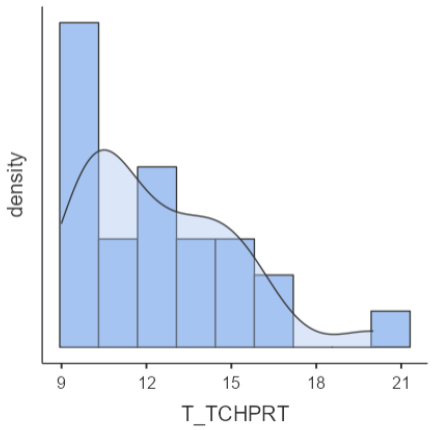


Figure 108: Density plot related to T_TCHPRT in S-4.

The Class Council, as envisioned within the school, primarily realized teaching staff collaboration (T-29, FG-4, Pos. 73; T-23, FG-4, Pos. 5). The primary emphasis on shared planning over discipline-specific curricula, which teachers first share with students, fosters the implementation of many interdisciplinary projects (T-25, FG-4, Pos. 68).

Projects, initially proposed to the principal and then to the Teachers Board (T-27, FG-4, Pos. 36), foster a sense of fellowship and passion among colleagues (T-27, FG-4, Pos. 7). Collaboration also occurs within departments, particularly in the case of Physical Education teachers. This is due to their shared use of the gymnasium, which necessitates their teaching of parallel classes, sharing of objectives, and discussion of teaching methods (T-30, FG-4, Pos. 4; T-24, FG-4, Pos. 8).

Colleagues demonstrate collaboration by sharing proposed activities and projects (T-22, FG-4, Pos. 6) and demonstrating enthusiasm in receiving and implementing these proposals (T-30, FG-4, Pos. 64; T-25, FG-4, Pos. 65). The personality of the teaching staff includes and draws in even those who tend to remain more aloof, defining the «teacher-centricity» of the school's organizational chart (T-29, FG-4, Pos. 73). Passion, professionalism, and the fun of teaching staff are associated with enthusiasm (T-31, FG-4, Pos. 66; T-28, FG-4, Pos. 67).

The results regarding cooperation at school confirm the positive teachers' perceptions, with a mean of 30.1 (SD = 8.16), the highest recorded in the four schools, compared to the high variability of responses shown by the standard deviation and range of scores, also visible in the graph (Figure 109). The median value also confirms high levels of cooperation among teachers. These results are visible in the density plot, where the distribution tends toward high values, with a concentration of teachers scoring between 25 and 35 (Table 57).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	26	0	30.1	1.600	29.5	8.16	13.00	43.0
T3COLES	26	0	12.9	0.882	11.0	4.50	6.00	22.0
T3EXCH	26	0	17.2	0.899	18.0	4.58	6.00	22.0

Table 57: Descriptive statistics related to the teachers' cooperation in the S-4 (N=26).

The T3COOP scale's two subscales provide more detail on school collaboration. Specifically, the T3COLES subscale, inherent to teacher collaboration in lessons, has a mean of 12.9 (SD = 4.50), indicating cooperation is present but with differences in perceptions. In contrast, the results of the T3EXCH subscale, which assesses exchange and coordination among teachers, show a mean of 17.2 (SD = 4.58), indicating greater uniformity in perceptions, despite variability.

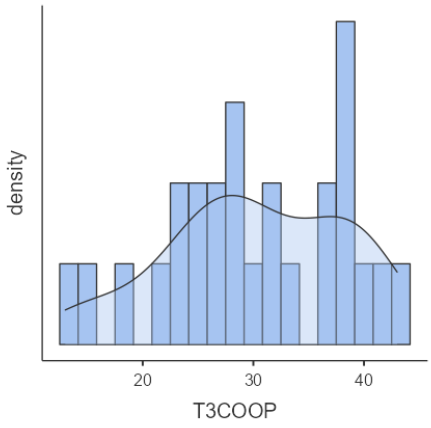


Figure 109: Density plot related to T3COOP in S-4.

This variability could be explained by the fact that joint planning and cooperation can be complex, and teachers strive for greater harmony in its execution (T-22, FG-4, Pos. 50). Moreover, despite their involvement in assignments and tasks, teachers often struggle with communication, leading to a situation where the coordinators share the choices made with teachers, which then become difficult in their implementation (T-26, FG-4, Pos. 61). Therefore, it is important to support and encourage even more full participation of teaching staff, minimizing passivity (CCE-C-4, Pos. 71).

The principal, who tends to be very welcoming of teachers' project proposals, shares the teachers' enthusiasm. The principal tends to propose many initiatives to the teachers, which they always accept (T-25, FG-4, Pos. 65); and vice versa, the teachers propose to the

principal, who tends to accept the proposals (T-24, FG-4, Pos. 52). Continuous confrontation between principals and teachers, characterized by the speed of reception procedures compared to other institutions, further supports this collaboration (T-31, FG-4, Pos. 54).

Collaboration transcends the teaching aspect and embraces professional development, whereby teachers are also involved in the principal's professional development initiatives to promote greater awareness of the duties she performs and to support her in tasks that she would not be able to complete alone (DS-4, Pos. 27).

In carrying out projects and activities, teachers also cooperate with members of the non-teaching staff, who participate enthusiastically in classroom set-ups, for example (T-25, FG-4, Pos. 143; T-22, FG-4, Pos. 144).

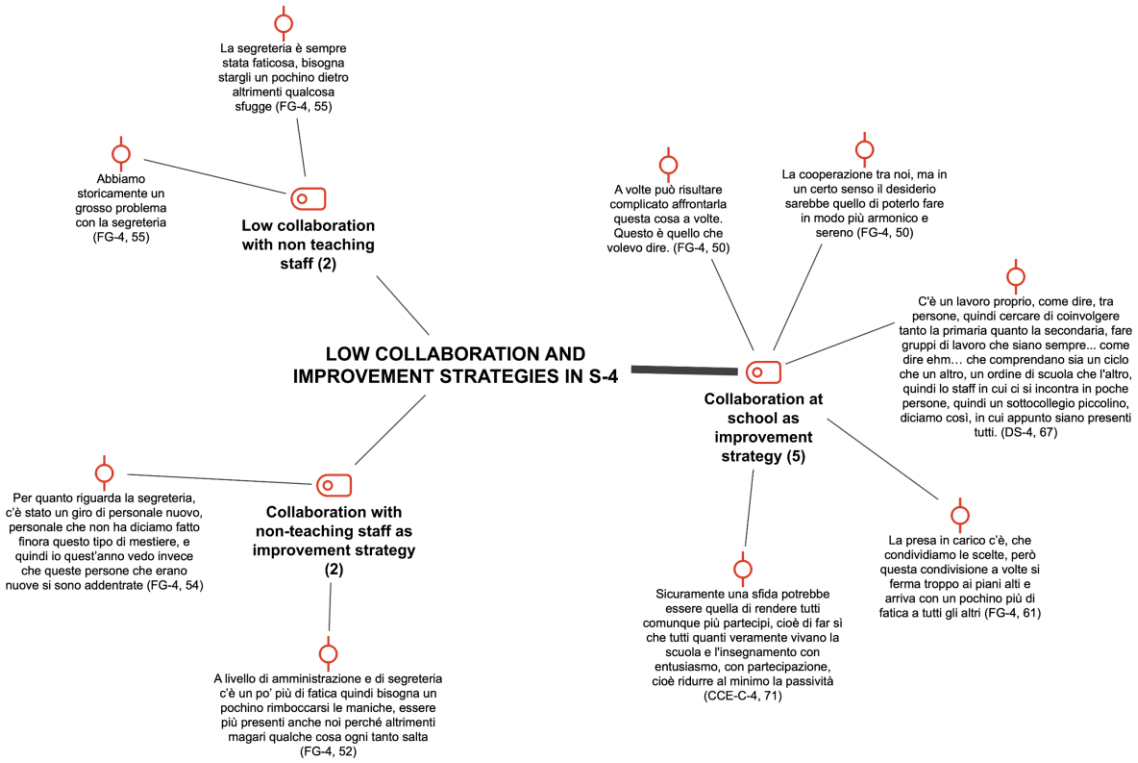


Figure 110: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-4. Map created with MaxMap (MAXQDA 2024).

On the other hand, the school has consistently experienced issues with the secretary's office. Therefore, it is crucial for teachers to ensure that administrative procedures are accurate and comprehensive (T-24, FG-4, Pos. 52). Recent problems have also been caused by the arrival of new staff who, having never done this job before, needed to learn it (T-31, FG-4, Pos. 54).

High levels of collaboration are also perceived between teachers and students (DS-4, Pos. 19; T-31, FG-4, Pos. 78). Students are active and proactive; they actively participate in school organization and activities, including providing technical support during INVALSI tests (DS-4, Pos. 45).

8.5.2 Decision-making process in S-4

The organization outlined by S-4 takes the form of a pyramidal structure, with the Executive Staff and *funzioni strumentali* at the apex, followed by committees and sub-committees (DS-4, Pos. 27). This collegiality solidifies the school's decision-making processes, involving everyone through majority voting and deliberation (CCE-C-4, Pos. 75-76-77). Teachers receive material for deliberation in advance, allowing them time to be informed and provide any appropriate comments. The Teachers Board then approves or rejects the changes, the

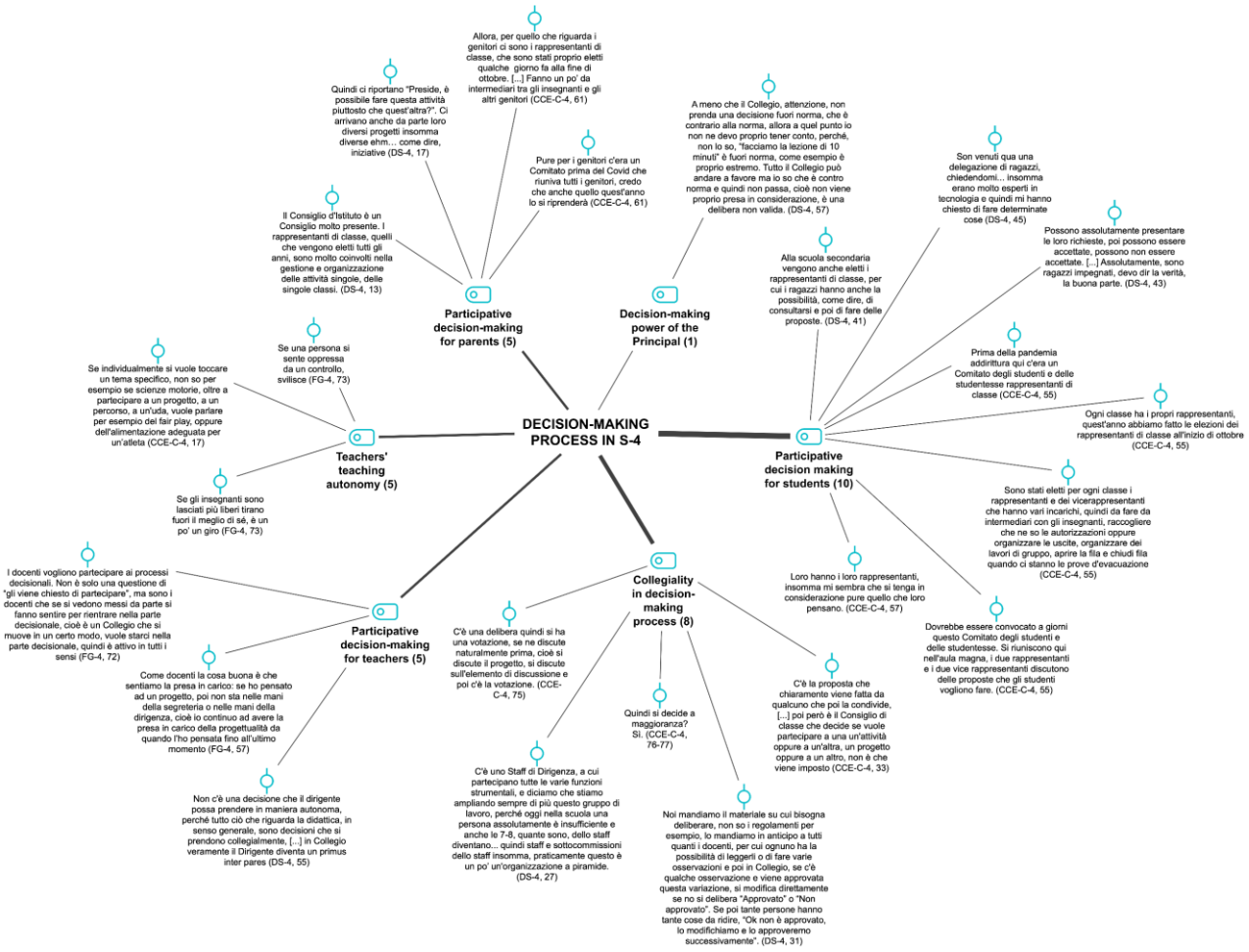


Figure 111: Single-case model related to the decision-making process in S-4. Map created with MaxMap (MAXQDA 2024).

proposal or related document (DS-4, Pos. 31). Individual class councils have the freedom to decide whether or not to participate in deliberated projects (CCE-C-4, Pos. 33).

The principal does not have autonomous decision-making power, as all decisions go through the Teachers Board, within which the principal is a *primus inter pares* (DS-4, 55). The only exception is in the case that the Board makes a decision outside the norm; if it happens, it would be an invalid resolution and the principal would have to disregard it (DS-4, Pos. 57).

> «Non c'è una decisione che il dirigente possa prendere in maniera autonoma, perché tutto ciò che riguarda la didattica, in senso generale, sono decisioni che si prendono collegialmente; è chiaro che il dirigente dà un indirizzo, come dire una guida, però teoricamente potrebbe assolutamente essere messo in minoranza. […] Per cui insomma in Collegio veramente il Dirigente diventa un *primus inter pares*». (DS-4, Pos. 55)

Teachers' involvement in decision-making is based on their own willingness to participate, not from an imposition or external demand (FG-4, Pos. 72). This pertains to the total taking charge, where the teacher who initiates a project assumes responsibility for it from its inception to its completion (T-25, FG-4, Pos. 57).

The decision-making process also involves parents and students.

Families have class representatives in the school who act as intermediaries between teachers and parents (CCE-C-4, Pos. 61), as well as representatives who are members of the School Council and are involved in the governance and organization of activities (DS-4, Pos. 13). Parents, through their representatives, also participate in proposing initiatives and projects to the principal (DS-4, Pos. 17). Prior to the Covid-19 pandemic, there was also a Parent Committee (CCE-C-4, Pos. 61), although the principal stated instead that it never existed (DS-4, Pos. 23).

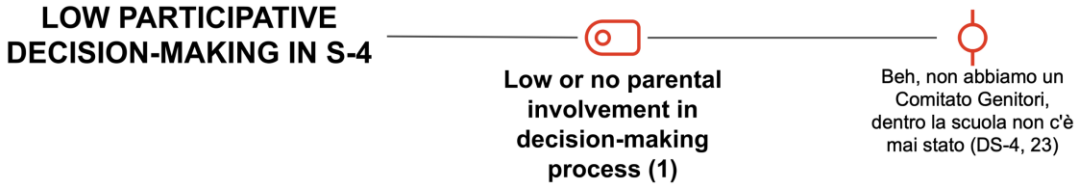
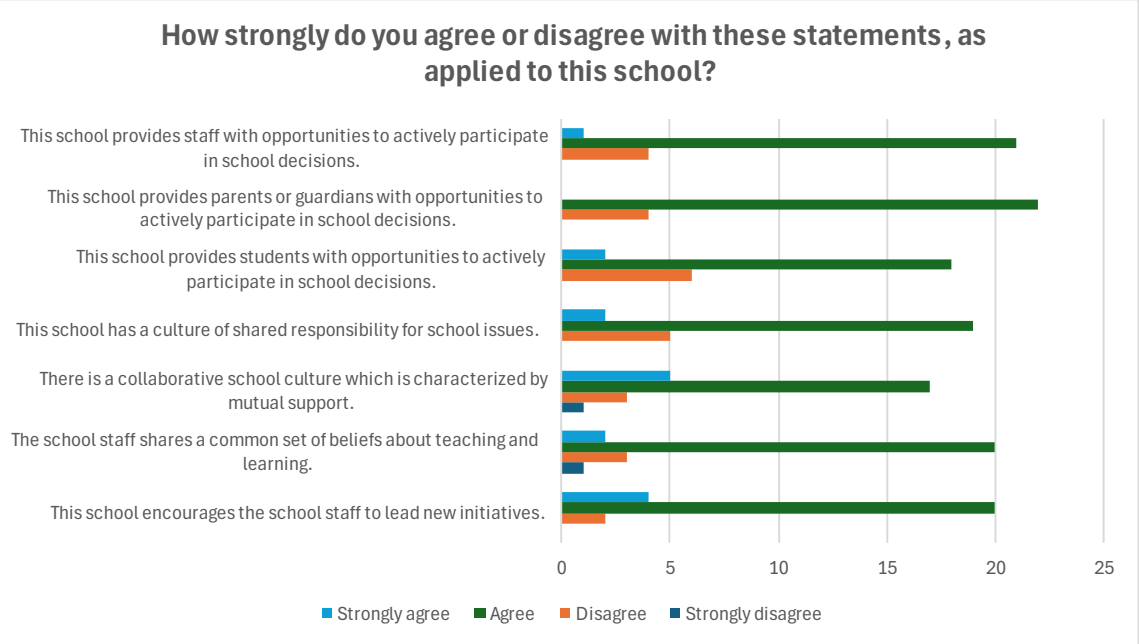


Figure 112: Single-case model related to low participation in decision-making process in S-4. Map created with MaxMap (MAXQDA 2024).

Students participate in decision-making and school organization by electing student representatives in lower secondary school classes (CCE-C-4, Pos. 55-57), who can consult and submit proposals to the principal for acceptance or rejection (DS-4, Pos. 41-43-45). Class

representatives then take on certain tasks within the class, such as acting as intermediaries with teachers, collecting authorizations, organizing educational outings, and organizing group works (CCE-C-4, Pos. 55). Prior to the Covid-19 pandemic, the Student Committee, reestablished in the 2022-2023 school year, convened all class representatives. The new Committee, which will meet to discuss student proposals, consists of the two student representatives and the two vice representatives (CCE-C-4, Pos. 55).

The results of stakeholder participation in the decision-making process (T3STAKE) indicate a high level of involvement. The mean score is 20.4 (SD = 2.80), suggesting a fair degree of uniformity in teachers' perceptions. In fact, the response frequencies show that most teachers agree that the school provides opportunities for staff, parents, and students to participate in the school's decision-making processes (items a, b, c), although there is a small minority who do not share this view (Figure 113).



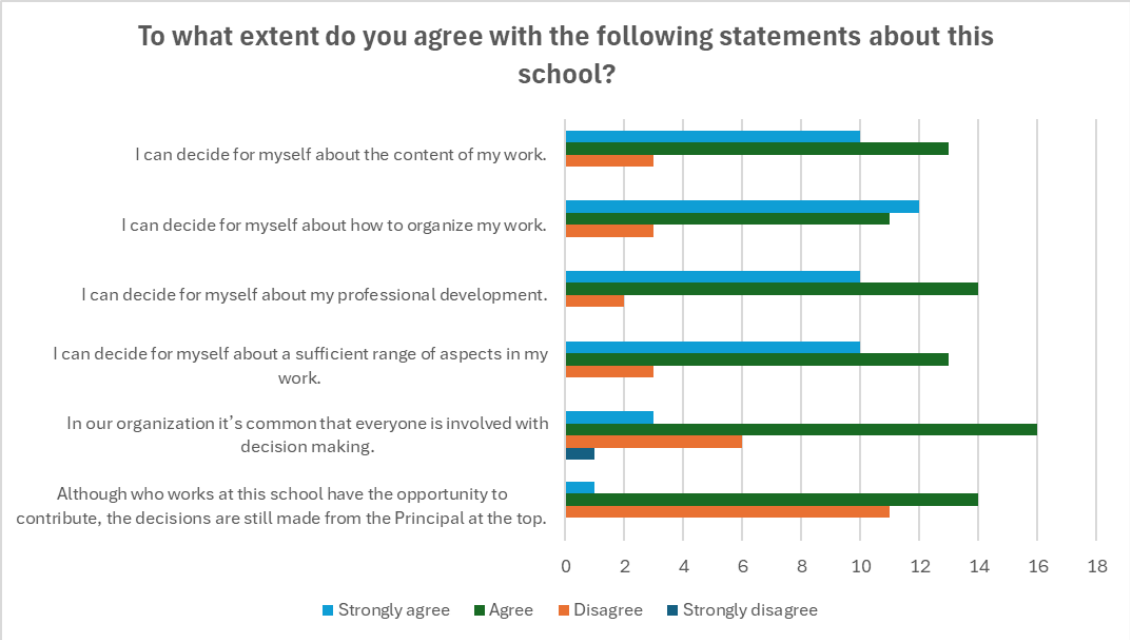
Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	26	0	20.4	0.550	21.0	2.80	12.0	25.0

Figure 113: Participation among stakeholders (T3STAKE) in S-4 (N=26).

Results on decision-making autonomy and involvement in decision-making processes (T_DLPDM) also had very high scores, with a mean of 18.4 (SD = 2.98). The median of 18 also reflects a general trend toward agreeing that teachers have high autonomy in their work.

Particular attention should be paid to item f, which had a higher number of disagreements than the other schools. This indicates that while most respondents believe that the principal still makes the decisions, even when the school community participates in the decision-making process, a significant group of teachers disagrees (Figure 114).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_DLPDM	26	0	18.4	0.585	18.0	2.98	13.0	23.0

Figure 114: Decision-making process (T_DLPDM) in S-4 (N=26).

Analyzing in detail the items related to teachers' decision-making autonomy, it appears that teachers feel they have high levels of autonomy, recording averages ranging from 3.27 to 3.35. The highest values involved autonomy in the organization of their work (DLTQ20B) and in their professional development (DLTQ20C), while slightly lower is autonomy in the content of their work (DLTQ20A) and in other aspects (DLTQ20D) (Table 58). Thus, teaching autonomy is fostered and guaranteed, because if teachers are left free, they bring out the best in themselves; if they are oppressed by control, they debase (T-29, FG-4, Pos. 73).

	N	Missing	Mean	Median	SD	Minimum	Maximum
DLTQ20A	26	0	3.27	3.00	0.667	2	4
DLTQ20B	26	0	3.35	3.00	0.689	2	4
DLTQ20C	26	0	3.31	3.00	0.618	2	4
DLTQ20D	26	0	3.27	3.00	0.667	2	4

Table 58: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' decision-making autonomy in S-4.

High scores in teacher autonomy were associated with moderate scores inherent in perceived sense of self-efficacy (T3SELF).

Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	26	0	39.2	1.018	39.5	5.19	26.00	48.0
T3SEENG	26	0	12.0	0.316	12.0	1.61	8.00	15.0
T3SEINS	26	0	12.3	0.384	12.0	1.96	8.00	16.0
T3SECLS	26	0	11.9	0.388	12.0	1.98	8.00	16.0

Table 59: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-4.

The distribution of scores had a mean score of 39.4 (SD = 5.19) and high variability, confirming a moderately high level of self-efficacy, although with some variability in scores. Most respondents scored between 35 and 40, as depicted in the density plot (Figure 115). Specifically, teachers feel they are most effective in teaching (T3SEINS) and student engagement (T3SEENG), recording mean scores of 12.3 (SD = 1.96) and 12.0 (SD = 1.61), respectively. Slightly lower is the mean score inherent in the sense of self-efficacy in classroom management (T3SECLS), which is 11.9 (SD = 1.98) (Table 59).

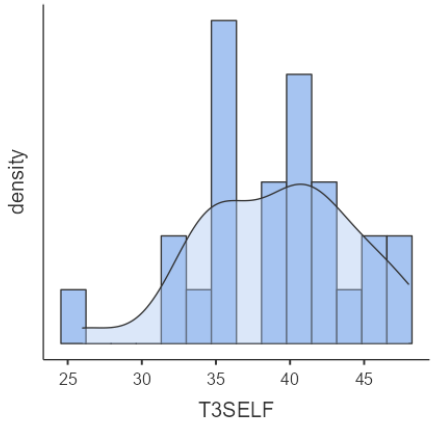


Figure 115: Density plot related to T3SELF in S-4.

8.5.3 Self-evaluation and monitoring process in S-4

The process of monitoring and evaluation of the project work activated in S-4 is done by using project sheets for all the ones in the PTOF (CCE-C-4, Pos. 51), which are broken up into initial, intermediate, and final sheets.

In the case of civic education projects, the school coordinator creates a digital directory from the project sheets and final reports produced by the civic education class coordinators. This directory includes the activities deemed most interesting and truly cross-curricular, allowing for their continuation and repetition in the following year (CCE-C-4, Pos. 29).

Beyond the more bureaucratic part, which is structured by means of social reporting and the principal's report, monitoring and evaluation of the projects also occurs through continuous confrontation between the Staff and the Teachers Board, whereby projects are rethought, adjusted, or eliminated (DS-4, Pos. 55). In addition to this, there are meetings between the teachers to hear their opinions on the activity carried out (CCE-C-4, Pos. 49). Therefore, the feedback on the actions and their impact on students leads to the final reporting (DS-4, Pos. 59-61). The activities that were considered most effective are then re-proposed in the PTOF (CCE-C-4, Pos. 31).

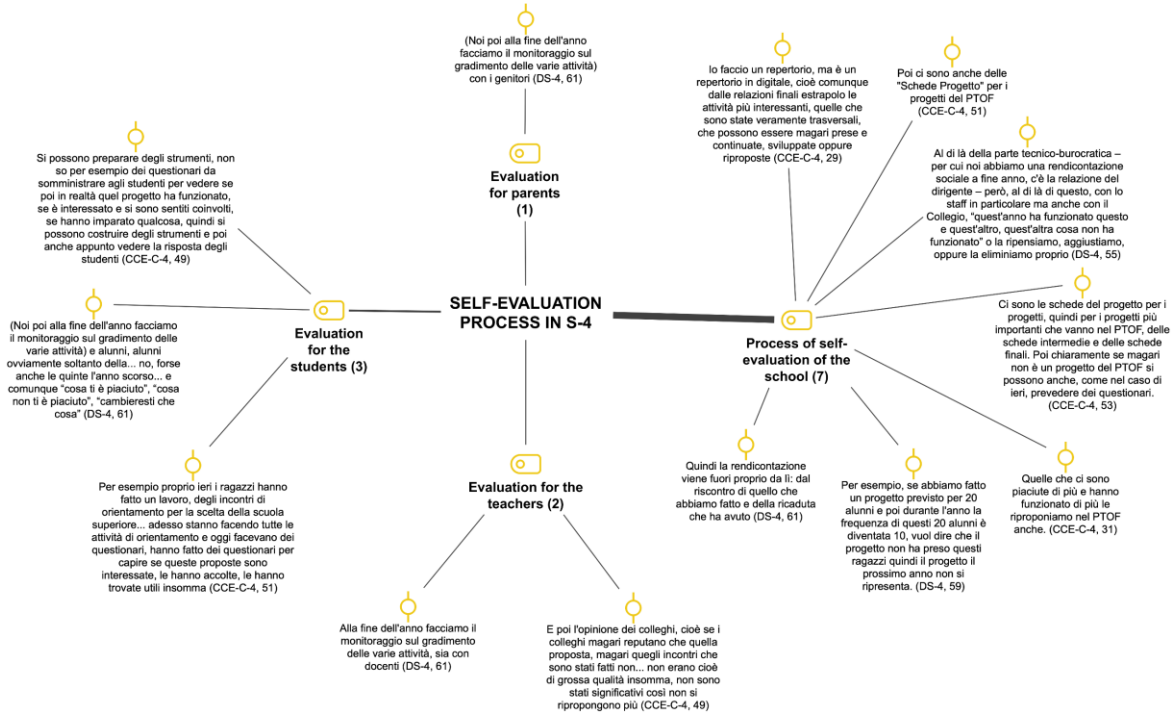


Figure 116: Single-case model related to process of self-evaluation in S-4. Map created with MaxMap (MAXQDA 2024).

The school's monitoring and evaluation process is also accompanied by questionnaires on the enjoyment of activities, administered to teachers, parents, and students (DS-4, Pos. 61).

With specific reference to students, questionnaires on the implemented activities were administered to 5th-grade primary students and all lower secondary students, asking them about their preferences, dislikes, and potential changes (DS-4, Pos. 61; CCE-C-4, Pos. 51).

In the case of projects not included in the PTOF, questionnaires may also be provided (CCE-C-4, Pos. 53).

There were no difficulties or areas for improvement inherent in the school's monitoring and evaluation process.

8.6 School governance. First similarities and differences among the schools in Rome

School governance, which most typifies the school's organizational structure, is the area in which the four schools of Rome differ the most. Governance, the presence and number of committees, and coordinators – which accompany the presence of the collegial bodies required by the regulations – are defined by the school itself in accordance with the characteristics of the territory and the target in which the school operates.

The organizational chart in the PTOF shows that there are a different number of *funzioni strumentali* and different afferent areas. This is the first structural difference that stands out. In school S-1, there are 12 *funzioni strumentali*; in S-2, there are 8 *funzioni strumentali*; in S-3, there are 13 *funzioni strumentali*; and in S-4, there are 5 *funzioni strumentali*. In the latter case, *funzioni strumentali* are paired with a coordinator of the sub-committee related to it. Commissions related to the *funzione strumentale* are also present in S-1.

Through the questionnaire, it was possible to analyze teachers' perceptions related to their participation in the school by asking them how many teachers they thought were willing to participate in a range of organizational activities. Analysis of the distributions (Figure 117) and related descriptive statistics showed a difference among schools. Specifically, the descriptive plots reveal higher levels of participation in school in S-1 and S-4, while S-3 also exhibits moderate levels of participation. In S-2, the lowest levels of participation are present.

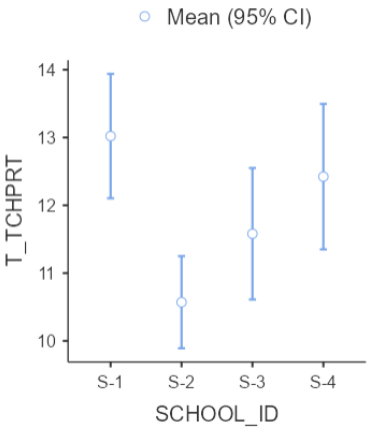


Figure 117: Descriptive plots of the distributions of the four schools in Rome in T_TCHPRT.

This difference was found to be statistically significant through one-way ANOVA analysis, yielding an F-value of 5.39 (p <.01) (Table 60).

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T_TCHPRT	5.39	3	128	0.002

Table 60: One-Way ANOVA related to teachers' perception of teacher participation at school (T_TCHPRT) in the four schools in Rome (N=132).

The Tukey post-hoc test revealed there was a statistically significant mean difference regarding teachers' participation in school organization between S-1 and S-2, which was found to be 2.45 (p < .01) (Table 61).

Tukey Post-Hoc Test – T_TCHPRT

		S-1	S-2	S-3	S-4
S-1	Mean difference	—	2.45 **	1.44	0.598
	p-value	—	0.001	0.098	0.797
S-2	Mean difference		—	-1.01	-1.852
	p-value		—	0.473	0.059
S-3	Mean difference			—	-0.842
	p-value			—	0.639
S-4	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 61: Tukey post-hoc test on teachers' perceptions of teacher participation at school (T_TCHPRT) in the four schools in Rome (N=132).

The same results do not emerge when referring to collaboration among teachers within the school, which is one of the aspects that defines the school's organizational climate. Specifically, collaboration was surveyed using the multidimensional scale T3COOP and its two subscales, which relate to teachers' collaboration in lessons (T3COLES) and exchange and coordination among teachers (T3EXCH).

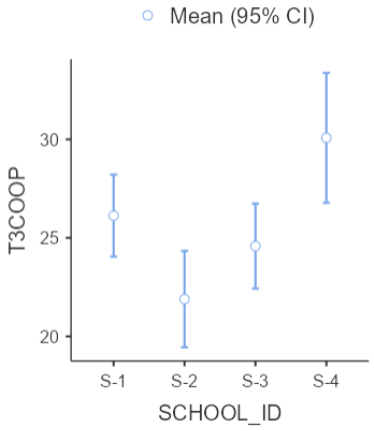


Figure 118: Descriptive plots of the distributions of the four schools in Rome in T3COOP.

Already from the density plots on the frequency distributions on the scale T3COOP (Figure 118), differences appear between S-4 and the other three schools, which scored lower than the first one. The descriptive plots of T3COLES (Figure 119), which illustrate classroom collaboration among teachers, highlight the significant differences between S-4 and the other three schools. The results of teachers' exchange and coordination (Figure 120) thin these differences, indicating that, at different levels, it represents the mode that most concretizes teacher collaboration within the school.

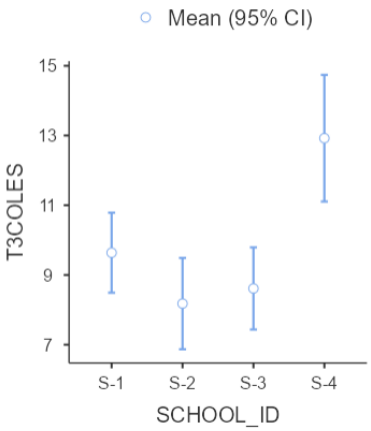


Figure 119: Descriptive plots of the distributions of the four schools in Rome in T3COLES (T3COOP subscale).

The descriptive plots first conclusively show that S-2 had the lowest levels of teacher collaboration, while S-4 had the highest levels. The results of the one-way ANOVA show statistically significant differences in the scores recorded on the scale and subscales. Specifically, the T3COOP multidimensional scale recorded an F-value of 6.67 ($p < .001$), while the T3COLES and T3EXCH subscales had F-values of 8.68 ($p < .001$) and 4.20 ($p < .01$), respectively (Table 62).

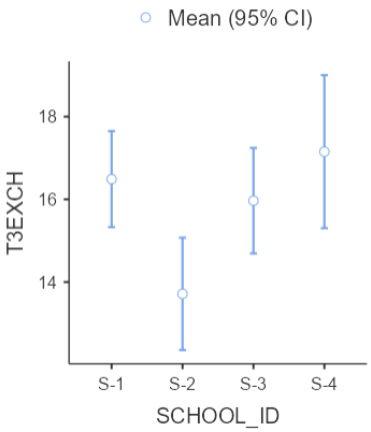


Figure 120: Descriptive plots of the distributions of the four schools in Rome in T3EXCH (T3COOP subscale).

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T3COOP	6.67	3	128	< .001
T3COLES	8.68	3	128	< .001
T3EXCH	4.20	3	128	0.007

Table 62: One-Way ANOVA related to teachers' collaboration at school (T3COOP) and related subscales inherent to lesson collaboration (T3COLES) and teacher exchange and coordination (T3EXCH) in the four schools in Rome (N=132).

The Tukey post-hoc test conducted on the T3COOP scale (Table 63) showed that there was a significant mean difference of 8.18 ($p <.001$) between S-4 and S-2 and of 5.50 ($p <.05$)

between S-4 and S-3. On the other hand, we find no statistical significance in the difference between S-1 and S-4.

Tukey Post-Hoc Test – T3COOP

		S-1	S-2	S-3	S-4
S-1	Mean difference	—	4.23	1.55	-3.95
	p-value	—	0.054	0.767	0.094
S-2	Mean difference		—	-2.69	-8.18 ***
	p-value		—	0.443	< .001
S-3	Mean difference			—	-5.50 *
	p-value			—	0.017
S-4	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 63: Tukey post-hoc test on teachers' cooperation (T3COOP) in the four schools in Rome (N=132).

In terms of collaboration, what most distinguishes S-4 from the other three schools – particularly S-3 and S-4 – is the collaboration between teachers during classes. Specifically, between S-4 and S-1 there is a mean difference of 3.28 (p <.01), between S-4 and S-2 of 4.74 (p <.001), and between S-4 and S-3 of 4.31 (p <.001) (Table 64).

Tukey Post-Hoc Test – T3COLES

		S-1	S-2	S-3	S-4
S-1	Mean difference	—	1.46	1.025	-3.28 **
	p-value	—	0.372	0.645	0.003
S-2	Mean difference		—	-0.434	-4.74 ***
	p-value		—	0.971	< .001
S-3	Mean difference			—	-4.31 ***
	p-value			—	< .001
S-4	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 64: Tukey post-hoc test on teachers' cooperation in lessons (T3COLES) in the four schools in Rome (N=132).

Teacher exchange and coordination differed significantly between S-1 and S-2 and between S-4 and S-2. The mean differences were 2.78 (p <.05) and 3.440 (p <.01), respectively (Table 65).

Tukey Post-Hoc Test – T3EXCH

		S-1	S-2	S-3	S-4
S-1	Mean difference	—	2.78 *	0.522	-0.664
	p-value	—	0.018	0.938	0.898
S-2	Mean difference		—	-2.253	-3.440 **
	p-value		—	0.123	0.008
S-3	Mean difference			—	-1.186
	p-value			—	0.662
S-4	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 65: Tukey post-hoc test on teachers' coordination and exchange (T3EXCH) in the four schools in Rome (N=132).

As a result, collaborative climate within the school is what most distinguishes S-4 from the other three schools, including S-1, not deviating significantly in the other areas analyzed.

The school community's participation in decision-making process is the final surveyed element that sets school governance apart. A top-down decision-making process, where decisions stem from an exercise of power resulting from the role occupied, differs from a democratic environment that fosters openness, collaboration, and participation.

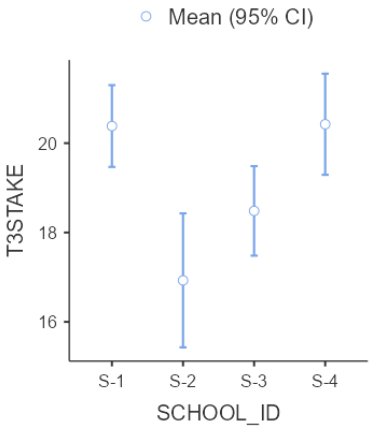


Figure 121: Descriptive plots of the distributions of the four schools in Rome in T3STAKE.

Decision-making was surveyed using two questions, the first pertaining to stakeholder participation (T3STAKE) and the second related to teachers' autonomy in decision making (T_DLPDM), which is a subscale of distributed leadership, according to the study conducted by Duif et al. (2013).

Analyses of the distributions show different results and perceptions of teachers in the four schools. Focusing on the descriptive plots of stakeholders' participation in decision-making,

we found higher levels of involvement in S-1 and S-4, and moderate levels in S-3. Again, far lower levels were found in S-2 (Figure 121).

However, the distributions shift when considering the results of teachers' autonomy in decision-making, with the highest levels recorded in S-4, first, and S-1, then. Lower levels mainly affect S-3, preceded by S-2 (Figure 122).

The one-way ANOVA shows that there is a statistically significant difference between schools for both the T3STAKE and T_DLPDM scales, with F-values of 8.90 ($p < .001$) and 4.22 ($p < .01$), as shown in Table 66.

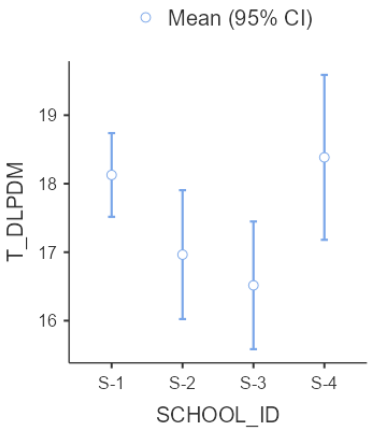


Figure 122: Descriptive plots of the distributions of the four schools in Rome in T_DLPDM.

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T3STAKE	8.90	3	128	< .001
T_DLPDM	4.22	3	128	0.007

Table 66: One-Way ANOVA related to participation of stakeholders in decision-making process (T3STAKE) and teachers' autonomy in decision-making (T_DLPDM) in the four schools in Rome (N=132).

The Tukey post-hoc test on the T3STAKE scale shows statistically significant mean differences of 3.45 ($p <.001$) between S-1 and S-2, and of 1.90 ($p <.05$) between S-1 and S-3, confirming the absence of significant differences with S-4. The latter, on the other hand, had a statistically significant mean difference of 3.4945 ($p <.001$) with S-2. S-2 and S-3 do not differ significantly, nor do S-3 and S-4 (Table 67).

The Tukey post-hoc test on T_DLPDM is partly in line with these results. In S-3, teachers had less decision-making autonomy than in S-1 and S-4. The differences between S-3 and S-1 and S-3 and S-4 are statistically significant at -1.612 ($p <.05$) and -1.868 ($p <.05$), respectively (Table 68). This aspect is reminiscent, for example, of the rigid structure of the Civic Education Curriculum developed by S-3, in contrast to S-1 and S-4, where the curriculum defines guidelines and themes but does not impose specific time limits and content for each subject.

Tukey Post-Hoc Test – T3STAKE

		S-1	S-2	S-3	S-4
S-1	Mean difference	—	3.45 ***	1.90 *	-0.0401
	p-value	—	< .001	0.050	1.000
S-2	Mean difference		—	-1.56	-3.4945 ***
	p-value		—	0.236	< .001
S-3	Mean difference			—	-1.9392
	p-value			—	0.100
S-4	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 67: Tukey post-hoc test on participation of stakeholders in decision-making process (T3STAKE) in the four schools in Rome (N=132).

Tukey Post-Hoc Test – T_DLPDM

		S-1	S-2	S-3	S-4
S-1	Mean difference	—	1.16	1.612 *	-0.257
	p-value	—	0.200	0.027	0.974
S-2	Mean difference		—	0.448	-1.420
	p-value		—	0.897	0.152
S-3	Mean difference			—	-1.868 *
	p-value			—	0.025
S-4	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 68: Tukey post-hoc test on teachers' autonomy in decision-making process (T_DLPDM) in the four schools in Rome (N=132).

The synthesis of the profiles will review the structural characteristics of the previously described schools, highlighting points of contact and differences from the WSA organizational model and outlining the characteristics of emerging leadership.

Chapter 9. Civic education, school governance, and leadership. School profiles in Rome

The descriptions of how civic education is taught and learned, how schools work with the local community, and how they are run, along with the differences between them, helped to show how the four schools in Rome differ to each other due to the organizational structure resulting from the application of national legislation and school autonomy.

By describing the school profile, we can delineate the principal's profile, which stems from the leadership style within the school organization. These aspects will then enable us to identify the school's structural and organizational features that support effective CCE pathways and practices for promoting democratic learning environments relevant to the WSA.

9.1 Between the democratic and bureaucratic leadership styles in S-1

The S-1 school, located in Rome's Municipality V, consists of two primary and two lower secondary schools. The school's mission rests on the centrality of the student, the valorization of individual differences, active citizenship, collegiality, participation in the shared governance of the school, and the relationship with the territory.

After the implementation of Law No. 92/2019, in September 2021 the S-1 created and disseminated the Civic Education Curriculum. Referring to the national and European regulations, this Curriculum identifies the competences, objectives, and content for civic education by grade 8. The Curriculum divides competences, objectives, and content into the three subject areas identified as constituents of civic education – the Constitution, sustainable development, digital citizenship – without implementing a specification between subjects or defining the hours that each teacher should devote to them.

However, the teaching organization for civic education of the school disregards this structure when it applies the Curriculum. In fact, an ideal time table was defined at the beginning of the school year, meeting the minimum requirement of 33 hours per year stipulated by the Ministry. Additionally, although the Curriculum does not specify a division of the three thematic cores into school grades, the school determined that grade 6 should

focus on digital citizenship, grade 7 on sustainable development, and grade 8 on the Constitution.

Class councils, who are required to work by learning units, concretize the thematic area of reference by defining a reality task or a common topic to be addressed from different perspectives in individual subjects. Although teachers are granted autonomy to deal with topics related to other thematic cores, they perceive the rigid structure of the timetable and topics to be addressed as a limitation or constraint, stemming from their obligation to address the topics determined collegially.

There are two aspects that characterize the organizational structure of civic education in S-1: the presence of a Civic Education Commission for both primary and secondary schools, that meets once a year to coordinate the teaching of civic education for the school year; and the choice of special education teachers as class coordinators for civic education.

Prior to the Covid-19 pandemic, the curriculum and teaching organization of class councils found application in projects and activities carried out in individual classes or at school level. Among them is the *Gioco del bene commune* institute project, aimed at promoting students' awareness of citizenship issues.

Textbook study and social issue discussions are the most common civic education activities in the classroom. The perceived limited time available for teaching civic education and the lack of dedicated time for discussion and planning among teachers prevent S-1 from implementing many interdisciplinary projects.

The lack of interdisciplinary projects is related also to low levels of collaboration among teachers, particularly in the area of cooperation in class during lessons, where they scored statistically lower than S-4. The teachers attribute cooperation to individual initiative, friendship relationships, or contingent situations arising from factors such as the timetable of their classes. However, it also became evident that low levels of collaboration can also be attributed to a system of mutual judgments among colleagues.

When it comes to teaching, the most challenging aspect is the assessment of civic education. In the FG, teachers talked about how hard, confusing, and disappointing it was to assign a final mark. The questionnaire showed that unstructured assessment methods, especially project work, were used; additionally, the coordinator talked about an assessment rubric with parameters that teachers think are useless because they do not take into account

how different subjects are. Therefore, it could be necessary to implement teachers' professional development on teaching methods for civic education.

Additionally, the implementation of civic education in S-1 necessitates increased partnerships with the local associations to foster active citizenship, supporting the active participation of students in their community.

Despite S-1 established partnerships with local associations such as Legambiente, the *Valore del Femminile*, LIBERA, and the State Police, the Covid-19 pandemic has led to the discontinuation of many of these activities in the school. Currently these partnerships are on the upswing.

Different activities have been planned for the 2022-2023 school year in collaboration with the local community, specifically sports and cultural events and activities to promote awareness on social and environmental issues. These activities, as well as the opening of S-1 to the local community, significantly distinguish this school from S-3, where this opening occurs in a more limited way.

Contrary to collaboration with local associations, parental participation in the school does not occur frequently. This is not because the school does not organize initiatives for their involvement, but rather because, according to the principal, there are instances where the parents themselves do not participate.

Legislation establishes the presence of parents' representatives on the School Board, through which they participate in school governance.

As for parents, the participation of students in the school organization and in decision-making is also not encouraged at the school level. Therefore, teachers within their classes are free to initiate their involvement.

From the emerging aspects on parent and student participation, we can deduce that the governance of S-1 is characterized by the presence of collegial bodies, which make decisions related to the organizational and teaching aspects of the school. The collegial bodies, whose numbers and duties are established by current regulations, substantiate for the teachers the

democratic character of the school, manifested in the collegial deliberation through a majority vote on proposals from the teaching staff or principal.

However, in the Teachers Board, the limited time available for discussion and the vast number of issues to be addressed make the involvement of teachers in decision-making process purely formal, according to the teachers themselves.

Even if the participation of teachers and parents in decision-making is limited at the presence of collegial bodies provided from the national regulations and student consultation process in school organization is absent, the results of the questionnaire indicate significantly higher levels of stakeholders' participation in decision-making process compared to S-2 and S-3; similar levels of participation are found in the S-4.

As a result, teachers only participate in collegial bodies' decision-making process at school level, but they have more autonomy in instructional processes at classroom level. Statistics reveal that S-1 teachers have significantly more autonomy in decision-making process compared to S-3 teachers.

The presence of collegial bodies is associated with the presence of teachers with a coordinating function. The questionnaire revealed a moderate level of involvement among teachers in the school's organizational life, although a significant group did not appear to participate in activities beyond classroom teaching. Despite this, in S-1, there are significantly higher levels of teachers' participation in the organizational life of the school than in S-2.

The S-1 monitors and evaluates the teaching and organizational structure through not only the completion of assessment schedules for the projects in the PTOF or self-evaluation reports, but also through the administration of satisfaction questionnaires to the entire school community. These questionnaires allow the school to detect judgments on various aspects that characterize the organization, distinguishing between teachers, non-teaching staff, parents, and students.

The carried-out data analysis and the resulting school profile suggest a democratic leadership style of the principal, which aims to involve the school community in the school governance and the implementation of democratic and equity principles. The attitude and actions of the principal have not yet been replicated by the teachers, who are restricted to adhering to school regulations and facing internal organizational or structural challenges

defined by these regulations (for instance, the regulations do not provide a space for teachers to discuss and co-design in the lower secondary school).

The fact that S-1 consistently scores higher than S-2 and S-3, while it is always or nearly in line with S-4, further demonstrates the presence of a democratic leadership style, which supports educational policies based on inclusion and equality that, in turn, incentivize participation, involvement, and individual accountability.

However, the democratic leadership style of the S-1 principal and the emergent structural features point to a more bureaucratic school governance system, where the collegial bodies appear to be the only ones involved and participating.

An exception is the establishment of the Civic Education Commission, whose primary responsibility is to coordinate annual activities. The Commission only meets once at the beginning of the school year to establish guidelines for planning civic education activities for the upcoming year. For this reason, its work appears to be primarily a formal process, with tangible consequences for the implementation of civic education in class councils.

The creation of the Civic Education Commission, which shares the management and coordination role with the teaching staff, is a manifestation of the principal's democratic leadership style.

On the other hand, the Civic Education Commission's organization of civic education at the school level, which requires teachers to adhere to established guidelines and directives without compromising their autonomy in teaching additional topics, does not align with a democratic leadership style. It suggests a more bureaucratic, regulation-conscious organization. As a result, the rigidity of the organizational structure appears to be limiting for teachers.

The principal's democratic leadership style, therefore, echoes what the Council of Europe (2018b) envisions in reference to the WSA, although there are other aspects that make the school deviate from this organizational model. These include student involvement in governance and the school-family relationship.

The S-1 model differs from the above model in terms of student participation in governance, as it involves formalized school-level initiatives, allowing students to participate only when teachers take the initiative in the classroom. The failure to involve students in organizational and instructional aspects at the school level limits informal learning experiences, which would instead act as a function of students' citizenship competence

development, thereby risking pseudo-participation experiences (Mager & Nowak, 2012; Council of Europe, 2018b).

Classes saw moderate levels of student involvement, with students occasionally participating in group discussions that encouraged active and participatory student involvement during teacher-favored lectures on social issues. On the other hand, no teaching methodologies were observed, with most lectures being frontal. This aspect aligns with the questionnaire results on civic-related activities in classes, which primarily involve textbook study and discussions. Therefore, we only partially recall the WSA's characteristics, which necessitate the creation of a participatory and engaging learning environment.

On the other hand, there is a complete departure from the WSA when it comes to student involvement in teaching organization, which, although left to the individual initiative of the teacher, was not noted. This is further confirmed by the questionnaire, which found that students only occasionally propose topics to be covered in subsequent lessons.

The Covid-19 pandemic has further limited the school-family relationship, which only finds expression in parent representatives' participation on the School Board. The presence of bureaucratic governance in S-1 is again confirmed.

9.2 The authoritarian leadership style in S-2

The S-2 school, located in Rome's Municipality VII, consists of two primary schools and one lower secondary school. The school's mission rests on the desire to promote the educational success and human growth of students as future active and aware citizens, promoting values such as diversity, inclusion, and interculturalism.

Unlike the document prepared by S-1, the Civic Education Curriculum of S-2 appears to be more structured. This is evident in the definition of topics pertaining to the civic education's three thematic core for each subject, as well as the emphasis on the number of hours to be dedicated to these topics and the development of specific skills and competences. In this way, a rigidly structured program was defined for each school grade that should guide the teaching of civic education. A division of the 33 annual hours required by Law No. 92/2019 provides the hourly definition of the activities in the document.

The curriculum was thus defined by selecting the specific topics from each subject that could constitute a common civic education curriculum. The teaching of civic education in

classroom has faced challenges due to this structure, which views civic education as an addition to the subject-specific curriculum rather than as a cross-curricular teaching.

In addition, there is no civic education commission or working group in S-2.

Despite the absence of institute projects, the questionnaire revealed a variety of classroom activities, with no notable distinctions from other schools. The most common activities for civic education in classes involve studying textbooks and engaging in discussions about social issues. In fact, different guided discussions on social issues – gender equality, violence against women, the use of substances of abuse – were observed in classes, mainly with Italian and Science teachers. Some activities were part of projects proposed to schools by external associations or NGOs, such as Amnesty International.

However, the school does not have many partnerships with the local associations, and some of those previously initiated have been suspended because of the pandemic Covid-19. The Department of Mathematics at Roma Tre University, with which a Math-Science enhancement curriculum has been activated, and Trinity, with which an English language enhancement curriculum has been activated, are among the few existing partnerships. The absence of many partnerships with external associations also emerged in the questionnaire, where S-2 scored significantly lower than S-4, indicating low levels of student participation in the local community. In this regard, S-2 did not differ significantly from S-1 and S-3, although compared to S-1 it scored lower, and compared to S-3 it scored higher. The school also lacks strong relationships with other schools in the area.

The most critical aspects are related to the school governance of S-2, which gives rise to a top-down organizational structure that in turn leads to lower-performing teaching practices among teachers. In fact, the elements that characterize the school organization were found to be significantly lower compared to the other schools, particularly S-1 and S-4.

The primary cause of a top-down organizational structure is the lack of collaboration among principal and teachers, particularly in defining the school organization and implementing project proposals. Despite the principal's repeated statements of her willingness to promote shared school governance with both teaching staff and non-teaching staff, the low participation of the school community is evident. According to the teachers, the few managerial and leadership skills recognized in the principal are the cause of their unwillingness to assume coordination or organizational roles that go beyond teaching in the

classrooms. The lack of cooperation between principal and teachers is combined with a lack of cooperation with administrative offices, that exacerbates the complexity of paperwork.

Low levels of cooperation and work difficulties resulting from poor management of bureaucracy brought out a perceived climate of mistrust on the part of teachers, as well as a sense of loneliness that discouraged teacher participation and the proposal of projects and initiatives to be implemented. This aspect is also found in the questionnaire results, where S-2 scored the lowest inherent in teachers' perceptions of their participation in school; in addition, these scores were found to be significantly lower than those of S-1.

The perception of a low organizational climate appeared to be interconnected with the few interdisciplinary activities and projects that are organized at school, which are limited to collaboration between teachers within class councils; regarding disciplinary departments, collaboration is variable.

Collaboration among teachers in classes was found to be moderate, though still lower than in the other three schools. In particular, in S-2, the levels of collaboration among teachers, both in terms of cooperation in lessons and coordination and exchange, were found to be significantly lower than in S-4 school. The low level of collaboration among teachers is further confirmed by the fact that it has been identified as an area for improvement for civic education.

What most defines the top-down governance of S-2 is the low level of school community involvement in decision-making processes. Despite the presence of the collegial bodies dictated by legislation, through which teachers can be involved in organizational and teaching choices by expressing their preference through voting, their participation often does not lead to meaningful outcomes, fostering a climate of uncertainty, little communication, and frustration. Additionally, according to the civic education coordinator, teaching staff often have to accept what is deliberated by top governance.

Parents are also not involved in school governance, whose presence is limited to their representatives on the School Board required by law.

Students, on the other hand, have their representatives, who become a point of reference for teachers in the school. The election of student representatives is part of the S-2 planned activities for civic education and is the only school project initiated in this area. Despite this, students are not really involved in school governance and, according to the principal, school-student institutional communication is a deficient aspect.

Again, the low involvement of stakeholders in school decision-making processes is confirmed by the results of the questionnaire, where S-2 scored significantly lower than S-1 and S-4. These data increase if we refer to teachers' autonomy in decision-making processes at the classroom level, where moderate levels of autonomy are found and not particularly distant from those of the other three schools.

Monitoring and evaluating the organizational and instructional choices made by the school is an additional aspect that needs a rethinking process. While the principal stated that she had established a PTOF Commission with these functions, the coordinator stated that in S-2 there has never been a process of evaluation and monitoring of the proposed educational activities, with the exception of the compilation of the *Rapporto di Autovalutazione* required by the regulations.

The school profile suggests an authoritarian principal's leadership style, which does not align with the elements defining the WSA as outlined by the Council of Europe (2018b). The exercise of authoritarian leadership by the principal is reflected in the components of an organizational structure that strongly deviate from the characteristics that instead we would have to assume if we were in an organizational model of the whole-school.

Top-down school governance, with its centralization of decision making and the resulting pseudo-participation of the school community, creates a negative organizational climate and complicated relations between teachers and principal. The lack of collaboration between principal and teachers and the low involvement of teachers in school organization has led to negative effects on the organizational trust (OT) of teachers, which is the feeling of trusting and relying on the organization of which they are part because they know that they will encounter ethical behaviors based on respect for human rights (Tschannen-Moran & Hoy, 2000; Tschannen-Moran, 2014; Tschannen-Moran, 2020).

According to Babaoglan (2016), a higher level of teachers' commitment and participation at school follows an improvement in their sense of trust. Trust promotes a sense of well-being, where individuals feel comfortable taking risks, expressing their opinions, and engaging in constructive discussions. Schools that cultivate environments characterized by OT are in a better position to accomplish the task of educating students who have developed skills in response to the challenges of an ever-changing society through a culture of innovation and continuous learning.

An environment of trust enables the success of the organization to be achieved, implementing efficiency and productivity. When trust exists within an educational organization, it encourages collaboration, cooperation, and open dialogue among all stakeholders; on the contrary, if there is no climate of trust, relations between staff members suffer and collaboration and cooperation decrease (Akbay & Zeybek, 2023).

The lack of participation and collaborative work in the school results in the teachers' low enthusiasm to organize different and innovative projects and activities, being closed in traditional classroom teaching. This is also clear in the way civic education is taught and organized in the curriculum. It derives from the selection of topics related to civic education, but it is not being treated as cross-curricular teaching, and students are not being encouraged to have informal learning experiences that help them develop their citizenship competences.

The elections of student representatives appeared to be at first an activity aimed at their involvement in governance – element therefore pertaining to the WSA – but is then disregarded because the presence of representatives does not correspond to a real participation or a process of consultation of students for the organization of the school.

The low intensity of partnerships with external associations, with other schools in the area, and the limited collaboration with families are also factors that diverge from the WSA model.

All the above points to a lack of openness on the part of S-2 towards the local community and its cooperation with the school community, limiting the creation of democratic learning environments in which to experience active citizenship.

9.3 The bureaucratic leadership style in S-3

School S-3, which like S-2 is located in Municipality VII, consists of two primary schools and one lower secondary school. At the organizational level, the most distinctive aspect of the school is the presence of a regent principal; for this reason, the role of the vice principal is critical in this scenario. The school's mission echoes Goal 4 of Agenda 2030, focusing on the quality of student education as well as the promotion of student educational success by implementing diverse learning opportunities and a stimulating learning environment.

Similar to S-2, the introduction of the cross-curricular teaching of civic education led to the construction of a rigidly structured curriculum in which the competences, skills, content,

and number of hours that each subject should devote to this teaching were defined for each thematic core (except for digital citizenship). However, the document, which advocates for flexible, interdisciplinary, and dynamic civic education teaching, limits the resulting teaching organization to the classroom application of school-level content.

What distinguishes this school from others in the field of civic education is the absence of a school coordinator, whose role was considered unnecessary. The role of class coordinator of civic education is also considered an unnecessary figure, although still present, because it is reduced to the collection of individual class schedules and assessments assigned by individual teachers to students. While the vice principal stated that the class coordinators form a working group for civic education, the former coordinator stated that this working group no longer meets following the enactment of the Civic Education Curriculum.

Therefore, following the development of the Civic Education Curriculum in the 2020-2021 school year, there was no longer a need for coordination and monitoring actions, as the curriculum's three-year validity still guides the teaching of civic education. In fact, classes of the same grade repeat the same activities each year, using the same material and assessment tests.

The repetitive application of the same activities determines the coordination between teachers in the same disciplinary department, which in some ways makes up for the lack of dedicated space for discussion and co-design to define interdisciplinarity.

According to the former coordinator, S-3 does not implement interdisciplinarity in the field of civic education because it would divert too much time from teaching other disciplines. This aspect is therefore contrary to the indications given in the Civic Education Curriculum, which states that teaching should be interdisciplinary.

Additionally, teachers indicated cooperation among teachers from different subject areas as the main element for implementing civic education in the school. Confirming this, cooperation among teachers in S-3, particularly during classroom instruction, was found to be significantly lower than in S-4; it was in line with the levels of cooperation in S-1 and higher than in S-2, though not significantly so. These results regarding cooperation in the classroom recall the difficulty in defining common planning caused by the absence by law of dedicated time for co-presence in the classroom.

The connection between departments in the definition of activities led to the implementation of the three-year vertical project *Una scuola per l'ambiente* involving both

primary and lower secondary school, in which teachers from the science and technology area devote 8 hours annually to the discussion of issues related to environmental sustainability. As part of this project, activities were carried out on National Tree Day, World Water Day, National Sea Day, and International Earth Day.

The annual project *Stop al bullismo e alle violenze. Sospendiamo il giudizio* was also implemented, aimed at promoting student and family awareness of bullying at school. This project was carried out in collaboration with the Postal Police.

The one with the Postal Police is one of the school's few collaborations with the local community. For the school's cooperation with the local area, S-3 had a significantly lower distribution of scores than S-1 and S-4; the difference with S-2 was not significant, although S-3 scored lower.

The questionnaire reveals that taking notes during lectures and participating in discussions on social issues are the most common civic-related activities in the classroom. However, on the occasion of the International Day for the Elimination of Violence Against Women, no discussions or activities aimed at raising awareness of this social issue took place. Despite this, S-3 performed similarly to other schools in terms of classroom activities, despite a wide internal variability in the distribution. During the classroom observations, we did not observe any activities or discussions related to civic education topics.

For the assessment of civic education, mainly oral examinations are used. It appeared to be difficult for teachers to assign a final mark for civic education mainly because of the limited time available to devote to teaching, which must therefore also include a review of learning.

To cater for the perceived limited time available to devote to civic education, teachers in the same department have chosen to adopt an internal organization such that the hours scheduled, for example, for foreign language teachers are amalgamated by quarter giving the individual teacher the opportunity to provide a more structured activity for his or her discipline. The teacher who has done the activity in the four-month period assigns an evaluation for civic education that also applies to the merged discipline that has not done any activity.

As a result, according to S-3's teaching and curriculum organization, there appears to be a view of civic education as an autonomous discipline with specific knowledge that must be learned and assessed.

Regarding school governance, no particular distinguishing features were found in S-3, except for the presence of the parental Trezerotre Association. Through this association, in fact, school-family collaboration is promoted, as parents have the opportunity to make proposals to the school, promote initiatives to self-finance, and collaborate in school organization.

The governance of the school resulting from the presence of collegial bodies and coordinators does not deviate from what is established in the regulations. When teachers participate in the school's organizational life, the lack of financial recognition often discourages them, leaving their involvement to their own volition. Despite this, we found no significant differences in teachers' perceptions of school participation compared to other schools, but we did record lower scores compared to S-1 and S-4.

The high turnover of principals has discouraged teachers' participation in decision-making processes, even though they have never experienced friction or disagreements with them. A further factor that has limited the decision-making power of teachers in school organizations is the principal's choice of his or her assistants – provided for by legislation – who are therefore no longer representatives of the teachers chosen by them. This aspect, which has led to the emergence of the principal-manager role for teachers, has significantly impacted the democratic functioning of the school.

Parents also participate in the governance of the school through their representatives to the School Board, provided for by legislation. It should be reiterated that their involvement is also fostered by the presence of the parents' association.

However, completely absent is the participation of students in school organization, as they are considered too young. Their involvement is limited to the availability of teachers in classes, which is often lacking due to time constraints or the perception of immaturity among the students.

The questionnaire data confirm the above, whereby there were moderate levels of stakeholder participation in decision-making processes. These levels were similarly lower than in S-1 and S-4; only in the case of S-1 was this difference statistically significant.

However, the autonomy of teachers' decision-making appears to be significantly lower in S-3 than in S-1 and S-4. Applying this to the teaching of civic education, the routine classroom application of what was established collegially at school following the introduction of Law no. 92/2019 is recalled.

Regarding the monitoring of organizational and teaching choices, S-3 also does not deviate from the regulations that provide for the structuring of the *Rapporto di Autovalutazione*. In the case of civic education, there is a lack of a school-wide monitoring process due to the absence of a school coordinator to collect and evaluate data from the work done in classes.

The profile of the vice principal emerges from the school profile, echoing a bureaucratic leadership style. The bureaucratic style is mainly found in the governance of the school, adhering to regulations that mandate the presence of collegial bodies and coordinators for specific areas. However, this impersonal approach limits the room for individual initiative among the teaching staff.

Recalling what was previously described for S-1, the characteristics of school organization resulting from the exercise of the bureaucratic leadership style deviate from the constituent elements of WSA, such as the school community's participation in its complex decision-making processes and the involvement of students. An exception is the presence of the parental association, which, as a mode of family involvement, reminds us of one of the constituent elements of the WSA, namely cooperation with the local community. In this domain, the lack of partnerships and collaborative activities with external agencies foreshadows the school's local closure, a departure from the European reference documents' expectations.

The bureaucratic leadership style is then further reinforced by the organization of the teaching of civic education, which is the result of a repetitive application of the Curriculum established in the 2020-2021 school year, without a systemic evaluation process to understand the effectiveness of the organizational and teaching choices implemented. This lack and the reduction of school monitoring to the definition of the *Rapporto di Autovalutazione* deviate from the evaluation and development actions identified by the Council of Europe (2018b) that constitute leadership in the WSA.

Blind implementation of what is required by legislation and internal school regulations or documents – a typical aspect of the bureaucratic leadership style (Santrock, 2007) – is what may have become the presence of a school coordinator for civic education unnecessary. This is because the absence of comparison, data collection, or an annual definition of the design to be implemented greatly reduces coordination actions. In addition, the repetitive implementation of the Civic Education Curriculum, which is characterized by a rigid

structure, could also be a possible cause of the lower levels of teachers' autonomy in decision-making recorded in S-3.

The organizational and instructional structure that characterizes S-3, resulting from a bureaucratic leadership style, may stem from the high turnover of principals, which in turn may have led the school community to limit itself to what is set by national regulations.

9.4 The democratic leadership style in S-4

The S-4 school, located in Municipality III, consists of a primary school and a lower secondary school. The school's mission rests on the formation of conscious and active citizens in society, enhancing a local and national perspective but oriented to the European panorama.

The promotion of forms of active citizenship is found from the structuring of the school's vertical curriculum, which rests on the eight key competences for lifelong learning identified in the 2006 Recommendation.

The S-4 Civic Education Curriculum accompanies the guidelines developed by the school for the promotion of social and civic competences. In this document, specific competences, skills, and knowledge that a student should possess at the end of grade 8 are defined, also highlighting observed evidence and meaningful tasks; in addition, proficiency levels for the first two years of lower secondary school (grades 6-7) and grade 8 are also defined.

The structuring of the S-4 Civic Education Curriculum derives from the desire to achieve specific developmental goals related to three thematic cores: civic coexistence, environmental awareness, and the responsible use of new technologies. For each of them, goals to be achieved at the end of primary school and at the end of lower secondary school are identified. To achieve these goals, disciplines are aggregated around four cultural axes: the language axis, the mathematical axis, the science-technology axis, and the social-history axis.

The Civic Education Curriculum provides guidance, but individual class councils choose to reject it, either by defining a common theme for all subjects or by allowing each teacher to explore their own preferred theme. Individual class councils can modify the non-rigid timetable of the Civic Education Curriculum, despite respecting a minimum annual hourly definition (33 hours). In addition, it is the teachers themselves who independently indicate

the number of hours and teaching methods they will devote during the school year to teaching civic education. This aspect differentiates S-4 from S-2 and S-3, where instead the hours for teaching civic education for each subject are set on the Curriculum.

The organizational aspect that distinguishes S-4 from the other three schools is the establishment of the Department of Civic Education, whose members meet once a month within the disciplinary departments. The creation of a specific department stemmed from the need for teachers to meet to define common, cross-curricular planning. The Department consists of both primary and lower secondary school teachers, as well as civic education class coordinators and non-coordinators. The creation of a department came about because of the teachers' initiative to make up for the lack of co-design spaces not provided for in the regulations.

Continuous discussion among teachers is what leads to the implementation of many institute activities for civic education, much of it related to national and international days. An example of this is the common educational line adopted for the implementation of activities on the International Day for the Elimination of Violence Against Women, when grade 6 students dealt with female figures in history, grade 7 students met with members of the *Insieme per Marianna* association, and grade 8 students carried out a flashmob on the condition of women in Iran.

S-4's largest institute project in the field of civic education was the Civic Education Festival, a one-week event in February 2023. During this Festival, in which there was a stop of daily teaching to enhance the work that was done by classes for civic education, there were multiple activities in collaboration with outside associations and open class activities that involved the school's students both all together in common spaces and divided by school grade. When convening all students or hosting external partners within the school proved unfeasible, the school established videoconferencing links. The topics covered were changeable, ranging from Ecology, to European institutions, to social inclusion. One of these activities also involved students going out of the school with members of one of the partner associations to clean up the park in front of the school, defining a situation in which to experience active citizenship rather than just learning about topics pertaining to environmental education.

The presence of a Department of Civic Education and the organization of the Civic Education Festival represent two initiatives carried out by the S-4 school to provide for the

problems encountered also in the other three schools, such as the lack of discussion and collaboration to define a common and interdisciplinary planning, the difficulty in implementing a cross-curricular teaching of civic education, and the lack of time to devote to it. Several times in the other schools, the idea of dedicating a week in the school year to civic education surfaced as a proposal to refine a cross-disciplinary design and implement more structured activities. This week, however, was never identified, and more structured activities turned out to have little presence. The difference between this idea proposed by teachers in other schools and the S-4 Civic Education Festival is that it neither overlaps nor replaces the cross-curricular teaching of civic education during the school year, limiting it to a single week. Rather, it represents an attempt to enhance the work that continues beyond the Festival period.

The presence of multiple activities carried out to teach civic education was also apparent from the results of the questionnaire, in which S-4 scored higher than the other schools, although the difference was not statistically significant.

Many of the activities that are carried out in the school, including the Civic Education Festival, take place in cooperation with outside associations. This aspect moves from the desire not to promote civic education based solely on knowledge but to create situations in which the student takes action and experiences life in the community.

Indeed, S-4 is a school characterized by its openness to the community, which had stalled because of the Covid-19 pandemic. Instead, the Festival was the occasion for which this cooperation was revived, and that is why it was enthusiastically welcomed by the associations.

However, establishing a strong network and maintaining effective communication with external associations can be challenging, and this has emerged as a significant area for improvement in civic education. In terms of collaboration with the local community, which stemmed from the activities S-4 planned for the 2022-2023 school year, S-4 achieved significantly higher scores than S-2 and S-3, despite the presence of higher levels than S-1.

The implementation of interdisciplinary projects that involve the school community moves from the presence of a high collaborative climate in the school both among teachers, with the principal, and with the non-teaching staff. Continuous discussion, proposals that come from both teaching staff and principal, and supportive principal leadership are the highlighted elements that enable the creation of such planning.

Collaboration is precisely the aspect that most distinguishes S-4 from other schools, as well as the aspect in which there were the greatest differences. Regarding the collaborative climate in its complexity, S-4 scored significantly higher than S-2 and S-3. Going deeper, teachers' cooperation in classrooms in S-4 was found to be significantly higher than in all three schools; regarding coordination and exchange, significant differences were recorded only with S-2.

There were also moderate levels of participation in the organizational life of the school, which were found to be higher only in S-2 and S-3, while slightly lower than in S-1. These differences were not found to be statistically significant.

High levels of collaboration and involvement are also found in school governance. Organizational and educational aspects of the school are determined in the collegial bodies, particularly the Teachers' Board, where the principal has defined herself to be a *primus inter pares*. Teachers receive in advance the material on which they need to deliberate, thus giving them time to make alternative proposals or changes, before proceeding to collegial deliberation by majority vote.

Parents and students are also involved in governance. As for parents, they participate in the School Board through their representatives, whose presence is provided for in the regulations, giving them the opportunity to move proposals to the principal. According to the coordinator but differing from the principal's statement, before the Covid-19 pandemic, there was also a Parental Commission. The relationship with parents is also fostered by teachers, who in some cases invite parents into the classroom as outside experts.

Student participation in governance is another aspect that distinguishes S-4 from other schools. Prior to the pandemic, the school established a Student Council, which now comprises two representatives and two vice student representatives. Class representatives continue to carry out specific tasks, including acting as intermediaries with teachers, collecting authorizations, organizing educational outings, and organizing group works.

Students can make proposals to the principal and teachers in organizing teaching activities. They also played an active role in organizing the activities of the Civic Education Festival related to, for example, managing computers and the Internet connection.

Confirming this, the questionnaire revealed high levels of stakeholder participation in decision-making processes. These results, consistent with S-1, were significantly higher than those of S-2 and slightly higher than those of S-3. In line with these results is the decision-

making autonomy of teachers, for which S-4 had the highest scores albeit with greater internal variability; these data were found to be statistically higher than S-3.

The profile of the school outlined above points to a democratic leadership style of the principal, characterized by exchange and discussion among the school community, which leads to the creation of a collaborative and supportive climate in the school. Democratic leadership, aimed at promoting school policies for inclusion and equity through which to implement participatory decision-making processes, is one of the building blocks of the WSA.

Two elements primarily contribute to the adoption of the WSA as an organizational model: the students' involvement in the school's organization and the school's openness to the local area. This second element enables the school to provide education that extends beyond its walls and connects with real life, thereby promoting students' active citizenship within the local community.

The presence of class representatives and a Student Council encourages the active role of students in the school organization, fostering the promotion of informal learning experiences through which to experience democratic life and develop citizenship competences. Additionally, students are involved in the school's organizational and teaching aspects, where they take on tasks and responsibilities.

In this way, authentic participatory approaches are fostered, allowing students to assume responsibility by exercising concrete decision-making power. The concept of authenticity thus implies meaningful involvement that goes beyond the mere facade of participation; this approach requires transparency in educational decisions and practices, ensuring that students are fully aware of what they can and cannot influence (Council of Europe, 2018b).

Different approaches can explain participation within the WSA. By implementing informal learning situations here, school is acting on the hidden curriculum, which refers to students' learning of values, norms, and attitudes as a result of the actions of school staff, parents, students, and other community agents, beyond what is explicitly taught through the formal curriculum (Alsubaie, 2015). Involving students in decision-making processes related to both teaching-curricular and organizational aspects gives them the opportunity to develop competences for a democratic culture within a characterized democratic learning environment in which they are also involved in choosing their own learning (Council of Europe, 2018b).

The democratic leadership of the principal, the collaboration of the teaching staff, and the establishment of cross-curricular teaching of civic education find their expression in the definition of a Civic Education Curriculum that rests on the European key competences and the establishment of the new Department of Civic Education. These two elements are the results of the school's desire to create meaningful civic education pathways that extend beyond classroom knowledge teaching and encompass the entire school community.

The mixed composition of the Civic Education Department, which is a single one for primary and lower secondary schools, effectively concretizes the goal of the *Indicazioni nazionali* (2012) to define a unified curriculum organization. According to the *Indicazioni nazionali e nuovi scenari* (2018), this goal can be achieved by, among other things, critically reading the document and thinking about the purposes of citizenship education and the development of key competences in working groups or committees composed by teachers from different school grades.

> «Il perseguimento delle finalità delle Indicazioni 2012 richiede una organizzazione unitaria del curricolo, più facilmente perseguibile nell'istituto comprensivo che, peraltro, è la forma organizzativa ormai più diffusa nel primo ciclo di istruzione. L'esperienza testimonia, però, che l'organizzazione amministrativa non sempre si traduce in unitarietà delle culture e delle pratiche didattiche. La lettura critica delle Indicazioni 2012 e la riflessione sulle finalità dell'istruzione ai fini 18 dell'educazione alla cittadinanza e dello sviluppo delle competenze chiave condotta in gruppi di lavoro e commissioni miste di docenti dei diversi gradi di scuola; la progettazione di percorsi didattici comuni, il confronto delle esperienze e il dialogo professionale potrebbero facilitare il processo di integrazione interno agli istituti». (Ministero dell'Istruzione, dell'Università e della Ricerca, 2018, pp. 17-18)

The discussion among teachers and the presence of common co-designing spaces make it possible to implement projects related to civic education that involve the entire comprehensive school, which becomes a theater of citizenship that found its highest expression in the first edition of the Civic Education Festival.

Part III

Democratic learning environments in the Portuguese lower secondary schools

Summary

The third part of the research is devoted to the discussion of the Portuguese results. We carried out the research in four *agrupamentos de escolas* in different districts of Porto (PT). We selected these schools from national rankings in which they are considered among those implementing more effective pathways to citizenship education.

In the following chapters, we attempt to understand whether and to what extent the selected schools implement organizational and teaching practices that pertain to the WSA organizational model, which the ENEC (2017b) identifies as the ideal school organization to be implemented to foster citizenship education at the school level.

Through this exploratory analysis, we aim to answer four research questions:

1. what curricular organization and teaching activities for citizenship education have been implemented by schools in Porto following the introduction of the *Estratégia Nacional de Educação para a Cidadania* (2017b)?
2. what organizational structures characterize schools in Porto?
3. what organizational and teaching practices implemented by schools can be constituents of the WSA?
4. what is the principal's leadership style emerging from each school's organization?

Following the same structure as the section on Italian results, the first chapter of the section presents the territorial contexts in which the schools arise and their main characteristics. The second chapter goes on to describe the teaching and learning process for citizenship education, focusing on curricular organization, classroom teaching, and the main areas of perceived improvement. In the third chapter, we concentrate on the school's cooperation with the local community, specifically on partnerships with external associations, describing their activities, and parental involvement in school-proposed activities. The fourth chapter delves into the description of school governance, encompassing collaboration, decision-making processes, the involvement of the entire school community in the school organization, and the monitoring and evaluation processes. All chapters – except for the first – are accompanied by a concluding paragraph in which the main commonalities and differences emerging from the surveys are outlined, analyzing the distributions of responses using one-way ANOVA statistical analysis in order to understand whether the existing differences are statistically significant or not.

The last chapter of the section outlines the school profiles in Rome, focusing on the key elements that characterize their teaching and curricular organization and school governance, with the aim of determining whether and to what extent they align with the WSA organizational model. Finally, we decline the profiles of principals based on the school profiles, taking into account the emerging leadership styles.

Using the collected data, we aim to describe the profiles of the schools, emphasizing the distinct organizational and curriculum structures of the four Portuguese school groupings, which stem from the implementation of the same national laws. This allows us to characterize them and illustrate if and how they try to foster democratic learning environments, enabling students to engage in democratic life.

Chapter 10. The four schools in Porto and their territorial contexts

10.1 The school S-5

The school, hereafter referred to as the S-5 (Annex 9), is located in Valongo district. The grouping of schools comprises five basic schools (first cycle with kindergarten) and one basic and secondary school. In an effort to meet the needs of families, and therefore as part of the family support component, there are extended hours centers for pre-school children in all kindergartens (the *Atividades de Animação e Apoio à Família*).

The school is located in an area characterized by a large presence of cultural, recreational, and sports centers. In the area of sport, there is the *Sport Clube de Campo*, the Fishing and Hunting Club, the *Sociedade Columbófila de S. João de Azenha*, the *Sociedade Columbófila da Retorta*, table tennis, Athletics and the MotoClub. There is also an Equestrian Center, with which the school has established protocols to promote horse riding in school sports and hippotherapy for students with Learning and Inclusion Support Measures, and the Valongo and Campo Modeling Club.

In the recreational and cultural area, there are the *Banda de Música de S. Martinho*, the *Grupo Dramático e Musical de Campo*, the *Rancho Regional de Campo*, the *Associação Recreativa Cultural da Azenha*, the *Grupo Dramático e Recreativo da Retorta*, the *Canários de Balselhas* and the *Centro de Dia do Centro Social e Paroquial S. Martinho*; additionally, there are the *Centro Social e Paroquial S. Martinho*, the *Grupo Dramático e Recreativo da Retorta*, the *Centro Cultural de Campo*, and the *Museu da Lousa* auditorium.

The level of education among the students' parents in the grouping is low, and a significant percentage only have a 1st or second cycle education. The number of students benefiting from school social action indicates that a significant portion of the population faces economic difficulties due to unemployment or precarious employment. The predominant professions of the parents are essentially in the secondary and tertiary sectors, especially in the areas of construction, metallurgy, textiles, manufacturing, and services. Many mothers are domestic workers or factory workers. The municipality of Valongo and its neighboring municipalities primarily employ these professions.

During the 2020–2021 school year, a total of 1364 students attend S–5:

- Pre-school education - 234 children divided in 11 classes, with an average of 21.27 students per class;
- First Cycle - 367 students divided in 19 classes, with an average of 19.31 students per class;
- Second Cycle - 232 students;
- Third Cycle - 344 students; and
- Secondary - 187 students.

There are 37 classes in the second, third, and secondary schools, with an average of 20.62 students per class.

There are also 125 students who receive support for learning and inclusion. In order to ensure that the needs of each child and student are met and that everyone finds opportunities to learn and the conditions to achieve their full potential, the school has a *Centro de Apoio à Aprendizagem* that operates in different spaces.

There are 133 teachers/educators working at the school, spread across the different levels of education and teaching, the vast majority of whom are graduates. Thirty-four employees work at the S-5 primary and secondary schools, twenty-six of whom are operational assistants and eight are administrative assistants.

The S-5 believes that education plays a fundamental role in the student's integral development. It focuses on the creation of processes that facilitate and promote articulation between various knowledge areas, actively contributing to young people's growth. To this end, the principles guiding the school's teaching and pedagogical actions are those set forth in the PA in order to promote the development of student competences related to themes on identity and safety, sustainability, interculturality, innovation, and creativity. These educational principles, centered on the person and human dignity as fundamental values, are part of a socio-constructivist approach to education, assuming human learning is a process of mediation with the 'other'.

Therefore, flexible management and organization of the curriculum, as well as the collaborative work of teachers and educators, are central. The student-teacher relationship, in which the teacher assumes the role of co-pilot, plays a crucial role in this context.

The school adopts an organizational model as an educational community, recognizing its role as a space for articulating efforts, harnessing the potential of its surroundings to address identified issues, and ensuring stability, equal access, and success for all while embracing

diversity of paths. A school-educational community is committed to a model of a reflective and critical teacher/educator who, together with their peers and as part of a team, creates opportunities for personal and professional development, moments of shared and committed reflection in order to question their practices and, together, seek answers to daily challenges.

The school's mission rests on promoting success with all and for all, building the conditions to continue to guarantee differentiated support for each young person.

To this end, the school places the enhancement of the students' full development and academic goals as the foundation of its educational action, based on improving the quality of learning, in a rigorous and demanding context. The principal emphasized the importance of focusing on students' social growth to enhance the quality of their learning and ease the transition from one school grade to the next, as well as from one school cycle to another. For this reason, the school is committed to structuring activities that make students feel part of the community, motivated, with a view to competence development (DS-5, Pos. 5).

> «[...] propusemos a melhorar a qualidade das aprendizagens, no sentido de já conseguimos que os alunos melhorassem a nível de transições, agora queríamos que eles fizessem o seu percurso escolar, mas numa qualidade educativa sustentável, ou seja, transitarem uma percentagem cada vez mais elevada de alunos com avaliações de 4's e 5's, bons e muito bons, no primeiro ciclo. Este tem sido o nosso desafio. Em paralelo, continuar a trabalhar no sentido de conseguir que os alunos também façam esta transição de anos e de ciclos, mas com bons resultados sociais. Nós temos sempre em mente o *Perfil dos Alunos à Saída da Escolaridade Obrigatória* e consideramos que também os alunos nestas faixas etárias só podem ter bons resultados académicos se estiverem bem a nível físico e psicológico, e isto é conseguido através de um conjunto de atividades, das mais variadas, que leva a que eles se sintam integrados na comunidade, sintam motivados, desenvolvam competências a nível artístico, a nível de desporto, a nível cultural, de uma forma geral, é isto que nós chamamos de resultados sociais. [...] Vamos continuar a trabalhar no sentido de os alunos se sentirem bem, por isso terem bons resultados sociais, e continuar na melhoria das aprendizagens». (DS-5, Pos. 5)

The school's educational plan operationalizes the promotion of student learning, identifying four strategic actions: maintaining the success rate, enhancing the quality of success and learning, strengthening the quality of training processes, and consolidating leadership and management mechanisms. The operationalization of these strategic objectives aims to develop and implement solutions tailored to the community in which the school is located, in order to respond to the objectives listed through the established goals. This is done with the aim of sustaining the school's already achieved success, improving the quality of this success and learning, adapting and/or consolidating teaching practices to align with the students' competences, and further strengthening and maximizing collaborative work among peers.

10.2 The school S-6

The school, hereafter referred to as the S-6 (Annex 10), is located in Maia district. S-6 consists of a total of 11 buildings, specifically there is one main school – where the study took place – a basic school, and nine first-cycle and kindergarten schools.

Given its proximity to two urban centers, the population of Maia is characterized as peri-urban, with aspects typical of both rural and urban populations. In recent years, this area has seen a marked increase in population and socioeconomic development as a result of the expansion of the Municipality of Maia. However, due to the current socio-economic situation in the country, unemployment and precarious employment have increased in this area, affecting the school community.

In the 2020-2021 school year (the most recent found in the school documents), S-6 had a total of 2,651 students; of these, 184 have special educational needs. Specifically, 294 students attended the kindergarten, 644 the first cycle, 461 the second cycle, 700 the third cycle, and 552 the secondary school. The document pertaining to the educational project does not state the number of classes in the institution, so it is not possible to define an average number of students per class.

In the year 2020-2021, there were a total of 262 total teachers in the different grades, and 111 members of non-teaching staff and administrative staff.

The school's secondary education offerings are characterized by the presence of three science-humanities curricula, such as the science and technology course, the socioeconomic science course, and the language and humanity course. In addition, a feature of S-6 is the presence of a *Centro Qualifica* for adult professional education, in which there is a course as a cooking and pastry technician, and a course in computer systems management and programming technician; the purpose of this center is to promote an educational process that is in line with the needs of the community (DS-6, Pos. 45)

> «We have a *Centro de Qualificação*, it's a Qualification Center for adults that have some skills - they work in a restaurant or in other places - and we certify the competences and we make the equivalence to the academic competences, which means recognizing their work experience and knowledge and transforming it into a school certification. They have professional experience, and we transform their professional experience into academic knowledge. So, we certify academic knowledge. And one of our goals is to provide school for all, so we need the school to meet the needs of the community, and we are going to try to give the right answer to all of them». (DS-6, Pos. 45)

The S-6's mission stems from the school vision as facilitator of the personal and social growth of the entire school population, in a safe environment that relates to physical, psychological, emotional, and professional aspects, all considered as dimensions of an atmosphere of trust that promotes freedom, well-being and satisfaction. To this end, the mission rests on four elements:

i. the education/training of ethical and supportive citizens, capable of transforming information into knowledge and of responding in a critical, responsible, creative and committed manner to the new challenges of an ever-changing society, enabling them to continue their studies and/or enter the job market;
ii. the promotion of an inclusive culture, in which it is important to promote the right of each student to an inclusive education that responds to their potential, expectations, and needs within the framework of a common and plural educational project that provides everyone with participation and a sense of belonging in effective conditions of equity, thus contributing decisively to greater levels of social cohesion;
iii. the support for the construction of individual life projects and the construction of a *Projeto Educativo de Agrupamento para Todos*; and
iv. the promotion of transparency in information and openness to dialog.

The school's vision is operationally structured through five areas: promoting success for all students; digital literacy; socially and ecologically sustainable development; positive educational climate and environment; and connection to the community.

Therefore, S-6 recognizes its vision as a public institution of reference for the quality of the education and training provided, based on the values set out in the ENEC – namely human rights, gender equality, sustainable development; environmental education and health – operationalized through actions that promote respect for individuality, solidarity, freedom, cooperation and complementarity, knowledge and competences, knowing how to do and knowing how to be.

10.3 The school S-7

The school, hereafter referred to as the S-7 (Annex 11), is located in Vila Nova de Gaia. The S-7 comprises five buildings and has three kindergartens, three first-cycle, one second-cycle and one-third cycle schools.

In the S-7 Education Project there is no information either inherent in the number of total students in the school grouping or information on the characteristics of the school population. The principal disclosed that there are a total of 1,335 students aged 3 to 16 (DS-7, Pos. 3). The school houses a science lab, a Chemistry-Physics lab, sports facilities and the *Ciência Viva* club.

The institutional and pedagogical culture of S-7, from which the school's principles, vision, mission, and values derive, rests on the aspects defined in the PA, lacking internal customization based on the specific school context.

Specifically, S-7's vision rests on the desire to promote the integral human development of each student by supporting the formation of autonomous, critical, and supportive citizens; therefore, the school's mission is to promote the success of each student. The educational vision emerging in the PA is operationalized by the school in the educational action pursued, which rests on thirteen matrices of intervention:

i. assuming the school as a place to promote quality education, based on success criteria in terms of competences development and preparation for future life, through teaching process that guarantees the formation of a successful citizen, effective and meaningful learning, and acquisition and development of key competences;
ii. developing learning activities based on curricular articulation of disciplinary knowledge, from a perspective of horizontal and/or vertical articulation, with the aim of progressively building global knowledge;
iii. developing cooperative and collaborative work;
iv. implementing student assessment;
v. establishing a school-wide approach to digital competence, that is essential for learning, working and active participation in society;
vi. providing a supportive school climate;
vii. supporting the work of the Psychology and Guidance Service, the Learning Support Center and the Support and Mediation Room, as technical-pedagogical partners;
viii. increasing the action of school libraries in supporting curriculum development and promoting different literacies (reading, media, technological and digital information);
ix. promoting the professional development of school staff;
x. developing school-family interaction processes;

xi. encouraging good practices in the relationship between the school, the Parental Association, local authorities and local institutions;

xii. valuing processes to create partnerships with local institutions; and

xiii. implementing systems to supervise educational action and the school's self-evaluation from a formative perspective.

These elements are derived from the four principles that guide the educational process in S-7 – namely integrate, unite, train and include – through which to promote a school as a learning community (DS-7, Pos. 5).

> «Relativamente aos próximos 5 anos, a visão da escola assenta em 3 princípios, ou antes, 4, que é "Integrar, Unir, Formar, Incluir". O que é que desejaria? Que fosse uma escola inclusiva, com equidade, com sucesso escolar, mas também em termos de cidadania. Aí foi, portanto, formação pessoal e social. Portanto, melhores, melhores pessoas e que esta organização fosse uma unidade aprendente, ou seja, que todos os elementos da Comunidade fizessem parte de uma comunidade de aprendizagem». (DS-7, Pos. 5)

To this end, S-7's educational action revolves around four domains of intervention:

- educational context, including participation and shared responsibility and human, material, and financial resources;
- educational success, including teaching practices, school success, and citizenship education;
- articulation and sequencing, including curricular and extracurricular organization, and school library; and
- training and innovation, referring to professional development and innovation for teachers.

10.4 The school S-8

The school, hereafter referred to as the S-8 (Annex 12), is located in Paredes. The S-8 comprises three buildings and has two kindergartens, three first-cycle, one second-cycle and one third-cycle schools.

S-8 school is attended by a total of 1,015 students, of whom:

- Pre-school education - 172 children divided in 8 classes, with an average of 21.5 students per class;
- First Cycle - 304 students divided in 16 classes, with an average of 19 students per class;

- Second Cycle - 138 students divided in 7 classes, with an average of 19.71 students per class; and
- Third Cycle - 401 students divided in 20 classes, with an average of 20.05 students per class.

The Educational Project developed by S-8 is structured following the school's inclusion in the *Territórios Educativos de Intervenção Prioritária* (TEIP) program promoted by the Ministry of Education, that is focused in the implementation of tools and strategies considered necessary to deal with all the socio-educational and economic problems facing this grouping/territory.

> «We are a school that has a program, a TEIP (*Território Educativo de Intervenção Prioritária*) Program, that is a project for the schools that have social economic issues, and we were invited in 2009 to initiate this program for the territories that have some social-economic issues, and our families are families that come from low socio-economic levels. And we start in 2009 with several methodologies, pedagogical methodologies, and we change the autonomy of the school. With this autonomy, we could implement some measures. And we work in network schools: we build some network schools, and we initiate working with each other. Then our school was a school that was listened to and seen by the Ministry of Education as a school on which they had to focus their attention». (DS-8_FU, Pos. 5)

In fact, the S-8 school stands in a rural area where there are small and medium-sized enterprises linked to the furniture industry. As a result of the economic crisis, the number of economically disadvantaged families has increased. On the other hand, some families are small entrepreneurs.

Characteristics common to a significant number of families are alcohol dependency, which leads to family aggression, and the low cultural level of most parents and guardians, with a considerable number of students living with their grandparents. The number of students with special needs arising from the situations described above is increasing. As far as education is concerned, this area has been criticized for school drop-outs and the low level of qualification of the population. The students come from a deprived family background, as in the 2019-2020 school year the majority of students benefited from School Social Support, namely 79.4% (794 students). Fathers and guardians are mostly secondary sector workers and mothers are housewives. Their level of schooling is limited to the first cycle, with the second cycle coming in second in percentage terms. A significant number of students have a computer at home, although the number of internet connections is decreasing.

Connected to this delicate territorial situation is the phenomenon of school dropout and student absenteeism. In fact, families often regard attending school as a waste of time or an

increase in costs, which is why combating school dropout is one of the educational priorities pursued by the S-8. Several reasons have contributed to maintaining a low dropout rate, such as the creation of Vocational Courses, Education and Training Courses and Alternative Curricular Paths, the Student and Family Services Office, the partnership with the EPIS/APPIS project, and the development of activities aimed at motivating students to attend school and bringing parents and guardians closer to the school, in particular the A.F.E.T.Os (Educational Training Activities and Occasional Tutoring), the Thematic Weeks, and the INCLUD-ED project.

From an early stage, the S-8 also invested in diversified educational offers, developing Adult Education and Training courses, Vocational Courses, and Apprenticeship Courses at secondary level, in order to respond to the educational needs that characterize the local community. However, in the 2019-2020 school year, the proposed apprenticeship courses were not approved. At the end of this school year, the basic school switched to secondary education and in 2020-2021 opened three grade 10 classes with courses in Science and Technology, Languages and Humanities and Socio-Economic Sciences. In the 2021-2022 school year, two more grade 10 classes were opened (offering Science and Technology courses and a mixed Languages and Humanities and Socio-Economic Sciences class) and a Professional Course (secondary level) in Communication Technician-Marketing, Public Relations and Advertising.

Against this backdrop, S-8 rests its mission on promoting ethical values and making the school a place of culture, open to the community, and the education of individuals. It aims to promote a school where to practice democracy, to help parents in the educational process, and to promote partnerships with the local community. In this way, it would be possible to support educational success, to blur social differences, and to create a culture of evaluation to achieve continuous improvement, with a view to building a more fraternal and happy society. The mission guiding S-8 educational action recalls the principal's aim to promote a school open to the community, characterized by continuous exchange not only during the implementation of projects but during daily teaching (DS-8, Pos. 30).

The school's mission rests on the four founding values of educational action:

i. excellence, valuing students with quality provision and excellence in school practices;
ii. participation, which stems from the collaborative work where everyone contributes to the success of the activities and is an integral part of the decision-making boards;

iii. transparency of procedures and communication; and

iv. creativity and innovation.

From the aim and vision of the school, as well as the analysis of the context, three strategic objectives have been identified: improving the learning process of students, countering early school leaving and social exclusion, and strengthening shared governance of schools with parents.

Chapter 11. Teaching and learning process for citizenship education in the four schools in Porto

11.1 Between citizenship education and *Cidadania e Desenvolvimento*

From an initial survey and description of the schools, it first appears that they arise in peri-urban settings that differ in location and socio-economic background.

Nevertheless, the mission pursued by the four school groupings lies in the desire to support an integral formation of the person. In particular, the S-5, adopting a socio-constructivist perspective of the school, aims to promote educational success for each student; the same mission is pursued by the S-7, which most of all incorporates the PA's directives in its orientation documents. In line with this first school, the S-6 school aims to create a learning environment that is welcoming and facilitative of personal and social growth. Finally, the S-8 school aims to promote a school that is open to the community and promotes ethical values, culture, and in which to practice democracy.

As far as concerned with the achievement of the educational goals enunciated in the respective Educational Projects, the teaching and learning process turns out to be of crucial importance. Specifically, in Portugal, the teaching and learning process for citizenship education in the third cycle (grades 7, 8, 9) – which is the education cycle considered in the research – must strike a balance between cross-curricular teaching conducted by all teachers and the teaching of the specific subject *Cidadania e Desenvolvimento*, which has a specific teacher and weekly teaching hours (Ministério da Educação, 2017b).

In this approach to citizenship education, attention must be paid to the following three axes, identified in the *Documento do Fórum educação para a Cidadania* (2008): *civic attitude*, including citizenship identity, individual autonomy, human rights; *interpersonal relationships*, including communication and dialog; and *social and intercultural relationships*, including democracy, globalization, human and sustainable development, and peace and conflict resolution.

Cidadania e Desenvolvimento includes three essential learnings: the concept of active citizenship, the identification of essential competences for the formation of the citizen (with a reference to the competences for a democratic culture of the Council of Europe), and the identification of essential domains throughout schooling. From the essential learnings (AEs)

derive the specific domains that constitute the teaching of citizenship education in the school. They are divided into three groups (Ministério da Educação, 2017b):

i. group 1: includes cross-curricular and longitudinal areas mandatory for all cycles. The topics to be addressed are human rights, gender equality, interculturality, sustainable development, environmental education, health;
ii. group 2: includes topics to be covered in at least two cycles of basic education. The topics to be addressed are sexuality, media, institutions and democratic participation, financial literacy, road education, risks; and
iii. group 3: includes optional topics in any year of schooling. The topics to be addressed are entrepreneurship, work, security and peace, animal welfare, and volunteering.

As defined in the previous chapters, the teaching and learning process is among the three structural areas of the WSA, that ENEC identifies as the organizational model conducive to citizenship education. Taking up again what was stated in the ENEC (and reported in Chapter 3), citizenship education should have specific characteristics to be conducive to the WSA (Ministério da Educação, 2017b):

x. it arises from sustained practices rather than sporadic interventions;
xi. it connects with the local community and is integrated into the curriculum, curricular and extracurricular activities, and daily school life;
xii. it is based on inclusive practices;
xiii. it relies on the continuous professional development of teachers;
xiv. it involves students in active teaching methodologies, giving them the opportunity to develop skills;
xv. it promotes the participation of the whole community;
xvi. it promotes well-being;
xvii. it includes relationships and collaboration with families and communities; and
xviii. to guarantee efficacy and involvement, it is based on school monitoring and evaluation.

In this national scenario, the 158 teachers from the four basic schools participating in the research identified the main goals of citizenship education as the promotion of knowledge of citizens' rights and responsibilities (51.3%) (Figure 123), the students' critical and autonomous thinking (31%) (Figure 124), the respect for and protection of the environment and the development of competences for conflict resolution (14.60%) (Figure 125).

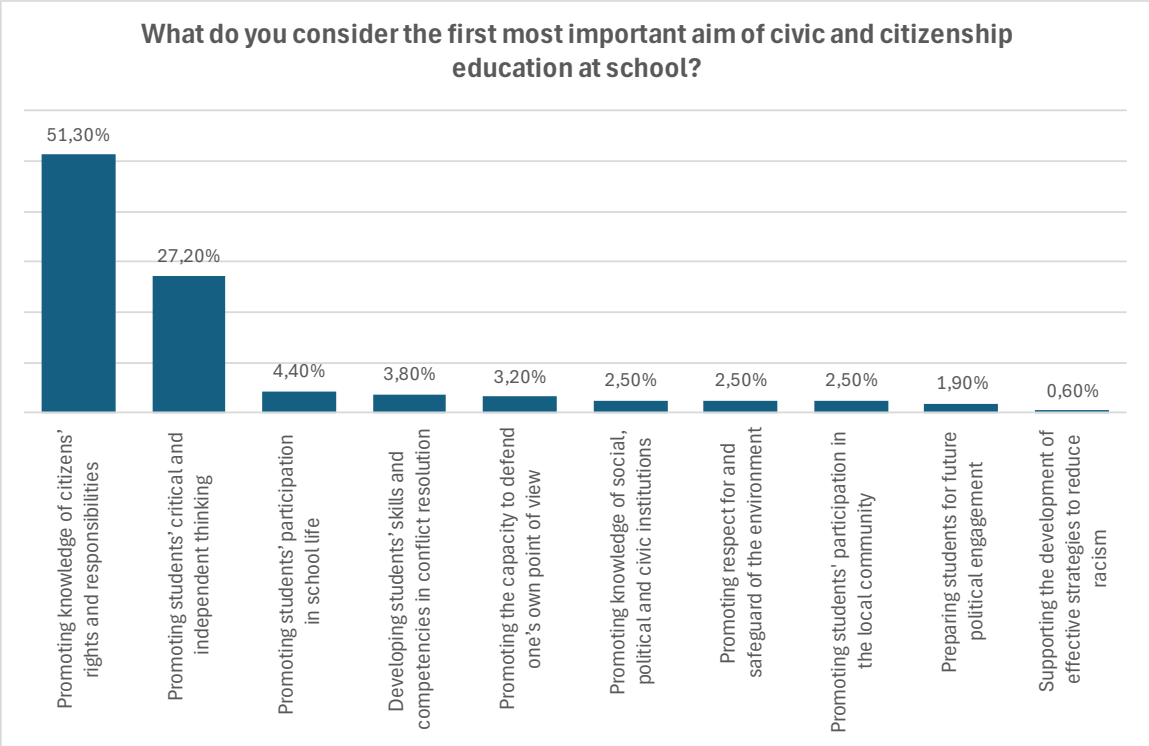


Figure 123: Percentage of teachers selecting aims of civic education as the first most important aim in the four schools in Porto (N=158).

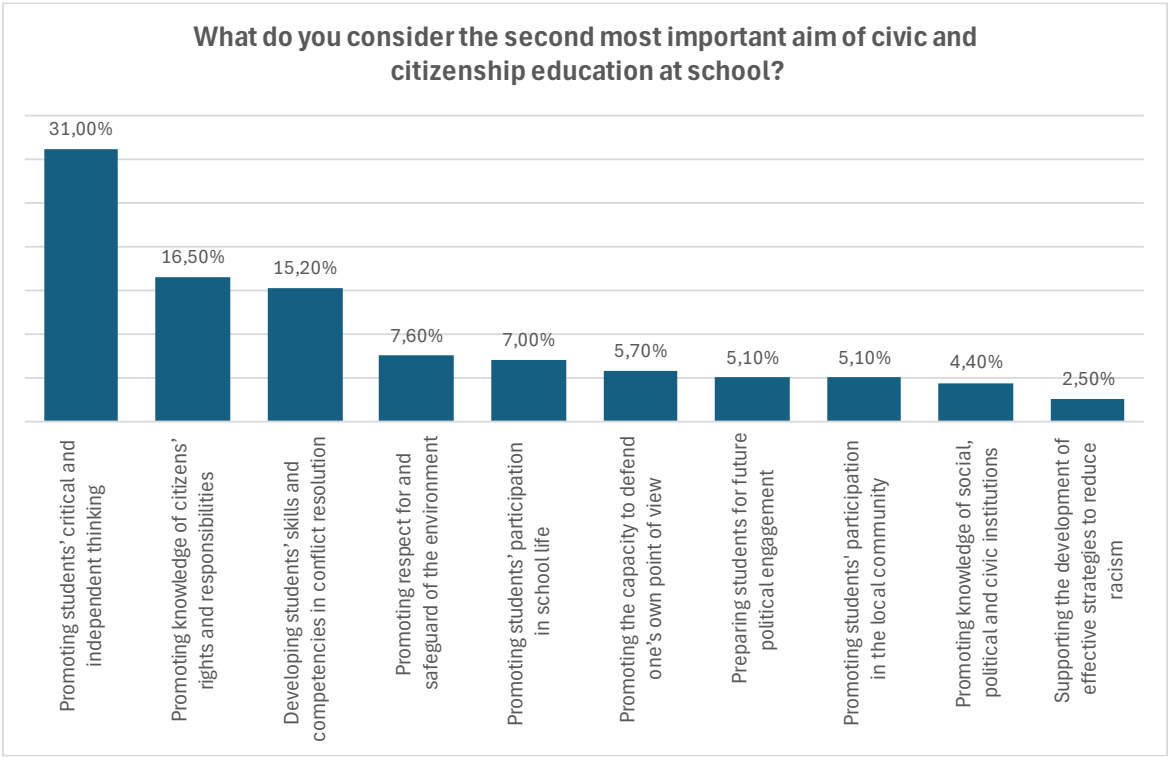


Figure 124: Percentage of teachers selecting aims of civic education as the second most important aim in the four schools in Porto (N=158).

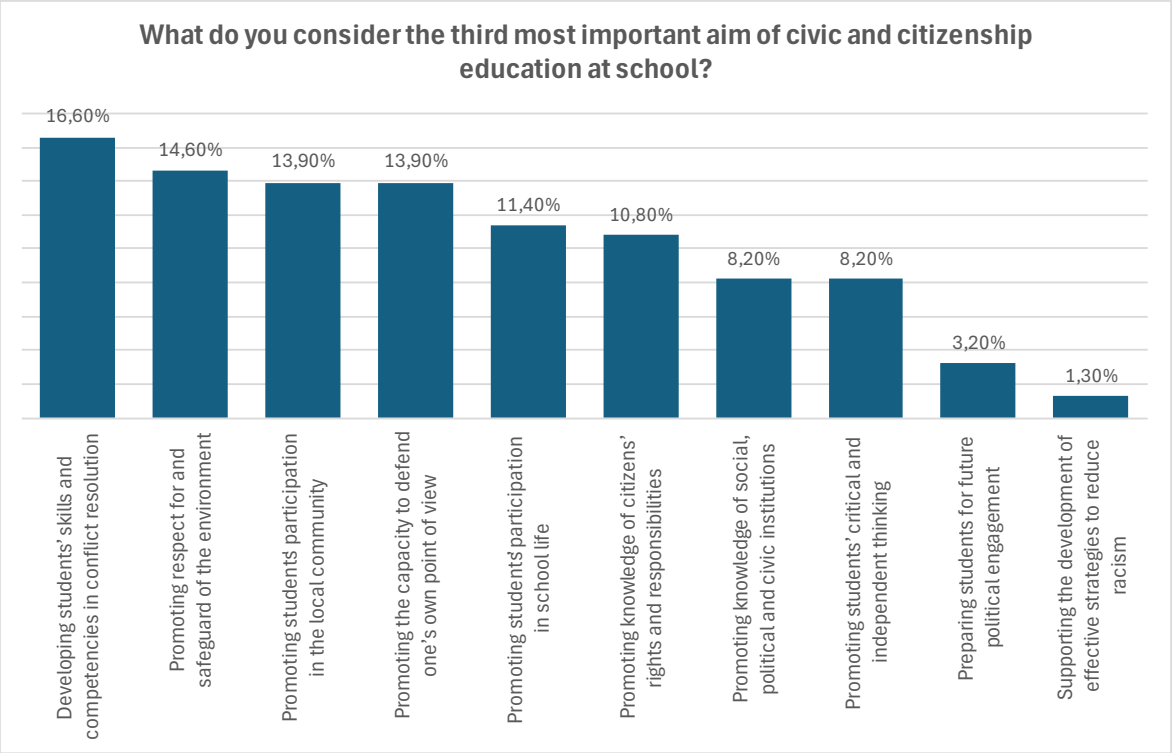


Figure 125: Percentage of teachers selecting aims of civic education as the third most important aim in the four schools in Porto (N=158).

Although Portugal did not participate in the ICCS 2022 survey, the results of Portuguese schools are also in line with the results of the international survey. In the international landscape, teachers in the 8th-grade have identified the promotion of students' critical and autonomous thinking (55%) and respect for and preservation of the environment (46%) as two of the three main goals of CCE, along with the development of students' conflict resolution skills and competences (42%).

The description of the teaching and learning process primarily examined the teaching and curricular organization of citizenship education from the perspectives of the principal, coordinator, and teachers. Maps and the results of teacher questionnaires presented this information, helping to paint a picture of the school from the perspectives of its daily users. Hours of classroom observations accompany these surveys, providing a glimpse into school life to assess the implementation of citizenship education in daily teaching, although these observations cannot be considered representative of the school as a whole. We present the data from the observations using statistical analysis carried out on the checklists, and we also provide excerpts from the free notes related to observed activities or methodologies as examples.

Exploratory analysis of the relevant school contexts, in this case relating to the teaching and learning process with particular reference to the organizational arrangements of curricular and instructional aspects, will provide an understanding of how the Portuguese regulations find expression in different school contexts and whether and to what extent their interconnection can define democratic learning environments.

11.2 Citizenship education in S-5

In school S-5, 30 out of 53 third-cycle teachers responded to the teacher questionnaire. Of them, 43.3% are tenured teachers, while 56.7% are non-tenured. There is a wide variability regarding the disciplines taught by the responding teachers (Table 69); what appears is that 4 teachers are also responsible for teaching the discipline *Cidadania e Desenvolvimento*, in addition to their specific subject.

T_SUB	Counts	% of Total
English, *Cidadania e Desenvolvimento*	1	3.3 %
Mathematics	3	10.0 %
Portuguese	2	6.7 %
Physical Education	3	10.0 %
English	3	10.0 %
Natural Sciences	4	13.3 %
Visual education	2	6.7 %
Geography	3	10.0 %
English, TIC, *Cidadania e Desenvolvimento*	1	3.3 %
History	1	3.3 %
Moral education and Religion	2	6.7 %
Portuguese, TIC, *Cidadania e Desenvolvimento*	1	3.3 %
Physics-Chemistry	3	10.0 %
Natural Sciences, *Cidadania e Desenvolvimento*	1	3.3 %
Total	**30**	**100%**

Table 69: Subjects taught by S-5 third-cycle teachers responding to the questionnaire (N=30).

Most of the respondents have been teaching in S-5 for less than a year (36.7%) and from 5 to 9 years (33.3%) (Table 70); 86.7% are female (26), while 13.3% are male (4). Additionally, most of the respondents are between 40 and 49 (43.3%) and between 50 and 59 years old (40%). Regarding the degree held, more than half of the respondents have a bachelor's degree or equivalent (56.7%) and 43.3% have a master's degree or equivalent. In addition, 26.7% of the respondents only teach in grade 7 (8), 13.3% only in grade 8 (4), and 26.7% only in grade 9 (8). Meanwhile, 10% teach in grades 7 and 8 (3), 3.3% in grades 7 and

9 (1), and 10% in grades 8 and 9 (3), 10% teach in all three grades (8). Among them, 30% teach mainly in 7 grade (9), 30% teach mainly in grade 8 (9), and 40% teach mainly in grade 9 (12).

T_EXPER	Counts	% of Total
Less than a year	11	36.7 %
From 1 to 4 year	6	20.0 %
From 5 to 9 years	10	33.3 %
For 10 years or more	3	10.0 %
Total	**30**	**100%**

Table 70: Years of work experience of S-5 third-cycle teachers responding to the questionnaire (N=30).

To show the results of the semi-structured interviews and FGs and to discuss the aspects that characterize the citizenship education curriculum and teaching organization at the S-5 school, three maps were structured: two show the teaching organization and activities (Figure 126-127), and one shows the problems that were encountered and ways they could be improved (Figure 128). Maps were created by coding the responses of the principal, the citizenship education coordinator, and the teachers participating in the FG.

The principal has been in charge of S-5 for 26 years and holds a master's degree in School Administration, after completing a training program as educator.

The citizenship education coordinator, who has been teaching in S-5 for six years, has a master's degree and started, but did not finish, the doctorate program; the two-year course of training enabled her to obtain the title of 'High study's research'. Furthermore, by personal will, the coordinator took part in the FG teachers, which was attended by 7 8th-grade teachers.

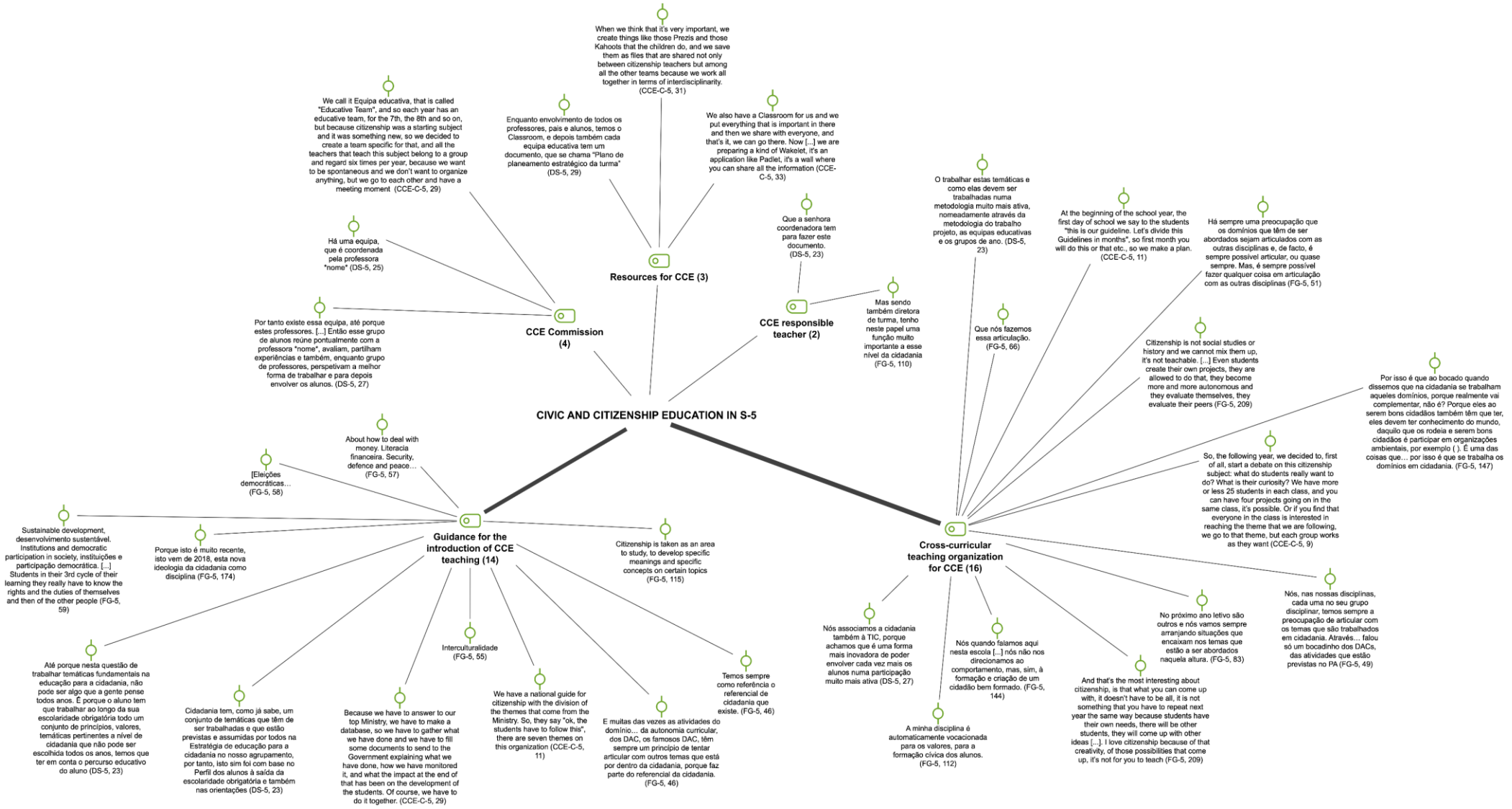


Figure 126: Single-case model related to the organization of citizenship education in S-5 (I). Map created with MaxMap (MAXQDA 2024)

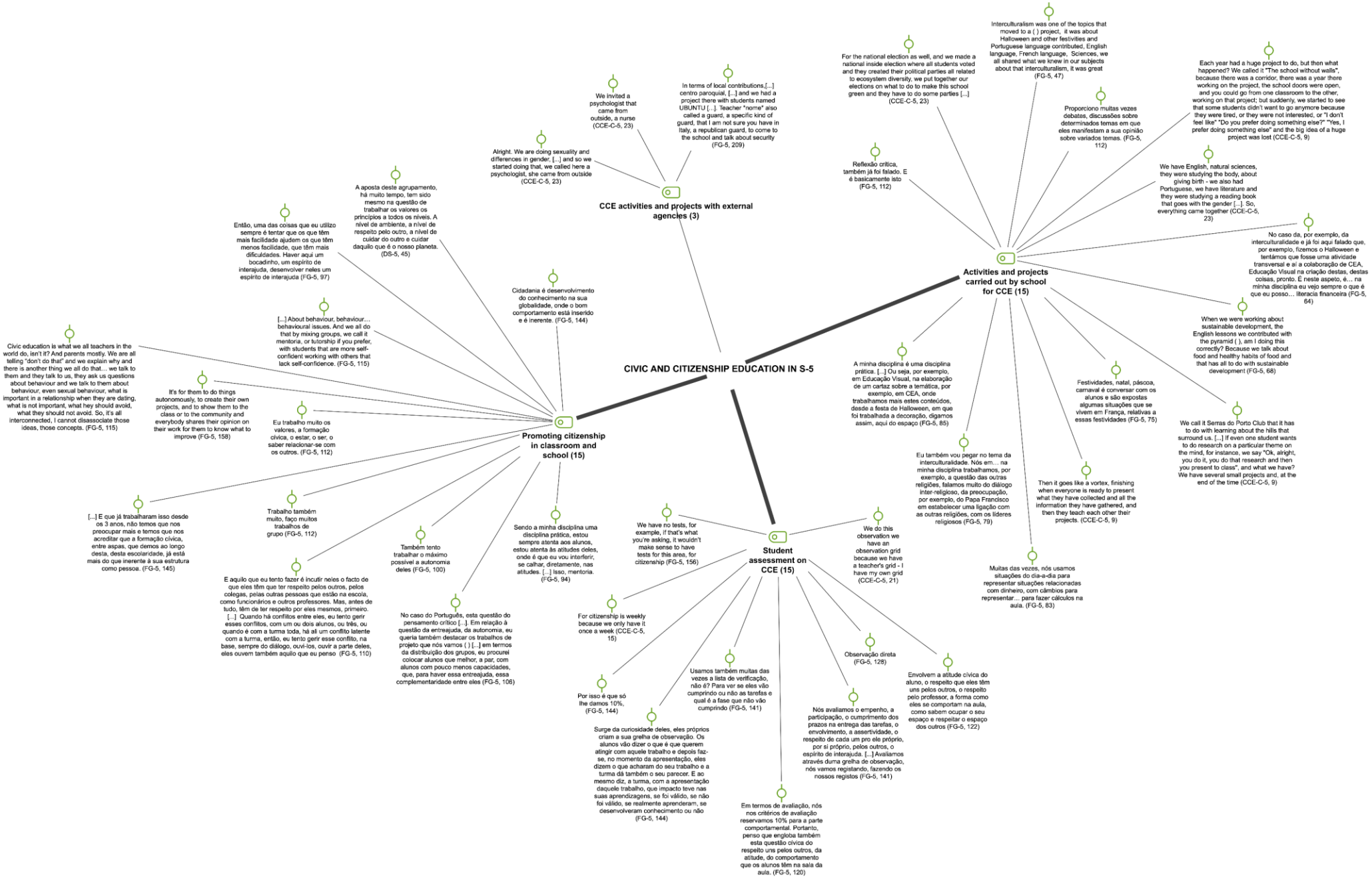


Figure 127: Single-case model related to the organization of citizenship education in S-5 (II). Map created with MaxMap (MAXQDA 2024)

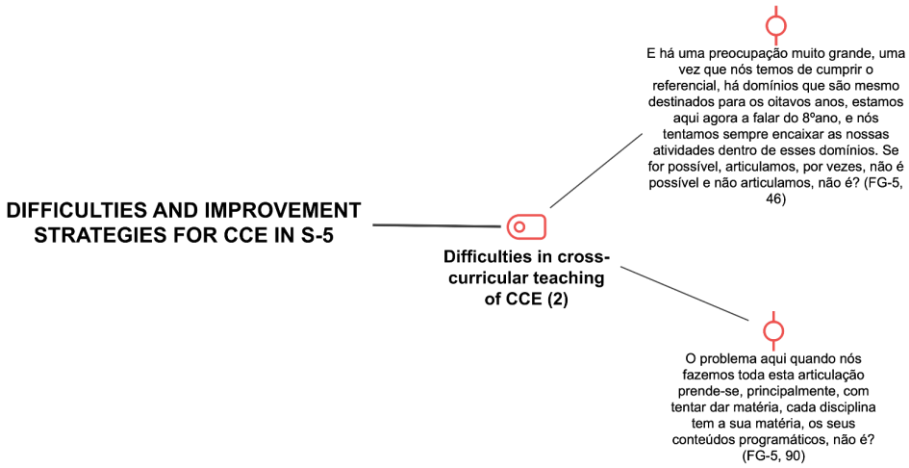


Figure 128: Single-case model related to difficulties and improvement strategies for CCE in S-5. Map created with MaxMap (MAXQDA 2024)

11.2.1 School and curricular organization for citizenship education in S-5

The EECE of S-5 aims to establish a collaborative commitment, integrating rights and duties for the formation of an integral citizen, through inclusive citizenship that leads to a change in the educational paradigm, forming students and future adults capable of respecting others and living in society, expressing themselves through sustainable behavioral models in all dimensions of human activity.

The EECE is in line with the school's mission to promote success with all and for all, which is operationalized in this document into four goals: the development of personal and social skills, the development of critical thinking, the development of skills related to active participation, and the development of knowledge in non-formal areas. These goals are pursued by means of flexible curriculum management and collaborative work of teachers, through which to support the development of knowledge, skills, and attitudes based on a scientific and artistic culture.

So, the activities and projects that are carried out by the S-5 for the implementation of citizenship education accompany the teaching of *Cidadania e Desenvolvimento*, contributing to the formation of responsible, autonomous, supportive people who know and exercise their rights and duties in dialogue and respect for others, with a democratic, pluralistic, critical, and creative spirit. Additionally, *Cidadania e Desenvolvimento* is regarded by teachers as an area in which to study and develop specific meanings and concepts related to specific issues (T-38, FG-5, Pos. 115).

The basic themes that make up citizenship education are not established in all school years, but have been set and maintained according to «the principles, values and themes related to the level of citizenship» of the student, taking into account their educational pathway (DS-5, Pos. 23).

Despite this organization, the document prepared by the S-5 emphasizes that the domains to be worked on in *Cidadania e Desenvolvimento* – established by the Ministry of Education – should not be understood as isolated parts, but rather as intercommunicating, based on a holistic view of the person, and their approach should focus on the contribution of each of them to the development of the principles, values and areas of competence set out in the PA. The domains are structured into five strategic axes outlined in the Education Project, namely:

i. responsibility and integrity;
ii. excellence and exigency;
iii. curiosity, reflection, and innovation;
iv. citizenship and participation; and
v. freedom.

The promotion of curricular teaching of *Cidadania e Desenvolvimento* occurs at both the classroom and school levels. At the classroom level, it is structured as a cross-integrated discipline in the first cycle, and as a stand-alone discipline in the second and third cycles. At the school level, citizenship is structured as a set of values and principles that must be fostered in daily practice, creating an open climate for discussion to make decisions that affect the lives of all members of the school community.

This idea of citizenship education and the consequent structuring of the curriculum dates back to 2018 (CCE-C-5, FG-5, Pos. 174), when the ENEC came into effect. Citizenship education appears in this way as a set of themes that need to be worked on, which are provided for in the document developed by the school and rest on the PA (DS-5, Po. 23).

For the structuring of the EECE, schools are obliged to follow the subdivision of themes worked out by the Ministry (CCE-C-5, Pos. 11); subsequently, the elaborated structuring and the data collected through the activities and projects, the evaluation methods, and the impact they had on the students are used to develop databases and documents to be sent to the Ministry (CCE-C-5, Pos. 29).

The teaching and curricular organization of citizenship education is coordinated by an Educative Team for the third cycle, which brings together all teachers who teach *Cidadania e Desenvolvimento*, in which there is a coordinator (DS-5, Pos. 25); this team meets six times a year, leaving the availability to meet even more times without establishing it in advance (CCE-C-5, Pos. 29). The committee, under the leadership of the coordinator who is also a member of the Pedagogical Council, drafted the EECE (DS-

5, Pos. 23). This committee was established in the 2018-2019 school year to support a collaborative organizational model and interactive professionalism of teachers, promoting joint planning, through which to foster the integration and articulation of learning, diversification of formative assessment techniques, and greater involvement of students in their teaching and learning process.

> «Assim, no decorrer deste ano letivo 2018/2019, lançou-se num desafio optando pela adoção de um modelo organizacional assente num novo profissionalismo interativo e com base no trabalho colaborativo. Para tal implementaram-se as Equipas Educativas que permitiram, através de um planeamento conjunto, a integração e articulação de aprendizagens, a diversificação de técnicas e instrumentos de avaliação formativa (das e) para as aprendizagens, aumentando o comprometimento do aluno no seu processo de aprendizagem e o sucesso de qualidade em todas as disciplinas por ciclo». (EECE, S-5 Website)

Regarding the latter aspect, through the association of citizenship with TIC (*Tecnologias de Informação e Comunicação*), the school seeks to propose student involvement in the curricular organization of citizenship education, proposing meeting times with the coordinating teacher during which students evaluate and share experiences; in turn, teachers can envisage the best way to carry out the work and involve students (DS-5, Pos. 27).

The tasks of the Citizenship Education Team are:

i. defining rules and procedures;
ii. defining the working dynamics, with reference to the specific characteristics of the classes and the year of schooling;
iii. identifying students with difficulties and defining a work plan for each of them;
iv. Collaborating in the structure of the EECE, defining the areas, themes and learning to be developed, the way in which the work is organized, the projects to be developed by the students, the partnerships to be established with entities in the educational community, the assessment of learning within the area of citizenship and development for the classes and corresponding school year;
v. evaluating, on a weekly/bi-weekly basis, the work plans of students identified and attending Educational Support, the Learning Support Center and other inclusive responses or educational resources of the school (study room, projects and clubs); and
vi. liaising with class councils and curricular departments.

In addition to the school-level coordinator, in each class the class coordinator is responsible for citizenship education (T-36, FG-5, Pos. 110).

11.2.2 The cross-curricular teaching of citizenship education in the classroom in S-5

In order to understand how the guidelines established at the school level found expression in classroom teaching related to *Cidadania e Desenvolvimento*, some of the questions in the teacher questionnaire were reserved for specific teachers and discipline coordinators.

First of all, teachers (N=6) were asked what materials they used for preparing *Cidadania e Desenvolvimento* lessons (CCE_MAT). The reported results show that the materials most used by teachers for lesson preparation are documents published by NGOs, political parties and institutions, web-based sources of information, official curricula, and original sources (Figure 129).

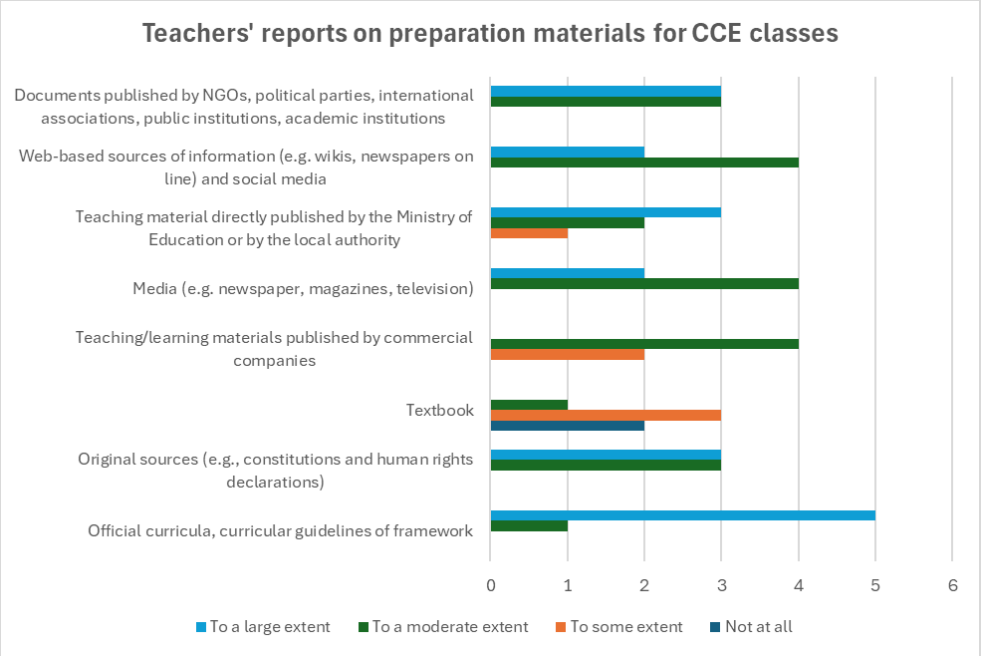


Figure 129: Materials used by teachers in S-5 to prepare civic-related activities (N=6).

In addition to these materials, it is respected in the EECE that teachers have the equestrian center, the school library, the multidisciplinary team, study rooms, and the Sebastião da Gama training center available for the development of projects and related activities for citizenship education.

All activities that are implemented in the S-5 for *Cidadania e Desenvolvimento* follow the domains indicated in the EECE, where it is defined as a complementary area through which promote the education of citizens (CCE-C-5, FG-5, Pos. 144; T-36, FG-5, Pos. 147). These domains are then articulated in the other disciplines (T-36, FG-5, Pos. 51), promoting cross-curricular activities in the disciplinary groups according to the areas of

curricular autonomy (Ordinance No. 223-A/2018[102]) (T-41, FG-5, Pos. 46; T-35, FG-5, Pos. 49).

Every year, teachers establish activities for citizenship education based on the needs and ideas of students (T-38, FG-5, Pos. 209), as well as the issues they address at different points in the school year (T-41, FG-5, Pos. 83). Precisely because of its cross-curricular and flexible nature, it has been called a non-teachable discipline; rather, it is the students who must create their own projects and evaluate themselves and their peers, and in this, the teacher's task is to accompany them (T-38, FG-5, Pos. 209).

Students have an active role in defining the activities for citizenship education. The school conducts a citizenship discussion with students at the start of each school year to understand their interests. Based on the results, they develop activities that can either be one for the entire class or several activities at once, depending on the students' preferences. The idea of one big project within the school for citizenship education was lost after the implementation of *The school without walls* initiative (characterized by open class instructional work) in order to effectively respond to students' needs (CCE-C-5, Pos. 9).

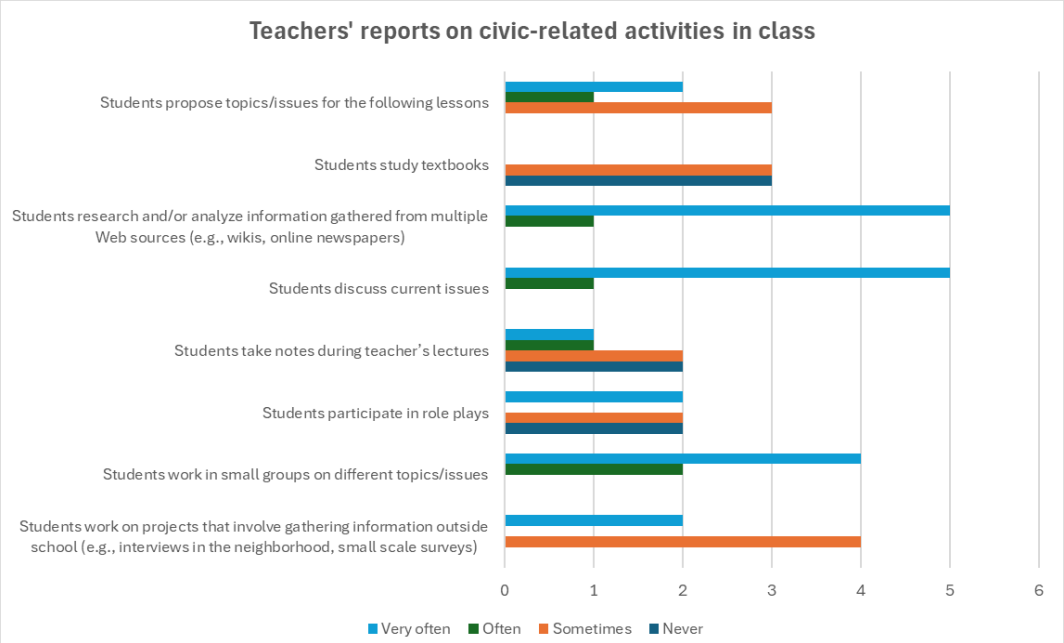
> «We don't have one big project, we already had one. Each year had a huge project to do, but then what happened? We called it "The school without walls", because there was a corridor, there was a year there working on the project, the school doors were open, and you could go from one classroom to the other, working on that project; but suddenly, we started to see that some students didn't want to go anymore because they were tired, or they were not interested, or "I don't feel like" "Do you prefer doing something else?" "Yes, I prefer doing something else" and the big idea of a huge project was lost. So, the following year, we decided to, first of all, start a debate on this citizenship subject: what do students really want to do? What is their curiosity? We have more or less 25 students in each class, and you can have four projects going on in the same class, it's possible. Or if you find that everyone in the class is interested in reaching the theme that we are following, we go to that theme, but each group works as they want». (CCE-C-5, Pos. 9)

Additionally, students participate in the structuring of the school calendar at the start of the school year, which results from the division of guidelines developed at the school level into the different school months (CCE-C-5, Pos. 11).

According to the principal, working on citizenship education issues necessitates active methodologies, including project work in particular (DS-5, Pos. 23). The results of the questionnaire on the activities carried out during citizenship education classes confirm what the principal said. The graph (Figure 130) shows that the most implemented

[102] Procede à regulamentação das ofertas educativas do ensino básico previstas no n.º 2 do artigo 7.º do Decreto-Lei n.º 55/2018, de 6 de julho - Artigo 10.º Portaria n.º 223-A/2018. Available at: https://diariodarepublica.pt/dr/legislacao-consolidada/portaria/2018-115919313-115916985. Accessed 9 September 2024.

activities are those involving research and analysis of information gathered from different sources of information, discussion of current issues, and small group work. The descriptive statistics for the T_CIVCLAS scale, which measures the frequency of classroom activities, show a moderately high distribution of frequencies, with a mean of 22.8 (SD = 4.88); however, the standard deviation and range of scores confirm a high dispersion of scores.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_CIVCLAS	6	24	22.8	1.99	20.5	4.88	19.0	30.0

Figure 130: Activities carried out in classroom during civic-related lessons in S-5 (N=6).

For citizenship education activities, teachers try to connect the domains defined in the EECE with the themes of their own disciplines. For instance, teachers address interculturality in Portuguese, English, visual education, and French in a cross-curricular way by discussing holidays in various countries (T-38, FG-5, Pos. 47; T-36, FG-5, Pos. 64; T-39, FG-5, Pos. 75; T-40, FG-5, Pos. 85). They also address this same domain in Moral Education and Religion, discussing interreligious dialogue (T-35, FG-5, Pos. 79). Mathematics treats financial literacy by discussing money management from real-life situations (T-41, FG-5, Pos. 83). Another domain covered in a cross-curricular way is gender equality, so in English and Natural Sciences the topic of birth and motherhood was covered, and in Portuguese books dealing with gender were read (CCE-C-5, Pos. 23). Additionally, teachers conduct discussions and debates on specific issues to encourage students to express their opinions and develop critical thinking (T-35, FG-5, Pos. 112).

Although teachers pay attention to the reference domains for each year of schooling, it is sometimes difficult to define the interrelation between these domains and the specific contents of their own discipline (T-41, FG-5, Pos. 46; CCE-C-5, FG-5, Pos. 90).

Everyday life situations receive attention. For instance, during the national elections, school elections were organized, during which students were invited to form parties related to the diversity ecosystem and present an electoral program aimed at creating a green school. The completion of this project the week before the national elections allowed for a more conscious involvement of students on this significant national day (CCE-C-5, Pos. 23).

> «For the national election as well, and we made a national inside election where all students voted and they created their political parties all related to ecosystem diversity, we put together our elections on what to do to make this school green and they have to do some parties, and these parties won because they wanted to, I don't know, make the water more pure inside, others made the garden more green, and they went on voting, they went to classes explaining to the colleagues what their party about, what they pretend to be, like a national political system, we have them inside political system as well, and then there were elections, they went to vote, they counted votes, and everything; we finished precisely before the weekend where the family was going to vote at national level, and next Monday the kids went and said "oh it was so useful what I have learnt because my father couldn't find this name on the list and I explained to him what to do and I took him to the place where he should find", and so on. It was like they have a connection, and they have done here at school a daily life, with all the preparation and everything, and they have done here a political day, with brackets, and then they have explained and been along with their parents in real life, and I really believe they are pretty sure ready to go to elections and be good citizens and vote and help others as well». (CCE-C-5, Pos. 23)

The only institute project implemented in S-5 is the one with the *Clube do Serras do Porto*, established in the municipalities of Valongo, Gondomar, and Paredes, with the aim of raising awareness among the educational community about the territory's richness, with which students studied the mountains in the area. Participation in the activities proposed by this club is not mandatory for students, who can choose which topics related to citizenship education to deepen and present to the class; therefore, within the same class, many small projects could be present, based on the students' interests. The only guidelines that the school provides for these activities are the initial and final moments (CCE-C-5, Pos. 9).

The third cycle of S-5, in collaboration with *Serras do Porto* and the *Ciência Viva* club, carried out the interdisciplinary project *Viagem criativa pelo planeta terra*, which lasted four weeks and dealt with the theme of bees and birds. The disciplines involved were Portuguese, art, science, English, *Cidadania e Desenvolvimento*, and TIC. Students worked with images provided by *Serras do Porto*, elaborating the shape of the hive and

sticking it on the cork as reusable material (Figure 131). The final week of this project focused on showcasing the completed activities.

On this occasion, large posters about the flora and fauna of the Porto area were brought to school (Figure 132); as if in a museum, students had to read the posters and answer the questions on an evaluation sheet. The next activity proposed involved flash cards, in which students had to associate the image of flora or fauna with the corresponding name.

Every year, S-5 conducts this project with a different main theme; previous years have featured butterflies, water, insects, and salamanders. In the last week of the project, the school implemented activities involving external experts, such as a beekeeper. Among the activities, the municipality organized a visit to the Ferreira River, procuring students with wetsuits and masks to enter the river and closely observe the rocks and fish habitat. The aim of this activity was to foster a sense of connection and respect for the natural world.



Figure 131: Creation of the hive for the project *Viagem criativa pelo planeta terra* in S-5.



Figure 132: Exhibition of posters provided by the Municipality of Valongo for the project *Viagem criativa pelo planeta terra* in S-5.

Thus, some of the activities proposed are carried out in collaboration with local associations or external partners. For example, in addition to the project described above, a psychologist was invited to discuss sexuality and gender differences with students (CCE-C-5, Pos. 23); or a guard was invited to talk about safety; or even with the parish center (T-38, FG-5, Pos. 209). In addition, the school is implementing the UBUNTU

project (T-38, FG-5, Pos. 209) in collaboration with the Padre António Vieira Institute, which aims to develop and promote personal, social and civic competences in participants of Ubuntu Weeks, building a more supportive and resilient society.

Additionally, the school joined the 10th edition of the *Orçamento Participativo Jovem* project promoted by the Municipality of Valongo in collaboration with *Serras do Porto*, aimed at implementing a participatory democracy that allows young people aged 6 to 35 to present their project ideas to help improve the Council where they study or reside. Each project is allocated €10,000.00. In the 10th edition, €250,000.00 (for 25 projects) were allocated. The school participated and won for five consecutive editions and this made it possible to make the school environments more welcoming. The community votes on the projects to be funded, in accordance with the procedures defined.

Teachers' activities for *Cidadania e Desenvolvimento* necessitate the implementation of learning assessments. To this end, the Educational Team developed and the Pedagogical Council confirmed the discipline assessment indicators in the EECE, following the regulatory guidance from the Ministry of Education. The development of these indicators took into account two factors: students' involvement in school and community activities, as well as their demonstrated possession of cognitive, social, personal, and emotional competences. The process values the formative assessment and provides a descriptive-qualitative dimension of the performance levels achieved for each domain under evaluation. These indicators do not find expression in the development of specific criteria to be used in assessment.

Observation is one of the assessment tools that teachers use to assess citizenship education (T-37, FG-5, Pos. 128) through an observation grid individually developed by each teacher (CCE-C-5, Pos. 21; T-41, FG-5, Pos. 141). For *Cidadania e Desenvolvimento*, teachers conduct a weekly assessment through observation, as this discipline occurs once a week (CCE-C-5, Pos. 15). They assess the student's civic attitude, respect for others and teachers, behavior (T-37, FG-5, Pos. 122), commitment, participation, meeting homework deadlines, involvement, assertiveness, and spirit of mutual aid (T-41, FG-5, Pos. 141).

An additional tool that is used is the checklist, in order to check whether students are doing their homework or what phase they are not doing (T-41, FG-5, Pos. 141). Written tests are not used to assess citizenship education (T-38, FG-5, Pos, 156).

Students often participate in structuring the observation grid to evaluate a specific activity. Students identify the desired outcome of the activity, self-assess their own work,

and evaluate others' work alongside the class. Simultaneously, the class, upon presenting the work, aims to comprehend and convey the influence of the activity on their own learning, their perception of learning and knowledge development, and the usefulness of the activity (CCE-C-5, FG-5, Pos. 144).

> «Surge da curiosidade deles, eles próprios criam a sua grelha de observação. Os alunos vão dizer o que é que querem atingir com aquele trabalho e depois faz-se, no momento da apresentação, eles dizem o que acharam do seu trabalho e a turma dá também o seu parecer. E ao mesmo diz, a turma, com a apresentação daquele trabalho, que impacto teve nas suas aprendizagens, se foi válido, se não foi válido, se realmente aprenderam, se desenvolveram conhecimento ou não. Isto também é importante neste ponto». (FG-5, Pos. 144, Speaker: CCE-C-5)

The data from the questionnaire are in line with the answers of the teachers. Project work and observations appear to be the most frequently used tools, followed by peer assessment; oral and written tests are much rarer (Figure 133).

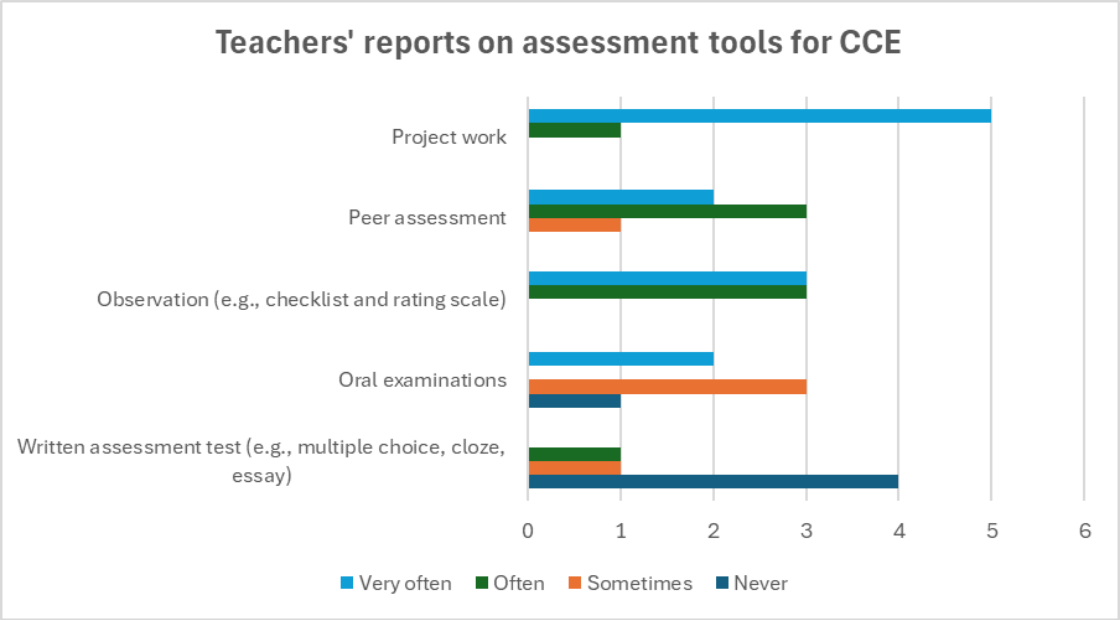


Figure 133: Assessment tools used by S-5 third-cycle teachers for student assessment in *Cidadania e Desenvolvimento* (N=6).

However, there appears to be an overlap between the assessment of citizenship education and the assessment of student behavior. In fact, the teachers allocated 10% of their respective discipline assessments to the assessment of behavior, which encompasses the «civic issue» inherent in respect for others, attitude, and student behavior in the classroom (T-37, FG-5, Pos. 120). However, the citizenship education coordinator during the FG clarified that in the S-5 the citizenship education grade does not overlap with the behavior grade, although they have points in common because an informed citizen possesses structured behavioral characteristics, such as participation and respect for

others, derived from their knowledge, enabling them to be a good person (CCE-C-5, FG-5, Pos. 144).

The teaching action promoted by S-5 is based on the will to implement values and principles to respect the other and the environment (DS-5, Pos. 45). To this end, citizenship education is not limited to the teaching of specific domains or topics of *Cidadania e Desenvolvimento*, but finds expression in everyday school life through which it promotes the construction of democratic learning environments. According to the teachers, citizenship education is constantly promoted by teachers and parents through constant dialogue with students on behavior, relationships, what to avoid and what not to avoid (T-38, FG-5, Pos. 115). It is based on the promotion of respect for oneself, others, colleagues and all those present in the school, starting with the management of manifest or latent conflicts in the classroom through the promotion of dialogue (T-36, FG-5, Pos. 110). This makes it an area that cannot be taught, because it is encouraged by promoting the autonomy of students in creating their own projects, showing them to the class, and sharing their opinions (T-38, FG-5, Pos. 158).

As a result, citizenship education is supported through peer mentoring to support mutual help (T-40, FG-5, Pos. 94; T-41, FG-5, Pos. 97; T-37, FG-5, Pos. 106; T-38, FG-5, Pos. 115), with group work (T-35, FG-5, Pos. 112), with work supporting their autonomy (T-41, FG-5, Pos. 100), focusing on citizenship education from the age of 3 (T-40, FG-5, Pos. 145). In this way it is possible to support a citizenship as development of knowledge in its globality, within which the correct behavior is inserted (CCE-C-5, FG-5, Pos. 144).

We conducted 20 hours of classroom observation to understand how teachers encourage citizenship education in daily teaching by implementing methodologies and practices that foster a democratic learning environment. We also aimed to identify the practices teachers recount in their classroom teaching. Specifically, as all teachers contribute to the creation of democratic learning environments, in addition to a lesson on *Cidadania e Desenvolvimento*, lessons on History, Visual education, Physical Education, Portuguese, French, Mathematics, Science, Religion, and Physics-Chemistry were observed.

The analysis of the frequencies in the distributions for each indicator that makes up the observation checklist (Figure 134) reveals practices that occurred more and less frequently in the observed lessons; the descriptive statistics (Table 71) later confirmed these aspects.



Figure 134: Frequency distribution of scoring in observation checklists (S-5).

The most frequently observed practices in curriculum planning and delivery were reflecting students on what they have learned (RWL) and encouraging students to express their thinking (ET), yielding averages of 1 (SD = 1.34) and 0.63 (SD = 1.22), respectively. Conversely, we rarely observe practices like conducting activities that allow students to apply their knowledge (AANK), and we never observe the practice of setting high expectations for students (ESP).

In the area of accommodating individual differences, although there is a higher frequency of non-observations, the data show that, when observed, practices were effective, based on student feedback. Specifically, among the most observed practices were the implementation of activities to help students discover key ideas (DIISA) and the implementation of individual and group activities to promote greater understanding of content (OIGPU), which had averages of 0.63 (SD = 1.22) and 1.11 (SD = 1.45), respectively.

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0	0	0	0
	AANK	0.53	0	0	1.04
	PMAL	0.63	0	0	1.13
	ET	0.63	0	0	1.22
	RWL	1	0	0	1.34
Accommodations for individual differences	OIGPU	1.11	0	0	1.45
	AISD	0.16	0	0	0.67
	EIES	0.42	0	0	0.99
	DIISA	0.63	0	0	1.22
	MASR	0.58	0	0	1.14
Problem solving	BT	0.47	0	0	1.09
	PID	0.16	0	0	0.67
	SFA	0.16	0	0	0.67
Critical thinking strategies	CCI	0	0	0	0
	JESCD	0	0	0	0
Creative thinking strategies	TII	0.16	0	0	0.67
	EPV	0	0	0	0
	DOMTS	0	0	0	0
	ODEI	0.32	0	0	0.92
Learning environment	ER	0.32	0	0	0.92
	ERSH	0.32	0	0	0.92
	BLW	1.42	2	0	1.39
	QS	0.16	0	0	0.67
	FPQ	0.95	0	0	1.32
	ASR	1	0	0	1.34
	RRSR	2.16	3	3	1.31
	EDS	0	0	0	0

Table 71: Descriptive statistics related to observations in S-5.

Referring on the problem-solving domain, the use of brainstorming (BT) was most prevalent, with a mean of 0.47 (SD = 1.09), while less observed were student involvement in problem identification and definition (PID) and solution-finding (SFA).

We never observed the promotion of critical thinking strategies. On the other hand, aspects related to the development of creative thinking were more frequent. While encouraging the exploration of other viewpoints (EPV) and creative solutions to problems (DOMTS) were never observed – although they are among the aspects indicated by teachers for promoting citizenship in the classroom – providing students with the opportunity to elaborate their own ideas (ODEI) and soliciting different thoughts on problems or ideas (TII) were more observed and found to be effective, registering averages of 0.32 (SD = 0.92) and 0.16 (SD = 0.67), respectively. These data are consistent with the aspects indicated by teachers regarding the school's practices to promote citizenship education.

The area related to the learning environment recorded the highest number of observations. Responding in a respectful manner to students (RRSR) and the use of energetic and enthusiastic verbal and nonverbal communication (BLW) were the most frequently observed practices, obtaining averages of 2.16 (SD = 1.31) and 1.42 (SD =1.39), respectively; the medians confirm the high frequency of observations and the effectiveness of the practices, recording values of 3 and 2, respectively. Other practices were also observed, although less frequently, including teacher focus on positive qualities and student efforts (FPQ) or student feedback (ASR); in contrast, encouraging students to discuss solutions instead of blaming others (EDS) was never observed.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	30	0	12.4	0.298	12.0	1.63	9.00	16.0

Table 72: Descriptive statistics related to teachers' perceptions of classroom climate (T_PCCLIM) in S-5 (N=30).

The practices implemented by teachers within the classroom contribute to the creation of an open classroom climate, characterized by openness to discussions, participation, and positive relationships among students. In the S-5, statistics on teachers' perceptions of classroom climate (T_PCCLIM) show average positive perceptions, with a mean of 12.4 (SD = 1.63); however, there is a scattering of responses, which are in the range of scores between 9 and 16 (Table 72).

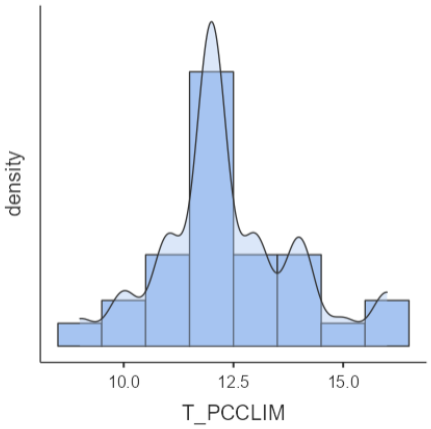


Figure 135: Density plot related to T_PCCLIM in S-5.

The results regarding the perception of classroom climate appear to be positive, as also shown in the density graph where a slight positive skew appears. Most of the scores are around the value 12, as confirmed by the median value. Tails toward higher and lower values of the distribution are present, confirming the slight variability of responses (Figure 135).

11.2.3 Improvement areas for citizenship education in S-5

In the questionnaire, the third-cycle teachers identified as the first area for improvement of citizenship education in the school more guidance on the competences that students should achieve (Figure 136).

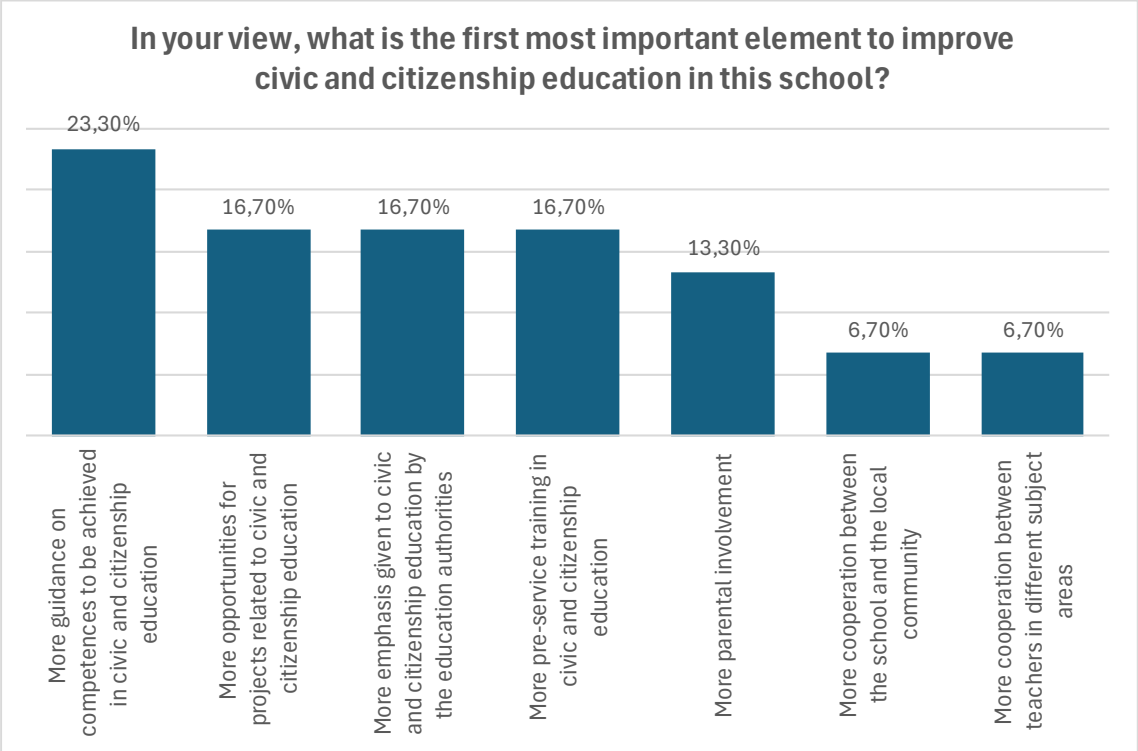


Figure 136: Percentages of teachers selecting citizenship education improvement areas as the first main area in S-5 (N=30).

The EECE that S-5 outlined does not indicate what the developmental goals, aims, or specific objectives are that should be met at the end of an educational pathway, whether it's yearly or based on specific cycles. Instead, it just lists the areas that teachers need to work on across subjects, showing how these areas are related to the themes of their own subjects. In this, then, a more detailed indication of competences or developmental goals could represent not only a guide for the teacher's teaching action, but above all constitute the central aspect in the subsequent course of evaluating the effectiveness of the teaching action carried out.

A better indication of competences to be achieved is combined with a greater implementation of projects related to citizenship education as the second area of improvement (Figure 137).

As previously described, in S-5 there are not many structured projects for citizenship education – only the project in collaboration with *Serras do Porto* was observed and described – due to the desire to pander to the needs and desires of the students. In fact, the coordinator said that, precisely because of this, several activities and projects can be found within the classes at the same time, to which a small group of students are dedicated to. Additionally, the annual implementation of the sole institute project, *The school*

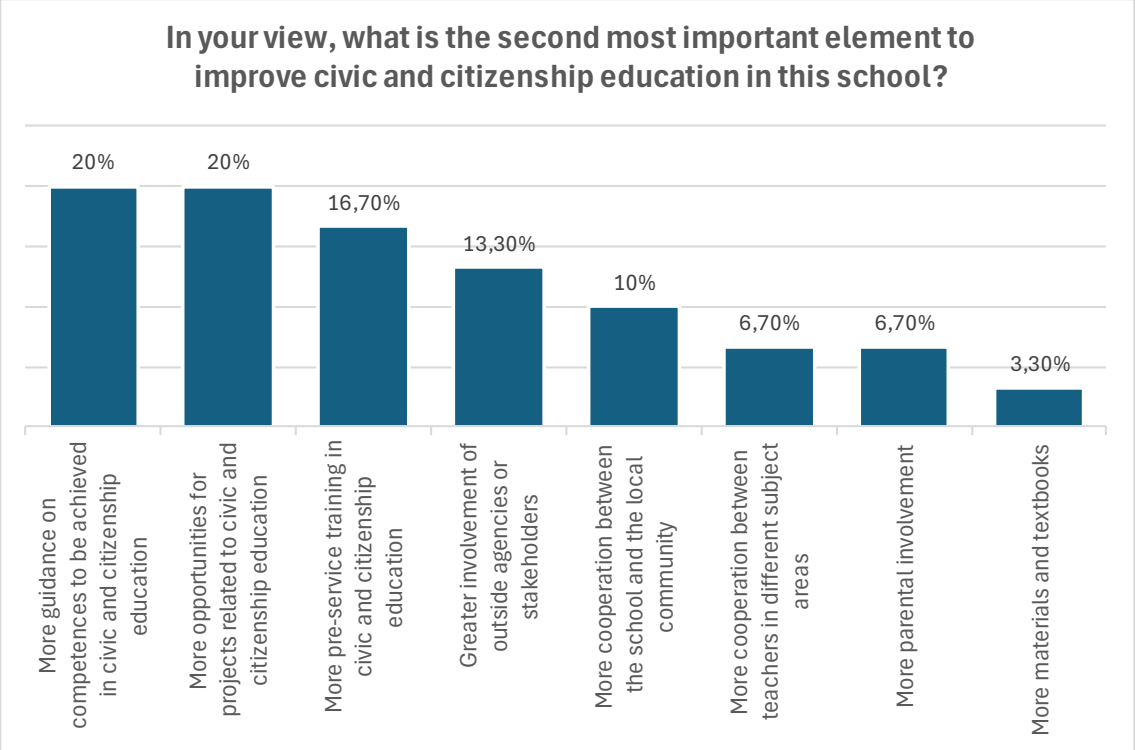


Figure 137: Percentages of teachers selecting citizenship education improvement areas as the second main area in S-5 (N=30).

without walls, was discontinued due to a lack of student interest. However, while students are given the freedom to be protagonists in their learning by choosing activities according to their interests, the presence of more structured projects can promote an interconnection of knowledge and themes, making the process of teaching citizenship education effectively cross-curricular.

As the third element for improving citizenship education in S-5, the teachers identified increased cooperation between teachers from different subject areas (Figure 138). Data on collaboration was not available, despite the presence of positive levels of cooperation among teachers, which we will analyze later. Teachers, on the other hand, described activities like the *Viagem criativa pelo planeta terra* project, which involved different disciplinary areas. Regarding cooperation with the local community, which also appeared to be one of the areas of improvement for citizenship education, although there are different partnerships in the area, the surveys conducted, which also will be analyzed below, revealed that there are few activities planned for the 2022-2023 school year that involve them.

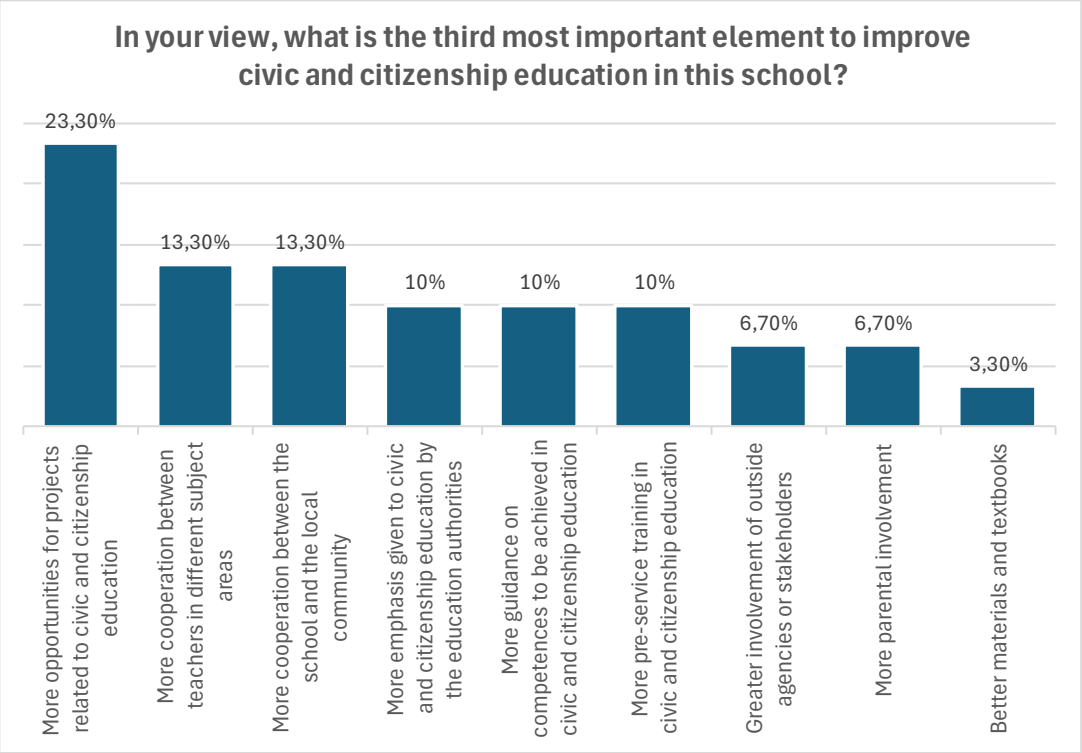


Figure 138: Percentages of teachers selecting citizenship education improvement areas as the third main area in S-5 (N=30).

Additionally, teacher in-service professional development in citizenship education appears to be one of the deficient areas in S-5 In fact, research reveals that teachers lack the necessary skills to effectively teach the discipline of *Cidadania e Desenvolvimento*, despite finding it easier to address citizenship as a cross-curricular topic within their subject content (T-41, FG-5, Pos. 173).

Professional development appears to be one of the elements that needs to be implemented in the school; it should not only be aimed at teachers but should also involve parents (T-36, FG-5, Pos. 192) and non-teaching staff, perhaps involving students who can also become mentors through a sharing of what citizenship is for them with the adults who guide them (CCE-C-5, FG-5, Pos. 174).

In particular, the school offers training to teachers, defining at the beginning of the school year what are the guidelines that should guide the training of teachers themselves in accordance with both the school's goals and the needs of the teachers themselves (DS-5, Pos. 37). Teacher training, which must take place for an annual amount of hours set by the Ministry, enables teachers to gain profit for career advancement (CCE-C-5, Pos. 61).

Training is then organized and conducted by a Training Center, which also proposes teacher training by agreement with guidelines set by the Ministry (CCE-C-5, Pos. 57). Monthly meetings are held between the principal and the director of the center to define

the training to be conducted, in accordance with the school's needs or the departments' guidelines (CCE-C-5, Pos. 59).

In addition to school-initiated training, teachers have the opportunity to train on what are personal needs (DS-5, Pos. 37; CCE-C-5, Pos. 57).

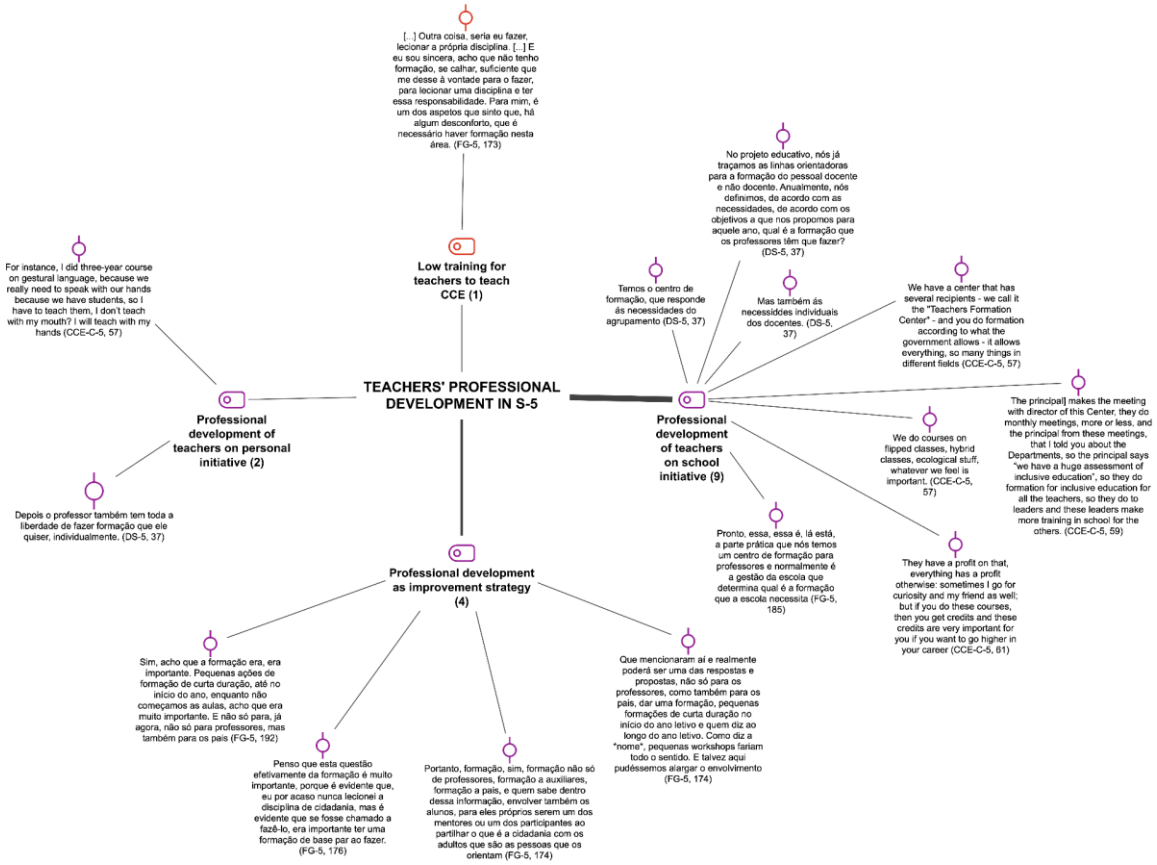


Figure 139: Single-case model related to teachers' professional development in S-5. Map created with MaxMap (MAXQDA 2024).

11.3 Citizenship education in S-6

In school S-6, 68 out of the 73 third-cycle teachers responded to the teacher questionnaire. Of them, 52.9% are tenured teachers, while 47.1% are non-tenured; 79.4% are female and 20.6% are male. There is a lot of variability in the disciplines taught by the responding teachers (Table 73); it appears that 16 responding teachers also teach *Cidadania e Desenvolvimento* in addition to their specific discipline. Of the four second foreign language teachers, two teach French and two teach Spanish.

About 27.9% of the responding teachers have been teaching in S-6 for 5 to 9 years and for more than 10 years, while 23.5% have been teaching for 1 to 4 years and 20% for less than 1 year (Table 74). Furthermore, the majority of respondents are between the ages of 50 and 59 (52.9%) and 40 and 49 (30.9%). Regarding the degree held, more than half of

the respondents have a bachelor's degree or equivalent (64.7%), 33.8% have a master's degree or equivalent, and one teacher holds a Ph.D.

T_SUB	Counts	% of Total
Geography, *Cidadania e Desenvolvimento*	2	2.9 %
Physical Education, *Cidadania e Desenvolvimento*	1	1.5 %
Natural Sciences, *Cidadania e Desenvolvimento*	3	4.4 %
Visual Education, *Cidadania e Desenvolvimento*	2	2.9 %
Second foreign language, *Cidadania e Desenvolvimento*	2	2.9 %
TIC, *Cidadania e Desenvolvimento*	2	2.9 %
History, *Cidadania e Desenvolvimento*	1	1.5 %
Mathematics, *Cidadania e Desenvolvimento*	2	2.9 %
Physics-Chemistry, *Cidadania e Desenvolvimento*	1	1.5 %
Physical Education	5	7.4 %
Second foreign language	2	2.9 %
English	6	8.8 %
Mathematics	6	8.8 %
Physics-Chemistry	5	7.4 %
Natural Sciences	7	10.3 %
Portuguese	9	13.2 %
TIC	1	1.5 %
Visual Education	1	1.5 %
Portuguese, English	1	1.5 %
History	3	4.4 %
Moral Education and Religion	2	2.9 %
Geography	3	4.4 %
Special education	1	1.5 %
Total	**68**	**100%**

Table 73: Subjects taught by S-6 third-cycle teachers responding to the questionnaire (N=68).

T_EXPER	Counts	% of Total
Less than a year	14	20.6 %
From 1 to 4 year	16	23.5 %
From 5 to 9 years	19	27.9 %
For 10 years or more	19	27.9 %
Total	**68**	**100%**

Table 74: Years of work experience of S-6 third-cycle teachers responding to the questionnaire (N=68).

In addition, 23.5% of the respondents only teach in grade 7 (16), 19.1% only in grade 8 (13), and 25% only in grade 9 (17). Meanwhile, 7.4% of the respondents teach in grades 7 and 8 (5), 8.8% in grades 7 and 9 (6), 7.4% in grades 8 and 9 (5), and 8.8% in all three grades (6). Among them, 30.9% teach mainly in grade 7, 29.4% teach mainly in grade 8, and 39.7% teach mainly in grade 9.

In S-6, the principal conducted an interview with the vice principal (VDS-6), who initially served as an interpreter. We analyzed her responses to provide a more comprehensive description of the school. The principal has occupied this role in S-6 for

11 years and holds a bachelor's degree, while the vice principal has occupied this role in this school for 23 years and holds a master's degree.

We conducted the interview with the citizenship education coordinator in the presence of the Pedagogical Council coordinator (CP-C-6), whose responses we analyzed and incorporated into the school description. The citizenship education coordinator has worked in S-6 for 7 years and holds a bachelor's degree; the Pedagogical Council coordinator has worked in S-6 for 26 years and holds a master's degree.

A total of four 8th-grade teachers participated in the FG.

The following figures depict the maps inherent in the interviews conducted regarding citizenship education (Figure 140-141) and difficulties encountered in school (Figure 142) that will guide the exploratory analysis of the school context.

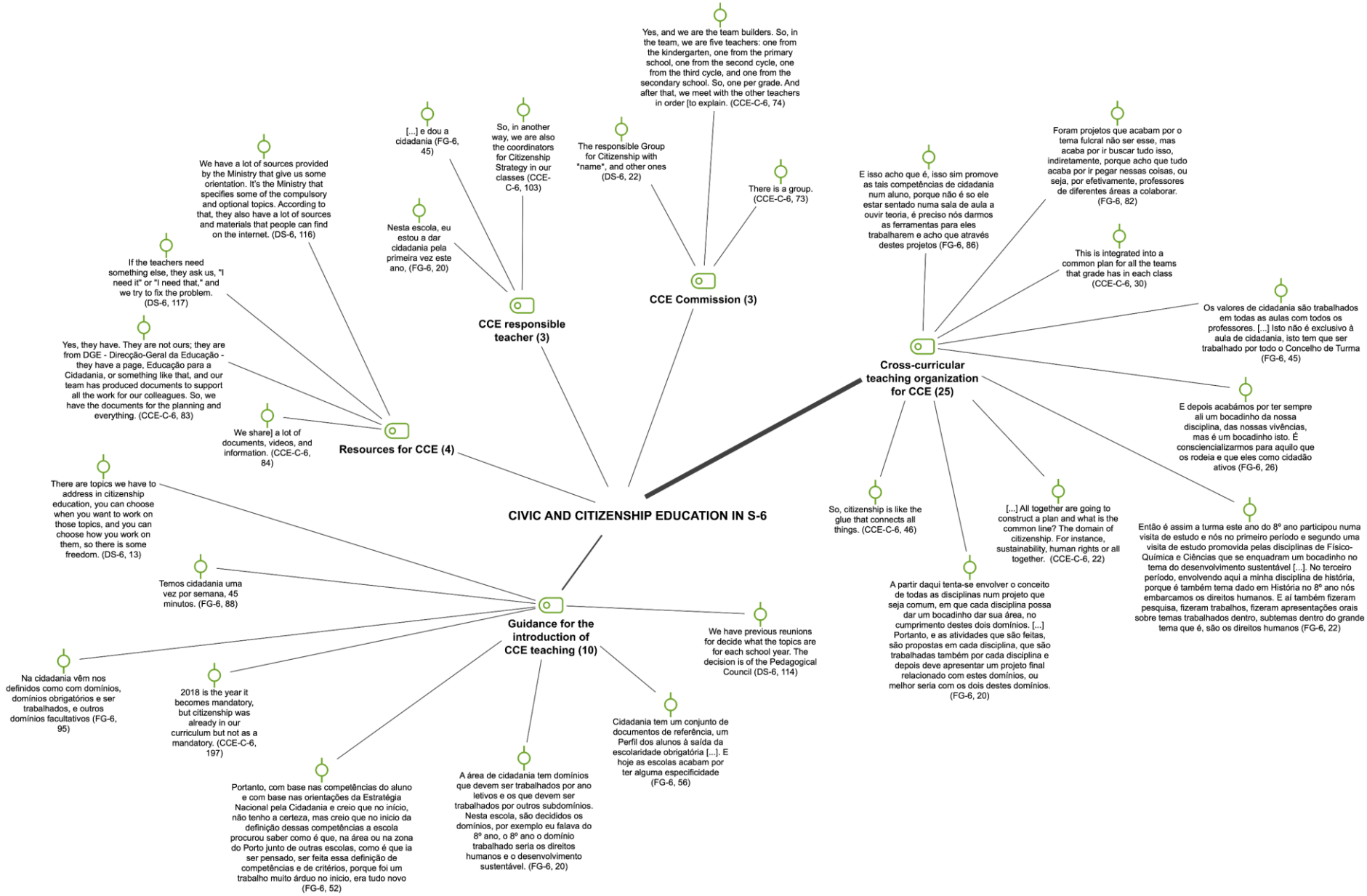


Figure 140: Single-case model related to the organization of citizenship education in S-6 (I). Map created with MaxMap (MAXQDA 2024)



Figure 141: Single-case model related to the organization of citizenship education in S-6 (II). Map created with MaxMap (MAXQDA 2024)

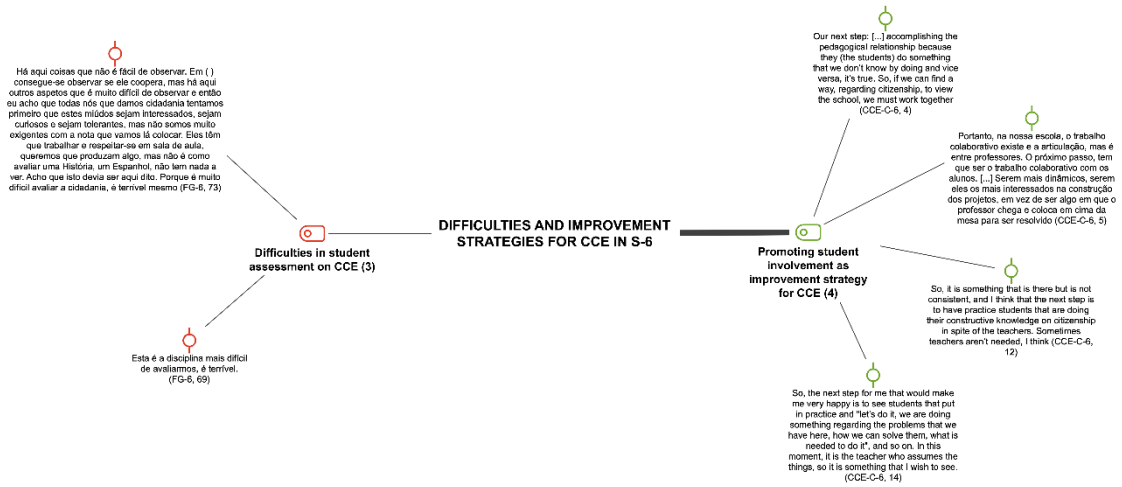


Figure 142: Single-case model related to difficulties and improvement strategies for CCE in S-6. Map created with MaxMap (MAXQDA 2024)

11.3.1 School and curricular organization for citizenship education in S-6

The EECE of S-6 was approved by the Pedagogical Council in February 2019. This document accompanies the Educational Project drawn up by the school, which places at the foundation of its educational action the construction of a school as a facilitator of the personal and social development of the entire school population in an atmosphere that promotes freedom, well-being, and satisfaction. To this end, among the constituent elements of the mission pursued is the formation of ethical and supportive citizens capable of transforming information into knowledge and responding critically, responsibly, creatively and with commitment to the new challenges of a constantly changing society.

Following the enactment of ENEC, a new curricular organization for the teaching of *Cidadania e Desenvolvimento* in S-6 was implemented in the 2018-2019 school year, which includes:

- in the first cycle, the Teachers Board must plan how to carry out curricular integration across subjects and curricular areas in order to respect the percentage of time set aside for the subject;
- in the second and third cycles, with a workload of 45 minutes, and being autonomous, the subject is allocated not only to teachers from the Social Sciences and Humanities Department, but also to teachers from other departments, as long as they have training in Citizenship and/or within the scope of the PRESSE Program (*Programa Regional de Educação Sexual em Saúde Escolar*[103]); and

[103] Presse Programa, available at: https://www.presse.com.pt/. Accessed 11 September 2024.

- in secondary education, it is now a cross-curricular component in the curriculum, coordinated by a member of the Class Council, appointed at the first meeting of the school year of this collegiate body.

The enactment of ENEC required in 2018 to formalize the work on citizenship education that was already being done in the school but was not already present in the curriculum (CP-C-6, CCE-C-6_interview, Pos. 197). So, following consultation with the educational community (teachers, students, and parent representatives) and those responsible for the PRESSE Program, the domains of citizenship education established by the Ministry of Education have been adopted. Among the mandatory domains for Grade 8 are human rights and sustainable development (T-43, FG-6, Pos. 20).

Although some of the domains of citizenship education, approved by the Pedagogical Council (DS-6, Pos. 114) are mandatory, teachers have the opportunity to decide at what time of the year and in what ways to work on those topics (VDS-6, DS-6_interview, Pos. 13).

Citizenship education is promoted through collaborative work. Additionally, it is fostered both at the regulatory level by its presence in the essential learnings (the AEs) of the disciplines and in the domains of *Cidadania e Desenvolvimento*, and in the teaching process based on practices that enable the structuring of real experiences of participation and citizenship.

In S-6, there is a mixed working group specifically for citizenship education, which consists of five teachers: one kindergarten teacher, one primary school teacher, one second-cycle teacher, one third-cycle teacher, and one secondary school teacher (CCE-C-6, Pos. 73; CP-C-6, CCE-C-6_interview, Pos. 74; DS-6, Pos. 22); within the working group, a coordinator is identified, who is a member of the Pedagogical Council. There is also a citizenship education coordinator within each classroom (CP-C-6, CCE-C-6_interview, Pos. 103).

With a Whole-School Approach perspective, the Civic School curricular project was developed to promote a cross-curricular approach to citizenship education, involving the collaboration of external partners such as the Municipality of Maia and the Department of Social Sciences and Territorial Policies of the University of Aveiro.

11.3.1.1 The Civic School project

The Civic School curricular project emerged from the need to operationalize the interrelationships among the domains of *Cidadania e Desenvolvimento*, in line with the

vision of holistic human development and the desire to promote real-life experiences that foster active citizenship.

S-6 identified three themes to develop in relation to three activities. These activities can encompass specific areas of intervention in the field of citizenship education, which in turn align with the citizenship domains found in the EECE. To this end, S-6 collaborates with some external partners (Table 75) to implement the activities and projects. The involvement of stakeholders stems from S-6's desire to establish a school as a true social structure that is open to the community.

The school's mission is to make a significant contribution to the acquisition of knowledge, skills, attitudes, and values that will enable each student to take on active civic participation, as is their right. In order to achieve this, S-6 identified guidelines from the domains of citizenship that define the project's essential dimensions and relate to the concept of civic participation.

First and foremost, the school conceptualizes civic participation as a human right that fosters interculturalism and gender equality. This vision informs the initial guidelines of the Civic School project, which are:

i. the respect for human rights and fundamental freedoms, for oneself and others;
ii. the effective practice of gender equality;
iii. the respect, understanding, and appreciation of cultural diversity;
iv. the formation of active and aware citizens;
v. the promotion of democracy, social justice, solidarity, and friendship; and
vi. the participation in the activities of institutions that foster a culture of peace and tolerance.

Second, civic participation is conceived as an essential aspect of development; hence the focus on development and global citizenship, which are two of the structural themes identified by ENEC. From these themes derive the two guidelines of development education:

vii. the development of community identity; and
viii. community citizenship.

Themes	Activities	Areas of intervention	Citizenship domains	Stakeholders
Community identity development	'The past / the Memories' (inspiring examples)	- Traditions - Environment - Centralities (the school /community rural / urban) - Mobility - Socioeconomics - Health and quality of life with the PES project	- Human rights - Interculturalism - Gender equality - Environmental education - Sustainable development - Health - Institutions and democratic participation - Risks - Road safety - Security, defense and peace - Entrepreneurship - The world of work - Volunteering	Former Students; Families; Guardians; Students' Association; Parents' and Teachers' Associations; *Centro Qualifica*; Cultural and Sports Associations; Maia City Council; Castêlo da Maia Parish Council; Department of Social Sciences and Territorial Policies of the University of Aveiro; Residents' Association of Castêlo da Maia; Quinta da Gruta - LABS Maia; Museum of History and Ethnology of the Land of Maia; Companies established in the parish; Owners of farmhouses / farmers in the parish; Other
Citizenship in school/ community	'The present/the diagnosis of Reality' (identification and analysis of problems)			
Active civic participation in school/ community	'The future: what school do we want?' (from reflection to action: proposals for intervention in the School/in the Community)			

Table 75: Organization of the Civic School project in S-6. Source: S-6 Website.

Third, civic participation must have a focus on environmental education for sustainability, in compliance with the *Referencial de Educação Ambiental para a Sustentabilidade*[104] (2018). Thus, S-6 identifies themes (territory and landscape), sub-themes (the coastline, landscape, spatial dynamics, and landscape quality), and specific objectives for each school cycle.

Finally, security, defense, and peace are directly interconnected with civic participation. This interconnection led to the identification of four referential themes for the second and third cycles of basic and secondary education:

ix. security, defense, and peace;
x. the national and international context – globalization and interdependence;
xi. national identity and the international framework of defense, security, and peace; and
xii. the armed forces and the security forces and services - the institutional framework, organization and missions.

11.3.2 The cross-curricular teaching of citizenship education in the classroom in S-6

In preparing lessons for *Cidadania e Desenvolvimento*, the questionnaire showed that responsible teachers mainly use official curricula and guidelines, original sources of documents, and media; textbooks and instructional materials published by commercial companies are less common (Figure 143). The coordinator also stated that they share documents, videos, and various information with the teaching staff (CCE-C-6, Pos. 84).

Additionally, the *Direção-Geral da Educação* provides teachers with sources for the implementation of *Cidadania e Desenvolvimento* in the dedicated webpages (CP-C-6, CCE-C-6_interview, Pos. 83); in the resources provided by the Ministry both mandatory and optional topics were outlined (VDS-6, DS-6_interview, Pos. 116). In addition, according to the principal, should teachers need additional resources or materials, they can contact the school, which will try to resolve the issue (DS-6, Pos. 117).

Teachers within the same class integrate citizenship education through a common planning (CP-C-6, CCE-C-6_interview, Pos. 30), rather than treating it solely as a separate discipline under a specific teacher (FG-6, Pos. 45). Specifically, each class council builds a common planning at the beginning of the year, interconnecting the

[104] Ministério da Educação (2018), *Referencial de Educação Ambiental para a Sustentabilidade*. Available at: https://www.dge.mec.pt/sites/default/files/ECidadania/Educacao_Ambiental/documentos/referencial_ambiente.pdf. Accessed 11 September 2024.

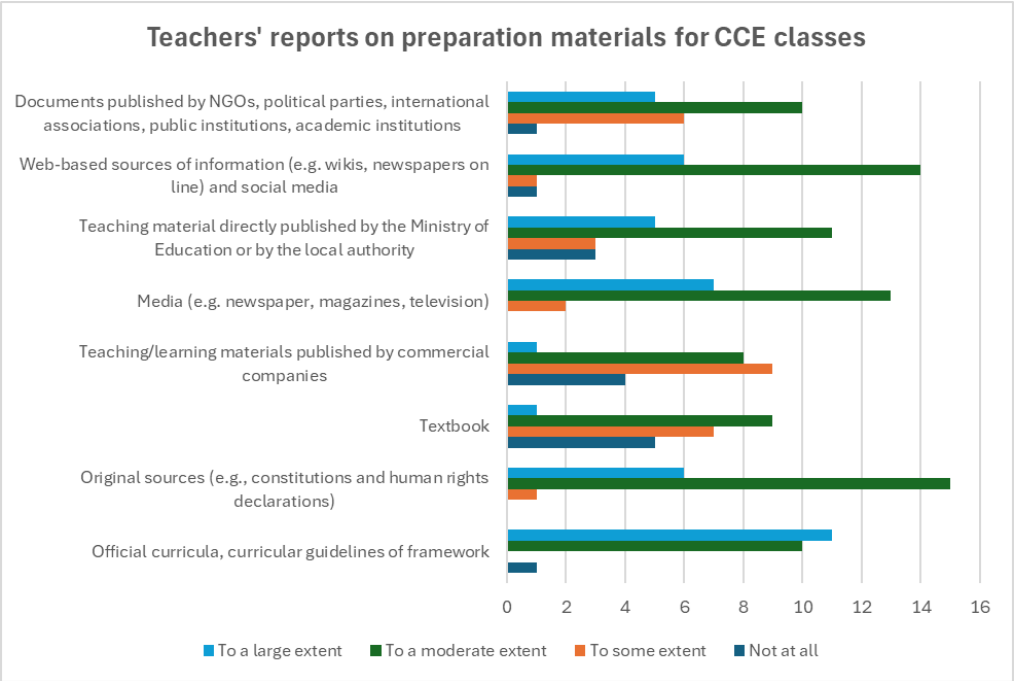


Figure 143: Materials used by teachers in S-6 to prepare civic-related activities (N=22).

different subject areas through the citizenship domains that are mandatory to work on for the relevant school year (CP-C-6, CCE-C-6_interview, Pos. 22). In this view, citizenship is considered the glue that connects all the elements (CP-C-6, CCE-C-6_interview, Pos. 46).

Starting from the school-established domains, teachers strive to implement a shared project where each discipline can contribute, culminating in the presentation of a final product for each discipline within these domains at the end of the year (T-43, FG-6, Pos. 20). Teachers assert that the projects they develop facilitate the enhancement of students' citizenship competences (T-45, FG-6, Pos. 86). In some cases, these are interdisciplinary projects developed by teachers that do not originate with the specific intent of addressing citizenship domains, but eventually flow into them (T-44, FG-6, Pos. 82).

The projects that are frequently implemented in S-6, which are mainly national and European, are not mandatory, but teachers try to take part in them as much as possible because they are central to the student's education as a future citizen (T-44, FG-6, Pos. 82).

In the case of grade 8, most of the activities and projects that are implemented by teachers are only related to human rights and sustainability because they are the mandatory domains for this specific school grade (CP-C-6, CCE-C-6_interview, Pos. 25).

In the case of the domain inherent to sustainable development, the activities carried out by S-6 take as reference the goals of Agenda 2030 (CP-C-6, CCE-C-6_interview, Pos. 54). In the Visual Education discipline, students participated in the national project *O mar*

começa aqui[105], coordinated by the Eco-Schools program and the *Associação Bandeira Azul de Ambiente e Educação* aimed at safeguarding ecosystems and biodiversity, educating active citizens from the slogan *Everything that falls to the ground ends up in the sea.*

At first, the project involves the study of the water cycle and the urban water cycle with reference to the water network in the area; this study is to be associated with the discussion of waste degradation time, water contamination, and marine pollution. To the end, with a view to a community awareness campaign, an image should be created to be painted next to a gutter or rainwater drain, inside the school and/or in its surroundings (Figure 144). In order to choose drawings to be made in the schoolyard, students first had to work in groups to prepare models and, after presenting them to the class, choose which ones to make (CCE-C-6, Pos. 32).



Figure 144: One of the drawings made by S-6 students for the national project *O mar começa aqui.*

Work on sustainability is carried out not only on the implementation of projects related to it, but in daily teaching practice, for example in the use of recycled materials to carry out work (FG-6, Pos. 33).

In the school year 2022-2023, the school S-6 took part in the PT-MOZ digital interchange project, in collaboration with the NGO APOIAR (CP-C-6, CCE-C-6_interview, Pos. 52-71), funded by the Institute Camões, that is aimed to promote cross-cultural understanding and the implementation of the Sustainable Development Goals of Agenda 2030.

In the domain inherent to human rights, some activities focused on figures who played an active role in human rights advocacy (T-45, FG-6, Pos. 26). Active projects in S-6 pertaining to this domain for the grade 8 include the European eTwinning project,

[105] *O mar começa aqui*, available at: https://omarcomecaaqui.abaae.pt/. Accessed 11 September 2024.

initiated by the Spanish teacher, that encompasses not only human rights but also gender equality, women's roles, and interculturalism (T-42, FG-6, Pos. 30). Specifically, this is an annual project whose main theme is building a better world, with a specific focus on environmental issues and equality. Italy, Spain, Turkey, France, and Portugal are participating in this project; for each country, one school is participating, and for Portugal, three schools are participating with a total of 188 students and 6 teachers.

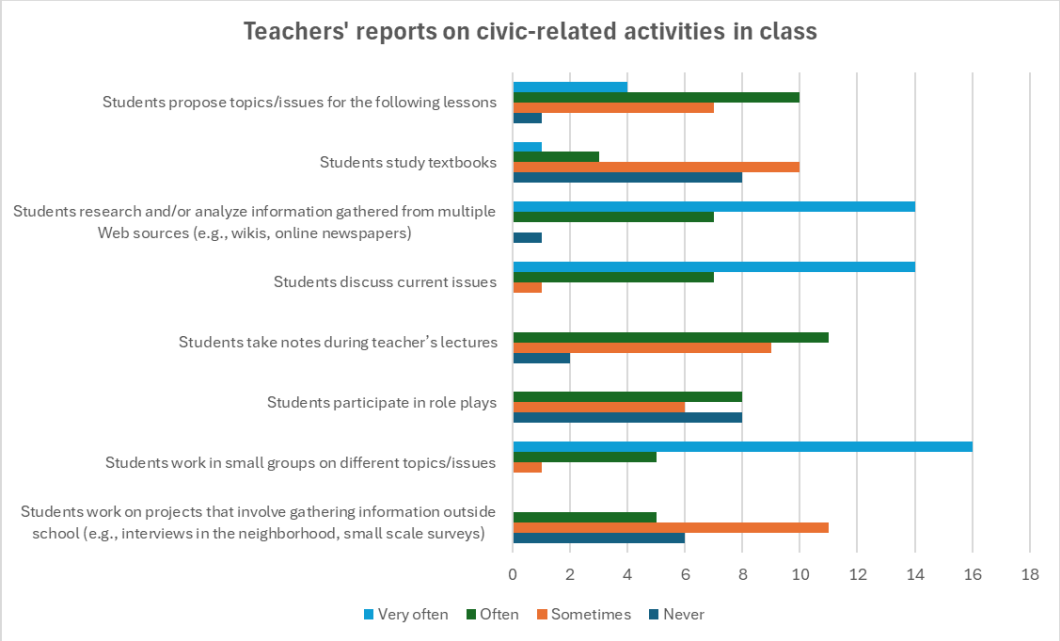
Additional activities included the PRESS project, which addressed the topic of health and mental health (T-42, FG-6, Pos. 30), interpersonal relations to counter bullying (T-43, FG-6, Pos. 45), food and clothing collection for people with difficulties (CCE-C-6, Pos. 139), and the *Hora do tacho* project, which stemmed from an idea of the School Council with the aim of promoting a better management of lunchtime in the canteen (CP-C-6, CCE-C-6_interview, Pos. 138).

All the activities and related products made by the classes were exhibited in the school during the *Dia do Agrupamento*, which will be devoted to in the next section.

Some initiatives implemented in S-6 involve stakeholder participation, as already appeared in the description of the Civic School curriculum project. Some of these collaborations involve associations dealing with the environment (VDS-6, DS-6_interview, Pos. 32); for instance, with the City Hall of Matosinhos a project involving cleaning the beach was implemented (DS-6, Pos. 112).

If S-6 appears to be particularly active in the implementation of projects related to citizenship education issues, on the other hand it was possible to analyze what activities were being implemented within the classrooms during *Cidadania e Desenvolvimento* using the questionnaire data.

The findings suggest that the most frequently implemented activities are research and analysis of information from multiple web sources, discussion on current topics, and work in small groups; textbook study and work on projects that involve gathering information outside the school are less frequent. The same descriptive statistics confirm a moderate frequency of activities related to citizenship education, recording an average of 21.8 (SD = 2.70) (Figure 145).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_CIVCLAS	22	46	21.8	0.576	22.0	2.70	14.0	26.0

Figure 145: Activities carried out in classroom during civic-related lessons in S-6 (N=22).

From the activities and projects carried out comes student assessment, which is conducted by the *Cidadania e Desenvolvimento* teacher while also respecting the opinions of other teachers (CP-C-6, CCE-C-6_interview, Pos. 37). In the EECE prepared by S-6, there are no particular directions on student assessment, although the FG mentioned the presence of evaluation criteria approved by the Pedagogical Council (T-42, FG-6, Pos. 48). According to the coordinator of the Pedagogical Council, for student assessment there is a focus both on the process they are seen activated in the classroom during citizenship education lessons, and on the product produced by the student (CP-C-6, CCE-C-6_interview, Pos. 86-94). The school gives descriptions of the areas of knowledge, attitudes, and values that make up competences, referring to the PA. Together, they make up 80% of the final grade, which is based on the assessment of the process. The other 20% is based on the assessment of the product (CP-C-6, CCE-C-6_interview, Pos. 92; T-42, FG-6, Pos. 48).

Teachers take into account critical thinking, respect for other opinions, expression of their own ideas (T-45, FG-6, Pos. 64), skill to resolve conflicts, autonomy, and communication in the correct form (T-42, FG-6, Pos. 50) when evaluating citizenship education. There are many dimensions that can be assessed, which is why the assessment

of citizenship education has been described as being «subjective», since each teacher has the opportunity to assess the dimensions he or she wants (T-45, FG-6, Pos. 64).

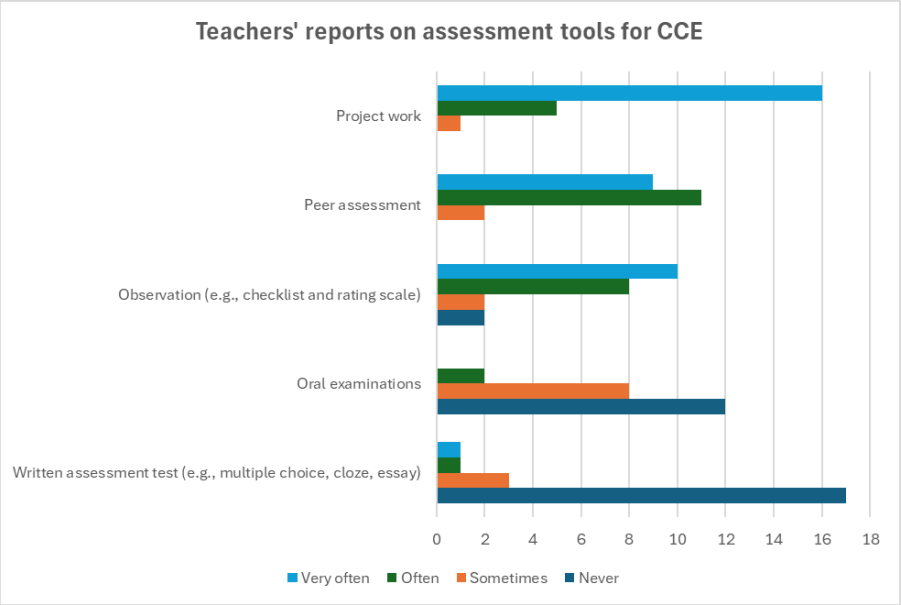


Figure 146: Assessment tools used by S-6 third-cycle teachers for student assessment on *Cidadania e Desenvolvimento* (N=22).

Teachers have a classroom observation grid at their disposal for assessing citizenship education, where they can record the behavior, interest, or engagement shown by a student in a given situation or class work (T-43, FG-6, 61). In fact, along with project work and peer assessment, observation has emerged as one of the most widely used tools for citizenship education assessment; in contrast, oral assessment tests and written tests are much less frequent, if not almost completely absent (Figure 146). Regarding the latter, the school itself instructed teachers not to use them for citizenship education assessment, as tests cannot evaluate it (CP-C-6, CCE-C-6_interview, Pos. 97).

Assessment, however, is the main difficulty highlighted by teachers for citizenship education (T-42, FG-6, Pos. 69-73). Assessment based on observation of certain indicators is considered a complex process, so while trying to promote students' interest and curiosity, teachers are lenient with the resulting assessment (T-42, FG-6, Pos. 73).

Citizenship does not end with the treatment of related topics; it also necessitates the student's active participation (T-44, FG-6, Pos. 41). Teachers' methodologies in the classroom contribute to citizenship experience by creating a democratic learning environment. These include discussions, in-class reflection, research work, and presentations to the class (T-43, FG-6, Pos. 45; T-45, FG-6, Pos. 38); these methodologies are accompanied by group work, which allows the teacher to be a mediator and support students in the process of deconstructing possible preconceptions (T-44, FG-6, Pos. 41).

«Não é, que acho que todas vemos assim a cidadania e essas questões por aí. Que não é simplesmente estar ali a fazer uma aula quase a falar de cidadania ou dos temas ou das coisas como se fossem matéria, como se fossem conteúdo, é pô-los efetivamente a trabalhar sobre o conteúdo, no conteúdo, ou seja, é toda uma envolvência prática acerca disso, não é? E constante, e lá está, também o que a colega estava a dizer, a forma como nós nos apresentamos, o exemplo que damos, esta questão de conseguirmos desconstruir com eles certos conceitos uns com os outros, que é muito importante porque eles estão naquelas fazes de volta e meia há muito preconceito ainda uns com os outros, ou há muita, acham que as críticas são negativas». (FG-6, Pos. 41, Speaker: T-44)

Teachers strive to transmit values and promote the development of all students through these teaching methodologies and their accompanying activities in the classroom (T-45, FG-6, Pos. 36).

We conducted 20 hours of direct classroom observation to understand how teachers promote citizenship education in their daily teaching, during which we observed lessons in Visual Education, Geography, English, Science, French, Spanish, and History, in addition to 6 hours of *Cidadania e Desenvolvimento*. We also conducted 7 hours of follow-up observation during *Dia do Agrupamento*. The analysis performed by frequency distributions (Figure 147) and descriptive statistics (Table 76) on the observation checklists demonstrate the variable implementation of teaching practices.



Figure 147: Frequency distribution of scoring in observation checklists (S-6).

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0	0	0	0
	AANK	1.87	3	3	1.36
	PMAL	0.53	0	0	1.09
	ET	1.00	0	0	1.26
	RWL	0.93	0	0	1.18
Accommodations for individual differences	OIGPU	1.80	3	3	1.47
	AISD	0.20	0	0	0.75
	EIES	0.27	0	0	0.77
	DIISA	1.20	0	0	1.33
	MASR	1.00	0	0	1.41
Problem solving	BT	0.80	0	0	1.33
	PID	0.13	0	0	0.50
	SFA	0	0	0	0
Critical thinking strategies	CCI	0	0	0	0
	JESCD	0.20	0	0	0.75
Creative thinking strategies	TII	0.87	0	0	1.31
	EPV	0.07	0	0	0.25
	DOMTS	0	0	0	0
	ODEI	1.47	1	3	1.45
Learning environment	ER	0.53	0	0	1.09
	ERSH	0.07	0	0	0.25
	BLW	1.47	2	0	1.41
	QS	0.80	0	0	1.11
	FPQ	0.60	0	0	1.20
	ASR	0.87	0	0	1.31
	RRSR	1.60	3	3	1.50
	EDS	0.20	0	0	0.75

Table 76: Descriptive statistics related to observations in S-6.

The results of the curriculum planning and implementation area showed that teachers most frequently and effectively implemented activities that allow students to apply new knowledge (AANK), with a mean score of 1.87 (SD = 1.36). The median and mode values, both at 3, further validated the frequency and effectiveness of these practices. Practices such as encouraging students to express their thoughts (ET) and reflect on what they learned (RWL) were less common and reported moderate effectiveness.

In the realm of accommodating individual differences, the results from the interviews and FGs indicate that the use of group work (OIGPU) yielded a mean score of 1.8 (SD = 1.47) and a median and a mode score of 3. Practices related to the opportunity given to students to discover key ideas (DIISA) and the use of different methodologies to obtain authentic answers (MASR) were seen less often but were found to be effective, with average scores of 1.2 and 1, respectively. Practices related to problem solving and critical

thinking strategies were less frequently observed. In the problem solving area, the most frequently observed aspect was the use of brainstorming (BT), achieving a mean score of 0.8 (SD = 1.33). For instance, the eTwinning project used brainstorming to conduct a lesson combining Spanish and citizenship education on gender equality, education, and solidarity, or to introduce a *Cidadania e Desenvolvimento* lesson focusing on human rights. Conversely, we rarely observed practices related to critical thinking.

Creative thinking strategies receive more attention. The most frequently observed practices involved providing students with opportunities to elaborate their own ideas (ODEI) and soliciting different perspectives on specific issues (TII), yielding average scores of 1.47 (SD = 1.46) and 0.87 (SD = 1.31), respectively. We never observed the practice of encouraging students to demonstrate open-mindedness and tolerance towards creative solutions to problems (DOMTS).

The learning environment is the most observed area. The most commonly observed practices, which demonstrated high levels of effectiveness based on students' responses, include the use of energetic verbal and non-verbal communication (BLW) and respectful feedback with respect to students' responses (RRSR). These practices yielded averages of 1.47 (SD = 1.41) and 1.6 (SD = 1.50), respectively; the median results confirm these data, registering values of 2 and 3. Other practices that were observed included the use of a silent signal to bring attention back to the lesson (QS), which demonstrated variable effectiveness, and paying attention to students' responses and their need for clarification (RRSR).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	68	0	12.3	0.241	12.0	1.99	8.00	16.0

Table 77: Descriptive statistics related to teachers' perceptions of classroom climate (T_PCCLIM) in S-6 (N=68).

Teachers combine their methodologies with the promotion of a positive classroom climate, as evidenced by their perceptions on the T_PCCLIM scale. The results show a moderately positive perception of classroom climate with a mean of 12.3 (SD = 1.99), contrary to a high dispersion of responses confirmed by the high range of scores (Table 77).

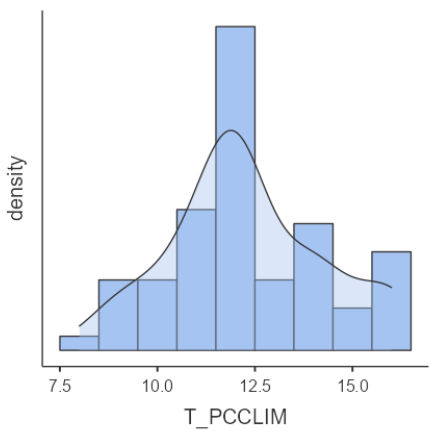


Figure 148: Density plot related to T_PCCLIM in S-6.

This spread outness is shown by the density plot (Figure 148), which has a slightly skewed distribution toward the higher values. However, there also seem to be lower values, which means that there are teachers who perceive the classroom climate less positively.

11.3.2.1 The Dia do Agrupamento

The school held the *Dia do Agrupamento* (school grouping day) on 12 May 2023. On the occasion of this initiative, 7 hours of follow-up observation were conducted.

Students displayed their year-long citizenship education works throughout the school on this day. Several class representatives explained the works to students and teachers as they walked around the school and classrooms. There were works on display that dealt with sustainable development, human rights, and democracy.

One of the activities pertaining to the domain of human rights involved creating a mural on a recycled paper wall, which initially started as an individual class activity but finally involved the entire school on the grouping day. Beginning with a reading of the Universal Declaration of Human Rights and a discussion of the rights acquired as a result of the Carnation Revolution on 25 April 1974, students were asked to reproduce paintings by artists present during that historical period based on one of the human rights of their choice; their drawings were then reproduced on the recycled paperboard wall and then painted on school grouping day by any student and teacher who wished to participate. From the single class activity, it evolved into an open class one (T-44, FG-6, Pos. 33).

Among the activities inherent to the domain of sustainable development, the secondary school students engaged in a race with model cars they had constructed using recyclable materials and solar panels, which provided the vehicle's power.

On this day, students in grade 11 presented the digital interchange project *PT-MZ: Pontes para o diálogo Norte-Sul*. The presentation included participation from various members of the local community, a representative from the NGO APOIAR, the principal, and professors. The students were the keynote speakers of this event, presenting the five phases of the project.

i. the development of students' talents;
ii. the promotion of diversity and empathy;
iii. the reflection on the goals of Agenda 2030 and the impact they have in the way, with reference to experiences in Portugal and Mozambique;
iv. the empowerment on decision-making and the development of critical thinking; and
v. the results.

Three students shared their experiences and identified areas for improvement, including enhancing the school's digital tools, as the presentation concluded.

11.3.3 Improvement areas for citizenship education in S-6

Greater emphasis on citizenship education by educational authorities is the main area of improvement for citizenship education identified by S-6 teachers (Figure 149). This is a demand that transcends the organizational and educational structure of the school to invoke different educational policies by the relevant institutions.

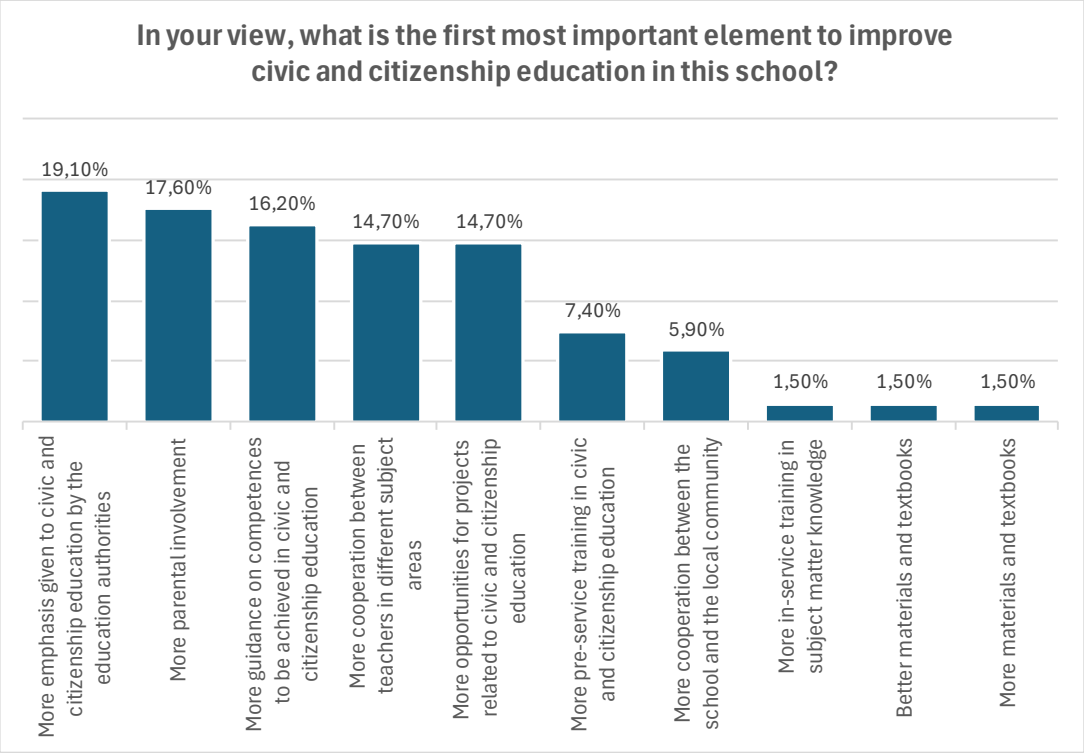


Figure 149: Percentages of teachers selecting citizenship education improvement areas as the first main area in S-6 (N=68).

S-6 teachers identified more cooperation with the local community as the second area for improvement for citizenship education (Figure 150). This result appears to be contrary to the Civic School curricular organization implemented in S-6, in whose documents the school's partnerships with the local area are enumerated. However, the interviews, FGs, and observations revealed that the school only activated a few initiatives in collaboration with the local community, excluding the national projects it participated in. The upcoming paragraphs will delve deeper into this aspect.

Greater parental involvement was found to be the third area of improvement for citizenship education in the school (Figure 151). Involving parents in the life of the school is in fact one of the elements considered most complicated, and sometimes it is only the parents of higher-performing students who participate, while those with deficient

performance stay away (T-43, FG-6, Pos. 84). Added to this, parental involvement at school is often considered a «double-edged sword» because while it is an advantage, their voice is growing within the school and often causes problems (T-44, FG-6, Pos. 82).

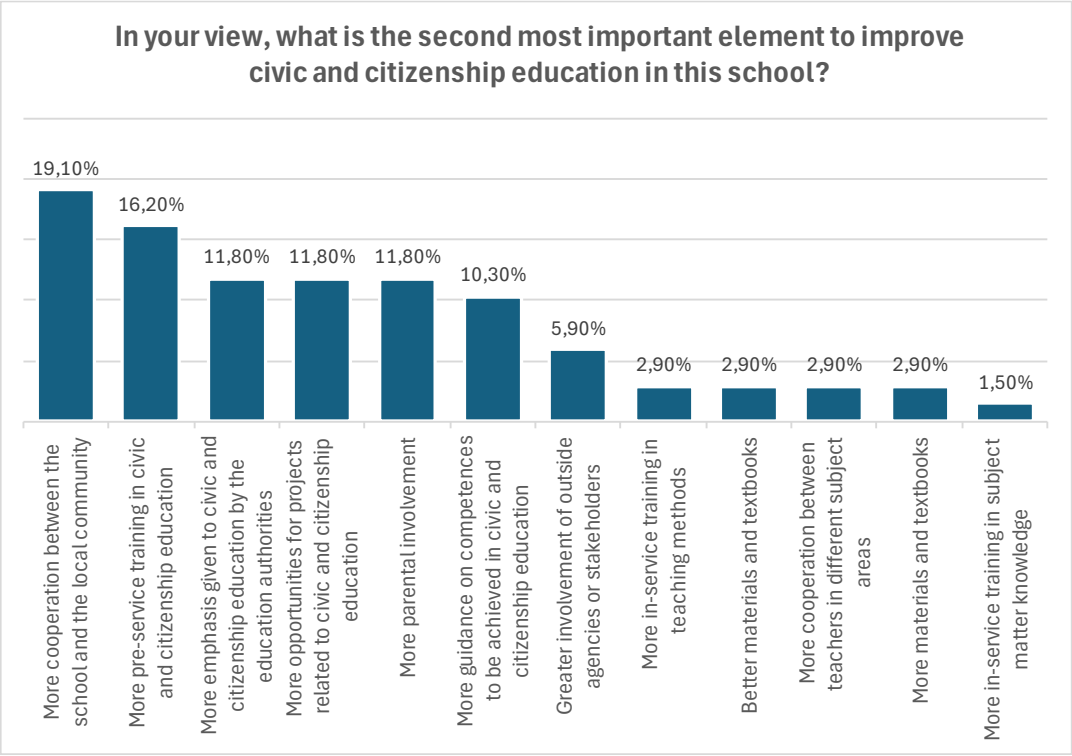


Figure 150: Percentages of teachers selecting citizenship education improvement areas as the second main area in S-6 (N=68).

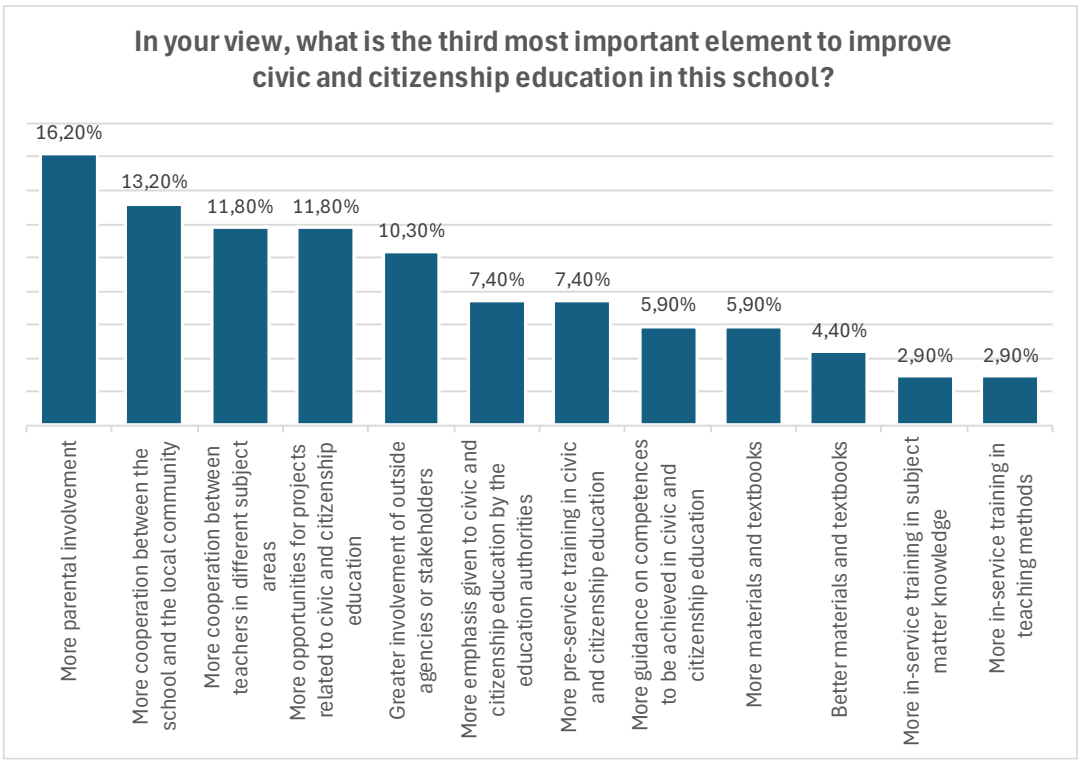


Figure 151: Percentages of teachers selecting citizenship education improvement areas as the third main area in S-6 (N=68).

Parental involvement and participation in school will be explored more in the following paragraphs.

Among the areas of improvement for citizenship education at the school level, the coordinator of the Pedagogical Council identified strengthening the pedagogical relationship between teachers and students (CP-C-6, CCE-C-6_interview, Pos. 4), enhancing collaborative work not only among teachers but also among teachers and students, so that they are more dynamic, involved in defining projects, and builders of their own learning in citizenship education. It represents an area for improvement because, according to the coordinator, there are no students in the school who want to actively build their learning in the area of citizenship (CP-C-6, CCE-C-6_interview, Pos. 5).

This work would challenge the traditional perception of the pedagogical terrain as solely the teacher's domain, adopting a student-centered perspective and fostering collaborative work between teachers and students conducive to the development of citizenship competences. It is the teacher's behavior, then, that promotes the development of these competences, which is why it is necessary to embrace a different perspective than the one that has traditionally been associated with education (CP-C-6, CCE-C-6_interview, Pos. 5).

> «O que eu estava a querer dizer é que quando nós olhamos para o terreno pedagógico como uma propriedade dos professores, é muito difícil haver cedências e colocar na perspetiva da visão centrada no aluno, porque é muito mais fácil encontrar aqui conflito de perspetiva do que um encruzamento, uma articulação que nós queremos ao nível da Cidadania. Não basta, eu, professora, querer que o meu aluno seja um bom cidadão, eu tenho que trabalhar com ele e desenvolver com ele competências e domínios da Cidadania, mas ele também tem que as ter. Ou seja, como é que eu posso desenvolver uma competência da boa cidadania, por exemplo, na área dos Direitos Humanos, se ele tiver uma atitude radical, se eu não respeitar as diferenças que há dentro da minha sala de aulas. Isto quer dizer que o foco tem que ser um bocadinho diferente daquilo que tem sido por vezes no grosso que é a perspetiva da educação. Portanto, na nossa escola, o trabalho colaborativo existe e a articulação, mas é entre professores. O próximo passo, tem que ser o trabalho colaborativo com os alunos. Pôr os alunos a serem mais dinâmicos. Serem mais dinâmicos, serem eles os mais interessados na construção dos projetos, em vez de ser algo em que o professor chega e coloca em cima da mesa para ser resolvido, portanto, ser um bocadinho ao contrário, nós ainda não temos isso. Nós ainda não temos alunos proativos para serem eles a querem eles próprios construir aprendizagem na área da Cidadania». (CCE-C-6, Pos. 5, Speaker: CP-C-6)

Although it does not appear to be one of the main areas for improvement, teacher professional development, which according to the regulations requires 50 hours annually for career progression regardless of the area or subject chosen (CCE-C-6, Pos. 181-186; CP-C-6, CCE-C-6_interview, Pos. 184), does appear in some cases. The Maia Trofa Training Center (CP-C-6, CCE-C-6_interview, Pos. 176; VDS-6, DS-6_interview, Pos. 138) facilitates professional development within S-6, activating required courses based on teachers' requests and the Pedagogical Council's choices (DS-6, Pos. 139-141; VDS-6, DS-6_interview, Pos. 140). Additionally, the Erasmus+ program offers opportunities for teaching and non-teaching staff to conduct courses (DS-6, Pos. 137; VDS-6, DS-6_interview, Pos. 138; CP-C-6, CCE-C-6_interview, Pos. 174). Specifically, 51 teachers have conducted training courses in other countries (VDS-6, DS-6_interview, Pos. 44). For instance, in 2019, the principal and vice principal conducted a training course on positive thinking in Florence, made possible by the Erasmus+ program (VDS-6, DS-6_interview, Pos. 148).

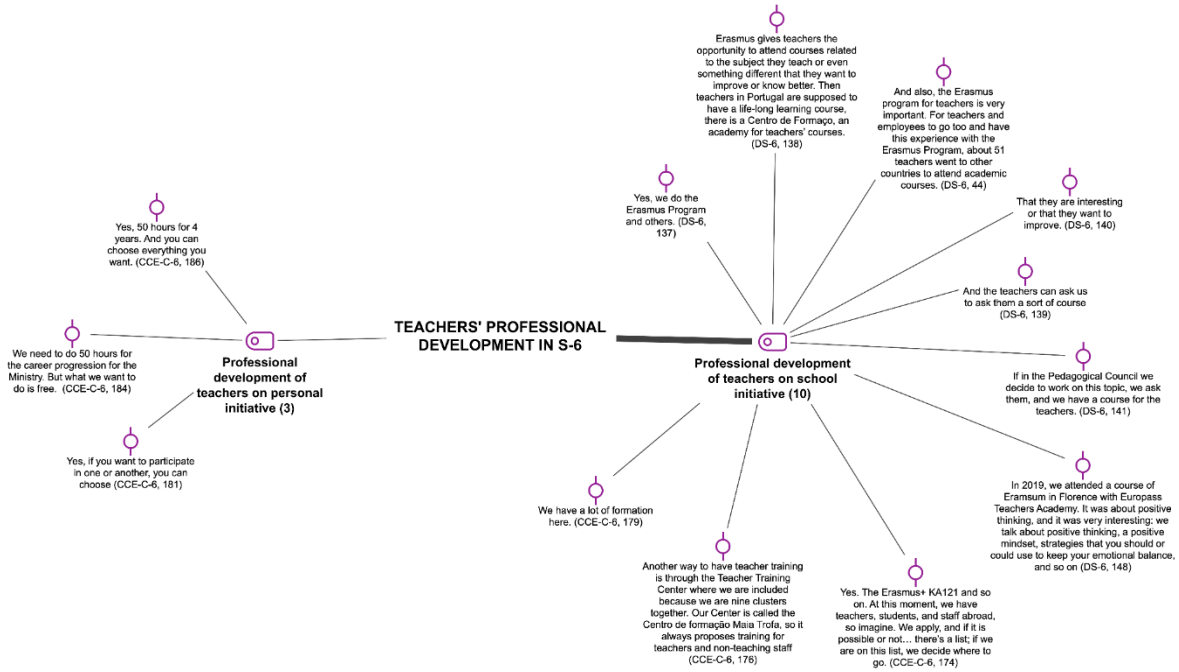


Figure 152: Single-case model related to teachers' professional development in S-6. Map created with MaxMap (MAXQDA 2024).

11.4 Citizenship education in S-7

In school S-7, 29 out of the 34 third-cycle teachers responded to the teacher questionnaire. Of them, 51.7% are tenured teachers, while 48.3% are non-tenured; 72.4% are female and 27.6% are male. As in the case of the previous schools, there is a wide variability of teaching disciplines by the teachers responding to the questionnaire (Table 78); three of

the second foreign language teachers teach French, and one teaches German. Among the responding teachers, two teach *Cidadania e Desenvolvimento*; of these, one teaches only this subject.

T_SUB	Counts	% of Total
Portuguese, Second foreign language	2	6.9 %
Physical Education	3	10.3 %
History	3	10.3 %
Visual Education	2	6.9 %
Visual Education, TIC	1	3.4 %
Natural Sciences	2	6.9 %
Portuguese	3	10.3 %
Mathematics	2	6.9 %
Physics-Chemistry	1	3.4 %
Geography	2	6.9 %
Second foreign language	1	3.4 %
English	3	10.3 %
Portuguese, English	1	3.4 %
TIC	1	3.4 %
Cidadania e Desenvolvimento	1	3.4 %
Moral Education and Religion, *Cidadania e Desenvolvimento*	1	3.4 %
Total	**29**	**100%**

Table 78: Subjects taught by S-7 third-cycle teachers responding to the questionnaire (N=29).

About 44.8% of the responding teachers have been teaching in S-7 for less than a year, while 41.4% have been teaching for 10 years or more (Table 79). Furthermore, the majority of respondents are between the ages of 40 and 49 (44.8%) and 50 and 59 (31%). Regarding the degree held, 75.9% of the respondents have a bachelor's degree or equivalent, and 24.1% have a master's degree or equivalent. In addition, 10.3% of the respondents only teach in grade 7 (3), 6.9% only in grade 8 (2), and 10.3% only in grade 9 (3). Meanwhile, 20.7% of the respondents teach in grades 7 and 8 (6), 24.1% in grades 7 and 9 (7), 13.8% in grades 8 and 9 (4), and 13.8% in all three grades (4). Among them, 37.9% teach mainly in grade 7, 13.8% teach mainly in grade 8, and 48.3% teach mainly in grade 9.

T_EXPER	Counts	% of Total
Less than a year	13	44.8 %
From 1 to 4 year	3	10.3 %
From 5 to 9 years	1	3.4 %
For 10 years or more	12	41.4 %
Total	**29**	**100%**

Table 79: Years of work experience of S-7 third-cycle teachers responding to the questionnaire (N=29).

In S-7, the interviews with the principal and the citizenship education coordinator were conducted in the presence of the Assistant Director of the second and third cycles, who

served as interpreter. The principal has occupied this role in S-7 for 7 years and holds a bachelor's degree; The citizenship education coordinator has worked in S-7 for 25 years and holds a bachelor's degree. Additionally, a total of six 8th-grade teachers participated in the FG.

The following maps are based on the interviews conducted regarding citizenship education (Figure 153-154) and difficulties encountered in school (Figure 155) and they will guide the exploratory analysis of the school context.

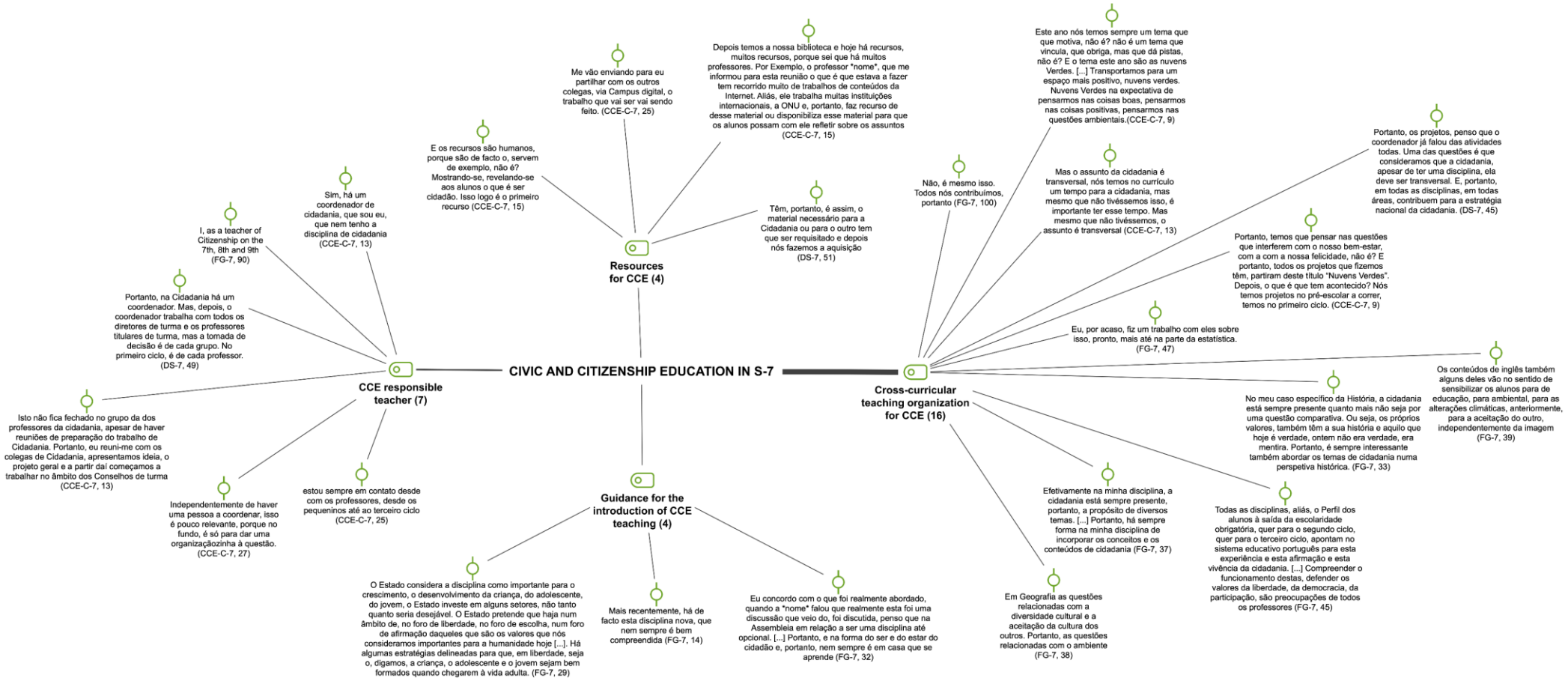


Figure 153: Single-case model related to the organization of citizenship education in S-7 (I). Map created with MaxMap (MAXQDA 2024)

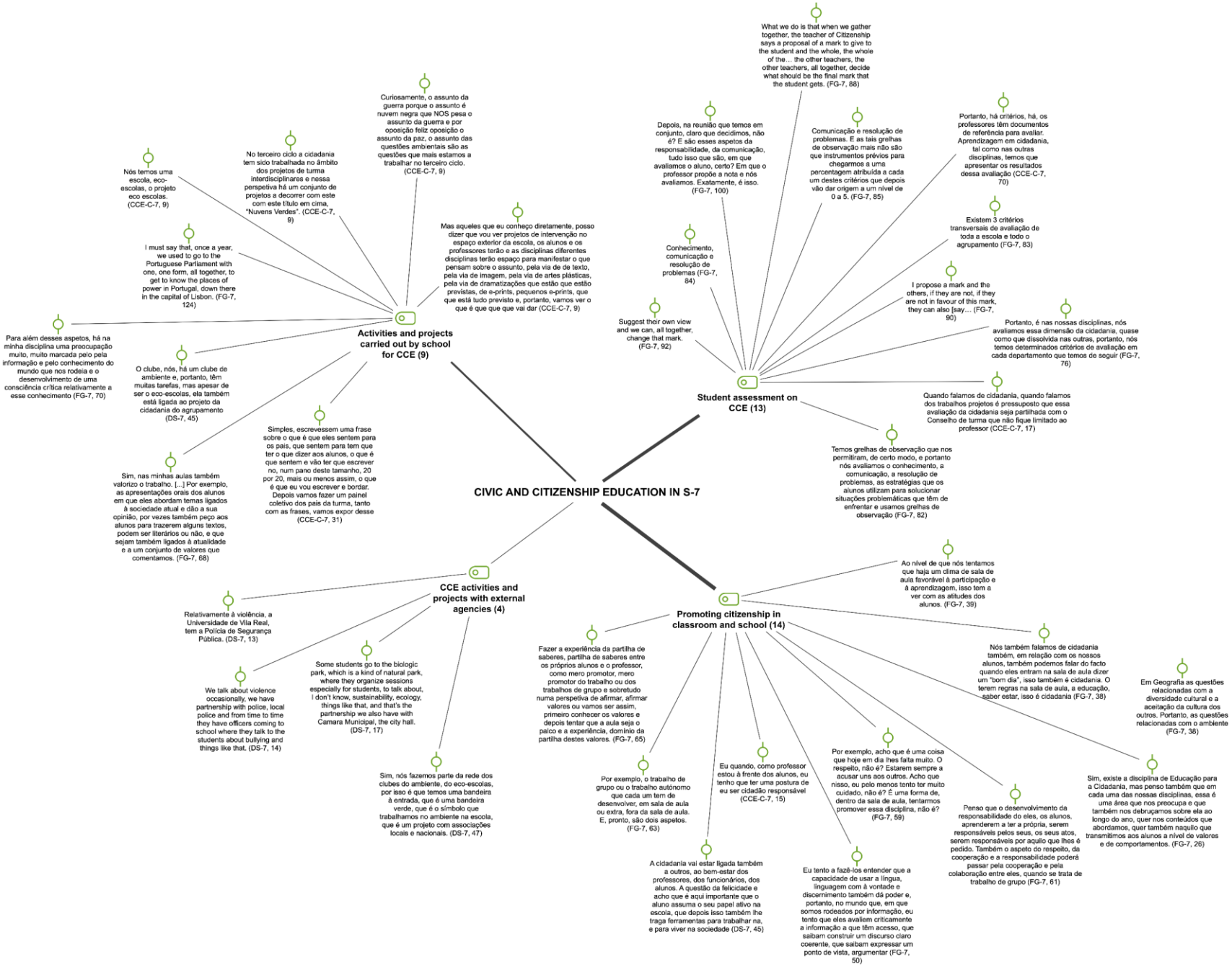


Figure 154: Single-case model related to the organization of citizenship education in S-7 (II). Map created with MaxMap (MAXQDA 2024)

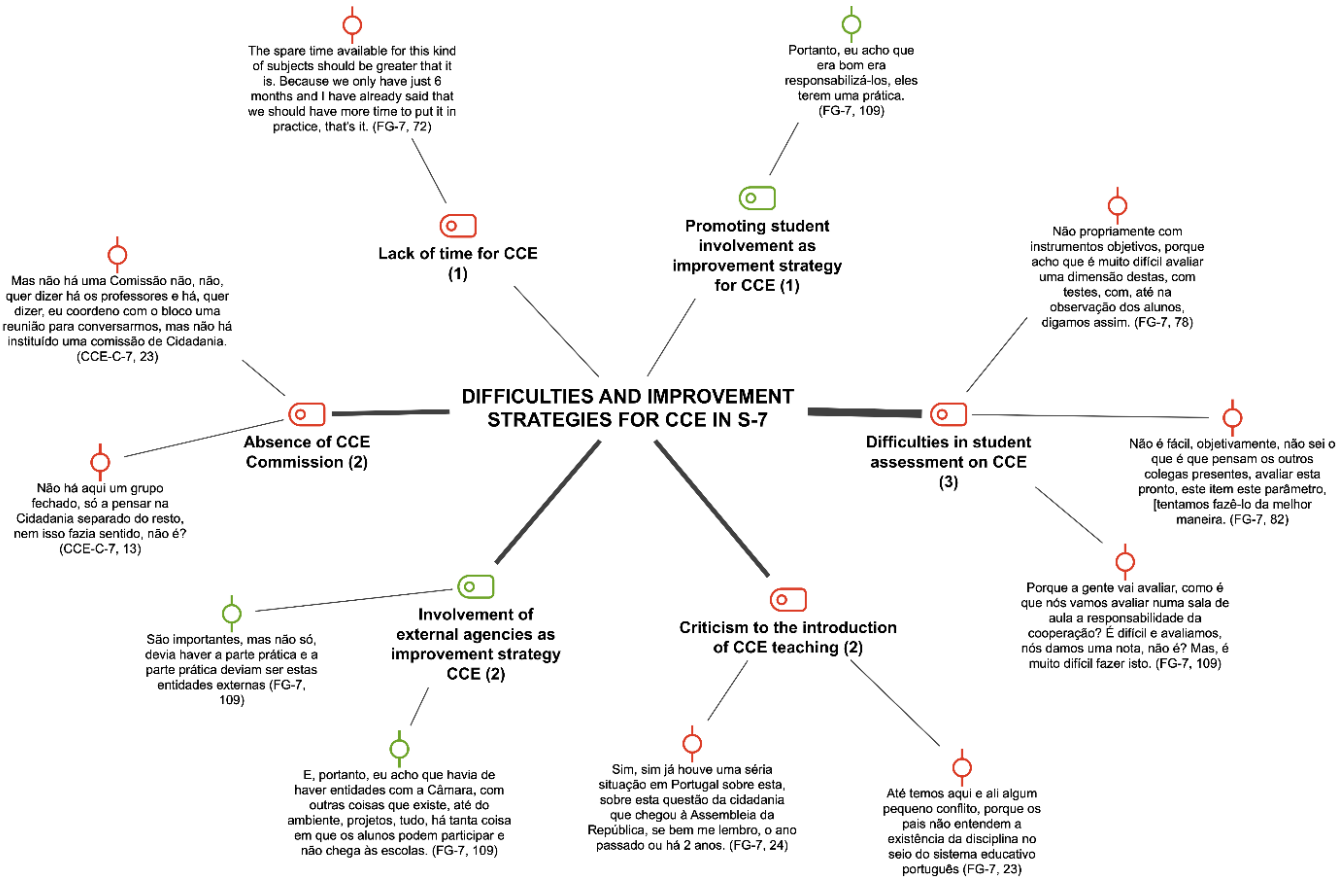


Figure 155: Single-case model related to difficulties and improvement strategies for CCE in S-7. Map created with MaxMap (MAXQDA 2024)

11.4.1 School and curricular organization for citizenship education in S-7

The S-7's EECE elaborates and describes a teaching action for citizenship education with the aim to prepare the younger generation to play an active and responsible role in civil society through school-based citizenship exercises. In this process, teachers play a central role as they encourage students to explore and practice citizenship through initiatives based on the active, responsible, and plural participation of all. These include class assemblies, where students are also involved in decision-making processes, and *Fóruns de Discussão*, to promote a democratic culture in the school. School participation experiences allow for the development of the areas of competence defined in the PA.

According to the teachers, the introduction of the *Cidadania e Desenvolvimento* stems from the Ministry's desire to support the development of young people by dedicating a specific moment to the affirmation of values that are considered important for humanity today. This is done without making «propaganda» out of these values, but rather by promoting strategies that support the formation of the citizen (T-46, FG-7, Pos. 29).

To support the social development of the student, the school enhances cooperation with the local community as an essential resource for contextualized learning and the development of democratic participation competences. Partnerships that have been

initiated include the Municipality of Vila Nova de Gaia, the Oliveira do Douro Parish Council, the *Associação Bandeira Azul da Europa* (Eco-School), and the Erasmus+ program.

Although the subject *Cidadania e Desenvolvimento* covers specific topics, the EECE asserts that certain issues related to this discipline, such as human rights, sustainable development, interculture, and gender equality, necessitate cross-curricular teaching at the school level. To identify the most appropriate teaching strategies for the intended educational goals, the EECE encourages teachers to plan together.

Citizenship education has a coordinator who collaborates with class directors and the teachers in charge of the discipline to define the guidelines of work (DS-7, Pos. 49; CCE-C-7, Pos. 27); while the group of teachers in charge of *Cidadania e Desenvolvimento* outlines the initial project proposal in dedicated meetings, the design is in charge of the individual class councils (CCE-C-7, Pos. 13). Despite the existence of this working group, the coordinator stated that there is no specific committee for citizenship education (CCE-C-7, Pos. 13-23).

11.4.2 The cross-curricular teaching of citizenship education in the classroom in S-7

The section of the questionnaire relating specifically to teaching *Cidadania e Desenvolvimento* was filled out by a total of three teachers; two of them teach the subject, while one is a coordinator.

We first asked them to identify the materials they use to prepare their lessons. The respondents agreed on the use of materials, pointing to documents published by institutions, the Ministry, original sources, and official curricula (Figure 156). In addition to these materials, teachers have access to materials found in the library (CCE-C-7, Pos. 15) and materials exchanged among them through the Digital Campus (CCE-C-7, Pos. 25).

In their *Cidadania e Desenvolvimento* classes, the activities that the three teachers implement most frequently are discussions on topical issues, group work, online information research and analysis, and role play. Textbook study appeared to be less frequent (Figure 157).[106]

[106] Due to the limited number of respondents, it was not deemed necessary to report descriptive statistics related to the T_CIVCLAS scale.

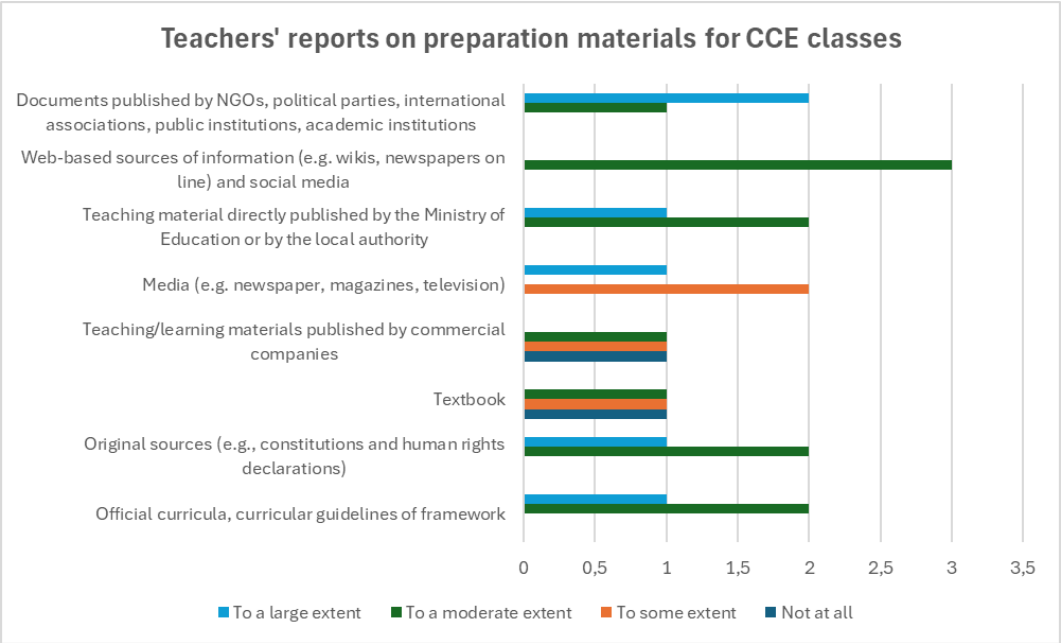


Figure 156: Materials used by teachers in S-7 to prepare civic-related activities (N=3).

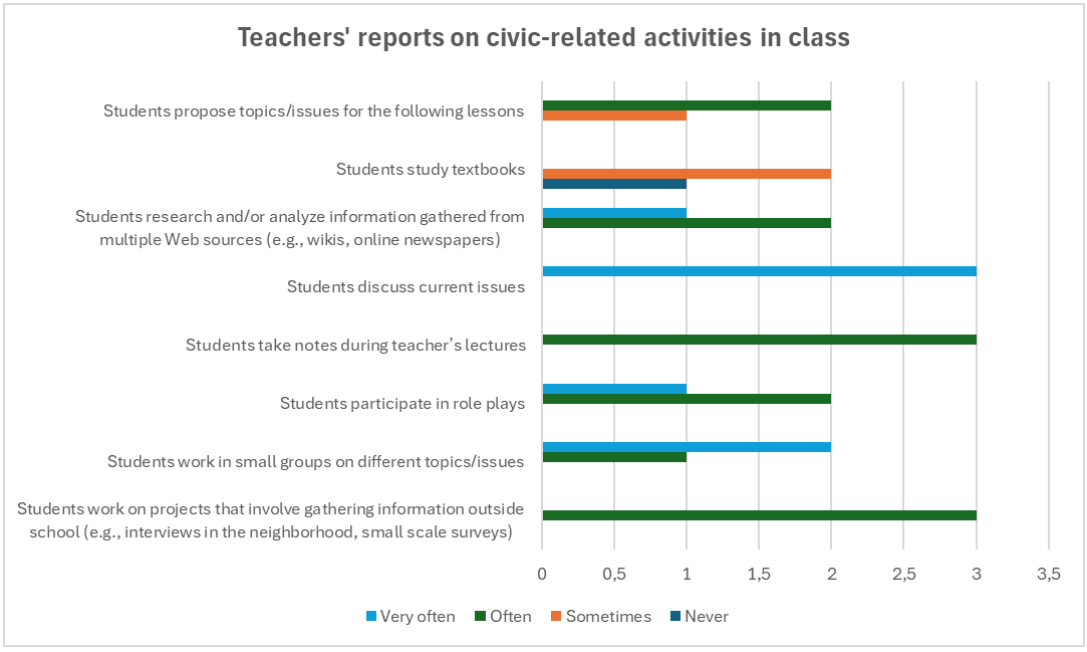


Figure 157: Activities carried out in classroom during civic-related lessons in S-7 (N=3).

Despite the existence of specific activities and an autonomous subject with dedicated time in the curriculum, the starting assumption for citizenship education is its cross-curricular nature (DS-7, Pos. 45; CCE-C-7, Pos. 13). All teachers pursue the values and issues that define citizenship and strive to help students understand the functioning of institutions, the defense of freedom, democracy, and participation (T-46, FG-7, Pos. 45; T-50, FG-7, Pos. 100). Consequently, all disciplines address issues like environmental concerns, equality, and cultural diversity (T-51, FG-7, Pos. 37; T-48, FG-7, Pos. 38; T-47, FG-7, Pos. 39).

Additionally, each year S-6 teachers establish a theme to reinforce the cross-curricular nature of citizenship education, not to constrain teaching action but to give it direction. For the 2022-2023 school year the interdisciplinary project *Nuvens Verdes* was implemented, which is associated with environmental education and wellness (CCE-C-7, Pos. 9).

Among the topics most discussed in the third cycle are environmental issues and peace (CCE-C-7, Pos. 9). S-7, in particular, joined the national Eco-Schools project by receiving the green flag as a symbol of commitment to environmental sustainability (DS-7, Pos. 45-47; CCE-C-7, Pos. 9).

Other activities are inherent in the development of critical thinking (T-51, FG-7, Pos. 70), visits to the Portuguese Parliament (T-46, FG-7, Pos. 124), and intervention initiatives in spaces outside the school, where students and teachers have the opportunity to create work in the form of pictures, writings, dramatizations, models, and e-prints (CCE-C-7, Pos. 9).

However, we did not observe any specific lessons that addressed topics related to citizenship education, with the exception of an English class that discussed environmental issues and daily actions to contribute to their resolution, and a *Cidadania e Desenvolvimento* class that involved a face-to-face discussion about the media.

Some activities include the participation of external partners, including the University of Vila Real and the Public Security Police, with whom the topic of violence is addressed (DS-7, Pos. 13), or members of the bio park, with whom meetings on sustainability and ecology have been organized, or with the City Hall (DS-7, Pos. 17).

To conduct the assessment of students in *Cidadania e Desenvolvimento*, teachers must comply with the assessment criteria established by the Pedagogical Council (CCE-C-7, Pos. 70). The three teachers primarily utilize project work, peer assessment, and observation as their tools; they never employ written tests or oral exams (Figure 158).

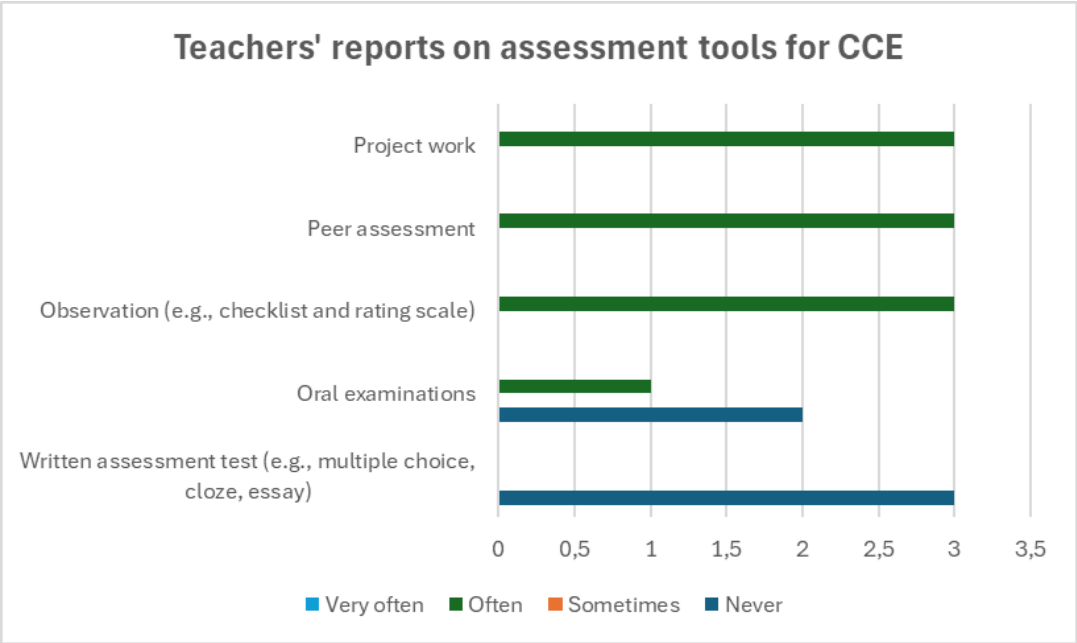


Figure 158: Assessment tools used by S-7 third-cycle teachers for student assessment on *Cidadania e Desenvolvimento* (N=3).

Despite the presence of a subject-specific teacher, the assessment carried out by that teachers is proposed and discussed in the class council due to the cross-curricular nature of citizenship education (CCE-C-7, Pos. 17; T-46, FG-7, Pos. 88-90-92; T-50, FG-7, Pos. 100). Specifically, the domains of *Cidadania e Desenvolvimento* are assessed by three cross-curricular assessment criteria, that span all disciplines (T-49, FG-7, Pos. 76; T-47, FG-7, Pos. 84): knowledge, communication, and problem-solving strategies. Teachers assign a score to each of these criteria using observation grids, collectively identifying the student's level from 0 to 5 (T-47, FG-7, Pos. 82; T-46, FG-7, Pos. 85). For each level, the EECE defines descriptors that pertain to the relevant performance profiles.

In addition to the use of the observation grid, through which an assessment of the development process is made, S-7 also identifies final product evaluation, self- and hetero-assessment, and in-class questions as assessment tools for *Cidadania e Desenvolvimento*.

However, the assessment of citizenship education emerged as one of the most problematic aspects due to the difficulty encountered in assessing the required dimensions (T-49, FG-7, Pos. 78; T-47, FG-7, Pos. 82; T-51, FG-7, Pos. 109).

The cross-curricular nature of citizenship education establishes a strong connection with daily teaching practices and the teacher's behavior (T-48, FG-7, Pos. 38; CCE-C-7, Pos. 15). These practices encompass the creation of a climate conducive to participation and learning in the classroom (T-47, FG-7, Pos. 39), the promotion of responsibility through respect and collaboration (T-47, FG-7, Pos. 61), teamwork and independent work

in and out of the classroom (T-47, FG-7, Pos. 63), the promotion of sometimes lacking respect in the classroom (T-50, FG-7, Pos. 59), the ability to communicate and critically reflect on information accessed (T-49, FG-7, Pos. 50), and the student taking an active role in school. All these elements make the classroom a place of knowledge sharing between students and teachers, as well as a stage where values are known and developed (T-46, FG-7, Pos. 65).

> «Não há dúvida nenhuma que o respeito é uma das características importantes da nossa atividade pedagógica, mas há outros, como o conhecimento, como o diálogo e a interação, o intercâmbio de experiências, fazer do local da aula em si, o tal trabalho, do trabalho de grupo e fazer a experiência da partilha de saberes, partilha de saberes entre os próprios alunos e o professor, como mero promotor, mero promotor do trabalho ou dos trabalhos de grupo e sobretudo numa perspetiva de afirmar, afirmar valores ou vamos ser assim, primeiro conhecer os valores e depois tentar que a aula seja o palco e a experiência, domínio da partilha destes valores». (FG-7, Pos. 65, Speaker: T-46)

We conducted a total of 20 hours of classroom observation in S-7 to observe the creation of learning environments that foster citizenship. Specifically, we observed lessons in Mathematics, Physical Education, Geography, English, *Cidadania e Desenvolvimento*, Visual Education, History, Science, Portuguese, and Physics-Chemistry. The analysis performed by frequency distributions (Figure 159) and descriptive statistics (Table 80) on the observation checklists demonstrate variability in the type and effectiveness of practices implemented in the classroom.

Regarding the area related to curriculum planning and delivery, moderate levels of effectiveness of practices implemented in the classroom appeared, particularly referring to the implementation of activities to have students apply new knowledge (AANK) and on student reflection on what they have learned (RWL), which were the most observed practices, registering an average of 1.5 (SD = 1.17) and 0.94 (SD = 1.22), respectively. As for the other schools, the practice of setting high expectations for student performance was never observed.

High rates of non-observation also occurred in the area of accommodations for individual differences. The exception was the group work (OIGPU) teaching practice, which received more frequent observations, with a mean score of 1.22 (SD = 1.18). The practice of accommodating individual or group differences through individual interviews or specific materials or tasks (AISD) was never observed.

Practices related to problem solving were observed with reduced frequency and sometimes not found to be effective, with particular reference to student involvement in problem identification (PID) and solution-conclusion (SFA). More frequently observed

and with a higher level of effectiveness was the use of brainstorming (BT), which averaged 0.61 (SD = 1.16).



Figure 159: Frequency distribution of scoring in observation checklists (S-7).

Although teachers advocated for the implementation of citizenship education in the classroom, we never observed practices related to critical thinking strategies. Similarly, we never observed practices conducive to creative thinking strategies, except for the solicitation of different ideas (TII), which yielded a mean score of 0.22 (SD = 0.63).

The area related to the construction of the learning environment is the one that recorded higher frequencies of ineffectiveness. These include practices related to using a respectful silent signal to get students' attention (QS), using energetic verbal and non-verbal communication to arouse interest (BLW), and reinforcing rules with student help (ERSH). We recorded higher levels of effectiveness in providing respectful responses to student feedback (RRSR) and attention given in student feedback (ASR), with averages of 1.39 (SD = 1.46) and 0.72 (SD = 1.24), respectively. We never observed practices that focused on students' positive qualities and efforts (FPQ) or encouraged them to discuss solutions rather than insult others (EDS).

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0	0	0	0
	AANK	1.50	2	2	1.17
	PMAL	0.72	0	0	1.10
	ET	0.67	0	0	1.11
	RWL	0.94	0	0	1.22
Accommodations for individual differences	OIGPU	1.22	1.5	0	1.18
	AISD	0	0	0	0
	EIES	0.11	0	0	0.46
	DIISA	0.56	0	0	0.96
	MASR	0.44	0	0	1.01
Problem solving	BT	0.61	0	0	1.16
	PID	0.28	0	0	0.65
	SFA	0.28	0	0	0.65
Critical thinking strategies	CCI	0	0	0	0
	JESCD	0	0	0	0
Creative thinking strategies	TII	0.22	0	0	0.63
	EPV	0	0	0	0
	DOMTS	0	0	0	0
	ODEI	0.28	0	0	0.80
Learning environment	ER	0.22	0	0	0.71
	ERSH	0.28	0	0	0.73
	BLW	0.89	0	0	1.10
	QS	0.50	0	0	0.60
	FPQ	0	0	0	0
	ASR	0.72	0	0	1.24
	RRSR	1.39	0.5	0	1.46
	EDS	0	0	0	0

Table 80: Descriptive statistics related to observations in S-7.

These not entirely positive data are in line with the significant challenge highlighted in the S-7's EECE, that is related to the creation of learning environments based on a greater diversification of active methodologies (debates, group work, individual and group presentations, etc.), which foster interactions between groups of students, classes, and communities, as well as access to digital resources (use of information and communication technologies), thereby contextualizing learning to the unique needs of the school community.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	29	0	12.2	0.385	12.0	2.07	8.00	16.0

Table 81: Descriptive statistics related to teachers' perceptions of classroom climate (T_PCCLIM) in S-7 (N=29).

In addition to teaching practices, a learning environment where to experience citizenship is characterized by a positive classroom climate that was detected through teachers' perceptions regarding interpersonal relationships among students (T_PCCLIM).

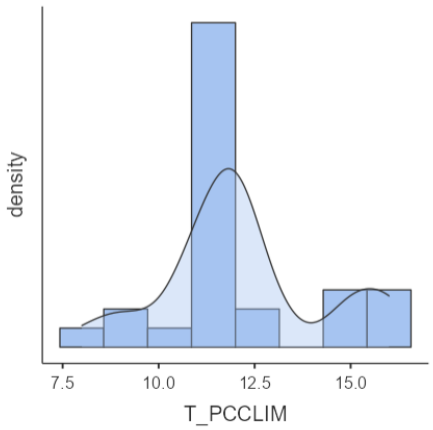


Figure 160: Density plot related to T_PCCLIM in S-7.

The results revealed average positive but uneven perceptions, recording a mean of 12.2 (SD = 2.07) (Table 81). The standard deviation and range of responses testify to a dispersion in the distribution, characterized by a significant peak at value 12. However, there is a slight skewness towards higher values, which contrasts with the presence of lower scores (Figure 160).

11.4.3 Improvement areas for citizenship education in S-7

More implementation of projects emerged as the main area of improvement in citizenship education in S-7 (Figure 161). In fact, few projects for citizenship education were observed and discussed in the interviews and FG. The only project that emerged is *Nuvens Verdes*, that is connected to environmental sustainability, in the eco-school perspective.

Connected to this area, is the lack of time perceived by teachers to implement such activities (T-46, FG-7, Pos. 72).

The second area of improvement for citizenship education appeared to be increased collaboration with the local community (Figure 162). There appeared to be no particular collaborations with external partners, with the exception of City Hall, the University of Vila Real, and the Public Security Police. The involvement of the local community, derived from City Hall's memoranda with organizations, is crucial in citizenship education as they offer practical input to the limited classroom teaching (T-50, FG-7, Pos. 109). The following sections will further explore the relationship with the local community.

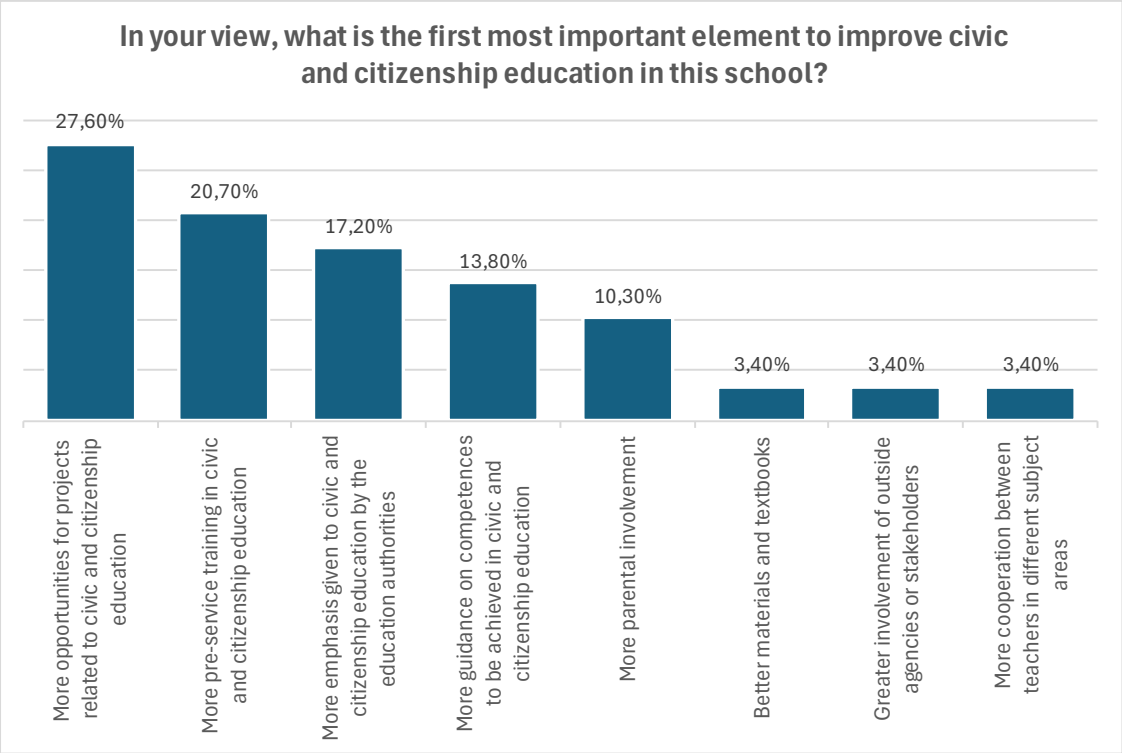


Figure 161: Percentages of teachers selecting citizenship education improvement areas as the first main area in S-7 (N=29).

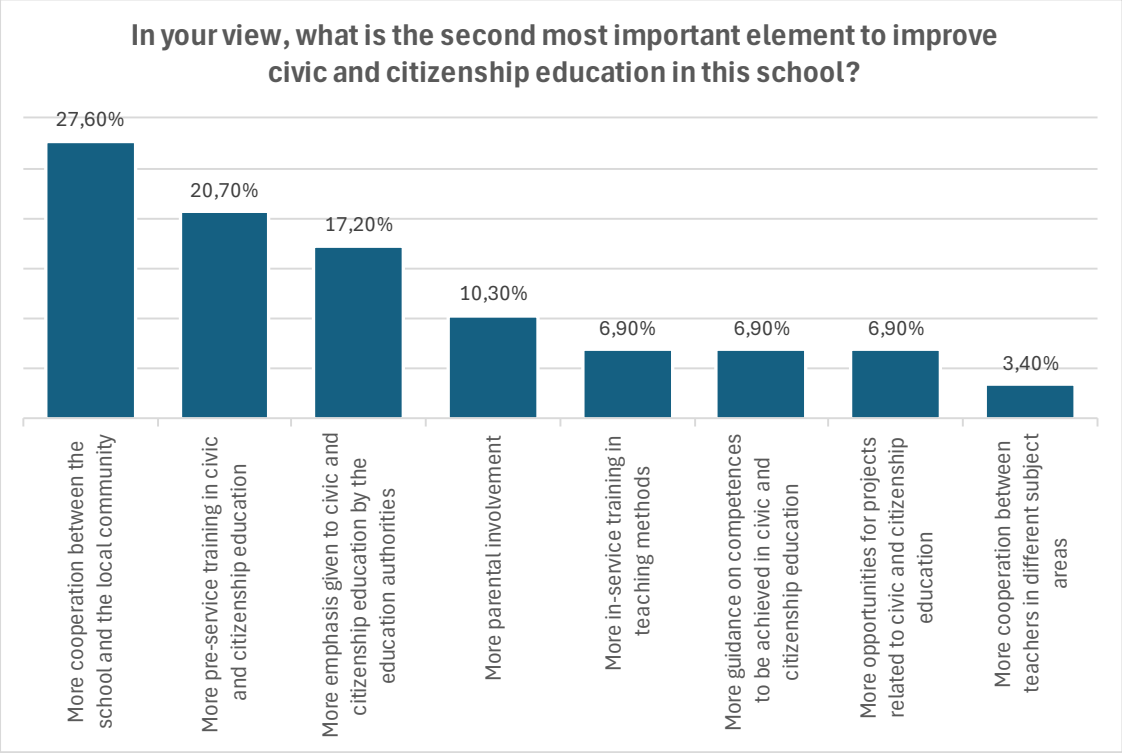


Figure 162: Percentages of teachers selecting citizenship education improvement areas as the second main area in S-7 (N=29).

More parental involvement was mentioned as the third area for improvement (Figure 163).

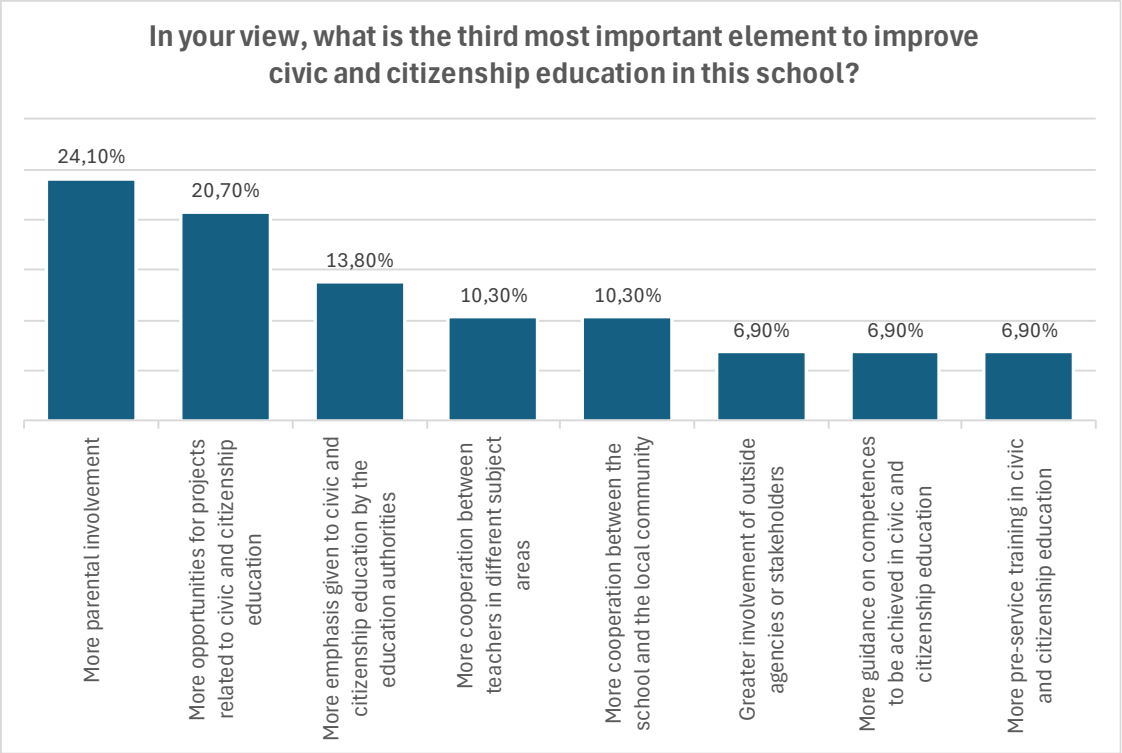


Figure 163: Percentages of teachers selecting citizenship education improvement areas as the third main area in S-7 (N=29).

This area is associated with one of the most difficult aspects of citizenship education that emerged in S-7. Teachers discussed the challenges in advancing *Cidadania e Desenvolvimento*, citing instances where families fail to acknowledge the subject's presence in the Portuguese educational system (T-46, FG-7, Pos. 23), with the conviction that the family should teach citizenship (T-51, FG-7, Pos. 33). Conversely, the importance of citizenship education in school stems from the fact that sometimes this formation does not occur in the family, and in these situations, the role of the school and teachers becomes crucial for the social development of the student (T-48, FG-7, Pos. 32).

Teacher training, specifically the pre-service one, also emerges among the top two areas of improvement for citizenship education, although it is not the main one. As in the case of S-5, this is an element that cannot be amputated to the specific school, but rather to the definition of the education system.

On the other hand, no problems have emerged regarding in-service training, which is carried out through the presence of the Gaia Nascente Training Center, through which the training plan for teachers is organized according to the needs of individual teachers, who are required to carry out 25 hours of training annually (DS-7, Pos. 71; CCE-C-7, Pos. 76).

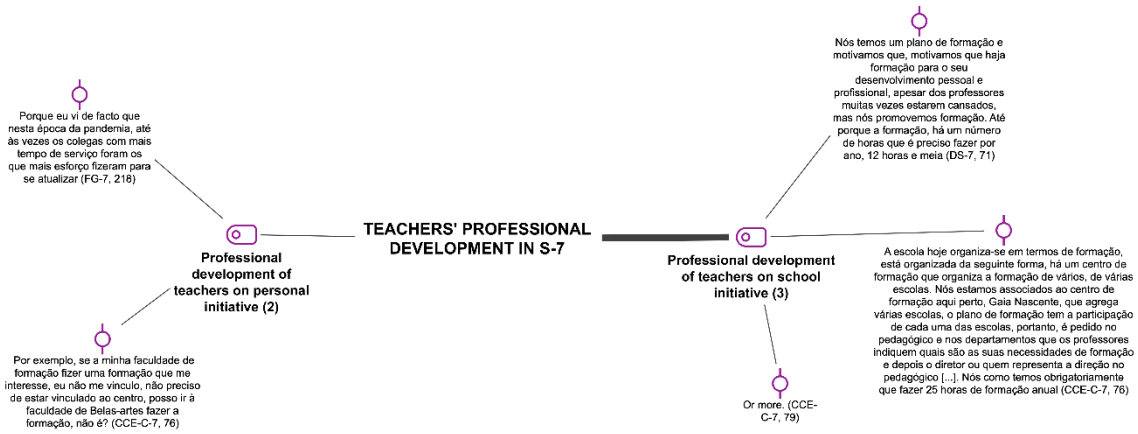


Figure 164: Single-case model related to teachers' professional development in S-7. Map created with MaxMap (MAXQDA 2024).

11.5 Citizenship education in S-8

In school S-8, 31 out of the 38 third-cycle teachers filled out the teacher questionnaire. Of them, 48.4% are tenured teachers, while 51.6% are non-tenured; 67.7% are female and 32.3% are male. Also in this case, there is a significant variation in the subjects taught by the teachers who responded to the questionnaire (Table 82), with two of them teaching French as their second foreign language. Three of the responding teachers also teach *Cidadania e Desenvolvimento.*

T_SUB	Counts	% of Total
Portuguese	3	9.7 %
Natural Sciences	4	12.9 %
Physical Education	3	9.7 %
Second foreign language	2	6.5 %
Physics-Chemistry	3	9.7 %
Moral Education and Religion	2	6.5 %
History	1	3.2 %
English	3	9.7 %
Mathematics	3	9.7 %
TIC	1	3.2 %
Geography	3	9.7 %
History, *Cidadania e Desenvolvimento*	1	3.2 %
Portuguese, *Cidadania e Desenvolvimento*	1	3.2 %
Mathematics, *Cidadania e Desenvolvimento*	1	3.2 %
Total	**31**	**100%**

Table 82: Subjects taught by S-8 third-cycle teachers responding to the questionnaire (N=31).

About 32.3% of the responding teachers have been teaching in S-8 for 10 years or more (Table 83). Furthermore, the majority of respondents are between the ages of 40 and 49 (58.1%) and 50 and 59 (29%). In terms of degree, 80.6% of the respondents have

a bachelor's degree or equivalent, and 19.4% have a master's educational background or equivalent.

In addition, 22.6% of the respondents only teach in grade 7 (7), 25.8% only in grade 8 (8), and 25.8% only in grade 9 (8). Meanwhile, only one teacher teaches in grades 7 and 8, while 12.9% of the respondents teach in grades 7 and 9 (4), and 9.7% teach in grades 8 and 9 (3). One teacher teaches primarily in grade 7, two teach primarily in grade 8, and four teach primarily in grade 9.

T_EXPER	Counts	% of Total
Less than a year	8	25.8 %
From 1 to 4 year	9	29.0 %
From 5 to 9 years	4	12.9 %
For 10 years or more	10	32.3 %
Total	**31**	**100%**

Table 83: Years of work experience of S-8 third-cycle teachers responding to the questionnaire (N=31).

We conducted two semi-structured interviews with the principal in S-8, one of which was a follow-up to further analyze the characteristics of the school's implemented Innovation Plan (Annex 12.5). The principal has worked in S-8 for 16 years and holds a master's degree.

A third-cycle teacher, acting as an interpreter, attended the interview with the citizenship education coordinator. We also analyzed the teacher's responses (T-34), as they were more detailed than those provided by the coordinator during the interview. The coordinator has been a teacher in S-8 for four years, and the teacher-interpreter for 15 years; both hold bachelor's degrees.

A total of twelve 8th-grade teachers participated in the FG. Two teachers left the meeting before the end.

The Figure 165 and Figure 166 depict the maps inherent in the interviews conducted regarding citizenship education that will guide the exploratory analysis of the school context. No map was structured for difficulties or areas for improvement because they did not emerge.

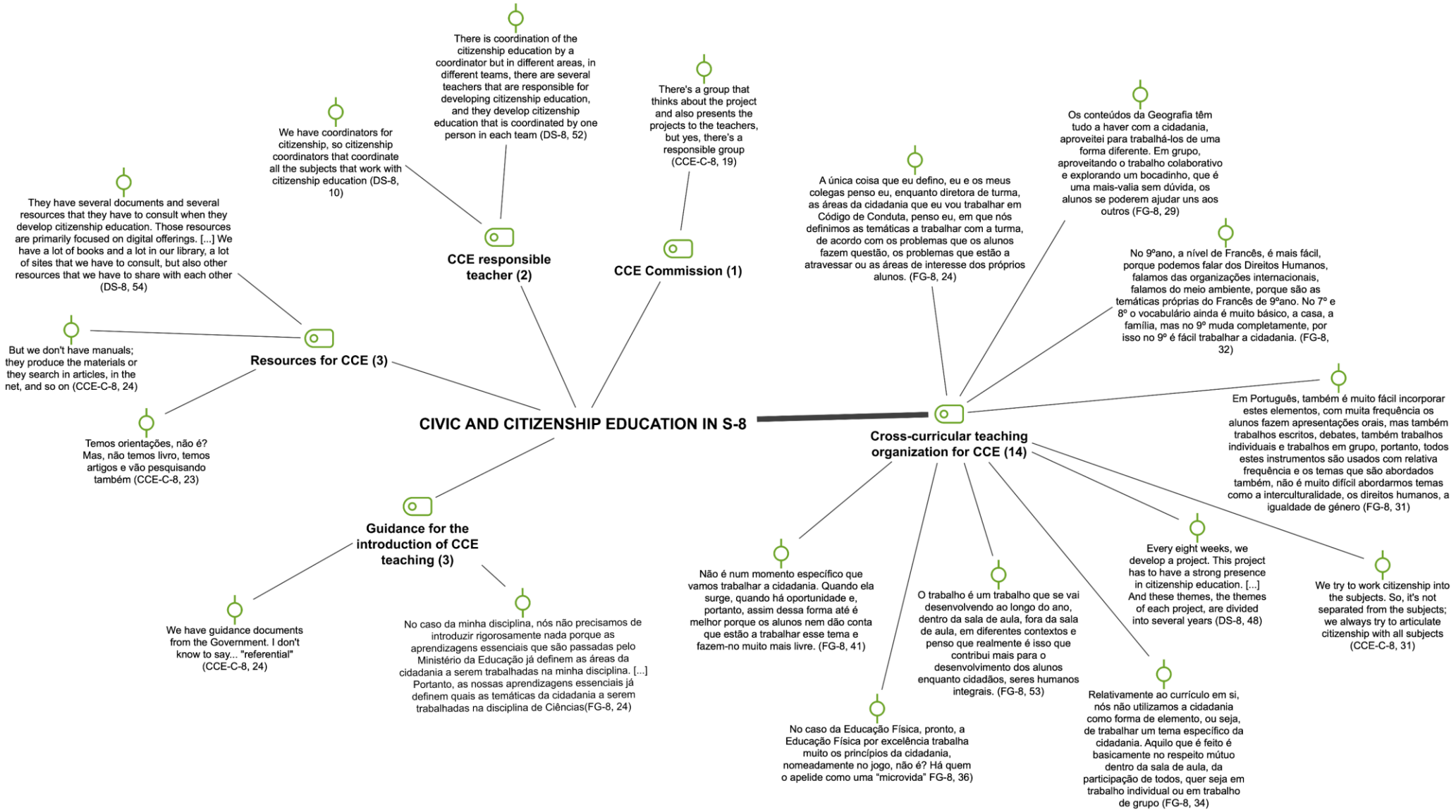


Figure 165: Single-case model related to the organization of citizenship education in S-8 (I). Map created with MaxMap (MAXQDA 2024)

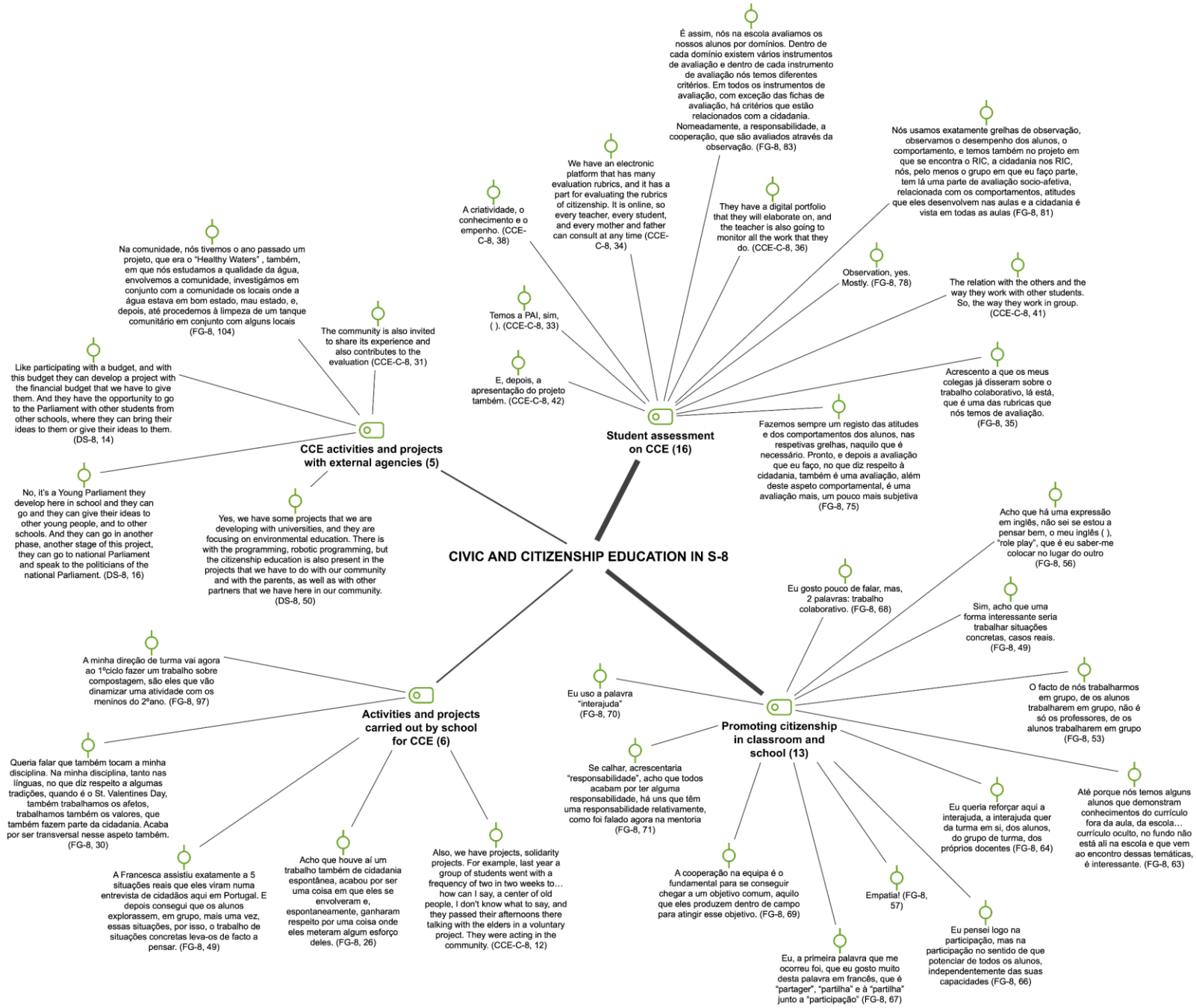


Figure 166: Single-case model related to the organization of citizenship education in S-8 (II). Map created with MaxMap (MAXQDA 2024)

11.5.1 School and curricular organization for citizenship education in S-8

The organizational and curricular structure of S-8 is based on a pedagogical Innovation Plan, that is accompanied by the EECE. The latter document is based on a cross-curricular vision of citizenship education and is aimed at supporting the students' informed participation in school and society from the first to the third cycle for an integrated educational pathway.

The general objectives pursued are:

i. developing students' attitudes of personal and social responsibility in setting up their life projects, with a view to training for participatory citizenship, lifelong learning, and promoting an entrepreneurial spirit;
ii. promoting a culture of freedom, participation, reflection, quality, and evaluation that highlights the responsibility of each individual in the processes of personal and social change; and
iii. developing a democratic spirit and practice through the adoption of participatory processes in school and public life and the assumption of rights and duties as a guarantee of individuality and social cohesion.

S-8 takes the curriculum content, domains, and mode of teaching delivery – as cross-curricular and as a separate subject – from the relevant national standard. Additionally, the Ministry of Education centrally reinforces the cross-curricular nature of citizenship education by defining, among the essential learnings of each subject, the thematic areas of citizenship education that individual teachers must focus on (T-47, FG-8, Pos. 24).

The domains are divided into three main categories:

i. the cognitive domain, that focuses on content knowledge and comprehension. A broader understanding of human beings, the world, and the debates of our time also accompanies the understanding of democratic societies and the functioning of public institutions and nongovernmental organizations, both national and international. Equally important is procedural knowledge, inextricably linked to the pragmatic realm, which translates, for example, into knowledge of what constitutes a debate and how it is conducted;
ii. the socio-affective domain, relating to attitudes and values. The set of values that a given individual holds influences their decision-making processes and subsequent actions. Values influence the construction of a person's identity and relationships, and they also become key learning outcomes in education for democratic citizenship; and

iii. the pragmatic or active domain, referring to both autonomy and commitment and participation in the activities. The attitudes and values included in the previous category only make sense when they are translated into action skills, such as: the ability to cooperate with others, taking joint initiatives, resolving conflicts peacefully, and taking part in debates.

The planning of the *Cidadania e Desenvolvimento* subject considers the activities that the class will develop along with other disciplines. The teacher of this subject, who in most cases is the class director, may support moments of co-presence in the classroom with teachers of other subjects.

The teaching of *Cidadania e Desenvolvimento* in the second and third cycles takes place in RICs classes, which are one of the aspects that characterize the curricular and teaching structure defined in the pedagogical Innovation Plan in S-8. Figure 167 shows the breakdown of subject areas for each RIC class in each cycle. The Curriculum Integration Projects deliver *Cidadania e Desenvolvimento* in the secondary school.

Among the curricular suggestions inherent in the subject area on Citizenship, Human Rights, and the Exercise of Citizenship, the EECE emphasizes its two main objectives: the understanding that the exercise of citizenship implies rights and responsibilities in life in society; and the understanding of citizenship in school. Specifically, this second element pertains to both formal and nonformal learning experiences, which include understanding the school's internal rules and educational projects, as well as participating in school life by adhering to the rules and assuming rights and responsibilities appropriate to their educational level.

There is a citizenship education coordinator who coordinates the work on citizenship education at school level; additionally, in the all the teams there are also sub-coordinators responsible for citizenship education (DS-8, Pos. 10; DS-8, Pos. 52). Thus, although there is a working group that is responsible for planning and sharing citizenship education projects with other teachers (T-34, CCE-C-8_interview, Pos. 19), there is no specific committee at the school level (DS-8, Pos. 52).

The signing of protocols and partnerships with entities outside the school, promoting the school's openness to the territory it represents, is considered crucial for the development of the above-mentioned learning, which includes participation in community, as well as solidarity and exchange projects.

		RIC 1	RIC2	RIC3	RIC4
Nome /Tema		**Eco Cozinha Pedagógica**	**Nós e a Europa**	**Entr'Artes**	**Jogos Olímpicos 2040**
Pré-Escolar e 1º ciclo		Direito ao Ambiente e à Saúde, com Sustentabilidade	Direitos Humanos e Interculturalidade	Os Media e a formas de Comunicação	Igualdade de Género Segurança rodoviária
5º ano	tema	**Direito ao Ambiente e à Saúde, com Sustentabilidade**	**Literacia financeira e educação para o consumo**	**Os Media e a formas de Comunicação**	**Igualdade de Género Segurança rodoviária**
	Prof.	230; 260/620	200;240	200/220/300; 240;250	200/220/300;260/620;550
6º ano	tema	**Saúde e Sexualidade**	**Instituições e participação democrática**	**Liberdade e Paz**	**Direitos Humanos e Interculturalidade**
	Prof.	230; 260/620;220	200;240	200;240	200/220; 260/620;550
7º ano	tema	**Risco**	**Segurança, Defesa e Paz**	**Liberdade e Paz**	**Fair Play**
	Prof.	200;520/510;260/620	220; 300; 600/240/250	220;300;600;240/250	400;420;300/330; 260/620
8º ano	tema	**Direito ao Ambiente, com Sustentabilidade**	**Literacia financeira e educação para o consumo**	**Os Media e a formas de Comunicação**	**Igualdade de Género Segurança rodoviária**
	Prof.	520/510;260/620;550	200;600/240/250;330	330;600/240/250	200/400/420;260/620
9º ano	tema	**Saúde e Sexualidade**	**Instituições e participação democrática**	**Liberdade e Paz**	**Direitos Humanos e Interculturalidade**
	Prof.	520/510;260/620;330	300;400;600/240/250	210;330;600/240/250	420;300/330; 260/620

Figure 167: Subject areas of *Cidadania e Desenvolvimento* for each RIC class in each cycle of education. Source: EECE, S-8 Website.

11.5.1.1 The Plano de Inovação Pedagógica

In order to counter dropout and school failure and support educational success for all students, a pilot project of pedagogical innovation was developed by S-8 for the three-year period 2016-2019. It resulted from the implementation of innovative pedagogical practices arising from the autonomy and flexibility curricular management, established by Decree Law No. 55/2018[107] (and amended by Decree Law No. 70/2021[108]).

Following this, Ordinance No. 181/2019[109] presented the *Plano de Inovação Pedagógica* (PI). This plan put more emphasis on the idea of managing more than 25%

[107] Decreto-Lei n.º 55/2018, de 6 de julho, Estabelece o currículo dos ensinos básico e secundário e os princípios orientadores da avaliação das aprendizagens. Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/55-2018-115652962. Accessed 16 September 2024.
[108] Decreto-Lei n.º 70/2021, de 3 de agosto, Aprova o regime jurídico do ensino individual e do ensino doméstico. Available at: https://diariodarepublica.pt/dr/detalhe/decreto-lei/70-2021-168903099. Accessed 16 September 2024.
[109] Portaria n.º 181/2019, de 11 de junho, Define os termos e as condições em que as escolas, no âmbito da autonomia e flexibilidade curricular, podem implementar uma gestão superior a 25 % das matrizes curriculares-base das ofertas educativas e formativas dos ensinos básico e secundário. Available at: https://diariodarepublica.pt/dr/detalhe/portaria/181-2019-122541299. Accessed 16 September 2024.

of the basic curriculum matrices of educational and training offerings, with regular and organized ways of gathering information on student performance. It also highlighted the importance of self-evaluation as a way to self-regulate and encourage continuous improvement.

Following the 2016-2019 PI, S-8 developed and implemented two new proposals for the three-year period 2019-2022 and the four-year period 2022-2026. In particular, the latter proposal focuses on three elements: consolidating greater flexibility in the design of specific educational pathways in secondary education and training offerings; promoting a better definition of the organization of curricular and pedagogical pathways; and clarifying the rules for student learning assessment and certification.

We conducted a follow-up interview with the principal to gain a deeper understanding of the implementation of PI in S-8 (Annex 12.5).

> «The idea to initiate the Innovation Plan came from the Ministry of Education. It was a challenge that they invited us to initiate this plan in 2016. So, with other schools from all over Portugal – six schools in Portugal – we initiated this project, this Innovation Plan, because we have the opportunity to do what we want to do in school. With these methodologies that we have to use, we could do anything about curriculum and implement any project that we want. So, this challenge was a great opportunity to make a difference in the curriculum, even pedagogical methodologies, and all the measures that we have. We turn those measures into innovation». (DS-8_FU, Pos. 3)

PI is included in Portuguese school legislation, but not all schools adopt it because of the autonomy it grants them. In this case, the Ministry chose six schools in 2016 to experiment with different subjects, methods, and activities in order to promote the structuring of PI. They would then make a formal proposal for all other schools to adopt PI (DS-8_FU, Pos. 31). In 2023, schools with a PI increased from six to more than 50 (DS-8_FU, Pos. 33).

The PI is not S-8's first collaboration with the Ministry. Since 2009, the S-8 has already been known as a school-pole for having implemented some effective methodologies, and because of this, it has become a reference point for other schools (DS-8_FU, Pos. 5).

Four main axes (DS-8_FU, Pos. 7) form the structure of the PI.

The first axis is the school calendar. While other Portuguese schools divide the calendar into three periods, S-8 divides it into four periods, each consisting of eight weeks separated by a one-week break. This organization allows for continuous assessment of the curriculum integration benchmarks in alignment with the AEs and PA, as well as ongoing communication with students and parents during the four assessment periods. This structure derives from the dynamics of pedagogical organization resulting from the

Referenciais de Integração Curricular (RIC) classes, which represent a measure of a pedagogical, teaching, and organizational nature that involves a relocation of subject time and an aggregation of the same; in the third cycle, they relocate the time devoted to some subjects that exist independently in order to strengthen their interdisciplinary and cross-curricular nature, including *Cidadania e Desenvolvimento* and Art Education.

> «Our RICs are an integrational pedagogical curriculum: we integrate the curriculum with several subjects – you saw some of those RICs – and there are four RICs. So, we have four RICs, and we have four periods. That's why we need to organize the year into four periods». (DS-8_FU, Pos. 7)

The presence of thematic weeks provides a second axis, for a total of four thematic weeks. They form part of the teaching of RICs, that are based on grouping classes/students by theme while respecting their respective school grades. The goal is to enhance the PA competence areas in a tangible and efficient manner. The school invites representatives from the local community during the thematic weeks (DS-8_FU, Pos. 7).

The evaluation and monitoring phase, the third axis, utilizes platforms to track the progressive development of students' skills and knowledge (DS-8_FU, Pos. 7). At the school level, monitoring occurs through the establishment of the Quality Observatory, composed by teachers, students, and parents who assess the school's implemented measures using data from interviews, focus groups, and statistical analysis. They then produce a report for further evaluation by the principal and the Pedagogical Council (DS-8_FU, Pos. 21).

Communication with the local community is the fourth axis, which takes place through panels attended by students, teachers, parents, and non-teaching staff. In these panels, the school community discusses the educational policies implemented in the school (DS-8_FU, Pos. 7).

One of the most distinctive methodologies for implementing PI in daily teaching is the presence of desks arranged in groups in all classrooms. This methodology aims to foster collaborative work among students and provide mentorship to enhance their knowledge and skills, thereby facilitating their learning process (DS-8_FU, Pos. 11).

The implementation of the curricular autonomy and flexibility regime at the PI resulted in the creation of the *Código de Conduta* subject, which the class director teacher teaches for one hour each week. S-8 introduced this subject to strengthen teacher-student relations by focusing on topics related to student issues or those that specifically affect students (DS-8_FU, Pos. 13-15-17).

> «The Code of Conduct is one hour per week that the headmaster of the class can have with their students. They speak of all things that worry students and that worry even the teacher, and they have this hour to not only develop citizenship but also to talk about everything that concerns the students' problems. They have this hour to talk about everything they want. Why do we call this our Code of Conduct? It is Code of Conduct because the students have to be very honest, and polite with the teacher, but also with the truth: they have to speak truly to their headmaster class because he or she is there to solve their problems, and it's very important because it builds relationships between headmaster class and students more deeply, stronger, and in this way we can say that Code of Conduct is very important for that strong relationship between one another». (DS-8_FU, Pos. 13)

According to the principal, the PI supports an organizational model that better meets students' educational needs and enables the integration of theoretical knowledge with practical skills, thereby preparing students for 21st Century society (DS-8_FU, Pos. 25).

> «We have to transform the schools to go discover the approach and discover how to learn, how to make the students more prepared for the 21st Century. And we will have students prepared for the 21st Century if we can make our students more critical, more critical with their knowledge, more critical with their skills; not critical because they are critical, no, not critical because they don't have knowledge. They have to be critical in their knowledge, they have to be good citizens, they have to make choices, they have to have opinions, not only about politics but also about the war, and about values. They have to be very prepared for all the challenges that the 21st Century brings, because we don't know what is coming in the future, and we have to prepare all the students for that». (DS-8_FU, Pos. 27)

11.5.2 The cross-curricular teaching of citizenship education in the classroom in S-8

The section of the questionnaire related to teaching *Cidadania e Desenvolvimento* was filled out by a total of five teachers, who teach the subject.

Teachers mainly use the web and social media for lesson preparation; in fact, digital resources are the main resources used by the teachers, according to the principal and the citizenship education coordinator (DS-8, Pos. 54; CCE-C-8, Pos. 23). Also particularly used are organizations' and institutions' documents and original sources, albeit at varying frequencies (Figure 168).

Among the activities that are implemented by specific teachers for *Cidadania e Desenvolvimento* classes are research and analysis of information on multiple Web sources, student participation in role play, and small group work. Descriptive statistics on the T_CIVCLAS scale, calculated on the sample of five respondents, show a mean of 24.5 (SD = 4.28); these data indicate that civic-related activities are carried out with moderate frequency, although there is disparity in teachers' experiences confirmed by the range of scores and standard deviation (Figure 169).

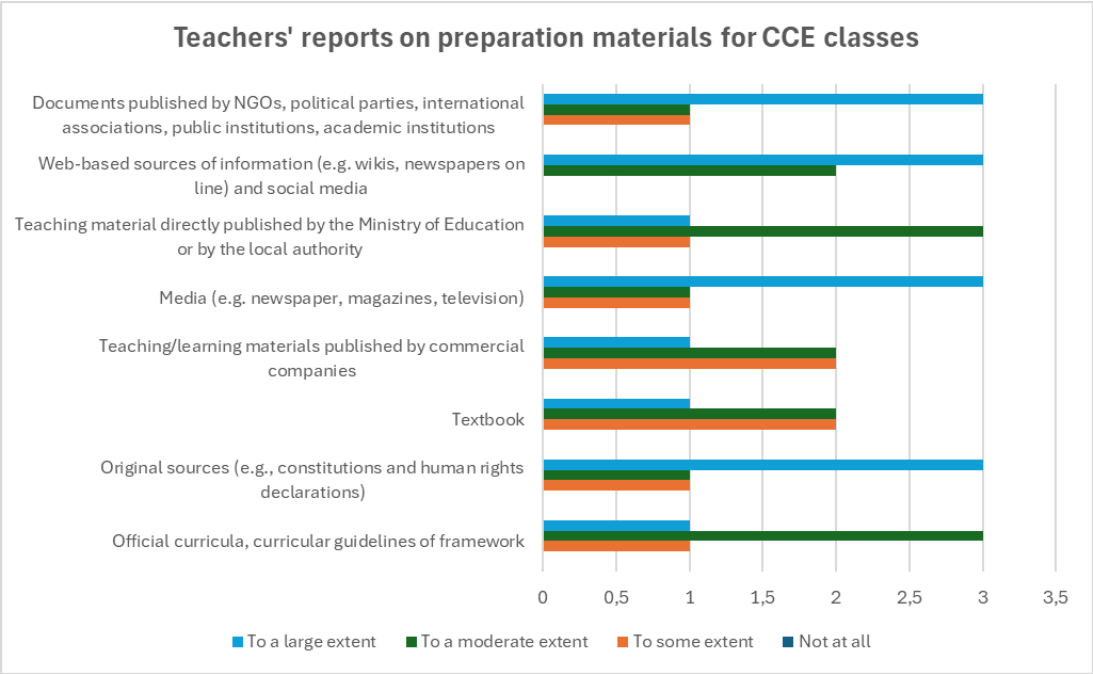
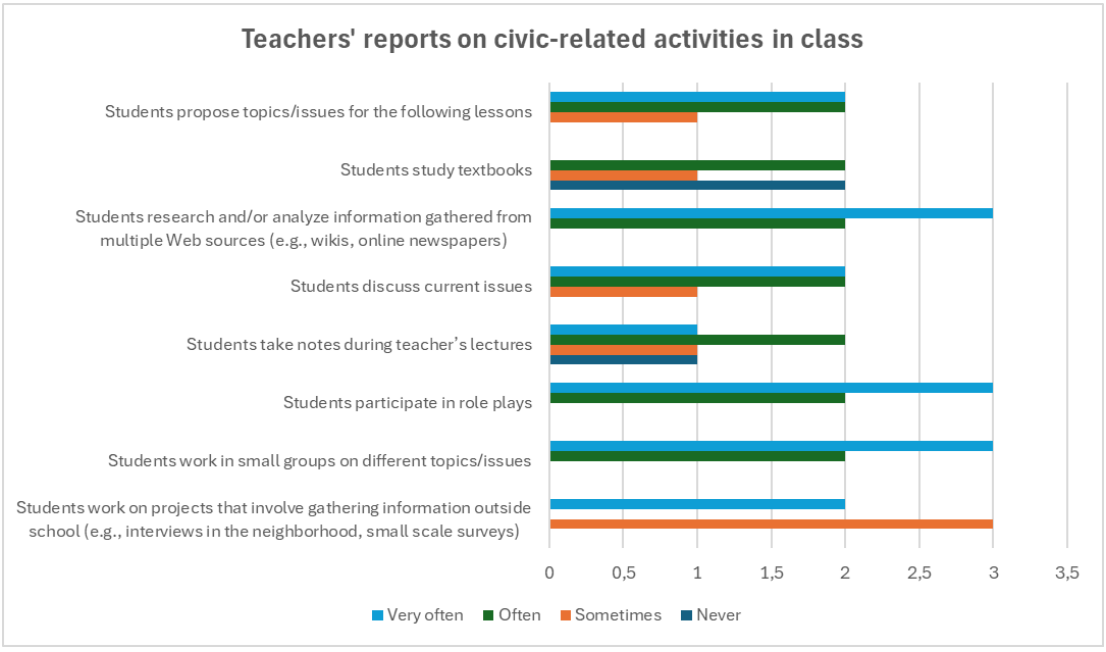


Figure 168: Materials used by teachers in S-8 to prepare civic-related activities (N=5).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_CIVCLAS	5	26	24.6	1.91	24.0	4.28	20.0	29.0

Figure 169: Activities carried out in classroom during civic-related lessons in S-8 (N=5).

Citizenship education is not limited to the teaching of a specific subject; it is articulated in all subjects (T-34, CCE-C-8_interview, Pos. 31). Additionally, citizenship is fostered by promoting mutual respect and participation of all, both in individual and group work

(T-56, FG-8, Pos. 34). Thus, it is a continuous work that is carried out throughout the year in all school contexts and is sought to promote the integral development of the student (T-62, FG-8, Pos. 53).

> «Sei lá, e depois as temáticas são tantas, as problemáticas são tantas e o trabalho, enfim, o trabalho é um trabalho que se vai desenvolvendo ao longo do ano, dentro da sala de aula, fora da sala de aula, em diferentes contextos e penso que realmente é isso que contribui mais para o desenvolvimento dos alunos enquanto cidadãos, seres humanos integrais». (FG-8, Pos. 53, Speaker: T-62)

As previously mentioned, the Ministry's definition of AEs for each discipline facilitates cross-curricular articulation of citizenship education by including thematic areas related to it within each subject. Additionally, teachers incorporate citizenship education topics into all subjects, without setting a specific time for their work; instead, they address them whenever the opportunity presents itself, allowing students to work more freely as they remain unaware of their work (T-54, FG-8, Pos. 41). Specifically, teachers address citizenship education in their subjects by structuring group work (T-58, FG-8, Pos. 29), oral presentations, written work, debates (T-62, FG-8, Pos. 31), oral communication (T-53, FG-8, Pos. 32), and structured games as a «micro-life» (T-52, FG-8, Pos. 36).

The subject *Código de Conduta* provides a fertile ground for citizenship education, as it addresses topics related to issues that have arisen in the class or align with students' interests (T-61, FG-8, Pos. 24). For instance, we observed a *Código de Conduta* activity that focused on social networks and their associated risks, following cases of cyberbullying against a student in that class.

Every eight weeks, each grade (DS-8, Pos. 48) participates in a citizenship education project that focuses on a specific topic, aligning with one of the pillars of the S-8's PI: the presence of thematic weeks. For instance, S-8 implemented a project on solidarity and volunteerism, where students visited the elderly in a local nursing home every two weeks (T-34, CCE-C-8_interview, Pos. 12).

One of the activities that was observed for citizenship education focused on the topic of cultural diversity and was carried out by a Geography teacher. The activity involved not only the study of texts and the analysis of statistical data on the presence of different cultures in Portugal, but also the use of digital technologies. The teacher presented the class with situation-problems to deal with in groups with the goal of finding a way to act – not a solution – to support deep understanding of the situations (T-58, FG-8, Pos. 49).

In fact, the reality-tasks and situation-problem approaches encourage mutual understanding, open dialogue, and critical thinking, preparing students to become aware citizens, respectful of differences, and capable of constructively addressing challenges related to social integration in an increasingly diverse society.

One of the situations presented was the following: *Your name is Lasmin and you are a Muslim of Albanian origin living in Portugal. You have applied to work in a hotel. Although you meet all the requirements, you are told that they cannot hire you because the customers would not like to be served by a person wearing a veil. How do you react?* The others recalled discriminatory situations related to job positions, career advancement, and apartment rentals by men and women of different nationalities.

The use of digital tools and apps, such as StoryboardThat and Canva, to create vignettes provided opportunities for students not only to represent complex situations in a visual and engaging way, but also to support active learning and critical reflection (Figure 170).

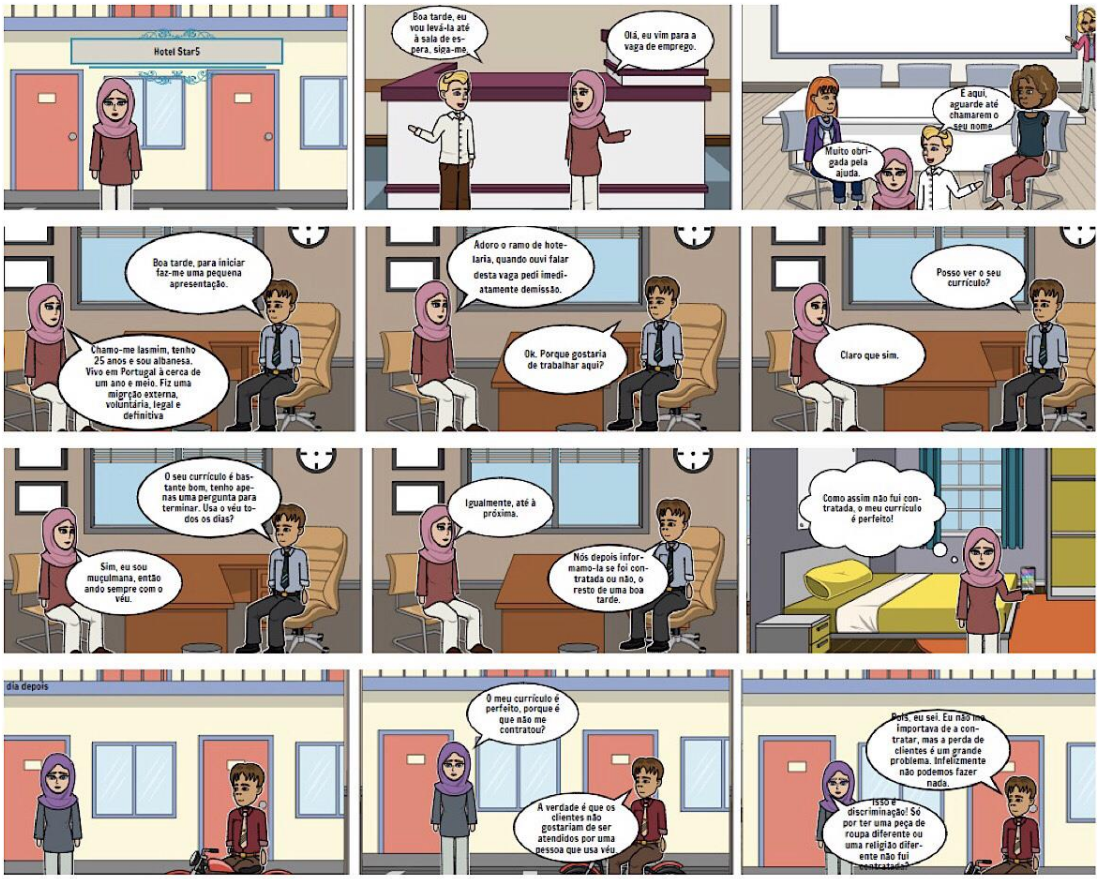


Figure 170: One of the cartoons created by grade 8 students using digital technologies during the cultural diversity project in S-8.

Some activities that are implemented in S-8 are carried out in collaboration with the local community. The local community is invited to school to share their experiences and participate in evaluation (T-34, CCE-C-8_interview, Pos. 31). Among the activated projects that involve collaboration with the local community are robotics programming projects or activities on environmental education in collaboration with universities (DS-8, Pos. 50). The *Healthy Waters* project is an example of the latter, which included a water quality analysis, identified areas with clean and dirty water, and cleaned a pond in cooperation with local residents (T-52, FG-8, Pos. 104).

Additionally, as with S-6, the school participates in the national project on Youth Parliament, through which students have the opportunity to propose ideas both in their school and to other schools, and in further phase of this project, they would have the opportunity to discuss their ideas in the national Parliament (DS-8, Pos. 14-16).

The assessment of *Cidadania e Desenvolvimento* is done by domains, which have evaluation criteria that are assessed by means of specific tools. Among these criteria are responsibility and cooperation (T-61, FG-8, Pos. 83). Other criteria are creativity, knowledge and engagement (CCE-C-8, Pos. 38), relationship with other students and teamwork (T-34, CCE-C-8_interview, Pos. 41), and project presentations (CCE-C-8, Pos. 42).

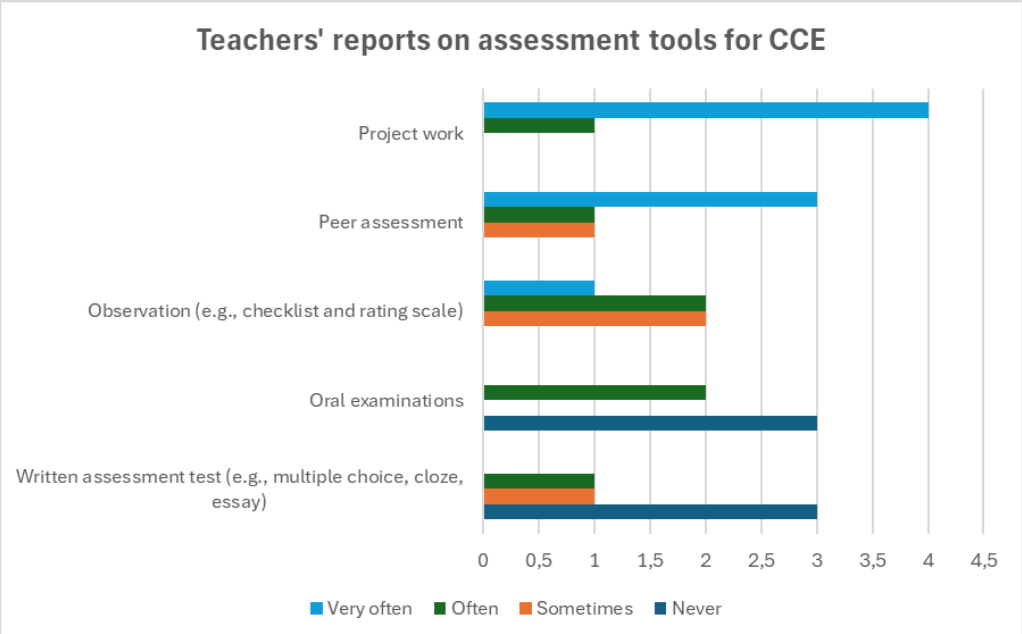


Figure 171: Assessment tools used by S-8 third-cycle teachers for student assessment on *Cidadania e Desenvolvimento* (N=5).

The school's EECE defines that the cognitive domain is tested through written tests and oral presentations, after a first meeting where learning goals and assessment criteria

are clearly explained to the students. The socio-affective and pragmatic domains are tested through written texts or practical work, observation, oral presentations, self-assessment, and project work.

The tools that are most frequently used by *Cidadania e Desenvolvimento* teachers are project work and peer assessment; variable is the use of observation, while written and oral tests are less frequent (Figure 171). Observation emerged in the FG as one of the most frequently used tools in order to assess performance, behavior, and attitudes in the classroom (T-62, FG-8, Pos. 78; T-54, FG-8, Pos. 81; T-61, FG-8, Pos. 83). Other tools are the assessment rubrics (T-63, FG-8, Pos. 35) and the attitude and behavior log with their respective grid (T-62, FG-8, Pos. 75).

Teacher evaluations are entered into an online platform available to the school that can be consulted by each teacher, student, and parent; added to this is the Google Classroom platform where students upload their work so that the teacher can track and monitor student learning (T-34, CCE-C-8_interview, Pos. 34-36).

Citizenship education is promoted in daily teaching by teachers, as already emerged, through work on real cases (T-58, FG-8, Pos. 49), group work of both students and teachers (T-62, FG-8, Pos. 53), the attention to the hidden curriculum that emerges from the issues being addressed (T-54, FG-8, Pos. 63), students' and teachers' mutual help (T-57, FG-8, Pos. 64; T-63, FG-8, Pos. 70), cooperation (T-52, FG-8, Pos. 69), participation (T-56, FG-8, Pos. 66; T-53, FG-8, Pos. 67), role play (T-60, FG-8, Pos. 56), and accountability by means of, for example, mentorship among students (T-59, FG-8, Pos. 71).

In order to understand how citizenship education is promoted on a daily basis in S-8, 21 hours of direct classroom observation was conducted, covering the subjects of Geography, Science, Physics-Chemistry, History, *Cidadania e Desenvolvimento*, Physical Education, Religion, Mathematics, and *Código de Conduta*.

The analysis performed by frequency distributions (Figure 172) and descriptive statistics (Table 84) on the observation checklists demonstrate the variable implementation of teaching practices.

The practices related to implementing activities to enable students to apply new knowledge (AANK), encouraging students to express their ideas (ET), and reflecting on what they have learned (RWL) are the most observed and effective in the curriculum planning and delivery area. These practices have averages of 1.95 (SD = 1.32), 2.05 (SD

= 1.24), and 2.1 (SD = 1.26), respectively. The median and mode values, which are 3 in these indices, further validate their frequency and effectiveness. As with the other schools, teacher behavior related to setting high expectations for student performance (ESP) was never observed.



Figure 172: Frequency distribution of scoring in observation checklists (S-8).

All practices relating to accommodations for individual differences were highly observed. The practices of implementing group or individual activities (OIGPU) and providing opportunities for students to discover key ideas individually through structured activities (DIISA) stood out, achieving mean scores of 2.45 (SD = 1.38) and 2.25 (SD = 1.18), respectively. The median and mode values of 3 further reinforce the frequency and effectiveness of these practices. These data are consistent with other surveys and the characteristics of the S-8 PI, according to which the learning environment is characterized by the arrangement of desks by groups to encourage mentorship and cooperative work.

Problem-solving practices receive less observation, but when they do, we find them to be effective. The use of brainstorming (BT) was the most observed practice, obtaining a mean of 1.05 (SD = 1.43).

Categories	Indicators	Mean	Median	Mode	SD
Curriculum planning and delivery	ESP	0	0	0	0
	AANK	1.95	3	3	1.32
	PMAL	0.2	0	0	0.60
	ET	2.05	3	3	1.24
	RWL	2.1	3	3	1.26
Accommodations for individual differences	OIGPU	2.45	3	3	1.07
	AISD	1	0	0	1.38
	EIES	1.8	2.5	3	1.36
	DIISA	2.25	3	3	1.18
	MASR	1.6	2.5	3	1.46
Problem solving	BT	1.05	0	0	1.43
	PID	0.9	0	0	1.37
	SFA	0.9	0	0	1.37
Critical thinking strategies	CCI	0	0	0	0
	JESCD	0.6	0	0	1.20
Creative thinking strategies	TII	1.75	3	3	1.44
	EPV	0.15	0	0	0.65
	DOMTS	0.3	0	0	0.90
	ODEI	1.35	0	0	1.49
Learning environment	ER	0.15	0	0	0.65
	ERSH	0	0	0	0
	BLW	1.95	2.5	3	1.24
	QS	0.45	0	0	0.97
	FPQ	0.3	0	0	0.90
	ASR	0.4	0	0	0.92
	RRSR	1.95	3	3	1.43
	EDS	0	0	0	0

Table 84: Descriptive statistics related to observations in S-8.

As with those just described, practices related to critical thinking strategies were also poorly observed. In fact, we never observed students' involvement in comparing and contrasting ideas (CCI), whereas we did observe, if poorly, students' encouragement to judge and evaluate situations or problems in order to make a collective decision (JESCD), resulting in a mean score of 0.6 (SD = 1.20).

Practices relating to creative thinking strategies were more frequent. In particular, getting different ideas about a problem (TII) and coming up with your own (ODEI) got averages of 1.75 (SD = 1.44) and 1.35 (SD = 1.49), respectively. The median and mode values, which are 3, also show that the first practice is the most popular and effective.

Practices related to creating the learning environment also have a variable frequency of observation. It was most noticed when teachers used energetic spoken and body language to show enthusiasm (BLW) and when they responded to student feedback

showing respect and an open mind to different points of view (RRSR); these behaviors got average scores of 1.95 (SD = 1.24) and 1.95 (SD = 1.43), respectively. The effectiveness of these practices is further confirmed by the median and mode values. Practices related to reinforcing rules with the help of students (ERSH) and encouraging discussions of solutions instead of blaming others (EDS) were never observed.

Learning environments are also analyzed through the teachers' perceptions of the classroom climate that can support the students' experience of democratic life. A mean score of 13.4 (SD = 2.04) on the T_PCCLIM scale shows that, on average, teachers' perceptions are positive about the classroom climate (Table 85). However, there is a wide range of responses, shown by the standard deviation and range of scores, which shows that opinions are not all the same.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_PCCLIM	31	0	13.4	0.367	13.0	2.04	8.00	16.0

Table 85: Descriptive statistics related to teachers' perceptions of classroom climate (T_PCCLIM) in S-8 (N=31).

This dissimilarity in the distribution can be seen in the density plot (Figure 173) in which the tail tending toward higher scores emerges, testifying to the presence of teachers' perceptions of a very positive classroom climate.

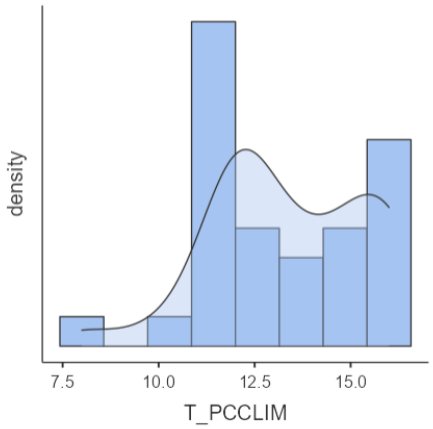


Figure 173: Density plot related to T_PCCLIM in S-8.

11.5.3 Improvement areas for citizenship education in S-8

More pre-service training in civic and citizenship education is one of the main areas of improvement for school-based citizenship education; in the case of S-8, it is the main one (Figure 174). This area of improvement does not refer to a specific school weakness, but to the national system as a whole.

In Portugal, pre-service teacher training is regulated by Decree Law No. 79/2014[110], in which it defines teacher training in teaching (Art. 8), general education (Art. 9), and specific teaching related to the content aspect of disciplines (Art. 10). The decree does

[110] Decreto-Lei n.º 79/2014, de 14 de maio, Aprova o regime jurídico da habilitação profissional para a docência na educação pré-escolar e nos ensinos básico e secundário. Available at: https://diariodarepublica.pt/dr/detalhe/diario-republica/92-2014-25344710. Accessed 16 September 2024

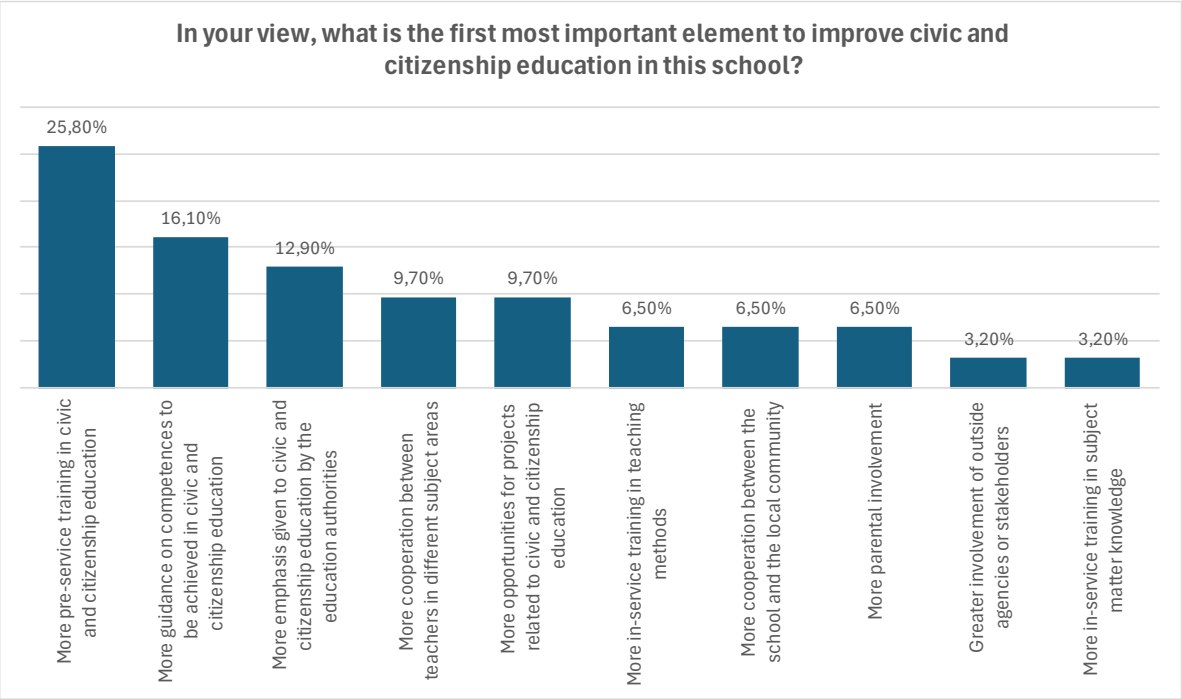


Figure 174: Percentages of teachers selecting citizenship education improvement areas as the first main area in S-8 (N=31).

not mention pre-service training of teachers in citizenship education. Additionally, the introduction of ENEC (2017b) has focused attention on the initial and in-service training of teachers as a strategic area, but it lacks specific guidance, particularly regarding pre-service training. Specifically, the ENEC states that the school must provide in its training plan indications for professional development of teaching and non-teaching staff – from a WSA perspective – in citizenship education based on priorities, needs, and school contexts (Ministério da Educação, 2017b).

The PI of S-8 emphasizes the importance of teacher training (Figure 175), aligning it with the objectives outlined in the Education Project (DS-8, Pos. 34; T-34, CCE-C-8_interview, Pos. 99). It is developed both through the presence of the Training Center that brings together schools in the same area and offers training centered on the demands and needs of teachers (CCE-C-8, Pos. 98; T-34, CCE-C-8_interview, Pos. 101-107). Professional development also takes place in monthly workshops (DS-8, Pos. 34). External entities, such as universities, often conduct training (T-34, CCE-C-8_interview, Pos. 103). In addition to the school's training, teachers are free to attend the courses they prefer (DS-8, Pos. 34).

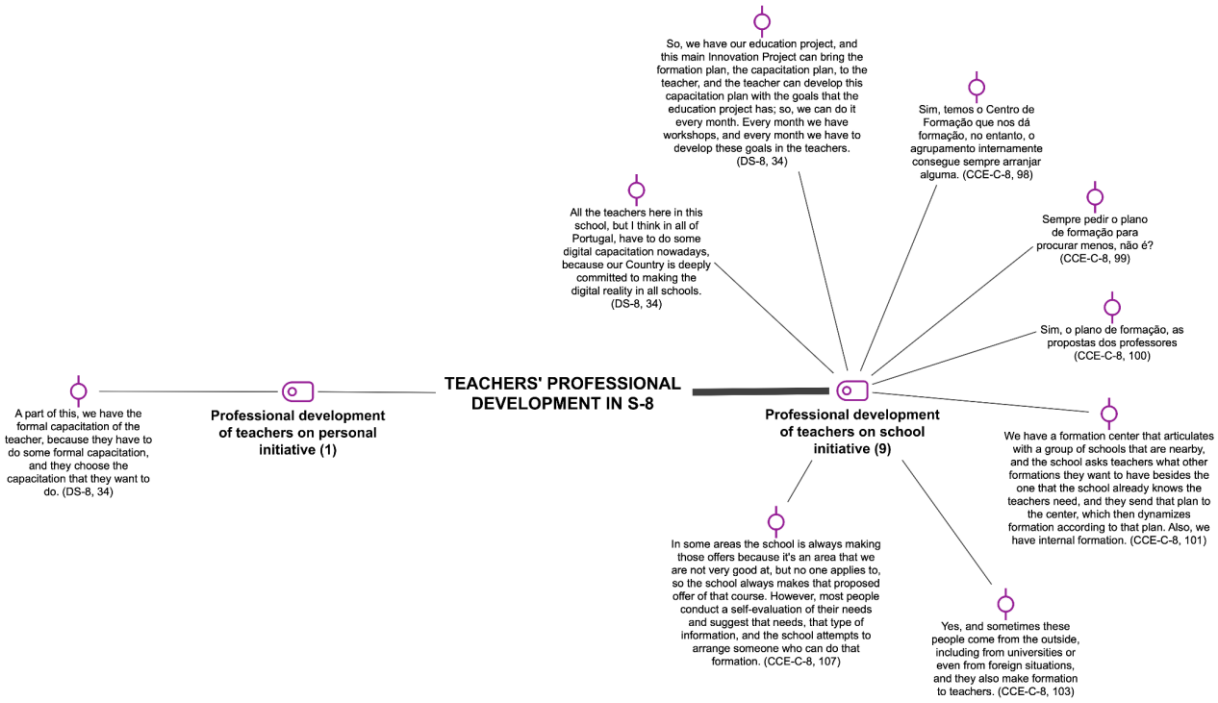


Figure 175: Single-case model related to teachers' professional development in S-8. Map created with MaxMap (MAXQDA 2024).

The second element for improving civic and citizenship education in S-8 is to have more guidance on the competences students need to achieve (Figure 176). As it was in S-5, where it was mentioned as one way to improve citizenship education, the EECE of S-8 does not list the competences that should be supported for citizenship education. In fact, this document only talks about the topics that should be covered in the RICs and the cognitive domains that are required by national regulations, without mentioning the competences or the final developmental goals.

The third area of improvement for citizenship education in S-8 relates to more opportunities for projects related to civic and citizenship education (Figure 177). Despite the presence of thematic weeks, no specific projects related to citizenship education have emerged. In fact, the school prioritizes individual activities within the classroom, potentially neglecting more structured school-wide initiatives that could involve more classes.

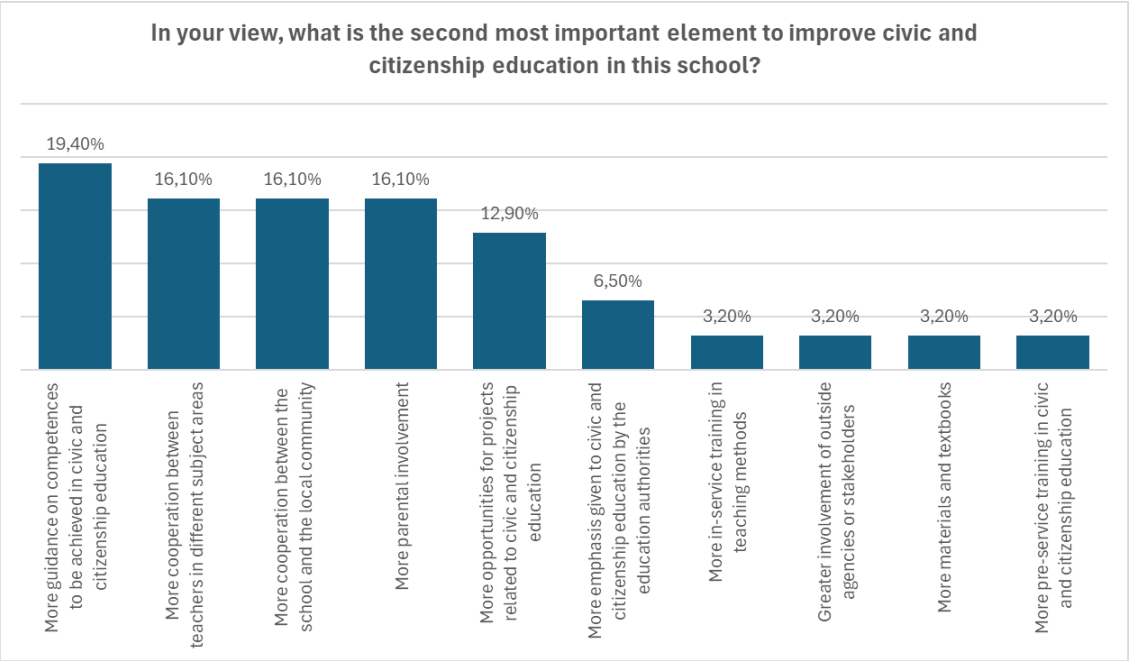


Figure 176: Percentages of teachers selecting citizenship education improvement areas as the second main area in S-8 (N=31)

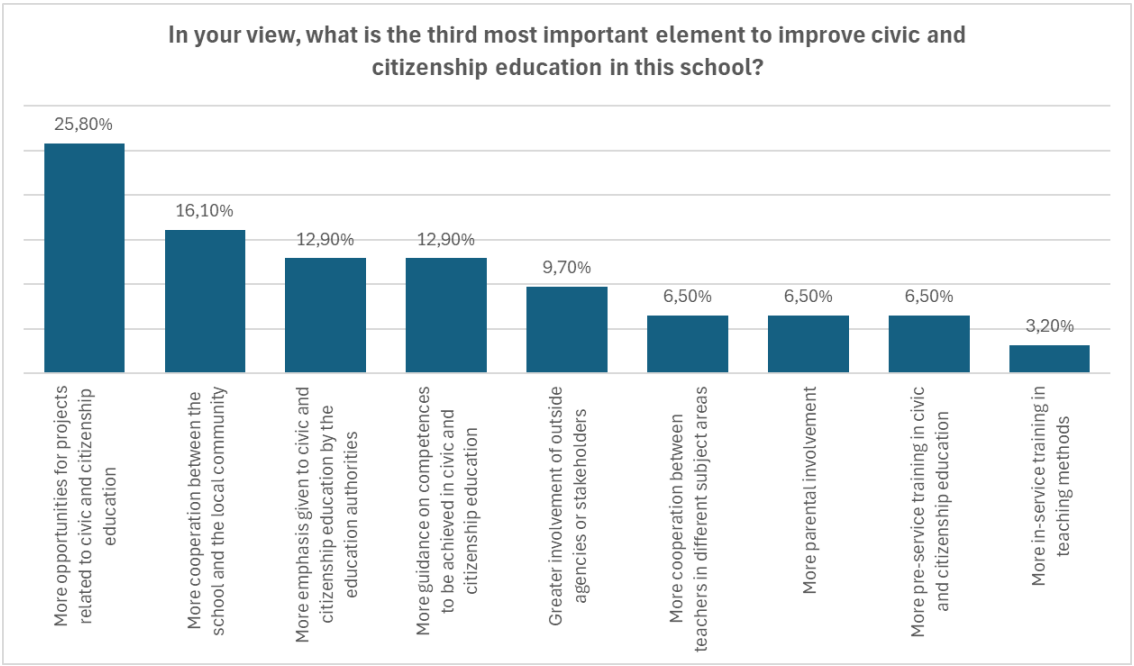


Figure 177: Percentages of teachers selecting citizenship education improvement areas as the third main area in S-8 (N=31)

11.6 Teaching *Cidadania e Desenvolvimento*. First similarities and differences among the schools in Porto

The descriptions of the instructional and curricular organization highlighted similarities and differences among the four schools in Porto. We will now revisit these key aspects in order to guide step-by-step to a more in-depth profile of them.

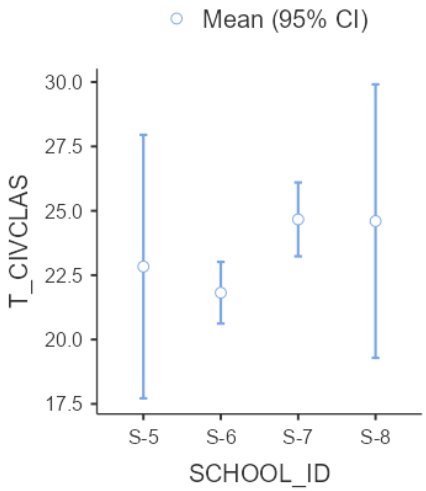


Figure 178: Descriptive plots of the distributions of the four schools in Porto in T_CIVCLAS.

An initial look at the schools' EECE shows that they mostly follow the national reference standard. This is seen in how the specific content areas to be taught across subjects and in the subject *Cidadania e Desenvolvimento* are defined. S-8 stands out as an exception, as the PI mandates the decline of the subject areas for *Cidadania e Desenvolvimento* in RICs classes, thereby reinforcing the cross-curricular nature of the discipline.

There are also no differences from an internal organizational point of view. All schools have a specific coordinator and a working group that brings together the teachers responsible for the subject. As previously mentioned, there were no statistically significant differences in the classroom activities for *Cidadania e Desenvolvimento* (T_CIVCLAS) (Table 86), despite differences in the distributions (Figure 178).

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T_CIVCLAS	1.44	3	32	0.250

Table 86: One-Way ANOVA on civic-related activities in class (T_CIVCLAS) in the four schools in Porto (N=36).

Despite all four schools adhering to the international Eco-School initiative and focusing on environmental education and sustainable development, no specific projects emerged that encompassed the entire institute. An exception is the *Dia do Agrupamento* in S-6, which showcased the classes' work on *Cidadania e Desenvolvimento*, that was the only initiative involving the entire school.

Regarding the assessment of *Cidadania e Desenvolvimento*, the contingency tables[111] regarding the use of some assessment tools allow for some considerations.

Written tests (Table 87) appear to be the least popular method, with the majority of teachers stating that they never chase after them, especially in S-6, where 17 out of 22 teachers do not use them. This trend suggests that the use of written tests is not considered effective for assessing citizenship education, thus preferring alternative methods.

	Written assessment test				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-5	4	1	1	0	6
S-6	17	3	1	1	22
S-7	3	0	0	0	3
S-8	3	1	1	0	5
Total	27	5	3	1	36

Table 87: Contingency table on the use of written tests for *Cidadania e Desenvolvimento* assessment (item a, T_CCEAS scale) in the four schools in Porto (N=36).

Oral examinations (Table 88), on the other hand, are used more frequently than written tests, although this varies among schools: while S-6 shows the highest number of teachers who do not use them, S-5 and S-8 show a more balanced distribution, with some teachers who adopt them often.

	Oral examination				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-5	1	3	0	2	6
S-6	12	8	2	0	22
S-7	2	0	1	0	3
S-8	3	0	2	0	5
Total	18	11	5	2	36

Table 88: Contingency table on the use of oral examination for *Cidadania e Desenvolvimento* assessment (item b, T_CCEAS scale) in the four schools in Porto (N=36).

Observation (Table 89) emerges as one of the most frequently used assessment tools. Most teachers say they use it often or very frequently, particularly in S-6 and S-5.

[111] It was not possible to calculate chi square test (χ^2) on the contingency tables as the assumption of a minimum of 5 items within each table cell was not met.

	Observation				
SCHOOL_ID	Never	Sometimes	Often	Very often	Total
S-5	0	0	3	3	6
S-6	2	2	8	10	22
S-7	0	0	3	0	3
S-8	0	2	2	1	5
Total	2	4	16	14	36

Table 89: Contingency table on the use of observation for *Cidadania e Desenvolvimento* assessment (item c, T_CCEAS scale) in the four schools in Porto (N=36).

Peer assessment (Table 90) is another frequently used tool, with a prevalence in S-6; S-5 and S-8 also record frequent use, while S-7 has a more limited use. No teachers reported that they never use them, which is why the relevant column is missing.

	Peer assessment			
SCHOOL_ID	Sometimes	Often	Very often	Total
S-5	1	3	2	6
S-6	2	11	9	22
S-7	0	3	0	3
S-8	1	1	3	5
Total	4	18	14	36

Table 90: Contingency table on the use of peer assessment for *Cidadania e Desenvolvimento* assessment (item d, T_CCEAS scale) in the four schools in Porto (N=36).

Finally, project work (Table 91) is the most frequently adopted assessment tool, especially in S-6, where 16 out of 22 teachers use it very often; S-5 and S-8 also show extensive use of this tool to assess citizenship education. No teachers reported that they never use them, which is why the relevant column is missing

	Project work			
SCHOOL_ID	Sometimes	Often	Very often	Total
S-5	0	1	5	6
S-6	1	5	16	22
S-7	0	3	0	3
S-8	0	1	4	5
Total	1	10	25	36

Table 91: Contingency table on the use of project work for *Cidadania e Desenvolvimento* assessment (item e, T_CCEAS scale) in the four schools in Porto (N=36).

Although the descriptive plots show differences between teachers' perceptions of classroom climate and higher levels in the S-8 (Figure 179), statistics performed on the scale T_PCCLIM showed no significant differences among the four schools, recording an ANOVA of 2.39 ($p > .05$) with 3 degrees of freedom between groups and 69.4 degrees of freedom within groups (Table 92).

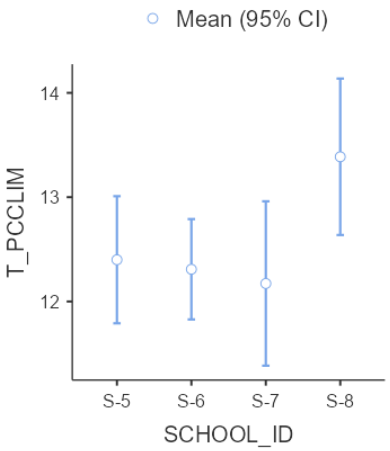


Figure 179: Descriptive plots of the distributions of the four schools in Porto in T_PCCLIM.

Therefore, no particular differences emerged among schools regarding the teaching and learning process for citizenship education, which specifically adheres to the Ministry's ENEC (2017b) legislation. Due to the implementation of the PI and a greater use of oral tests in the assessment of *Cidadania e Desenvolvimento*, S-8 exhibits the major differences in curriculum and teaching organization.

One-Way ANOVA (Welch's)

	F	df1	df2	p
T_PCCLIM	2.39	3	69.4	0.076

Table 92: One-Way ANOVA related to teachers' perception of classroom climate (T_PCCLIM) in the four schools in Porto (N=158).

11.6.1 The Eco-School program

One of the commonalities among the four schools of Porto is the implementation of the international Eco-Schools program[112], which was first introduced in the 1990s by the Foundation for Environmental Education (FEE).

The FEE, a nongovernmental organization, initially developed the Eco-Schools International Education Program in 1994. The proposal was made in response to the Earth Summit in Rio de Janeiro in 1992, which showed how important educational programs are for promoting sustainable development. Setting up Eco-Schools is meant to encourage schools to use a more environmentally friendly way of teaching by incorporating environmental awareness into their daily activities and lessons.

[112] Eco-Schools international program, available at: https://www.ecoschools.global/. Accessed 17 September 2024.

Originally launched in Europe, the program has subsequently grown worldwide, currently operating in more than 70 countries and engaging millions of students. The organization functions with an emphasis on education for sustainable development, employing an interactive and experiential method to environmental conservation and civic engagement.

Eco-Schools are becoming more popular because they give students the chance to protect their surroundings and get them involved in caring for it. It starts in the classroom, spreads to the school, and finally leads to changes in the whole neighborhood. Through this program, young people feel like they have accomplished something when they get to help make decisions about how their schools handle the environment. This eventually leads to certification and the honor of getting a Green Flag. The Eco-Schools program is a wonderful way for schools to start improving the environment in both the school and the surrounding area. It also has positive effects on the lives of students, their families, school staff, and the local government that last a lifetime. The program is run in a way that involves students, teachers, and the whole community. It combines learning with hands-on activities.

Eco-Schools program:

- encourages students to work on environmental issues at a level where they can see real effects. This motivates them to understand that they can truly make a difference;
- teaches students to be responsible and to think in a sustainable way in their daily life. The program inspires participants to make a significant change and encourages their family and friends to follow suit, thereby passing on the habit to future generations;
- involves the community. In this way, students practice the skills acquired in the community; and
- facilitates communication between schools on a national and international levels. These links enable schools to share information about the environment.

There are three main parts to the Eco-Schools program: the seven-step framework, the Eco-Schools themes, and the assessment for the green flag. For the program to work, school principals and the boards need to back it up; staff members must be actively involved, committed for a long time, and ready to let students engage in making decisions.

In Portugal the national reference of the FEE is the *Associação Bandeira Azul de Ambiente e Educação*[113] which promotes the initiative in many Portuguese schools, holds courses, and monitors the initiatives implemented by schools. Among these, the main ones are:

- *Hortas Bio-nas Eco-Escolas*. The aim of this challenge is for the Eco-Schools network's schools to showcase and explain the school gardens they are cultivating throughout the academic year. To qualify for this challenge, these school gardens must adhere to the principles of organic farming:
    - unauthorized use of synthetic chemicals.
    - related crops, such as vegetables and herbs,
    - active involvement of students; and
    - extension of sustainability conditions beyond the current academic year.
- *Plantão da Horta.* In the academic year 2023-2024 this project was launched, proposing to the eco-schools the creation of a garden scarecrow with the following objectives:
    - investigating the ecosystem of the garden and pest control;
    - enhancing the students' connection with the garden and their involvement in tasks related to it;
    - encouraging cooperation and teamwork;
    - developing creativity and aesthetic sense; and
    - encouraging the use of recycled materials in the preparation of work.
- *Recreios com Vida*. This project consists of activities and games in the outdoor space of the school grounds or in spaces dedicated to the recreation of collective use;
- *A Bio e Geodiversidade da Minha Escola.* Integrated into the year's themes (outdoor spaces and geodiversity), this project returns in the 2023-2024 school year, having as its main objective not only to raise awareness and promote actions to protect the biodiversity surrounding the school but also its geodiversity. The challenge for eco-schools is to document the diversity of floristic species in school spaces, as well as soil micro- and macro-organisms, through observation, research, image capture, and illustration; and

[113] Associação Bandeira Azul de Ambiente e Educaçã, available at: https://abaae.pt/. Accessed 17 September 2024.

- *Eco-Trilhos Eco-Escolas*. The Eco-Trails project draws inspiration from the concept of *Science Trails* or *Environmental Trails*, as well as the *I Diverse* project. The Eco-Schools project encourages the creation of trails that, through suggested experiences and activities, highlight the environmental characteristics and sustainability of these routes, including natural and/or cultural heritage.

The four Portuguese schools are implementing activities related to environmental education and sustainable development as part of the international Eco-Schools project, and they also display certifications and a green flag at their entrances.

In the S-5, this program is implemented through work on topics such as forestry, organic farming, and healthy and sustainable food. The basic school also implements a pedagogical/aromatic garden to complement this program.

Attention to issues such as water, energy, climate change, and waste manifests adherence to the Eco-Schools project in S-6. We have observed and described the project *O mar começa aqui*.

The structuring documents of S-7 do not specifically address the implementation of eco-schools, despite their inclusion in the annual plan of activities and the presence of certifications and the green flag within the school.

The Eco-Schools program implements multiple initiatives in S-8. Among them is the Eco-Code, aimed at promoting attitudes and behaviors that can help improve the environment both at school and at home. Again, the focus is on issues such as water, waste, and land protection.

Often, the projects that are implemented by the four schools for environmental education and sustainable development as part of Eco-Schools program are also connected to other initiatives such as the *Ciência Viva* club, the *Serras do Porto*, and *Lipor Geração+* project.

Chapter 12. Cooperation with the local community in the four schools in Porto

12.1 Engaging the local community in Portuguese schools

Cooperation with the local community represents the second component of the WSA. Its main constituent elements are the participation of parents and the local community, as well as partnerships established with external institutions; in addition to these two elements, there is the establishment of a school network (Council of Europe, 2018b).

The previous Chapter has already revealed that schools occasionally collaborate with external associations or experts to conduct teacher training activities or courses, primarily due to their involvement in national or international projects. In addition to this, the establishment of partnerships with local associations can facilitate the implementation of learning methods that transcend school boundaries and foster a genuine connection between the school and the outside world.

In the context of school community participation at school, according to Eurydice (2017), the school-family educational alliance enables the development of a bi-directional form of learning in which the family learns how to support their child's learning and the school learns what personalized strategies to implement to foster the student's full development.

This concept is well expressed in the Portuguese document *Orientações Curriculares para a Educação Pré-Escolar* (2016), which states that parents and the family, as the main persons responsible for the education of their children, have the right to participate in the development of their own pedagogical path, not only being informed of what is happening in the school but having the opportunity to make contributions that enrich the planning and evaluation of educational practice, thus enriching the educational process (Silva et al., 2016).

Articles 43 and 44 of Law No. 51/2012[114] define the responsibilities of families and the consequences of non-compliance. Specifically, it is the responsibility of parents, among others, to monitor their children's school lives, to promote coordination between

[114] Lei n.º 51/2012, de 5 de setembro, Aprova o Estatuto do Aluno e Ética Escolar, que estabelece os direitos e os deveres do aluno dos ensinos básico e secundário e o compromisso dos pais ou encarregados de educação e dos restantes membros da comunidade educativa na sua educação e formação, revogando a Lei n.º 30/2002, de 20 de dezembro. Available at: https://diariodarepublica.pt/dr/detalhe/lei/51-2012-174840. Accessed 17 September 2024.

family education and school teaching, to monitor the student exercises of their rights and fulfillment of their duties, and to contribute to the design and execution of the school's educational project and internal regulations, as well as to participate in the life of the school, and to cooperate with teachers in carrying out their pedagogical mission (Art. 43, paragraph 2, letter a-e, Law No. 51/2012).

Additionally, the *Componente de Apoio à Famlia* for first-cycle students, as defined in points 26 and 27 of Order No. 8683/2001[115] and articles 5 and 6 of Ordinance No. 644-A/2015[116], aims to accompany students before and after curricular and enrichment activities, as well as during periods of interruption in school activities. In this case, the interruptions extend to second-cycle students. Parental Associations, local authorities, private social solidarity institutions, or other entities, in agreement with the school groups, promote this component.

As a result, the Parental Association is present in all four schools participating in the research, as required by the relevant national legislation.

We now examine and describe the results of collaboration between schools and local communities, which we collected from interviews and FGs, represented on the maps, and teacher questionnaires. The investigation into school-family and school-local partnerships will shed light on the implementation of these educational alliances.

For parental participation in school governance, please refer to Chapter 13.

12.2 Partnerships with local associations and the school-family relationship in S-5

The S-5 Education Project defines the relationship with the local community as a strategic action for the realization of a successful school. For this reason, the aim is to strengthen contacts with companies, the local authority, cultural, sporting, and recreational associations, and other local institutions, resulting in support, collaboration protocols, exchange of experiences, and sharing of activities and initiatives.

[115] Despacho 8683/2011, de 28 de Junho, Altera o despacho n.º 14460/2008, de 26 de Maio, que define as normas a observar no período de funcionamento dos estabelecimentos de ensino, na oferta das actividades de enriquecimento curricular e de animação e de apoio à família. Available at: https://dre.tretas.org/dre/284676/despacho-8683-2011-de-28-de-junho. Accessed 17 September 2024.
[116] Portaria n.º 644-A/2015, de 24 de agosto, Define as regras a observar no funcionamento dos estabelecimentos públicos de educação pré-escolar e do 1.º ciclo do ensino básico, bem como na oferta das atividades de animação e de apoio à família (AAAF), da componente de apoio à família (CAF) e das atividades de enriquecimento curricular (AEC). Available at: https://diariodarepublica.pt/dr/detalhe/portaria/644-a-2015-70095687. Accessed 17 September 2024.

The school has signed memoranda with cultural and recreational associations and companies, including to strengthen the vocational courses it offers, as a symbol of a common and shared responsibility in the student's education (DS-5, Pos. 7-9). The *Os amigos do agrupamento* project defines the relationships between the school and local associations, displaying the names of all these associations in a mural outside the school (DS-5, Pos. 9; CCE-C-5, FG-5, Pos. 197). Major collaborations include the Health Center (CCE-C-5, FG-5, Pos. 206) and City Hall (T-35, FG-5, Pos. 207).

Depending on the nature of the project, different collaborations and levels of involvement were required (T-39, FG-5, Pos. 215). For instance, S-5 organized a meeting with a psychologist and nurse from the Union of Health Center, as well as a meeting with political party members who visited the school during the national elections (CCE-C-5, Pos. 27).

Associations are also involved in the school's external evaluation moments, whether for sharing results, seeking improvement strategies, or moments of success (DS-5, Pos. 15).

Despite this, the school Self-Evaluation Group's last monitoring revealed that the school's collaboration with external agencies was fragile (T-41, FG-5, Pos. 168). Teachers also agree with the findings and, therefore, call for greater participation (T-39, FG-5, Pos. 213-215).

The results of the questionnaire, which confirm the school's internal monitoring, show low levels of involvement of the external community in school activities. Although there is wide variability in responses, the school has planned few activities for the 2022-2023 school year, with the main ones appearing to be campaigns to strengthen awareness on environmental and social issues and activities related to environmental sustainability. Conversely, the school does not conduct visits to political institutions, sports events, or cultural and multicultural activities with the community.

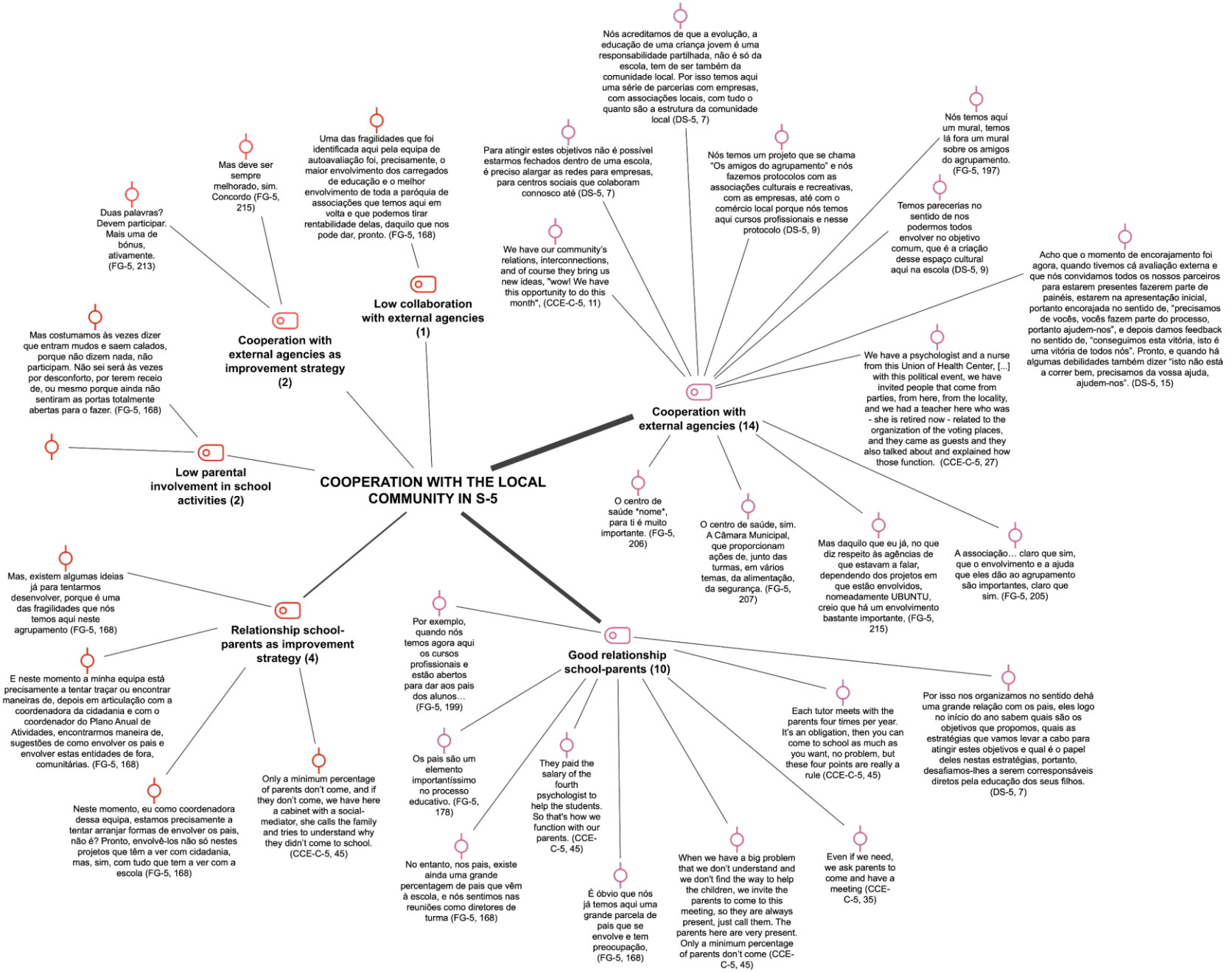
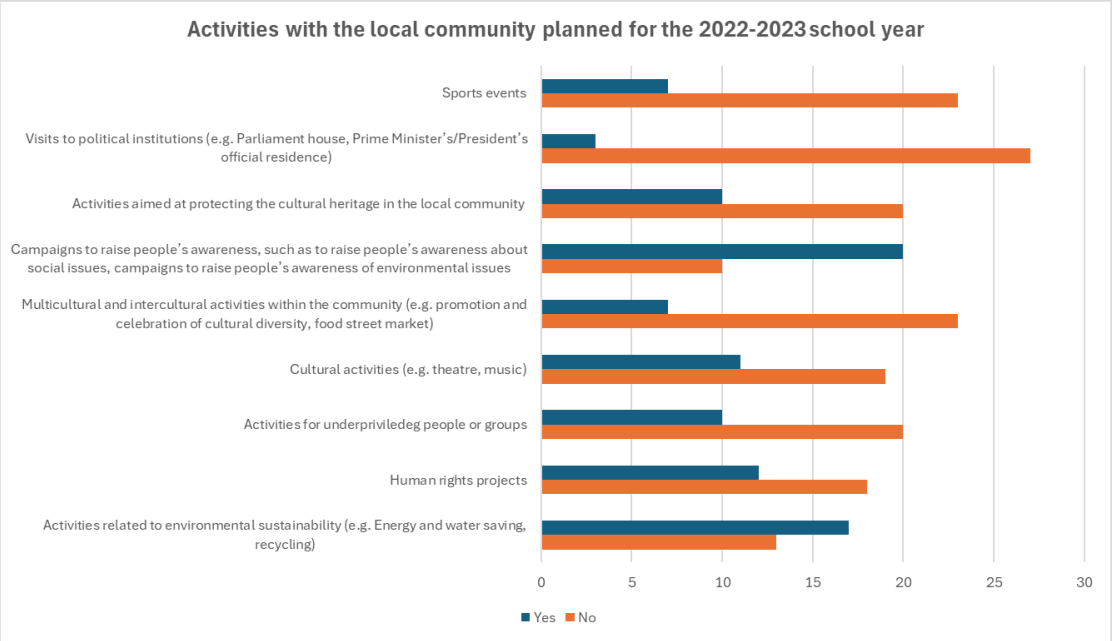


Figure 180: Single-case model related to the cooperation with the local community in S-5. Map created with MaxMap (MAXQDA 2024).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	30	0	3.23	0.446	3.00	2.45	0.00	9.00

Figure 181: Teachers' perceptions of students' activities in the local community in S-5 (N=30).

Descriptive statistics confirm the negative results. Teachers' perceptions of students' activities in the local community (T_STDCOM) are moderately low, registering a mean of 3.23 (SD = 2.45), with dissimilarity in the distribution of scores confirmed by the range (Figure 181).

Despite the presence of the *Os amigos do agrupamento*, the relationship with the local community is an element that requires more attention and intervention in S-5, confirming the results of internal monitoring.

Better is the school's relationship with parents, who are considered a crucial component in the educational process (T-37, FG-5, Pos. 178). The school organizes a meeting at the beginning of the year to inform parents about the educational goals, strategies, and their role in this educational action, thereby making them co-responsible for their children's education (DS-5, Pos. 7). Additionally, the school holds four mandatory parent meetings with the class coordinator during the school year, in addition to the initial meeting (CCE-C-5, Pos. 45).

In addition to these institutional meetings, parents can approach the school at a time of their choosing (CCE-C-5, Pos. 35); conversely, the school approaches parents whenever an issue arises with their child in order to find a common line of operation (CCE-C-5, Pos. 45).

Although most parents are involved and actively participate in school life (FG-5, Pos. 168), there is also a percentage who are not present in school life. Therefore, it is the responsibility of the school social mediator to contact families to understand the reasons for their absence (CCE-C-5, Pos. 45).

According to teachers, parents' low active involvement could be due to perceived discomfort, fear of participation, or a lack of knowledge about how to participate. To address this issue, moreover, the class directors, the citizenship education coordinator, and the Annual Activity Plan coordinator are looking for ways to involve parents and the community in the school (T-41, FG-5, Pos. 168).

12.3 Partnerships with local associations and the school-family relationship in S-6

One of the defining aspects of the Civic School curricular project implemented by S-6 is the school's openness to the local area and the resulting partnerships established to implement *Cidadania e Desenvolvimento*. Despite the presence of these partnerships with the local community in the structural documents, greater community and parental involvement emerged as major areas of improvement for citizenship education in S-6. In addition, the surveys conducted for this area show contrasts.

According to the coordinator of the Pedagogical Council, there are several partnerships between S-6 and territorial associations involved in project implementation (CP-C-6, CCE-C-6_interview, Pos. 68). The vocational training center in the school establishes many partnerships with territorial associations, leading to collaborations with hotels and restaurants for the cooking professional course and with companies for the programming professional course for secondary school (DS-6, Pos. 26; VDS-6, DS-6_interview, Pos. 28).

Some existing collaborations are with universities, such as the Universities of Porto and Aveiro, as well as with NGOs and City Hall (DS-6, Pos. 26-29-31). With the latter, there is a collaboration with LIPOR (CP-C-6, CCE-C-6_interview, Pos. 68), which is an association that specializes in waste treatment and recovery and deals with waste in some urban areas in northern Portugal by collaborating with the relevant municipalities.

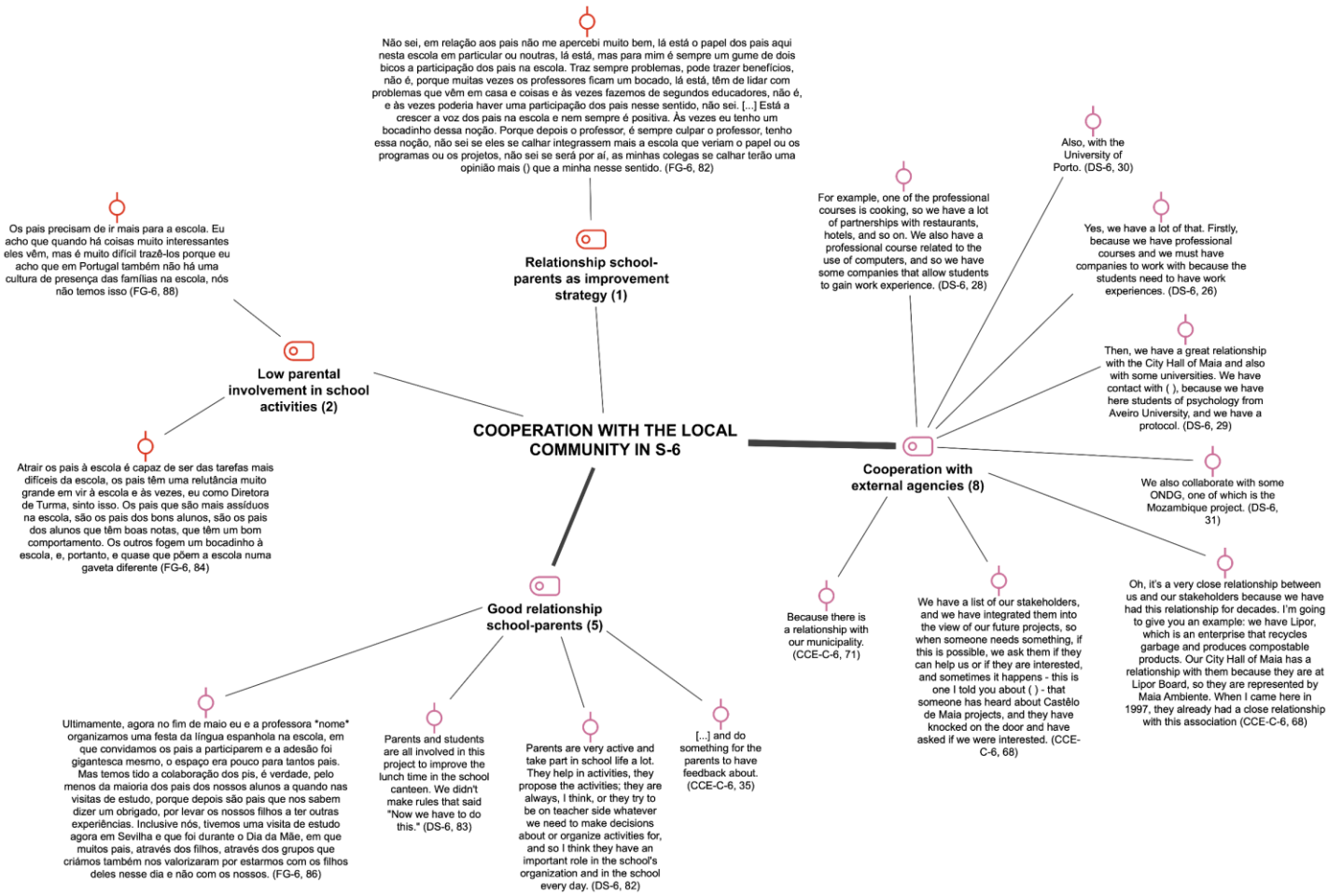
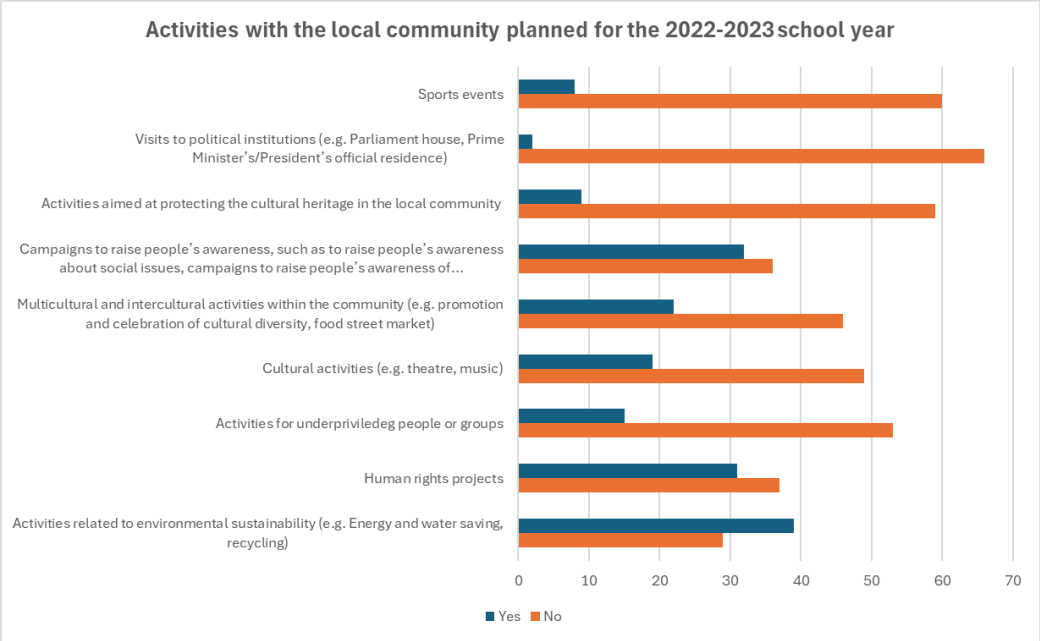


Figure 182: Single-case model related to the cooperation with the local community in S-6. Map created with MaxMap (MAXQDA 2024).

Contrary to expectations based on the results of interviews and FGs, few activities that involve the local community were planned for the 2022-2023 school year. Almost entirely absent are sports events, visits to political institutions, and activities to protect cultural heritage; more frequent, though there is wide variability, are campaigns to promote awareness on social and environmental issues and activities related to environmental sustainability. The descriptive statistics on the scale of teachers' perceptions on students' involvement in the community (T_STDCOM) show negative results. The scale has a mean score of 2.60 (SD = 1.65) and a range of scores from 0 to 9 (Figure 183), showing a lot of different responses.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	68	0	2.60	0.200	2.00	1.65	0.00	9.00

Figure 183: Teachers' perceptions of students' activities in the local community in S-6 (N = 68).

Regarding parental involvement, we must distinguish between the principal's and teachers' perceptions. If the principal claims that there is wide involvement and that parents are very active in the life of the school, participating and proposing initiatives, and helping the teacher in organizing activities (VDS-6, DS-6_interview, Pos. 82; DS-6, Pos. 83), on the other hand, teachers reported the difficulty in attracting parents to the school, ending up involving only the parents of the best-performing students while everyone else runs away (T-43, FG-6, Pos. 84). Despite this, some initiatives for their involvement have been carried out, such as the Spanish language party (T-45, FG-6, Pos. 86).

The perceived lack of a Portuguese school culture which emphasizes family involvement further complicates this situation. Families are only involved when issues emerge (T-42, FG-6, Pos. 88).

> «Os pais precisam de ir mais para a escola. Eu acho que quando há coisas muito interessantes eles vêm, mas é muito difícil trazê-los porque eu acho que em Portugal também não há uma cultura de presença das famílias na escola, nós não temos isso. Os pais vêm à escola para ouvir ralhetes: "o seu filho portou-se mal, o seu filho isto.." é verdade. Aliás, já me acontece, tudo bem, quando me liga um pai: "O que é que o meu filho fez?", não fez nada "é so para perguntar se". Eu acho que essa cultura, que não é da nossa responsabilidade, vem de cima, tem que mudar. Portanto nós fazemos muito». (FG-6, Pos. 88, Speaker: T-42)

Adding to this is the need to rethink parental involvement in the school, which is perceived as a «double-edged sword», since while it brings benefits, their voice is not always positive; however, greater involvement could result in a change in the vision of the programs and projects that are implemented (T-44, FG-6, Pos. 82), consequently fostering a better educational alliance.

12.4 Partnerships with local associations and the school-family relationship in S-7

As in S-6, more involvement of the local community and parents appeared to be among the main areas for improvement in citizenship education in S-7. Despite this, according to the findings from the interviews and the FG, there are some collaborations with the local area, including the City Hall, the University of Porto and Aveiro, the Piaget Institute, the Porto High School of Education (DS-7, Pos. 11; CCE-C-7, Pos. 11), and the *Ciência Viva* club (DS-7, Pos. 13-16).

Among the projects that have been carried out at the school in collaboration with external entities are the European eTwinning project, linked to the Erasmus+ program, with which a collaboration was forged with the Faculty of Architecture of the Finnish University of Aalto (DS-7, Pos. 81). Another initiative that was carried out involved students visiting a nursing home to spend time with the elderly (CCE-C-7, Pos. 11).

Despite the presence of some external partnerships, according to the coordinator, there is no real connection with local associations (CCE-C-7, Pos. 11). Teachers in the FG also brought up this issue, stating that, in contrast to other inland schools that promote cooperation with the local community, S-7 lacks projects involving external organizations or volunteerism, which could enhance the teaching process beyond the classroom. However, the City Hall plays a role in this process, taking charge of establishing memoranda of understanding with organizations and associations (T-50, FG-7, Pos. 109).

> «A escola limita-se à sala de aula, que é muito difícil para nós fazermos trabalhos com os alunos, não é? O *nome* já disse que fazer trabalhos de pesquisa, pesquisa, pesquisa, pesquisa, não é? São importantes, mas não só, devia haver a parte prática e a parte prática deviam ser estas entidades externas, prontos, neste caso, nomeadamente, a Câmara, que manda agora em tudo, que devia fazer protocolos com diversas entidades, que há tantas, sei lá, Cruz Vermelha, UNICEF, sei lá, tantas que existem, não é? De animais, de crianças, de isto e daquilo, do ambiente, pronto. Eu já estive em escolas que por acaso faziam, olha, uma, por exemplo, era ( ), na zona do Vale do Ave, tínhamos muita cooperação, nessas escolas mais do interior. Por acaso, eu acho que aqui não há tanto, nas escolas mais do interior existem muita cooperação nesse aspeto e os alunos participam em muitas atividades dentro da escola, mas extraescola, certo?». (FG-7, Pos. 109, Speaker: T-50)

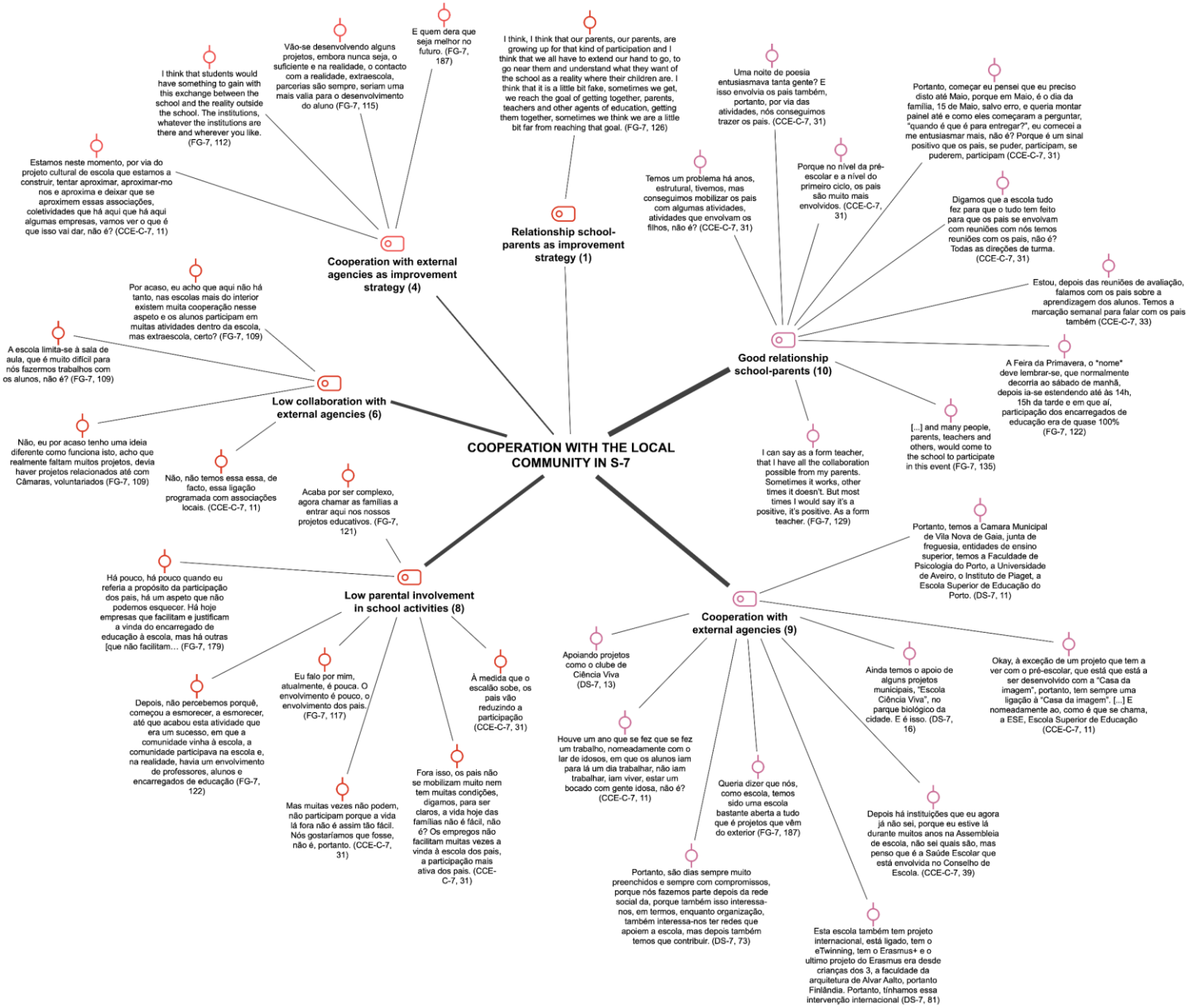
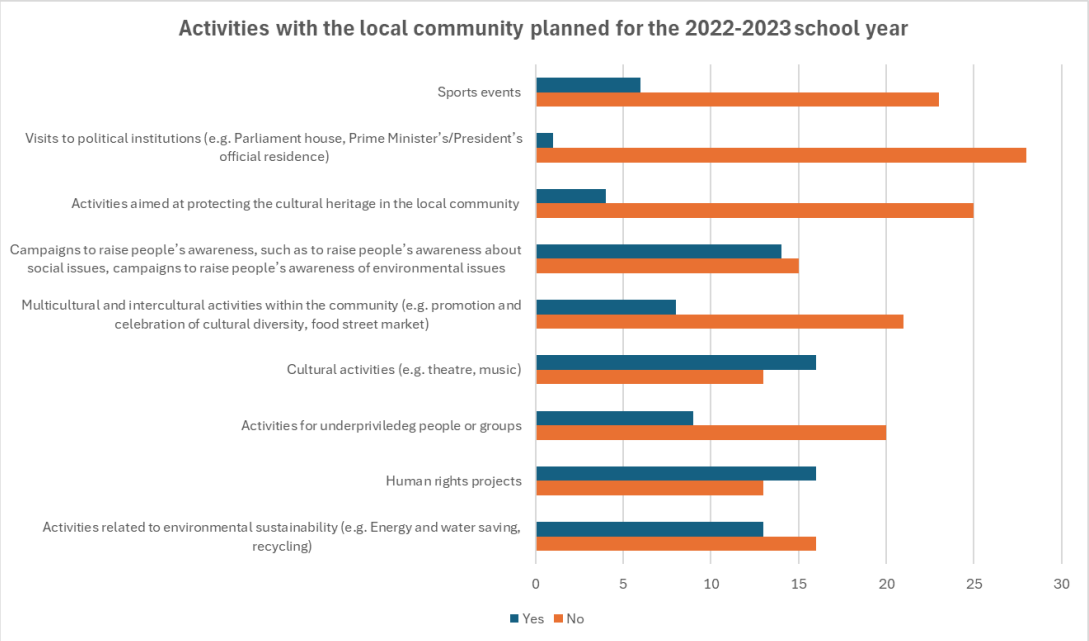


Figure 184: Single-case model related to the cooperation with the local community in S-7. Map created with MaxMap (MAXQDA 2024).

The questionnaire also reveals a lack of collaboration with outside associations in the implementation of educational activities. Visits to political institutions, cultural heritage protection activities, and sports events turn out to be almost completely absent; more present, albeit highly variable, are campaigns to promote awareness about social and environmental issues, cultural activities, and activities related to human rights and environmental sustainability. Descriptive statistics on the scale of teachers' perception of students' activities in the local community (T_STDCOM) also confirm these moderately negative levels, with a mean score of 3.00 (SD = 1.96) (Figure 185).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	29	0	3.00	0.365	3.00	1.96	0.00	9.00

Figure 185: Teachers' perceptions of students' activities in the local community in S-7 (N=29).

However, students' education necessitates this exchange between the school and the local community (T-46, FG-7, Pos. 112; T-47, FG-7, Pos. 115). Currently, the school is working on a cultural project to bring associations and organizations closer to the school (CCE-C-7, Pos. 11).

The results of family participation in school were also variable. First and foremost, the school organized various initiatives that directly involved parents, such as Family Day on May 15 or 'A Night of Poetry' (CCE-C-7, Pos. 31), the Spring Festival (T-47, FG-7, Pos. 122), and meetings with teachers on student assessment (CCE-C-7, Pos. 33).

However, the problem arises when parents become less involved in their children's lives as they advance in grade (CCE-C-7, Pos. 31; T-47, FG-7, Pos. 117). Additionally, in recent years, the school community's full participation in organized activities has diminished (T-47, FG-7, Pos. 122). Low participation can often result from parents' work occupations or the lifestyle they lead, which do not facilitate their involvement in school (T-46, FG-7, Pos. 179; CCE-C-, Pos. 31).

Therefore, the school should approach parents and understand what their expectations are of the school as a reality experienced by their children to try to implement true and active forms of participation (T-46, FG-7, Pos. 126).

12.5 Partnerships with local associations and the school-family relationship in S-8

The S-8's openness to the local community serves as the cornerstone of the TEIP program, which the school is implementing to address the unique needs of the local context.

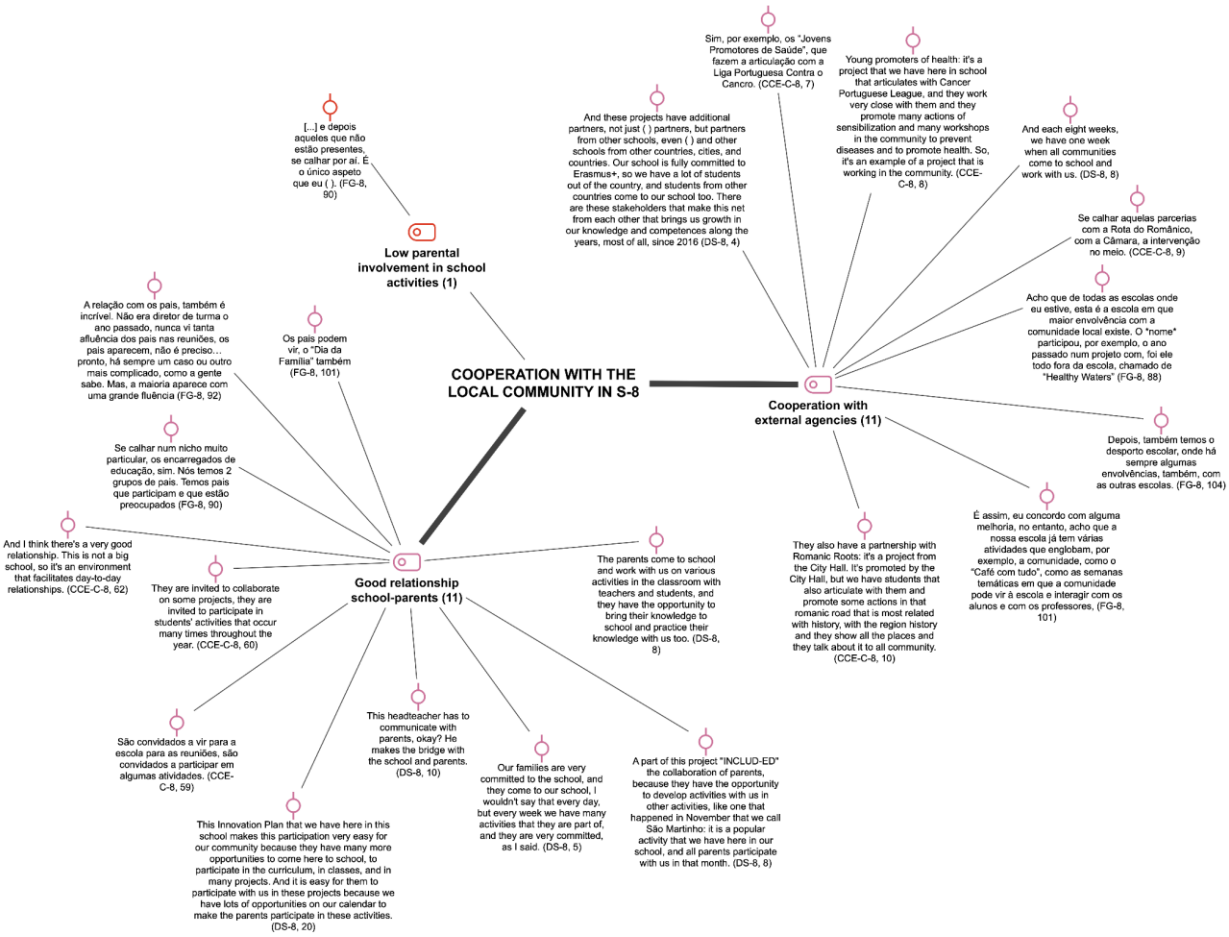
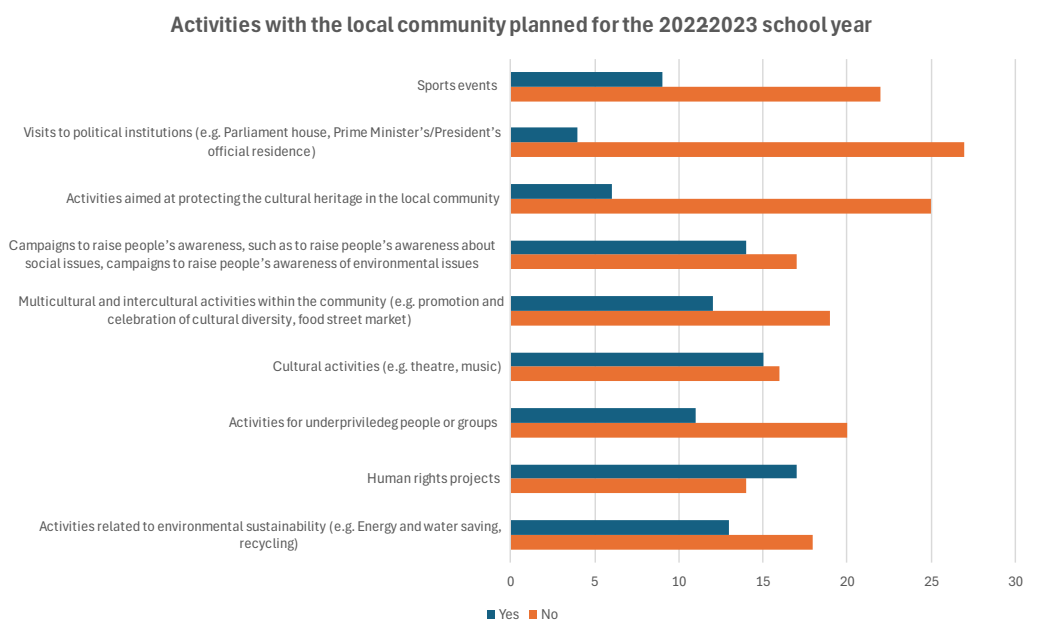


Figure 186: Single-case model related to the cooperation with the local community in S-8. Map created with MaxMap (MAXQDA 2024).

After the eight weeks that define a specific period of the school calendar, the school invites the community to participate and interact with students and teachers during a stop week (DS-8, Pos. 8; T-63, FG-8, Pos. 101). The projects that are carried out also take place in partnership with the community; among them are the European eTwinning project promoted by the Erasmus+ program (DS-8, Pos. 4), the *Jovens promotores de saúde* project in collaboration with the Portuguese Cancer League (CCE-C-8, Pos. 7), and with the City Hall fostering a partnership with *Rota do Românico* (CCE-C-8, Pos. 9).

In contrast to other schools, where the school-to-school network primarily emerged for teacher training at local training centers, S-8 also established forms of collaboration with other schools through sports events (T-52, FG-8, Pos. 104) and the TEIP project (DS-8_FU, Pos. 5).

In spite of the description of these forms of collaboration with the local community and the absence of particular difficulties found in the surveys, the questionnaire data reveal a highly variable planning of activities in collaboration with the local community.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_STDCOM	31	0	3.26	0.493	3.00	2.74	0.00	9.00

Figure 187: Teachers' perceptions of students' activities in the local community in S-8 (N=31).

Activities involving visits to political institutions and cultural heritage preservation are nearly non-existent, and sports events, in contrast to the previous statement, are relatively rare. Conversely, there has been a significant increase in the planning of

campaigns to raise awareness about social and environmental issues, cultural events, and human rights projects, despite the presence of a group of teachers who said they had not planned them. This wide variability, as well as these negative results, are also found in the descriptive statistics compiled on the scale of teachers' perceptions of student activities in the community (T_STDCOM), which obtained a mean of 3.26 (SD = 2.74). Again, there is a wide dispersion of scores, whose range is from a low of 0 to a high of 9 (Figure 187).

Parents turn out to be highly involved in school life. First and foremost, the PI's structure fosters their involvement by requiring community and parent participation in curriculum construction, classroom activities, and projects (DS-8, Pos. 20; CCE-C-8, Pos. 59). Additionally, the school's small size encourages daily interaction (T-34, CCE-C-8_interview, Pos. 62). According to the principal, parental involvement occurs both through proposed activities that take place weekly (DS-8, Pos. 5) and through working together in classrooms with teachers and students (DS-8, Pos. 8). Among them is Family Day (T-63, FG-8, Pos. 101).

One project that is structured by the school and involves the participation of parents is the INCLUD-ED project (DS-8, Pos. 8), which is a research project coordinated by the Center for Research on the Theories and Practices of Overcoming Inequalities at the University of Barcelona to identify successful performances that contribute to overcoming school failure and dropout, as well as the associated risk of exclusion in other areas, such as employment, health, housing, and political participation. This project involves fifteen European universities and institutions, as well as representatives of vulnerable groups, professors, educators, families, and policymakers.

In addition to these initiatives, the class director is the bridge between the school and families (DS-8, Pos. 10). The majority of parents consistently attend and participate in the organized meetings (T-60, FG-8, Pos. 92), although there is still a group that is not so active (T-61, FG-8, Pos. 90).

12.6 Cooperation with local community. First similarities and differences among the schools in Porto

The analysis of schools' cooperation with the local community found more similarities than differences.

The first thing that stands out is the consistency of the projects implemented in schools, most of which are part of nationally or internationally promoted initiatives. The Eco-Schools project, the *Ciência Viva* club, which conducts activities related to environmental education, the projects activated by City Halls, and the eTwinning project stand out among these.

According to the data, there is a lack of real personalization of the proposed activities and an effective involvement of local associations. When we shift from the qualitative data from the interviews, where the schools seem to prioritize cooperation with the local community, to the quantitative data from the questionnaire, which proposes a list of community-implementable activities, we find a lack of such involvement.

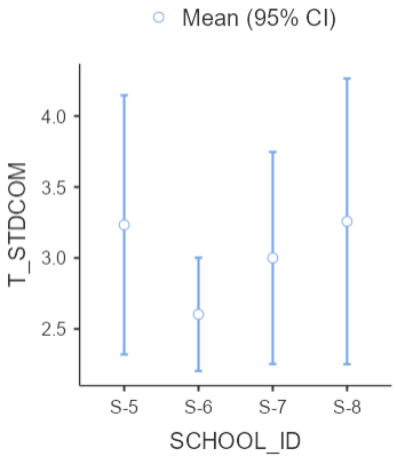


Figure 188: Descriptive plots of the distributions of the four schools in Porto in T_STDCOM.

This aspect is prevalent in all four schools that participated in the study. In fact, no particular differences emerge in the distributions (Figure 188).

The ANOVA test on the T_STDCOM scale did not show a significant difference, with an F value of 1.01 ($p > .05$) and 3 degrees of freedom between groups (df1) and 154 degrees of freedom within groups (df2) (Table 93).

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T_STDCOM	1.01	3	154	0.392

Table 93: One-Way ANOVA related to teachers' perception of classroom climate (T_STDCOM) in the four schools in Porto (N=158).

Although ENEC (2017b) states that the organizational model to be implemented in schools to foster citizenship education is the WSA, the cooperation with local community, that is one of its three constituent elements, is found to be lacking – though not entirely absent – in the four schools described, thus causing them to deviate from the openness sought and stated in the structural documents.

On the other hand, in the four schools the level of collaboration with parents is variable. Among the initiatives that support their involvement, the Portuguese regulations establish the presence of a Parental Association conducive to parental participation in school organization and governance.

Chapter 13. School governance in the four schools in Porto

13.1 Between the unipersonal model and a shared school governance

School governance is the third component of the WSA. In turn, it consists of four elements: the policies pursued by the school, the decision-making process, student involvement, and leadership. The latter, in turn, includes the school system's evaluation and development processes (Council of Europe, 2018b).

The previous sections have already described how the decentralization of the organizational system characterizing the WSA results in governance that appears to be a collective phenomenon. This governance fosters the school community's participation in decision-making and organization through task division and responsibility sharing, thereby integrating democratic principles into school life as a whole (Bäckman & Trafford, 2007; Council of Europe, 2018b).

The Portuguese relevant regulations (Decree-Law No. 75/2008 and Decree-Law No. 137/2012) appear to position the creation of democratic governance between forms of task sharing and the unipersonal organizational model.

The Ministry of Education has established the School Director as the primary person responsible for school success (*Diploma* of Decree Law 75/2008). However, the *Lei de Bases do Sistema Educativo* mandates shared school governance (Art. 45, Law No. 46/1986), primarily defined by the presence of two main collegial boards: the *Conselho Geral* (General Council), responsible for organizational management tasks, and the *Conselho Pedagógico* (Pedagogical Council), tasked with curricular and educational organization duties. In addition to these two collegial bodies, there are class councils, the *Concelho Administrativo* (Administrative Council)[117], the Council of Class Directors, the *Equipa Multidisciplinar de Apoio à Aprendizagem e à Inclusão*, the self-evaluation team, and the curricular departments.

As previously stated, teachers actively participate in the school's decision-making processes by not only making organizational decisions, but also by exercising their teaching autonomy. This autonomy enables them to establish a connection between school policies and the unique needs of students (Skaalvik & Skaalvik, 2014; Dan & Ye, 2020).

[117] See Section 3.3.2 for the normative description of the role of the principal and Councils.

In reference to the professional autonomy of teachers, Lima (2012) asserted that it plays a crucial role in the democratization of schools and the implementation of pedagogical practices that support democratic citizenship and student autonomy. It also serves as an intrinsic value in the profession of teachers, reinforcing their professionalism and rights. However, researchers complain that, because governments in Portugal have put in place new policies for rationalization, evaluation, and quality control, schools are losing power when it comes to pedagogy, curriculum, and internal evaluation. This means that teachers' work is being closely watched and controlled from outside the school, and teachers are losing their professional autonomy (Lima & Afonso, 1993; Sanches, 1995; Lima, 2012).

Connected to teachers' autonomy is their sense of self-efficacy, defined as basic psychological need related to intrinsic motivation and psychological well-being (Deci & Ryan, 2000; Gagné & Deci, 2005). As a reminder, *self-efficacy* refers to teachers' ability to organize, plan, and execute activities to achieve educational goals (Skaalvik & Skaalvik, 2007).

The findings that will be presented are related to teacher collaboration, school community participation in decision-making processes, teacher autonomy, and their sense of self-efficacy; lastly, the school's monitoring and evaluation methods will be described, as one of the traits that the Council of Europe (2018b) highlights as constitutive of implemented leadership at school. We will once again present the maps derived from the thematic analysis of the semi-structured interviews and focus groups, along with the findings from the statistical analysis of the questionnaires.

By describing the modes of decision-making, the actors involved in them, and the levels of collaboration and participation at school, it is possible to outline the features of school governance. These elements are closely linked to the principal's leadership style and the governance within the school. Distributed forms of leadership, which promote the involvement and collaboration of the entire school community in organizational life – particularly through initiatives beyond the presence of the councils provided by national regulations – align with a principal's democratic or participative leadership style. In turn, this style best aligns with the characteristics of the WSA, thereby fostering a democratic learning environment.

13.2 School governance in S-5

13.2.1 Collaboration among school community in S-5

As described in the previous paragraph, there are multiple boards in S-5 in compliance with the relevant national regulations. Coordinators or teachers in charge of various curricular areas, such as departmental coordinators (CCE-C-5, Pos. 35; T-37, FG-5, Pos. 5), or coordinators of specific team, like the health team (T-35, FG-5, Pos. 12) or the self-evaluation team (T-35, FG-5, Pos. 12; T-41, FG-5, Pos. 168-228), accompany these boards. There is also a team of fourteen teachers who are responsible for educational innovation and disseminating new practices in the school (T-38, FG-5, Pos. 235). Additionally, a single teacher coordinates the *Equipas educativas* that include specialized technicians and teachers from the same grade, representing all disciplines (T-41, FG-5, Pos. 244).

In each class there is a class coordinator who is responsible for meeting with parents at least four times a year compulsorily (CCE-C-5, Pos. 45); these teachers especially feel they have responsibility for student behavior (T-41, FG-5, Pos. 97; T-36, FG-5, Pos. 110).

The principal assigns roles and related duties to teachers and non-teachers at the beginning of the year based on certain guidelines defined in the educational project, including personal evaluations obtained, training, qualifications, and continuity (DS-5, Pos. 11-12; CCE-C-5, Pos. 35).

> «Aliás existem critérios no nosso projeto educativo definido para a distribuição de serviço, tanto para o pessoal docente, tanto como para o pessoal não docente. Mas as grandes linhas orientadoras são isso, é a avaliação que docentes e não docentes têm a quando da sua avaliação de desempenho, são as habilitações a nível de formações acrescidas ou gostos, eu posso não ter nenhuma formação mas gosto de fazer isto, gosto de fazer aquilo, então vamos rentabilizar, e depois é também a continuidade». (DS-5, Pos. 11-12)

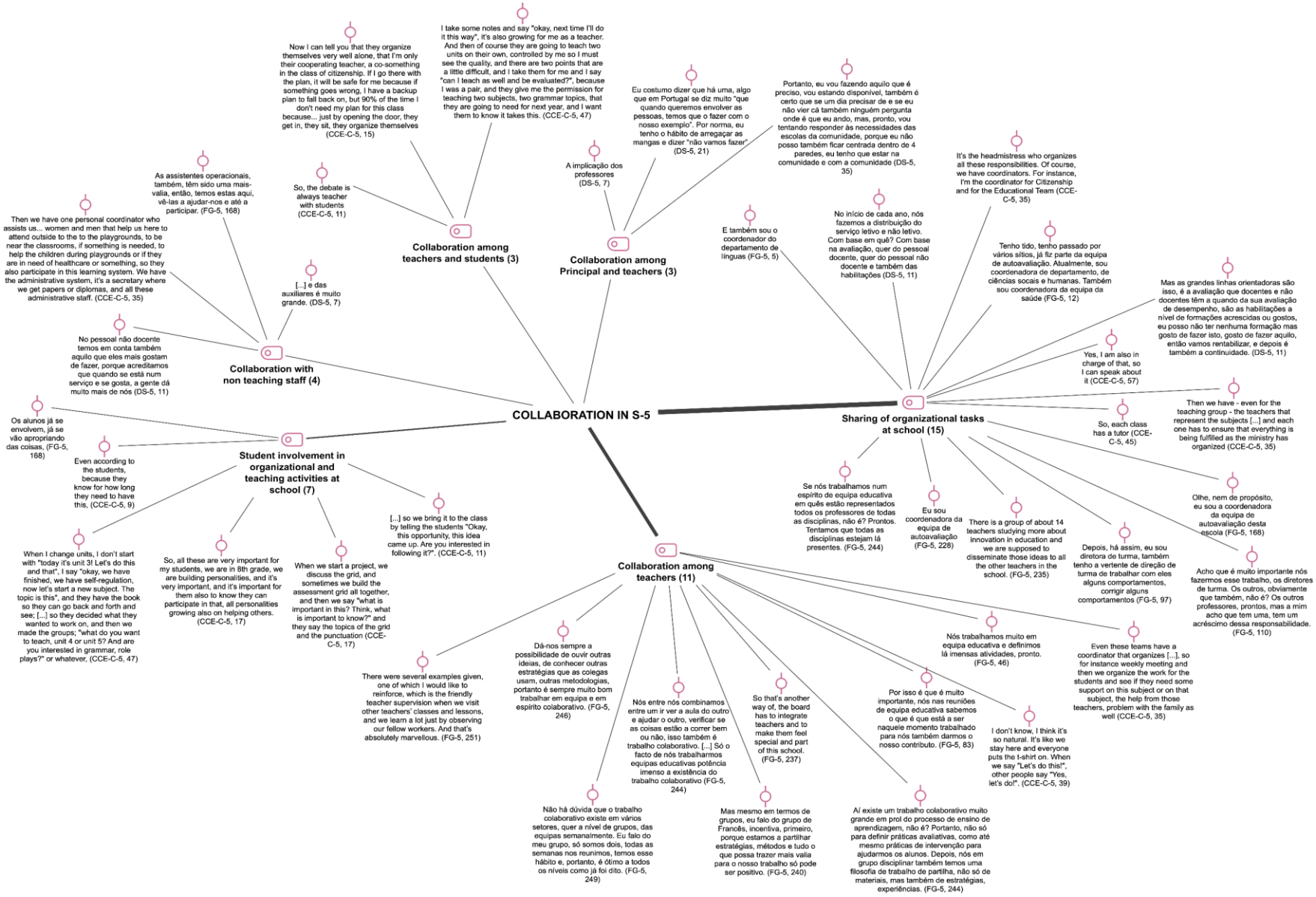


Figure 189: Single-case model related to the collaboration and distribution of tasks and roles in S-5. Map created with MaxMap (MAXQDA 2024).

Teachers' perceptions of their participation in school (T_TCHPRT) show moderately positive perceptions, with an average of 15.1 (SD = 2.93), although there is still a scattering of responses (Table 94), where some may feel more involved than others. The density plot reinforces this observation, showing a distribution with a higher concentration of scores between 12 and 18 (Figure 190).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	30	0	15.1	0.535	15.0	2.93	10.0	20.0

Table 94: Descriptive statistics related to teachers' perception of teacher participation in S-5 (N=30).

According to the coordinator, teachers' participation in the school's organizational life is not complete, despite their high levels of involvement. This is due to the presence of a group of teachers with many years of service, who are difficult to involve by changing their teaching methods, organizational structure, or way of life (CCE-C-5, Pos. 39).

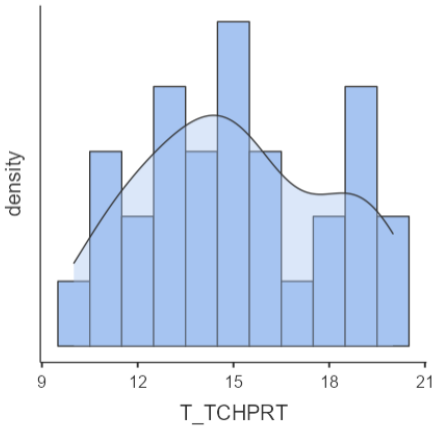


Figure 190: Density plot related to T_TCHPRT in S-5.

Low participation often reflects itself in the unwillingness to cooperate, which, according to the teachers, is an element that requires more attention (T-41, FG-5, Pos. 244).

According to the FG, collaboration among teachers also takes place through hours of co-presence in the classroom, whereby it is the teachers who voluntarily agree to be present at their colleague's classes, observe them, and check whether the lessons are going well (T-41, FG-5, Pos. 244; T-38, FG-5, Pos. 251).

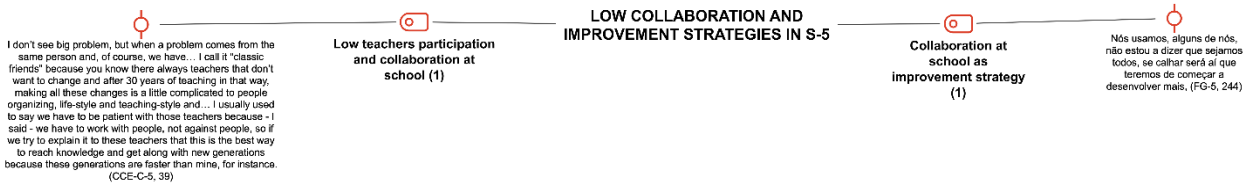


Figure 191: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-5. Map created with MaxMap (MAXQDA 2024).

The results obtained on the multidimensional T3COOP scale measuring collaboration between teachers were also positive, averaging 33.2 (SD = 6.01) (Table 95). However, there is a wide dispersion of scores, as evidenced by the value of the standard deviation and the range of scores, which are clearly visible in the density plot (Figure 192). In

particular, the graph shows a concentration of scores around the average value and a tail towards the more positive values.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	30	0	33.2	1.097	33.0	6.01	14.00	46.0
T3COLES	30	0	12.7	0.686	13.0	3.76	6.00	22.0
T3EXCH	30	0	20.5	0.602	21.0	3.30	8.00	24.0

Table 95: Descriptive statistics related to the teachers' cooperation in S-5 (N=30).

We can further investigate the dispersion of scores by observing the results of two sub-scales: T3COLES, which measures professional collaboration in lessons, and T3EXCH, which measures exchange and coordination between teachers. Specifically, we recorded lower scores for collaboration in lessons, that had instead emerged in the FG as one of the strategies for enhancing collaboration; the average score for this aspect was 12.7 (SD = 3.76), exhibiting a broad range of scores. Despite the presence of variability, the T3EXCH scale recorded higher scores, achieving a mean of 20.5 (SD = 3.30).

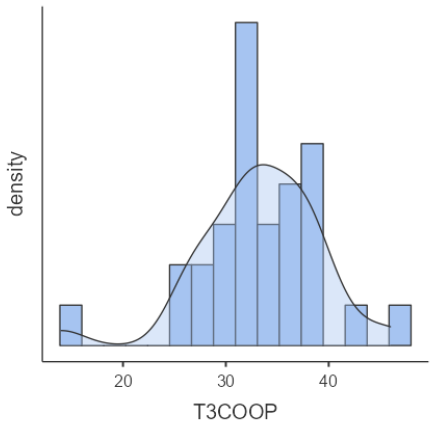


Figure 192: Density plot related to T3COOP in S-5.

The relationships between teachers, the principal, non-teaching staff, and students shape the collaborative climate in the school.

The principal refers to herself as available, active, and responsive to the needs of both the school and the community, ensuring that her work extends beyond the school walls (DS-5, Pos. 21-35). However, no data is available regarding teachers' perceptions.

Teaching and non-teaching staff collaborate well, assigning tasks based on their individual dispositions (DS-5, Pos. 11). Operational assistants assist teachers in their tasks and actively engage in proposed initiatives (T-41, FG-5, Pos. 168). Among them are school aides – who perform the function of supervising students and supporting their needs – and secretarial offices (CCE-C-5, Pos. 35).

The citizenship education coordinator emphasized the importance of good collaboration between teachers and students. For instance, the coordinator, who is an English teacher, shared that in her classes, students take charge of organizing citizenship education activities, while the teacher acts as their collaborator. This often results in the teacher not carrying out the planned activities (CCE-C-5, Pos. 15). Additionally, in her

English classes, students contribute to the choice of topics to be covered and sometimes propose to conduct a lesson themselves on the new topics (flipped classroom), supervised by the teacher herself, who in turn learns from the students new ways of teaching that can be reintroduce in subsequent years to meet the students' needs (CCE-C-5, Pos. 47). According to the coordinator, giving students an active role and encouraging their participation supports the development of their personalities (CCE-C-5, Pos. 17).

Students also collaborate with the teacher in co-constructing the assessment grid, through discussions on the aspects that are important to know, the criteria of the grid, and the corresponding scores (CCE-C-5, Pos. 17).

Students are also involved in the choice of activities to be implemented, especially if they are related to proposals that come from outside (CCE-C-5, Pos. 11). In the description of the teaching and learning process we have already stated that it is precisely because of the possibility of choice given to students that there are multiple activities in S-5, sometimes not only between classes but also within the same class. In addition, students also decide the timing for the implementation of the activities proposed by the school in accordance with their needs (CCE-C-5, Pos. 9).

13.2.2 Decision-making process in S-5

Decision-making takes place within the collegial bodies themselves. The presence of such collegial bodies with deliberative powers accompanies the unipersonal model defined by Portuguese regulations. The principal operates through and with the governing body, in which decisions are shared among the members; what is deliberated by the governing body passes to the Pedagogical Council and finally to the General Council, which must give a favorable or unfavorable opinion (DS-5, Pos. 13; T-41, FG-5, Pos. 228). For example, the Annual Activity Plan must first be approved by the Pedagogical Council and finally by the General Council (DS-5, Pos. 31; T-41, FG-5, Pos. 168).

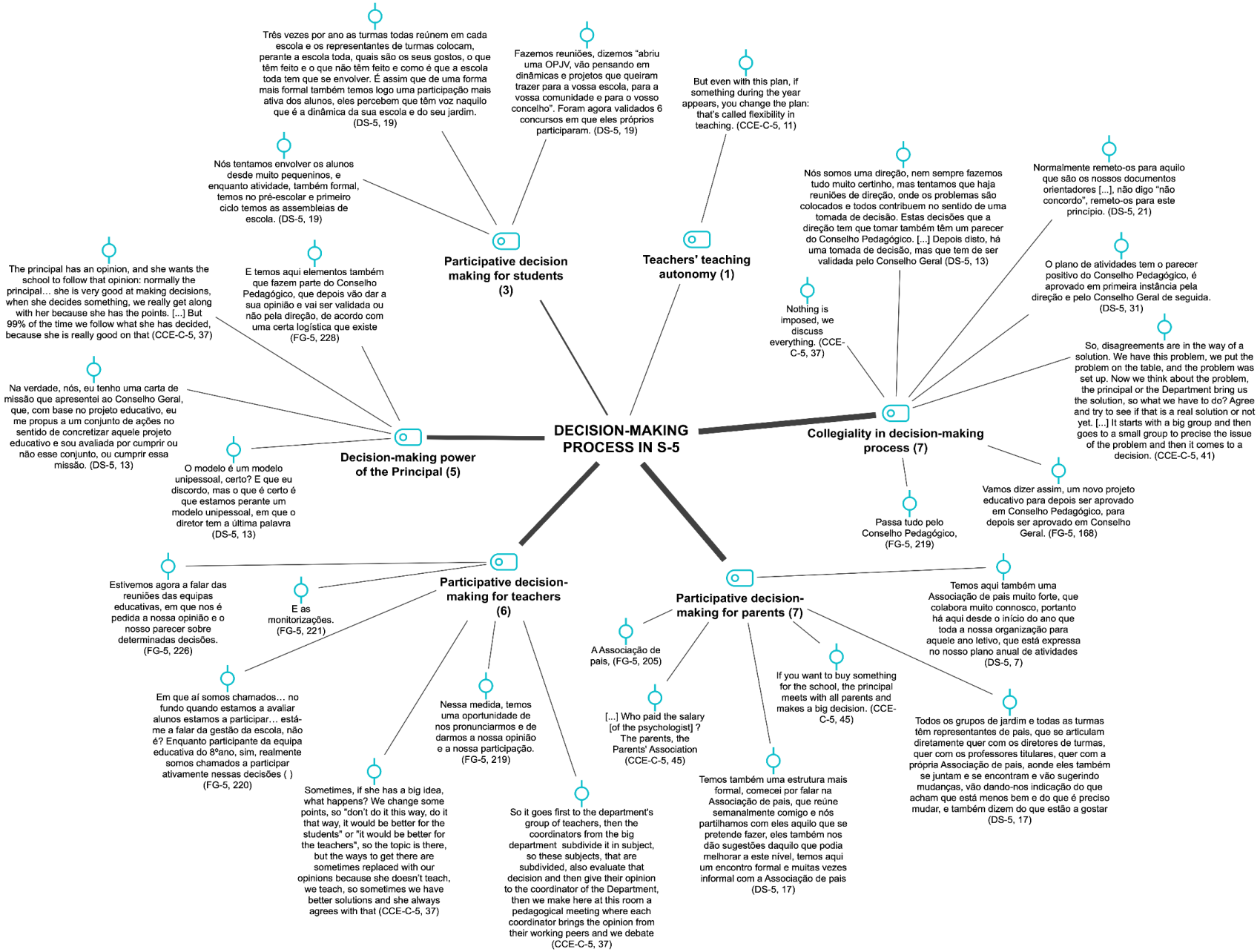


Figure 193: Single-case model related to the decision-making process in S-5. Map created with MaxMap (MAXQDA 2024).

«O modelo é um modelo unipessoal, certo? E que eu discordo, mas o que é certo é que estamos perante um modelo unipessoal, em que o diretor tem a última palavra e leva-a um órgão de gestão, que é o conselho geral. Isto é o que está na lei. Como é que ocorre aqui? Na verdade, nós, eu tenho uma carta de missão que apresentei ao Conselho Geral, que, com base no projeto educativo, eu me propus a um conjunto de ações no sentido de concretizar aquele projeto educativo e sou avaliada por cumprir ou não esse conjunto, ou cumprir essa missão. Existe um projeto educativo, o diretor, com base no projeto educativo e para atingir os objetivos desse projeto educativo, propõe-se a uma missão perante um Conselho Geral, que depois vai ser avaliado. Isto tem haver com um período de 3/4 anos, certo? O projeto educativo é de 3, o mandato de diretor é de 4. Com base nisto, como é que nós atuamos aqui no agrupamento? Nós somos uma direção, [...] nem sempre fazemos tudo muito certinho, mas tentamos que haja reuniões de direção, onde os problemas são colocados e todos contribuem no sentido de uma tomada de decisão. Estas decisões que a direção tem que tomar também têm um parecer do Conselho Pedagógico. O Conselho Pedagógico é também um órgão de administração e gestão, só constituído por professores, onde estão as coordenações todas, coordenação de departamento, coordenação de biblioteca, coordenação de projetos, coordenação de educação especial e quando é preciso tomar decisões, a direção leva, eu presido a esse Conselho Pedagógico e todo este conjunto de pessoas do parecer, depois disto, há uma tomada de decisão, mas que tem de ser validada pelo Conselho Geral. Conselho Geral tem a representação de alunos, professores, auxiliares e comunidade em geral, câmara e junta, forças de segurança, empresários e associações locais». (DS-5, Pos. 13)

If disagreements arise in college meetings, proposals are discussed first in the larger councils and finally in small groups to analyze the issue and reach a decision (CCE-C-5, Pos. 37-41). What in any case guides the decisions are the school's structural guiding documents that define the principles of the school's educational action (DS-5, Pos. 21).

The citizenship education coordinator claims that even though everything passes through the collegial bodies, the principal's proposals almost always receive approval (CCE-C-5, Pos. 37). In this context, the principal's actions adhere to the mission statement that the General Council presented, which serves as the foundation for the strategic actions the principal has proposed to carry out in the Educational Project and the basis for evaluating those actions (DS-5, Pos. 13). It is necessary to remember that the General Council in Portugal selects the principal after considering candidates and evaluating the presented Educational Project.

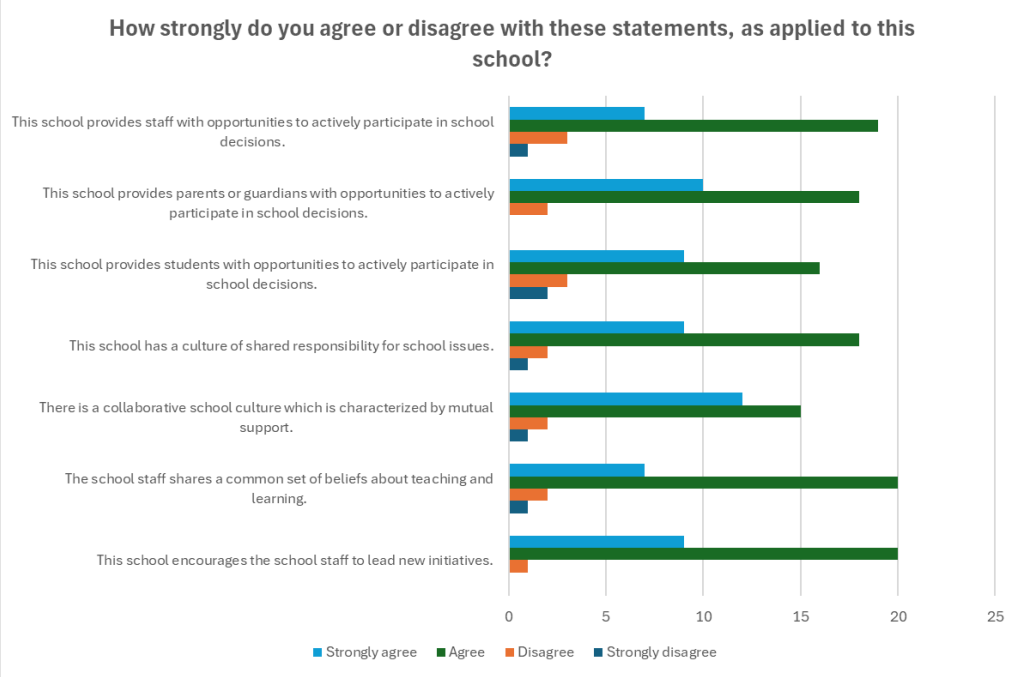
The teaching staff participates in the decision-making processes through the educational teams' meetings (T-39, FG-5, Pos. 220-226). Specifically, when a decision needs to be made, the proposal first goes through the Disciplinary Groups and Curricular Departments; individual department coordinators bring the departments' opinions to the Educational Coordination and Pedagogical Supervision group where the different positions are discussed. In this process, all teachers have the opportunity to discuss the principal's proposal and reformulate it by adapting it to educational needs (CCE-C-5, Pos. 37). At that point, the proposal reaches the Pedagogical Council (T-37, FG-5, Pos. 219).

Parents also have the opportunity to participate in the decision-making process, primarily through the Parental Association and the presence of parental representatives for each class (and in the General Council). Specifically, parents' representatives engage in direct discussions with class directors, the principal, or the Parental Association, where they convene and deliberate on potential recommendations for school implementation (DS-5, Pos. 17). As for the association, its members meet weekly with the principal to discuss proposals and suggestions (DS-5, Pos. 7-17; T-35, FG-5, Pos. 205). The Parental Association also provides financial support to the school; for instance, the Association discussed a request for a new psychologist in plenary and, upon approval, paid the salary (CCE-C-5, Pos. 45).

Lastly, students are also called upon to participate in the school's decision-making processes through the presence of the School Assembly. More precisely, three times a year all classes meet in each school of the school grouping to discuss with class representatives the school's strengths and weaknesses. In this way, through more formal forms of participation, students become involved in the organization of the school itself and become active members of it. In addition, through participation in the OPJV project promoted by the City Hall, students have the opportunity to propose projects and initiatives for school improvement (DS-5, Pos. 19).

The data collected through the teachers' questionnaire confirm what emerged in the interviews and FG. Indeed, positive levels of participation in decision-making by the school community emerge (T3STAKE), recording an overall mean of 22.2 (SD = 4.03). However, the standard deviation demonstrates the variable nature of the scores. Examining the recorded responses in detail, it can be seen that almost all teachers agree that the school provides teachers (item a), parents (item b), and students (item c) with opportunities to participate in decision-making (Figure 194). Additionally, we also observed no inherent difficulties or problems in this participation, which is why we did not create a map for them.

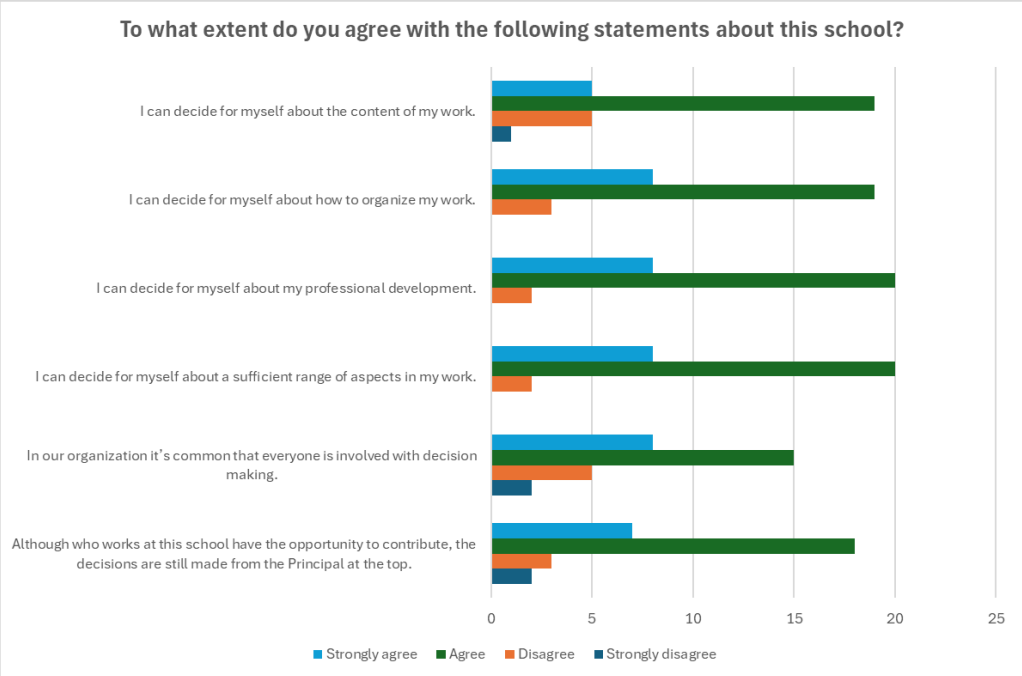
Data inherent in participation in decision-making (T_DLPDM) are also positive, with a mean of 17.5 (SD = 2.90), while still maintaining variability in responses (Figure 195). A deeper analysis of the items that make up the scale provides insight into teachers' perceptions of teaching autonomy within the school.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	30	0	22.2	0.736	21.0	4.03	11.0	28.0

Figure 194: Participation among stakeholders (T3STAKE) in S-5 (N=30).



Descriptives

	N	Missing	Mean	Median	SD	Minimum	Maximum
T_DLPDM	30	0	17.5	17.0	2.90	11.0	24.0

Figure 195: Decision-making process (T_DLPDM) in S-5 (N=30).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
DLTQ20A	30	0	2.93	0.126	3.00	0.691	1	4
DLTQ20B	30	0	3.17	0.108	3.00	0.592	2	4
DLTQ20C	30	0	3.20	0.101	3.00	0.551	2	4
DLTQ20D	30	0	3.20	0.101	3.00	0.551	2	4

Table 96: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' decision-making autonomy in S-5 (N=30).

Analysis of the first four items of the scale shows that teaching staff members perceive moderate levels of autonomy, recording averages ranging from 2.93 to 3.20. Specifically, according to the data, teaching staff members perceive higher levels of autonomy in their professional development (DLTQ20C) and other aspects (DLTQ20D), while slightly lower is the perception in the organization of their work (DLTQ20B). The average falls even lower in cases of autonomy over the content of their work (DLTQ20A) (Table 96).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	30	0	40.5	1.173	41.0	6.43	25.00	50.0
T3SEENG	30	0	11.9	0.423	12.0	2.32	8.00	16.0
T3SEINS	30	0	13.2	0.411	14.0	2.25	8.00	16.0
T3SECLS	30	0	12.3	0.419	12.0	2.29	7.00	16.0

Table 97: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-5 (N=30).

Teachers' autonomy is closely linked to their sense of self-efficacy, which was surveyed using the multidimensional scale T3SELF in the questionnaire. The data reveals a high level of perceived self-efficacy among teachers, with an average score of 40.5 (SD = 6.43). The standard deviation and range of scores reveal a wide range of results, indicating the presence of different perceptions among respondents. The density plot provides a more in-depth look at this dispersion, highlighting that most scores are towards the higher values of the distribution (Figure 196).

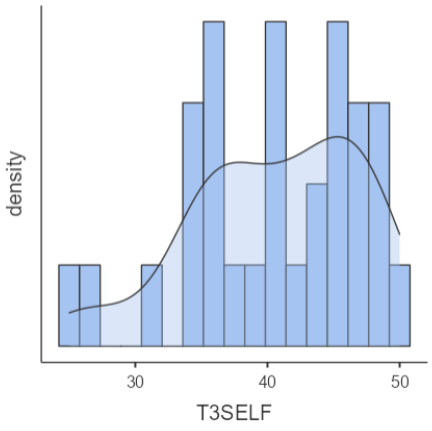


Figure 196: Density plot related to T3SELF in S-5.

An in-depth examination of the two subscales comprising the T3SELF scale reveals higher levels of teachers' self-efficacy in teaching (T3SEINS), with a mean score of 13.2 (SD = 2.25). Conversely, teachers' self-efficacy in classroom management (T3SECLS)

and student engagement (T3SEENG) demonstrate lower but still positive levels, with average scores of 12.3 (SD = 2.29) and 11.9 (SD = 2.32), respectively (Table 97).

13.2.3 Self-evaluation and monitoring process in S-5

Evaluation and monitoring of project proposals, as well as the school's organizational structure, are two of the elements identified by the Council of Europe (2018b) as defining leadership. Indeed, they allow for a better understanding of the effectiveness of the choices in order to make any needed changes, thus implementing a process of continuous development within the school.

The Self-Evaluation Team (*Equipe de autoavaliação*), which includes members of the teaching and non-teaching staff, parents, and students (DS-5, Pos. 31), oversees the process of monitoring and evaluating organizational and instructional choices in S-5. At the end of the year, they compile a self-evaluation report and an improvement plan, highlighting both the successful and unsuccessful aspects. The Pedagogical Council, the

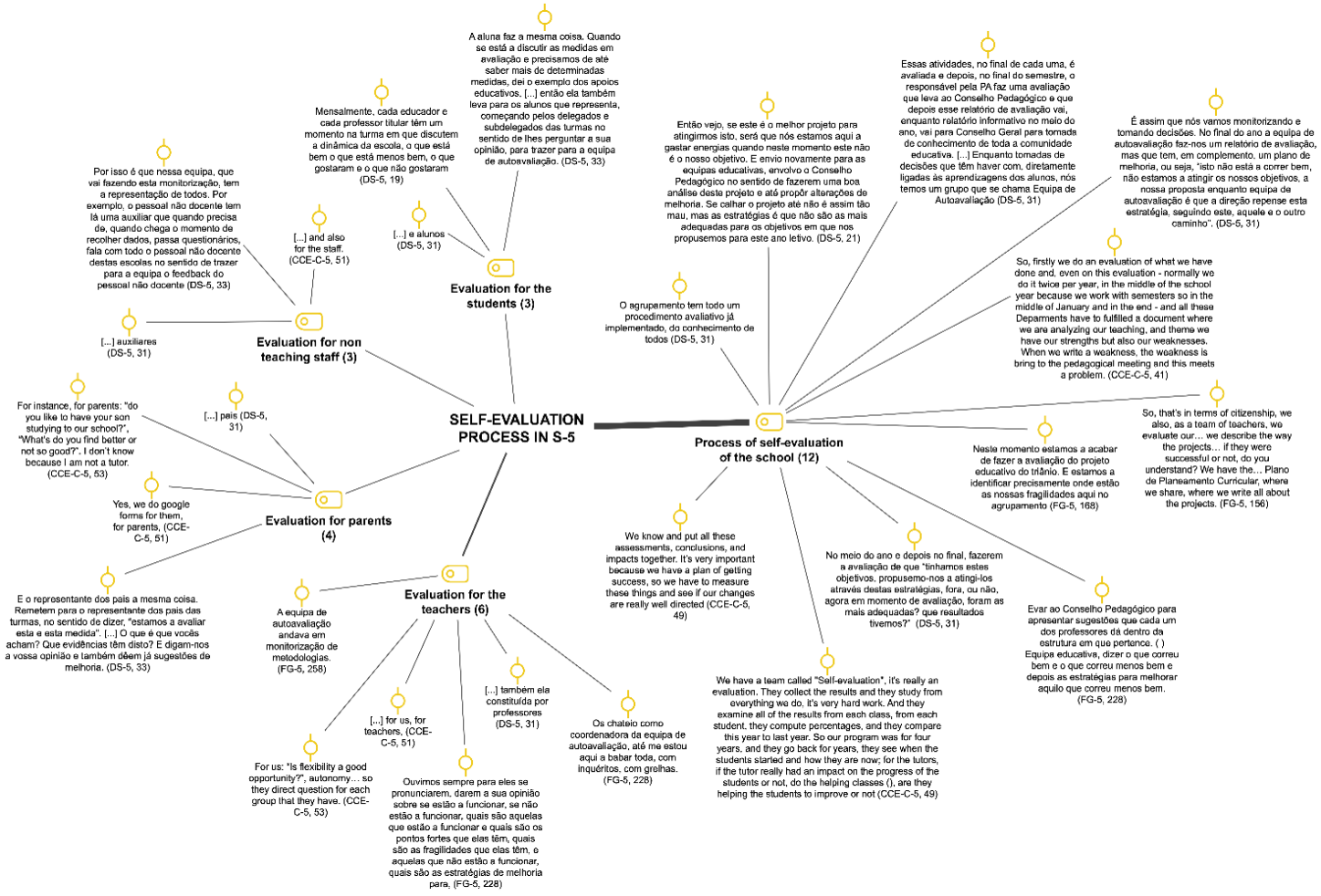


Figure 197: Single-case model related to process of self-evaluation in S-5. Map created with MaxMap (MAXQDA 2024).

General Council, and representatives of the educational community then receive this report. Special attention is given special to student learning outcomes (DS-5, Pos. 31).

For this assessment process, the team collects and examines the results of each class and each student, and compares the data with those of the previous four years. Therefore, the evaluation extends beyond the reference school year to encompass the entire duration of the Educational Project, spanning four years. This Self-Evaluation Team evaluates not only the students' progress but also the teacher's performance and methodologies to determine the effectiveness of their work (CCE-C-5, Pos. 49; T-41, FG-5, Pos. 258).

Thus, evaluation involves all teachers. For the monitoring and evaluation of school's strengths and weaknesses, the Self-Evaluation Team also uses grids and questionnaires to submit to the teachers (T-41, FG-5, Pos. 228). For instance, one of the questions in the teacher questionnaire focuses on curricular flexibility (CCE-C-5, Pos. 53).

Monitoring and evaluation do not occur only at the final stage; they are an ongoing process that involves the educational teams and the Pedagogical Council throughout the year to discuss the effectiveness or ineffectiveness of the projects implemented *in itinere* (DS-5, Pos. 21). There are likewise dedicated times, specifically twice a year, during which departments analyze teaching, strengths, and weaknesses, compiling the *Plano de Planeamento Curricular*. The various pedagogical meetings and educational teams (CCE-C-5, Pos. 41; T-38, FG-5, Pos. 156; T-41, FG-5, Pos. 228) subsequently discuss the weaknesses. Teachers then present their suggestions to the Pedagogical Council (T-41, FG-5, Pos. 228).

The monitoring and evaluation process also involves parents, students, and non-teaching staff.

S-5 asks parents to fill out a satisfaction questionnaire on school organization (CCE-C-5, Pos. 51-53). In addition, they participate in the school's internal evaluation process, requesting their opinions and suggestions through their representatives (DS-5, Pos. 33).

Students participate in the evaluation process through the presence of a student representative on the Self-Evaluation Team, who, through individual class representatives, gathers the opinions of the student body regarding the aspects of interest (DS-5, Pos. 33). Additionally, educators and tenured teachers convene monthly to discuss the school's dynamics with the class, soliciting their feedback on what is effective and areas for improvement (DS-5, Pos. 19).

S-5 also collects non-teaching staff's opinions through satisfaction questionnaires (CCE-C-5, Pos. 51). An assistant represents the non-teaching staff on the Self-

Assessment Team, gathering data, distributing questionnaires, engaging in discussions with colleagues, and presenting the collected feedback to the team (DS-5, Pos. 33).

13.3 School governance in S-6

13.3.1 Collaboration among school community in S-6

As required by national regulation, S-6 has the same collegial bodies as S-5. These define a type of school governance with «intermediate leadership» structures that have clear roles and responsibilities (CP-C-6, CCE-C-6_interview, Pos. 81; DS-6, Pos. 20).

Among them are the disciplinary departments with their respective coordinators, the General Council, and the presidency; in addition to these, there are specific coordinators for certain areas, such as those related to curricular organization, as well as individual class coordinators (DS-6, Pos. 54; CP-C-6, CCE-C-6_interview, Pos. 81; T-43, FG-6, Pos. 45).

The presence of these working groups and collegial bodies makes it possible to implement an organizational model in which tasks and responsibilities are shared, not distributed, among the members belonging to these groups, even within a school organizational model at national level in which the principal is primarily responsible for school operations. The trust in the people who fill the roles acts as the glue in this sharing governance (DS-6, Pos. 47-56-58).

> «In the organization's structure, the responsibilities must be distributed, or lots of them. We have some rules, but we only supervise because the structure has the responsibilities, so they are responsible for different things and we trust them. We trust that they do what they have to do. I think that the responsibilities are shared, not distributed, "shared" is better. I know that I am the "only" one responsible - because in Portugal, that's it - for everything, but I'm comfortable with the responsibility that the other people here have because I trust them and I know that they do what's needed to do and what I need them to do. And they are responsible for all - teachers, coordinators, Departments, employees - they have responsibilities, and I trust them; they do that, so it's ok; and they know also what I must do, and they can come every moment». (DS-6, Pos. 47, Speaker: DS-6)

Task sharing is also required within S-6 because of the size of the institution (DS-6, Pos. 52), which consists of eleven buildings, necessitating not only a division of tasks but also a strict definition of procedures to be followed (VDS-6, DS-6_interview, Pos. 150).

> «Things must be very smoothly, structured, because it's very challenging and very difficult, but it's a miracle perhaps that we can open the schools, eleven schools, every day, from 7 o'clock in the morning to 7 o'clock in the afternoon and year to 11 o'clock. So you can imagine that is a big task». (DS-6, Pos. 150, Speaker: VDS-6)

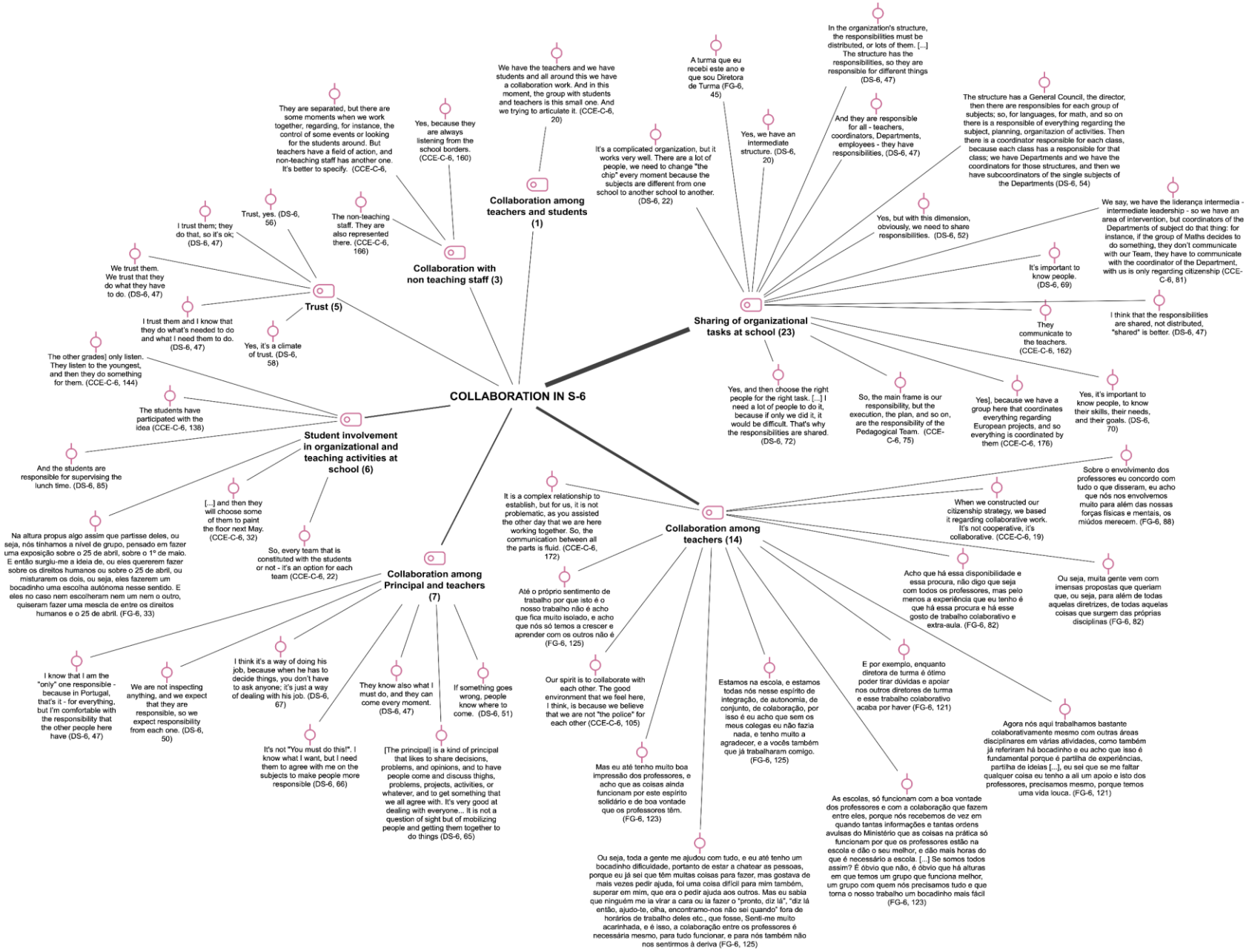


Figure 198: Single-case model related to the collaboration and distribution of tasks and roles in S-6. Map created with MaxMap (MAXQDA 2024).

In this task-sharing context, according to the principal, it is important to choose the right person for the right role, and for this, it is necessary to know the people, their skills, needs, and goals (DS-6, Pos. 70-72).

Therefore, when it comes to establishing the implementation criteria for the main organizational-instructional structure, the pedagogical team shares this responsibility with different working groups, each with specific coordinators (CCE-C-6, Pos. 75).

In carrying out tasks, the principal collaborates with teachers (DS-6, Pos. 47; DDS-6, DS-6_interview, Pos. 51). According to the vice principal, the S-6 principal shares decisions, problems, and opinions, stimulating discussion on projects and activities to be carried out until a common agreement is reached, thereby mobilizing people to participate (VDS-6, DS-6_interview, Pos. 65).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	68	0	12.9	0.386	12.0	3.18	7.00	20.0

Table 98: Descriptive statistics related to the teachers' cooperation in S-6 (N=68).

However, teachers' perceptions of their participation in school (T_TCHPRT) show that not entirely positive levels. The mean score is not particularly high, being 12.9 (SD = 3.18) (Table 98). The density plot (Figure 199) also reveals a scattered distribution, fluctuating between the minimum value of 7.00 and the maximum value of 20.0. Specifically, the graph shows a concentration of scores between the values of 10.0 and 12.0, suggesting that most teachers perceive their participation to be moderate. However, there is a tail toward the higher values of the distribution, indicating the presence of positive perceptions.

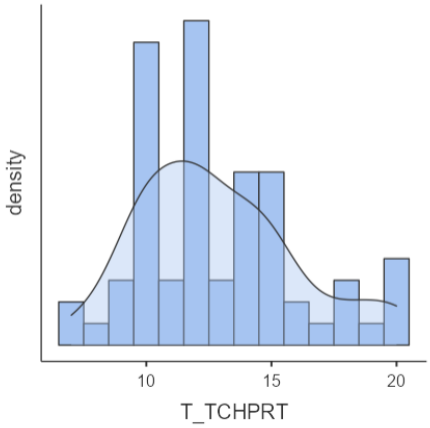


Figure 199: Density plot related to T_TCHPRT in S-6.

The structural documents defined within the working groups are the result of collaborative work (CP-C-6, CCE-C-6_interview, Pos. 19), supported by positive communication between the parties (CP-C-6, CCE-C-6_interview, Pos. 172). In fact, collaboration emerges as a central aspect of school dynamics as well as a tool to prevent the school from drifting (FG-6, Pos. 125).

Mutual support fosters relationships among teachers, allowing them to collaborate without feeling like controllers but rather like colleagues who help and support each other

(CP-C-6, CCE-C-6_interview 6, Pos. 105). This spirit of collaboration enables teachers to grow professionally through discussion with other colleagues (T-44, FG-6, Pos. 125). Therefore, the definition of common strategies focuses on collaborative work that fosters deep and productive synergy (CP-C-6, CCE-C-6_interview, Pos. 19). Collaboration among teachers extends both within the same disciplines and between different subject areas, which allows for enrichment of the educational experience and exchange of experiences by recognizing the importance of confronting each other even outside of one's specific areas (T-45, FG-6, Pos. 121).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	68	0	29.6	0.738	30.0	6.09	14.00	42.0
T3COLES	68	0	10.7	0.397	11.0	3.27	4.00	20.0
T3EXCH	68	0	18.9	0.454	20.0	3.75	10.00	24.0

Table 99: Descriptive statistics related to the teachers' cooperation in S-6 (N=68).

The results of the questionnaire regarding teacher collaboration (T3COOP) show positive levels of collaboration, registering an average of 29.6 (SD = 6.09) (Table 99). Despite this, there is evidence of a high dispersion of scores, confirmed by the value of the standard deviation and range and visible in the density graph (Figure 200). Analysis of the two subscales reveals higher levels related to teacher exchange and coordination (T3EXCH), with a mean of 18.9 (SD = 3.75), and lower levels related to class cooperation (T3COLES), with a mean of 10.07 (SD = 3.27).

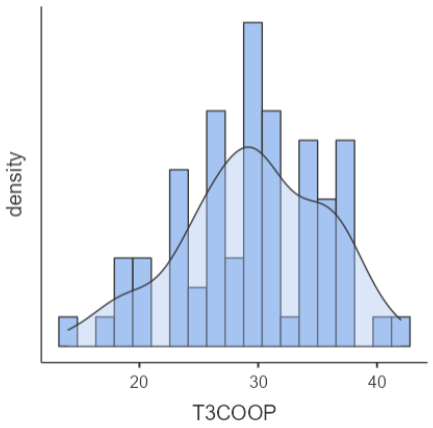


Figure 200: Density plot related to T3COOP in S-6.

Despite the seemingly collaborative atmosphere described, aspects have emerged in the FG that run counter to it. Specifically, lack of timing and the amount of bureaucracy, compounded by poor recognition of the teaching profession, emerge as the factors hindering the participation and collaboration of teachers in school (T-43, FG-6, Pos. 43; T-44, FG-6, Pos. 109).

Teachers frequently decline organizational roles that extend beyond teaching because these roles, along with the associated bureaucratic tasks, necessitate additional work hours not specified in their contract, adding to the expected and ongoing hours of teaching and non-teaching (T-43, FG-6, Pos. 111).

Lack of time and bureaucracy also affect collaboration and joint planning because, despite the teachers' willingness to cooperate, the bureaucratic structures imposed by the Ministry often hinder this synergy, taking time and energy away from what is essential for the quality of teaching and school life (T-43, FG-6, Pos. 123).

Additionally, although teachers of the same discipline have one hour per week for discussion, that hour is not considered enough to implement effective forms of collaboration, so teachers often find themselves arguing in the school hallways or during breaks. Added to this there is the perception that the teaching profession is a «lonely profession», which often results in a lack of awareness of the need to collaborate with others, even with clearly defined programs and competences. Therefore, teachers must actively seek and feel the need for collaboration (T-42, FG-6, Pos. 119).

> «Nós temos tempo de escola para trabalhar, semanalmente temos, por exemplo 1 hora para trabalhar com os nossos colegas de disciplina para trabalharmos, não chega nem de perto nem de longe. E essa hora que nós temos tudo com outro trabalho de colaboração que é feito, é nos intervalos é na casa de banho é quando estamos a passar com o café na mão, é assim, é na hora de almoço, que é almoço/trabalho, é esta, são esses os espaços que temos para criar essa colaboração. Portanto, é pouco, e eu acho que tem que existir porque eu acho que é pouco. Outra questão que eu acho importante, a profissão do professor, para além desses tempos que estão marcados no horário e que temos que dedicar à colaboração, colaboramos muito mais do que isso mas a verdade é que é uma profissão muito solitária,

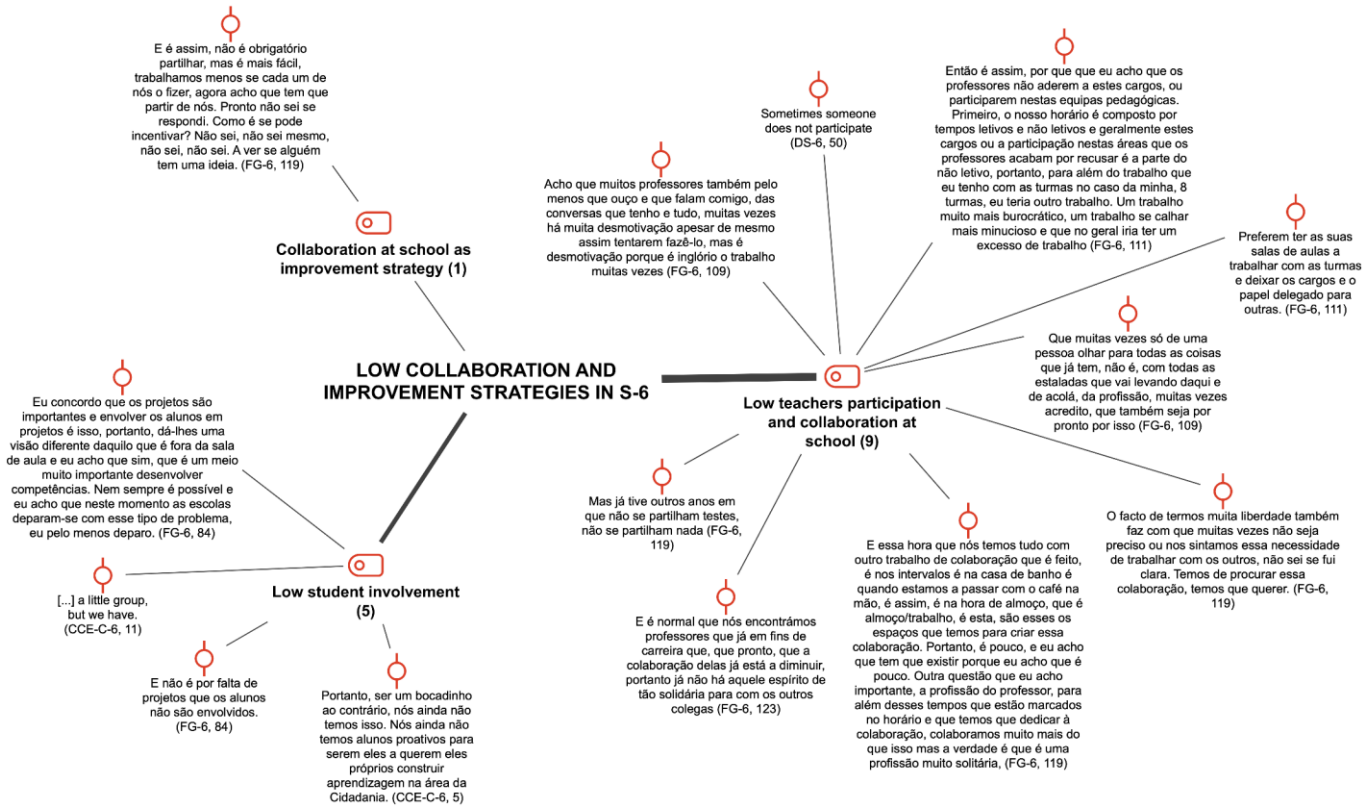


Figure 201: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-6. Map created with MaxMap (MAXQDA 2024).

> nós conseguimos quase trabalhar sem colaborar com os outros, quase, nós temos de liberdade dentro dos programas e das competências para pensarmos na nossa aula e definirmos o que queremos fazer naquela aula e eu acho que temos muita Liberdade, o facto de termos muita liberdade também faz com que muitas vezes não seja preciso ou nos sintamos essa necessidade de trabalhar com os outros, não sei se fui clara. Temos de procurar essa colaboração, temos que querer». (FG-6, Pos. 119, Speaker: T-42)

Thus, teachers struggle to balance the workload associated with school projects with their limited time and the increasing bureaucratic demands imposed by the educational system. Frustration with the lack of time thus emerges, despite teachers' good will to participate in projects that could enrich students' educational experience; this is compounded by difficulties in collaborating with colleagues due to ministerial structures and directives that distract teachers from more important tasks (T-43, FG-6, Pos. 84).

> «Mas eu quero chamar à atenção para uma questão dos professores, que nos afeta enquanto professores, que é a falta de tempo, nós temos, eu vou falar da minha experiência. Eu tenho neste momento 8 turmas que englobam alunos do terceiro ciclo e ensino secundário, portanto é um bico de obra se eu vou trabalhar em cada uma destas turmas, se eu entro em todos os projetos. E a disciplina tem uma carga horária reduzida, portanto eu tenho os alunos uma vez por semana, portanto eu deparo-me com esta falta d e tempo por muito boa vontade que eu tenha para trabalhar projetos, integrar equipas de projetos na escola, deparo-me com este problema que é grave, que é a falta de tempo, o excesso de burocracia que têm as escolas que já nos desviam tempo e energia para aquilo que é essencial para o acessório, portanto essa é uma parte importante. E quando eu falo nisto, eu falo também na cooperação entre os pares, portanto, eu falei na minha experiência, portanto tenho 8 turmas, a minha situação é igual de muitos outros na escola, se calhar a grande maioria. Portanto, esta cooperação do professor que se cria mais evidente, que se cria mais presente, não acontece por culpa dos professores, mas por culpa dessas estruturas, daquilo, das ordens que vêm das orientações que vêm do ministério e que as escolas se vêm obrigadas a seguir». (FG-6, Pos. 84, Speaker: T-43)

Additionally, there are teachers at the end of their careers, whose collaborative and participatory spirit is diminishing (T-43, FG-6, Pos. 123).

While collaboration is something to pay more attention to because it allows for better work when shared, no suggestions emerged on how such a collaborative climate can be supported (T-42, FG-6, Pos. 119).

Collaboration also extends to non-teaching staff, who assist teachers in supervising students (CP-C-6, CCE-C-6_interview 6, Pos. 166).

S-6 also encourages students to collaborate in defining some activities, like the *Hora do Tacho* (CP-C-6, CCE-C-6_interview, Pos. 138; DS-6, Pos. 85) and *O mar começa aqui* projects (CCE-C-6, Pos. 32). However, although there is a small group of students who actively participate (CCE-C-6, Pos. 11), their involvement remains limited, in part because, according to teachers, they are not sufficiently proactive in constructing their learning, specifically on *Cidadania e Desenvolvimento* (CP-C-6, CCE-C-6_interview,

Pos. 5). Therefore, the problem extends beyond the existence of projects designed to enhance students' competences, as it also encompasses the practical challenges of engaging them in these activities (T-43, FG-6, Pos. 84).

13.3.2 Decision-making process in S-6

The decision-making process that characterizes S-6 reflects the strict division into committees and working groups that defines the collaborative climate among teachers. Collegiality in decision-making is indeed a crucial element that ensures the inclusion of all voices in the school.

The two main collegial bodies in the school are the General Council and the Pedagogical Council, which play different but complementary roles. The General Council includes representatives of teachers, students, parents, non-teaching staff, and members of the Ministry (DS-6, Pos. 62; CP-C-6, CCE-C-6_interview, Pos. 131). According to the regulations, the principal also attends General Council meetings but has no right to vote (CP-C-6, CCE-C-6_interview, Pos. 131). The Pedagogical Council (DS-6, Pos. 62-101; CP-C-6, CCE-C-6_interview, Pos. 107-169) discusses strategic issues related to teaching, such as curriculum organization, teaching methodologies, and general pedagogical guidelines. The Pedagogical Council does not make all school-related decisions autonomously, as some decisions stem from the implementation of laws or Ministry directives (DS-6, Pos. 64).

Therefore, the decision-making organizational structure resembles a pyramid, with the working groups of disciplines at its base. These groups are responsible for reporting to their intermediaries, and ultimately, the Pedagogical Council receives and deliberates upon their reports. The General Council is located above the Pedagogical Council (CP-C-6, CCE-C-6_interview, Pos. 107-134).

In addition to these two collegial bodies, there is the Administrative Management Team (DS-6, Pos. 101), the presidency of the school, composed of five members, namely the principal, vice principal, and three other members. This team is responsible for defining the school's organization, including the calendar and class composition (DS-6, Pos. 10). Decisions made within this group are no longer solely the principal's, but equally shared among its members (DS-6, Pos. 103).

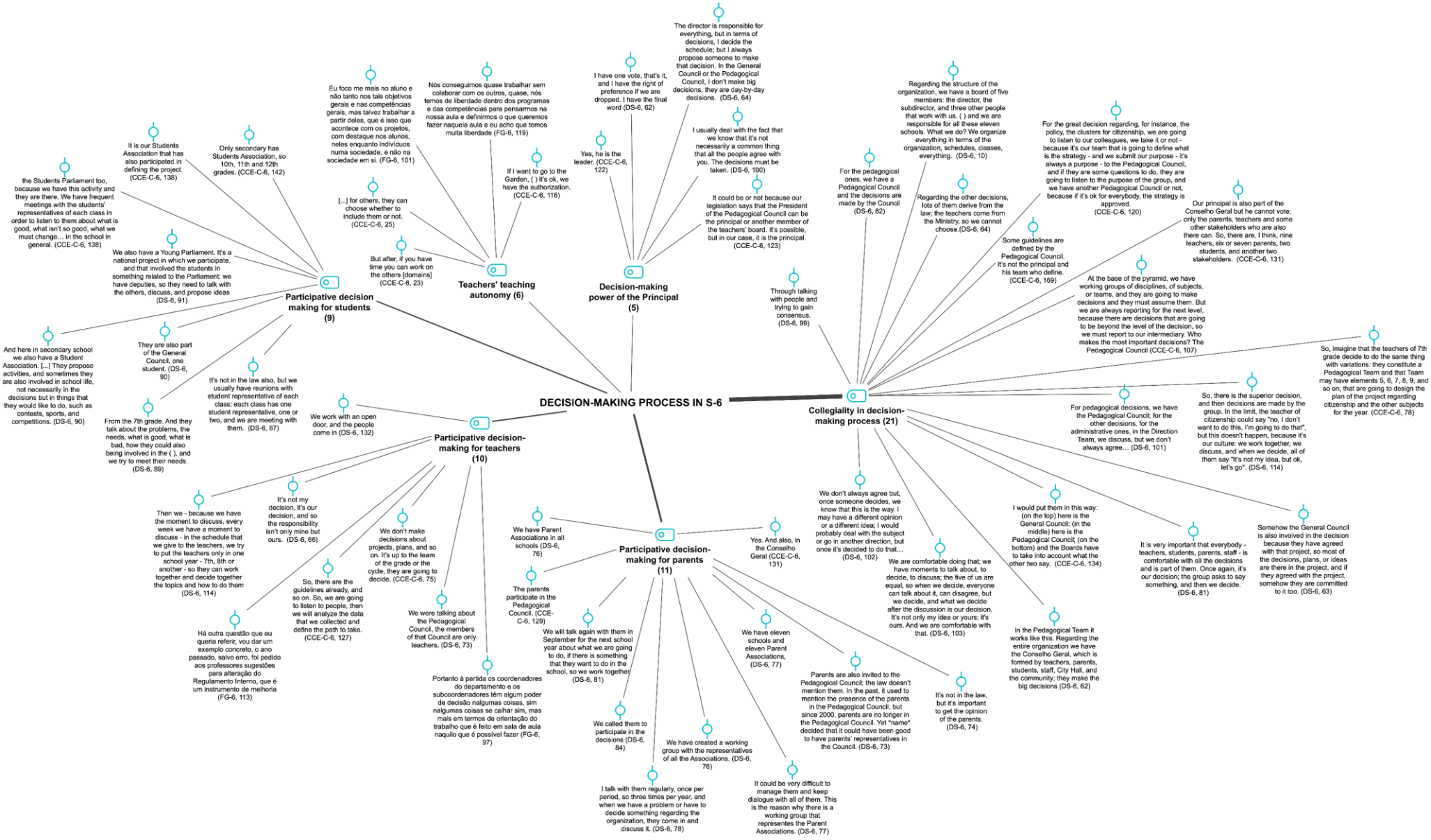


Figure 202: Single-case model related to the decision-making process in S-6. Map created with MaxMap (MAXQDA 2024).

The decision-making process is based on the discussion and participation of different members. For instance, when defining the strategy of citizenship education at the school level, coordinators open a space for dialogue, allowing each member to voice their opinion. After gathering colleagues' opinions, they present the proposal to the Pedagogical Council for evaluation and deliberation (CP-C-6, CCE-C-6_interview 6, Pos. 120); the principal presides over the Pedagogical Council (CP-C-6, CCE-C-6_interview, Pos. 123) and it is up to him to make the final decision (DS-6, Pos. 62) even if not everyone agrees with it (VDS-6, DS-6_interview, Pos. 100). After the Pedagogical Council has established school-level guidelines, teachers can come together to plan activities, forming the discipline-specific pedagogical team for each school grade (CP-C-6, CCE-C-6_interview, Pos. 78).

All members of the school engage in discussions to share the decisions made (DS-6, Pos. 81-99). However, the principal affirms that the core group may need to make «superior decisions» even in the absence of consensus (VDS-6, DS-6_interview, Pos. 102). Nevertheless, he asserts that dialogue often precedes decision-making, leading to everyone adhering to the final decision (DS-6, Pos. 114). The coordinator of the Pedagogical Council, who stated that sometimes it is necessary to make a mandatory decision even if it does not meet the favorable opinion of all the teams (CP-C-6, CCE-C-6_interview, Pos. 146), reinforced this concept. As a result, what is then established in college meetings becomes mandatory for everyone in the school, despite the fact that teachers wanted to contest it (CCE-C-6, Pos. 107).

In S-6, teachers' participation in decision-making has both positive and negative aspects. Teachers perceive a deficiency in genuine decision-making authority within the school, for example, for program design (T-43, FG-6, Pos. 93-95), as well as a lack of attentiveness from the Council of Class Directors, the Pedagogical Council, and the regular meetings. Consequently, they struggle to explore and execute proposed ideas, even when they have the potential to benefit students, possibly due to apprehension about systemic changes (T-42, FG-6, Pos. 99).

> «Não temos grande poder de decisão e acho que realmente as escolas. A escola também não é só o ministério deviam nos ouvir mais porque nós temos por exemplo, estou a pensar Conselho dos Diretores de Turma, estou a pensar em Pedagógico estou a pensar em reuniões que são feitas com alguma regularidade em que também são dadas sugestões, eu estou a ser sincera espero que não me crucifiquem, mas é que muitas vezes é dito "ah isto é uma excelente ideia, mas não se pode", "não se pode por quê?" Se beneficia os alunos, se os alunos se vão sentir melhor, se pode haver mais sucesso, por que não experimentar? E muitas vezes há ali um travão, acho que a mudança é sempre assustadora para todos, mas nós somos agentes de mudança, é esse o nosso papel, estamos aqui para que as coisas melhorem, portanto é esperar que melhorem». (FG-6, Pos. 99, Speaker: T-42)

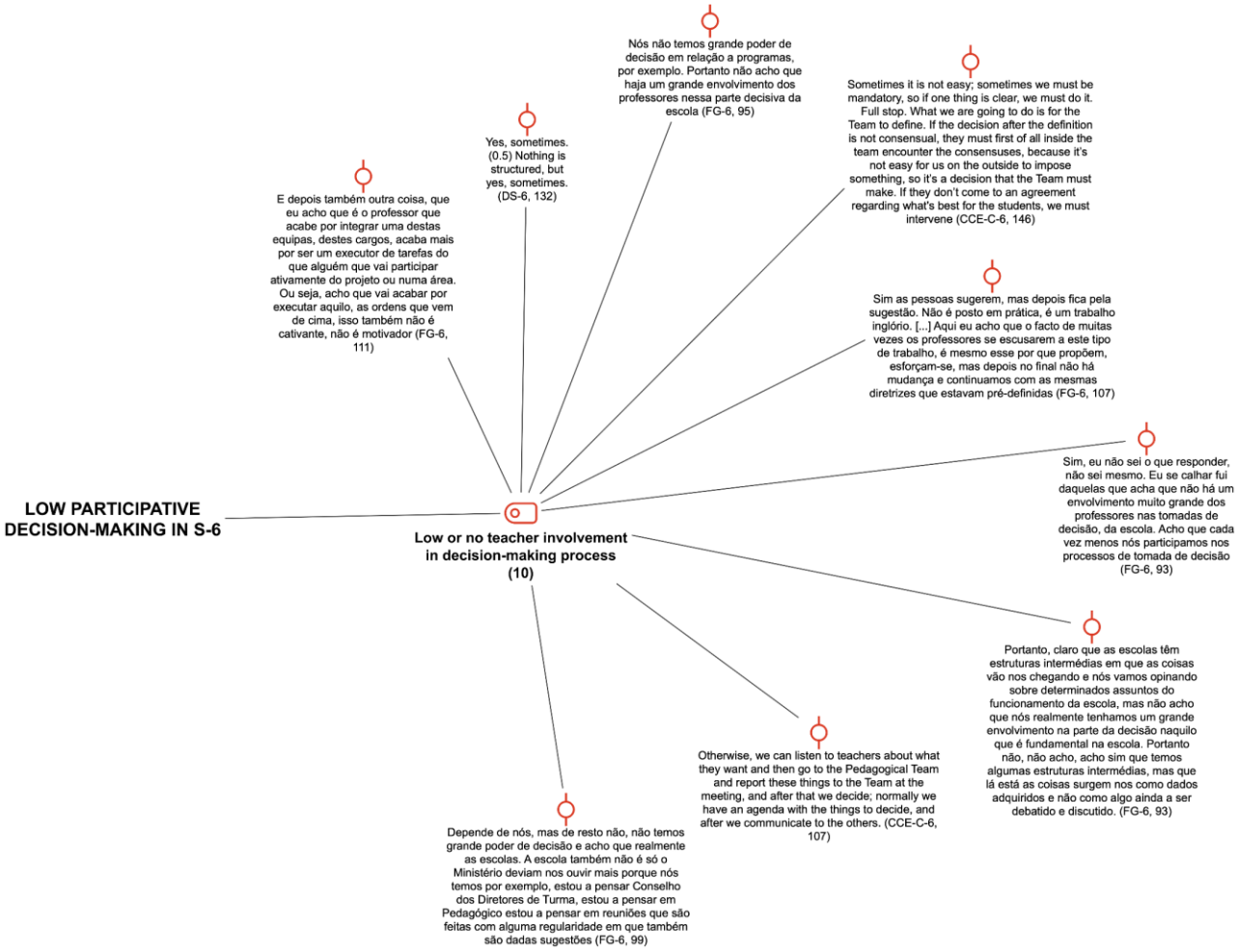


Figure 203: Single-case model related to low participation in decision-making process in S-6. Map created with MaxMap (MAXQDA 2024).

Despite teachers' suggestions for improvements, they remain unimplemented, resembling an «inglorious undertaking». This issue is linked to the teachers' limited involvement in the school's organizational life, which in turn affects decision-making. In spite of teachers' efforts to participate and propose changes, the school continues to follow the same predefined guidelines (T-45, FG-6, Pos. 107).

Despite the existence of intermediate structures designed to encourage teachers' participation in decision-making, these structures fail to include fundamental aspects of the school, which teachers perceive as predetermined and not subject to discussion and debate. However, teachers do not blame this situation on the individual school, but rather on the rigidity of the national regulations that originate from the Ministry. These regulations come to the schools as given and must be applied accordingly (T-43, FG-6, Pos. 93).

> «Eu se calhar fui daquelas que acha que não há um envolvimento muito grande dos professores nas tomadas de decisão, da escola. Acho que cada vez menos nós participamos nos processos de tomada de decisão, não é culpa desta escola, deste agrupamento em particular, mas tem a ver com as diretrizes que vêm do Ministério, portanto as coisas já nos chegam como dados adquiridos e, portanto, nós não participamos na discussão ou na

> decisão de as implementarmos ou não. Portanto, claro que as escolas têm estruturas intermédias em que as coisas vão nos chegando e nós vamos opinando sobre determinados assuntos do funcionamento da escola, mas não acho que nós realmente tenhamos um grande envolvimento na parte da decisão naquilo que é fundamental na escola. Portanto não, não acho, acho sim que temos algumas estruturas intermédias, mas que lá está as coisas surgem nos como dados adquiridos e não como algo ainda a ser debatido e discutido». (FG-6, Pos. 93, Speaker: T-43)

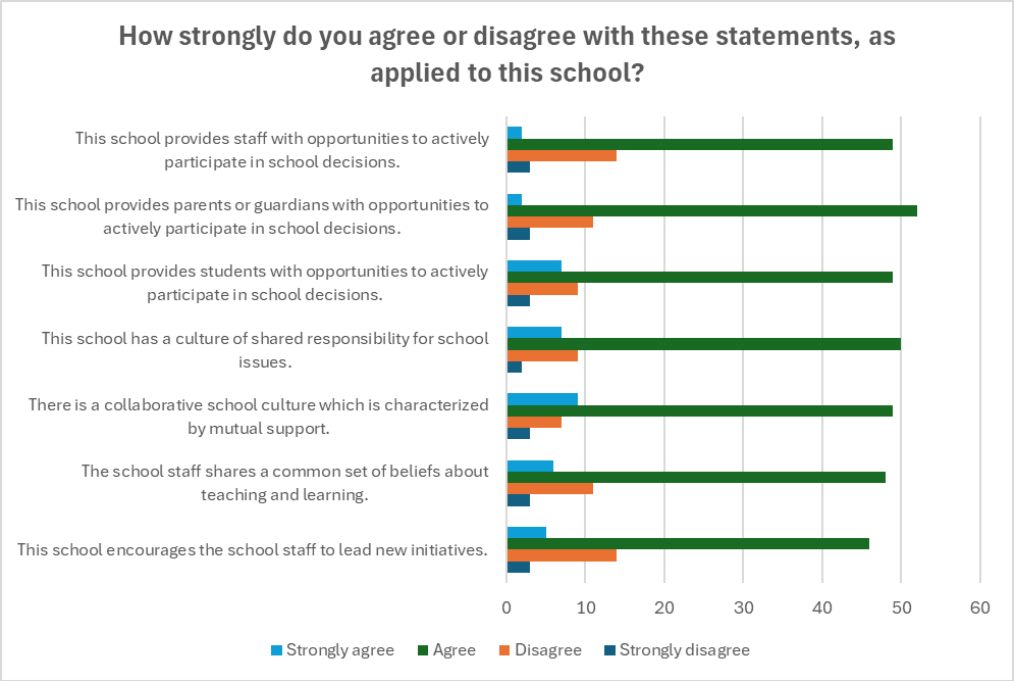
Added to this is the fact that often the teacher who takes on organizational-managerial roles becomes more «an executor of tasks» than someone who actively participates in the project or an area, thus ending up solely applying orders that come from above (T-43, FG-6, Pos. 111).

As far as parents are concerned, they participate in the decision-making process both through the presence of one of their representatives on the General Council (DS-6, Pos. 76; CP-C-6, CCE-C-6_interview, Pos. 131), provided for in the regulations, and through the presence of a Parental Associations in each building of school grouping. Specifically, considering the size of the agglomeration, the school established a working group per building to facilitate communication with the associations (DS-6, Pos. 76; VDS-6, DS-6_interview, Pos. 77). In addition, three times a year, the principal meets with representatives of these associations (DS-6, Pos. 78-81).

Parents are also invited to take part in the Pedagogical Council, whose participation is not provided for in the relevant regulations (VDS-6, DS-6_interview, Pos. 73; DS-6, Pos. 74; CP-C-6, CCE-C-6_interview, Pos. 129).

As for students, they participate in decision-making in several ways. Firstly, the upper secondary school has a Student Association that engages in project definition (CP-C-6, CCE-C-6_interview, Pos. 138-142; VDS-6, DS-6_interview, Pos. 90); there is no Student Association for younger students because it is not provided for in the national regulations (CP-C-6, CCE-C-6_interview, Pos. 142). For younger students, the Student Parliament – a result of a national project – comprises student representatives. These representatives frequently convene with teachers to share their insights on effective practices and areas for improvement (CP-C-6, CCE-C-6_interview, Pos. 138; DS-6, Pos. 91). The same student representatives also meet with the principal (DS-6, Pos. 87-89).

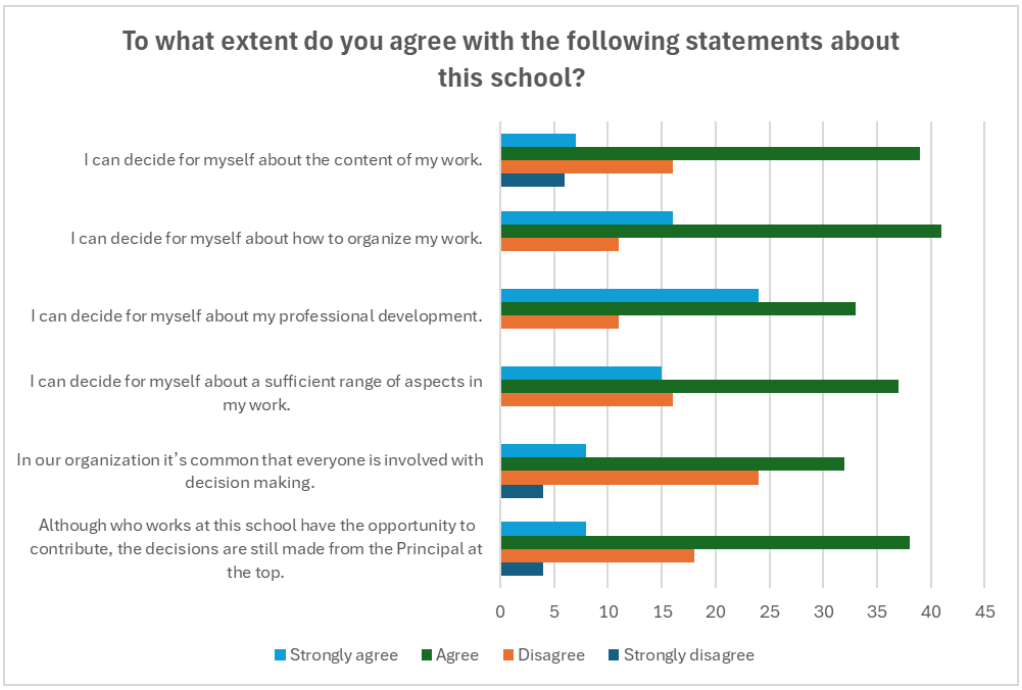
Despite the variable data that emerged in the interviews and FG, the questionnaire results regarding stakeholder participation in school (T3STAKE) show moderately positive levels of participation. The descriptive statistics revealed an average score of 19.9 (SD = 3.48), with a wide range from a minimum score of 7.00 to a maximum score of 28.0 (Figure 204). These data suggest the existence of different perceptions, though they are moderately positive.



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	68	0	19.9	0.422	21.0	3.48	7.00	28.0

Figure 204: Participation among stakeholders (T3STAKE) in S-6 (N=68).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_DLPDM	68	0	16.9	0.328	17.0	2.71	11.0	24.0

Figure 205: Decision-making process (T_DLPDM) in S-6 (N=68).

The situation differs when it comes to teachers' perceptions of their participation in decision-making processes (T_DLPDM), as a moderate group of teachers expressed disagreement with the existence of a climate of involvement in decision-making (item e). In addition, most of the teachers answering to the questionnaire agreed that, although the school community has the opportunity to express its opinions, the one who decides is the principal (item f). The T_DLPDM scale recorded moderately positive results, with an average of 16.9 (SD = 2.71), maintaining variability in scores (Figure 205).

By performing a more in-depth analysis of the items that make up the scale, we can determine the levels of teacher autonomy present in S-6. Specifically, the data show varying levels of autonomy, recording averages between 2.69 and 3.19. Teachers perceive that they have greater autonomy over their professional development (DLTQ20C) and the organization of their work (DLTQ20B), which recorded averages of 3.19 (SD =.697) and 3.07 (SD =.630); the lowest levels of perceived autonomy relate to choice over the content of their work (DLTQ20A), which obtained averages of 2.69 (SD =.778). In addition, they perceive a moderate level of autonomy for other aspects of their work (DLTQ20D) (Table 100).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
DLTQ20A	68	0	2.69	0.0943	3.00	0.778	1	4
DLTQ20B	68	0	3.07	0.0765	3.00	0.630	2	4
DLTQ20C	68	0	3.19	0.0845	3.00	0.697	2	4
DLTQ20D	68	0	2.99	0.0825	3.00	0.680	2	4

Table 100: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' decision-making autonomy in S-6 (N=68).

Due to the rigidity of the Ministry's regulations, which we discussed earlier (T-43, FG-6, Pos. 93), teachers perceive little autonomy in choosing the content of their work and feel they have little decision-making power. An example is provided by the definition of mandatory citizenship domains, or nationally defined curriculum content, which reduces the time available for teachers to develop other projects or activities. As a result, their teaching autonomy in choosing which activities to carry out is limited, as they must adhere to what the regulations stipulate (T-43, FG-6, Pos. 95). Implementing national-level provided content makes it challenging to tailor it to the unique school context and the diverse educational needs of individual students. When teachers try to deviate from

the ministerial line to meet the needs of students, they often fail to retrieve the mandatory elements, thus creating a problematic situation (T-45, FG-6, Pos. 101).

> «Só uma pequena sugestão, que sai ficar só aqui entre nós eu sei perfeitamente, mas por exemplo claro que há diretrizes gerais, que têm que ser claro, porque nós fazemos parte de um país em que depois os alunos são avaliados por uma norma. No entanto eu acho que devia haver uma que embora devêssemos cumprir os bem-ditos programas, mas à parte disso haver ali uma margem e termos mais tempo e haver ali um tempo disponível para adequarmos estas aprendizagens ao contexto e ao tipo de alunos com que trabalhamos. Porque trabalharmos com alunos de zonas socioeconómicas altas é muito diferente do que trabalhar com alunos socioeconómicas mais baixas, atendendo as próprias competências que eles pretendem desenvolver, aos gostos, aos interesses, e não conseguimos fazer isto porque temos que seguir aquela linha, e quando tentamos fugir um bocadinho depois já não temos tempo para recuperar. Mas eu acho que devia ser pensado um bocadinho isso». (FG-6, Pos. 101, Speaker: T-45)

Additionally, teachers' instructional work is monitored within the school by the sub-coordinator of discipline groups, who is in turn monitored by the department coordinator, who in turn reports directly to the principal (CP-C-6, CCE-C-6_interview, Pos. 103). In addition, the teaching activities or projects to be implemented must first be submitted to the Pedagogical Council (CP-C-6, CCE-C-6_interview, Pos. 14) and then authorized by the principal (CCE-C-6, Pos. 116).

Thus, the teachers' teaching work operates within the regulations established at the school level (T-42, FG-6, Pos. 119), which stem from the application of national regulations. In this context, the principal and coordinators supervise the teachers' work (DS-6, Pos. 16). In turn, the principal is subject to such supervision by the General Council (DS-6, Pos. 64).

Related to teacher autonomy is the teachers' perceived sense of self-efficacy, measured by the T3SELF multidimensional scale. Despite varying levels of autonomy, the questionnaire results show good levels of self-efficacy, with an average of 40.0 (SD = 5.55) (Table 101).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	68	0	40.0	0.674	40.0	5.55	27.00	52.0
T3SEENG	68	0	11.8	0.283	12.0	2.33	7.00	16.0
T3SEINS	68	0	13.0	0.221	13.0	1.82	9.00	16.0
T3SECLS	68	0	12.2	0.256	12.0	2.11	8.00	16.0

Table 101: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-6 (N=68).

However, Figure 206 shows scattered scores with peaks ranging from 34 to 42. The analysis of its subscales shows higher levels of teachers' sense of self-efficacy with regard to classroom teaching (T3SEINS) and classroom management (T3SECLS), recording averages of 13.0 (SD = 1.82) and 12.2 (SD = 2.11), respectively, while lowering for student engagement (T3SEENG).

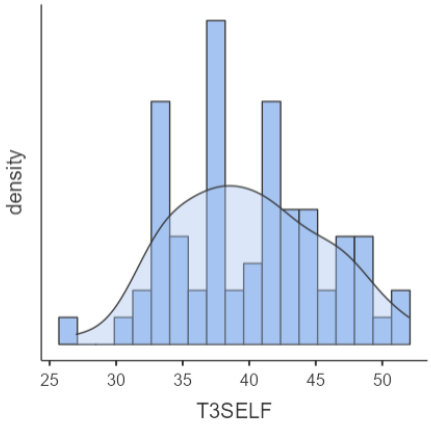


Figure 206: Density plot related to T3SELF in S-6.

13.3.3 Self-evaluation and monitoring process in S-6

The S-6 evaluation process involves a variety of stakeholders in the school community. The body in charge of monitoring and evaluation is the *Monitorização interna do resultados académicos* team (DS-6, Pos. 123), which analyzes the learning progress of students, the projects implemented in the school, and the work of teachers (VDS-6, DS-6_interview, Pos. 120; DS-6, Pos. 125; CP-C-6, CCE-C-6_interview, Pos. 35).

In addition to student assessment, questionnaires are used in *Cidadania e Desenvolvimento* to gather feedback on the activities conducted; these questionnaires

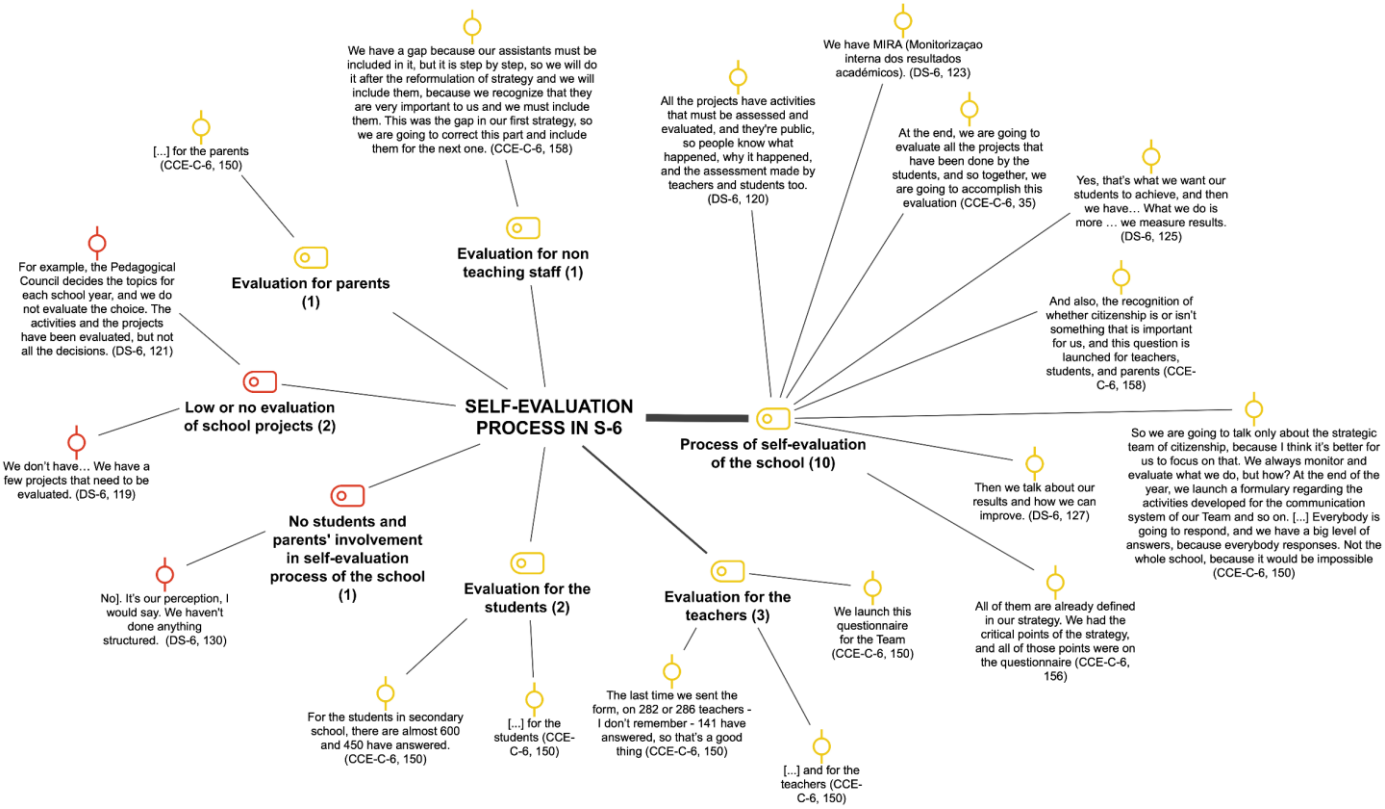


Figure 207: Single-case model related to process of self-evaluation in S-6. Map created with MaxMap (MAXQDA 2024).

focus on the critical issues that surfaced from previous self-evaluation reports, as outlined in the EECE (CP-C-6, CCE-C-6_interview, Pos. 156). The school community as a whole, including teachers, parents, and students, receives these satisfaction questionnaires. The last questionnaire collected 141 responses from teachers and 450 from students (CP-C-6, CCE-C-6_interview, Pos. 150). The school appears to be missing a questionnaire for non-teaching staff, but is currently preparing one in accordance with the new strategy to ensure their inclusion (CP-C-6, CCE-C-6_interview, Pos. 158).

Monitoring and evaluation affect only the projects and activities developed; they do not address organizational choices, for example (DS-6, Pos. 119-121). With the exception of those on citizenship education, there is a lack of student and parent satisfaction questionnaires in school, so evaluative considerations on the organizational choices made are purely the result of working groups and management perceptions (DS-6, Pos. 130).

13.4 School governance in S-7

13.4.1 Collaboration among school community in S-7

As with the two schools described so far, collaboration in S-7 is multi-layered and involves students, teaching and non-teaching staff, and the principal, thus creating a dynamic and complex context.

Firstly, the organizational level embodies the collaborative climate through task division and responsibility sharing. One of the main aspects is the creation of working groups, starting with collegial bodies such as the Pedagogical Council, with tasks related to teaching activities.

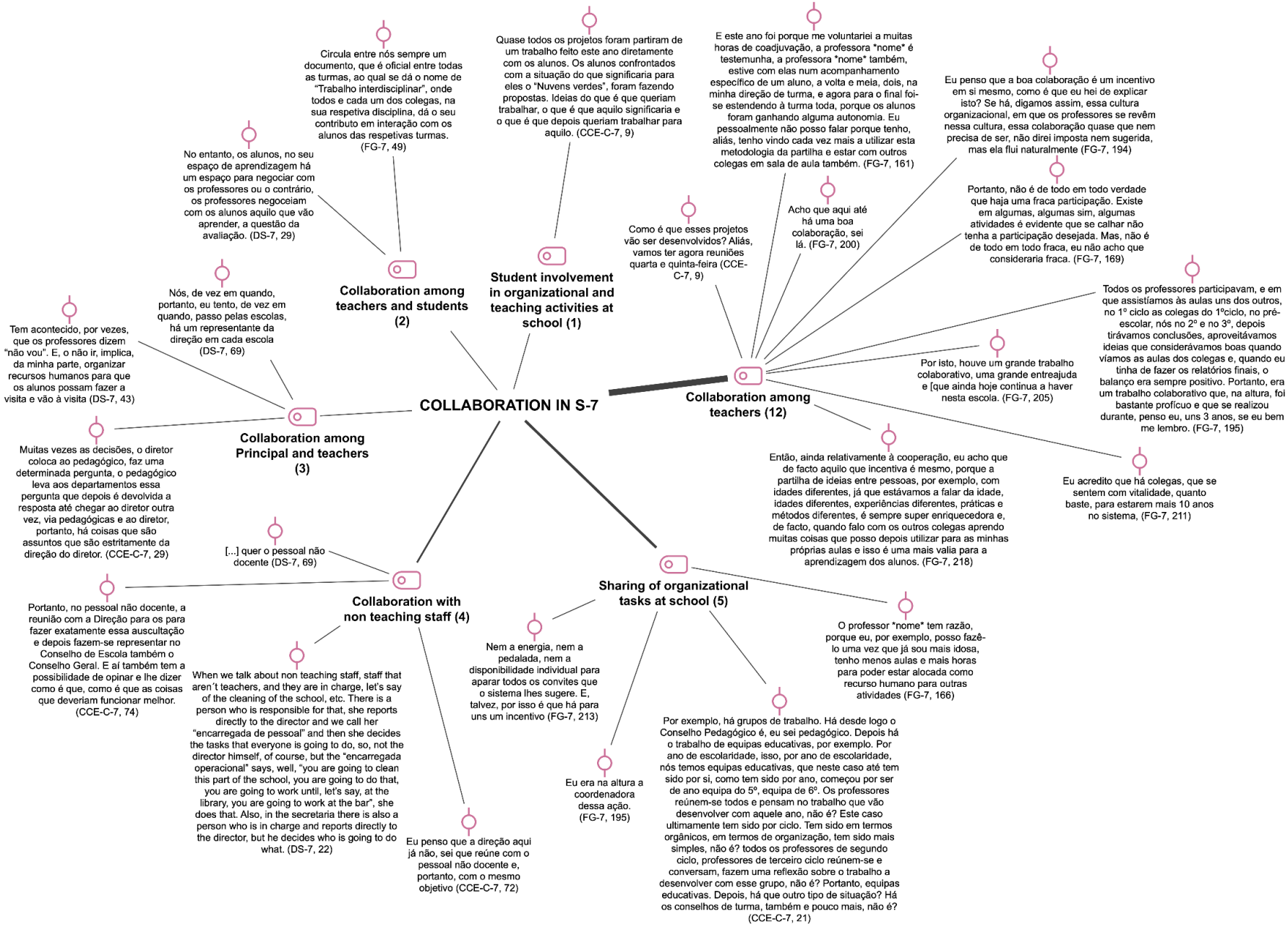


Figure 208: Single-case model related to the collaboration and distribution of tasks and roles in S-7. Map created with MaxMap (MAXQDA 2024).

Teachers structure the work in smaller working groups, known as educational teams, which are specific to each year of schooling. Recently, there has been a shift from division by school grade to division by cycle. Next are the specific class councils (CCE-C-7, Pos. 21). Despite this organization, one teacher points out the lack of individual energy and willingness on the part of colleagues to take on tasks that require coordination, indicating that without incentives, active participation can be difficult (T-46, FG-7, Pos. 213).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	29	0	13.6	0.558	14.0	3.01	8.00	20.0

Table 102: Descriptive statistics related to the teachers' cooperation in S-7 (N=29).

Despite this, the results of the questionnaire regarding teachers' perceptions of their participation in school (T_TCHPRT) are moderately positive, registering an average of 13.6 (SD = 3.01), although they show variability in the responses (Table 102). This dispersion is visible in the graph, where it appears that most teachers score around 10-15, indicating a medium-high level of participation in school; despite this, some perceive a low level (8) and others perceive a higher level of involvement (20) (Figure 209).

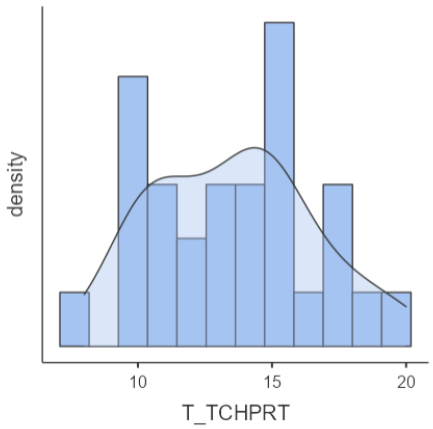


Figure 209: Density plot related to T_TCHPRT in S-7.

These working bodies structure formal and informal moments of collaboration among teachers. In many cases, collaboration occurs naturally and spontaneously, with teachers sharing ideas, methodologies, and practices. Thus, the school's organizational culture incorporates good collaboration as an incentive and a natural occurrence, rather than imposing it (T-51, FG-7, Pos. 194). An example of this is a teacher's willingness to dedicate a co-presence hour to work with a colleague on a specific student case (T-47, FG-7, Pos. 161).

The possibility of participating in joint activities in the classroom, such as mutual observation of lessons, reveals collaboration among teachers and enables them to draw conclusions and apply new ideas in their work (T-47, FG-7, Pos. 195). As a result, the importance of dialogue and discussion among teachers became apparent. Meetings and discussions provided teachers with the chance to exchange experiences and contemplate

on effective practices and strategies for their lessons, thereby fostering collective professional growth and enhancing student learning (T-49, FG-7, Pos. 218).

However, the levels of collaboration and participation are not uniform and constant, but rather vary based on various factors such as an individual's energy and availability as their career progresses (T-46, FG-7, Pos. 207-211-216) and the conflicting situations Portuguese teachers encounter with the Ministry of Education[118] (T-46, FG-7, Pos. 213).

In accordance with the findings, the results on teacher collaboration at school (T3COOP) show some variability in the responses. While the mean of 29.0 (SD = 7.49) indicates moderately positive levels of participation, the standard deviation and range of scores suggest the presence of teachers who perceive both higher and lower levels of collaboration, with scores ranging from a minimum of 16 to a maximum of 45 (Table 103), as shown in the density plot (Figure 210).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	29	0	29.0	1.390	28.0	7.49	16.00	45.0
T3COLES	29	0	12.1	0.815	11.0	4.39	5.00	23.0
T3EXCH	29	0	16.8	0.774	17.0	4.17	9.00	24.0

Table 103: Descriptive statistics related to the teachers' cooperation in S-7 (N=29).

Analyzing the results of the two subscales, it appears that collaboration is greater when it refers to exchange and coordination (T3EXCH), with an average of 16.8 (SD = 4.17); it decreases when it refers to collaboration in lessons (T3COLES), with an average of 12.1 (SD = 4.39). However, this finding contradicts the FG, where teachers assert that class co-presence fosters collaboration (T-47, FG-7, Pos. 161-195). It could be concluded that the latter is not a common practice throughout the school but is left to personal willingness and availability.

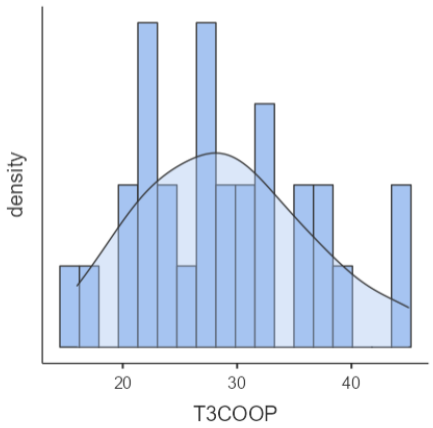


Figure 210: Density plot related to T3COOP in S-7.

[118] In the years 2022-2023, the main trade union organization FENPROF (*Federação Nacional dos Professores*) called days of strike, complaining about the obvious shortage of teachers, and presented concrete proposals to the Ministry of Education to solve the problem, aiming at the development of the teaching career, improvement of weekly working hours and working conditions, as well as combating precariousness, competitions, rejuvenation of the profession, and retirement. Available at: https://www.fenprof.pt/pre-avisos-de-greve-as-horas-extraordinarias-1-o-periodo-2022-23. Accessed 2 September 2024.

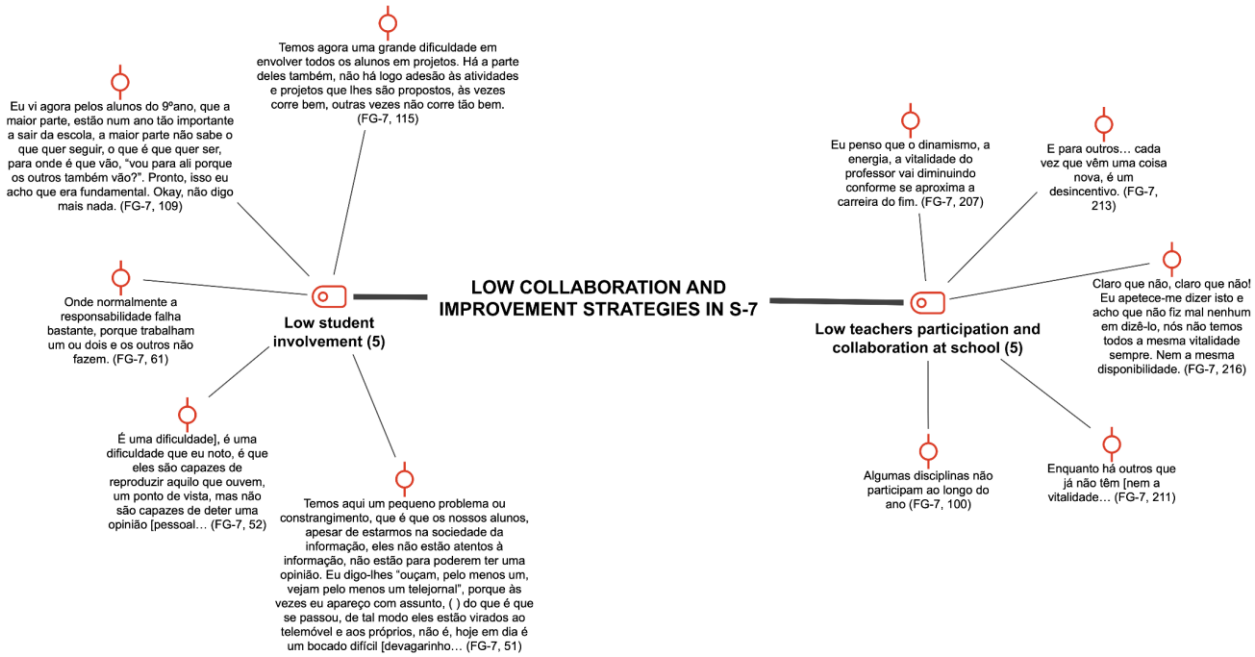


Figure 211: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-7. Map created with MaxMap (MAXQDA 2024).

With regard to collaboration with members of the non-teaching staff, it follows a hierarchical structure. A coordinator assigns tasks to the members of non-teaching staff and reports directly to the principal, who retains the power to direct the work (DS-7, Pos. 22). There are non-teaching staff representatives on the School Council and the General Council, where they have the opportunity to make suggestions (CCE-C-7, Pos. 74).

As for student collaboration and involvement, it manifests itself through their participation in shared interdisciplinary projects, described in the document *Trabalho interdisciplinar* (T-46, FG-7, Pos. 49). Additionally, S-7 provides students with a space to negotiate topics and assessment methods with teachers (DS-7, Pos. 29), allowing them to actively participate in organizing their learning process. The choice of projects to work on further emphasizes student engagement, inviting them to discuss and generate ideas about what they want to explore and how they want to work (CCE-C-7, Pos. 9).

13.4.2 Decision-making process in S-7

The decision-making process has its highest expression in the presence of the collegial groups provided for by Portuguese regulations. So, the main bodies are the General Council, the Pedagogical Council, and the Administrative Council (DS-7, Pos. 9-27-29); in addition to these, there is the governing body – the presidency – which consists of the principal and three assistant teachers (T-46, FG-7, Pos. 146). Below the Pedagogical

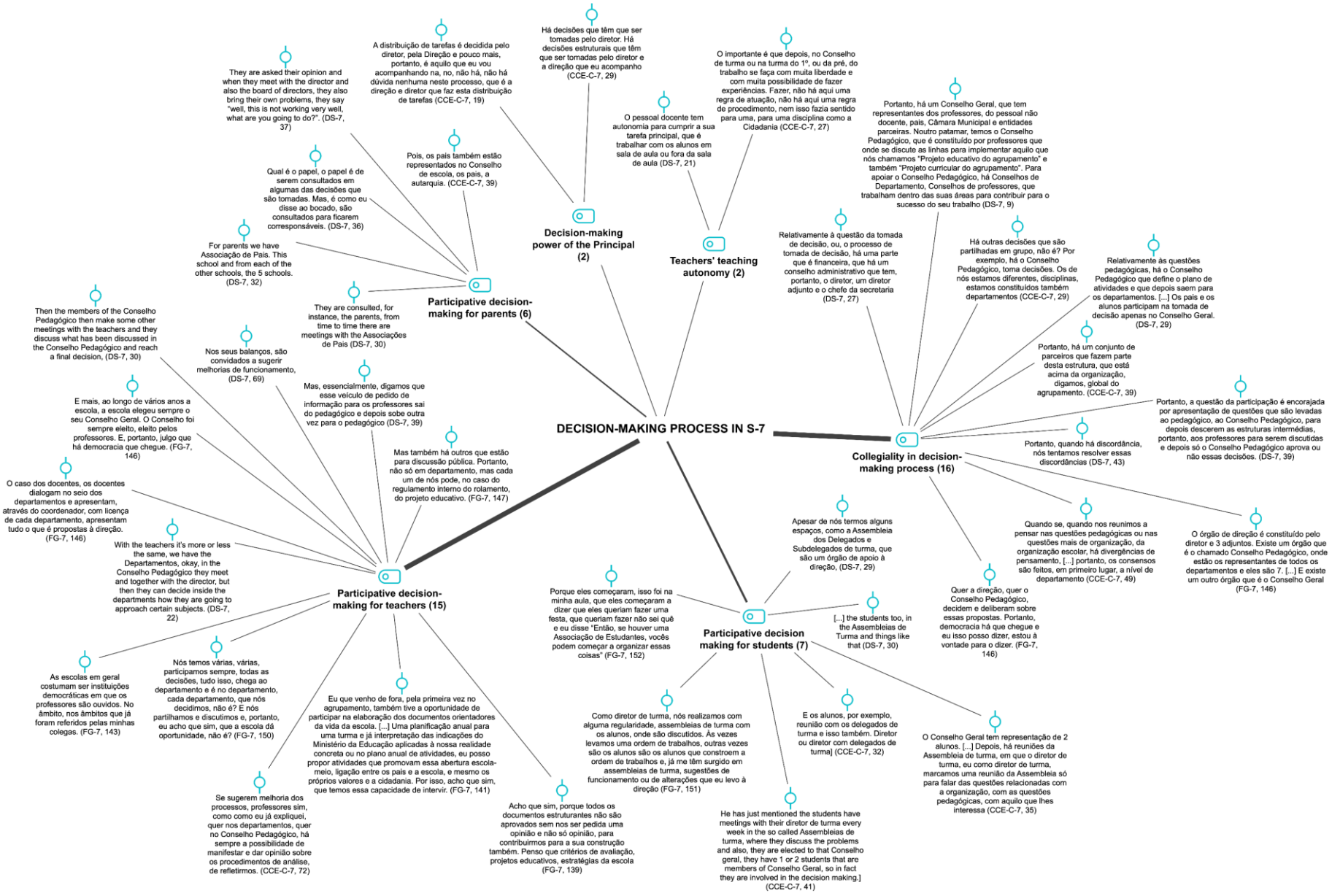


Figure 212: Single-case model related to the decision-making process in S-7. Map created with MaxMap (MAXQDA 2024).

Council are intermediate structures, such as Departmental Councils and Teacher Councils, which meet to implement what the Pedagogical Council decides (DS-7, Pos. 9-39; CCE-C-7, Pos. 29). According to teachers, the existence of these collegial boards, in which there is an opportunity for discussion, makes democratic functioning possible (CCE-C-7, Pos. 49; T-46, FG-7, Pos. 146). Additionally, the teachers elect the General Council, reinforcing the democratic nature of school governance (T-46, FG-7, Pos. 146).

The decision-making power of collegial bodies is accompanied by that of the principal, who is called upon to make certain structural decisions in the school (CCE-C-7, Pos. 29), such as distributing organizational roles to school staff (CCE-C-7, Pos. 19).

The school consults with its social partners, particularly the teachers, who can make proposals in the curricular Departments and the Pedagogical Council (DS-7, Pos. 22; CCE-C-7, Pos. 72; T-51, FG-7, Pos. 143; T-47, FG-7, Pos. 147; T-50, FG-7, Pos. 150). The department coordinator then submits these proposals to the principal (T-46, FG-7, Pos. 146). The teachers then have the opportunity to confront and discuss the decisions made by the Pedagogical Council members, before they return to the Council for the final deliberation (DS-7, Pos. 30-39). For example, teachers can participate in the structuring of the school's documents – as the Plan of Activities – by suggesting operational lines or proposals (T-47, FG-7, Pos. 139; T-49, FG-7, Pos. 141).

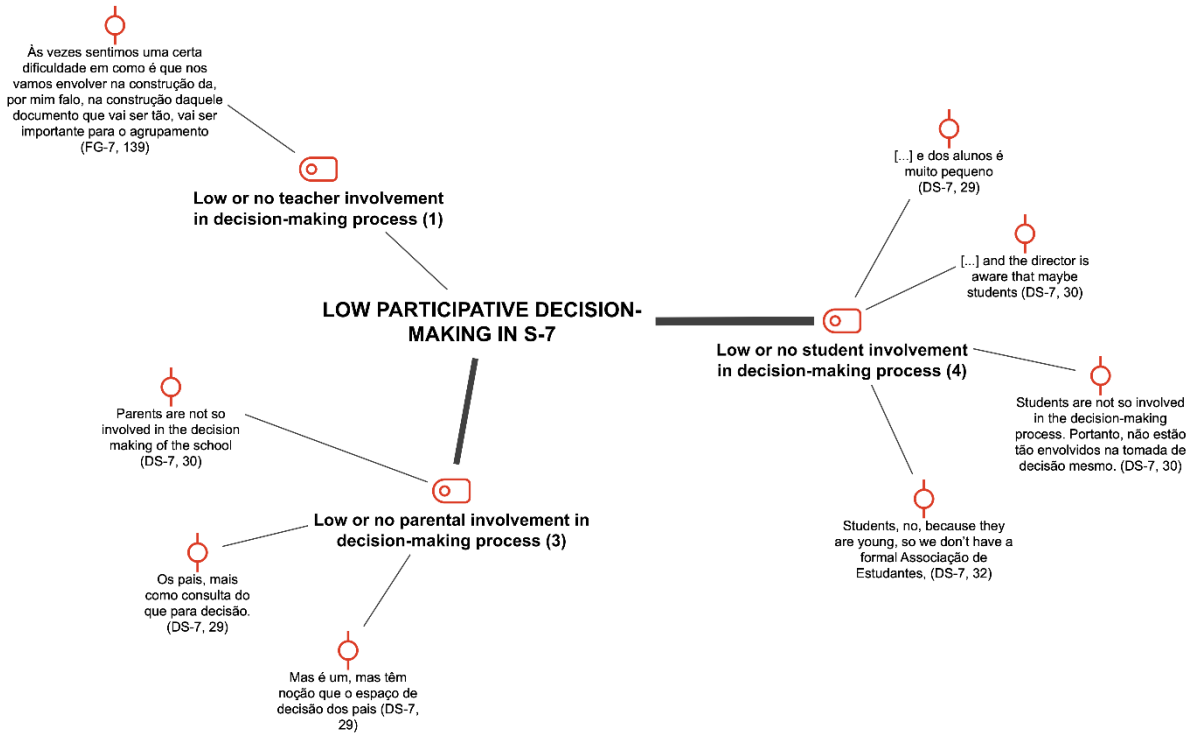


Figure 213: Single-case model related to the low collaboration and the promotion of collaboration as improvement strategy in S-7. Map created with MaxMap (MAXQDA 2024).

Despite efforts to encourage teachers' involvement, teachers occasionally report difficulties in the process of creating these documents (T-47, FG-7, Pos. 139). However, no further data is available to understand what this difficulty consists of.

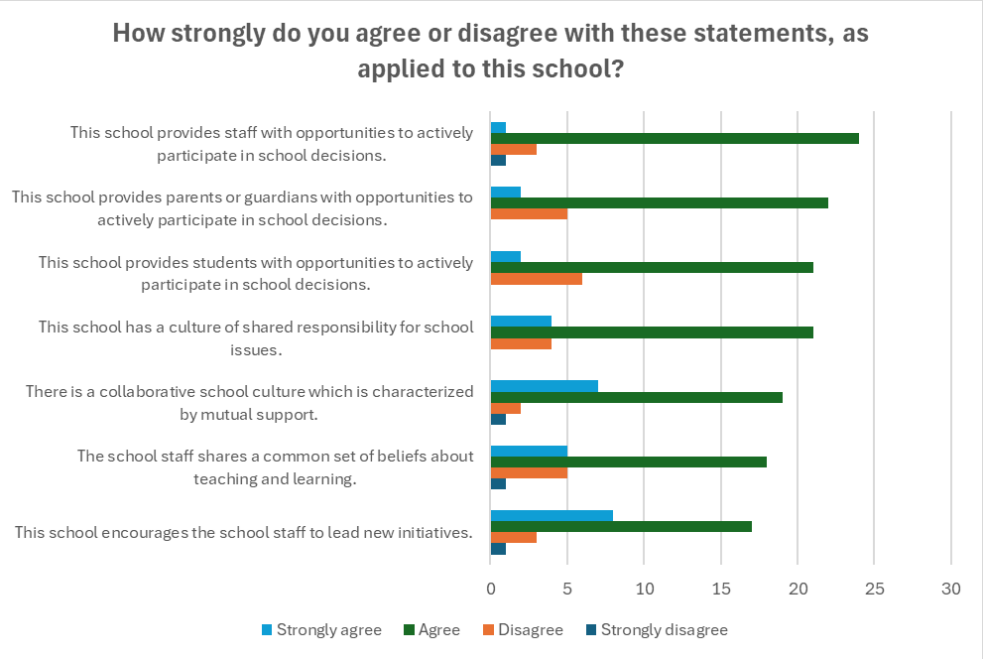
Parents are also involved in the decision-making process, primarily through a Parental Association in each school building (DS-7, Pos. 30-32). Additionally, the principal consults them in meetings, soliciting their opinions and suggestions (DS-7, Pos. 36). Despite this consultation, parents do not have an active role in the decision-making process (DS-7, Pos. 29-30).

Contrasting, however, are the data on student involvement. Students participate in class assemblies together with the class director/coordinator, where they have the opportunity to discuss relevant issues and present their suggestions (FG-7, Pos. 151; DS-7, Pos. 30; CCE-C-7, Pos. 35-41); in addition to these class assemblies, students have the opportunity to bring their opinions to the *Assembleia de delegados e subdelegados de turma*, which is a collegial body supporting the presidency (DS-7, Pos. 29). In addition, two of their representatives are present at the General Council (CCE-C-7, Pos. 35-41). Despite the opportunity to meet and make their proposals, the principal declared that students are not particularly involved in the decision-making process (DS-7, Pos. 29-30).

In addition to these assemblies, upper secondary students meet in the *Associação de Estudantes*, but this is not present for the other cycles because the students are considered too young (DS-7, Pos. 32).

The questionnaire revealed moderately positive teachers' perceptions of stakeholder involvement at school (T3STAKE), in line with previous descriptions. The T3STAKE scale scored an average of 20.8 (SD = 3.46), recording a fair dispersion of scores whose distribution ranges from a low of 10.0 to a high of 28.0 (Figure 214).

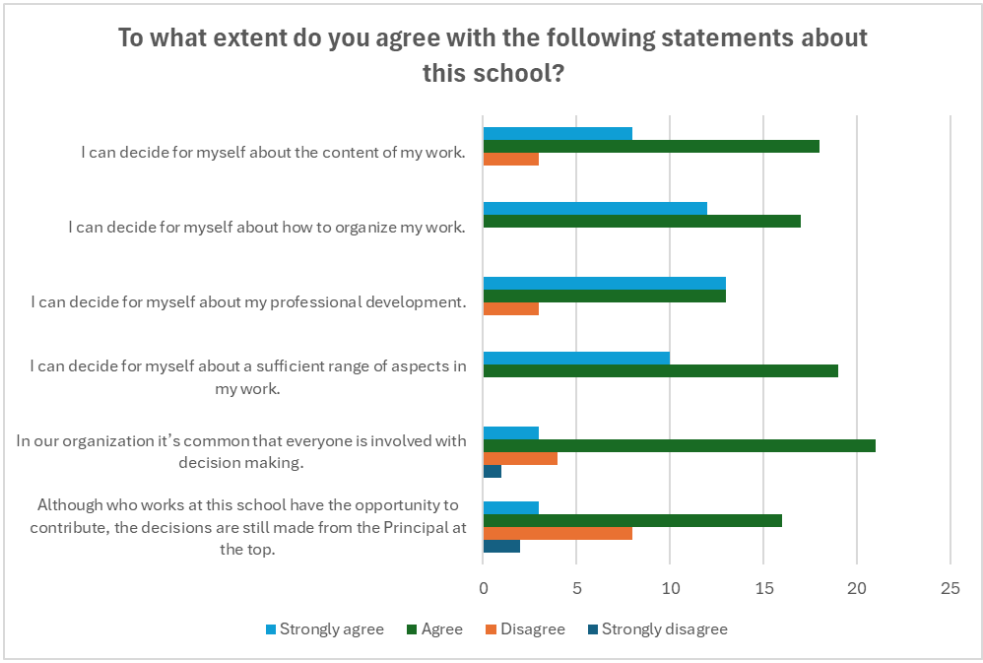
Teachers' perceptions of participation in decision-making processes (T_DLPDM) yielded positive results, with a mean score of 18.5 (SD = 2.75), while the results remained variable (Figure 215).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	29	0	20.8	0.643	21.0	3.46	10.0	28.0

Figure 214: Participation among stakeholders (T3STAKE) in S-7 (N=29).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_DLPDM	29	0	18.5	0.510	17.0	2.75	13.0	24.0

Figure 215: Decision-making process (T_DLPDM) in S-7 (N=29).

We can further analyze the T_DLPDM scale results by delineating the levels of teachers' autonomy in S-7. According to what emerged in the interviews, teacher autonomy is mainly present in the definition of their teaching activities, allowing them to work with students both in and out of the classroom (DS-7, Pos. 21). This autonomy manifests itself with freedom and flexibility in teaching methods, particularly during class councils, where teachers have the opportunity to experiment and adapt their educational practices without rigid rules, as in the case of teaching *Cidadania e Desenvolvimento* (CCE-C-7, Pos. 27).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
DLTQ20A	29	0	3.17	0.1117	3	0.602	2	4
DLTQ20B	29	0	3.41	0.0931	3	0.501	3	4
DLTQ20C	29	0	3.34	0.1243	3	0.670	2	4
DLTQ20D	29	0	3.34	0.0898	3	0.484	3	4

Table 104: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' decision-making autonomy in S-7 (N=29).

Descriptive statistics show that teachers perceive roughly equal levels of autonomy in all four areas analyzed. Specifically, we recorded the highest mean of 3.41 (SD =.501) for autonomy in the organization of their work (DLTQ20B), followed by autonomy in their professional development (DLTQ20C) and in other aspects (DLTQ20D); the results for autonomy in the content of their work (DLTQ20A) were slightly lower (Table 104). In addition, if we return to the graph (Figure 215), it appears that all respondents agreed on their autonomy in the organization and in sufficient aspects of their work.

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	29	0	40.1	1.118	40.0	6.02	26.00	52.0
T3SEENG	29	0	11.6	0.376	12.0	2.03	8.00	16.0
T3SEINS	29	0	13.2	0.437	13.0	2.35	8.00	16.0
T3SECLS	29	0	12.2	0.412	12.0	2.22	8.00	16.0

Table 105: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-7 (N=29).

Connected to the perception of autonomy is the sense of self-efficacy, measured using the T3SELF multidimensional scale. Despite the presence of scattered scores, the results for perceived sense of self-efficacy were positive, with a mean score of 40.1 (SD = 6.02) (Table 105). However, the scores show variability, ranging from a minimum of 26.0 to a maximum of 52.0, with peaks between 35 and 40 and a tail toward the highest values in the distribution (Figure 216).

There is a higher level of sense of self-efficacy when it comes to teaching (T3SEINS), with a mean score of 13.2 (SD = 2.35). There are slightly lower levels of sense of self-efficacy when it comes to managing the classroom (T3SECLS) and getting students involved (T3SEENG), with mean scores of 12.2 (SD = 2.22) and 11.6 (SD = 2.03), respectively.

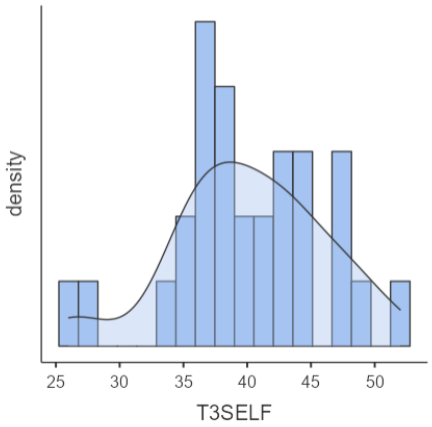


Figure 216: Density plot related to T3SELF in S-7.

13.4.3 Self-evaluation and monitoring process in S-7

The evaluation and monitoring process in S-7 is multifaceted and involves various actors.

As part of the evaluation process, class councils assess both student learning and the effectiveness of proposed activities, although this process is not always systematic (CCE-C-7, Pos. 56). Additionally, S-7 monitors school performance indicators such as participation, organization, responsibility, and areas of difficulty through quarterly evaluations (DS-7, Pos. 55).

The evaluation process also involves collecting information through questionnaires and surveys addressed to the entire school community, including students, parents, and teaching and non-teaching staff (DS-7, Pos. 39-57-65). S-7 uses this data collection to

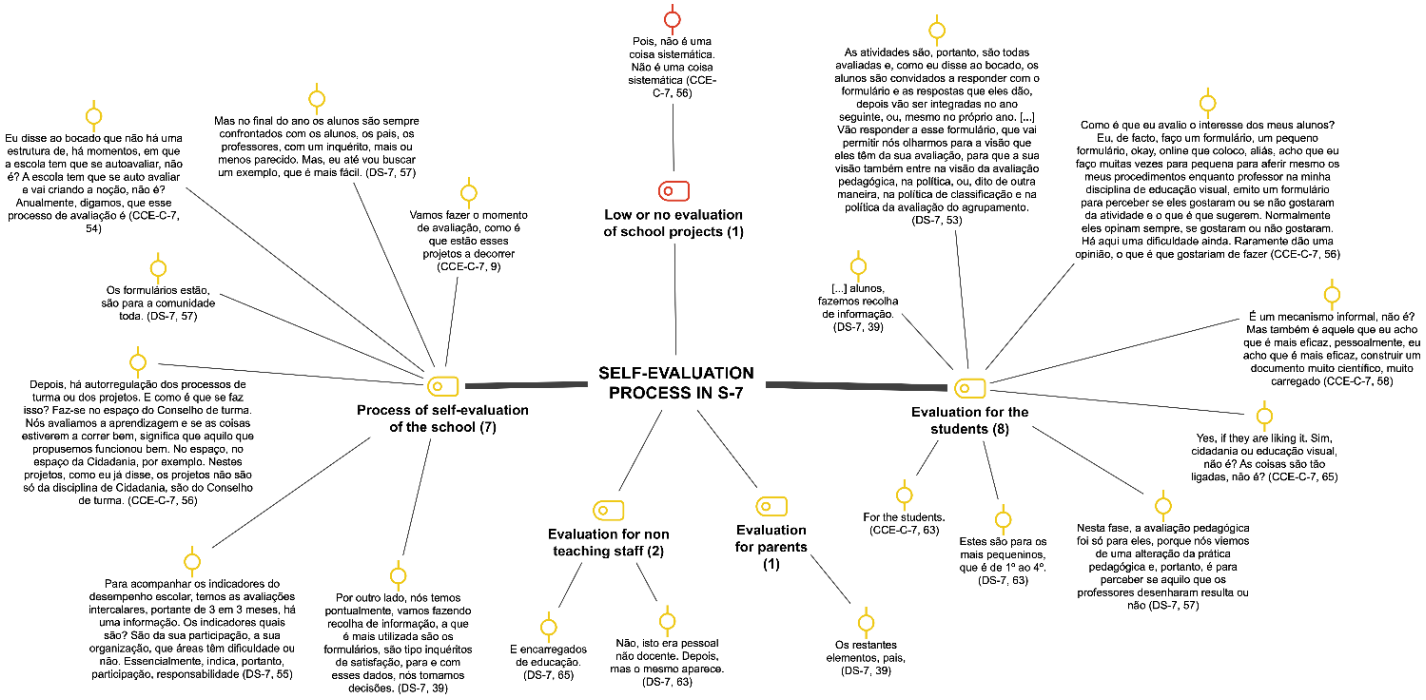


Figure 217: Single-case model related to process of self-evaluation in S-7. Map created with MaxMap (MAXQDA 2024).

evaluate participation, organization, and areas facing difficulties, thereby promoting a continuous improvement process (DS-7, Pos. 55).

At the end of the year, S-7 asks students to respond to these questionnaires, incorporating their responses into the evaluation process for the following year, thereby contributing to the revision of educational practices and school policies. Questionnaires measure student satisfaction and interest in school activities, which is a central aspect of student involvement (DS-7, Pos. 53).

At the end of the school year, students, teachers, and parents discuss and share their opinions on the activities and projects developed throughout the year (DS-7, Pos. 57).

The citizenship education coordinator also uses these satisfaction questionnaires in his discipline (Visual education), but he struggles to engage students in providing detailed feedback because they rarely express in-depth opinions about the activities conducted (CCE-C-7, Pos. 56). Despite this limitation, the informal and flexible approach adopted by teachers is considered by them to be effective (CCE-C-7, Pos. 58).

13.5 School governance in S-8

13.5.1 Collaboration among school community in S-8

In line with other schools, governance in S-8 is also the result of a process of distributing roles and sharing responsibilities that has led to the emergence of «intermediate leadership» figures who coordinate determine areas and report directly to the principal (CCE-C-8, Pos. 45; T-34, CCE-C-8_interview, Pos. 46).

The division of teachers into departments includes the preschool department, the first-cycle department, and disciplinary departments (the Language, Humanities and Social Sciences, Mathematics and Science, and Arts and Expression Departments) from grades 5 to 12. Thus, in addition to the six individual department coordinators, there are other figures with organizational functions, such as class directors and the coordinator of the class directors' council (DS-8, Pos. 10; T-34, CCE-C-8_interview, Pos. 49). In addition to the departments, there are working groups consisting of various representatives of the school community, particularly teachers, parents, and external stakeholders (DS-8, Pos. 10).

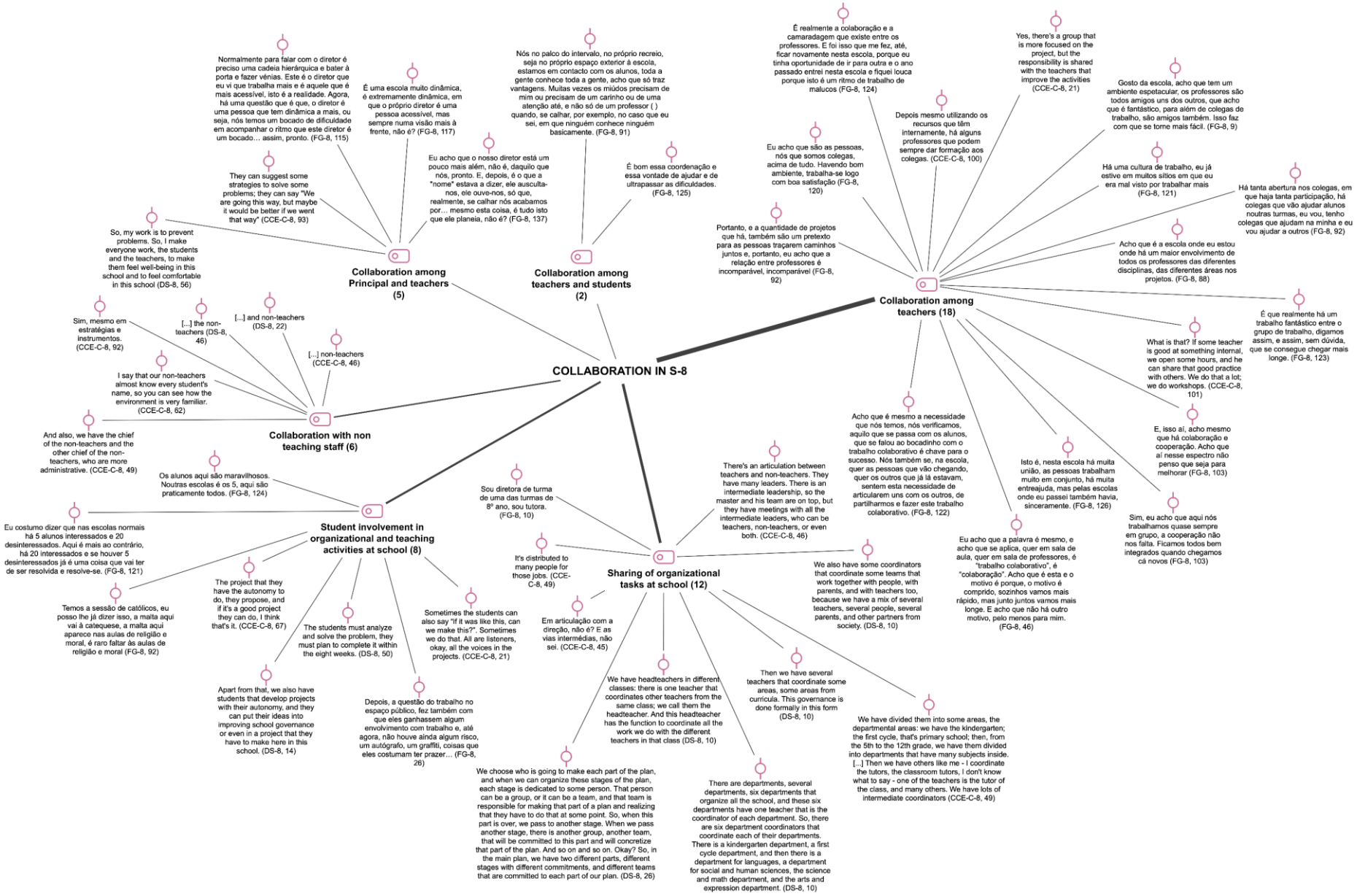


Figure 218: Single-case model related to the collaboration and distribution of tasks and roles in S-8. Map created with MaxMap (MAXQDA 2024).

Also in the case of the implementation of projects and activities, following a discussion between the parties, roles and tasks related to a specific phase of the work are assigned to the individual or a team, which will then be responsible for that part of the plan; once that part is finished, another person or team will take over to carry on the work, and so on (DS-8, Pos. 26). As a result, there is no single person in charge, but everyone is involved in the implementation of a common project (T-34, CCE-C-8_interview, Pos. 49).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_TCHPRT	31	0	15.0	0.573	15.0	3.19	10.0	20.0

Table 106: Descriptive statistics related to the teachers' perceptions of teachers participation (T_TCHPRT) in S-8 (N=31).

The results of the questionnaire regarding teachers' perceptions of their participation in school (T_TCHPRT) confirm high average levels of participation, registering a mean of 15.0 (SD = 3.19) (Table 106). The standard deviation shows some variability in the scores, meaning that different perceptions are present. The density plot shows a distribution resembling a normal curve, supported by the coincidence of the mean and median values (15.0). This means that most of the respondents scored close to the mean, with tails going to both the highest and lowest values of the distribution (Figure 219).

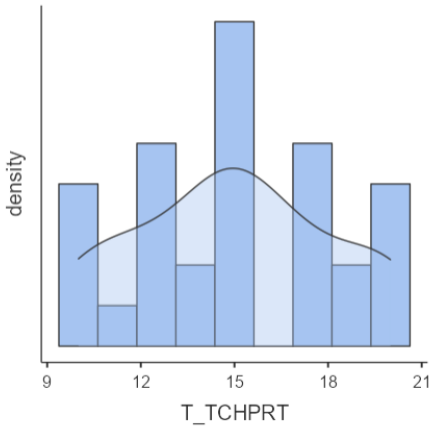


Figure 219: Density plot related to T_TCHPRT in S-8.

The presence of a good collaborative climate in S-8 accompanies teachers' participation in school life. In fact, even when a single teacher leads a project, all team members share responsibility for it (T-34, CCE-C-8_interview, Pos. 21); additionally, the school's numerous projects serve as a catalyst for identifying shared paths, collaborating, and progressing (T-60, FG-8, Pos. 92; T-61, FG-8, Pos. 46).

According to the teachers participating in the FG, what most characterizes the work in S-8 is precisely the spirit of collaboration and mutual support among professors (T-57, FG-8, Pos. 9; T-63, FG-8, Pos. 103; T-57, FG-8, Pos. 123; T-62, FG-8, Pos. 126), which in some cases has led professors to refuse to transfer to another institution (T-53, FG-8, Pos. 124). This collaboration and teamwork among colleagues also supports their job

satisfaction (T-56, FG-8, Pos. 120) and is considered almost a necessity as well as the key to achieving success (T-58, FG-8, Pos. 122).

At the school level, S-8 also promotes collaboration and teamwork among colleagues through the organization of workshops, where a teacher who is an expert in a particular area shares his or her experiences and practices with colleagues (CCE-C-8, Pos. 100; T-34, CCE-C-8_interview, Pos. 101), or through co-presence hours in the classroom, where some teachers participate in their colleagues' lessons to help students (T-60, FG-8, Pos. 92).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3COOP	31	0	33.7	1.351	32.0	7.52	16.00	46.0
T3COLES	31	0	14.3	0.862	14.0	4.80	7.00	22.0
T3EXCH	31	0	19.4	0.602	20.0	3.35	8.00	24.0

Table 107: Descriptive statistics related to the teachers' cooperation in the S-8 (N=31).

There were different responses to the T3COOP multidimensional scale question about collaboration at school. The mean score was 33.7 (SD = 7.52), which shows that there was a lot of variation. The standard deviation and range of scores also show this (Table 107). The density plot makes this dispersion of scores visible, showing a distribution with several peaks concentrated in the highest values (Figure 220).

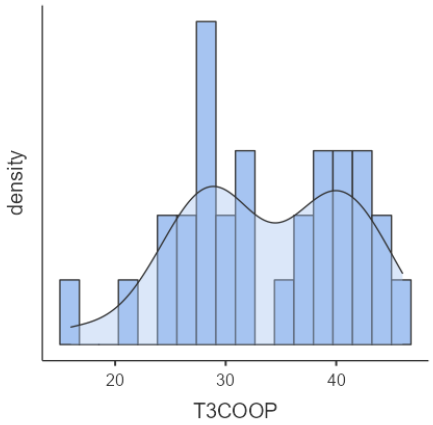


Figure 220: Density plot related to T3COOP in S-8.

Analyzing collaboration in more detail through the subscales, higher levels appear related to exchange and coordination among teachers (T3EXCH), which recorded a mean of 19.4 (SD = 3.35); lower, but still positive, scores are instead related to cooperation during classes (T3COLES), which recorded a mean of 14.3 (SD = 4.80).

Teachers are in continuous contact with students, offering support, attention and a relationship based on active listening and attention to both their academic and personal needs (T-57, FG-8, Pos. 91). Students are involved in school life and actively participate (T-60, FG-8, Pos. 121; T-53, FG-8, Pos. 124). In many cases, they are involved in project planning, with the opportunity to propose ideas and take them forward if these are deemed

worthwhile (DS-8, Pos. 14-50; CCE-C-8, Pos. 87). In this way, «all the voices in the project» are heard (T-34, CCE-C-8_interview, Pos. 21).

The collaborative climate is also found according to teachers' perceptions in their relationship with the principal, who feels that he has a responsibility to prevent problems that there might be and support the well-being of teachers and students (DS-8, Pos. 56). The principal's work is characterized by a strong dynamism, but sometimes teachers struggle to follow it (T-60, FG-8, Pos. 115; T-58, FG-8, Pos. 117).

Collaboration also extends to non-teaching staff, where there are coordinators for different areas (T-34, CCE-C-8_interview, Pos. 49). They participate in the analysis of potential improvements and offer suggestions (DS-8, Pos. 46; T-34, CCE-C-8_interview, Pos. 46). According to the citizenship education coordinator, the participation of non-teaching staff in the organizational life of the school is confirmed by the fact that they know the names of almost all students, and this contributes to the creation of a family climate within the school (T-34, CCE-C-8_interview, Pos. 62).

In this context, the principal feels he has precisely the task of supporting the school's collaborative climate, sharing teachers' experiences, and bringing students, parents, and the school community into the school to define a true network that enables the implementation of educational success (DS-8, Pos. 32).

13.5.2 Decision-making process in S-8

Collegiality in S-8 decision-making is characterized, as with other schools, by different boards in which teachers, students, parents, and community representatives are involved. The General Council plays a central role in this process (DS-8, Pos. 10).

Groups almost always make decisions by discussing, sharing, and listening to proposals, which in turn lead to changes in the initial proposal (DS-8, Pos. 22; T-34, CCE-C-8_interview, Pos. 52-93-96; CCE-C-8, Pos. 95). However, the middle leaders, previously mentioned, are more involved in the decision-making process than the school community as a whole, primarily due to their inclusion in the deliberation meetings (T-34, CCE-C-8_interview, Pos. 57). Therefore, in this context, it is crucial for the representatives of individual working groups to present and defend the teachers' perspectives and the group's approved decisions (T-54, FG-8, Pos. 116).

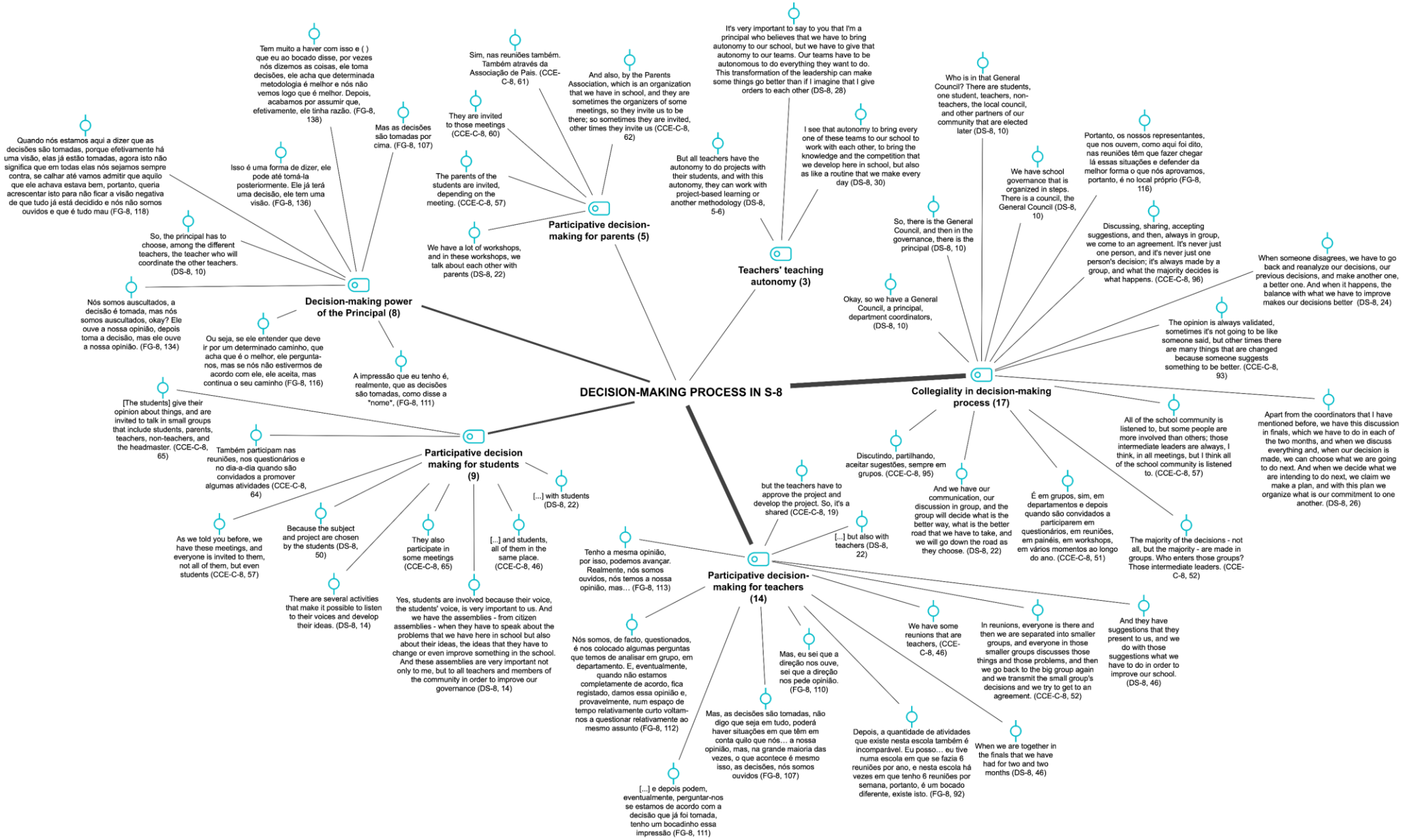


Figure 221: Single-case model related to the decision-making process in S-8. Map created with MaxMap (MAXQDA 2024).

Following deliberation, the school community receives the decision and can participate in the discussion through questionnaires, meetings, and workshops at various times throughout the year (CCE-C-8, Pos. 51).

In this process, teachers have the opportunity to express their opinions. The entire teaching staff participates in the final meetings every two months, where middle leaders typically make decisions. The coordinator assists the discussion by dividing teachers into small groups. These groups analyze and discuss issues, then share their findings and proposals in the large group (T-34, CCE-C-8_interview, Pos. 52; DS-8, Pos. 46).

Additionally, teachers have to approve school projects (T-34, CCE-C-8_interview, Pos. 19). The large number of projects and activities also leads teaching staff to meet much more (T-60, FG-8, Pos. 92).

However, teachers often perceive that they are listened to, but in many cases, decisions have already been made, and they are asked to agree or disagree at the end (T-62, FG-8, Pos. 111; T-53, FG-8, Pos. 113).

When a disagreement arises, the principal reanalyzes the decision to identify a better solution (DS-8, Pos. 24). Teachers, on the other hand, often perceive a pre-existing vision when asked to analyze a proposal as a group, leading them to follow that vision even when

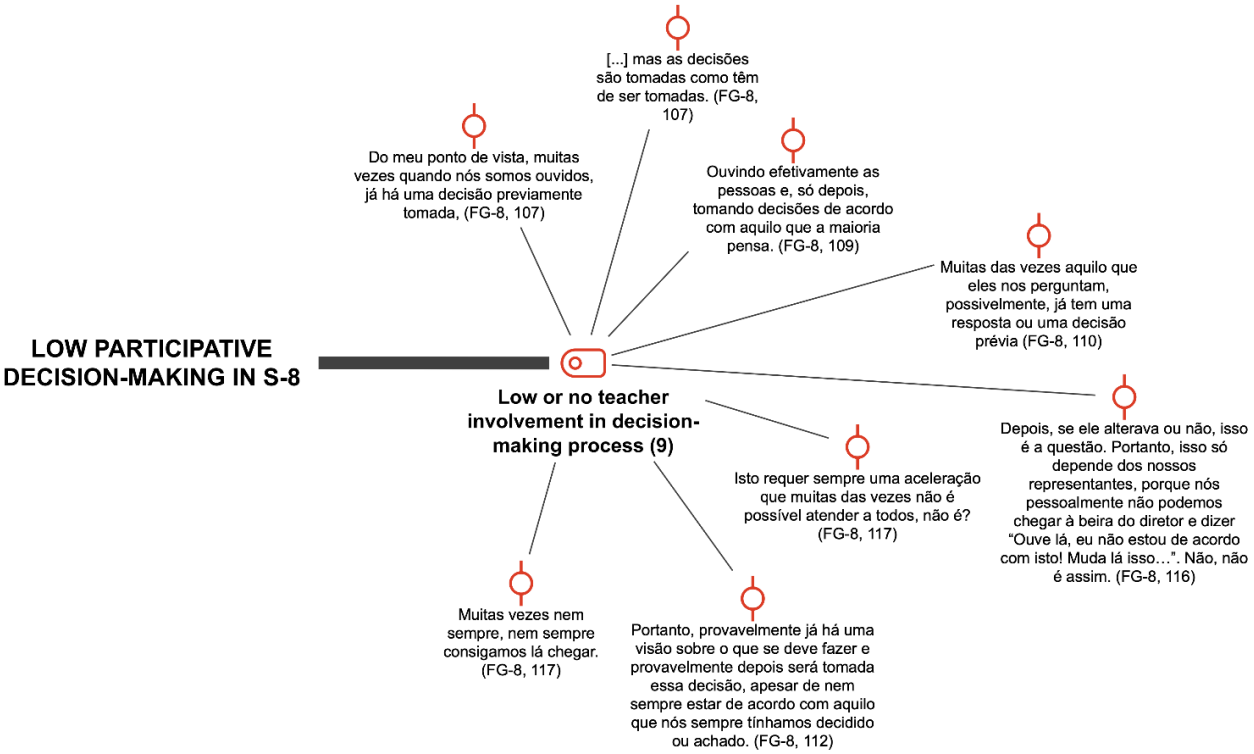


Figure 222: Single-case model related to the decision-making process in S-8. Map created with MaxMap (MAXQDA 2024).

they disagree (T-56, FG-8, Pos. 110; T-59, FG-8, Pos. 118). According to one teacher's statement, not only are decisions sometimes made without consulting them, but it also happens that if the principal believes that a certain path should be followed, he continues to proceed down that path through trial and error (T-54, FG-8, Pos. 116).

> «Quanto à acessibilidade, mas é a visão do nosso diretor. Ou seja, se ele entender que deve ir por um determinado caminho, que acha que é o melhor, ele pergunta-nos, mas se nós não estivermos de acordo com ele, ele aceita, mas continua o seu caminho. Se não for à primeira, tenta à segunda, se não for à segunda, tenta à terceira. E isto está a acontecer com uma proposta de agregação de disciplinas, que nós já votámos duas vezes contra, e ele vai pôr uma terceira vez em consideração ou pensa pôr uma terceira vez em consideração. Isto é um exemplo. Outra situação, pergunta se nós já fizemos ( ), ora bem, há um local próprio para isso, que é o Concelho Pedagógico, em que, enquanto eu pertencia ao Concelho Pedagógico, e foram quase duas décadas, eu lá nesse local, contrariava o diretor e ele sabe disso, e levava as opiniões que eu não gostava e que aceitava. Depois, se ele alterava ou não, isso é a questão. Portanto, isso só depende dos nossos representantes, porque nós pessoalmente não podemos chegar à beira do diretor e dizer 'Ouve lá, eu não estou de acordo com isto! Muda lá isso…'. Não, não é assim. Portanto, os nossos representantes, que nos ouvem, como aqui foi dito, nas reuniões têm que fazer chegar lá essas situações e defender da melhor forma o que nós aprovamos, portanto, é no local próprio. Mas, que ele sabe disso, sabe». (FG-8, Pos. 116, Speaker: T-54)

Adding to this are perceptions that they are sometimes not listened to because «decisions must be made as they must be» (T-61, FG-8, Pos. 107). Therefore, teaching staff representatives play a crucial role in this process, striving to make decisions that align with their perspectives, as they lack the freedom to express their disagreements to the principal (T-54, FG-8, Pos. 116).

Teachers often highlight that despite initial criticism and rejection, decisions linked to the shared educational vision often prove to be effective. One example is provided by the group desk arrangement, which some teachers initially opposed, restoring the traditional arrangement, only to realize that group desks brought more benefits (T-61, FG-8, Pos. 118).

> «Para terminar só queria acrescentar uma coisa, nós dizemos que as decisões estão tomadas à cabeça quando nós somos ouvidos. Isto não é necessariamente mau, ou, não é mau em tudo. E os colegas com toda a certeza que ainda se recordam que, até ao ano passado ou até à 2 anos, com certeza que se lembrarão disto, as nossas salas não tinham disposição em grupo de trabalho e havia sistematicamente gente que quando entrava, separava as mesas. E o diretor voltava a mandar juntar as mesas e hoje em dia toda a gente chega à conclusão que as mesas em grupo de trabalho não é um ponto negativo, mas sim um ponto positivo. Portanto, quando nós estamos aqui a dizer que as decisões são tomadas, porque efetivamente há uma visão, elas já estão tomadas, agora isto não significa que em todas elas nós sejamos sempre contra, se calhar até vamos admitir que aquilo que ele achava estava bem, portanto, queria acrescentar isto para não ficar a visão negativa de que tudo já está decidido e nós não somos ouvidos e que é tudo mau. Não, não é tudo mau, porque senão nós diríamos no início de que gostávamos de estar em S-8, não é?». (FG-8, Pos. 118, Speaker: T-61)

The principal's mode of operation stems from a willingness to change educational practices, leading him to experiment and implement teaching strategies in compliance with the vision he wants to pursue. It was precisely this vision and the principal's mode of operation that made S-8 a pilot school (T-61, FG-8, Pos. 138).

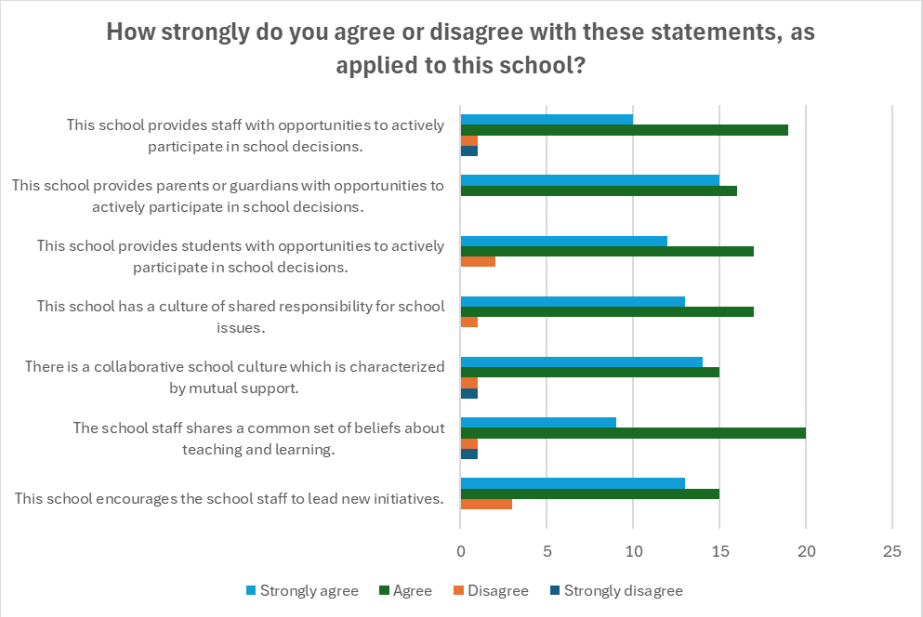
> «S-8 é uma escola que é piloto, enquanto quase tudo o que são metodologias em Portugal, é uma daquelas escolas que arranca sempre com as coisas. Portanto, isto acontece porque o diretor tem uma visão, em termos de um projeto de escola e de educação diferente da normal. Se calhar, a grande maioria dos diretores e de todos nós que aqui estamos, que já passámos por muitas escolas, segue muito aquilo que já está legislado. O diretor não. O diretor está na ideia de reformular as práticas educativas. Tem muito a haver com isso e ( ) que eu ao bocado disse, por vezes nós dizemos as coisas, ele toma decisões, ele acha que determinada metodologia é melhor e nós não vemos logo que é melhor. Depois, acabamos por assumir que, efetivamente, ele tinha razão. É por aqui, é muito por aqui. Toda a gente sabe que nós somos muito formatados para ver assim, certo? Nós somos bastante resistentes à mudança e os professores, eu acho, enquanto a nós, enquanto a mim, falo muito mais, nós somos muito agarrados a nós, à nossa sala de aula, ao nosso método de trabalho e temos ali uma pessoa que nos motiva. Se calhar S-8 é S-8 porque o diretor é o diretor». (FG-8, Pos. 138, Speaker: T-61)

The decision-making process also involves students and parents.

Students meet in assemblies to discuss proposals and share ideas and opinions, which is especially important for the school community to improve school governance (DS-8, Pos. 14). Furthermore, they take part in selecting the activities and projects for implementation (DS-8, Pos. 50). Additionally, the school organizes meetings where students, parents, teachers, non-teachers, and the principal participate (T-34, CCE-C-8_interview, Pos. 65).

As for parents, they participate in decision-making and governance mainly through the presence of the Parental Association, which organizes meetings with the principal (T-34, CCE-C-8_interview, Pos. 62). Additionally, the school invites parents to participate in meetings and workshops with other school community representatives to discuss school organization and suggest improvements (DS-8, Pos. 22; T-34, CCE-C-8_interview, Pos. 57-60).

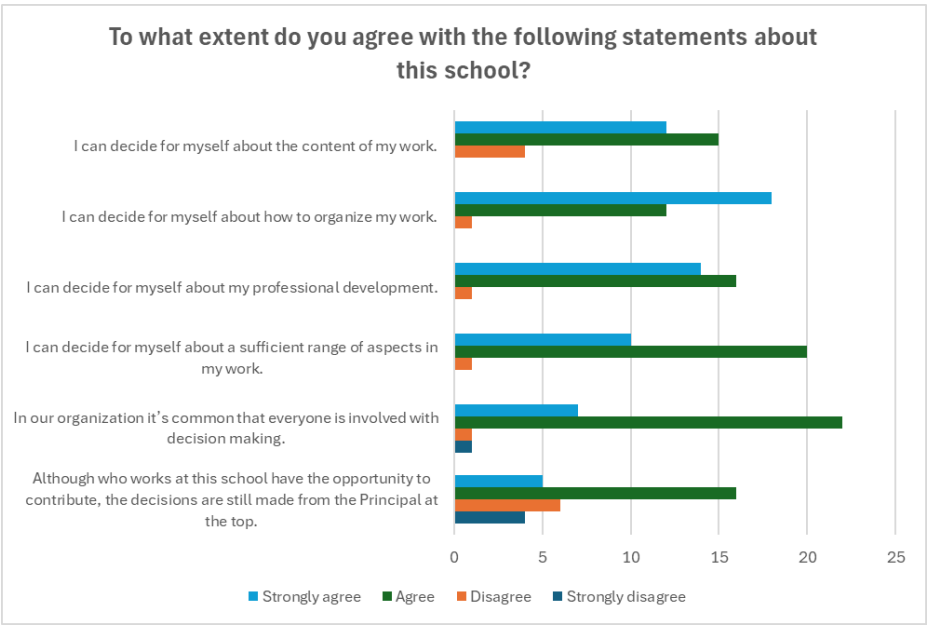
Despite the differing perceptions that emerged in the interviews and FGs, the results of the questionnaire regarding stakeholder participation at school (T3STAKE) show positive levels of involvement; indeed, it appears from the graph that almost all respondents agreed that staff (item a), parents (item b), and students (item c) are actively involved in school decisions. The mean is 23.3 (SD = 3.69), although there is variability in the responses (Figure 223).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3STAKE	31	0	23.3	0.663	22.0	3.69	13.0	28.0

Figure 223: Participation among stakeholders (T3STAKE) in the S-8 (N=31).



Descriptives

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T_DLPDM	31	0	18.9	0.486	19.0	2.71	14.0	24.0

Figure 224: Decision-making process (T_DLPDM) in the S-8 (N=31).

The results for teachers' perceptions of participative decision-making (T_DLPDM) also scored well, with an average of 18.9 (SD = 2.71) (Figure 224). With this scale, it is possible to analyze in detail the autonomy perceived by teachers in S-8.

According to the principal, he sees himself as a principal who tries to promote autonomy in the school, leaving operational freedom to teachers and teams, enhancing a transformation in leadership so that it is not the result of orders that fall from above (DS-8, Pos. 28-30).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
DLTQ20A	31	0	3.26	0.1224	3	0.682	2	4
DLTQ20B	31	0	3.55	0.1020	4	0.568	2	4
DLTQ20C	31	0	3.42	0.1013	3	0.564	2	4
DLTQ20D	31	0	3.29	0.0950	3	0.529	2	4

Table 108: Descriptive statistics on the items that compound the T_DLPDM scale inherent in teachers' decision-making autonomy in S-8 (N=31).

The results reported in Table 108 show positive perceptions of teacher autonomy. The average score for all the measured indicators exceeded 3. In particular, greater teacher autonomy is perceived relative to the organization of their work (DLTQ20B), followed by the organization of their professional development (DLTQ20C), which obtained averages of 3.55 (SD =.568) and 3.42 (SD =.564), respectively; slightly lower levels are related to content (DLTQ20A) and other aspects of their work (DLTQ20D).

	N	Missing	Mean	SE	Median	SD	Minimum	Maximum
T3SELF	31	0	43.1	1.041	43.0	5.80	31.00	52.0
T3SEENG	31	0	12.8	0.349	13.0	1.94	9.00	16.0
T3SEINS	31	0	13.7	0.354	14.0	1.97	9.00	16.0
T3SECLS	31	0	13.3	0.389	14.0	2.16	9.00	16.0

Table 109: Descriptive statistics inherent in teachers' sense of self-efficacy and related subscales in S-8 (N=31).

Similar to the perception of autonomy, we found high levels of teachers' sense of self-efficacy (T3SELF), with a mean of 43.1 (SD = 5.81). The standard deviation indicates some variability in the responses, implying that some teachers feel more confident than others. The

density plot, characterized by different peaks indicating different perceptions, represents this variability (Figure 225).

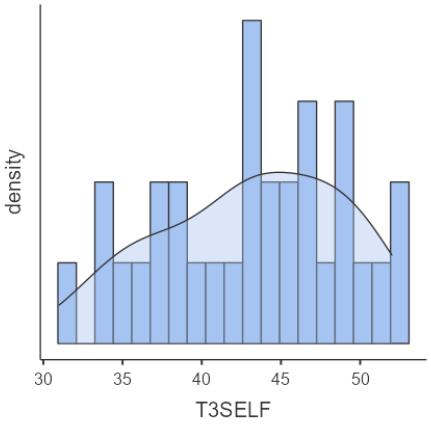


Figure 225: Density plot related to T3SELF in S-8.

Examining the three subscales of the T3SELF scale, we find that the sense of self-efficacy about teaching in the classroom (T3SEINS) and classroom management (T3SECLS) show more positive data, with mean scores of 13.7 (SD = 1.97) and 13.3 (SD = 2.16), respectively; the sense of self-efficacy in student engagement (T3SEENG), with mean scores of 12.8 (SD = 1.94), shows slightly lower levels (Table 109).

13.5.3 Self-evaluation and monitoring process in S-8

The Quality Observatory is responsible for evaluating and monitoring the organizational and educational structures implemented in S-8. There are three main things that the Quality Observatory looks at: the process, which includes the teachers' teaching methods and the school's relationship with the community; the results of the students, which includes both academic and social outcomes (T-34, CCE-C-8_interview, Pos. 86); and the leadership of the principal and intermediate leaders (T-34, CCE-C-8_interview, Pos. 90), to see if and how the school's leadership has led to better results and better processes (DS-8, Pos. 38). Each area consists of specific indicators (DS-8, Pos. 36).

> «We assess our quality by concentrating on the results of our decisions. Okay? So, we have an observatory, Quality Observatory, that is very concentrated not only on the results, but also on the process. How can we do better to achieve more and better results? How can we do? And who do we have to call? What are the people that we have to call? What are our partners that we have to call to help us achieve better results? So, when we have a decision of a governance, internal governance, or educational nature, we have to note if that decision brings us better results than the one we had before. So, this team, Quality of Observatory, will study these indicators, and they have to base their decisions on these indicators, in order to know if we have achieved our results or not. And if not, what are we going to do to do better, to make it better, to improve those things that are not as good as we wish. [...] It is based on the three points: the results; the process, the process that is related with the teachers, how can they teach, what are their methodologies, what are their relations with another part of community; and how can leadership promote the better results and better process. So, results, process and leadership. And these three main parts of the Quality Observatory are studied by three teams and that three teams can bring to us different indicators and they will measure these three parts of our activity in the school and they are very attentive to the results that we have made in different parts». (DS-8, Pos. 36-38)

To investigate their evolution over time, the Quality Observatory analyzes the students' results synchronously and diachronically (DS-8, Pos. 40).

The Quality Observatory conducts monitoring and evaluation in conjunction with the submission of satisfaction questionnaires to the entire school community, including those for students, parents, teachers, and non-teaching staff (T-34, CCE-C-8_interview, Pos. 65-76).

The students questionnaire is aimed to evaluate the quality of teaching services provided to students and gauge their opinions. S-8 solicits their opinions on various aspects, such as completed projects, classrooms, libraries, school services, interactions with teachers, and potential areas for improvement (T-34, CCE-C-8_interview, Pos. 72-74-76).

The entire school community then discusses and shares the results of this evaluation process during meetings to solicit opinions and suggestions (T-34, CCE-C-8_interview, Pos. 78).

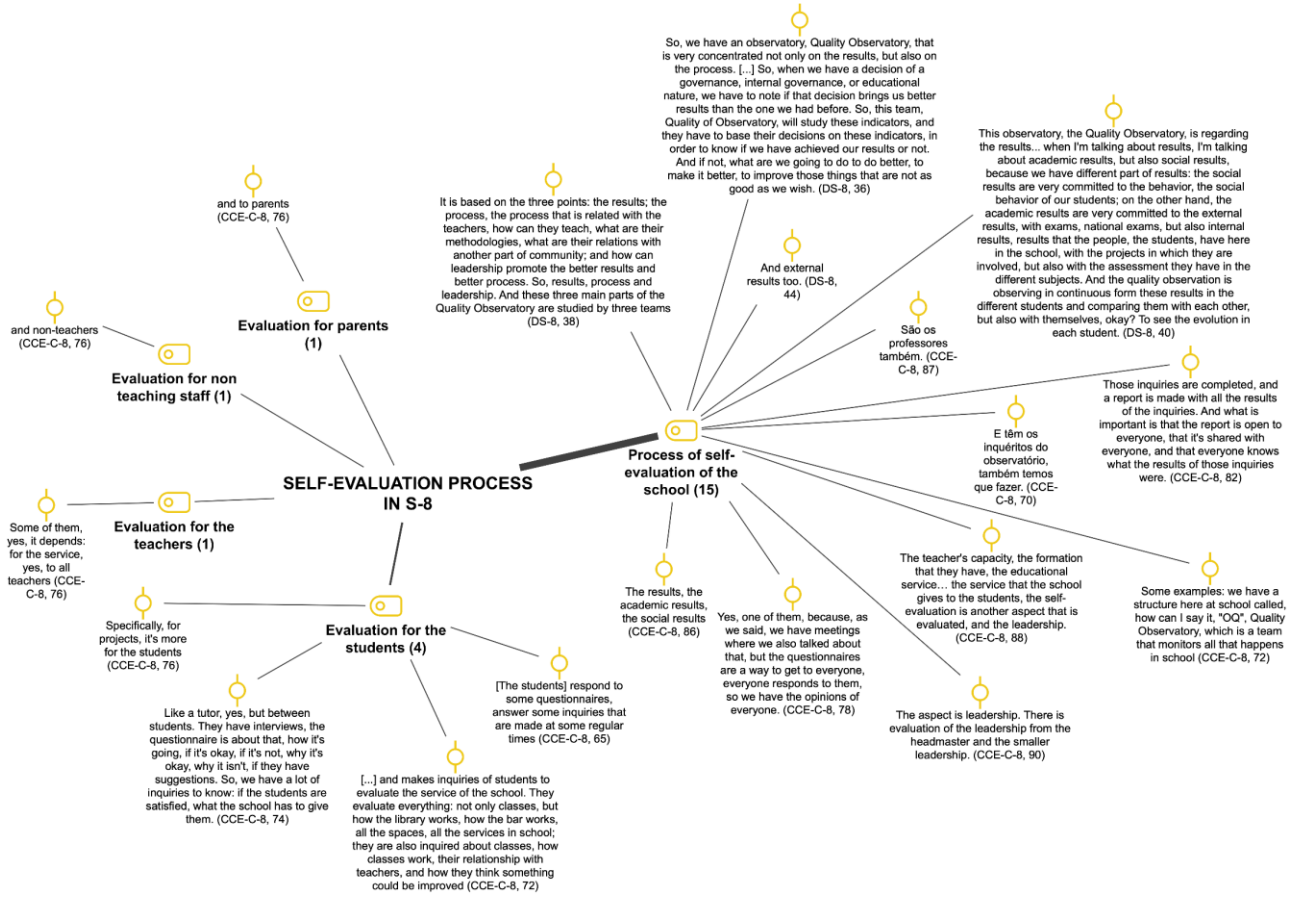


Figure 226: Single-case model related to process of self-evaluation in S-8. Map created with MaxMap (MAXQDA 2024).

13.6 School governance. First similarities and differences among the schools in Porto

School governance, which most typifies the school's organizational structure, is the area in which the four schools of Porto differ the most.

The aspect that appears to characterize governance the most is the adherence to regulations regarding the presence of collegial bodies, both in terms of type and number. Indeed, the presence and functions of the General Council and the Pedagogical Council emerged in all interviews and FGs, and they are considered the boards that allow the entire school community to participate in the school governance.

As a result, teachers perceive themselves as participants in school governance, not so much because they independently implement organizational structures tailored to the unique school context, but because they find their precise place within the collegial bodies' predetermined hierarchical structure, defined by national laws and regulations.

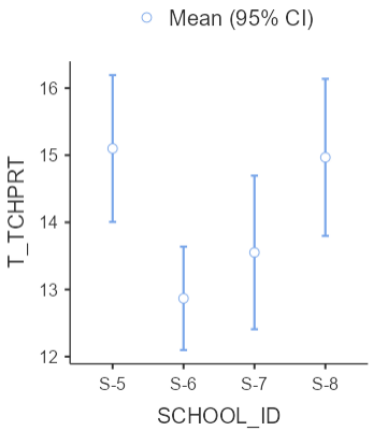


Figure 227: Descriptive plots of the distributions of the four schools in Porto in T_TCHPRT.

Through the questionnaire, it was possible to analyze teachers' perceptions related to their participation in the school by asking them how many teachers they thought were willing to participate in a range of organizational activities. Analysis of the distributions (Figure 227) and related descriptive statistics showed a difference among schools. Specifically, the descriptive plots reveal higher levels of participation in school in S-5 and S-8 e lower levels in S-6 and S-7. The difference among schools was found to be statistically significant through one-way ANOVA analysis, yielding an F-value of 5.32 (p <.01) (Table 110).

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T_TCHPRT	5.32	3	154	0.002

Table 110: One-Way ANOVA related to teachers' perceptions of teacher participation at school (T_TCHPRT) in the four schools in Porto (N=158).

The Tukey post-hoc test allowed for a deeper analysis of these differences. It revealed a statistically significant mean difference regarding teachers' participation in school

organization between S-5 and S-6, equal to 2.23 (p< .01), and between S-8 and S-6, equal to 2.100 (p<.05) (Table 111). These significantly lower results of S-6 are in line with the findings in the FG, where it emerged that there are not high levels of participation and collaboration within the school, mainly due to the lack of time and amount of bureaucracy that limit teachers' autonomy.

Tukey Post-Hoc Test – T_TCHPRT

		S-5	S-6	S-7	S-8
S-5	Mean difference	—	2.23 **	1.548	0.132
	p-value	—	0.007	0.226	0.998
S-6	Mean difference		—	-0.684	-2.100 *
	p-value		—	0.753	0.011
S-7	Mean difference			—	-1.416
	p-value			—	0.294
S-8	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 111: Tukey post-hoc test on teachers' perceptions of teacher participation at school (T_TCHPRT) in the four schools in Porto (N=158).

Similar results appear when referring to collaboration among teachers within the school, which is one of the aspects that defines the school's organizational climate. Specifically, collaboration was surveyed using the multidimensional scale T3COOP and its two subscales, which relate to teachers' collaboration in lessons (T3COLES) and exchange and coordination among teachers (T3EXCH).

Already from the density plots on the frequency distributions on the scale T3COOP, similar results appear in S-5 and S-8, higher than the ones of the other two schools (Figure 228). Analyzing the results of the two subscales, the descriptive plots of T3COLES, which illustrate classroom collaboration among teachers,

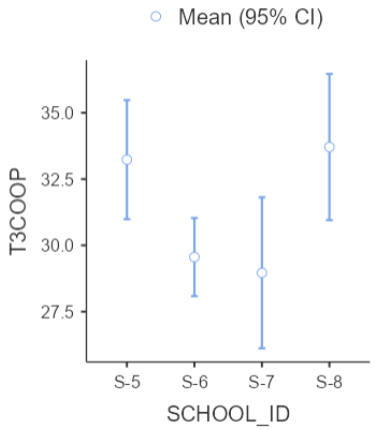


Figure 228: Descriptive plots of the distributions of the four schools in Porto in T3COOP.

highlight differences between S-8 and the other three schools (Figure 229); regarding exchange and coordination (T3EXCH), the density plots show higher levels in S-5 and lower levels in S-7 (Figure 230).

Therefore, it is possible to conclude from an initial analysis of the results that S-5 and S-8 perceive a better collaborative climate than S-6 and S-7.

These differences were further analyzed by means of one-way ANOVA, which show statistically significant differences in the scores. Specifically, the T3COOP multidimensional scale recorded an F-value of 4.82 (p <.01), while the T3COLES and T3EXCH subscales had F-values of 6.43 (p <.001) and 5.18 (p <.01), respectively (Table 112).

The Tukey post-hoc test conducted on the T3COOP scale (Table 113) showed that there was a significant mean difference of 4.151 (p <.05) between S-8 and S-6 and of 4.744 (p <.05) between S-8 and S-7. On the other hand, we find no statistical significance in the difference between S-5 and S-8.

Regarding teachers' cooperation in class, the only difference found to be statistically significant was between S-8 and S-6, which was 3.60 (p <.001) (Table 114). The other differences that emerged in the distribution analyses did not appear to be significant.

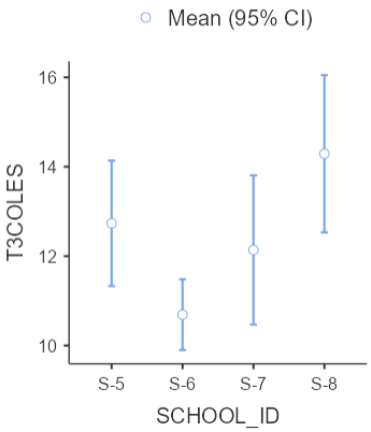


Figure 229: Descriptive plots of the distributions of the four schools in Porto in T3COLES (T3COOP subscale).

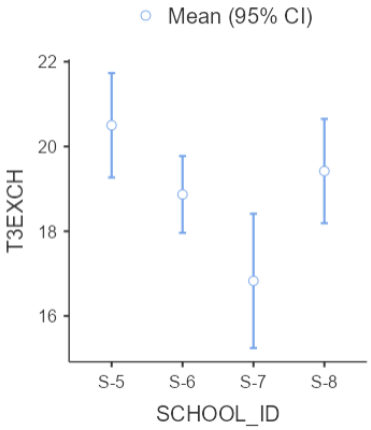


Figure 230: Descriptive plots of the distributions of the four schools in Porto in T3EXCH (T3COOP subscale).

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T3COOP	4.82	3	154	0.003
T3COLES	6.43	3	154	< .001
T3EXCH	5.18	3	154	0.002

Table 112: One-Way ANOVA related to teachers' collaboration at school (T3COOP) and related subscales inherent to lesson collaboration (T3COLES) and teacher exchange and coordination (T3EXCH) in the four schools in Porto (N=158).

Tukey Post-Hoc Test – T3COOP

		S-5	S-6	S-7	S-8
S-5	Mean difference	—	3.67	4.268	-0.476
	p-value	—	0.060	0.069	0.992
S-6	Mean difference		—	0.593	-4.151 *
	p-value		—	0.978	0.023
S-7	Mean difference			—	-4.744 *
	p-value			—	0.032
S-8	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 113: Tukey post-hoc test on teachers' cooperation (T3COOP) in the four schools in Porto (N=158).

Tukey Post-Hoc Test – T3COLES

		S-5	S-6	S-7	S-8
S-5	Mean difference	—	2.04	0.595	-1.56
	p-value	—	0.085	0.937	0.408
S-6	Mean difference		—	-1.447	-3.60 ***
	p-value		—	0.345	< .001
S-7	Mean difference			—	-2.15
	p-value			—	0.149
S-8	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 114: Tukey post-hoc test on teachers' cooperation in lessons (T3COLES) in the four schools in Porto (N=158).

Teacher exchange and coordination differed significantly between S-5 and S-7 and between S-8 and S-7. The mean differences were 3.67 ($p < .01$) and 2.592 ($p < .05$), respectively (Table 115).

Tukey Post-Hoc Test – T3EXCH

		S-5	S-6	S-7	S-8
S-5	Mean difference	—	1.63	3.67 **	1.081
	p-value	—	0.183	0.001	0.660
S-6	Mean difference		—	2.04	-0.552
	p-value		—	0.063	0.900
S-7	Mean difference			—	-2.592 *
	p-value			—	0.035
S-8	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 115: Tukey post-hoc test on teachers' coordination and exchange (T3EXCH) in the four schools in Porto (N=158).

As a result, statistical analyses of the distributions confirm that the collaborative climate is what unites S-5 and S-8 and distinguishes them from S-6 e S-7.

The school community's participation in decision-making is the final surveyed element that sets school governance apart.

A top-down decision-making process, where decisions stem from an exercise of power resulting from the role occupied, is distinct from a democratic environment that fosters openness, collaboration, and participation. What has emerged in all four schools is the strong presence of collegial bodies with deliberative functions, as required by national legislation, in the decision-making process. According to the findings, the presence of these bodies, which represent all members of the school community, is precisely what makes teachers feel most heard, involved, and participatory in the school's organizational life.

Decision-making was surveyed using two scales, the first pertaining to stakeholder participation (T3STAKE) and the

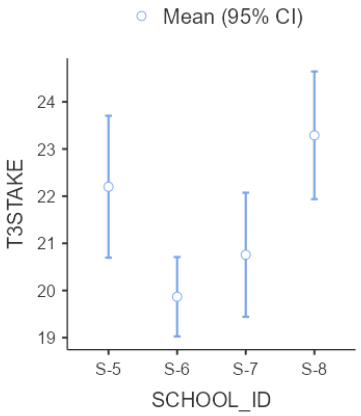


Figure 231: Descriptive plots of the distributions of the four schools in Porto in T3STAKE.

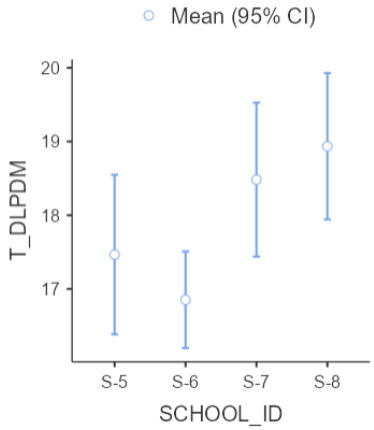


Figure 232: Descriptive plots of the distributions of the four schools in Porto in T_DLPDM.

second related to teachers' decision making (T_DLPDM), which is a subscale of distributed leadership (Duif et al., 2013).

Analyses of the distributions show different results and perceptions of teachers in the four schools. Focusing on the descriptive plots of stakeholders' participation in decision-making, we found higher levels of involvement in S-8 and S-5; lower levels were found in S-6 and S-7 (Figure 231).

However, the distributions shift when considering the results of teachers' autonomy in decision-making, with the highest levels recorded in S-8, first, and S-7, then. S-5 results are lowered, while S-6 results remain the lowest (Figure 232).

The one-way ANOVA shows that there is a statistically significant difference between schools for both the T3STAKE and T_DLPDM scales, with F-values of 7.39 ($p < .001$) and 5.09 ($p < .01$), as shown in Table 116.

One-Way ANOVA (Fisher's)

	F	df1	df2	p
T3STAKE	7.39	3	154	< .001
T_DLPDM	5.09	3	154	0.002

Table 116: One-Way ANOVA related to participation of stakeholders in decision-making process (T3STAKE) and teachers' autonomy in decision-making (T_DLPDM) in the four schools in Porto (N=158).

The Tukey post-hoc test on the T3STAKE scale shows statistically significant mean differences between S-8 and S-6 and S-7. Specifically, the S-8 scored statistically higher than the S-6 by 3.42 ($p<.001$) and than the S-7 by 2.53 ($p<.05$). Similarly, S-5 scored statistically higher than S-6 by 2.33 ($p<.05$). We confirm the absence of significant differences between S-5 and S-8 (Table 117).

The Tukey post-hoc test on T_DLPDM is partly in line with these results. Again, S-6 scored significantly lower than S-8, whose difference was 2.083 ($p<.01$). S-7 also scored significantly higher than S-6 by 1.63 ($p <.05$) (Table 118).

Not surprisingly, there are such low levels of participation in decision-making and teacher autonomy in S-6, where teachers have complained about the rigidity of ministerial regulations that not only limit their teaching autonomy but also hinder the adaptation of these regulations to specific classroom contexts. The principal and vice principal justified this rigidity in procedures by citing the size of the school grouping, which necessitates clearly defined lines of operation for its governance.

Tukey Post-Hoc Test – T3STAKE

		S-5	S-6	S-7	S-8
S-5	Mean difference	—	2.33 *	1.441	-1.09
	p-value	—	0.020	0.424	0.644
S-6	Mean difference		—	-0.891	-3.42 ***
	p-value		—	0.685	< .001
S-7	Mean difference			—	-2.53 *
	p-value			—	0.038
S-8	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 117: Tukey post-hoc test on participation of stakeholders in decision-making process (T3STAKE) in the four schools in Porto (N=158).

Tukey Post-Hoc Test – T_DLPDM

		S-5	S-6	S-7	S-8
S-5	Mean difference	—	0.614	-1.02	-1.469
	p-value	—	0.739	0.490	0.163
S-6	Mean difference		—	-1.63 *	-2.083 **
	p-value		—	0.041	0.003
S-7	Mean difference			—	-0.453
	p-value			—	0.920
S-8	Mean difference				—
	p-value				—

Note. * p < .05, ** p < .01, *** p < .001

Table 118: Tukey post-hoc test on teachers' autonomy in decision-making process (T_DLPDM) in the four schools in Porto (N=158).

The descriptions of how *Cidadania e Desenvolvimento* is taught and learned in accordance with the cross-curricular nature of citizenship education, how they work with the local community, and how they run, along with the differences between them, helped to show how the four schools in Porto, at the same time, resemble and differ from each other due to the organizational structure resulting from the application of national legislation.

By describing the school profile, we can delineate the principal's profile, which stems from the leadership style within the school organization. These aspects will then enable us to identify the school's structural and organizational features that support effective CCE

pathways and practices for promoting democratic learning environments relevant to the Whole-School Approach.

Chapter 14. Citizenship education, school governance, and leadership. School profiles in Porto

The rigidity of ministerial regulations, while formally requiring adaptation to local school contexts, creates a school organization that often reflects a centralized bureaucratic leadership, held not only by the principal – primarily responsible for the school's operations according to Portuguese regulations – but also by those in coordinating and governance positions, particularly within the Pedagogical and General Councils.

There are three most common aspects that have emerged in terms of WSA components. Regarding the teaching and learning process, the definition at the ministerial level of the mandatory domains of *Cidadania e Desenvolvimento* and the operational procedures to be followed are sometimes felt to restrict teachers' autonomy and lead schools to implement the same curricular organization and teaching activities. Regarding the cooperation with the local community, most of the time the relationship with the external partners remains limited to the implementation of national and international projects, leaving less room for initiatives and teaching related to everyday life. Finally, in this rigid context, what has shifted the balance by determining the differences among schools are teachers' perceptions of their involvement and that of other stakeholders, along with the decision-making space available to them, shaping the four different nuances of school governance.

The synthesis of the profiles will review the structural characteristics of the previously described schools, highlighting points of contact and differences from the WSA organizational model, which ENEC (2017b) identified as the ideal model for fostering democratic learning environments, and outlining the characteristics of emerging leadership.

14.1 Between the bureaucratic and democratic leadership styles in S-5

The S-5 school grouping is located in the Valongo district and consists of five basic schools and one basic and secondary school. Its mission rests on the desire to promote success for each and every one, ensuring differentiated educational support for each student to improve the quality of learning.

After the enactment of the ENEC (2017b), that made citizenship education a separate subject in secondary school while keeping it a cross-curricular area, each school had to create its own EECE to adapt what was set up at the national level to fit the needs of its context.

The S-5's EECE allows for flexible curriculum management and collaborative work among teachers. This approach supports the development of knowledge, skills, and attitudes, aiming to achieve four main objectives: the development of personal and social skills, critical thinking, active participation, and the development of knowledge in non-formal areas.

What most distinguishes S-5's EECE from those of other schools is the selection of five primary axes defined in the Education Project within which to place the citizenship domains established by the Ministry of Education. They are: responsibility and integrity; excellence and need; curiosity, reflection, and innovation; citizenship and participation; and freedom.

The definition of citizenship education projects and activities to be carried out in the school is done by a third-cycle education team, founded in the 2018-2019 school year, which brings together the school-level coordinator and *Cidadania e Desenvolvimento* teachers. This team meets mandatorily six times a year but leaves open the possibility of meeting whenever deemed appropriate. It aims to support a collaborative organizational model, support teachers' professionalism, and promote joint planning.

Students are also involved in the curricular organization of citizenship education, frequently meeting with the coordinator to share their experiences and viewpoints, and to evaluate the school's proposed curriculum. Thus, they begin to actively participate, not only accepting the school's proposals but also taking the opportunity to express their own opinions and jointly define their learning with the teachers.

At the start of the year, students meet with their teachers to discuss the projects they would carry out for citizenship education, demonstrating their involvement in the process. Students actually choose these projects based on their current needs and requirements. It is precisely in order to respect their needs that the school hardly promotes institute projects, determining them to be carried out year by year; for this purpose, according to what the coordinator told us, within a specific class there may be several projects active at the same time. Unsurprisingly, teachers highlight the need for more projects for citizenship education as one of the primary areas for improvement.

Teachers' questionnaire responses indicate that in *Cidadania e Desenvolvimento* classes, students actively participate in activities such as discussing current issues, working in groups,

and conducting research from various sources. The activities that are implemented are closely interconnected with the citizenship domains defined by the Ministry, specifically with a focus on environmental education, sustainable development, and community events. For instance, we described the activities associated with student representative elections, held during national elections, and the *Viagem criativa pelo planeta terra* project, carried out in partnership with the *Serras do Porto* association and the *Ciência Viva* club.

In the assessment of citizenship education, the most commonly used tools include project work, peer assessment, and observation, with no use of written tests. The *Cidadania e Desenvolvimento* teacher does not exclusively conduct assessment, as the cross-curricular nature of citizenship education requires that assessment be conducted by all teachers, evaluating the three criteria stipulated in the national regulations: knowledge, communication, and problem solving strategies.

Numerous implemented initiatives reflect the school's involvement in national and international projects. Among them are the implementation of the City Hall project *Orçamento Participativo Jovem* – for which students have the opportunity to propose ideas to improve the school and, if they win, would receive a sum of money to implement them – and the presence of the international Eco-Schools program, for which to carry out activities related to environmental protection.

However, a closer examination of the school's planned activities for the 2022-2023 school year reveals low levels of involvement from external associations, despite the presence of *Os amigos do agrupamento*, the local associations that collaborate with the school. The Self-Evaluation Team's monitoring, which specifically identified the school's community collaboration as a deficient area, aligns with this data. However, these levels do not distinguish this school from the others because the same negative results are also found in them.

The S-5 relationship with parents is positive. It is fostered by the presence of the Parental Association, which is required by legislation, and periodic meetings with the class coordinator. Despite this general trend, there is a small group of parents who do not participate in school life; in these cases, relationships are managed by a social mediator.

Moving to school governance, we have already mentioned that in all four schools analyzed, a central role is played by the collegial bodies that define the school organizational structure. These include the General Council, the Pedagogical Council, the Council of Class

Directors, the Departments, and the individual educational teams. It is the principal who assigns these roles to the teachers.

The questionnaire findings indicate that teachers in S-5 perceive positive levels of participation and involvement, significantly differentiating it from S-6. In terms of teacher cooperation, S-5 shows positive, if not significantly different, results compared to other schools, with the exception of teacher exchange and coordination, where the levels are significantly higher than those of S-7. Despite this, there is a group of teachers who prefer individual work and are not inclined towards participation and collaboration.

Similarly, the school community demonstrated high levels of involvement in decision-making processes, even in the presence of mandated collegial bodies. Specifically, S-5 recorded statistically higher scores regarding stakeholder involvement than S-6, while there were no significant differences with S-7 and S-8. However, we found no statistically significant differences in teachers' perceptions of autonomy, with S-5 showing a distribution characterized by scores lower than those of S-7 and S-8, suggesting greater adherence to what was centrally defined.

Parents and students have the opportunity to participate in the school's decision-making processes. In addition to the presence of parents' representatives at the General Council, which is required by law, S-5 organizes weekly meetings between principals and Parental Association representatives; students participate primarily through the establishment of the School Assembly. Specifically, the school organizes a large assembly for students three times a year, bringing them together to discuss the school's strengths and weaknesses. Additionally, there were high levels of student involvement in lesson organization, topic choice, and structuring of assessment criteria and tools.

S-5, aligning with S-8, places special emphasis on the evaluation and monitoring of the school's performance. The Self-Evaluation Team carries this out by diachronically analyzing student learning outcomes to assess the effectiveness of the Educational Project, valid for four years. The entire school community completes satisfaction questionnaires in conjunction with these procedures. Then, collegial bodies discuss a self-evaluation report to identify the school's strengths, weaknesses, and areas for improvement.

Data analysis reveals that bureaucratic school governance, resulting from the rigidity of regulations, is accompanied by a democratic leadership style. This style aims to foster inclusion and participation in the school's organizational and decision-making phases,

echoing some of the WSA's constituent elements as outlined by the Council of Europe (2018b). The desire to balance the unipersonal model of school governance with shared one, where decisions are defined within collegial bodies that represent the entire school community, is the primary driving force behind the promotion of forms of participation and involvement, aligning with a democratic leadership of the principal.

However, the principal's approach encounters bureaucratic limitations when it comes to adhering to national regulations, particularly referring to organizing citizenship education in the school. Levels of autonomy perceived by teachers were lower than in S-7 and S-8, but not significantly so, confirming central rigidity in teaching organization and requirements. This rigidity is also confirmed by the final annual reports that the school is required to submit to the Ministry, detailing the activities and projects that have been implemented.

Despite the existence of a working group to define a common design, there appear to be few activities and projects in the school for citizenship education; this is also compounded by the low involvement of the local community in organizing activities related to citizenship education that could strengthen the connection between in-school and out-of-school learning. It is precisely this variable involvement of stakeholders in school life – which instead are present in the collegial bodies – that makes the S-5 deviate from the WSA.

Implementing the WSA model and democratic leadership means that all students are involved in planning and choosing the activities that will happen, as well as being involved in how the school is run. This encourages informal learning opportunities that help create democratic learning environments for developing competences for active citizenship.

This active role of students in school life not only pertains to one of the elements that characterize school governance in the WSA, but recalls one of the main strands of the international Student Voice perspective. This strand focuses on the specific effects of the participation and active role that students take within educational contexts in relation to the development of the competences of active citizenship and democratic culture (Grion & Dettori, 2014). Thus, it advocates the creation of a school that is not structured as a top-down organizational model but embraces a whole-school organizational approach characterized by the involvement of the entire school community. Cook-Sater (2002), in the Student Voice manifesto, emphasized the importance of student participation in educational discourse, as students bring a distinct viewpoint to classrooms and schools, and their absence would result in an incomplete understanding of their current state and potential implementation.

Similarly, school governance appears to foster the participation and involvement of parents and teachers while respecting the presence of collegial bodies established by law, again invoking a democratic governance characterized by participatory and shared leadership.

The active involvement of the school community, especially students, and the implementation of the WSA are in fact defined by the coordinator of citizenship education as a tool to counter youth absenteeism and promote a sense of belonging to the community (CCE-C-5, Pos. 71).

> «I think the Whole-School Approach is very important project that we all should embrace, because if you don't go that way, we lose our children, we lose our students. My teachers were different from me, and of course, my students will be different from me as well. So, we have a generation gap, and I feel like we should pay attention to this gap because it's the most important thing we have to do in matters of teaching and of school. Students, families, teachers, everyone must be involved in the process and contribute to it. I really believe that these days now, this actual time, this is the way we should do at school, because otherwise absenteeism will increase and the lack of interest in subjects like politics, the environment, relationships, and sexuality will too. We are giving a huge change on this free-style of telling who I am in the society; it's very important that inside the school we help students - and teachers as well, all people as well, because we are a community - and it's a nice place to start and to help people to say 'I'm a person, I belong to a planet from now on'. I think we should be really focused on that target and on that way of doing things. I think it's the right way and be right and be honest with everyone, not only with the students, but even with ourselves, and not just 'sit there, listen to me, I am right, you are the only one who has to listen to'. We don't grow people like that, we grow people with interaction, because that's the human way of being alive: interacting. So, if we interact outside, why don't we interact inside? That's my opinion». (CCE-C-5, Pos. 71)

The coordinator's statement aligns with the literature on school connectedness, which identifies student absenteeism as a primary ecological indicator (Lochner et al., 1999). In their research on school connectedness, Rowe and Stewart (2011) emphasized the significance of partnerships within the school community that define the whole-school approaches. These partnerships, particularly the relationships between students and school staff, impact several factors, including mutual reciprocity, perceptions of value, trust, satisfaction, and even the reduction of absenteeism, bullying, and aggression in the school environment.

14.2 The bureaucratic leadership style in S-6

The S-6 school grouping is located in the Maia district and consists of eleven schools, most of which are first-cycle and pre-primary schools. The school is characterized by a *Centro*

Qualifica for adult vocational training. The school's mission is based on the desire to promote the integral development of the person within a safe environment from the physical, psychological, emotional, and professional point of view. As a result, the school's vision derived from the mission is based on five areas: promoting success for all students; digital literacy; socially and ecologically sustainable development; positive educational climate and environment; and connection to the community.

With the ENEC (2017b), the school has established its EECE, which is a component of the Civic School's curricular project. This document faithfully reflects the compulsory and optional disciplinary domains defined by the Ministry; in this structure, teachers have the possibility to decide at which time of the year they will deal with the topics related to these domains. Teachers must pay particular attention to the ministerial AEs of specific subjects, which in some cases refer to aspects related to citizenship education, in addition to the domains of *Cidadania e Desenvolvimento*.

The curricular project Civic School wants to support the cross-curricular nature of citizenship education by defining the three main themes of the same: community identity development, citizenship at school/community, and active participation in the school/community.

The defined operational proposal, which also necessitates the involvement of the school community as a whole, is founded on the concept of civic participation, which encompasses human rights, development and global citizenship, environmental education for sustainability, and safety.

In the case of S-6, there is also a joint citizenship education committee, which establishes the work to be carried out at the school level.

All activities and projects related to citizenship education in S-6 refer to the mandatory domains defined at the national level, first, and then at the school level. This explains why human rights and environmental sustainability – the main mandatory domains for grade 8 – dominated the majority of activities reported by teachers or observed at school. As with the S-5, S-6 mainly joins national and European projects and initiatives, such as the *O mar começa aqui* project promoted by the Eco-Schools program, and the eTwinning Project promoted by the Erasmus+ program. The S-6 is distinguished by the PT-MZ digital interchange project implemented in collaboration with the NGO APOIAR.

Among the most frequently performed activities in class, teachers mainly showed research and analysis of information from multiple web sources, discussion on current issues, and work in small groups. The school presented all the products from its citizenship education activities and projects in the *Dia do Agrupamento*, an initiative that more closely resembles the Civic Education Festival at the Italian school S-4.

For the assessment of *Cidadania e Desenvolvimento*, teachers prefer to use project work, peer assessment, and observation. The Pedagogical Council has approved the school-defined evaluation criteria. The school's indications specifically state that the citizenship education grade comprises 80% of the processes teachers observed in the student and 20% of the final product. However, teachers have found assessment to be a challenging process.

External stakeholders play a central role in the Civic School curriculum project. The main partnerships include those with the City Hall, the University of Porto, and the University of Aveiro. However, despite the presence of these partnerships with the local community in the structural documents, greater community and parental involvement emerged as major areas of improvement for citizenship education in S-6. The questionnaire results confirm this, revealing low levels of involvement in activities planned for the school year 2022-2023 that involve collaboration with the local community. As previously mentioned for S-5, all four schools under examination shared these negative data, with no significant differences observed.

There was also a conflict over the involvement of parents. The absence of a family involvement culture in Portugal, according to a school teacher, has made it difficult for teachers to attract parents to school.

Moving on to the school governance, it demonstrates full adherence to national standards. S-6 defines the central organizational structure as the collegial bodies, particularly the General Council, the Pedagogical Council, and the management group, which take all school-related decisions. This structure differs from S-5 because, unlike the previous school where teachers actively participated in the decision-making and consultation phases, S-6 solely involves the collegial bodies in charge, limiting participation to those without a coordinating or representative role. The teachers attribute this rigidity in the school structure to the rigidity of the Ministry's regulatory and management system, which restricts not only a participatory decision-making process but also the declination of ministerial indications – like the teaching

organization for *Cidadania e Desenvolvimento* – to the specific school context and student needs.

The questionnaire results confirm all of the above, with the S-6 scoring statistically lower than the S-5 and S-8 in most, if not all, of the governance areas examined. There were moderate negative levels in terms of school participation and collaboration; according to teachers, it is caused both by excessive bureaucratic demands that make those who hold management roles mere executors and by the lack of time for co-design, which leads to a reduction in the number of activities and projects.

Participation in decision-making yields consistent results. It has been repeatedly stated that a specific collegial group must make decisions – sometimes without agreement – and inform others, thus defining mandatory guidelines for the entire school. Teachers have highlighted their limited involvement in the decision-making process, as they typically receive decisions that have already been discussed and approved, thereby acting as executors of pre-written plans. However, these issues stem from the rigidity of ministerial procedures, which leave little room for schools to act. The questionnaire results confirm these aspects, with the S-6 scoring significantly lower on autonomy of decision-making than the S-7 and S-8.

Students' involvement is also limited because they are considered to be insufficiently proactive in building their learning. They have the opportunity to be involved in decision-making through student representatives and the Student Parliament (a national project). The presence of these initiatives, which allow students to come together and compare themselves, while also participating in the school's organizational life, facilitates the implementation of informal learning experiences that can support the development of citizenship competences.

Parents are also involved in the decision-making process through the Parental Association and their representatives on the General Council, both established by regulation. As a result, the school has not implemented any specific initiatives to involve parents.

In terms of stakeholder involvement in decision-making processes, the S-6 scored significantly lower than the S-5 and the S-8.

The monitoring and evaluation process also complies with the relevant legislation. The *Monitorização interna do resultados académicos* team consistently monitors and evaluates the students' learning outcomes and the teachers' work. For *Cidadania e Desenvolvimento*, this assessment is accompanied by satisfaction questionnaires targeted at students, teachers,

and parents. If at school level the projects carried out are monitored and evaluated, there is no evaluation of the organizational choices made, since this is reduced to a mere perception of the working groups.

The principal's profile, which is derived from the school's one, demonstrates a bureaucratic leadership style. The school governance primarily exhibits this bureaucratic style, following regulations that require the presence of collegial bodies and coordinators for specific areas. However, this impersonal approach restricts the space for individual initiative among the teaching staff, as evidenced by their strict adherence to the rules, leaving little room for creativity or innovation, as revealed in the focus group.

As already described for the Italian S-3, the characteristics of school organization resulting from the exercise of the bureaucratic leadership style deviate from the constituent elements of WSA, such as the school community's participation in its complex decision-making processes. An exception is the involvement, albeit at times, of students through the presence of their representatives, that reminds us of one of the constituent elements of the school governance in the WSA perspective. In this domain, the lack of partnerships and collaborative activities with external agencies foreshadows the school's local closure, showing a departure from the guidance of the Council of Europe document (2018b).

The presence of bureaucratic leadership, not only from the principal but also from all members of the main collegial bodies where decisions are made, is further reinforced by the limited autonomy teachers perceive in their teaching, which is restricted to executing decisions made at the ministerial and school levels. Similarly, the blind application of directives in the teaching and learning process not only deviates from WSA, but also results in a lack of monitoring of organizational decisions.

It should be recognized that there is no unique leadership style that always applies; it needs to be chosen and modified for different groups, individuals, organizations, and circumstances (Amanchukwu et al., 2015). Among the factors that can aid in determining the leadership style is the size of the organization in which the leader operates: the larger and more varied it is, the more centralized decision-making is needed. This is the case of S-6, which is entailed by eleven different schools where, according to the vice principal, procedures must be structured to be able to open the doors of all these schools every day.

The principal, who feels comfortable within a process of shared responsibility within the large school organization he leads, expresses a feeling of trust in the teachers. This feeling

recalls the organizational trust (Tschannen-Moran & Hoy, 2000; Tschannen-Moran, 2014; Tschannen-Moran, 2020) described in the Italian S-2, where instead this feeling was perceived as absent by the teachers. There is no data available on the organizational trust perceived by teaching staff.

14.3 The bureaucratic leadership style in S-7

The S-7 profile that emerges from the data described, which we will now summarize, bears a striking resemblance to the S-6 profile previously outlined. Indeed, the two schools let the same leadership style emerge.

The S-7 school grouping is located in the Vila Nova de Gaia district and consists of three kindergartens, three first-cycle, one second-cycle, and one third-cycle schools. The school's mission stems to promote an integrated human development of supportive, critical, and autonomous citizens.

There are no particular aspects that distinguish the educational organization of *Cidadania e Desenvolvimento* described in the EECE, as it explicitly refers to what is provided for in the regulations, both in terms of domain areas and the need for local community involvement. At the school level, a coordinator regularly convenes with the teachers responsible for teaching *Cidadania e Desenvolvimento* to define the overall project, which the individual class councils then operationalize and carry out.

Three teachers filled out the questionnaire section on teaching *Cidadania e Desenvolvimento*, stating that they primarily perform role plays, work in small groups, and conduct research on multiple web sources in their lessons. Additionally, teachers of all disciplines combine cross-curricular teaching of citizenship education in their specific work.

No specific projects or activities have been observed in S-7, and most observed lessons were frontal. This aspect is in line with the results of the questionnaire, where the need for more projects appeared to be the main area for improvement for citizenship education. Environmental sustainability is the domain that receives more attention; in fact, the school has joined the Eco-Schools program, receiving the green flag.

Teachers assess *Cidadania e Desenvolvimento* using project work, peer assessment, and observations; they never use written tests. All teachers are called upon to assess the three cross-curricular assessment criteria for citizenship education identified by the Ministry of

Education, namely knowledge, communication, and problem-solving strategies. Again, as with S-6, the assessment process is problematic for teachers.

Two further main areas of improvement for citizenship education are the involvement of the local community and parents.

Regarding the relationship with the local community, although there are collaborations with the municipality and some universities, the results of the questionnaire and FG show the absence of specific collaborations with the local area, except for participation in national and international projects, such as the Eco-Schools program and the eTwinning project. The questionnaire confirmed these findings, scoring low on the activities planned for the school year 2022-2023 in collaboration with the community.

The school governance is strongly characterized by the presence of collegial bodies, from the micro level of educational teams to the macro level of the Pedagogical Council and the General Council. Unlike S-6, we did not identify any particular critical issues, but we did observe slightly lower levels of teachers' participation, though not significantly. Levels of collaboration also varied, highlighting the presence of teachers with little willingness to work together. Indeed, the results relating to school collaboration, exchange, and coordination appeared to be statistically lower than in S-5 (only in the latter case) and S-8.

The existence of collegial bodies also determines the structure of the decision-making process. The Pedagogical Council, General Council, and Administrative Council make all major decisions, while teachers and coordinators convene in smaller collegial bodies below them. In this structure, the coordinating teacher brings these proposals to the principal after consulting the teachers, allowing them to express their suggestions within the departments.

Parents are also involved in decision-making through the presence of their representatives in the Parental Association and the General Council.

Students are only partially involved in decision-making. They may meet and discuss with the class director, but for third-cycle students there is no student assembly because they are considered too young.

The questionnaire responses express all of these elements, with statistically lower results than S-8 regarding stakeholder involvement at school and no significant differences between S-5 and S-6.

The perception of teachers' autonomy differs, so the S-7 obtained statistically higher results than the S-6. This is evidence that, although from the organizational point of view S-

7 implements what the Ministry legislates for, sometimes lacking in personalization of the teaching and learning process, teachers perceive themselves as autonomous in their work and are not limited within rigid pre-established boundaries, unlike what happens in the S-6.

We found no particular distinguishing features in the monitoring and evaluation process. The monitoring and evaluation of student performance is accompanied by satisfaction questionnaires addressed to the entire school community. The data collected are discussed in a joint session.

Again, the presence of a bureaucratic leadership style, characterized by full adherence to national regulations that sometimes lead to a lack of personalization of school organization and teaching, is evident.

Despite the fact that S-6 and S-7 show the same leadership style and governance, which differ from the characteristics of the WSA, they show two central differences: teachers' perception of their autonomy and student involvement.

Regarding the perception of autonomy, if in S-7 there is adherence to national regulations – the EECE implemented is a reproduction of the national reference document – on the other hand, in this structure characterized by the mandatory and optional domains, teachers perceive that they are autonomous in their teaching choices; which is not the case in S-6, where teachers even perceive that they cannot fully respond to the needs of students precisely because they are required to apply what is set by regulations.

However, in S-7, students do not have the same opportunities and their involvement in the school organization is limited to classroom discussions with the class director. This low level of involvement deviates from the WSA organizational model.

Similarly, the element that needs more attention in S-7 is the relationship with the local community, which turned out to be an aspect left out of the school organization at various times.

14.4 The charismatic leadership style in S-8

The S-8 school grouping is located in the Paredes district and consists of two kindergartens, three first-cycle, one second-cycle, and one third-cycle schools. The Ministry of Education's TEIP program, which aims to contrast school dropout in territories with low socioeconomic

backgrounds, characterizes it. The school's mission is based on four values of educational action: excellence, participation, transparency of procedures, and innovation.

Innovation is precisely the word that most distinguishes the educational-organizational structure advocated in the S-8, which finds expression in the implementation of the *Plano de Inovação*, stemming from a collaboration established with the Ministry in 2016 through which the S-8 became a pilot school.

The PI fits within the Portuguese landscape of pedagogical innovation supported by the Ministry, as described by the OECD in the international TALIS survey (2019a). Specifically, within the innovation process traced by the *Projeto de Autonomia e Flexibilidade Curricular*, that aims to foster 21st century competences in students and views citizenship education as a strategic action to achieve this goal, the Ministry has sought to promote a bottom-up approach to change the teaching and learning process at the national level. In 2017-2018, 200 schools nationwide voluntarily chose to participate in this pilot project, which balanced autonomy, capacity, and accountability (OECD, 2019a).

Through the PI, the S-8 wants to test new teaching methodologies and organizational structures to implement critical thinking, problem solving, respect, and equality. The PI is characterized by certain elements, such as the presence of thematic weeks and an organization of the school calendar divided into four periods, the presence of RIC classes, the arrangement of desks by group to encourage mentorship, and the subject *Código de Conduta*.

In compliance with the innovative pedagogical policies advocated by the school, the organization of citizenship education also follows a different structure. The school divides the citizenship domains into three main categories: the cognitive domain, emphasizing knowledge; the socio-affective domain, emphasizing attitudes and values; and the pragmatic domain, emphasizing participation in the proposed activities. The teaching of *Cidadania e Desenvolvimento*, with their respective subject areas related to the domains, is mainly carried out in RICs classes; alongside the work conducted in RICs classes, there is the daily work carried out by all teachers in their respective subjects. *Código de Conduta* also covers topics related to citizenship education, either based on student interests or issues observed in the classroom.

The teaching and curricular organization of citizenship education involves a coordinator who collaborates with the discipline's teachers to establish a shared plan. The implementation

of a different project every eight weeks, which also invokes themes or dimensions related to citizenship education, stems specifically from the presence of thematic weeks. Despite this, we observed no specific projects involving multiple classes; we did observe a cultural diversity-focused activity that emphasized the development of problem-solving and critical thinking skills from real-life situations, including the use of digital technologies.

The assessment of *Cidadania e Desenvolvimento* follows the tripartite domain structure defined earlier. The most commonly used tools are project work and peer assessment.

Although some projects involve the local community – such as the *Healthy Waters* project, the *Jovens promotores de saúde project*, and the eTwinning project – the results of the questionnaire with regard to activities in collaboration with the local community planned for the 2022-2023 school year show mostly negative responses, evidencing low levels of school openness to the local community. The previously described schools also exhibit these levels of openness.

Parents participate in a variety of school initiatives, such as the University of Barcelona's INCLUD-ED project and regular meetings with the class director.

School governance presents a variety of points for reflection.

First and foremost, it is characterized by the presence of collegial bodies with deliberative functions, which represent the various figures in the school community. Within the working groups, starting from the micro level of pedagogical teams, high levels of cooperation and mutual support among teachers are found. The FG consistently highlighted this aspect, and the questionnaire results confirmed it, revealing significantly higher levels than those in S-6 and S-7. Upon deeper analysis, we found that S-8 perceived significantly higher levels than S-6 for both collaborative climate and cooperation in classes, and significantly higher levels than S-7 for coordination and exchange.

Organizing workshops, where teachers share experiences and practices, further fosters collaboration and contributes to the development of the school as a professional learning community. This helps to keep up a culture of innovation, research, and experimentation, as well as professional development within the school, that can meet the needs of the target context (Antinluoma et al., 2018; Paletta et al., 2022).

Similarly, positive levels were also found regarding perceptions of their participation in school, obtaining significantly higher scores than S-6. For both cooperation and participation, there were no significant differences with S-5.

If we carefully analyze the data related to decision-making processes, the perception of democratic governance that emerges from these early descriptions begins to change.

In S-8, the collegial bodies responsible for specific functions serve as the primary hub for decision-making processes. These bodies involve intermediate leaders, who act as representatives or coordinators of their respective teams. These figures are responsible for managing the exchange between the group they coordinate and the board in which they represent it; they share their deliberations with the school community through questionnaires, meetings, and workshops.

Decision-making processes also actively involve students and parents. The school organizes assemblies for students to discuss proposals and approve projects; the Parental Association and the school organize workshops and meetings for parents to discuss the school's organization and move proposals forward.

The questionnaire results confirmed significantly higher stakeholder participation in school compared to S-6 and S-7. Similarly, the results pertaining to teachers' decision-making autonomy are statistically higher than those in S-6.

Teachers, students, and parents are also involved in the monitoring and evaluation process. The Quality Observatory primarily operates this process, conducting analysis on three main elements: the process, which includes teaching methodologies and the relationship with the community; students' academic and social outcomes through synchronic and diachronic analysis; and the leadership of the principal and middle leaders. Once again, satisfaction questionnaires accompany these analyses.

As a result, the monitoring and evaluation procedures implemented in S-8 are innovative, setting them apart from the processes in the other schools that focus only on learning outcomes and satisfaction surveys. S-8 goes beyond monitoring student learning outcomes by also analyzing governance structures, including leadership.

Based on these results, we could have concluded that the governance in S-8 manifests democratic leadership within the school community. However, in the later stages of the FG, elements emerged that make the principal deviate from a democratic leadership style.

Teachers indicated that, during consultations, they often perceive the existence of a predetermined vision guiding decision-making, leading to the implementation of choices even in the face of disagreements. In addition, sometimes the principal seems to unhesitatingly pursue his vision – albeit it is shared by the school community – applying it

through a process of trial and error, despite teachers' differing opinions. This approach is not viewed negatively by teachers, as many initially opposed practices, such as desk grouping, eventually prove effective.

In the FG, it emerged that the presence of this kind of principal with a clear vision and the ability to lead the school toward innovative practices is what has made the S-8 a reference point for the area, as well as a pilot school. The methodologies, organizational structure, and teaching practices described in the PI reflect the principal's unique educational and planning approach, which differs from other schools, as it stems from a desire to renew educational practices. Over time, the principal, who successfully motivates and inspires teachers, transforms the initial resistance to change that many teachers feel towards new teaching practices and methods into recognition of their effectiveness.

The principal's charismatic leadership style emerges from these elements, demonstrating full adherence to his vision and style of action. The charismatic leaders strongly believe in the righteousness of their mission and the achievement of the ultimate goal, which they skillfully communicate to the team (Özgenel, 2020). This style is clearly evident in the actions of the principal of S-8, who, while paying attention to the voices of all souls in the school, continues to pursue his vision of innovating teaching and supporting full educational success.

The vision is the central element in the charismatic leadership style. Nikoloski (2015) stated that the development of this style follows a three-step process: the examination of the needs and opportunities of the context, which in S-8 led to the implementation of the TEIP program for disadvantaged areas; the development and dissemination of the vision, which is defined in the pedagogical innovation policies pursued in the PI; and the implementation of the vision even while taking personal risks, which in S-8 is discovered in the pursuit of principal's own ideas even while meeting the disfavor of teachers. The risk lies in the fact that charismatic leaders may come to believe that they cannot fall into error despite the warnings about the path they would like to take (Amanchukwo et al., 2015).

In addition, Banks et al. (2017) stated that this leadership style emerges during periods of transition or crisis in organizations, causing a change in the pre-existing *status quo*. This is what happens in the S-8, which works in concert with the Ministry to pilot the innovative practices defined in the PI, with the goal of then sharing them normatively across the country.

While many of the elements described recall the implementation of the WSA model – such as the active involvement of the school community in the decision-making process, with emphasis on student participation by providing them with informal learning opportunities for citizenship education; the high levels of collaboration among teachers; the teaching autonomy granted to them within the guidelines established at the school level; and an evaluation process that not only systematically examines the teaching and learning process but also includes critical reflection on leadership and collegial bodies by questioning their effectiveness – the principal's charismatic leadership style deviates somewhat from its governance model. In fact, the principal seems to adopt a more individualistic view of the school development process, moving toward a decision-making approach that, although it values collective input, tends to privilege his own personal vision in guiding the school's future strategies and directions for improvement.

This approach appears to hinder the distributed and participatory leadership that underlies governance in the WSA, highlighting a tension between the ideal model of governance that the principal tends toward and the concrete process of leadership realized in the school.

Part IV
Conclusions

Chapter 15. Promoting democratic learning environments at school. School leadership, governance, and civic and citizenship education in the Italian and Portuguese experiences

Chapter summary

This concluding chapter presents a structured overview of the eight case studies conducted in four lower secondary schools in Rome and four lower secondary schools in Porto to analyze the implementation of democratic learning environments. We systematize the results of the analyses in summary tables, not to compare Italian and Portuguese schools, nor to compare the two national reference systems. Therefore, the intent is not comparative but descriptive, drawing a *fil rouge* connecting the elements that characterize the teaching and learning process for civic and citizenship education – from an organizational-curricular point of view – and the school governance, starting from the leadership styles highlighted.

15.1 Summary of results

The summary tables presented in this section provide a structured overview of the key elements that emerged from the case studies conducted in schools pertaining to the three areas of the WSA: the teaching and learning process, cooperation with the local community, and school governance.

We structured two tables, one dedicated to Italian schools (Table 119) and one to Portuguese schools (Table 120). The overview is organized in three different hierarchical branches: WSA areas, dimensions of each area, and elements characterizing each dimensions for each school. Each table traces the profiles of the schools, highlighting the practices and dynamics that distinguish them in their unique implementation of the current national legislations.

Italian schools					
WSA areas	**Dimensions**	**S-1**	**S-2**	**S-3**	**S-4**
Teaching and learning process for civic education	**School organization for civic and citizenship education**	- Civic education commission (meeting once a year) - One coordinator per school order - Special education teacher as class coordinator	- No working group - One coordinator per school order - One coordinator per class	- No working group - No coordinator at school level - One coordinator per class (considered relatively necessary)	- Mixed Department for Civic Education (meeting once a month) - One coordinator per school order - One coordinator per class
	Civic and citizenship education curriculum and teaching organization	- Definition of competences, objectives, and contents per thematic core by the end of first cycle of education - Digital citizenship for grade 6, sustainable development for grade 7, Constitution for grade 8 - Planning of activities by class councils (learning units and reality-tasks)	- For each thematic core, definition of knowledge, skills, competences, and teaching hours for each subject - Planning of activities by class councils	- For each thematic core, definition of competences, skills, contents, and teaching hours for each subject - Planning of activities by departments	- Focus on the development of civic coexistence, environmental awareness, and responsible use of new technology - Four axes (language, mathematical, science-technology, social-history) - Civic education curriculum accompanies the vertical curriculum, structured on the key competences for lifelong learning - Planning of activities by Department and class councils
	Activities and projects for civic and citizenship education	- *Gioco del bene comune* - Creation of an archive of activities	- Amnesty International project - No archive/repertoire	- The *Una scuola per l'ambiente* project - The *Sospendiamo il giudizio* project - No archive/repertoire	- The Civic Education Festival - Creation of an annual repertoire of activities

Italian schools					
WSA areas	**Dimensions**	**S-1**	**S-2**	**S-3**	**S-4**
	Principal issues	- Rigidity of the school curriculum - Lack of time for cross-curricular teaching - Student assessment - More civic education projects - Increased in-service teacher training - Increased cooperation between teachers from different subject areas - Increased cooperation with the local community	- Lack of time for cross-curricular teaching - Student assessment - Increased cooperation among teachers from different subject areas - Better textbooks - More in-service teacher training - More civic education projects - Increased cooperation with the local community	- Lack of time for cross-curricular teaching - Lack of confrontation and co-designing - More cooperation between teachers from different subject areas - More cooperation between school and local community - More civic education projects - Greater involvement of parents	- More civic education projects - Increased cooperation among teachers from different subject areas - Increased involvement of outside agencies
Cooperation with local community	**Partnership with external agencies**	- Fewer partnerships than before the Covid-19 - Different partners with the local community (State Police, *Libera*, *Legambiente*, the *Valore del femminile*) - Activities focused on sports, cultural events, social and environmental issues, disadvantaged groups for 2022-2023 school year	- Collaboration with the Department of Mathematics, Roma Tre University - Collaboration with Trinity College - Absence of partnerships in the local area - Few activities with the local community planned for 2022-2023 school year	- Partnerships with some cooperatives (Scholè and Meta) - Few activities with the local community planned for 2022-2023 school year - Difficulty in establishing contact with associations	- Numerous partnerships (Civic Education Festival) - Winner of the Roma Capitale Open Schools - Many activities planned for the 2022-2023 school year (sports events, cultural activities, on social and environmental issues) - Difficulties in communication
	Parental involvement	- Low parental participation in school initiatives	- No collaboration between school and parents	- Parental Association 'Trezerotre' - *Giornate Fai da Te* for small school maintenance	- Good school-family relationship - *Festa Incontro* and *Festa dei nonni*

Italian schools					
WSA areas	**Dimensions**	**S-1**	**S-2**	**S-3**	**S-4**
School governance	**Collaboration and participation at school**	- Moderately positive levels of collaboration, varying between class councils - Collaboration among teachers in their own class council - Collaboration based on friendly relationships and individual initiative to co-design - Moderate participation, but discouraged by short contracts and no financial recognition	- Variable collaboration among teachers, moderately low (based on departments) - Individual initiative for co-design - No collaboration with principal and non-teaching staff - Lack of support for teachers in organizing activities/meetings that has prompted of teachers to retreat into traditional teaching - Perception of principal's lack of managerial and leadership skills - Principal's perception of individual work of some teachers	- Moderately positive collaboration both among teachers and between teachers and principal - Low teachers' participation in committees/working groups resulting from lack of financial compensation or recognition - Participation left to individual initiative	- Significantly higher levels of collaboration (highest among the four schools) - Same number of primary and lower secondary teachers on committees and subcommittees - High levels of participation and involvement - Continuous exchange between teachers and principal and teacher-centeredness of the school - Welcoming principal to teachers' requests and ease in communication
	Decision-making process	- Collegial bodies - Coordinators and instrumental functions that create a hierarchical structure in which whoever wants can participate in governance - Democratic functioning - Insufficient time for debate in the Teachers' Board, thus perception of pseudo teacher involvement in decision-making process	- Autonomous decision-making power of the principal - Majority criterion only formally present in collegial bodies - Pseudo involvement of teachers in decision-making and uncertainty of the actual implementation of what has been collegially deliberated - Parental participation only through their representatives	- Legislatively mandated collegial bodies - High turnover of principals that has discouraged teacher participation in decision-making - Establishment by legislation of Principal-Manager (by law) which limits democratic functioning of the school - Parent participation through the Trezerotre Association,	- Pyramidal structure of collegial bodies and working groups - Principal as *primus inter pares* in the Teachers' Board - Parent representatives who also propose projects and activities - Parental participation through their representatives in the School Board (required by law)

Italian schools					
WSA areas	**Dimensions**	**S-1**	**S-2**	**S-3**	**S-4**
		- Involvement in governance limited by the institutional nature of the school - Parental participation only through their representatives in the School Board (required by law)	in the School Board (required by law)	but little decision-making power - Parental participation through their representatives in the School Board (required by law)	
	Student involvement	- No student involvement in school organization - Student involvement left to teacher initiative	- Student representatives in lower secondary school (activities for civic education) - No institutional school-student communication	- Involvement in *Giornate Fai da Te* and the *Lasciateci sognare* project. - No representatives because they are considered too young	- Student representatives in lower secondary school classes - School representatives and vice-representatives meeting in the Student Council
	Teachers' autonomy	- Teachers' perceptions of autonomy in their work - Rigidity in the implementation of guidelines approved by the institute	- Moderate levels of autonomy perceived by teachers, especially in activity planning and assessment	- Perceptions of moderate levels of teacher autonomy, lower reported levels of work organization	- High levels of teacher autonomy - Perception of freedom and lack of external opposition in their work
	Evaluation	- Drafting of RAV and Improvement Plan (required by regulations) - Satisfaction questionnaires to teachers, students, parents, and non-teaching staff	- Drafting the RAV and Improvement Plan (required by legislation). - No monitoring of activities/projects even though there is a PTOF Committee with this task	- Drafting of RAV and Improvement Plan (required by regulations) - Lack of a monitoring and evaluation process for civic education	- Drafting of RAV and Improvement Plan (required by regulations) - Satisfaction questionnaires to teachers, students, and parents
	Leadership style	Between bureaucratic and democratic leadership style	Authoritarian leadership style	Bureaucratic leadership style	Democratic leadership style

Table 119: Constituent elements of the teaching and learning process for civic education, cooperation with the local community, and school governance of the four schools in Rome.

Portuguese schools					
WSA areas	**Dimensions**	**S-5**	**S-6**	**S-7**	**S-8**
Teaching and learning process for **Cidadania e Desenvolvimento**	**School organization for civic and citizenship education**	- Third-cycle educational team for citizenship education (six mandatory meetings per year) - One coordinator at school level - Specific teacher	- Mixed working group (five teachers, one from each school cycle) - One coordinator at school level - Specific teacher	- Working group but not Commission - One coordinator at school level - Specific teacher	- Working group but not commission - One coordinator per school order - One sub-coordinator per team - Specific teacher
	Civic and citizenship education curriculum and teaching organization	- EECE aimed at: developing social and personal skills, critical thinking, active participation, and knowledge in nonformal areas - Domains of *Cidadania e Desenvolvimento* established by national legislation - Domains divided into five axes: responsibility and integrity; excellence and need; curiosity, reflection, and innovation; citizenship and participation; and freedom	- The Civic School curricular project - Identification of three themes: community identity development; citizenship in school/community; active civic participation in school/community - Focus on civic participation - Despite the Civic School project, implementation of what has been legislated by the Ministry	- EECE explicitly incorporates nationally defined instructional organization and domains - Defining a theme to guide the work on citizenship education during the school year (*Nuvens verdes*)	- TEIP Project and Innovation Plan in collaboration with the Ministry - Domains divided into three categories: cognitive domain, socio-affective domain, pragmatic domain - Domains of *Cidadania e Desenvolvimento* divided among RICs classes - Citizenship education promoted through the subject *Código de Conduta* and thematic weeks
	Activities and projects for civic and citizenship education	- Not one big institute project, but many projects/activities based on students' needs and interests - *Viagem criativa pelo planeta terra* project, in collaboration with *Serras*	- *Dia do Agrupamento* - *O mar começa aqui* project, in collaboration with Eco-Schools program - PT-MOZ digital interchange project, in collaboration with the NGO APOIAR	/	- Activity on cultural diversity - Healthy Waters project

Portuguese schools					
WSA areas	**Dimensions**	**S-5**	**S-6**	**S-7**	**S-8**
		do Porto and the *Ciência Viva* club - *Orçamento Participativo Jovem* project, promoted by the Municipality	- Focus on human rights and sustainable development		
	Principal issues	- More guidance on competences to be achieved - More projects for citizenship education - More cooperation among teachers from different subject areas - More cooperation with local community	- More cooperation between the school and the local community - More parental involvement - Rigidity of the school curriculum and little teaching autonomy for teachers	- More projects for citizenship education - More cooperation between the school and the local community - More parental involvement	- More guidance on competences to be achieved - More projects for citizenship education
Cooperation with local community	**Partnership with external agencies**	- Presence of partnerships with the local community (*Os amigos do agrupamento*) - Few activities in collaboration with the local community planned for the 2022-2023 school year - Collaboration with the local community highlighted as a fragility by the school's internal evaluation process	- Presence of partnerships with the local community for the Civic School project - Partnerships with hotels, restaurants, and companies for vocational training courses - Few activities in partnership with the local community planned for the 2022-2023 school year	- Presence of partnerships with the local community (University, City Hall) - Despite the presence of partnerships, teachers perceive a lack of connection with the local area - Few activities in partnership with the local community planned for the 2022-2023 school year	- School-local community relationship for the TEIP project - Involvement of the local community in the evaluation process after the eight thematic weeks - Few activities in collaboration with the local community planned for the 2022-2023 school year
	Parental involvement	- Good collaboration between school and parents	- Different perceptions about parental involvement: for the principal, they are involved	- Variable parental involvement	- High parental involvement in curriculum construction

Portuguese schools					
WSA areas	**Dimensions**	**S-5**	**S-6**	**S-7**	**S-8**
		- School-family meetings to define school organization - Four annual mandatory meetings between parents and class directors	and active; for teachers, it is difficult to involve parents in school	- Perception of low level of participation due to parents' work and lifestyle	and planning of projects and activities - Parent meetings with the class director
School governance	**Collaboration and participation at school**	- Positive levels of collaboration - Collaboration within educational teams - Presence of an under-participating group of teachers - Co-presence of teachers in classes voluntarily	- Collaboration between principal and teachers centered on a division of tasks and a sharing of responsibilities - Variable participation, limited by low time and bureaucracy - Moderate collaboration among teachers - Collaboration among teachers limited by low time for co-design	- Moderately positive collaboration among teachers, especially in working groups - From working groups by school grade to working groups by school cycle - Collaboration left to individual initiative	- High levels of collaboration and participation among teachers in working groups and departments - Division of roles in organizing projects and activities - Collaboration among teachers fostered through workshops to share expertise - Co-presence of teachers in the classroom
	Decision-making process	- Collegial bodies and coordinators - Discussion first in small groups/teams and then deliberation in large collegial bodies in the presence of working group coordinators - Teachers' participative decision-making through educational team meetings - Parent participation through representatives	- Collegial bodies and coordinators - Only councils' members/coordinators actively participate in decision-making - Limited teachers' participation in decision-making process - Even when there is disagreement, what is decided by councils is implemented	- Collegial bodies and coordinators - Perception that the presence of collegial bodies enable the democratic functioning of the school - Participation of teachers in decision-making processes through coordinators of working groups	- Collegial bodies and coordinators/middle leaders - Discussions in the different teams, first, and then in the main collegial boards to make final decisions - Teachers' involvement in decision-making processes with questionnaires, meetings, and workshops - Pursuit of the vision by the principal even in the presence of disagreement

Portuguese schools					
WSA areas	**Dimensions**	**S-5**	**S-6**	**S-7**	**S-8**
		to the General Council and Parental Association (both established by regulations), and monthly meetings with the school	- Parent participation through representatives to the General Council and Parental Association (both established by regulations)	- Parent participation through representatives to the General Council and Parental Association (both established by regulations)	- Teachers' perception of their pseudo-participation in decision-making processes - Parent participation through representatives to the General Council and Parental Association (both established by regulations), and workshops
	Student involvement	- Student involvement in choosing activities and defining assessment criteria and tools - Three meetings per year of the School Assembly to discuss the school's strengths and weaknesses	- Lunchtime management in the *Hora do Tacho* project - Limited involvement because they are considered insufficiently proactive in building their learning - Student Association for upper secondary school and Student Parliament for younger students (national project)	- Student involvement in choosing topics and assessment methods - Class assemblies with the class director - *Associação de Estudantes* for upper secondary school - No particular student involvement in governance because they are considered too young	- Student assemblies - Involvement in choosing activities and projects
	Teachers' autonomy	- Moderately positive levels perceived by teachers about their autonomy	- Implementation of what is established in the school boards or by national legislation - Rigidity of national legislation that does not allow for responsiveness to the needs of the school context and students	- Perceptions of high levels of teacher autonomy, especially for the choice of activities	- Perception of high levels of autonomy

Portuguese schools					
WSA areas	**Dimensions**	**S-5**	**S-6**	**S-7**	**S-8**
	Evaluation	- Monitoring and evaluation process by the *Equipe de autoavaliação* - Attention to student learning outcomes - Evaluation process over the four years of the Educational Project - Satisfaction questionnaires for students, parents, and non-teaching staff - Sharing of results in joint session with school staff, students, and parents	- Monitoring and evaluation process by *the Monitorização interna do resultados académicos* team - Focus on student learning outcomes and projects - No evaluation of organizational choices - Satisfaction questionnaires for students, parents, and teaching staff for *Cidadania e Desenvolvimento*	- Monitoring and evaluation process on learning outcomes and activities - Unsystematic evaluation process - Satisfaction questionnaires for students, parents, teachers, and non-teaching staff	- Monitoring and evaluation process by the Quality Observatory - Monitoring and evaluation of: process (methodologies and relationship with the community), academic and social outcomes, and leadership of the principal and middle leaders - Diachronic evaluation - Satisfaction questionnaires for teachers, students, and parents - Sharing of results in joint session with school staff, students, and parents
	Leadership style	Between bureaucratic and democratic leadership style	Bureaucratic leadership style	Bureaucratic leadership style	Charismatic leadership style

Table 120: Constituent elements of the teaching and learning process for *Cidadania e Desenvolvimento*, cooperation with the local community, and school governance of the four schools in Porto.

15.2 What leadership for what school governance?

The Council of Europe (2018a) calls on educational institutions to promote learning about democracy through three aspects: the methods of decision-making and communication, the opportunities for debate and active participation within the institution, and the degree of mutual respect and trust in the relationships between teachers, students, and parents. This approach is implicit in the implementation of the principle expressed in the *Charter on Education for Democratic Citizenship and Human Rights Education*[119] (Council of Europe, 2010), for which

> «Teaching and learning practices and activities should follow and promote democratic and human rights values and principles; in particular, the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents». (Section II, 5.e)

So, the development of competences for a democratic culture requires an interconnection between the contexts of democratic life, pedagogies, and teaching methodologies adopted by the school (Council of Europe, 2018a). This context necessitates a comprehensive approach to the educational process, where CCE extends beyond classroom instruction to encompass the complexity of the school organization. As a result, the WSA is identified in European documents and in the Portuguese national strategies as an organizational model to be adopted to promote a school as a democratic learning environment (Council of Europe, 2018b; Ministério da Educação, 2017b). The research analyzed its three constituent elements, namely the teaching and learning process, cooperation with the local community, and school governance (Council of Europe, 2018b).

The *Council conclusions of 26 November 2009 on the professional development of teachers and school leadership* (European Union, 2009) identified leadership as a crucial role in structuring the teaching and learning environment as it enables students, parents, and school staff to provide the necessary support to achieve the highest goals. School leaders have emerged as the main agents for promoting a school-wide continuous improvement process and learning opportunities for students (Kilicoglu, 2018). There are

[119] Council of Europe (2010), *Charter on Education for Democratic Citizenship and Human Rights Education.* Available at: https://search.coe.int/cm#{%22CoEIdentifier%22:[%2209000016805cf01f%22],%22sort%22:[%22CoEValidationDate%20Descending%22]}. Accessed 30 September 2024.

many models[120] in the literature that show how leadership can improve student learning by focusing on factors at the school level. These models show how leadership has an indirect or mediated effect on student learning by setting organizational characteristics and encouraging a participatory and collaborative climate within the school, which in turn makes it possible for teachers to do their jobs well (Heck & Hallinger, 2009; Hallinger, 2011b; Leithwood et al., 2020).

Thus, if leadership represents one of the elements that define the characteristics of the school organization and the teaching and learning environment, what are the characteristics of the teaching and curricular organization of civic and citizenship education and school governance in the presence of different leadership styles?

To answer this question, the tables presented above, which provided a structured overview of the research conducted, prove to be valuable tools, as they allow for the effective organization of data from interviews, focus groups, observations, questionnaires, and documents. In the previous chapters, we highlighted the leadership styles that characterize school organizations by describing school profiles obtained from these data. Taking those leadership styles as a reference point for our analysis, the intent is to identify commonalities and differences that characterize the curricular organization of CCE and the governance of schools, which fit within the same regulatory landscape. Since this is an exploratory study aiming at an in-depth description of the different contexts, this mode of analysis is not based on quantitative correlations. It does not aim to define causal links between the parties. Instead, we intend to examine the research findings, identifying recurring and distinctive themes that define the connection between leadership, governance, and CCE within the eight schools analyzed.

The most recurrent leadership style is the bureaucratic one, which is found in the Italian S-3 school and the Portuguese S-6 and S-7 schools. These schools exhibit a strong commitment to adhering to both national and internal school regulations, although in S-6 these are structured in the Civic School curricular project that seemingly seems to depart from the national regulations.

S-3 defines a strict framework for the teaching-curricular organization of civic education, which includes defining the themes, competences, skills, and timeframes for each subject.

[120] Please refer to Chapter 2.3.

This rigid school curriculum has rendered the role of the school coordinator and a civic education working group unnecessary. The absence of a monitoring and evaluation process in the proposed activities or curricular organization of civic education, which repeats the same activities and assessment tools year after year without any changes, further reinforces all this; thus, again, S-3 is limited to the preparation of the *Rapporto di autovalutazione* and *Piano di miglioramento* required by regulations.

The absence of a structured evaluation process limited to what is required by the regulations is also evident in Portuguese schools S-6 and S-7; in the former case, the evaluation of organizational choices lacks a systematic process and instead relies on discussion and personal opinions.

In terms of how CCE is taught and organized in the curriculum, the data showed that the guiding documents made by S-6 and S-7 closely align with the ENEC (2017b), particularly regarding the required and optional domains. The presence of a specific working group, which in S-6's case is a joint committee between school cycles, also unites the two schools.

Strict adherence to national regulations and, consequently, school documents drafted in following them is almost exaggerated in S-6, where it appears limiting to teachers' teaching autonomy because it restricts the possibility of declining those directives on the specific school and classroom contexts.

In S-3, the lowest levels of autonomy perceived by teachers in schools in Rome were recorded. In this school, the implementation of established policies and the lower levels of autonomy are accompanied by a perception of limited time for cross-curricular civic education teaching, as well as limited time for teacher discussion and co-design.

In terms of school autonomy, it is different in the case of S-7, where, despite the fact that the EECE – the school curriculum for citizenship education – recounts in detail the national reference document, teachers perceive high levels of autonomy in their work, especially in defining activities; despite this autonomy, S-7 is the only school where no classroom activities or school projects for CCE were observed.

Another element that unites these three schools is the lack of partnerships with the local community to implement educational activities for CCE, although in Portugal there is a focus on participating in national and international projects, including at the Eco-Schools program.

Adherence to regulations is also present in aspects of school governance. The collegial bodies, the hub of decision-making processes, receive particular attention. Specifically, in

Portuguese S-6 and S-7 schools, teaching staff are involved in decision-making processes through the presence of their representatives in the main deliberative bodies, namely the Pedagogical Council and the General Council.

While in S-7 the presence of these collegial bodies and representatives of working groups is considered an expression of the democratic functioning of the school, in S-6 they are the expression of a smaller group of people to whom *de facto* decision-making power is delegated, with a slight possibility that this power can be shared with the school community as a whole. Therefore, the main collegial bodies enforce their decisions, even in the face of minority dissenting opinions. Given the large size of the S-6 school grouping (which consists of eleven buildings), it was necessary to adopt these *modus operandi* in the belief that it would better facilitate the school organization and functioning in its complexity. This then led to rigid procedures, little teaching autonomy, and little participation in decision-making processes, so those who assume coordinating roles are mere executors and enforcers of the procedures established by the Ministry, first, and by the school, later.

S-3 also places a high value on the collegial bodies that regulations establish for the decision-making process. However, the teachers' perceptions of low participation in decision-making are not due to the rigidity of the organizational structure or the inclusion of only their representatives, but rather to the high turnover of principals, which has discouraged participation and involvement in the school organization. This aspect is also the factor that has led to the definition of teaching for civic education focused on a systematic repetition of what has been established collegially in compliance with current regulations.

Parents also participate in decision-making processes, with their representatives included in the School Council for S-3 and the General Council for S-6 and S-7. In addition, all three schools have a Parental Association, which the Portuguese schools legally mandate, while S-3 initiates it. However, the vice principal of S-3 asserts that the school sets the guidelines for organizational and teaching decisions, and the parents are more receptive to these guidelines.

Students' participation in decision-making processes is also limited in these schools, with no regulations defining their involvement, except for their representatives in the General Council in Portugal. In S-3 and S-7, students are deemed too young to participate in the school's organization; on the other hand, in S-7, they actively choose activities and assessment tools, and participate in class assemblies with the class director. In S-6, the situation differs: while class representatives are present in the third cycle and the school has

joined the national Student Parliament project, their involvement in the teaching organization is limited due to their perceived lack of proactiveness in their learning.

The Italian S-1 and Portuguese S-5 also exhibit some of these elements, demonstrating a leadership style that falls somewhere between bureaucratic and democratic. Adherence to rules and regulations is the aspect where the bureaucratic style is most prevalent.

In S-1, the principal demonstrates a democratic leadership style by forming new working groups to promote distributed leadership within the school community. However, the middle leaders that emerge from this involvement adopt a bureaucratic style. In S-1, the establishment of a Civic Education Commission, not required by the regulations, aims to establish organizational teaching guidelines for civic education at the school level, promoting democratic and participatory leadership. However, despite the principal's efforts to involve school staff, teachers express dissatisfaction with the strict adherence to these guidelines, which they perceive as a more bureaucratic approach to procedures.

This aspect is not derived from the defined curriculum for civic education in S-1, which, by the end of the first cycle of education, identifies the competences, objectives, and contents per thematic core, hinting at the teacher's teaching autonomy in their implementation. Rather, it manifests itself in the internal organizational structure that results from the actual implementation of the curriculum. This structure establishes that all grade 6 classes deal with the thematic core of digital citizenship, grade 7 classes with environmental sustainability, and grade 8 classes with the Constitution. Each class council selects a cross-curricular topic from each core, integrating the contributions of each discipline into the chosen theme. Although teachers have the opportunity to cover their preferred topics, they view the need to adapt to the teaching structure and treatment of the thematic cores provided at the school and class level as an obligation and limitation. The perceived lack of time for cross-curricular teaching of civic education is related to this perceived rigidity in the curriculum. In addition, the nature of the Civic Education Commission, which was created in order to be able to set guidelines for civic education at the school level and which for this purpose meets once a year at the beginning of the school year, suggests a guiding, or somewhat directive, teaching purpose, rather than a tool for fostering common discussion and planning.

In S-1, the decision-making process and perceived limitations mirror the bureaucratic style. The decision-making process occurs within the designated collegial bodies, primarily the Teachers' Board, which, according to the teachers, ensures the school's democratic

operation, similar to S-7. However, the restricted time, the substantial number of Board members, and the inability to allocate additional hours due to contractual obligations limit the scope of discussion and full teachers' involvement in the decision-making process. Additionally, the institutional nature of the school itself sets boundaries for the participation of school staff in the school's organization, yet the opportunity to participate remains guaranteed.

The Portuguese S-5 is no different from what has been described so far for S-1. Here, the bureaucratic leadership style depends not so much on an internal school organization but on the organizational measures proposed by the Ministry. The school regulations define a rigidly structured and articulated curriculum based on the compulsory and optional domains, identifying five axes for citizenship education: responsibility and integrity; excellence and need; curiosity, reflection, and innovation; citizenship and participation; and freedom. The need to be subject to such structured measures of the Ministry is accompanied by the little autonomy left perceived by teachers, not least because they are required to compile a database concerning the activities conducted and the results obtained to be sent to the Ministry; in addition, this structure limits the democratic style that the principal would have thought.

In contrast to S-1, in S-5 the leadership style between the bureaucratic and the democratic leads to an attempt to move away from the unipersonal model, characteristic specifically of Portuguese national legislation, to promote shared and participatory school governance. Although decision-making power is placed in the collegial bodies, school staff participation in S-5 is promoted through small group discussions that precede meetings in which representatives of those groups are called upon to participate. In this, S-5 distinguishes itself from S-1 and S-6, as previously mentioned, where the legislative framework governs the decision-making process: in S-1, participation occurs solely through voting, while in S-6, only members of the deliberative boards can participate in decision-making.

The situation differs when it comes to parent and student involvement. In this context, the bureaucratic leadership style of S-1 emerges, bringing it closer to the three schools previously described (S-3, S-6, and S-7) and away from the democratic style. The regulations at this school appear to limit parent participation in decision-making processes to the presence of

their representatives on the School Board, whereas the Italian regulations for lower secondary schools do not encourage student participation or the presence of their representatives.[121]

The Portuguese S-5, on the other hand, aims to deviate from the bureaucratic approach. The school's internal regulations require parents and students to participate in the decision-making process, not only by having their representatives on collegial bodies but also by attending periodic meetings. Specifically, for students, their involvement in school governance is evident not only through the organization of three annual School Assembly meetings, where students and their representatives convene to discuss the school's strengths and weaknesses, but also through their daily involvement in selecting activities and co-constructing assessment criteria and tools, thereby transforming them from mere users of the school's services to active participants in their own learning.

In both S-1 and S-5 schools, although the rigidity of rules and regulations does not allow for deviation from a bureaucratic leadership style, this rigidity is accompanied by a perception of moderate autonomy of teachers.

S-1 and S-5 have two additional aspects in common: the systematic nature of the monitoring and evaluation process, as well as the few partnerships with the local community.

In the initial examination of the other three schools, we observed an evaluation and monitoring process that adhered solely to regulatory requirements and occasionally lacked structure. In S-1 and S-5, the necessary evaluation processes follow a more systematic approach and engage the entire school community. This involvement, which also involves the collection of data by means of satisfaction questionnaires, which is a common feature in Portuguese schools – although in S-6 they are limited to the teaching organization of *Cidadania e Desenvolvimento* – is not common in Italian schools, where they appear only in S-1 and S-4.

As for cooperation with the local community, it appears to be an area for improvement. Partnerships exist in both of the aforementioned schools, but in S-1's case, the Covid-19 pandemic limited them. Teachers suggest that associations should extend their involvement to in-service teacher training for CCE. In S-5, on the other hand, despite the presence of the *Os amigos de agrupamento*, there are no activities planned for the 2022-2023 school year that involve them.

[121] In Italy, the student component is admitted to the School Council only in upper secondary schools (Art. 8, paragraph 8, Legislative Decree No. 297/1994).

As a result, S-1 allows a democratic leadership to emerge, which is stifled by the rigidity of school governance based on adherence to procedures, recalling a bureaucratic style. Within the boundaries of the school institution itself, this rigidity on the one hand incentivizes participation and on the other limits it. On the contrary, the S-5 seeks to balance the bureaucratic leadership style required by national regulations with participatory forms of school governance, which echo democratic leadership. The rigidity of the citizenship school curriculum, which establishes mandatory teaching guidelines without overly restricting teacher autonomy, is evident in both schools.

In contrast, S-4 exhibits a democratic leadership style, characterized by organizational aspects that set it apart from the other seven schools, particularly S-2, which adopts an authoritarian leadership style.

As previously stated, the vision of participative or democratic leadership has emerged in response to the traditional perspective of a leader occupying the top of an organization as well as the sole source of change (Woods, 2005). Therefore, new trends centered on democratic principles, a sharing of responsibility, and engaging decision-making, that make the case for democratic and participatory leadership, have made their way into schools (Delgado, 2014; Kilicoglu, 2018).

In S-4, the exercise of such a leadership style is visible in both school governance and CCE curricular organization.

In terms of governance, the school is characterized by high levels of participation and collaboration, particularly between teachers and the principal, leading to the term ‘teacher-centric school’. Mutual exchange between the principal and teaching staff, acceptance of proposals coming from both sides, and ease in communication are the three elements that most define this collaboration.

School governance involves both the school orders (primary and lower secondary) within committees, each with its coordinator and a subcommittee of teachers from the other order. This organization fosters the creation of an organic and unified curriculum, an expression of an educational process seen as a *continuum*. Decisions are made within working groups and collegial bodies, especially in the Teachers’ Board, where the principal has defined themselves as a *primus inter pares*, as an expression of the democratic functioning that guides the school organization.

The involvement of students in governance, through the presence of class representatives, school representatives, and deputy representatives for the secondary school, is another manifestation of democratic leadership; these representatives meet in the Student Council. Lower secondary school students in S-5 and S-6 also have student representatives and a Student Assembly, a feature not found in other Italian schools or in S-7 and S-8.

Parents also participate in school governance through their representatives, although there is no Parental Association.

Citizenship, as defined in the documents, serves as the fundamental basis for all educational activities the school promotes in the S-4 teaching and learning process. The elaborated curriculum does not appear as an additional element, but accompanies the school's structural documents that rest on the key competences for lifelong learning defined in the *Recommendation of The European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning*; therefore, the S-4's curriculum identifies specific competences, skills and knowledge, as well as evidence, meaningful tasks, and mastery levels at the end of specific educational pathways.

As previously mentioned, the S-4 curriculum stands out from other schools due to its unique structure. This is not only because it utilizes the 2006 Recommendation as its primary reference but also because it identifies four thematic axes. These axes are considered essential multidisciplinary and methodological content for the development of cross-curricular and metacognitive competences. These axes are aimed at structuring the cross-curricular nature of CCE, as expressed in national legislation: language, mathematics, science-technology, and social-history. The three thematic cores set out in Law No. 92/2019 are now defined in a way that fits with the school's three developmental goals: in the documents, S-4 no longer talks only about the Constitution, sustainable development, and digital citizenship, but rather about civil coexistence, environmental awareness, and the responsible use of new technologies.

The joint Department of Civic Education, not provided for in the legislation, emerged as a result of the democratic leadership exercise in S-4. This Department differs from the S-1 Commission because, while the latter came into being to structure guidelines and procedures to be followed for the specific school year, the Department came into being in response to the need for discussion and a space dedicated to exchange and co-design.

The teachers assert that collaboration, exchange, and supportive leadership are the key elements that enable S-4 to create institute projects like the Festival of Civic Education. These

projects extend beyond the class group or the reference grade, encompassing the entire institute, transforming the school into a civic theater, with the associations playing a pivotal role in defining a teaching and learning process open to the community.

Similar to S-1 and S-5, S-4 conducts an evaluation and monitoring process that extends beyond the production of regulatory-mandated documents, incorporating the use of school-wide satisfaction questionnaires. Whole-school satisfaction questionnaires are among the tools identified by the Council of Europe (2018b) through which to engage stakeholders in the process of monitoring and evaluating the school's organizational structure and learning environments; this is one of the elements that characterize school leadership and governance within the WSA.

Research in the field has highlighted how the principal's democratic leadership style fosters the creation of an organization in which leadership is not derived from the position held but is shared within the organization itself, characterized by the presence of different working groups and a collaborative climate.

The democratic leadership of the individual, which manifests itself in the involvement of the community in governance and decision-making by fostering cooperation and collaboration, can promote the creation of a form of distributed leadership, defined as one of the democratic approaches to leadership (Woods, 2005) that is no longer tied to the individual but to the group, where its members share their expertise by giving rise to both formal and informal leadership positions (Kilicoglu, 2018).

In the literature, it has emerged how distributed leadership and, consequently, the principal's democratic leadership style contrast with the charismatic leadership style, in which decision-making power is placed in the hands of a single person who inspires, directs, or persuades the members of the organization to achieve ultimate success (Hartley, 2007; Woods, 2005; Kilicoglu, 2018). This style emerges clearly in S-8 in which the principal's action is aimed at promoting the process of innovation within the school.

The Innovation Plan and the TEIP project, two initiatives that S-8 is pursuing in collaboration with the Ministry, express the principal's innovative vision. The innovative process is found both in the pedagogical experimentation initiatives implemented in the school – such as thematic weeks, RICs classes, and the *Código de Conduta* subject – and in the organization of the EECE. The latter entails the division of subjects pertaining to the domains identified by the Ministry among the RIC classes, as well as the identification of

three macrodomains: the cognitive domain, the socio-affective domain, and the pragmatic domain. The teaching organization for CCE at the school level is defined by a specific working group, in which there is a coordinator within the school and a sub-coordinator within each pedagogical team.

The Quality Observatory also incorporates such innovative practices into the evaluation and monitoring process in S-8. Indeed, they examine not only students' academic achievement but also social outcomes, the process that led to those outcomes in terms of teaching methodologies and community relations, and the leadership of both the principal and intermediate structures.

The charismatic leadership style of the S-8 principal in school governance is evident in the apparent high level of staff participation in the school's organizational life, particularly through the presence of smaller working groups or collegial bodies, where representatives from various teams convene to engage in discussions and debates about upcoming decisions. However, this is an apparent form of participation because often the decisions that should result from such discussions are actually predetermined because of the vision about the school, which guides the principal's actions. Thus, the principal operates in an individualistic manner, implementing their ideas despite conflicting opinions, while the organization as a whole shares the educational vision they pursue.

Regarding student participation, students are partly involved in decision-making processes, although the presence of a school assembly or their representatives did not emerge, except for the student component to the General Council provided by national regulations. Students take part in selecting the activities for implementation and get the chance to discuss proposals with the class director and the school's organization.

The authoritarian leadership style of S-2 aligns with individualistic approaches to leadership and, therefore, stands in stark contrast to the democratic leadership style of S-4. The two schools listed above are the most distant from each other within the sample of eight considered here.

The first distinction between S-2 and S-4 lies in the structure of the civic education curriculum, where S-2 mirrors S-3's approach of precisely defining the knowledge, skills, competences, and teaching hours for each subject and selecting topics from each discipline to form a shared curriculum for civic education. In S-2, there is also no specific working group, but only the school-level coordinator. The effect of the lack of a working group for

co-design is evident in the absence of institute projects or common civic education programming, so teachers complete their work independently within their classes. Occasionally, this is evident in projects that involve associations and NGOs, such as the one with Amnesty International. Other times, it is limited to a few classroom lessons on civic-related topics.

The authoritarian leadership style of the principal in S-2 mostly shows up in governance. Even though regulations allow for collegial bodies, teachers' participation is very formal. This means that even when decisions are made through joint discussions, there is no guarantee that the principal will carry them out as agreed. Teachers have even questioned the existence of a decision-making mode involving majority deliberation. The little participation in decision-making processes also extends to parents, which is limited to the presence of their representatives on the School Board required by regulations, and students. Regarding specifically the involvement of students in school organization, despite the presence of their representatives, whose election is the only planned school activity for civic education, institutional school-student communication is lacking.

The authoritarian leadership style of the principal in S-2 stems from individualistic operations, resulting in a lack of a collaborative climate with teachers. The teachers in S-2 perceive a lack of support from the principal, which manifests in the perceived principal's mistrust of the teaching staff and in the teachers' lack of recognition of the principal's managerial and leadership skills. As a result, teachers perceive a lack of support in organizing meetings, projects, or activities, leading them to abandon innovative methodologies in favor of more traditional teaching methods within their classrooms, thereby preventing external forms of collaboration.

So, two additional elements emerge that make S-2 and S-4 distant, namely the absence of collaborations with the local community and the absence of institute projects. Reiterating the words of the S-4 teachers, the organization of institute projects beyond daily classroom teaching necessitates exchange, discussion, and supportive leadership.

Also lacking in S-2 are monitoring and evaluation procedures, which are limited to the structuring of the documents required by regulations, but do not provide for a systematic process of analysis and evaluation of the activated project planning, although a PTOF Commission has been defined with, among others, this function.

Taking all of this into account, assuming that the basis of democracy has always been the λόγος, the reasoned word, which means coming together to make decisions together (Greco, 2023), the creation of a democratic learning environment requires the creation of *dialogue spaces* where everyone can express their thoughts and participate in discussions, leading to decisions based on confrontation among people (Kilicoglu, 2018). Greco (2020) identifies the teacher as the *architect* of these dialogue spaces in the classroom environment. Moving to the school level, we can state that the principal, through the exercise of democratic leadership, plays this role, enabling the establishment of the conditions necessary to create respectful and collaborative relationships and «social, learning, and culturally responsive educational organizations» (Kilicoglu, 2018, p. 9), within which to experience democratic life.

Echoing the Council of Europe's (2018) referential documents, democracy and human rights cannot be linked only to classroom teaching to become a daily reality in the school; they have to permeate the school as a whole. In this context, the establishment of shared and participatory school governance, where decisions stem from collective discussions and a reasoned process, while embracing democratic and participatory approaches and leadership styles, fosters in all school members, particularly the students, the development of practical knowledge and confidence in participatory and democratic processes. This, in turn, enables them to exercise competences for active citizenship (Council of Europe, 2018b), within a school that, in its complexity, becomes an expression of a «miniature community, an embryonic society» (Dewey, 1915, p. 15).

Conclusions

The research aimed to analyze the construction of a school as a democratic learning environment through which to promote the development of citizenship competences in students, focusing on organizational aspects and teaching and curricular practices for civic and citizenship education.

The first part of this research involved collecting and discussing the existing literature in the field of civic and citizenship education and leadership in schools, and it also included an analysis of the current regulations in Italy and Portugal.

Following this, we carried out an embedded multiple-case study with exploratory purposes in eight lower secondary schools, four in Rome and four in Porto, using a simultaneous mixed method approach. We associated the results with statistical indices to support the validity and reliability of the results from the field surveys. The experimental data consisted of semi-structured interviews, focus groups, questionnaires with standardized questions, observations, and school documents.

The focus of the research was on the need to implement a comprehensive and integrated school-wide approach to civic and citizenship education, which can support its cross-curricular nature by establishing a school as a democratic learning environment. This approach extends beyond classroom teaching and learning, permeates school life in its entirety, and enables students to experience democracy in action (Eurydice, 2017). School governance, which the Council of Europe (2018b) identifies as one of the building blocks of the WSA, plays a significant role in promoting a comprehensive approach to civic and citizenship education.

The case studies in Italy and Portugal provide some concluding remarks. First, we highlighted how a democratic and participatory governance model results in three main elements characterizing school organization: participation in decision-making processes, student involvement, and collaboration with families and the local community.

The first of these elements pertains to the sharing of decisions with the school community regarding both the school's organization and the teaching and curricular organization (in this case, CCE); this sharing can occur through the formation of working groups, committees for activity planning, or, in the case of S-4, an actual department.

The second element concerns the active involvement of students. It is manifested both at the classroom level and at the school level. At the class level, it is expressed in the teachers' proposal of activities and methodologies that involve student engagement, such as researching and analyzing information, discussing current issues, and working in small groups. At the school level, it involves student committees, representatives, and class assemblies, through which students are actively involved in school life.

The third element involves collaborating with families and the local community to enhance students' learning experience and foster stronger relationships between the school and the local area. The schools promote this by involving parents in activities and decision-making processes, implementing projects with local associations, and promoting community-oriented events.

The principal plays a crucial role in promoting democratic and participatory governance. The research emphasized how different leadership styles, exercised by principals in the analyzed schools, reflect in the components of the school organization. The leadership styles highlighted are: bureaucratic leadership, in S-3, S-6, and S-7, characterized by a strong adherence to regulations; leadership between bureaucratic and democratic, in S-1 and S-5, in which the principal's attempts to promote participation are observed, but are limited by the rigidities of regulations; democratic leadership, in S-4, characterized by participation, collaboration, and shared responsibility; authoritarian leadership, in S-2, in which the principal centralizes decision-making power and limits the participation of the school community; and charismatic leadership, in S-8, in which the principal tends to prioritize their own vision in implementing innovative teaching and organizational practices.

The analysis reveals that democratic leadership styles, or those leaning toward them, are the most effective in fostering the development of democratic learning environments. These styles, in line with the WSA, encourage participation, collaboration, and active involvement of the school community, thus promoting a school that reflects the values and principles of a democratic society. On the other hand, bureaucratic, authoritarian, and charismatic leadership styles often restrict the active participation of teachers and students, thereby impeding the development of a school as a democratic environment.

A central observation emerges from these considerations: each individual school is a living organism that acts, develops, and structures itself from one side by adapting itself to the existing national regulations and directions from the European community and, from the

other side, by finding innovative solutions designed on the specific contexts in which they operate.

During this process of self-determination, schools provide a wealth of information for scientific investigations like the one carried out in this research. This information can be used to identify trends, best practices, and potential modifications to existing norms, all aimed at promoting the harmonious development of the complex school environment.

The concept of the school as a living organism, in close interconnection with the community in which it develops, strongly resonates in the cross-curricular teaching of civic and citizenship education. Here, concepts such as democracy, community life, and active participation place the school as a dynamic entity and as an integral part of a society that democratically must live and develop. In this complex situation, each school comes up with its own unique way to deal with the social and cultural settings in which it operates. Each school forms its own organizational structure based on how different parts work together, how the school community makes decisions, how the teaching and learning process is defined, and how the school interacts with outside associations and stakeholders.

The schools surveyed presented different responses to these contexts, adapting to varying degrees to current regulations without being completely constrained by them, thus defining the nuances that most distinguish them within the same reference landscape.

However, one of the critical elements that emerge in Italian schools is the lack of space and time dedicated to the teachers' co-design of cross-curricular pathways of civic education through which to carry out activities that do not remain inside the classroom but expand from it to outside the school, thus involving the school community in its complexity. The effectiveness of joint planning moments can be seen in the S-4 school in Rome, where the school, by its own choice and overcoming existing regulations, created the joint Department of Civic Education, which led to the implementation of concrete initiatives such as the Civic Education Festival.

When we shift our focus to Portugal, we find that the existing legislation about unipersonal school governance model and its strict regulations, which guarantee the Ministry the ability to have a single person overseeing the governance and efficiency of school activities, restrict the genuine involvement of the school community in the school's organization.

The study specifically targeted school principals and teachers, investigating the operational strategies implemented by the school for the cross-curricular teaching of civic and citizenship education, as well as school governance. This fact simultaneously highlights the boundaries and potential tracks for future research.

The conducted study did not include students, who are the hard core of the school. This implies the absence of their views on the aspects described above, as well as the lack of direct feedback on the impact that organizational and educational structures and leadership might have on their civic knowledge. The absence of such data also makes it impossible to determine whether there is a direct or indirect relationship between leadership and students' civic learning. In this context, the qualitative nature of the research described should be taken into account.

This opens up a future research track to investigate how students experience the school organization, the teaching and learning process for civic and citizenship education, the emerging learning environment, the classroom and school climate, their relationship with teachers, non-teaching staff, and the principal, and their involvement within the school. Equally important, it turns out to be the exploration of their civic knowledge. What indicators could be used to measure the impact of organizational-teaching practices for civic and citizenship education on students' civic learning? How are these indicators being declined in individual schools to fit their contexts? These questions emerge and remain open-ended, going on to chart a path for future research.

The present study offered a perspective on the complex dynamics that influence the formation of the future citizen by analyzing the relationship between governance, leadership, and civic and citizenship education within the eight schools. Understanding the interconnection between organizational and instructional elements is critical to the implementation of educational policies and organizational approaches that aim to support a cross-curricular, holistic, and active civic and citizenship education. Thus, the results of this research activity support the relationship of educational institutions with the local area – schools, universities, and associations – by identifying and describing organizational and teaching practices aimed at fostering a school as a democratic learning environment and contributing to their wider knowledge and dissemination.

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Annexes

Annex 1. Case Study Protocol

Conceptual framework

Civic and Citizenship Education (CCE) has grown in relevance in schools (Losito, 2014), in response to cultural trends that have questioned civic coexistence, nationality, and citizenship (Losito, 2021). Unlike Civic Education, which is based on knowledge and rights exercise, CCE focuses on the notion of democratic community, based on respect for personal and intercultural differences (Fraillon et al., 2014; Bombardelli & Codato, 2017; Sciolla, 2021), comprising attitudes, values, and beliefs about a citizen's juridical status, individual engagement, citizenship identity, and a sense of belonging to many levels of society, from local to national to supranational (Agrusti et al., 2021). In the Eurydice Report (2017), CCE refers to not only classroom teaching and learning of civic-related topics but also the practical experience gained through school and community activities designed to prepare students for their role as citizens in a democratic environment. Eurydice (2017) identifies three different approaches for the integration of CCE in the school curriculum (Eurydice, 2017; Damiani, 2021): as a cross-curricular theme; as a theme integrated into other subjects; as a separate subject, that identifies specific aims.

The Reference Framework of Competences for Democratic Culture (Council of Europe, 2018) emphasizes how CCE is achieved through the construction of a school context where students can explore and experience citizenship. To this end, the Framework supports the idea that the Whole-School Approach (WSA) – which incorporates democratic values and human rights principles into teaching and learning, governance, and school environment – allows to effectively realize a democratic context conducive to promoting the practice of civic competence among learners as well as supporting emotional skills as emerged in previous studies. As the WSA focuses on activating the whole school community in different aspects of school life, governance is not assigned to the Principal, but it comes from the equal participation of the entire team through the distribution of tasks and the sharing of responsibilities.

Reseach objectives

The general aim of the research project is to describe the different profiles of Principals and their behaviors related to school governance in order to study the effective realization of good organizational practices for Civic and Citizenship Education (CCE) which, in the end, could possibly be categorized as constituents of the WSA. The research project will be based in Italy and Portugal due to the similarities both in the CCE's educational general aims and in the school organizational structure (Eurydice, 2017; National Strategy, 2017; L.92/2019; MIUR, 2020). The final purpose is articulated in the following objectives:

- illustration of the relationship between leadership, school governance and CCE;
- identification and description of good organizational and teaching practices aimed at enhancing the citizenship competences of lower secondary school students, specifically those in the 8th grade; and
- description of different profiles of Principal in relation to school organization in terms of leadership styles (Amanchukwo et al., 2015).

Six research questions underpin the present project:

1. what curricular organization and teaching activities for civic education have been implemented by schools in Rome following the introduction of Law No. 92/2019?
2. what curricular organization and teaching activities for citizenship education have been implemented by schools in Porto following the introduction of the *Estratégia Nacional de Educação para a Cidadania*?
3. what organizational structures characterize schools in Rome and Porto?
4. what is the leadership style of the principal emerging from the organizational structure of each school?
5. what school's organizational and instructional practices can be constituents of the WSA?
6. what are the characteristics of the teaching and curricular organization of civic and citizenship education and school governance in the presence of different leadership styles?

Specifically, the constructs examined in the study will be: Leadership (Amanchukwo et al., 2015); CCE through an analysis of IEA-ICCS 2016 main survey (Schulz et al., 2016; Schulz et al., 2018a; Schulz et al., 2018b; Losito et al., 2018; Schulz et al., 2023); WSA (Council of Europe, 2018).

Research design and field procedures

To address the research questions, an embedded multiple-case study with exploratory purposes (Cohen et al., 2007; Yin, 2009) will be carried out in eight lower secondary schools (four in Italy and four in Portugal).

The following tools will be used:

- in-depth interviews with the Principals and with CCE Coordinators, aimed at collecting data on the organization, the educational goals, the participation of the school team in governance and the use of resources;
- online self-compiled questionnaire for teachers and direct observation in classes selected on a voluntary basis, aimed at collecting information related to the organization of the learning environment, the school curriculum, and the use of specific methodologies for the improvement of students' citizenship competence; and
- focus group with teachers selected on a voluntary basis.

Internal and external validity of the study will be monitored in the different stages of the research. Internal validity will consider the possible relationship between different leadership styles and the WSA for CCE. The eight case studies will target schools in various areas with different organizations, in order to underpin external validity.

Triangulation of data collected with different techniques will highlight possible discrepancies and alignments of results. Reliability will be verified by identifying similar and contradictory themes between the case studies based on the thematic analysis carried out on semi-structured interviews and focus groups and questionnaire analyses.

The study employs non-probability sampling, which includes an intentional case selection based on the schools' documentation analysis. In particular, the selection of the four Roman schools will be based on two criteria:

1. have as one of the institute's educational goals the development of the future citizen through the promotion of projects and activities related to CCE; and
2. define a non-top-down organizational structure where functions and tasks are distributed throughout the whole school team.

The selection of similar Portuguese cases will be made through national rankings.

The participation of the schools in the research project is requested by means of a letter addressed to the Principal. Moreover, the participation of the subjects in the research project takes place through the signing of informed consent. It is reiterated that participation is free and voluntary. The informed consents and research tools will be translated both into Italian (for the study in Italy) and Portuguese (for the study in Portugal).

Both the LUMSA University Ethics Committee (CERS) and the Universidade Católica Portuguesa Ethics Committee (CETCH) must approve the research.

Each case study will be carried out over a period of 4-5 weeks at each school. The initial case study should allow, if needed, to adjust the research design through an iterative process. The profiles of Principals will be constantly updated on the basis of the outcome of subsequent data collection.

Presentation of results

In accordance with the privacy policy, the data will be presented in aggregate form, omitting personal information and subject names. The results will first be presented to the participating schools in the form of a report and, if necessary, a presentation to the Teaching Board.

The return will be based on the strengths noted, omitting any form of evaluation judgment, in order to avoid negative effects on the Principal and teachers' sense of self-efficacy; it will therefore prefer the presentation in a projective key, describing the strengths, weaknesses, and improvement opportunities of a similar case.

Phases of the study

The research design is summarized in the table below.

STAGE	GOALS	ACTIVITIES	OUTPUTS
1. Literature review	- Definition of approaches to civic and citizenship education (CCE) in Italy and Portugal (Eurydice, 2017; Schulz et al., 2016; Schulz et al., 2018a) - Whole School Approach (WSA) and its theoretical models (Council of Europe, 2018) - Leadership styles (Amanchukwo et al., 2015)	Analysis of - related literature (with specific attention to meta-analyses available) - national and European documents on CCE - results of IEA ICCS 2016 main survey	- Initial draft of the theoretical framework of the study; and - Ready made available tools for data collection (scales, checklists, protocols).
2. Selection and preparation of research instruments	Prioritizing the constructs to be considered in the field surveys	Drafting a first version of each research instruments (online versions for Questionnaires)	- Principal interview protocol - CCE Coordinator interview protocol - Teacher Questionnaire - Checklist for teachers' observation - Teachers focus group protocols
3. School documentation's analysis, cases selection and access to the field	- Preliminary analysis of the documents - Identification of four Italian lower secondary schools - identification of four Portuguese lower secondary schools - Negotiations for accessing the field and establishing trust relationships with participants into the study; - Data collection on: • school context • school organization • vision of educational aims and the operative actions to pursue them • CCE.	- Ethical clearance - Italy: Selection of four schools (Rome urban area) - Portugal: Selection of four schools (Porto urban area) - Content analysis of textual data - Formal and informal contacts with schools to achieve a smooth access to the field	- Records of formal acceptance of schools to be involved in the study; - Fine-tuning of timing, units of analysis and activities of the case studies in each school; and - Production of a report on the educational vision with respect to the constructs analyzed that will allow interpretation of the data that will emerge on subsequent surveys.
4. Principal's semi-structure interview	Data collection on - school context - educational vision pursued by the institution - development of CCE in the school - distributed tasks and shared responsibilities	- Interviews with Principals - Transcripts (Jeffersonian Style) - First analysis	- Production of a report containing a description of the aspects and behaviors that emerged during the interview; and

STAGE	GOALS	ACTIVITIES	OUTPUTS
	- school governance and decision-making process - participation of school community - resources of the school - evaluation		- List of possible aspects to be checked during CCE Coordinator interview (see stage 5).
5. CCE coordinator's semi-structure interview	Data collection on - vision on CCE - distributed leadership and responsibilities - professional development of school staff related to CCE - participation of school community - resources for CCE - assessment of CCE	- Interviews with CCE Coordinators - Transcripts (Jeffersonian Style) - Triangulation of data.	Production of a report containing a description of the aspects and behaviors that emerged during the interview.
6. Teacher Questionnaire (for all lower secondary school teachers)	Data collection on - teachers' perception on CCE - assessment of CCE - school climate - participation of teaching and non-teaching staff in decision-making process - distributed leadership - collaboration and cooperation among the school staff - teachers' perception on Principal - school-community connection	- Finalizing Teacher questionnaire (Duif et al., 2013; Schulz et al., 2018b; Ainley & Carstens, 2018) - Administering online Teacher Questionnaire - First analysis (scales reliability, descriptive statistics, correlations) - Pattern matching to identify main focus of direct observation	- Creation of a database where the teachers' answers will be encoded; - Summary of results; and - Fine-tuning on observations checklists.
7. Direct observation into the classroom (8th-grade school teachers)	Data collection on - CCE; - teacher behavior related to curricular planning and proposals; - attention to individual differences; - problem solving; - strategies for critical and creative thinking; - learning environment and classroom climate.	- Direct observation of how teachers behave with regard to: • the CCE teaching strategies; • the learning environment; • the verbal and non-verbal interactions with students; and • the implementation methods of the curriculum design. - data collection;	- Production of a report describing the teachers' behaviors (if applicable, according to pre-selected scales and checklists); and - Fine-tuning on focus group protocols.

STAGE	GOALS	ACTIVITIES	OUTPUTS
		- collection of photographic material (if possible).	
8. Focus groups with teachers	Data collection on - teaching and assessment of CCE; - challenges in promotion of CCE at school; - teachers' participation in school governance; - collaboration among teachers.	- Focus groups with 8th grade teachers in order to describe the aspects that emerged from the questionnaire and to better understand the contexts (school and classrooms); - Transcripts (Jeffersonian Style); - Triangulation of data.	- Production of a report containing the description of the emerged aspects of focus groups; and - Summary of results.
9. Wrap-up data analysis and reporting	- Analysis of collected data during previous steps; - Analysis of cases and between cases - Drafting of profiles	- The information from each case study will be identified and categorized. Unnecessary information will be discarded. Triangulation and synthesis of data between study cases. - Techniques for data analysis: • Statistical Analysis • Thematic Analysis (Clarke & Braun, 2013) - Production of a narration (per case study) containing the results and their interpretations.	The case study's final report was written as a narrative and included: - the theoretical framework - the description of the conducted study - the results - photographic material of environments, artifacts - the different Principal profiles

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Request letter for participation in the research project in Italy

Alla cortese attenzione del Dirigente scolastico
Prof./Prof.ssa .....
Istituto Comprensivo .....
Via .....
..... Roma (RM), Italia

Oggetto: **Adesione al Progetto di Ricerca Dottorale Internazionale sulla leadership strategica e le competenze di cittadinanza LUMSA e UCP – A.S. 2022/23.**

Con la presente si richiede la disponibilità dell'Istituto Comprensivo "....." a prendere parte al Progetto di Ricerca realizzato nel quadro del Programma di Dottorato Internazionale in "Contemporary Humanism" dell'Università LUMSA in collaborazione con l'Universidade Católica Portuguesa.

L'attività di ricerca che dovrà essere realizzata è finalizzata allo studio del ruolo della leadership nella definizione di un approccio scolastico organizzativo in grado di implementare le competenze sociali e civiche degli studenti della scuola secondaria di primo grado. In particolare, si intende studiare il legame delle istituzioni scolastiche con il territorio, individuando e descrivendo prassi organizzative e didattiche di eccellenza nell'ambito dell'educazione civica e alla cittadinanza.

Il progetto si incentra sulle figure professionali del dirigente scolastico e dei docenti, per definire, all'interno delle scuole selezionate, differenti profili di gestione e progettazione strategica. Al fine di condurre uno studio di caso sul Vostro Istituto, saranno utilizzati i seguenti strumenti di indagine:

- **intervista in profondità** al dirigente scolastico e a membri del personale scolastico**,** finalizzata alla rilevazione di dati sull'organizzazione della scuola, sulle finalità educative perseguite, sulla partecipazione del *team* scolastico nella *governance* e sull'utilizzo delle risorse;
- **questionari autocompilati online** rivolti ai docenti dell'istituto e **osservazione diretta in classi indicate dalla scuola** per un monte orario da concordare, susseguita da un'intervista di follow-up, finalizzati alla rilevazione di informazioni inerenti all'organizzazione dell'ambiente di apprendimento, al curricolo scolastico, all'uso di metodologie specifiche per lo sviluppo delle competenze di cittadinanza e alla formazione professionale;
- **focus group di follow up con 6-7 docenti selezionati su base volontaria**.

Il tempo stimato per lo studio di caso è di **4/5 settimane**, in un periodo di tempo che va da **XXX** a **XXX**.
I risultati saranno restituiti al Vostro Istituto in forma aggregata e anonima al termine dello studio, sia in forma di rapporto sia – ove lo riteniate utile – in forma di presentazione al Collegio docenti. Le

attività di ricerca avverranno nel pieno rispetto del diritto alla protezione dei dati personali e alla riservatezza, compatibilmente con le esigenze della statistica e della ricerca scientifica, quali risultano dal principio della libertà di ricerca costituzionalmente garantito.
In attesa di un Vostro cortese riscontro, che auspichiamo favorevole, restiamo a disposizione per qualsiasi chiarimento.

Cordiali saluti,

Roma, lì ..... Francesca Fioretti

f.fioretti@lumsa.it
Università LUMSA
P.zza delle Vaschette 101,
00193 Roma, Italia

Request letter for participation in the research project in Portugal

Ao cuidado do Diretor do
Agrupamento de Escolas.....
Professor.....

Assunto: Adesão ao Projeto Internacional de Investigação de Doutoramento em liderança estratégica e competências de cidadania LUMSA e UCP - A.S. 2022/23.

Solicita-se, através deste documento, a disponibilidade do Agrupamento de Escolas que V. Exa. dirige, para participar num projeto de investigação que se realiza no âmbito do Programa Internacional de Doutoramento em *Contemporary Humanism* da Universidade LUMSA de Roma (Itália), em colaboração com a Universidade Católica Portuguesa do Porto (Portugal). O projeto de investigação em causa visa analisar as articulações entre as instituições de ensino e os territórios, identificando e descrevendo as boas práticas organizacionais e didáticas na escola relacionadas com a promoção do Educação civica e Cidadania. O projeto centra-se nas figuras profissionais do diretor da escola e dos professores, com o objetivo de definir diferentes perfis de líderes estratégicos na administração escolar, capazes de promover práticas de educação para a cidadania consistentes e eficazes.

O Agrupamento de Escolas que V. Exa. dirige foi-nos referenciado pela Direção-Geral dos Estabelecimentos Escolares como um agrupamento com práticas de referência ao nível da educação para a cidadania. Assim sendo, muito gostaríamos de obter o V/ consentimento informado para a realização de um estudo de caso, a desenvolver em calendarização a negociar posteriormente sem prejuízo do normal funcionamento das atividades escolares, ao longo do 2o e /ou 3o período. O referido estudo engloba as seguintes técnicas de recolha de dados:

- entrevista semiestruturada com o diretor do agrupamento e com o coordenador da Educação para a Cidadania, destinado à recolha de dados sobre a organização da escola, visão e missão da escola e participação da equipa de docentes na governação da escola e na distribuição dos seus recursos;
- questionário online para professores e observação direta de aulas selecionadas numa base voluntária, com o objetivo de recolher informações relacionadas com a organização das aprendizagens, os ambientes de aprendizagem, modos de gestão curricular e a utilização de metodologias específicas para a melhoria das competências cívicas dos estudantes;
- grupo de discussão focalizada com 6-7 professores selecionados numa base voluntária (para clarificação dos dados obtidos com o questionário).

É previsível que o estudo de caso tenha a duração de 2 semanas, em período a acordar previamente, sem o prejuízo do normal funcionamento das atividades letivas e não letivas. Os resultados serão

devolvidos ao Agrupamento de Escolas de forma agregada e anónima no final do estudo, tanto na forma de um relatório como, caso seja considerado útil, na forma de uma apresentação de resultados para a comunidade escolar, no seu todo ou em parte. Todas as atividades de investigação serão realizadas no respeito pelo Código de Ética e de Conduta da Universidade Católica Portuguesa e pela Carta Ética da Sociedade Portuguesa de Ciências da Educação, acautelando-se todas as questões inerentes relativas ao anonimato e à confidencialidade dos dados.

Esperando o acolhimento favorável à proposta de investigação acima, estou disponível para qualquer esclarecimento adicional.

Com os melhores cumprimentos,

Porto, ...

A investigadora,
Francesca Fioretti

f.fioretti@lumsa.it
Universidade LUMSA
Piazza delle Vaschette 101,
00193 Roma, Itália

Annex 2. Research tools

Annex 2.1 Table for document analysis

School …….

School information (context, number of students, school structure)	
Mission	
Civic and citizenship education	
School organization	
Additional information	

Annex 2.2. Principal Interview Protocol

School information and educational vision

1) Could you describe the school context, such as user base, land resources, school structures?
2) What educational goal would you like to achieve in the next 5 years, according to your vision on this school?
3) How does the school community work to achieve these objectives?
4) Does the school have any external partnership (i.e. territorial associations) with whom it has started a collaboration and how are the associations involved in school life (i.e. planning of activities)?

Distribution of tasks and responsibilities

5) How are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?

Decision-making process and participation of teachers, parents and students

6) Are the decisions taken as a group (and if so, by whom) or are they taken by you (and then the school community is informed)?
    a. When the team disagrees on a decision to be made (I.e. project, activity etc.), how do you come to an agreement?
7) Which members of the school community are involved in school governance and decision-making process? How is participation encouraged?
    a. Are parents involved in school governance? If yes, how? If not, why?
    b. Are students involved in school governance? If yes, how? If not, why?

Civic and citizenship education

8) Are there any projects related to CCE that are taking place during this school year?
    a. Could you characterize them, please?
    b. Are there any CCE projects taking place in cooperation with local associations?
9) Is there a group responsible for making decisions specifically on CCE or is it the responsibility of the teacher of Civic and Citizenship Education?
10) Do teachers have specific resources (e.g., books, materials, archives) to teach CCE in the classroom?

School evaluation and improvement

11) How is the quality and effectiveness of school decisions assessed?
    a. How does the school assess whether a proposed activity worked and interested the students to see whether to repeat it in the following year?
    b. What indicators do you use to track school performance?
12) Do the teachers and non-teaching staff suggest process improvements?

Teachers' professional development

13) Does the school promote courses or initiatives for the professional development of the teachers?

School calendar

14) Is it possible to have a look at your calendar from last week? Has the past week been a typical one in terms of organization and commitments?

Personal information

[For comparison purposes with large scale surveys, I would be grateful if you would give me this information]

15) How old are you?
16) What is the highest level of formal education you ever completed?
17) How long have you been the principal of this school?

Additional information

18) Would you like to add something that you think is important for the purpose of this study?

Interview reporting grid

Interview date	
Place	

School information and educational vision

Distribution of tasks and responsibilities

Decision-making process and participation of teachers, parents and students

Civic and citizenship education

School evaluation and improvement

Teacher professional development

School calendar

Personal information

Additional information

Annex 2.3. Civic and Citizenship Education Coordinator Interview Protocol

Educational vision

1) What educational goal would you like to achieve in the next 5 years, according to your vision on this school?
2) How does the school community work to achieve these objectives?

Civic and citizenship education

3) Are there any projects related to CCE that are taking place during this school year?
    a. Could you characterize them, please?
    b. Are these projects taking place in cooperation with local associations and how are these associations involved in school life (i.e. planning of activities)?
4) Is there a group responsible for making decisions specifically on CCE or is it the responsibility of the teacher of Civic and Citizenship Education?
5) Do teachers have specific resources (e.g. books, materials, archives) to promote CCE in the classroom?
6) How is CCE assessed? What aspects (i.e. participation, knowledge etc.) are considered and what tools (i.e. tests) are used?

Distribution of tasks and responsibilities

7) How are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?

Decision-making process and participation of teachers, parents and students

8) Are the decisions taken as a group (and if so, by whom) or are they taken by the principal (and then the school community is informed)?
    a. When the team disagrees on a decision to be made (i.e. project, activity etc.), how do you come to an agreement?
9) Which members of the school community are involved in school governance and decision-making process? How is participation encouraged?
    a. Are parents involved in school governance? If yes, how? If not, why?
    b. Are students involved in school governance? If yes, how? If not, why?

School evaluation and improvement

10) How is the quality and effectiveness of school decisions assessed?
    a. How does the school assess whether a proposed activity worked and interested the students to see whether to repeat it in the following year?
    b. What indicators do you use to track school performance?
11) Do the teachers and non-teaching staff suggest process improvements?

Teachers' professional development

12) Does the school promote courses or initiatives in general for the professional development of the teachers?

Personal information

[For comparison purposes with large scale surveys, I would be grateful if you would give me this information]

13) How old are you?
14) What is the highest level of formal education you ever completed?
15) How long have you worked of this school?

Additional information

16) Would you like to add something that you think is important for the purpose of this study?

Interview reporting grid

Interview date	
Place	

Educational vision

Distribution of tasks and responsibilities

Decision-making process and participation of teachers, parents and students

Civic and citizenship education

School evaluation and improvement

Teachers' professional development

Personal information

Additional information

Annex 2.4. Teacher Questionnaire

Protocol

The questionnaire that we propose is one of the analysis tools adopted in the research project carried out in the context of the International Ph.D. Program in "Contemporary Humanism" of LUMSA University of Rome (Italy) in collaboration with the Universidade Católica Portuguesa of Porto (Portugal).
The main objective of the research project is to describe the different profiles of educational leaders and their behaviors related to school governance in order to study the effective realization of good organizational practices for Civic and Citizenship Education (CCE) – taking into account the different contexts where principals and teachers operate – which, in the end, could be possibly categorized as Whole-School Approach.
The questionnaire consists of 27 standardized close-ended questions, used in three surveys: the Teacher Questionnaire of ICCS 2016 main survey conducted by the IEA; the Teacher Questionnaire of TALIS main survey (2018) conducted by the OECD; the questionnaire for teachers and principal of the study *Distributed leadership in practice: a descriptive analysis of distributed leadership in European school* conducted by Duif (2013).
The questionnaire is anonymous to protect the privacy of respondents. The answers provided will be recorded.
The estimated time for completing the questionnaire is 15 minutes.

Please answer the questions referring to this school.

Access to the data is granted to PhD student Francesca Fioretti and the tutors, Professor Gabriella Agrusti (LUMSA University) and Professor Ilídia Cabral (UCP). The use of these data is authorized only for the scientific and educational purposes specified above. By completing this questionnaire, you consent to participate in the research project defined above.

Section 1: General information

1. *What subject are you teaching for the majority of hours per week in this school during the current school year?

If you teach more than one subject for the same number of hours, please tick as many boxes as appropriate.

- o Language Arts (<Mother tongue, Foreign language>)
- o Human/Social Sciences (<History, Geography, Civics, Law, Economics, etc.>)
- o Mathematics
- o Sciences (<Physics, Chemistry, Biology, Geology, Earth sciences, etc.>)
- o Religion/Ethics (<Religion, History of religions, Religion culture, Ethics>)
- o Other (<Music, Art, Physical education, Home economics, Personal and social development, etc.>)

2. If you teach a foreign language, please specify which of them.

- o French
- o Spanish
- o German

3. At what grade of school are you currently teaching?

(Please tick all the level where you are teaching in this school)

- o 7th grade
- o 8th grade
- o 9th grade

4. Where of the three school levels do you teach the most hours?

If you teach for the same number of hours in multiple grades in this school, please mark all the necessary boxes.

- o 7th grade
- o 8th grade
- o 9th grade

5. Are you a tenured teacher?

- o Yes
- o No

6. What is the highest level of formal education you have completed?

(Please mark one choice.)

- o Bachelor's degree
- o Master's degree
- o Ph.D.

Section 2: Civic and citizenship education's aims

In the following three questions, it is required to identify those that are considered to be the three main objectives of civic and citizenship education, ordering them according to the degree of priority.

7. *What do you consider <u>the first</u> most important aim of civic and citizenship education at school?

A.	Promoting knowledge of social, political and civic institutions
B.	Promoting respect for and safeguard of the environment
C.	Promoting the capacity to defend one's own point of view
D.	Developing students' skills and competencies in conflict resolution
E.	Promoting knowledge of citizens' rights and responsibilities
F.	Promoting students' participation in the local community
G.	Promoting students' critical and independent thinking
H.	Promoting students' participation in school life
I.	Supporting the development of effective strategies to reduce racism
J.	Preparing students for future political engagement

8. *What do you consider <u>the second</u> most important aim of civic and citizenship education at school?

A.	Promoting knowledge of social, political and civic institutions
B.	Promoting respect for and safeguard of the environment
C.	Promoting the capacity to defend one's own point of view
D.	Developing students' skills and competencies in conflict resolution
E.	Promoting knowledge of citizens' rights and responsibilities
F.	Promoting students' participation in the local community
G.	Promoting students' critical and independent thinking
H.	Promoting students' participation in school life
I.	Supporting the development of effective strategies to reduce racism
J.	Preparing students for future political engagement

9. *What do you consider <u>the third</u> most important aim of civic and citizenship education at school?

A.	Promoting knowledge of social, political and civic institutions
B.	Promoting respect for and safeguard of the environment
C.	Promoting the capacity to defend one's own point of view
D.	Developing students' skills and competencies in conflict resolution
E.	Promoting knowledge of citizens' rights and responsibilities
F.	Promoting students' participation in the local community
G.	Promoting students' critical and independent thinking
H.	Promoting students' participation in school life
I.	Supporting the development of effective strategies to reduce racism
J.	Preparing students for future political engagement

Section 3: Active citizenship

10. *Below is a list of activities that may be carried out by the school in cooperation with external groups/organizations. During the current school year, are you and your students going to take part in any of these activities?

Please tick only one box in each row.

	Yes	No
A. Activities related to environmental sustainability (e.g. Energy and water saving, recycling)	☐1	☐2
B. Human rights projects	☐1	☐2
C. Cultural activities (e.g. Theatre, music)	☐1	☐2
D. Cultural activities (e.g. theatre, music)	☐1	☐2
E. Multicultural and intercultural activities within the community (e.g. promotion and celebration of cultural diversity, food street market)	☐1	☐2
F. Campaigns to raise people's awareness, such as to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues	☐1	☐2
G. Activities aimed at protecting the cultural heritage in the local community	☐1	☐2
H. Visits to political institutions (e.g. Parliament house, Prime Minister's/President's official residence)	☐1	☐2
I. Sports events	☐1	☐2

Section 4: Improvement of civic and citizenship education at school

In the following three questions, it is asked to identify what are considered to be the three main initiatives to improve civic and citizenship education in this school, ordering them according to the degree of priority.

11. *In your view, what <u>the first</u> most important element to improve civic and citizenship education in this school?

A.	More materials and textbooks
B.	Better materials and textbooks
C.	More in-service training in teaching methods
D.	More in-service training in subject matter knowledge
E.	More pre-service training in civic and citizenship education
F.	More cooperation between teachers in different subject areas
G.	More instructional time allocated to civic and citizenship education
H.	More opportunities for projects related to civic and citizenship education
I.	Formal assessment of civic and citizenship education
J.	New civic and citizenship education national curricula
K.	More parental involvement
L.	Greater involvement of outside agencies or stakeholders
M.	More cooperation between the school and the local community
N.	More emphasis given to civic and citizenship education by the education authorities

12. *In your view, what <u>the second</u> most important element to improve civic and citizenship education in this school?

A.	More materials and textbooks
B.	Better materials and textbooks
C.	More in-service training in teaching methods
D.	More in-service training in subject matter knowledge
E.	More pre-service training in civic and citizenship education
F.	More cooperation between teachers in different subject areas
G.	More instructional time allocated to civic and citizenship education
H.	More opportunities for projects related to civic and citizenship education
I.	Formal assessment of civic and citizenship education
J.	New civic and citizenship education national curricula
K.	More parental involvement
L.	Greater involvement of outside agencies or stakeholders
M.	More cooperation between the school and the local community
N.	More emphasis given to civic and citizenship education by the education authorities

13. *In your view, what <u>the third</u> most important element to improve civic and citizenship education in this school?

A.	More materials and textbooks
B.	Better materials and textbooks
C.	More in-service training in teaching methods
D.	More in-service training in subject matter knowledge
E.	More pre-service training in civic and citizenship education
F.	More cooperation between teachers in different subject areas
G.	More instructional time allocated to civic and citizenship education
H.	More opportunities for projects related to civic and citizenship education
I.	Formal assessment of civic and citizenship education
J.	New civic and citizenship education national curricula
K.	More parental involvement
L.	Greater involvement of outside agencies or stakeholders
M.	More cooperation between the school and the local community
N.	More emphasis given to civic and citizenship education by the education authorities

Section 5: Classroom climate

14. *In your opinion, how many of your students…

Please answer referring to all classes you teach in this school. Please tick only one box in each row.

	None or hardly any	Some of them	Most of them	All or nearly all
A. get on well with their classmates?	☐1	☐2	☐3	☐4
B. are well integrated in the class?	☐1	☐2	☐3	☐4
C. respect their classmates even if they have different opinions?	☐1	☐2	☐3	☐4
D. have a good relationship with other students?	☐1	☐2	☐3	☐4

15. **In your teaching, to what extent do you feel that you are able to do the following?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
A. Get students to believe they can do well in school work.	☐1	☐2	☐3	☐4
B. Help students value learning.	☐1	☐2	☐3	☐4
C. Craft good questions for students during the lectures.	☐1	☐2	☐3	☐4
D. Control disruptive behaviors in the classroom.	☐1	☐2	☐3	☐4
E. Motivate students who show low interest in school work.	☐1	☐2	☐3	☐4
F. Make my expectations about student behaviors clear.	☐1	☐2	☐3	☐4

16. **In your teaching, to what extent do you feel that you are able to do the following?

Please mark one choice in each row.

	Not at all	To some extent	Quite a bit	A lot
A. Help students think critically	☐1	☐2	☐3	☐4
B. Get students to follow classroom rules	☐1	☐2	☐3	☐4
C. Calm a student who is disruptive or noisy	☐1	☐2	☐3	☐4
D. Use a variety of assessment strategies	☐1	☐2	☐3	☐4
E. Provide an alternative explanation, for example when students are confused	☐1	☐2	☐3	☐4
F. Vary instructional strategies in my classroom.	☐1	☐2	☐3	☐4
G. Support student learning through the use of digital technology (e.g., computers, tablets, smart boards).	☐1	☐2	☐3	☐4

Section 6: Collaboration and participation at school

17. **On average, how often do you do the following in this school?

Please mark one choice in each row.

	Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
A. Teach jointly in the same class.	☐1	☐2	☐3	☐4	☐5	☐6
B. Observe other teachers' classes and provide feedback.	☐1	☐2	☐3	☐4	☐5	☐6
C. Engage in joint activities across different classes and age groups.	☐1	☐2	☐3	☐4	☐5	☐6
D. Share teaching materials with colleagues.	☐1	☐2	☐3	☐4	☐5	☐6
E. Engage in discussions about the learning development of specific students.	☐1	☐2	☐3	☐4	☐5	☐6
F. Work with other teachers in this school to ensure common standards in periodic evaluations for assessing student progress.	☐1	☐2	☐3	☐4	☐5	☐6
G. Attend team conferences.	☐1	☐2	☐3	☐4	☐5	☐6
H. Take part in collaborative professional learning.	☐1	☐2	☐3	☐4	☐5	☐6

18. *Below is a list of activities related to teachers' cooperation in the running of the school. In your opinion, how many teachers are going to participate as follows in the current school year?

Please tick only one box in each row.

	None or hardly any	Some of them	Most of them	All or nearly all
A. Working with one another in devising teaching activities.	☐1	☐2	☐3	☐4
B. Helping in solving conflict situations arising among students in the school.	☐1	☐2	☐3	☐4
C. Taking on tasks and responsibilities in addition to teaching (tutoring, school projects).	☐1	☐2	☐3	☐4
D. Actively taking part in school development/improvement activities.	☐1	☐2	☐3	☐4
E. Engaging in guidance and counselling activities.	☐1	☐2	☐3	☐4

19. **How strongly do you agree or disagree with these statements, as applied to this school?

Please mark one choice in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
A. This school provides staff with opportunities to actively participate in school decisions.	☐1	☐2	☐3	☐4
B. This school provides parents or guardians with opportunities to actively participate in school decisions.	☐1	☐2	☐3	☐4
C. This school provides students with opportunities to actively participate in school decisions.	☐1	☐2	☐3	☐4
D. This school has a culture of shared responsibility for school issues.	☐1	☐2	☐3	☐4
E. There is a collaborative school culture which is characterized by mutual support.	☐1	☐2	☐3	☐4
F. The school staff shares a common set of beliefs about teaching and learning.	☐1	☐2	☐3	☐4
G. This school encourages the school staff to lead new initiatives.	☐1	☐2	☐3	☐4

Section 7: Autonomy and responsibility

20. ***To what extent do you agree with the following statements about this school?

Please tick only one box in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
A. I can decide for myself about the content of my work.	☐1	☐2	☐3	☐4
B. I can decide for myself about how to organize my work.	☐1	☐2	☐3	☐4
C. I can decide for myself about my professional development.	☐1	☐2	☐3	☐4
D. I can decide for myself about a sufficient range of aspects in my work.	☐1	☐2	☐3	☐4
E. In our organization it's common that everyone is involved with decision making.	☐1	☐2	☐3	☐4
F. Although who works at this school have the opportunity to contribute, the decisions are still made from the Principal at the top.	☐1	☐2	☐3	☐4

Section 8: Cross-curricular teaching of CCE

To the following question, please answer "Yes" only if you, in this school year, are directly engaged in teaching civic and citizenship education. Otherwise, please answer "No". In answering the following questions, please refer only to teaching activities dedicated to civic and citizenship education.

21. In this school year, have you been formally designated as responsible for civic and citizenship education?

- o Yes
- o No

Who answers "yes" has to answer also to the Q22, Q23, Q24.

22. *In planning lessons related to civic and citizenship education for your students, to what extent do you draw on the following sources?

Please mark one choice in each row.

	Not at all	To some extent	To a moderate extent	To a large extent
A. Official curricula, curricular guidelines or frameworks	☐1	☐2	☐3	☐4
B. Original sources (e.g., constitutions and human rights declarations)	☐1	☐2	☐3	☐4
C. Textbooks	☐1	☐2	☐3	☐4
D. Teaching/learning materials published by commercial companies	☐1	☐2	☐3	☐4
E. Media (e.g. newspapers, magazines, television)	☐1	☐2	☐3	☐4
F. Teaching material directly published by the Ministry of Education or by the local education authority	☐1	☐2	☐3	☐4
G. Web-based sources of information (e.g., wikis, newspapers on line) and social media	☐1	☐2	☐3	☐4
H. Documents published by NGOs, political parties, international associations, public institutions, academic institutions	☐1	☐2	☐3	☐4

23. *How often do the following activities take place during your lessons related to civic and citizenship education?

Please answer referring to all classes you teach. Please tick only one box in each row.

	Never	Sometimes	Often	Very often
A. Students work on projects that involve gathering information outside school (e.g., interviews in the neighborhood, small scale surveys)	☐1	☐2	☐3	☐4
B. Students work in small groups on different topics/issues	☐1	☐2	☐3	☐4
C. Students participate in role plays	☐1	☐2	☐3	☐4
D. Students take notes during teacher's lectures	☐1	☐2	☐3	☐4
E. Students discuss current issues	☐1	☐2	☐3	☐4
F. Students research and/or analyze information gathered from multiple Web sources (e.g., wikis, online newspapers)	☐1	☐2	☐3	☐4
G. Students study textbooks	☐1	☐2	☐3	☐4
H. Students propose topics/issues for the following lessons	☐1	☐2	☐3	☐4

24. *When assessing your students in civic and citizenship education, how often do you make use of the following assessment tools?

Please answer referring to all classes you teach. Please tick only one box in each row.

	Never	Sometimes	Often	Very often
A. Written assessment test (e.g., multiple choice, cloze, essay)	☐1	☐2	☐3	☐4
B. Oral examinations	☐1	☐2	☐3	☐4
C. Observation (e.g., checklist and rating scale)	☐1	☐2	☐3	☐4
D. Peer assessment	☐1	☐2	☐3	☐4
E. Project work	☐1	☐2	☐3	☐4

Section 9: Personal information

For comparison purposes with large scale survey, we will grateful if you could give us this information.

25. *How old are you?

- o Less than 25
- o 25–29
- o 30–39
- o 40–49
- o 50–59
- o 60 or over

26. *Are you female or male?

- o Female
- o Male

27. How long have you been teaching at this school?

- o Less than a year
- o From 1 to 4 year
- o From 5 to 9 years
- o For 10 years or more

Thank you for your participation.

*IEA ICCS 2016 Teacher Questionnaire in Schulz, W., Carstens, R., Losito, B., & Fraillon, J. (2018). ICCS 2016 Technical Report.
**TALIS 2018 Teacher Questionnaire in Ainley, J., & Carstens, R. (2018). Teaching and learning international survey (TALIS) 2018 conceptual framework.
***Duif, T., Harrison, C., van Dartel, N., & Sinyolo, D. (2013). Distributed leadership in practice: A descriptive analysis of distributed leadership in European schools. *School leadership as a driving force for equity and learning. Comparative perspective. EPNoSL Project, Del*, *4*.

Question adaptations

Question	Italian questionnaire	Portuguese questionnaire
Q1	**Quali materie sta insegnando per la maggior parte delle ore settimanali in questa scuola durante l'anno scolastico corrente?** A. Italiano B. Storia e Geografia C. Matematica D. Scienze naturali E. Inglese F. Seconda lingua comunitaria G. Tecnologia H. Arte e immagine I. Scienze motorie e sportive J. Musica K. Religione L. Sostegno didattico per alunni con BES	**Selecione, da lista abaixo, a(s) disciplina(s) que leciona.** A. Português B. Inglês (Língua Estrangeira 1) C. Língua Estrangeira 2 D. História E. Geografia F. Matemática G. Ciências Naturais H. Físico-Química I. Educação Tecnológica J. Educação Visual K. Educação Física L. TIC M. Educação Moral e Religiosa Católica N. Cidadania e Desenvolvimento O. Educação Especial
Q3	**Attualmente sta insegnando in...** ***Per favore, segni tutti i livelli in cui insegna.*** A. I media B. II media C. III media	**Assinale o(s) ano(s) de escolaridade em que leciona atualmente.** A. 7° ano B. 8° ano C. 9° ano
Q4	**Dove insegna il maggior numero di ore?** *Se insegna per lo stesso numero di ore in più livelli, per favore segni tutte le caselle necessarie.* A. I media B. II media C. III media	**Assinale o ano de escolaridade no qual leciona mais horas.** A. 7° ano B. 8° ano C. 9° ano
Q21	**In questo anno scolastico, è stato formalmente designato come responsabile dell'educazione civica?** A. Sì B. No	**Neste ano letivo encontra-se a coordenar a área de Cidadania ou a lecionar Cidadania e Desenvolvimento?** A. Sim, leciono Cidadania e Desenvolvimento. B. Sim, sou coordenador(a). C. Não.

Annex 2.5. Observation Checklist

Observer_____ School_____

Teacher_____

Date_____ minutes observed_____ Grade_____

Course/lesson Observed_____

Student Information: Total _____

Observed Gender: Boys_____ Girls_____

Directions: Please employ the following scale as you rate each of the checklist items. Rate each item according to how well the teacher characteristic or behavior was demonstrated during the observed instructional activity. Each item is judged on an individual, self-contained basis, regardless of its relationship to an overall set of behaviors relevant to the cluster heading.

3 = Effective	**2 = Somewhat effective**	**1 = Ineffective**	**N/O = not observed**
The teacher evidenced careful planning and classroom flexibility in implementation of the behavior, eliciting many appropriate student responses. The teacher was clear, and sustained focus on the purposes of learning.	The teacher evidenced some planning and/or classroom flexibility in implementation of the behavior, eliciting some appropriate student responses. The teacher was sometimes clear and focused on the purposes of learning.	The teacher evidenced little or no planning and/or classroom flexibility in implementation of the behavior, eliciting minimal appropriate student responses. The teacher was unclear and unfocused regarding the purpose of learning.	The listed behavior was not demonstrated during the time of the observation. (NOTE: There must be an obvious attempt made for the certain behavior to be rated "ineffective" instead of "not observed".)

General Teaching Behavior

Curriculum Planning and Delivery	**3**	**2**	**1**	**N/O**
The teacher...				
1. set high expectations for student performance.				
2. incorporated activities for students to apply new knowledge.				
3. engaged students in planning, monitoring or assessing their learning.				
4. encouraged students to express their thoughts.				
5. had students reflect on what they had learned.				
Comments: _____ _____ _____ _____ _____				

Differentiated Teaching Behaviors

Accommodations for Individual Differences	**3**	**2**	**1**	**N/O**
The teacher...				
6. provided opportunities for independent or group learning to promote depth in understanding content.				
7. accommodated individual or subgroup differences (e.g., through individual conferencing, student or teacher choice in material selection and task assignments).				
8. encouraged multiple interpretations of events and situations.				
9. allowed students to discover key ideas individually through structured activities and/or questions.				
10. *uses a variety of inquiry methods to draw out authentic student responses (e.g., silent reflection, heads together, think-pair share, signaling, sampling, journaling etc.)				
Comments:				

Problem Solving	**3**	**2**	**1**	**N/O**
The teacher...				
11. employed brainstorming techniques.				
12. engaged students in problem's identification and definition.				
13. engaged students in solution-finding activities and comprehensive solution articulation.				
Comments:				

Critical Thinking Strategies	3	2	1	N/O
The teacher...				
14. engaged students in comparing and contrasting ideas (e.g., analysis of ideas)				
15. encouraged students to judge or evaluate situations, problems or issues in concrete situations in order to make a collective decision				
Comments:				

Creative Thinking Strategies	3	2	1	N/O
The teacher…				
16. solicited many diverse thoughts about issues or ideas.				
17. engaged students in the exploration of diverse points of view to reframe ideas.				
18. encouraged students to demonstrate open-mindedness and tolerance of imaginative, sometimes playful solutions to problems.				
19. provided opportunities for students to develop and elaborate on their ideas.				
Comments:				

***Leaning environment and classroom interactions**

Creation of leaning environment	**3**	**2**	**1**	**N/O**
The teacher...				
20. established shared ground rules/agreements with their students.				
21. enforced the basic rules/agreements in a manner consistent with the students' help.				
22. used energetic and enthusiastic body language and words to convey interest.				
23. used a respectful quiet signal to bring attention to themselves during group work.				
24. focused on all students' positive qualities and praise their efforts.				
25. paid attention to students' reactions, need for clarification, and need for change in activity, and address the needs immediately.				
26. responded respectfully to a wide variety of student responses to show respect and openness to divergent thinking (e.g., "Okay"; "All right"; "Thank you").				
27. encouraged students to discuss solutions rather than blame others.				
Comments:				

Adapted from:

VanTassel-Baska, J., Avery, L., Struck, J., Feng, A., Bracken, B., Drummond, D., & Stambaugh, T. (2003). The William and Mary classroom observation scales revised. *The College of William and Mary School of Education Center for Gifted Education.*

* Agliati, A., Barriga, P., Cifuentes, P., Benítez Baena, I., Beržanskytė, J., Cavioni, V., et al. (2020). *Toolkit for assessing social and emotional skills at school.* Lithuanian Children and Youth Centre.

Free notation*

1. Are connections made between the academic, civic and personal?

_____

_____

_____

_____

_____

2. Are all students consistently interacting with teachers and peers, asking questions, sharing ideas and using materials?

_____

_____

_____

_____

_____

3. Do students have choices, responsibilities and opportunities for leadership?

_____

_____

_____

_____

_____

* Stolte, L. C., Isenbarger, M., & Cohen, A. K. (2014). Measuring civic engagement processes and youth civic empowerment in the classroom: The CIVVICS observation tool. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *87*(1), 44-51.

Annex 2.6. Teachers Focus Group Protocol

"Good morning everyone and thank you for having accepted to participate in this focus group. The research project I am developing focuses on the role of distributed leadership of principal and teachers in the implementation of citizenship skills of 8th grade students. The research aims to study the links of educational institutions with the territory, identifying and describing good organizational and didactic practices in the field of Civic and Citizenship Education. The project focuses on the professional figures of the school principal and teachers, to define different profiles of management and strategic leader, aimed at the development of school educational approaches that meet the needs of the specific socio-economic context in which it operates. Before we start, I would like to give you three information: first of all, you are free to say what you want and to intervene at any time; secondly, participation is voluntary, so you are free to leave the focus group whenever you want; finally, the meeting will be recorded to allow a better collection and transcription of information. Thank you for coming to this meeting and sharing your expertise and experiences with us since your opinion is very important to helping us accomplish the research goal".

Guiding questions

Warm-up questions

- Would you kindly introduce yourself and briefly describe your teaching experience at this school?
- Now I would like to ask you to go with your minds back to when you filled in the questionnaire. In your opinion, do you think the aspects analyzed in the questionnaire, which mainly referred to civic and citizenship education and collaborative school governance, are distant from everyday school practice or did you find yourself there?

Discussion area 1 – Teaching CCE in class

8) How have you organized the cross-curricular teaching of CCE as a Class Council? And how do your disciplines fit in?
   Prompt 1: How did you incorporate CCE in your lessons? Could you provide some examples?

9) What do you think are the aspects of your daily teaching practice that best promote CCE?

10) How does the assessment process take place?
   Prompt 1: How do you assess CCE? What tools and indicators do you consider to assess CCE?

Discussion area 2 – Challenges and limits in the promotion of CCE

11) In the questionnaire it emerged that, among the main improvement areas for CCE in this school, there are the promotion of projects related to CCE, the collaboration between school and external associations and the cooperation among teachers from different subject areas. I assume therefore that these are areas currently lacking in your school, aren't they? If yes/no, why?

Prompt: Do you have any suggestions for overcoming the difficulties mentioned above?

This question changes according to the improvement areas highlighted in the questionnaire (i.e., in Italy, the areas considered most "lacking" for the promotion of CCE are projects, external partnerships and collaboration between teachers).

Discussion area 3 – Teachers' participation in school governance

12) According to the questionnaire, the school gives teaching staff the opportunity to participate in decision-making processes. Do you agree with this data? If yes/no, can you provide examples?

or

The questionnaire revealed that the school does not provide the teaching staff with the opportunity to participate in decision-making processes. Do you agree with the findings? If yes/no, can you give me examples?

Prompt : Do you feel involved and incentivized to participate in school life? How does the school encourage this participation?

In several questions and items of the questionnaire, the participation of teaching staff in school governance is analyzed, so the question needs to be modified according to the collected data.

Discussion area 4 – Collaboration among teachers

13) The questionnaire revealed negative opinions on the existence of a collaborative culture among teachers. Do you agree with the findings? If yes/no, why?

or

The questionnaire revealed a great collaborative culture in the school. Do you agree with the findings? If yes/no, why?

Prompt: In your opinion, what encourages collaboration and participation at school?

Even in this case, the question must be modified according to the data from the questionnaire.

Summary

The moderator passes the floor to the observer who summarizes the main positions that emerged in the focus group discussion areas. Participants are asked to confirm that what was summarized corresponds to what was intended to be expressed and are asked if there are any clarifications to add.

Discussion area 5 – Other

14) Is there anything else you would like to discuss?

Thank all participants for their time and all information shared.

Any questions or further information on the research results can be submitted to f.fioretti@lumsa.it.

Teachers Focus Group reporting grid

Date and time	
Number of participants	
Moderator	
Observer	

Briefly description of all participants

Warm-up questions

Most important feedbacks of the Discussion Area 1: Methods of CCE implementation in class

Relevant quotes of Discussion Area 1

Most important feedbacks of the Discussion Area 2: Challenges and limits in the promotion of CCE

Relevant quotes of Discussion Area 2

Most important feedbacks of the Discussion Area 3: Teachers' participation in school governance

Relevant quotes of Discussion Area 3

Most important feedbacks of the Discussion Area 4: Collaboration among teachers

Relevant quotes of Discussion Area 4

Most important feedbacks of the Discussion Area 5: Other

Relevant quotes of Discussion Area 5

Annex 3. Codebook

Theme	Code number	Code	Code definition	Example
Interviewees information	**C1**	**Education**	It refers to the interviewee's educational qualification (i.e. degree, masters, PhD etc).	*Currently I'm making the master's degree, I'm in the first year, but I have the license degree. So, I'm in process of being a master's degree.*
	C2	**Years of work at this school**	It refers to the years of work in the school participating in the research.	*I have been teaching in this school for about 5 years.*
	C3	**Years of work**	It refers to the total years of work performed by the interviewee.	*I've been teaching for 20 and many years, 27 I think.*
	C4	**Experience of work**	It refers to the overall work experience in the school participating in the research. In the case of teachers, it includes, for example, their experience in the classrooms in which they teach. The subcode excludes interviewee's perception/idea of teaching.	*So I would like to end by saying that I'm pretty much like *nome*, I'm one of the teachers that would like to keep on working this school, I would like to keep on working here.*
	C5	**Age**	It refers to the age of the interviewee.	*54 years old.*
	C6	**Subject**	It refers to the subject taught by teachers at school.	*Yes, I am a biology teacher.*

Theme	Code number	Code	Code definition	Example
Interviewees information	**C7**	**Target**	It refers to the numbers and the characteristics of the school's students.	*Okay, first of all, we have about 1008 students here from kindergarten to 12th grade.*
	C8	**Location and school structure**	It refers to the school's characteristics, concerning the number of school buildings and grades that comprise it and the territorial and socio-economic contexts in which the school is located. It includes the presence of cultural venues and external organizations. It excludes	*Yes. The S-2 comprehensive school consists of two primary schools, which are a short distance from the main school, which is a lower secondary school* (translated from Italian).

Theme	Code number	Code	Code definition	Example
			collaboration or activities carried out with external organizations.	
	C9	**Financial resources**	It refers to financial and economic resources owned by the school, either allocated by the Ministry or derived as a result of school-sponsored initiatives. It outlines the financial resources available to teachers with specific reference to the promotion of civic and citizenship education.	*They share some amount of money for us to spend on the school.*
	C10	**Human resources**	It refers to the teaching and non-teaching staff of the school. This subcode is assigned only when there is explicit reference to them as resources for the school. It includes the presence of a psychologist.	*Yes, we have 300 teachers, so a lot of people. 300 teachers, 100 employees.*
	C11	**School Principal election**	It applies specifically to the Portuguese context and it refers to the election-based method of choosing the Director.	*This is the Council that elects the principal.*
	C12	**School calendar**	It refers to the planning of organizational activities of the school.	*Yes, we have these weeks… our school calendar is divided into eight weeks. Okay, eight weeks, then we stop for one week, and then more eight weeks, and we have four weeks along the year. Okay? So, four weeks.*
	C13	**Principal's goals**	It refers to the development objectives of the Principal as well as suggestions for enhancement. It excludes the proposals for improvement to be made at school, the problems present at school, and the educational vision pursued by the school.	*So, my goal in five years, I could say to you, is if we can make this school like a school that is completely open to the community, and the community will bring their knowledge to this school, and they will share it with us with different competences and different knowledge, but make this like a routine every day, not only in projects. So, this is my dream school.*
	C14	**CCE Coordinator's goals**	It refers to the development objectives of the CCE Coordinator as well as suggestions for enhancement. It excludes suggestions for broad teaching goals, the educational vision that is being sought, and problems and solutions pertaining to CCE at school.	*Success for all students would be the main word and not only success within one subject but in all the subject, because that means an enlargement in the matter of knowledge.*

Theme	Code number	Code	Code definition	Example
Teaching organization	**C15**	**Projects and teaching organization**	It refers to activities and projects carried out by the school during curricular time, including the cross-curricular activities and the ways of organizing teaching work in the school. It excludes activities that have explicit reference to civic and citizenship education and the activities and project in collaboration con external organizations.	*Okay, first of all, we have about 1008 students here from kindergarten to 12th grade.*
	C16	**Extracurricular activities**	It refers to activities and projects carried out by the school in extracurricular time. It excludes activities that have explicit reference to civic and citizenship education the activities and project in collaboration con external organizations.	*Yes. The S-2 comprehensive school consists of two primary school sites, which are a short distance from the main site, which is a lower secondary school* (translated from Italian).
	C17	**Use of digital technologies**	It refers to the use of digital technologies both in teaching and in school meetings (i.e. computers, multimedia whiteboard, tablet) and the benefits they have brought to teaching and organization. It also includes reference to digital technologies used for teaching for the distance education addressed during the Covid-19 pandemic.	*They share some amount of money for us to spend on the school.*
	C18	**Educational purposes**	It refers to ideas about the educational goals of the school as institution that are proposed by the Principal, the CCE Coordinator and the teachers. It includes aspects related to educational vision and learning goals. It excludes the specific goals of Principal, CCE Coordinator and teachers.	*Yes, we have 300 teachers, so a lot of people. 300 teachers, 100 employees.*
	C19	**Inclusion**	It refers to both the inclusion of students with special educational needs in educational activities and the inclusion of all members of the school community in school life. This subcode is assigned when there is a direct reference to the inclusion of students with disabilities or all members of the school community in the educational and/or organizational activities of the school.	*This is the Council that elects the principal.*
	C20	**Promoting innovation in teaching**	It refers to initiatives implemented by schools to promote innovation in teaching. It includes innovations related to both teaching (e.g., the addition	*Yes, we have these weeks… our school calendar is divided into eight weeks. Okay, eight weeks, then we*

Theme	Code number	Code	Code definition	Example
			of new subjects) and school organization (e.g., the introduction of new disciplinary Departments). It excludes the use of digital technology.	*stop for one week, and then more eight weeks, and we have four weeks along the year. Okay? So, four weeks.*
	C21	**Difficulties in traditional teaching**	It refers to problems encountered by schools related to teachers' use of "traditional" teaching (i.e. exclusive use of lectures, use of textbook only, few interactive activities, little use of digital technologies and educational applications etc.) that is considered outdated and requires abandonment to embrace innovation.	*Because there is still in some teachers ... let's say that still someone is anchored to a somewhat traditional teaching, which is a bit outdated; teaching cannot be transmissive, I have to ... content and knowledge can be retrieved at any time, but I still have to give them the tools so that those children are autonomous in the construction of their knowledge and in their educational path* (translated from Italian).
	C22	**Difficulties in defining the school curriculum and activities**	It refers to the difficulties experienced by school staff in organizing educational activities both in and out of school due to problems with both internal school organization (e.g., secretarial problems) and bureaucracy.	*Too many answers are needed to be able to organize anything, and what's more, sometimes that answers don't come, but there are still too many answers that support the organizational capacity that teachers would have for their specific activity* (translated from Italian).
	C23	**Low use of digital technology**	It refers to the low use of digital technologies (i.e. computers, multimedia whiteboard, tablet) that could be used both by teachers in the classroom and by school community in organizational aspects.	*I came from a new principal who had placed a lot of emphasis on innovation, digital boards, and digital teaching. The school provided us a thousand courses, so when I arrived here, I found myself in an antecedent reality: there were few digital boards, you had to take shifts, and teaching was a little heavy for me, especially in the first years because I was used to using the digital board as a tool, digital books, and slightly fragmenting the lesson. In other words, I had to catch up a little bit with some prior teaching.*
	C24	**Interdisciplinarity as improvement strategy**	It refers to the need highlighted by schools to implement and promote interdisciplinarity between subjects, for wxample through activating projects that are based on cross-discipline interaction.	*So, in relation to this, we need more projects, we need more of these teachers of different subjects working together* (translated from Portuguese).
	C25	**Improve the connection between school grades**	It refers to the need highlighted by schools to implement linkage both between grades and between cycles. It excludes linking school grades as the goal of the Principal and the CCE coordinator.	*When we reason about the growth of the child, it's a growth that happens from primary school to middle school, and so a greater cohesion would also determine a full development* (translated from Italian).

Theme	Code number	Code	Code definition	Example
Student assessment	**C26**	**Methods and procedures for student assessment**	It refers to the assessment procedures and tools used by teachers to assess student learning. It excludes student self-assessment, assessment procedures and tools used for civic and citizenship education, and school self-evaluation procedures and tools in which students are involved.	*Then there is an assessment rubric, we did the assessment rubric for all disciplines* (translated from Italian).
	C27	**Methods and procedures for student self-assessment**	It refers to procedures and tools used by teachers to promote student self-assessment.	*I always try to get them to complete a self-assessment at the end of the test before I declare my grade and that helps them learn how to criticize themselves and also to evaluate what they succeeded or failed. Often, they are very honest and punctual in doing this, which I think is a good thing* (translated from Italian).
	C28	**Difficulties in student assessment**	It refers to the difficulties encountered by teachers in doing an assessment of the student. The code includes difficulties related to the assignment of a mark, the use of assessment tools (i.e. difficulty in using assessment grids and rubrics), and the use of procedures aimed at assessment. The code excludes difficulties related to the assessment of the CCE.	*Nevertheless it's a very difficult job so we have to resort to what are these tests, questionnaires etc., because they also help us a lot in our other disciplines, certainly the evaluation, although each of us has done courses etc., the evaluation is always a very delicate moment, very difficult* (translated from Italian).
	C29	**Student assessment methods as improvement strategy**	It refers to the need found by teachers to develop a new assessment system at school to standardize the assessment made by teachers in the same subjects and seek a shared assessment method. It also includes a proposal to implement the assessment system in the CCE as well.	*As well as in assessment, because then precisely there is also the aspect of self-assessment that could be a stimulus to grow in this matter* (translated from Italian).

Theme	Code number	Code	Code definition	Example
Civic and citizenship education	**C30**	**Guidance for the introduction of CCE teaching**	It refers to the ministerial directives related to the introduction of cross-curricular teaching (in the case of Italy) or the specific discipline (in the case of Portugal) of civic education. The code excludes the organization that the schools give themselves as result from the application of the principal of school autonomy.	*Because this is very recent, this comes from 2018, this new ideology of citizenship as a discipline, so there is still time for people to get to grips with what to do, how to do in order to reach that final goal, which is the full ideology of the discipline of "Cidadania e Desenvolvimento"* (translated from Portuguese).

Theme	Code number	Code	Code definition	Example
	C31	**Cross-curricular teaching organization of CCE**	It refers to the cross-curricular teaching of civic and citizenship education that is required by national legislations and/or implemented by schools. It includes ministerial indications (such as timelines and presence of a Coordinator), positive and negative ratings of civic and citizenship education as a cross-curricular teaching, the presence of a teacher in charge per class, and the introduction of a Commission or Department of Civic Education. It also includes ways that teachers adopt in the classroom to implement civic and citizenship education. It excludes the teaching of civic and citizenship education in terms of projects and activities and excludes organizational aspects of the school not related to civic and citizenship education.	*Yes, and this is integrated into a common plan for all the teams that grade has in each class, because we can have two plans: one for the 8th graders, so all disciplines are going to work more or less in the same way on matters of discipline and citizenship, and one for each class.*
	C32	**Activities and projects carried out by school for CCE**	It refers to the teaching activities and projects that are carried out by the school or individual classes to promote civic and citizenship education. It excludes activities and projects that are carried out in cooperation with external organization or that do not relate to CCE. It excludes also potential activities that teachers could implement, as it refers only to activities that are already scheduled (and thus will be carried out) and those that have been previously implemented.	*This year for example, we thought of organizing a Festival of Civic Education that will take place in February, during which the Class Councils, the classes, share the work that is done during the first quarter, the first few months of school, so that others can participate in the activities that have been done in each class, since each class then does different things* (translated from Italian).
	C33	**CCE activities and projects with external agencies**	It includes the description of activities and projects related to civic and citizenship education that take place in collaboration with local organizations. It excludes: activities and projects related to civic and citizenship education that do not take place in cooperation of external organizations; activities that are not related to civic and citizenship education although in cooperation with external organizations; and other forms of cooperation initiated by the school with external organizations.	*We have had collaborations over the years regarding environmental education with Legambiente, so we have carried out some initiatives with Legambiente* (translated from Italian).
	C34	**Promoting citizenship in**	It refers to the methodologies applied by teachers and the school community in the classroom and at school to encourage the creation of a learning environment	*I think that a dynamic that works very well in citizenship is to bring topics up for discussion, for reflection, to make them think, to make them debate.*

Theme	Code number	Code	Code definition	Example
		classroom and at school	favorable to citizenship. This code includes, for example, cooperative learning, communication, laboratory activities, and experiential learning if considered methodologies to promote citizenship.	*This will deconstruct some of the ideas they have and will open their minds a little to concepts they haven't yet mastered and will make them much more participative, active and aware citizens. Therefore, I believe that one of the main objectives of citizenship lessons is to bring up a topic for debate in addition to the group work and research that we do* (translated from Portuguese).
	C35	**Student assessment on CCE**	It refers to the assessment procedures and tools used by teachers to assess civic and citizenship education (i.e. tests, project work, peer assessment, observation). It includes the student self-assessment on CCE. It includes also issues and problems on CCE student assessment. It excludes assessment procedures and tools used for other subjects and excludes school self-evaluation procedures and tools in which students are involved.	*There are grids, yes, which are then linked to the annual Civic Education Plan. There is the evaluation grid, the competencies to be achieved. Formally everything is there* (translated from Italian).
	C36	**CCE responsible teacher**	It refers to the presence at school of a teacher responsible for the organization of civic education at school level (CCE coordinator) and of a teacher responsible in each class to coordinate the work between teachers related to civic education. It includes the tasks performed by this teacher at school and/or in class.	*So each class has its own civic education coordinator. Coordinators who then obviously talk to each other, so they also connect with each other with respect to some initiatives that may involve even more than one class or the whole institution with respect to a final event or more than one final event to be held during the year* (translated from Italian).
	C37	**CCE Commission**	It refers to the presence in the school of a specific commission and/or department of civic education that brings together the responsible teachers (referred to in the code C37 described above).	*Then over these years we focused a lot on sticking to what the law required, so we had to draft the documents and the curriculum, and we founded a Commission that worked on that* (translated from Italian).
	C38	**Resources for CCE**	It refers to the resources available to teachers with specific reference to the promotion of civic and citizenship education. It refers to material, local, financial and human resources. It excludes resources owned by the school that are not used for the promotion of civic and citizenship education.	*We are also creating an archive with the final products of the work, especially the digital ones, and each class can take a cue, for example my first one could take a cue from what the 6th-grade of last year did, of course reshaping everything to their own class and their own reality* (translated from Italian).

Theme	Code number	Code	Code definition	Example
	C39	**Difficulties in cross-curricular teaching of CCE**	It refers to the difficulties and problems encountered at school, specifically by the teachers, both as a result of the application of the relevant legislation (Italian L.92/2019 and Portuguese National Strategy 2017) and as the results of the difficulties that arose from the organization of the specific school activities. It excludes problems related to lack of time and spaces in performing cross-curricular teaching of CCE.	*Dedicating 2-3 hours per quarter in teaching civic education is experienced, at least by me, as a chore, because I have to do these hours, somehow I have to put them within the program, both because it is said that civic education has to be collegially chosen, so within the Class Council we have to choose topics and within those chosen topics try to fit our program. Well, this doesn't come naturally, it's clearly a stretch* (translated from Italian).
	C40	**Lack of teacher-to-teacher confrontation in teaching CCE**	The code refers to the lack of confrontation among teachers in the design of teaching activities for the CEC. It includes: the lack of time devoted to educational design; and the fact that teachers do not consider a further phase of discussion on this specific issue necessary following the definition of the curriculum of civic education (which took place in Italy following the issuance of L.92/2019)	*We confront each other a bit quickly because, as I said, there is no scheduled time for specific confrontation, so we confront each other quickly on the activities done, on any changes and more or less in the end we always find ourselves aligned* (translated from Italian).
	C41	**Lack of time for CCE**	It refers to the lack of time reported by the school community, especially teachers, to carry out interdisciplinary activities specifically dedicated to CCE. The code excludes lack of time to carry out programming or organizational activities not dedicated to CCE.	*Excuse me. From my personal point of view, I should say that the time, the spare time available for this kind of subjects should be greater that it is. Because we only have just 6 months and I have already said so to Francesca that we should have more time to put it in practice, that's it.*
	C42	**Absence of resources for CCE**	It refers to the absence of teaching materials made available by the school for teachers (e.g., digital resources, books, archives) to support them in implementing activities for CCE. Excludes the lack of resources not related to CCE.	*So, I don't think it is up to the school, but it's just the way civic education in general has been structured; it has no resources* (translated from Italian).
	C43	**Difficulties in student assessment of CCE**	It refers to the difficulties encountered by teachers in doing an assessment of the student in CCE. The code includes difficulties related to the assignment of a mark, the use of assessment tools (i.e. difficulty in using assessment grids and rubrics), and the use of procedures aimed at assessment of student on CCE. The code excludes difficulties related to student assessment in other subject areas and criticism of the	*Is this observable? It is and it isn't; there are things here that aren't easy to observe. In (), you can see if they cooperate, but there are other aspects here that are very difficult to observe, and so I think that all of us who teach citizenship try to get these students to be interested, curious, and tolerant, but we are not too demanding about the grade we give them. They have to work and respect each other in the classroom; we want them to produce something, but it's not like*

Theme	Code number	Code	Code definition	Example
			assessment system used when not explicitly referring to CCE.	*assessing history or Spanish; it's nothing like that. I think this should be said here. Because it's very difficult to assess citizenship, it's terrible. I don't know if you agree with me, colleagues, but that's how it is for me* (translated from Portuguese).
	C44	**Criticism to the introduction of CCE teaching**	It refers to the critical issues raised by teachers regarding the ministerial introduction of teaching civic education (as cross-curricular subject in Italy and as a separate subject in Portugal). These critical issues refer to the introduction of a new subject, its organization, the demands coming from the ministry, the amount of hours required, and the demand for student assessment. The code excludes difficulties related to organizing the teaching of civic education in the specific school.	*I am most critical, in the sense that if the subject we teach already had civic education inside there was no need to do 33 hours, that is, if there is this demand it means that there is something wrong. If I have to do 33 hours, it means that in the subjects that are taught in school, the teaching of civic education are not included and therefore we have to include them* (translated from Italian).
	C45	**Absence of CCE Coordinator**	It refers to the absence of a CCE Coordinator in school according to the organization it has given itself in application of school autonomy.	*But in that coordination activity that was planned actually goes a little bit on its own, in the sense that what was seen is that having an actual contact person who deals with that is a somewhat relatively necessary figure* (translated from Italian).
	C46	**Absence of CCE Commission**	It refers to the absence of a Commission or Department of Civic Education at school according to the organization it has given itself in application of school autonomy.	*But there isn't a Commission, no, I mean there are teachers and there is... I mean, I coordinate a meeting with the group in order to talk, but there isn't a Citizenship Commission* (translated from Portuguese).
	C47	**Absence of institute projects for CCE**	It refers to the absence of a school-wide project related to civic education. The code excludes school-wide projects not related to CCE.	*But an institute macro-project, not at the moment* (translated from Italian).
	C48	**Low training for teachers to teach CCE**	It refers to the lack of professional training that teachers believe they do not possess to teach civic education in schools across the board. The code excludes reference to lack of teacher training when it does not refer to teaching CCE.	*I'd like to add something here. As a math teacher, I'm honest: we're citizens, aren't we? We try to be good citizens. But if I were assigned to teach citizenship subject, linking my subject to the citizenship one would be different from teaching the subject itself, as my colleagues do here - *name* and *name* have already done it, and *name* does it - and I'm honest, I don't think I have enough training to feel comfortable doing that, teaching a subject and having that*

Theme	Code number	Code	Code definition	Example
				responsibility. For me, that's one of the aspects that I feel a bit uncomfortable with, that requires training in this area (translated from Portuguese).
	C49	**Promoting student involvement as improvement strategy for CCE**	It refers to encouraging student participation in the school's teaching and organizational activities in order to promote CCE. The code also includes the need to develop greater awareness and a greater sense of responsibility in students, and the collaboration among teachers and students in order to promote the teaching innovation for CCE. The code excludes reference to promoting student involvement when these activities are not referred to a strategy for implementing CCE.	*I think that sometimes something is interesting for them, but it's not something that we can support in the future. So, it is something that is there but is not consistent, and I think that the next step is to have practice students that are doing their constructive knowledge on citizenship in spite of the teachers. Sometimes teachers aren't needed, I think.*
	C50	**More time as improvement strategy for CCE**	It refers to the need found by teachers to have more time available for the implementation of activities related to civic education. The code also includes the proposal to devote specific time in the school year to activities for CCE in order to propose more structured and interdisciplinary activities.	*On the other hand, if it is decided to include a new discipline, such as civic education, it should actually extend school time* (translated from Italian).
	C51	**Involvement of external agencies as improvement strategy for CCE**	It refers to the proposal to involve external agencies more in implementing CCE. The code includes proposals for their involvement both in structuring activities for CCE and in providing training courses on CCE for teachers. The code excludes the proposal for greater involvement of external agencies when not referred to CCE.	*Possibly, in my opinion, it would be better to include the participation of local agencies more prominently in civic education. So, given the themes, the three macro-themes proposed for civic education - digital, environment and citizenship - could be better harmonized, also to improve our general perception as teachers who have to achieve objectives, make tests, and therefore measure the attainment of knowledge and skills, could be better harmonized, so the territorial agency should also participate in the implementation of those thematic areas proposed as sensitive and therefore characterizing civic education, because otherwise it seems like something that is juxtaposed* (translated from Italian).
	C52	**Parental involvement as improvement strategy for CCE**	It refers to the encouragement of parental involvement in the teaching and organizational activities of the school in order to implement the promotion of CCE. The code excludes reference to encouraging parents'	*It's not an issue, I mean maybe in perspective it would be nice for the school to try to do these initiatives, like the "education week", in order to do moments of sharing, moments of everyone's participation, awareness of.... which are the themes of civic*

Theme	Code number	Code	Code definition	Example
			participation in school when it does not relate to CCE.	*education and belonging to the school and school community* (translated from Italian).
	C53	**Teachers involvement as improvement strategy for CCE**	It refers to the encouragement of teachers involvement in organizational activities of the school in order to implement the promotion of the CCE. The Code excludes reference to encouraging teachers' participation in school when it does not relate to the CCE.	*Certainly with more and more involvement of everyone within the Class Council, and therefore all disciplines. In this stage, as much as precisely in the spirit of the standard, there is this cross-curricular teaching, so the involvement of everyone* (translated from Italian).
	C54	**Theme integrated in specific subjects as improvement strategy for CCE**	It refers to the proposal to include the teaching of civic education within a specific disciplinary area (for example, the historical-literary area) in order to promote the CCE. This code refers to the Italian landscape where the teaching of civic education cuts across the first cycle of education.	*So another possibility might be this: make civic education related only to the literary subjects, so enhance maybe give an extra hour a week to the Italian, history and geography hours so that civic education can be done* (translated from Italian).
	C55	**Separate subject as improvement strategy for CCE**	It refers to the proposal of designating civic education as an independent subject, complete with its dedicated teacher, to enhance CCE. This approach is pertinent to the Italian educational system, where the teaching of civic education cuts across the first cycle of education; this code does not pertain Portugal, where *Cidadania e Desenvolvimento*, is already established as a subject within the 8th-grade curriculum.	*Since there are so many tasks and the time is short for all the various tasks, unfortunately let's say that the idea they originally had - that was not talked about anymore - of the single contact person and the civic education teacher certainly could give the project more punch, however precisely someone has to be dedicated to that* (translated from Italian).

Theme	Code number	Code	Code definition	Example
Self-evaluation of the school	**C56**	**Process of self-evaluation of the school**	It refers to the process of monitoring and self-assessment of the organizational and teaching choices made by the school required by national legislation. It excludes the school's specific self-evaluation involving teachers, students, non-teaching staff and parents.	*It is based on the three points: the results; the process, the process that is related with the teachers, how can they teach, what are their methodologies, what are their relations with another part of community; and how can leadership promote the better results and better process. So, results, process and leadership. And these three main parts of the Quality Observatory are studied by three teams and that three teams can bring to us different indicators and they will measure these three parts of our activity in the school and they*

Theme	Code number	Code	Code definition	Example
				are very attentive to the results that we have made in different parts.
	C57	**Evaluation for teachers**	It refers to the school's self-evaluation procedures, which includes the collection of information through instruments submitted to teachers, such as satisfaction questionnaires, discussions, and interviews. It excludes references to self-evaluation procedures that do not relate to data collection involving teachers, students, parents and non-teaching staff.	*We then at the end of the year do monitoring on the satisfaction of various activities, both with teachers, [...]* (translated from Italian).
	C58	**Evaluation for students**	It refers to the school's self-evaluation procedures, which includes the collection of information through instruments submitted to students, such as satisfaction questionnaires, discussions, and interviews. It excludes references to self-evaluation procedures that do not relate to data collection involving teachers, students, parents and non-teaching staff.	*But yes, we had this habit: so at the end of the year there was a questionnaire for students, and also for the purely teaching aspects, like "do the professors explain in an understandable way?". So, with a scale of possible answers, obviously multiple-choice, some questions could have the open answer, but in short we were organized like that* (translated from Italian).
	C59	**Evaluation for parents**	It refers to the school's self-evaluation procedures, which includes the collection of information through instruments submitted to parents, such as satisfaction questionnaires, discussions, and interviews. It excludes references to self-evaluation procedures that do not relate to data collection involving teachers, students, parents and non-teaching staff.	*For instance, for parents: "do you like to have your son studying to our school?", "What's do you find better or not so good?".*
	C60	**Evaluation for non-teaching staff**	It refers to the school's self-evaluation procedures, which includes the collection of information through instruments submitted to non-teaching staff, such as satisfaction questionnaires, discussions, and interviews. It excludes references to self-evaluation procedures that do not relate to data collection involving teachers, students, parents and non-teaching staff.	*That's why this team, which is doing this monitoring, has representation from everyone. For example, the non-teaching staff have an assistant there who, when she needs to, when the time comes to collect data, passes out questionnaires, talks to all the non-teaching staff in these schools in order to bring the feedback from the non-teaching staff to the team* (translated from Portuguese).
	C61	**Low or no evaluation of school projects**	It refers to the absence of criteria and procedures defined by the school to evaluate the projects	*There is no, there is no evaluation. There could be, but there is not. There is a committee that is the PTOF Commission, that in some way could also evaluate the*

Theme	Code number	Code	Code definition	Example
			implemented in the school in order to carry out their monitoring and draw up a possible improvement plan.	*goodness, the effectiveness of the project, however, it is not normally done* (translated from Italian).
	C62	**No students and parents' involvement in school self-evaluation**	It refers to the absence of school evaluation procedures that include gathering information from students and parents through such instruments as questionnaires and interviews.	*No. It's our perception, I would say. We didn't do anything structured.*

Theme	Code number	Code	Code definition	Example
Decision-making process	**C63**	**Collegiality in decision-making process**	It refers to the characteristics of decision-making within the school. It includes the presence of collegial bodies provided by national regulations (such as the *Consiglio di Istituto* and *Collegio dei docenti* in Italy and the *Conselho Geral* and *Conselho Pedagógico* in Portugal).	*It is usually decided at the Teachers Board, it is proposed... that is, it is decided at the School Board however, proposals always go through the Teachers Board on a vote, of course, and votes are always taken by majority, because that's exactly what democracy says. Beyond our individual personal viewpoint on an issue, it is always democratically that a decision is made, in anything* (translated from Italian).
	C64	**Decision-making power of the Principal**	It refers to the decision-making processes implemented by the Principal and the Principal's duties and tasks under the law.	*There are decisions that have to be made by the director. There are structural decisions that have to be made by the director and the board that I follow* (translated from Portuguese).
	C65	**Participative decision-making for teachers**	It refers to the possibility and ways through which teachers' participation in decision-making is fostered and the promotion of teaching, planning and organizational proposals by teachers. It includes the participation of teachers in decision-making process, the presence of teachers' representatives, and the initiatives promoted by the school in order to promote the teachers' participation in DM. It excludes the division of organizational tasks among teachers, and the lack of teachers' involvement in decision-making.	*Definitely teachers yes, all teachers I would say, because in any case the proposals come from the teachers, so sometimes it is the teachers themselves who take the lead in project proposals from a perspective always related to citizenship education in a broad sense. And so they start from the teachers* (translated from Italian).
	C66	**Participative decision-making for students**	It refers to the possibility and ways through which students' participation in decision-making is fostered and the promotion of teaching, planning and organizational proposals by students. It refers also to	*The Students Parliament too, because we have this activity and they are there. We have frequent meetings with the students' representatives of each class in order to listen to them about what is good, what isn't*

Theme	Code number	Code	Code definition	Example
			the presence of student representatives, Student Committee, meetings or forums through which students and/or their representatives are directly involved in decision-making process. It includes the students' participation in the planning and in the implementation of teaching activities and organizational management of the school. It excludes the involvement of students in teaching activities planned by teachers, and the lack of students' involvement in decision-making.	*so good, what we must change… in the school in general.*
	C67	**Participative decision-making for parents**	It refers to the possibility and ways through which parents' participation in decision-making is fostered and the promotion of teaching, planning and organizational proposals by parents. It includes: the participation of parents in decision-making process; the Presence of Parent Committee; the presence of parents' representatives; and specific and local initiatives promoted by schools to encourage the participation of parents specifically in decision-making process. It excludes the involvement of parents in the teaching activities proposed by the school and parents' associations through which to foster collaboration between schools and families, and the lack of parents' involvement in decision-making.	*We also have a very strong parents' association here, which collaborates a lot with us, so from the beginning of the year our entire organization for that school year, which is expressed in our annual activity plan, the entire organization and dynamics of the school is expressed in a document, which is shared by everyone and each one is given an indication of what they should do to help educate young children* (translated from Portuguese).
	C68	**Teachers' teaching autonomy**	It refers to the opportunity for teachers to make their own decisions on the content and organization of teaching activities to be offered to students.	*So let's say that I think that this freedom of teaching that has been left to us by our school gives us the freedom to deal with the concepts that we want to convey to our kids in our subjects* (translated from Italian).
	C69	**Low or no teacher involvement in decision-making process**	It refers to teachers' lack of participation in decision-making.	*So, of course, schools have intermediary structures where things come to us and we give our opinions on certain matters relating to the running of the school, but I don't think we really have a great deal of involvement in deciding what is fundamental in the school. So no, I don't think so, I do think that we have some intermediary structures, but that things come to*

Theme	Code number	Code	Code definition	Example
				us as a given and not as something still to be debated and discussed (translated from Portuguese).
	C70	**Low or no student involvement in decision-making process**	It refers to students' lack of participation in decision-making.	*Students are not so involved in the decision-making process.*
	C71	**Low or no parental involvement in decision-making process**	It refers to parents' lack of participation in decision-making.	*Parents are not so involved in the decision making of the school.*

Theme	Code number	Code	Code definition	Example
Collaboration and participation at school	**C72**	**Collaboration among Principal and teachers**	It refers to human relationships and collaboration among Principals and teachers and school governance. It excludes the distribution and allocation of organizational tasks.	*When something new intervenes, like civic education for example, there is a good dialogue: the Principal proposes the guideline, it is shared by document, everything is well explained, and then there is an interaction on how to actually implement; the group is formed, in that case we were the contact teachers, the group meets with the Principal and together we share what the group has heard from the teachers too, so let's say there is always a teachers-Principal junction* (translated from Italian).
	C73	**Collaboration among teachers**	It refers to human relationships and collaboration among teachers in school organization and teaching activities. It includes the aspects that teachers think stimulate or do not stimulate collaboration with each other at school. It excludes the distribution and allocation of organizational tasks.	*It's really the collaboration and friendship that exists between the teachers. And that's what made me stay at this school again, because I had the opportunity to go to another school and last year I came to this school and I went crazy because the work pace is crazy. But, as time went by, this group that is here, which is my Class Council, practically realized that I stayed at this school precisely because of this work that exists between colleagues, this collaboration. We're part of the same 8th-grade Class Councils and, in my*

Theme	Code number	Code	Code definition	Example
				opinion, things work extremely well (translated from Portuguese).
	C74	**Collaboration with non-teaching staff**	It refers to human relationships and collaboration with non-teaching staff in school organization. It excludes the distribution and allocation of organizational tasks.	*May I add one more thing? Who help us so much in the implementation of projects and events at school are the non-teaching staff who participate in the enthusiasm that we put in, always* (translated from Italian).
	C75	**Good relationship school-parents**	It refers to the forms of collaboration initiated by the school with parents and/or legal guardians. It includes the participation of parents in teaching activities proposed by the school. It excludes the parents' involvement in decision-making process and the presence of a Parent Association.	*That's why we've organized ourselves in such a way as to have a great relationship with parents, so that from the start of the year they know what objectives we're proposing, what strategies we're going to carry out to achieve these objectives and what their role in these strategies is, so we challenge them to be directly co-responsible for their children's education* (translated from Portuguese).
	C76	**Collaboration among teachers and students**	It refers to the forms of collaboration initiated by the school with external organizations for both curricular and extracurricular activities. It excludes activities and projects related to CCE that take place in collaboration with local organizations.	*I'm open to new ideas, and I also collect new ideas for my next teaching. It's important also to me because of the new generation and the way they want to teach or to be taught, so I take some notes and say "okay, next time I'll do it this way", it's also growing for me as a teacher. And then of course they are going to teach two units on their own, controlled by me so I must see the quality, and there are two points that are a little difficult, and I take them for me and I say "can I teach as well and be evaluated?", because I was a pair, and they give me the permission for teaching two subjects, two grammar topics, that they are going to need for next year, and I want them to know it takes this. And so, we are doing it that way; that's how they function.*
	C77	**Cooperation with external agencies**	It refers to the forms of collaboration initiated by the school with external organizations for both curricular and extracurricular activities. It excludes activities and projects related to civic and citizenship education that take place in collaboration with local organizations.	*It is an area that offers a lot. The City Hall is very active, the ASL is also very proactive, very present* (translated from Italian).

Theme	Code number	Code	Code definition	Example
	C78	**Sharing of organizational tasks at school**	It refers to the distribution of specific organizational and managerial tasks additional to classroom teaching both provided by the legislation (for example the presence of a Three-years teaching plan responsible teacher in Italy and the Coordinator of the Pedagogical Council in Portugal) either on the initiative of individual schools. It includes aspects related to teachers' involvement in school life and ways through which to promote teacher participation in organizational aspects of the school. It excludes participation in decision-making process and the presence of collegial bodies with a decision-making function.	*And with this commitment, we choose who is going to make each part of the plan, and when we can organize these stages of the plan, each stage is dedicated to some person. That person can be a group, or it can be a team, and that team is responsible for making that part of a plan and realizing that they have to do that at some point. So, when this part is over, we pass to another stage. When we pass another stage, there is another group, another team, that will be committed to this part and will concretize that part of the plan. And so on and so on. Okay? So, in the main plan, we have two different parts, different stages with different commitments, and different teams that are committed to each part of our plan.*
	C79	**Students' involvement in organizational and teaching activities at school**	It refers to the students' participation in the planning and in the implementation of teaching activities and governance of the school. It includes, if any, the choice given to students of extracurricular courses to take.	*I assign concrete roles in each class, so I don't know how to take care of the order of the class, turn off the lights when we go out, there is a last one in the class - this I do in 6th grade especially - who has to make sure that the class has remained in order, that the lights are off* (translated from Italian).
	C80	**Trust**	It refers to the perception of the climate of trust that can be established among teachers and principal, among teachers and non-teachers, among teachers and students and parents. It is assigned in the presence of an explicit reference to trust by the interviewee. It excludes a climate of mistrust.	*Because I trust them and I know that they do what's needed to do and what I need them to do.*
	C81	**Mistrust**	It refers to the perception of the climate of mistrust that can be established among teachers and principal, among teachers and non-teachers, among teachers and students and parents. It is assigned in the presence of an explicit reference to mistrust by the interviewee. It excludes a climate of trust.	*The fact of being controlled, I don't know, there is a kind of mistrust of the teachers* (translated from Italian).
	C82	**Low teachers participation and collaboration at school**	It refers both to the low levels of collaboration among teachers at school and to the low levels of participation of teachers in organizational activities. The code includes the lack of willingness of teachers to assume roles that go beyond classroom teaching,	*So let's say that collaboration maybe happens more...no, then let's say that there is not really total collaboration, no. Even within the Departments, there is not a lot of collaboration. Let's say it's related more to intellectual affinities and also a little bit in*

Theme	Code number	Code	Code definition	Example
			the lack of interdisciplinarity, the lack of coordination of teaching activities that is manifested in the many homework, and in the independent work of teachers.	*character etc. So collaboration happens in that sense* (translated from Italian).
	C83	**Low parental involvement in school activities**	It refers both to the low levels of parents' participation in the activities proposed by the school. It can be organizational and educational activities that should encourage the school-family relationship and the opening of the school itself.	*I have to say, however, here are the families participated very little: in the years when we made it and they were pre-covid years, so it allowed even massive attendance, actually the participation was definitely disappointing, so very few people came* (translated from Italian).
	C84	**Low collaboration with external agencies**	It refers to the school's low level of cooperation with territorial agencies in planning and implementation of activities, the school-to-school relationship, and the school's openness to the local area.	*And we are identifying precisely where our weaknesses are here in the school grouping and one of the weaknesses that was identified here by the self-assessment team was precisely the greater involvement of those responsible for education and the better involvement of the whole group of associations that we have around here and that we can profit from, what they can give us* (translated from Portuguese).
	C85	**Low student involvement**	It refers to the low level of student involvement and interest in both the proposed organizational and school activities.	*So it's a bit the other way around, we still don't have that. We still don't have proactive students who want to build their own learning in the area of Citizenship* (translated from Portuguese).
	C86	**Low collaboration among Principal and teachers**	It refers to the low level of collaboration among the Principal and teachers at school, critical issues found by teachers related to Principal leadership, and difficulties in school governance.	*Regarding the relationship with the Principal, I live the perplexities that we all experience a little bit, because we had a very positive impression when she came, our expectations were high, we really thought we could build a positive relationship, but we have had since after Covid a series of difficulties and the difficulties persist even this year in organizational management, we have many difficulties* (translated from Italian).
	C87	**Low collaboration with non-teaching staff**	It refers to the low level of collaboration with non-teaching staff, which manifests itself in cumbersome procedures and difficulties in organizing activities	*I agree with what my colleagues have already said about the non-teaching staff, about the farraginous mechanisms to carry out these projects. I also felt the psychological burden of having to formulate projects on my own, without the technical support of the non-teaching staff, and this made me a little bit unamused*

Theme	Code number	Code	Code definition	Example
				with respect to new activities to propose (translated from Italian).
	C88	**Collaboration at school as improvement strategy**	It refers to proposals to implement teachers' involvement, collaboration and participation in school life. In particular, we refer to the creation of spaces for discussion, communication, collaboration, and exchange in the classroom among teachers. It excludes the perception of collaboration as a school issue and the implementation of teachers' collaboration as improvement strategy for CCE.	*And also that of ability, which is there in short - largely there is - but which certainly should be more refined, to be able to interface among teachers, even of the same discipline.... so it might be useful, I don't know, to make an exchange of teachers per class, to operate an exchange of teachers per class, for example the math teacher of class A who does some lessons in the other class and vice versa. However, this presupposes a work among teachers of the same discipline, that it's a work done together* (translated from Italian).
	C89	**Relationship school-parents as improvement strategy**	It refers to the implementation of school-family collaboration as an area of school development through, for example, meetings, activities, and human resources to mediate between the two parties. It excludes parental involvement as a development area for CCE and the perception of the relationship with the family as a school issue.	*Right now, as the coordinator of that team, we're trying to find ways of involving parents, aren't we? Well, to involve them not only in these projects that have to do with citizenship, but with everything that has to do with the school* (translated from Portuguese).
	C90	**Cooperation with external agencies as improvement strategy**	It refers to the proposal to involve external agencies more at school. In particular, we refer to relationship and collaboration that already exist but should and could be implemented, increasing communication that is not always easy, forging new agreements and structuring more projects involving them. The code excludes the proposal for greater involvement of external agencies in order to promote CCE.	*At the moment, through the school cultural project that we're building, we're trying to bring it closer, to bring it closer to us and get these associations, collectivities that are here, that there are some companies here, let's see what comes out of it, right?* (translated from Portuguese).
	C91	**Collaboration with non-teaching staff as improvement strategy**	It refers to the necessity of working in cooperation with non-teaching staff. This aspect may be due to the presence of new staff. The code excludes: the need to involve non-teaching staff in the school's self-evaluation and monitoring procedures; the low collaboration among principal, teachers, and non-teaching staff at school; and their participation or non-participation in the decision-making process.	*As regards the non-teaching staff, there has been a round of new staff, staff who have not done this kind of job so far, and so I see this year instead that these people who were new have gone into it, but how would it happen to me if I were given a new assignment* (translated from Italian).

Theme	Code number	Code	Code definition	Example
Teachers' professional development	**C92**	**Professional development of teachers on school initiative**	It refers to professional development initiatives for teachers that are facilitated by schools. These initiatives encompass training centers utilized by schools, as well as digital platforms and inter-school networks. It excludes training programs that teachers may pursue for personal enrichment.	*And then we have the training center, which meets the needs of the school grouping* (translated from Portuguese).
	C93	**Professional development of teachers on personal initiative**	It refers to training programs that teachers may pursue independently for personal enrichment. It excludes professional development initiatives for teachers that are facilitated by schools.	*For instance, I did three-year course on gestural language, because we really need to speak with our hands because we have students, so I have to teach them, I don't teach with my mouth? I will teach with my hands. You have here all the possibilities to go higher in your knowledge as a teacher and learn what you really need.*
	C94	**Professional development as improvement strategy**	It refers to teacher professional development as a strategic element of school improvement initiatives.	*And in this regard I would also advocate for training courses. I'm always a little hesitant about training courses, the last ones I attended were not particularly exciting, it's not easy to make training courses, here I would really promote that, I would love that* (translated from Italian).
	C95	**Difficulties for effective professional development for all**	It refers to the challenges teachers face with professional development programs offered by schools. These challenges include the practical utility of the training content and the adaptability of the proposed methods within the classroom setting. It also refers to issues related to the presence of teachers with years of teaching at different schools and, consequently, different methodologies at school.	*Can I add an aspect regarding training? The difficulty is to find a training that works for everyone because we have teachers who range in generations with thirty years difference, so we have 60-year-old teachers with thirty years of schooling who need to be approached with a training done in a certain way, and conversely a young teacher who is certainly much better prepared, with advanced digital skills, but who lacks a whole piece that is experience, and so the difficulty of training is to get everyone to agree. I have noticed this* (translated from Italian).

Theme	Code number	Code	Code definition	Example
School and society	**C96**	**Criticism of the school**	It refers to the criticism by Principal and teachers of the condition of the school and society in the present. It includes criticism of bureaucracy, awareness of the presence of an educational emergency, criticism of the school by society resulting in the loss of its role, the need to reform the school, and the transmission by society of behavior patterns contrary to those proposed by the school. The code excludes references to precariousness, inadequate space, both ministerial and the school's own directives limiting teachers' teaching autonomy, and changes within the school due to the Covid-19 pandemic. It also excludes the specific development and problem areas for individual school highlighted by the Principal and teachers.	*Yes, we are in a phase where we are all very disconcerted, very destabilized. Clearly, the school reflects what happens in the world: it is an absolute microcosm that reproduces what happens outside; it is clear that the same thing is happening outside, we also see it at the political level, so the results are the fruit of a strong disorientation in the face of criticism of old models that might not be adequate for the advancing world, to quote someone. I have not introduced a new model, that is, we as a school have not offered a new model, we are stuck with that model there which perhaps no longer responds to what the kids then see in the rest of the world and therefore we become hardly modeling, and so... but the model needs a lot of reflection, of study, it's something that arises from... because I am obviously talking about a cultural model* (translated from Italian).
	C97	**Lack of time**	It refers specifically to issues inherent in the lack of timing that teachers have in doing their work. It includes and issues or criticisms made of the school are explicitly related to lack of time (such as lack of time to meet for planning in the secondary school). It excludes issues, criticisms, or areas for development that do not explicitly refer to the school's timelines. It excludes also the issues caused by the lack of time for civic and citizenship education.	*It's a shame we don't have the time and availability to work more collaboratively, I think it would be interesting* (translated from Portuguese).
	C98	**Precariousness**	It refers to the precarious or short-time teaching status of teachers and the effects they have on effective participation in the organizational life of the school.	*But this obviously does not depend on the school itself, but is a recruitment system that I believe in recent years has been discouraging further work that could and should be done to experience the school in a 360° manner, regardless of the hours of teaching. From the point of view of precariousness, I think this issue could be pursued* (translated from Italian).

Theme	Code number	Code	Code definition	Example
	C99	**Lack of adequate spaces for activities**	It refers to the lack of adequate space to carry out teaching and project activities. It includes the absence of laboratories, the absence of planning spaces for teachers, the absence of spaces to carry out open class or interdisciplinary activities, and the absence of spaces for teachers to carry out organizational activities.	*The spaces we have left even to plan are really minimal* (translated from Italian).
	C100	**Rules and supervision in school organization**	It refers to the need for the school community to abide by the rules both imposed by the national regulations and by the school itself and the subsequent supervision of the fact that these rules are followed. The code is given when there is direct reference to rules and supervision, which can sometimes hinder teachers' teaching autonomy.	*What we define at a collegial reunion is always mandatory, so our colleagues can contest it and so on, but what the Pedagogical Team decides must be accomplished.*
	C101	**Covid-19**	It refers to changes caused by the Covid-19 pandemic. It includes school activities or projects that no longer took place because of Covid-19, perceptions of the effects Covid-19 on schools, the changes schools faced in coping with Covid-19 and distance learning. There are no subcodes in the code. It excludes what does not have an explicit reference to the Covid-19 pandemic.	*This generation of students is very sacrificing for Covid-19 and for this whole strange season* (translated from Portuguese).

Annex 4. Triangulation

Annex 4.1 Triangulation coder 1 and Principal Investigator

Code	Agreements	Disagreements	Total	Percent
Age	16	0	16	100.00
Education	2	0	2	100.00
Experience of work	20	1	21	95.24
Subject	6	0	6	100.00
Years of work	4	0	4	100.00
Years of work at this school	12	0	12	100.00
Principal's goals	6	2	8	75.00
CCE coordinator's goals	2	0	2	100.00
Human resources	0	1	1	0.00
Financial resources	4	0	4	100.00
Location	2	0	2	100.00
Target	12	1	13	92.31
Projects and teaching organization	2	3	5	40.00
Education purposes	2	1	3	66.67
Use of digital technologies	0	1	1	0.00
Inclusion	0	1	1	0.00
Extracurricular activities	4	2	6	66.67
Improve the connection between school grades	4	1	5	80.00
Difficulties in traditional teaching	0	1	1	0.00
Difficulties in defining the school curriculum and activities	0	2	2	0.00
Methods and procedures for student assessment	8	0	8	100.00
Difficulties in student assessment	2	4	6	33.33
Student assessment methods as improvement strategy	4	0	4	100.00
Cross-curricular teaching organization for CCE	20	8	28	71.43
Activities and projects carried out by school for CCE	10	4	14	71.43
Student assessment on CCE	6	0	6	100.00
Promoting citizenship in classroom and school	18	5	23	78.26
Guidance for the introduction of CCE teaching	2	0	2	100.00
CCE activities and projects with external agencies	14	1	15	93.33
CCE responsible teacher	10	0	10	100.00
Resources for CCE	0	3	3	0.00
CCE Commission	6	3	9	66.67

Code	Agreements	Disagreements	Total	Percent
Difficulties in cross-curricular teaching of CCE	4	1	5	80.00
Lack of teacher-to-teacher confrontation in teaching CCE	2	1	3	66.67
Involvement of external agencies as improvement strategy CCE	4	1	5	80.00
Parental involvement as improvement strategy for CCE	2	2	4	50.00
Teachers involvement as improvement strategy for CCE	0	4	4	0.00
Separate subject as improvement strategy for CCE	2	2	4	50.00
Difficulties in student assessment on CCE	2	0	2	100.00
Lack of time for CCE	6	0	6	100.00
Absence of CCE Commission	0	1	1	0.00
Absence of institute projects for CCE	2	1	3	66.67
Low training for teachers to teach CCE	0	1	1	0.00
Process of self-evaluation of the school	4	3	7	57.14
Evaluation for the students	6	0	6	100.00
Evaluation for the teachers	6	0	6	100.00
Evaluation for parents	6	0	6	100.00
Collegiality in decision-making process	12	8	20	60.00
Participative decision-making for teachers	16	4	20	80.00
Decision-making power of the Principal	6	2	8	75.00
Participative decision-making for parents	10	2	12	83.33
Participative decision making for students	0	1	1	0.00
Teachers' teaching autonomy	10	2	12	83.33
Low or no teacher involvement in decision-making process	0	1	1	0.00
Low or no student involvement in decision-making process	2	0	2	100.00
Low or no parental involvement in decision-making process	8	1	9	88.89
Collaboration among teachers	24	7	31	77.42
Cooperation with external agencies	24	2	26	92.31
Sharing of organizational tasks at school	6	2	8	75.00
Good relationship school-parents	20	2	22	90.91
Collaboration among Principal and teachers	2	1	3	66.67
Collaboration with non-teaching staff	2	0	2	100.00

Code	Agreements	Disagreements	Total	Percent
Student's involvement in organizational and teaching activities at school	0	3	3	0.00
Collaboration among teachers and students	0	2	2	0.00
Cooperation with external agencies as improvement strategy	2	1	3	66.67
Trust	0	4	4	0.00
Relationship school-parents as improvement strategy	0	1	1	0.00
Collaboration at school as improvement strategy	0	3	3	0.00
Low teachers participation and collaboration at school	6	2	8	75.00
Low parental involvement in school activities	8	0	8	100.00
Low collaboration with external agencies	4	0	4	100.00
Low collaboration with non-teaching staff	12	0	12	100.00
Low collaboration among Principal and teachers	6	0	6	100.00
Mistrust	0	4	4	0.00
Professional development as improvement strategy	2	0	2	100.00
Professional development of teachers on school initiative	4	1	5	80.00
Difficulties for effective professional development for all	2	0	2	100.00
Covid-19	16	2	18	88.89
Criticism of school	10	1	11	90.91
Lack of adequate space for activities	2	1	3	66.67
Precariousness	0	1	1	0.00
Rules and supervision in school organization	4	1	5	80.00
<Total>	**464**	**124**	**588**	**78.91**

Statistics

Agreement percentage	81.29%
Kappa (Brennan & Prediger)	.81

Annex 4.2 Triangulation coder 2 and Principal Investigator (Italian transcripts)

Code	Agreements	Disagreements	Total	Percent
Age	8	0	8	100.00
Education	1	0	1	100.00
Experience of work	10	1	11	90.91
Subject	3	0	3	100.00
Years of work	2	0	2	100.00
Years of work at this school	6	0	6	100.00
Principal's goals	3	3	6	50.00
CCE coordinator's goals	1	2	3	33.33
Financial resources	2	0	2	100.00
Target	5	0	5	100.00
Projects and teaching organization	1	3	4	25.00
Education purposes	0	2	2	0.00
Use of digital technologies	1	1	2	50.00
Extracurricular activities	3	1	4	75.00
Improve the connection between school grades	2	0	2	100.00
Difficulties in traditional teaching	1	0	1	100.00
Difficulties in defining the school curriculum and activities	1	0	1	100.00
Methods and procedures for student assessment	3	0	3	100.00
Difficulties in student assessment	3	1	4	75.00
Cross-curricular teaching organization for CCE	11	2	13	84.62
Activities and projects carried out by school for CCE	3	6	9	33.33
Student assessment on CCE	3	2	5	60.00
Promoting citizenship in classroom and school	6	1	7	85.71
Guidance for the introduction of CCE teaching	1	0	1	100.00
CCE activities and projects with external agencies	4	0	4	100.00
CCE responsible teacher	4	0	4	100.00
Resources for CCE	1	0	1	100.00
CCE Commission	4	1	5	80.00
Difficulties in cross-curricular teaching of CCE	2	0	2	100.00
Lack of teacher-to-teacher confrontation in teaching CCE	2	1	3	66.67
Involvement of external agencies as improvement strategy CCE	1	0	1	100.00
Parental involvement as improvement strategy for CCE	1	0	1	100.00
Separate subject as improvement strategy for CCE	1	3	4	25.00
Difficulties in student assessment on CCE	1	0	1	100.00

Code	Agreements	Disagreements	Total	Percent
Lack of time for CCE	1	0	1	100.00
Absence of institute projects for CCE	1	0	1	100.00
Process of self-evaluation of the school	3	0	3	100.00
Evaluation for the students	3	0	3	100.00
Evaluation for the teachers	3	0	3	100.00
Evaluation for parents	3	0	3	100.00
Collegiality in decision-making process	9	4	13	69.23
Participative decision-making for teachers	10	4	14	71.43
Decision-making power of the Principal	4	0	4	100.00
Participative decision-making for parents	6	0	6	100.00
Participative decision making for students	0	1	1	0.00
Teachers' teaching autonomy	3	0	3	100.00
Low or no teacher involvement in decision-making process	1	0	1	100.00
Low or no parental involvement in decision-making process	4	0	4	100.00
Collaboration among teachers	12	1	13	92.31
Cooperation with external agencies	11	4	15	73.33
Sharing of organizational tasks at school	3	2	5	60.00
Good relationship school-parents	10	0	10	100.00
Collaboration among Principal and teachers	1	0	1	100.00
Collaboration with non-teaching staff	1	0	1	100.00
Student's involvement in organizational and teaching activities at school	1	0	1	100.00
Collaboration among teachers and students	1	2	3	33.33
Cooperation with external agencies as improvement strategy	1	0	1	100.00
Relationship school-parents as improvement strategy	0	1	1	0.00
Collaboration at school as improvement strategy	1	0	1	100.00
Low teachers participation and collaboration at school	4	0	4	100.00
Low parental involvement in school activities	4	0	4	100.00
Low collaboration with external agencies	2	2	4	50.00
Low collaboration with non-teaching staff	6	1	7	85.71
Low collaboration among Principal and teachers	1	0	1	100.00

Code	Agreements	Disagreements	Total	Percent
Mistrust	0	1	1	0.00
Professional development as improvement strategy	1	0	1	100.00
Professional development of teachers on school initiative	2	0	2	100.00
Difficulties for effective professional development for all	1	1	2	50.00
Covid-19	8	4	12	66.67
Criticism of school	4	3	7	57.14
Lack of adequate space for activities	2	0	2	100.00
Rules and supervision in school organization	2	2	4	50.00
<Total>	**231**	**63**	**294**	**78.57**

Statistics

Agreement percentage	78.57%
Kappa (Brennan & Prediger)	.78

Annex 4.3 Triangulation coder 2 and Principal Investigator (English transcripts)

Code	Agreements	Disagreements	Total	Percent
Age	1	0	1	100.00
Education	2	0	2	100.00
Subject	1	0	1	100.00
Years of work	1	0	1	100.00
Years of work at this school	4	0	4	100.00
School Principal election	4	0	4	100.00
Principal's goals	2	2	4	50.00
CCE coordinator's goals	1	1	2	50.00
Human resources	1	0	1	100.00
Location	2	0	2	100.00
Target	1	1	2	50.00
Projects and teaching organization	2	0	2	100.00
Education purposes	1	2	3	33.33
Inclusion	1	1	2	50.00
Extracurricular activities	0	1	1	0.00
Methods and procedures for student assessment	1	2	3	33.33
Cross-curricular teaching organization for CCE	3	0	3	100.00
Activities and projects carried out by school for CCE	5	1	6	83.33
Student assessment on CCE	3	1	4	75.00
Promoting citizenship in classroom and school	0	1	1	0.00
CCE activities and projects with external agencies	1	1	2	50.00
CCE responsible teacher	1	0	1	100.00
Resources for CCE	1	0	1	100.00
Promoting student involvement as improvement strategy for CCE	0	1	1	0.00
Parental involvement as improvement strategy for CCE	0	1	1	0.00
Teachers involvement as improvement strategy for CCE	0	1	1	0.00
Process of self-evaluation of the school	8	1	9	88.89
Evaluation for the students	3	0	3	100.00
Evaluation for the teachers	4	0	4	100.00
Evaluation for parents	1	0	1	100.00
Low or no evaluation of school projects	1	0	1	100.00
Collegiality in decision-making process	8	2	10	80.00
Participative decision-making for teachers	3	6	9	33.33
Decision-making power of the Principal	2	2	4	50.00

Code	Agreements	Disagreements	Total	Percent
Participative decision-making for parents	2	1	3	66.67
Participative decision making for students	1	1	2	50.00
Teachers' teaching autonomy	3	0	3	100.00
Low or no teacher involvement in decision-making process	1	0	1	100.00
Collaboration among teachers	0	3	3	0.00
Cooperation with external agencies	3	0	3	100.00
Sharing of organizational tasks at school	14	6	20	70.00
Good relationship school-parents	2	0	2	100.00
Collaboration among Principal and teachers	1	1	2	50.00
Collaboration with non-teaching staff	2	0	2	100.00
Student's involvement in organizational and teaching activities at school	2	0	2	100.00
Trust	4	0	4	100.00
Collaboration at school as improvement strategy	1	0	1	100.00
Low teachers participation and collaboration at school	1	0	1	100.00
Professional development as improvement strategy	0	1	1	0.00
Professional development of teachers on school initiative	5	0	5	100.00
Criticism of school	0	5	5	0.00
Rules and supervision in school organization	5	2	7	71.43
<Total>	**116**	**48**	**164**	**70.73**

Statistics

Agreement percentage	70.73%
Kappa (Brennan & Prediger)	.70

Annex 4.4 Triangulation coder 4 and Principal Investigator

Code	Agreements	Disagreements	Total	Percent
Age	7	0	7	100.00
Education	2	0	2	100.00
Experience of work	5	4	9	55.56
Subject	7	0	7	100.00
Years of work	6	0	6	100.00
Years of work at this school	13	0	13	100.00
School Principal election	3	0	3	100.00
Principal's goals	2	1	3	66.67
CCE coordinator's goals	1	1	2	50.00
Human resources	4	2	6	66.67
School's calendar	2	3	5	40.00
Location	4	0	4	100.00
Target	1	0	1	100.00
Projects and teaching organization	2	6	8	25.00
Education purposes	3	4	7	42.86
Inclusion	2	0	2	100.00
Extracurricular activities	0	1	1	0.00
Promoting innovation in teaching	1	0	1	100.00
Interdisciplinarity as improvement strategy	1	0	1	100.00
Methods and procedures for student assessment	1	3	4	25.00
Student assessment methods as improvement strategy	0	1	1	0.00
Cross-curricular teaching organization for CCE	9	5	14	64.29
Activities and projects carried out by school for CCE	10	9	19	52.63
Student assessment on CCE	14	2	16	87.50
Promoting citizenship in classroom and school	5	9	14	35.71
Guidance for the introduction of CCE teaching	2	2	4	50.00
CCE activities and projects with external agencies	2	5	7	28.57
CCE responsible teacher	0	2	2	0.00
Resources for CCE	3	0	3	100.00
CCE Commission	2	2	4	50.00
Difficulties in cross-curricular teaching of CCE	0	1	1	0.00
Promoting student involvement as improvement strategy for CCE	0	2	2	0.00
More time as improvement strategy for CCE	0	1	1	0.00
Teachers involvement as improvement strategy for CCE	0	1	1	0.00

Code	Agreements	Disagreements	Total	Percent
Theme integrated in specific subjects as improvement strategy for CCE	0	1	1	0.00
Difficulties in student assessment on CCE	3	0	3	100.00
Lack of time for CCE	1	1	2	50.00
Low training for teachers to teach CCE	1	0	1	100.00
Process of self-evaluation of the school	16	1	17	94.12
Evaluation for the students	6	0	6	100.00
Evaluation for the teachers	5	1	6	83.33
Evaluation for parents	3	0	3	100.00
Evaluation for non-teaching staff	1	0	1	100.00
Low or no evaluation of school projects	1	0	1	100.00
Collegiality in decision-making process	21	6	27	77.78
Participative decision-making for teachers	11	4	15	73.33
Decision-making power of the Principal	2	0	2	100.00
Participative decision-making for parents	3	0	3	100.00
Participative decision making for students	1	3	4	25.00
Teachers' teaching autonomy	5	4	9	55.56
Low or no teacher involvement in decision-making process	3	0	3	100.00
Low or no student involvement in decision-making process	1	0	1	100.00
Collaboration among teachers	9	7	16	56.25
Cooperation with external agencies	7	3	10	70.00
Sharing of organizational tasks at school	10	1	11	90.91
Good relationship school-parents	6	1	7	85.71
Collaboration among Principal and teachers	3	6	9	33.33
Collaboration with non-teaching staff	5	1	6	83.33
Student's involvement in organizational and teaching activities at school	1	1	2	50.00
Collaboration among teachers and students	1	4	5	20.00
Cooperation with external agencies as improvement strategy	1	0	1	100.00
Trust	4	0	4	100.00
Collaboration with non-teaching staff as improvement strategy	0	1	1	0.00
Relationship school-parents as improvement strategy	2	1	3	66.67

Code	Agreements	Disagreements	Total	Percent
Collaboration at school as improvement strategy	0	6	6	0.00
Low teachers participation and collaboration at school	7	0	7	100.00
Low parental involvement in school activities	4	2	6	66.67
Professional development as improvement strategy	1	1	2	50.00
Professional development of teachers on school initiative	8	0	8	100.00
Criticism of school	5	3	8	62.50
Precariousness	0	1	1	0.00
Rules and supervision in school organization	5	6	11	45.45
Lack of time	7	0	7	100.00
<Total>	**284**	**133**	**417**	**68.11**

Statistics

Agreement percentage	68.11%
Kappa (Brennan & Prediger)	.68

Annex 4.5 Triangulation coder 5 and Principal Investigator

Code	Agreements	Disagreements	Total	Percent
Age	6	0	6	100.00
Experience of work	7	3	10	70.00
Subject	6	1	7	85.71
Years of work	5	0	5	100.00
Years of work at this school	9	0	9	100.00
CCE coordinator's goals	0	1	1	0.00
Human resources	1	2	3	33.33
School's calendar	1	1	2	50.00
Financial resources	1	0	1	100.00
Location	1	0	1	100.00
Projects and teaching organization	4	0	4	100.00
Education purposes	2	0	2	100.00
Use of digital technologies	1	1	2	50.00
Inclusion	1	0	1	100.00
Extracurricular activities	0	2	2	0.00
Methods and procedures for student assessment	1	1	2	50.00
Difficulties in student assessment	0	1	1	0.00
Student assessment methods as improvement strategy	0	1	1	0.00
Cross-curricular teaching organization for CCE	9	2	11	81.82
Activities and projects carried out by school for CCE	2	5	7	28.57
Student assessment on CCE	14	1	15	93.33
Promoting citizenship in classroom and school	6	5	11	54.55
Guidance for the introduction of CCE teaching	2	0	2	100.00
CCE activities and projects with external agencies	1	1	2	50.00
Resources for CCE	1	2	3	33.33
CCE Commission	1	0	1	100.00
Theme integrated in specific subjects as improvement strategy for CCE	0	5	5	0.00
Separate subject as improvement strategy for CCE	0	3	3	0.00
Difficulties in student assessment on CCE	3	0	3	100.00
Lack of time for CCE	1	0	1	100.00
Criticism to the introduction of CCE teaching	1	2	3	33.33
Absence of institute projects for CCE	0	1	1	0.00
Low training for teachers to teach CCE	1	0	1	100.00

Code	Agreements	Disagreements	Total	Percent
Process of self-evaluation of the school	9	1	10	90.00
Evaluation for the students	5	0	5	100.00
Evaluation for the teachers	1	2	3	33.33
Evaluation for parents	2	0	2	100.00
Evaluation for non-teaching staff	1	1	2	50.00
Low or no evaluation of school projects	1	0	1	100.00
Collegiality in decision-making process	7	3	10	70.00
Participative decision-making for teachers	7	0	7	100.00
Decision-making power of the Principal	2	1	3	66.67
Participative decision-making for parents	1	0	1	100.00
Teachers' teaching autonomy	2	0	2	100.00
Low or no teacher involvement in decision-making process	4	0	4	100.00
Low or no student involvement in decision-making process	1	0	1	100.00
Collaboration among teachers	8	2	10	80.00
Cooperation with external agencies	6	2	8	75.00
Sharing of organizational tasks at school	2	0	2	100.00
Good relationship school-parents	5	1	6	83.33
Collaboration with non-teaching staff	2	1	3	66.67
Student's involvement in organizational and teaching activities at school	2	2	4	50.00
Cooperation with external agencies as improvement strategy	2	1	3	66.67
Relationship school-parents as improvement strategy	2	1	3	66.67
Collaboration at school as improvement strategy	1	2	3	33.33
Low teachers participation and collaboration at school	3	0	3	100.00
Low parental involvement in school activities	3	2	5	60.00
Low collaboration with external agencies	1	0	1	100.00
Professional development of teachers on school initiative	3	0	3	100.00
Difficulties for effective professional development for all	0	1	1	0.00
Criticism of school	6	4	10	60.00
Precariousness	0	1	1	0.00
Rules and supervision in school organization	1	0	1	100.00

Code	Agreements	Disagreements	Total	Percent
Lack of time	5	1	6	83.33
<Total>	**183**	**70**	**253**	**72.33**

Statistics

Agreement percentage	72.33%
Kappa (Brennan & Prediger)	.72

Annex 5. The school S-1

Annex 5.1. Document analysis of S-1

School information	• The *istituto comprensivo* consists of two primary schools and two secondary schools; • The socio-economic background of primary school students is lower-middle, while in the lower secondary school it is predominantly upper-middle; • In the first primary school, there are 321 students divided into 17 classes, with an average of 18.88 students per class. In the second primary school plex, there are 247 students divided into 15 classes, with an average of 16.47 students per class. There are 396 lower secondary school students divided into 19 classes, with an average of 20.84 students per class; • Four laboratories with internet connection, a chemistry lab, four computer labs, three music labs, three science labs, and four multimedia classrooms, three library classrooms, three concert halls, three auditoriums, four screening rooms, and two theater rooms, sports facilities, (including four gyms and a swimming pool), and a canteen; • The school receives students with disabilities and learning difficulties in greater numbers than the national average; • There are several students whose families are in socio-economic-cultural disadvantage; • The share of students with non-Italian citizenship is higher than the national average in both primary (20.1%) and secondary (14.2%) schools; • The school staff is composed by 145 teachers and 28 members of non-teaching staff (the presence of tenured teachers in primary school registers a higher index compared to the national average; in lower secondary school, there is a lower percentage); • The school is located in an area well served by public transportation and rich in territorial resources, such as sports and cultural associations, and institutions like the State Police.
Mission	• The school is committed to providing a solid basic preparation, fostering the conscious acquisition of knowledge and competences; • The school is committed to improving students' proficiency levels in all disciplines, particularly mathematics and Italian, and to developing students' disciplinary and cross-curricular competences; • It aims to prevent various forms of distress that may occur during growth and schooling.
Civic and citizenship education	• The Principal appoints a Civic Education Coordinator for each Class Council; • In class councils where he or she is present, it could be the special education teacher who plays the role of Coordinator, given the overview that can result from his or her co-presence in the various disciplines; • The Coordinator, together with colleagues, draws up an annual Civic Education Plan and submits a Final Report at the end of the school year; • Definition of competences, objectives, and contents per thematic core by the end of first cycle of education; • Assessment of Civic Education is based on a specific Assessment Rubric.
School organization	• Two Collaborators of the Principal; • 12 *funzioni strumentali*, who are responsible for areas such as POF, Orientation, Continuity, Disability, Interculture, New Technologies, divided between primary and secondary schools; • Four *Responsabili di plesso*, one per school; • Inclusion Working Group (GLI), that supports the implementation of the Plan for Inclusion and Individualized Education Plans.

Additional information	• The use of cooperative and collaborative methodologies, laboratory spaces, and new technologies promotes innovative, motivating, and inclusive teaching; • The school implements remedial and reinforcement interventions for personalized and group learning; • Teacher training is promoted in the IT/digital field and for the development of innovative teaching and methodological skills; • The school is committed to consolidating collaborative relationships with associations and entities in the area for the implementation of projects and training activities for orientation; • The goal is to prevent and combat dropouts in school by developing orientation paths based on self-awareness, aptitudes, and inclinations.

Annex 5.2. Semi-structured interview with the Principal (S-1)

1	**DS-1**
2	**Prima di tutto, mi potrebbe descrivere il contesto scolastico, quindi l'utenza, le risorse del territorio, la struttura?**
3	Questo nostro istituto si colloca in questo quadrante zona Villa Gordiani, quindi abbraccia questo territorio su Via Prenestina. L'utenza è un'utenza è piuttosto mista, nella parte verso Via d'Istria e Viale Venezia Giulia c'è prevalentemente, ma non totalmente, c'è un'utenza della fascia prevalentemente media e medio-bassa, nell'altra parte quindi verso Viale Partenope e Torre Annunziata c'è un'utenza anche medio-alta, quindi il contesto è variegato.
4	Dal territorio si trovano alcune collaborazioni, cioè nel senso che negli anni abbiamo avuto collaborazioni per quanto riguarda l'educazione ambientale con Legambiente, quindi abbiamo portato avanti alcune iniziative con Legambiente, alcune delle quali hanno coinvolto anche i genitori, quindi con giornate e iniziative di apertura della scuola al territorio, e quindi con giornate di abbellimento degli spazi della scuola, degli spazi esterni, ma anche degli ambienti esterni con tinteggiature di aule ecc., coinvolgendo molto i genitori dei nostri alunni, ma in qualche caso con Legambiente vennero anche dei volontari esterni, quindi hanno dato anche un contributo proprio da parte del territorio, perché credo se non ricordo male che Legambiente avesse una sede da queste parti e quindi è stata di supporto.
5	Altre risorse del territorio con le quali abbiamo collaborato sono alcune associazioni territoriali, dall'associazione che si è occupata di teatro all'associazione che si è occupata di musica, che veniva gestita maggiormente nella scuola primaria in orario curricolare, quindi di affiancamento al docente di classe, invece con il teatro sono stati portati avanti dei percorsi in orario anche extrascolastico, perché alcuni nostri studenti frequentavano il loro centro e quindi hanno fatto anche cose molto interessanti dal punto di vista di rappresentazione teatrali.
6	Abbiamo avuto una collaborazione molto importante con il Centro Alfredo Rampi, sempre per tutta la parte legata alla sicurezza generale, dalla storia appunto di Alfredino, sicurezza, sicurezza nella scuola, sicurezza nel quartiere, quindi iniziative che hanno coinvolto gli studenti nel chiedere loro "come vorresti che fosse il tuo quartiere? Come miglioreresti? Cosa vorresti fare? Cosa pensi che si potrebbe fare?". Il progetto ha avuto una durata biennale, quindi tante iniziative in quei due anni; si è concluso dallo scorso anno, se non da quello prima, però in quei due anni ci sono state tante iniziative e chiaramente è ancora presente sul territorio come centro di aggregazione giovanile e quindi ha un apposito centro che si trova nella zona di via Torre Annunziata, credo sia lì, che alcuni nostri studenti ancora frequentano, anche se il percorso di per sé è terminato.
7	Non ci sono state risorse di tipo economico specifiche, però anche attraverso i progetti, e per esempio con il Centro Rampi, il finanziamento era un finanziamento anche economico, per cui loro potevano fornire alcune situazioni, alcuni strumenti, come defibrillatore – quindi anche per un discorso di educazione alla salute in un certo modo – quindi ci hanno supportato in tal senso.
8	**Quindi sono collaborazioni esterne avviate magari negli anni precedenti ma che continuano?**
9	Alcune continuano. Il progetto specifico di centro Rampi si è concluso, è stato fatto il monitoraggio finale e si è concluso. Però i nostri studenti il loro centro lo frequentano ancora – questo di Aggregazione Giovanile – visto che è collocata nel territorio. Sul discorso dell'ambiente diciamo che ci siamo un po' persi, anche con il discorso della pandemia che chiaramente alcune iniziative – comprese la giornata di apertura o più giornate di aperture della scuola con il coinvolgimento dei genitori – non si è potuta realizzare, e quindi vedremo se in futuro si riesce a ripristinare qualcosa. Quindi alcune cose purtroppo con il discorso della pandemia si sono un po' sfilacciate se non sospese del tutto momentaneamente, però non si esclude che si possa continuare. Abbiamo avuto negli anni e l'abbiamo ripreso quest'anno dopo la fase di pandemia, dove non abbiamo potuto operare in tal senso, una collaborazione anche con il centro della piscina, che è qui a Via Montona, soprattutto per la scuola

media, soprattutto per la sede di Via Dignano D'Istria per le classi prime, quindi le classi prime in orario curricolare seguono un'attività in piscina, quindi le due ore di scienze motorie le hanno accorpate – perché chiaramente un'ora non basterebbe essendo l'attività di nuoto ha dei tempi lunghi, e la piscina è proprio davanti alla scuola e il tragitto a piedi è molto breve, per cui i ragazzi usufruiscono anche di questa piscina – chiaramente pagano le famiglie ma a costi molto contenuti - quote sostanzialmente sociali, quindi molto basse - e quindi la comodità è che loro riescono a realizzare questa attività in orario curricolare con un costo assolutamente accessibile con tutta la classe, quindi ha un impatto anche importante nelle dinamiche, nelle relazione tra compagni, proprio nella vita del gruppo classe che si forma – ecco perché lo facciamo sulle prime classi, perché in qualche modo si va a costituire anche maggiormente più coesione all'interno del gruppo classe.

10 **Ci sono progetti specifici di educazione civica e alla cittadinanza che saranno sviluppati in quest'anno scolastico?**

11 Sicuramente ce n'è uno che abbiamo fatto negli anni precedenti e quest'anno lo continuiamo, riprendendolo anche in presenza perché l'anno scorso e due anni fa non si è potuto realizzare in presenza, che è quello sul bullismo e sul cyberbullismo, e quindi se ne occupa una ex docente – è andata in pensione qualche anno fa, docente di lettere che però collabora con un'associazione con la quale noi collaboriamo da anni anche nei progetti legati all'orientamento in uscita per la scuola secondaria di secondo grado, per la scelta e per aiutare le famiglie degli studenti a scegliere la scuola più adatta per loro a livello di scuola superiore, e questa associazione che collabora con noi da tempo si è occupata per tempo non solo di orientamento ma anche di sportello di ascolto attraverso docenti che prima erano interni alla scuola – tra cui questa docente ormai pensionata – è rimasta un'altra docente che è un'altra *counselor* che è una nostra docente interna alla scuola che continua a portare avanti il centro ascolto, e invece questa docente collabora sia con il centro ascolto sia con i progetti legati proprio a bullismo e cyberbullismo quindi dovrebbe poi ricominciare tutta l'attività, sostanzialmente da novembre perché noi per fine ottobre approviamo tutti i progetti che ci possono interessare, anche nella fascia extracurricolare, e di conseguenza da novembre si andrà proprio a pianificare il regime. Quindi questo sicuramente è uno di quelli.

12 Negli anni abbiamo realizzato anche dei progetti specifici sull'educazione stradale per esempio, coinvolgendo anche i vigili urbani, quindi che avvenivano collaborazioni interne alla scuola per dare alcune informazioni ai ragazzi, con la polizia di Stato anche legata al bullismo e cyberbullismo e c'è questa collaborazione che continua; avevamo portato avanti dei progetti anche sull'educazione ambientale. Sì, prevalentemente erano questi i filoni: educazione ambientale; educazione stradale; educazione alimentare con la Asl, perché abbiamo a Torre Annunziata la Asl vicino e negli anni abbiamo seguito con loro dei percorsi particolari proprio sull'educazione alimentare e quindi educazione alimentare-educazione alla salute – in senso più ampio; e quindi questo del bullismo.

13 **Posso chiedere come si chiama questa associazione esterna per il progetto su bullismo e cyberbullismo?**

14 Si chiama "Il valore del femminile".

15 **Quando quindi la scuola deve approvare questi progetti, il processo decisionale come si svolge? Coinvolge docenti e famiglie?**

16 Sicuramente docenti sì, docenti tutti direi, perché comunque le proposte vengono dai docenti, quindi a volte sono gli stessi docenti che si fanno promotori di proposte progettuali in un'ottica legata sempre all'educazione alla cittadinanza in senso ampio. E quindi partono dai docenti. Chiaramente vengono condivisi a livello di Consigli di classe, di Dipartimenti, arrivano quindi al Collegio dei docenti dove vengono poi deliberate – quindi si decide di partecipare – e vengono poi proposti, inseriti nel PTOF, e quindi fatti conoscere anche al Consiglio di Istituto che ugualmente, deliberando e approvando il PTOF in qualche modo approva tutta l'impalcatura e tutta la proposta progettuale che scuola manifesta attraverso il manifesto appunto del PTOF, quindi i genitori poi vengono certamente coinvolti comunque. In particolare mi veniva in mente un coinvolgimento maggiormente attivo sul discorso del bullismo, abbiamo coinvolto in passato e comunque anche adesso con il nuovo progetto i genitori soprattutto quando interveniva la Polizia di Stato, che quindi ha realizzato incontri con le famiglie,

soprattutto relativi all'utilizzo del cellulare - ecco il corretto utilizzo – i social, insomma tutto ciò che avviene nell'ambito dei social dai nostri adolescenti, ecco fondamentalmente dei ragazzi della scuola secondaria di primo grado.

17 Devo dire che però ecco le famiglie hanno partecipato molto poco: negli anni in cui lo abbiamo realizzato ed erano anni pre-covid, quindi consentiva la presenza anche massiccia, in realtà la partecipazione è stata decisamente deludente, quindi poche persone sono venute...

18 **Quindi non perché la scuola non volesse coinvolgerli, ma è stata una decisione delle famiglie non essere coinvolti?**

19 Esatto, non essere presenti. Ne era stata data comunicazione, quindi c'era l'invito, c'era la sala, c'era stata anche una sorta di promozione e anche di pubblicità rispetto a quelle occasioni di incontro importante anche con degli specialisti. Però poi ecco le famiglie che hanno aderito per i più disparati motivi – che non sono noti – sono stati veramente molto pochi... quindi ecco è stata anche una brutta figura con degli esperti esterni che sono venuti, perché avevamo una sala teatro in grado di accogliere 100 persone, ma le persone che si sono presentate saranno state una decina/una quindicina quindi insomma veramente poco.

20 **Ma invece, esclusi i progetti e le attività, i genitori forniscono un loro contributo dal punto di vista della vita scolastica alla scuola?**

21 Sì lo forniscono, soprattutto in occasione dei vari Consigli di classe e di interclasse vengono coinvolti – c'è la componente genitori – normalmente c'è chi fa il rappresentante di classe sono persone predisposte alla collaborazione e quindi a proporre attività, per cui propongono anche iniziative interessanti che possono essere non so legate a un tipo di percorso progettuale che magari si conclude anche con una visita di istruzione, quindi propongono anche. Io mi riferivo in particolare prima dicendo che c'era stata scarsa adesione a quel tipo di iniziativa.

22 **Però in linea generale sono partecipativi.**

23 Assolutamente sì. Anche come Consiglio di Istituto in genere hanno proposte da portare avanti. È chiaro poi vanno valutate dai docenti, quindi non è che si può accettare e includere tutto, però comunque vengono prese in considerazione e se ne fa una valutazione approfondita.

24 **E l'iter è sempre lo stesso? Quindi c'è la proposta, il passaggio al Consiglio di classe, la delibera...**

25 Esatto. È sempre un iter diffuso, di massima condivisione e di massima acquisizione di approvazione e di consensi.

26 **In questo scenario, gli studenti partecipano nei processi decisionali e nella vita scolastica in generale o no?**

27 Sicuramente i più piccoli della scuola primaria no. Raramente, difficilmente, essendo una scuola secondaria di primo grado c'è la proposta dell'alunno, non so se... forse questo avviene più a livello di secondaria di secondo grado, dove c'è anche la componente studentesca come componente eletta che presiede il Consigli di Istituto. Quindi nella scuola secondaria di secondo grado è diverso, perché lì c'è proprio il coinvolgimento dello studente, tant'è che gli studenti eleggono i propri rappresentanti al Consiglio di Istituto delle superiori, come del resto anche a livello di Consiglio di Classe: ogni Consiglio di classe, oltre ad avere la componente genitori e docenti, ha anche la componente studenti... però quella è proprio, diciamo, diverso a livello di superiore. A livello di scuola secondaria di primo grado questa cosa non è mai esistita, quindi sicuramente lo studente come proposta partecipa meno. Cioè la riceve come proposta che fa la scuola e lui la vive su di sé nel percorso che fa.

28 **Non proposta nel senso che io studente propongo che cosa fare, ma un "allora in Consiglio. Con gli altri insegnanti abbiamo pensato di fare questa cosa, che ne pensate?" ecco...**

29 Ah sì, questo tipo di coinvolgimento in genere sì, avviene da parte dei docenti, assolutamente sì. Quindi la classe viene coinvolta.

30	No io pensavo un altro tipo di partecipazione. Assolutamente sì, tutti i docenti lo fanno, anche per introdurre il lavoro, il tema, quello che si va a proporre... quindi sì, c'è questo modo di coinvolgerli. E poi loro stessi decidono in alcuni casi, per esempio in tutte le attività extracurricolari che la scuola offre, nel senso che – a parte gli anni di pandemia, durante i quali non si è svolta nemmeno questa parte importante di lavoro – però ecco normalmente proponiamo e anche quest'anno proporremo vari corsi di attività musicali, quindi coro, chitarra, pianoforte, batteria, quindi sono tutti i corsi in orario extracurricolare che sono tenuti da docenti dell'istituto che hanno con la quota a carico delle famiglie ma è una quota molto accessibile, considerato che il percorso dura tutto l'anno, ed è una possibilità di avvicinarsi alla musica in questa maniera. Oppure ci sarà la proposta del corso di latino per le classi terze, e quindi anche in questo caso è in corso extracurricolare.
31	C'era non so se – sono ancora in fase di consegna i progetti – viene riattivato anche quest'anno i corsi di alfabetizzazione in informatica e quindi diciamo un taglio prettamente informatico sull'uso dei programmi e del computer. Quindi gli studenti scelgono in questo senso.
32	In passato si svolgevano anche corsi di lingua inglese, quindi anche in questo caso potevano optare per un approfondimento della lingua inglese.
33	È chiaro che lì intervengono loro, perché in base ai propri interessi e alle proprie curiosità uno sceglie e si orienta.
34	**In merito alla gestione, c'è un gruppo che si occupa di prendere specifiche decisioni, quindi c'è una distribuzione di compiti e di responsabilità, oppure ci sono referenti specifici per cui è tutto demandato a loro?**
35	C'è un team nel senso che ci sono una serie di figure all'interno dell'istituzione scolastica che, a parte i due collaboratori che vengono scelti esclusivamente dal dirigente scolastico, le altre figure sono tutte figure votate dal Collegio docenti, quindi è il Collegio stesso che le sceglie in un certo senso, per delegare loro... delegare... delegare nel senso che poi loro si occupano di determinati aspetti: allora c'è la funzione strumentale che si occupa del POF, del PTOF, scelto dal Collegio docenti; la funzione strumentale che si occupa della Continuità, e quindi anche con la Commissione che li affianca, quindi sono altri docenti che interagiscono insieme; c'è una funzione strumentale per tutte le scelte e le iniziative legate alla continuità, quindi dalla scuola dell'infanzia – che per noi è solo comunale, ma comunque abbiamo una scuola dell'infanzia, sono tre in verità, con cui collaboriamo da anni, e la continuità poi tra la scuola primaria e la secondaria di primo grado che è interna al nostro istituto, e in uscita come dicevamo per l'orientamento per le secondarie di secondo grado; oppure le funzioni strumentali che si occupano di tutta la parte dell'inclusione quindi di tutta la parte della disabilità, dei DSA, piuttosto degli alunni stranieri, quindi l'alfabetizzazione L2; Commissioni di lavoro sul nucleo interno di valutazione per la relazione anche di tutti i documenti.
36	Poi loro lavorano in maniera coordinata, è ovvio che c'è anche la mia presenza in questi gruppi rispetto ad alcune decisioni importanti da prendere, parlo dei documenti strategici, proprio questo è il periodo utile rispetto al triennio che è finito, quindi la rendicontazione sociale e al Piano Triennale dell'offerta formativa.
37	Altri gruppi di lavoro, per esempio legati all'attività motoria, quindi a ciò che può essere legato in ambito sportivo...
38	**Quindi c'è una divisione dei compiti e dei ruoli. Sono loro i responsabili di ciò che viene proposto quindi degli effetti che ciò che viene proposto ha, o comunque nonostante una divisione dei ruoli c'è una responsabilità condivisa, quindi non è solo il referente?**
39	Per alcune scelte può essere il referente... intendo dire rispetto alla strutturazione dell'orario dell'attività motoria che coinvolge più esperti, ovviamente lì c'è quel referente, quindi in un certo senso decide il referente perché deve ritornare in un certo senso a un determinato tipo di orario. Su altre cose invece no, diventano tutti responsabili.
40	Sull'attività motoria in sé, ovviamente non è solo il referente... il referente funge da referente, ma poi nell'ambito della didattica, della disciplina di Sciente Motorie ovviamente sono tutti coinvolti i docenti

	di Scienze Motorie quindi rispetto all'acquisizione di obiettivo, quindi al raggiungimento di un traguardo, è il docente stesso che è investito e che quindi è responsabile e quindi porta avanti il suo compito in maniera coscienziosa e responsabile... ho fatto l'esempio di Scienze Motorie ma vale per qualsiasi altro esempio. C'è sì il gruppo deciso dal Collegio dei Docenti, quindi chi fa cosa, c'è una suddivisione dei compiti, ma poi quei compiti in qualche modo ricadono su tutti nel momento del trasferimento della didattica in classe quindi ricade sul singolo docente che fa quelle attività.
41	**Quindi se ho capito bene se noi prendiamo come esempio le attività e i progetti, c'è un referente che si fa carico dell'organizzazione del progetto stesso ma poi per quanto riguarda la realizzazione pratica, la resposabilità è di tutti quelli che sono coinvolti nel progetto stesso.**
42	Esattamente.
43	**E nel caso in cui nel Collegio Docenti ci fosse disaccordo in merito a una decisione che bisogna prendere – che può essere di diversa natura quindi organizzativa, didattica etc. – come si cerca in qualche modo di trovare un accordo?**
44	Ma in genere se proprio il disaccordo esiste – è raro – ci possono essere punti di vista diversi e quindi le proposte vengono messe ai voti, quindi c'è una votazione e chiaramente a maggioranza. Non è insolito, può capitare. A maggioranza.
45	**E in quale modo poi la scuola va a valutare la bontà delle scelte che sono state effettuate? Ci sono modalità specifiche o strumenti specifici?**
46	Spesso usiamo questionari, perché alla fine di un percorso soprattutto nelle varie attività progettuali, c'è un questionario conclusivo... un questionario che si può definire "di gradimento" che viene fatto compilare dallo studente, dal genitore... anche rispetto alle dinamiche della scuola, quindi all'organizzazione, all'organizzazione degli uffici di segreteria. Quindi in passato soprattutto lo facevamo con sistematicità, poi certo ripeto bisogna prendere un po' le fila del discorso dopo questi ultimi anni che ci hanno un po' spiazzato. Però sì, avevamo questa abitudine: quindi a fine anno c'era un questionario indirizzato agli alunni, e anche per gli aspetti prettamente didattici – cioè rispetto "i professori spiegano in maniera comprensibile" - quindi con una scala di possibili risposte, sicuramente a scelta multipla, qualche quesito poteva avere la risposta aperta, però insomma eravamo organizzati così. Quindi sia per gli alunni, sia per i docenti, quindi il questionario lo facevano anche i docenti rispetto alla partecipazione "ti senti coinvolto" / "non ti senti coinvolto" nella questione organizzazione e nelle proposte da fare etc, sia per i genitori.
47	**E c'erano dei docenti incaricati che si occupavano della strutturazione?**
48	Sì, sia della formulazione del questionario che poi della tabulazione dei risultati. Anche se poi alla fine facevamo un Google Drive ed era facile vedere l'esito: era schematico, immediato e saltava all'occhio.
49	**E poi che succedeva? Si visionavano i risultati e poi?**
50	Quei risultati venivano portati in Collegio Docenti e quindi in qualche modo diventavano strumenti di riflessione e anche di miglioramento successivo.
51	**C'erano per caso riferimenti specifici all'educazione alla cittadinanza?**
52	Era in generale. Non c'erano riferimenti specifici. Anche perché quando è nata tutta la nuova parte legislativa che ha coinvolto in maniera più forte – non che la scuola non lo facesse già, perché l'educazione civica c'è sempre stata, se vogliamo... si chiamava in modo diverso, ha subito dei cambiamenti a livello di denominazione, però c'è sempre stata – i questionari sono sempre stati ampi.
53	**Quindi gli indicatori di questi questionari, da ciò che ho capito, erano: la partecipazione... e altri indicatori che venivano valutati?**
54	Il clima relazionale, i rapporti con il dirigente, i rapporti tra colleghi, il servizio offerto dagli organi di segreteria... l'orario di ricevimento: "secondo te è consono", "ti è stato d'aiuto"... piuttosto che legati alla mensa scolastica, sebbene non dipendente da noi ma c'è veramente l'appalto di Roma Capitale.

	Oppure rispetto al servizio di pulizia, igiene degli ambienti, e quindi in qualche modo rispetto al lavoro che fa invece il personale della scuola non docente. Anche loro c'erano degli specifici questionari legati ad altri aspetti, quindi diciamo che era un po' abbastanza ampio per quello che volevi sapere da un docente.
55	**Invece per gli studenti era più inerente alla didattica?**
56	Didattica, rapporto tra compagni, quindi sempre clima in classe, inclusione, al rapporto con i professori, a livello didattico, quindi alle spiegazioni e all'utilizzo dei laboratori, oppure "che cosa vorresti di più dalla scuola", "cos'è che non ti ha dato", "cos'è che ti è piaciuto molto" per esempio rispetto alle attività progettuali proposte.
57	**E invece ai genitori?**
58	Ai rapporti con la scuola, e anche qui agli uffici, ai rapporti con il Dirigente, con i docenti, in merito ai colloqui con i docenti, quindi la durata, l'organizzazione, è stata adeguata, proposte di miglioramento, all'offerta formativa della scuola... "Sei soddisfatto", "non sei soddisfatto" rispetto ai progetti che la scuola ha messo in essere nel corso dell'anno scolastico.
59	**Quindi mi diceva che gli aspetti che emergevano da questi questionari venivano portati all'attenzione del Collegio e venivano prese decisioni in merito agli aspetti che erano un po' più carenti...**
60	Sì, diciamo sugli aspetti meno brillanti.
61	...**e tutti a livello di Collegi Docenti avevano la possibilità di proporre strategie di miglioramento?**
62	Sì, la proposta era aperta a tutti. Poi di fatto nel coinvolgimento effettivo, molti si defilano... si sa come funziona. Quindi non è che ci sia anche lì una partecipazione attiva completa e totale. Poi magari non sempre alcuni ( ), magari tanti, però comunque rispetto a un collegio, una percentuale non è la totalità. Quindi intervengono anche in maniera propositiva e fattiva, perché poi magari la proposta può essere bellissima però poi non riesci a concretizzarla.
63	**Se dovesse pensare a questa scuola, da qui a 5 anni quali sono gli obiettivi e le finalità che vorrebbe raggiungere?**
64	Beh sicuramente come finalità mi piacerebbe riuscire a migliorare il livello legato alle competenze in generale degli studenti, e quindi migliorare proprio gli esiti. Quindi questo è un po' l'obiettivo massimo insomma, sicuramente più importante che un Dirigente possa avere rispetto alla propria scuola. Esiti sui quali proprio in questi giorni, anche dopo la restituzione delle ultime prove INVALSI – al di là del fatto che dopo due anni di pandemia ovviamente anche un po' in generale c'è stata una flessione, un po' ha investito insomma tutto il nostro Paese voglio dire – però sicuramente questo: cercare di portare sempre più studenti da quello che è il livello 1 – veramente il livello più basso – al livello 5, proprio in termini percentuali, è il grande obiettivo, è anche la grande sfida, ed è anche la missione della scuola... poi noi che ce stiamo a fa, ovviamente. Quindi cercare di capire come meglio poterlo realizzare anche per cercare di far leva maggiormente su quello che è l'effetto scuola, anche perché poi comunque abbiamo anche una bella fascia di studenti che si collocano al livello 5, quindi anche sull'eccellenza, o sul livello 4, che è il livello precedente all'eccellenza ma comunque di grande significatività. Però non è detto che sia sempre dovuto all'effetto a scuola, perché molto dipende anche dalle condizioni pregresse, alla famiglia, a tutto quello che c'è intorno all'alunno.
65	**E secondo Lei quali sono alcuni degli elementi su cui prestare attenzione in questo senso? Quindi per cercare di effettivamente raggiungere questo obiettivo.**
66	Sicuramente un investimento importante potrebbe essere legato al discorso sempre della formazione docenti, quindi un po' un cercare di portare maggiore innovazione nella didattica, perché spesso – non sempre, ma a volte – la didattica assume delle connotazioni tipiche, un po' cattedratica, un po' "stantia" tra virgolette, e invece avere un approccio diverso a livello metodologico, anche conoscerlo, saperlo poi realizzare sicuramente coinvolgerebbe di più e meglio i nostri studenti, e quindi riuscirebbe a portare maggiori frutti, migliori frutti, dal punto di vista dei risultati.

67 L’altra componente poi è che magari soprattutto a livello di scuola secondaria sia di primo che ancor più di secondo grado bisognerebbe anche cercare di scardinare alcuni meccanismi di chiusura all’interno della propria disciplina e quindi maggior collegamento tra discipline, un’interconnessione di saperi, che quindi rende sicuramente anche gli eventuali argomenti da proporre ai ragazzi più divertenti ma anche più connessi, come posso dire. Quindi queste dovrebbero essere le due leve: quella formativa, da una parte; e anche quella di capacità, che c’è insomma – in gran parte c’è – ma che sicuramente andrebbe maggiormente perfezionata, di riuscire a interfacciarci tra docenti, anche della stessa disciplina.... quindi potrebbe essere utile, non so, fare uno scambio di docenti per classe, operare uno scambio di docenti per classe, per esempio il docente di matematica della sezione A che svolga alcune lezioni nell’altra sezione e viceversa. E quindi questo però presuppone un lavoro tra docenti della stessa disciplina, che sia un lavoro fatto insieme.

68 **Certo. Ma Lei fa riferimento alla formazione docenti pre-servizio o durante il servizio?**

69 Tutte e due. Diciamo pre-servizio sicuramente, però anche durante il servizio perché poi anche da un punto di vista prettamente metodologico è soprattutto con le innovazioni tecnologiche, quindi diciamo con le innovazioni della tecnologia nella didattica. Questo è un discorso che va avanti anche a una velocità notevole se vediamo tutto quello che è accaduto durante la pandemia rispetto alle lezioni online e chiaramente la scuola, diciamo gli istituti comprensivi come anche a volte le superiori stesse, non erano attrezzate... era più un discorso a livello universitario che magari era già avanzato a quel livello lì. Quindi insomma le scuole anche su questo hanno investito tanto e hanno faticato anche tanto, compresi anche il docente che mediamente sessantenne che magari si è trovato nel pieno della pandemia che dice “e mo’ che devo fa che non so manco accenderlo il computer...come mi regolo”. Quindi insomma c’è stata una sollecitazione forte che poi la sventura della pandemia ci ha offerto, e tanti devo dire anche quelli più veterani, più anziani, si sono rimboccati le maniche... qualcuno è rimasto molto sulla propria posizione quindi molto si è appoggiato alla collega di classe, al docente di classe, per cercare di interagire maggiormente, quindi con le lezioni online piuttosto che sulle ( ) delle varie piattaforme a seconda della scuola quale utilizzava, caricare materiali, aprire una classroom, quindi insomma sviluppare tutto ciò che il digitale poi ci ha offerto come possibilità.

70 **Quindi in qualche modo la pandemia possiamo dire che ha anche avvicinato in tal senso?**

71 Diciamo che li ha costretti, ecco è stata una forma di costrizione poi alla fine. Costrizione nel senso che o facevi così o facevi così, non c’era altra possibilità soprattutto nel momento del lockdown, quindi quando gli studenti erano esclusivamente a casa. Quindi inizialmente tutte le scuole ci sentivamo anche con gli altri colleghi, c’era chi lavorava sul gruppo whatsapp e quindi mandava soltanto i compiti – parlo dei docenti – chi invece già... noi ci siamo attivati... diciamo che in questo la scuola media è stata molto trainante anche rispetto alla scuola primaria, vuoi perché abbiamo anche delle figure, un docente che è proprio maggiormente diciamo come sua vocazione ha proprio il digitale e si è sempre dedicato anche prima della pandemia, e lui ha fatto proprio da tirante, quindi si è trascinato un po’ tutto il gruppo dei colleghi della secondaria, che quindi lo hanno seguito, hanno fatto anche incontri formativi online per cercare di capire come si adopera questa piattaforma, cosa facciamo su questa, gli stessi collegi poi chiaramente che ancora continuiamo a fare online ovviamente perché poi alla fine alcune situazioni sono state e si rilevano utili, comode, anche in un contesto in cui si potrebbe anche riprendere un’attività in presenza, però ecco così si facilita la vita di tutti soprattutto di tanti docenti che magari viaggiano, quindi ecco si riesce a gestire molto anche ai fini di evitare uno spostamento ulteriore... quindi ecco riprendi la macchina, muoviti, vai, insomma alcune situazioni poi si è visto che sono molto funzionali. Ovviamente questo nell’ambito dei docenti e tra docenti.

72 Con gli alunni ovviamente è tutt’altra cosa la possibilità di essere in presenza, però decisamente in quei momenti anche l’essere non a distanza ma riuscire ad essere presenti in una modalità diversa, che quindi era questa della distanza, è stato importante, anche per i più piccoli, insomma per quanto difficile riuscire a portare avanti una lezione, però anche solo il fatto di riuscire a vedere i compagni... se ritorniamo con la memoria a quei mesi, quindi marzo, aprile, maggio 2020 chiaramente i bambini soprattutto della scuola primaria ma anche i più grandi, però chiaramente ad ogni età poi c’è stato un impatto diverso. Quindi riuscire anche a rivedere i compagni su uno schermo insomma è stata comunque una conquista, un modo per stare insieme.

73 **E la formazione docenti dovrebbe essere incentivata dalle scuole o secondo Lei è più che altro una formazione personale durante il servizio?**

74 Beh la spinta personale è fondamentale, quindi quella decisamente ci deve essere e ovviamente quella chi ce l'ha lo fa, chi lo sente anche come esigenza personale si forma quindi non ha bisogno diciamo di un'iniziativa che viene proposta dalla singola scuola alla quale partecipare, ma magari segua anche vari corsi durante nello stesso anno scolastico, anche in base un po' alle esigenze personali. Poi certo è importante anche che venga codificata, voglio dire gestita a livello di singola istituzione scolastica, magari mirata su quelli che sono i bisogni dei docenti stessi, quindi in base a quello che rappresenta il disegno maggiore... chiaramente la scuola non è che riesce a realizzare tante attività di formazione per un discorso anche economico. Alcune attività di formazione sono svolte in rete, quindi abbiamo diciamo sul territorio una scuola vi è una Scuola Polo per la formazione che quindi riceve dall'Ufficio Scolastico e del Superiore Ufficio dei finanziamenti specifici e con i quali appunto organizza tutta una serie di attività formative, varie attività formative, quindi varie tipologie di attività formative che vengono estese ai docenti delle scuole della rete. Quindi questo c'è sempre stato... cioè sempre no, ma insomma da alcuni anni c'è quindi funziona abbastanza bene, e poi c'è eventualmente la possibilità all'interno della singola scuola di accedere a una parte di quel finanziamento che le Scuole Polo hanno per poter realizzare delle attività magari specifiche sui tuoi docenti, sul tuo gruppo di docenti, che magari non hanno gli stessi bisogni e le stesse esigenze dei docenti della scuola accanto.

75 **E la scuola partecipa?**

76 Sì. Noi abbiamo realizzato negli ultimi anni soprattutto attività di formazione impostate sulla didattica per competenze. Quindi siamo ancora diciamo ogni anno c'è stato l'accesso di una percentuale intorno alle 20-30 unità di docenti, quindi un accesso che consentiva di lavorare in gruppo in maniera abbastanza agevole, voglio dire non un gruppone esagerato numericamente, e chiaramente contiamo di portarlo avanti di anno in anno coinvolgendo sempre più persone.

77 **Ho quasi terminato. Per quanto riguarda la distribuzione delle risorse che ha la scuola, risorse locali, umane, economiche... ci sono dei criteri specifici attraverso i quali vengono distribuite? E gli insegnanti all'interno della scuola hanno risorse specifiche per la promozione dell'educazione alla cittadinanza?**

78 Risorse specifiche direi di no, proprio come risorse mirate direi di no. Anche come a 360 gradi è un po' difficile, perché poi gli ambienti sono quelli dell'istituto quindi non è che ci siano altre risorse dal punto di vista strutturale. Dal punto di vista umano, le risorse chiaramente sono quelle dell'organico che abbiamo come scuola che viene assegnato sempre dal Superiore Ufficio, quindi anche su quello non hai margine di manovra, non ci puoi fare granché insomma. Chiaramente non è che hai la campagna acquisti, tipo football club o comunque situazioni di questo tipo che ti vai a individuare o a selezionare docenti; e anche i docenti stessi. Investimenti particolari cioè dal punto di vista delle risorse economiche, materiali, quello che la scuola ha, quindi sicuramente negli ultimi anni con i finanziamenti che ci sono stati anche in funzione della pandemia quindi legati molto al contenimento del contagio – finanziamenti parlo – e quindi molto legati all'igiene, a dispositivi di protezione individuale etc, e una parte di questi finanziamenti è legata anche al digitale, allo sviluppo appunto del digitale e quindi per esempio a tutti gli acquisti che sono stati fatti per esempio rispetto ai tablet, rispetto alle LIM oppure gli schermi touch per dare, diciamo, di cui disporre nelle varie aule. Per cui per esempio tutta la secondaria, proprio grazie a questi finanziamenti negli anni di pandemia ha avuto modo di vedere installata in ogni classe una lim oppure un maxischermo touch collegato al computer dove poter chiaramente fare un certo tipo di lavoro, anche a livello didattico.

79 Quindi queste sono state maggiormente poi le risorse, però non ci sono state e non direi che ci siano risorse specifiche sull'educazione alla cittadinanza, se non quel piccolo che la scuola può mettere a disposizione in base magari alle progettualità che vengono sviluppate dai docenti stessi, ma piccolo intendo dire la fornitura di fotocopiatrice, di fotocopie, piuttosto che altro materiale diciamo di facile consumo poi evidentemente.

80 **Un'ultima domanda. È possibile dare un'occhiata al calendario della scorsa settimana della scuola? Calendario o agenda, per capire se la scorsa settimana è stata una settimana tipica e quindi comprendere com'è una "settimana tipica" in questa scuola.**

81 Ce l'abbiamo nell'altra stanza, se l'assistente lo ha stampato.

82 Questo è il calendario che ha riguardato la scuola primaria e quindi diciamo con i loro impegni, dal NIV che veramente si accomuna anche per la scuola secondaria e che è appunto il Nucleo Interno di Valutazione, e fanno appunto tutto il lavoro sulla rendicontazione sociale, il rapporto di autovalutazione e ( ) dell'offerta formativa, quindi è un lavoro che veramente si fa sia sulla primaria che sulla secondaria, lavorano comunque insieme. E chiaramente per la primaria ci sono delle attività di programmazione che si sono svolte in questo caso online ma ne abbiamo anche alcune in presenza e in questa settimana sia per la primaria che per la secondaria il calendario prevede – perché insomma oggi anche – le elezioni dei genitori, quindi nella scuola primaria oggi e domani, nella scola secondaria si sono svolte invece ieri e l'altro ieri.

83 Poi chiaramente un po' si differenzia tra primaria e secondaria anche con i consigli di classe della scuola secondaria ( ) e prevalentemente nella scuola primaria c'è l'attività di programmazione che noi facciamo sempre il giovedì pomeriggio. E sempre il lavoro del NIV che ci portiamo avanti per questi primi mesi, dobbiamo concluderlo con dicembre, prima delle vacanze.

84 **In merito ad esempio a questa settimana qua, ho visto che** [sì, è della secondaria] **ci sono delle prove parallele in ingresso che riguardano anche l'educazione alla cittadinanza?**

85 No, qua coincidono due cose: le prove in ingresso parallele, quindi loro fanno soprattutto su italiano, matematica e inglese, e le lingue anche, spagnolo; e poi invece i Consigli di classe che hanno avuto ( ). C'è un Consiglio di classe specifico a inizio anno, a settembre in genere lo andiamo ad individuare, sull'educazione civica, proprio perché i docenti della secondaria in questa maniera riescono a intanto a essere informati sulle attività in generale dell'educazione civica per quanto riguarda l'anno corrente, quindi facendo un po' il discorso legato al precedente anno, dove siamo arrivati, che cosa abbiamo fatto, quindi un po' insomma riprendere le fila del discorso e quindi capire anche dove vogliamo, su cosa vogliamo lavorare quest'anno. Riunioni prima di queste riunioni specifiche dei Consigli di classe ce ne sono state altre qui, anche legate proprio in maniera puntuale all'educazione civica per condividere il percorso da portare avanti. Poi però nei Consigli di classe vengono ulteriormente declinate le situazioni da portare avanti.

86 **Ok. Quindi questa qui è più che altro una commissione generale.**

87 Quella prima è una Commissione generale e poi invece si sviluppa nei Consigli di classe nel senso che ogni Consiglio di classe sull'idea generale dell'istituto poi va a declinare su cosa lavorare come Consiglio di classe, quindi tutti i docenti di quella classe, il docente di lettere, di matematica, scienze motorie, musica... e si portano avanti attività appunto trasversali sull'educazione civica. Vanno ad individuare ovviamente nell'ottica di interdisciplinarità le attività, vanno ad individuare anche il referente, il coordinatore dell'educazione civica, che non sempre anzi spesso non è così – da noi non lo è – coincide con il coordinatore di classe, quindi c'è la figura del coordinatore di classe e poi c'è un altro docente all'interno del Consiglio di classe che invece è il coordinatore dell'educazione civica e quindi in qualche modo funge da coordinamento per le attività specifiche dell'educazione civica.

88 **Ma di quella classe quindi?**

89 Di quella classe, di quella classe. Quindi ogni classe ha il suo coordinatore dell'educazione civica. Coordinatori che poi ovviamente tra loro si parlano, quindi si raccordano anche rispetto ad alcune iniziative che possono coinvolgere anche più classi o l'intero istituto rispetto ad un evento finale o a più di un evento finale da svolgere nel corso dell'anno.

90 **Grazie. E questa settimana, anzi mese, che mi ha descritto è tipico. Funziona così.**

91 Sì. Soprattutto questa parte sull'educazione civica funziona così anche l'anno scorso e anche due anni fa. Insomma abbiamo un po'... abbiamo trovato questo modo di organizzare e di vivere diciamo

l'aspetto della vita scolastica sull'educazione civica, perché ci siamo resi conto – questo insomma un po' anche con l'occhio e con l'attenzione della prof.ssa *nome* che si occupa del coordinamento come istituto per la parte della secondaria, ha sentito molto l'esigenza, quindi è stato un qualcosa che fondamentalmente ha proposto proprio lei come referente, sentendo forse, percependo forse tra i colleghi l'esigenza di avere poi uno spazio specifico, perché altrimenti poi nei Consigli di classe si parla di tante cose, invece questo è uno spazio specifico dove si parla solo di questa attività, questa attività che ovviamente è enorme e coinvolge tutti, quindi la portata è veramente grande, però ecco ha proprio questo focus: "di cosa parliamo? Di educazione civica, di come lavoriamo quest'anno con la nostra classe, di cosa vogliamo fare, di cosa faccio io in italiano e tu magari in scienze motorie se ti raccordi con me per quel tipo di atività"...

92 **Perfetto. E si riuniscono una volta al mese?**

93 E si riuniscono sicuramente a settembre, dopo l'inizio delle lezioni, ma praticamene subito dopo, coincidente quasi con l'inizio delle lezioni per organizzare tutto il lavoro dell'anno. Poi loro come Consigli di classe si riuniscono tante altre volte ovviamente nel corso dell'anno.

94 **Mi riferivo proprio a questo gruppo dedicato.**

95 Questo gruppo dedicato si riunisce prevalentemente ad inizio anno, perché in un certo senso prepara tutto il lavoro dell'intero anno scolastico. Poi chiaramente hanno le altre occasioni, anche dei vari Consigli di classe, che non hanno come focus solamente il lavoro dell'educazione civica però c'è la possibilità anche in quei Consigli di classe di dire "per quanto riguarda l'educazione civica, siamo arrivati a questo tipo di lavoro, abbiamo passato questo, dobbiamo fare ancora quest'altro", quindi ci si ritorna voglio dire su quello che si è definito. Però quella definizione serve proprio per dare una cornice annuale, "quindi noi nell'arco dell'anno vogliamo fare questo". Poi si dà anche una scansione temporale, quindi per il primo quadrimestre magari ci concentriamo più su questo, per il secondo quadrimestre faremo quest'altro e poi di volta in volta nei vari Consigli che mediamente c'è un Consiglio di classe al mese, quindi ogni mese c'è, si rivà a vedere, a ricalibrare, a capire che cosa abbiamo fatto, che cos'altro dobbiamo fare, se siamo indietro, come recuperare, insomma a seconda delle dinamiche di quello che è successo nelle ( ) scolastico. Il Covid ormai ce lo insegna: si può programmare ma poi le cose vanno sempre rivisitate, riviste.

96 **Questa è l'ultima domanda. Secondo Lei, quali sono non i punti di debolezza però in quale modo effettivamente potrebbe essere praticamente implementata l'educazione alla cittadinanza a scuola?**

97 Sicuramente con sempre più coinvolgimento di tutti all'interno del Consiglio di classe, e quindi di tutte le discipline. Questa fase, per quanto appunto nello spirito della norma, c'è questo discorso della trasversalità, quindi del coinvolgimento di tutti. In questa fase iniziale, chiamiamola iniziale anche se è già qualche anno, non è proprio iniziale, abbiamo però cercato di non essere troppo impositivi, e quindi di riuscire a capire che è un lavoro di crescita che va fatto un po' nel tempo e quindi sicuramente inizialmente magari come sempre accade c'erano più persone sensibili a questo tipo di tematica generale e che quindi hanno dato immediatamente, come posso dire, la loro disponibilità e assistenza "sì sì allora io potrei fare questo, allora a me piacerebbe sviluppare quest'altro aspetto", comunque sull'educazione ambientale magari scienze piuttosto che tecnologia, arte, e quindi sono state e si sono sentite subito coinvolte, e magari può darsi che qualcuno sia rimasto un po' lì a guardare ecco... magari un po' più nella fase di osservazione, per poi subentrare magari in un secondo momento quando ha capito meglio come funzionava e come riuscire ad inserirsi meglio anche con la specifica disciplina ma trovando poi un filone comune. Diciamo che il lavoro è sempre un lavoro di miglioramento e di crescita. Noi devo dire che ci siamo riusciti abbastanza, ma sicuramente si può ancora come sempre migliorare e quindi questo serve per coinvolgere sempre i Consigli di classe e quindi far sì che partecipino tutti, veramente tutti.

98 **E in questo "tutti" sono intese anche le famiglie?**

99 Esatto. Quindi anche le famiglie con iniziative che possono essere aperte chiaramente alle famiglie, certo. Era stato realizzato qualche anno fa forse sempre nel periodo della pandemia, perché ricordo

che avevamo fatto un lavoro bellissimo tra l'altro anche, tipo "gioco dell'Oca" sul... non se gliene ha parlato già la professoressa prima... che adesso non ricordo benissimo, perché non credo fosse l'anno scorso, forse proprio durante la pandemia, nel periodo proprio diciamo più caldo della pandemia. Un lavoro bellissimo di questo gioco dell'oca fatto proprio sulla tematica dell'educazione alla cittadinanza realizzato proprio attraverso il gioco costruito con le tessere quindi da varie classi e realizzato poi anche quando, poi, l'anno dopo quando siamo rientrati in presenza, realizzato anche fisicamente cioè proprio a livello motorio, quindi in palestra, nei cortili. Quindi insomma è stato abbastanza interessante perché ha coinvolto tanto, ha coinvolto tutti, ha coinvolto insomma varie classi, è stato fatto anche a mo' di competizione tra una classe e l'altra, quindi c'era sia la parte della tessera diciamo con alcune domande a mo' di quiz quasi, e poi in base a quello la tua classe andava avanti a seconda delle risposte che davi uno andava avanti in questo percorso del gioco dell'oca oppure no. Quindi abbiamo organizzato anche delle piccole gare diciamo tra classi sulla scia di questo percorso svolto durante l'anno. Soprattutto è stato cruciale su questo l'insegnante di arte in particolare che si è dedicata anche molto a creare queste tessere, queste schede, con il coinvolgimento di tutti perché poi le domande andavano dall'ambito scientifico, l'ambito letterario, quindi insomma un coinvolgimento di tutte le materie.

100 **Quindi si è creata questa trasversalità.**

101 Esatto. Quindi quello è stato molto interessante. Avevamo realizzato anche un video, con un sonoro, una musica di sottofondo, insomma carino, era venuto molto bene. Bello. Sono stati molto bravi i docenti e anche gli alunni che si sono divertiti tantissimo. Anche in uno spirito di inclusione: ho visto addirittura, avevo partecipato vedendo alcuni momenti di sfida – chiamiamola sfida – tra classi e vedendo anche come erano riusciti a coinvolgere gli stessi alunni disabili anche con disabilità importante, in particolare di terza media, seconda dell'epoca c'era un ragazzo autistico, una forma di autismo abbastanza impegnativa, che però era stato coinvolto in questo gioco, e quindi con la sua squadra lui nella sua maniera e con le sue capacità riusciva a dare le risposte e quindi ad essere anche lui parte della squadra.

102 **Quindi è stata anche un'iniziativa per promuovere l'inclusione.**

103 Esatto.

104 **E parliamo quindi di due anni fa? Tre anni fa?**

105 Tre anni forse no. Credo che questo sia stato fatto nel 20-21.

106 **Un'ultima cosa. Ai fini del confronto dei dati dello studio con le indagini comparative internazionali, avrei bisogno di tre informazioni.**

107 **La prima: quanti anni ha?** 51 anni

108 **La seconda: qual è il titolo di studio più alto che ha conseguito?** La laurea magistrale in pedagogia, vecchio ordinamento.

109 **E l'ultima: da quanti anni è dirigente in questa scuola?** Dal 2007. Questo è il sedicesimo anno.

110 **Vorrebbe aggiungere qualcosa che ritiene sia importante ai fini della ricerca?**

111 No direi al momento... anche vedendo, no. Sarei curiosa di conoscere i risultati anche con il discorso del Portogallo, questo sì. Anche sulle altre scuole del nostro territorio, ovviamente. Però in uno spirito, come dire, internazionale questo discordo del Portogallo è intrigante, per capire come si fa scuola in Portogallo, sarebbe bello anche riuscire a scambiare qualche cosa anche tra classi o con docenti.

112 **Certamente. Grazie ancora per tutte le informazioni condivise e per il Suo tempo.**

113 Di nulla, è stato un piacere.

Annex 5.3.Semi-structured interview with the Civic Education Coordinator (S-1)

1	**CCE-C-1**
2	**Secondo la visione che Lei ha di questa scuola, quali sono gli obiettivi che vorrebbe raggiungere nei prossimi 5 anni rispetto a quelli che sono le esigenze, i bisogni, i punti di forza, i punti di debolezza della scuola?**
3	In questo periodo si sta iniziando a lavorare per rimodulare il piano dei prossimi anni quindi dobbiamo iniziarci a riflettere collegialmente. Dal punto di vista personale, come obiettivi principali, conoscendo un pochino la realtà scolastica non da molti anni – perché non sono qui da molti anni – però mi sembra un obiettivo sul quale si sta già lavorando è quello dell'inclusione in primis. Anche quello legato al contesto e al territorio che abbiamo: i plessi sono su due zone diverse anche dal punto di vista sociale come problematiche, però l'inclusione resta un tema sul quale si sta già lavorando, secondo me anche bene, e credo che sia sempre da perseguire.
4	Poi un obiettivo, diciamo che veniamo da un triennio particolare questo della pandemia che ha limitato tante possibilità, è quindi forse anche un recuperare la socialità intesa in vari modi: tra studenti e tra scuola e famiglia... questa però ripeto è una mia visione, un'opinione personale che, non so ancora bene come, ma forse una finalità potrebbe essere quella, magari offrendo delle iniziative nelle quali siano coinvolte anche le famiglie. Penso ad alcune realtà in cui l'ho visto fare, quindi non so incontri pomeridiani relativi alla crescita degli adolescenti, quindi cose che contribuiscono al benessere del ragazzo, dal punto di vista lato famiglia e lato scuola.
5	Poi ecco un altro obiettivo importante – ripeto, io non conosco la realtà da tanti anni, ci sono capitata in questo periodo in cui siamo stati molto isolati – però so che in passato si lavorava molto con le realtà del territorio quindi ecco, questo rapporto con il territorio, con le associazioni del territorio, anche con il rafforzare la conoscenza di ciò che c'è in termini di risorse, per offrire ai ragazzi un po' più di consapevolezza, perché è una zona periferica, però ecco scoprire ciò che può valorizzare questo ambienti.
6	**In merito a quest'ultimo aspetto, la scuola ha avviato delle partnership esterne avviate?**
7	Eh questo non lo so, perché poi il primissimo anno che sono stata qui avevo una mansione particolare sul potenziamento, al secondo anno abbiamo avuto la pandemia, quindi non ho sperimentato direttamente. Stanno nascendo delle collaborazioni, però quelle che ho potuto vedere io sono veramente molto limitate e quelle che c'erano prima non le conosco.
8	**Mi ha detto che si sta lavorando sull'inclusione. Ci sono dei progetti particolari, o delle iniziative, che vengono portate avanti dalla scuola?**
9	In realtà, quello che vedo è proprio in termini di attenzione sia alle disabilità sia ai ragazzi di provenienza straniera, che quindi non hanno una buona padronanza linguistica, e proprio di recente è stato esteso un progetto, che credo sia in attesa di capire se verrà approvato perché è per un numero limitato di istituti per ogni municipio; il progetto è incentrato moltissimo sul favorire l'alfabetizzazione sia degli alunni sia dei loro genitori, quindi cercare di offrire questo servizio anche agli alunni. Poi non so se andrà in porto così oppure con delle modifiche, perché non ho fatto parte del gruppo che ha esteso il progetto, però sapevo che era questa la direzione su cui volevano lavorare, così come si ricomincerà a lavorare su quelli che erano un po' i punti di forza – parlo della scuola media. In particolare, fino ad alcuni anni fa quando io sono arrivata, mi ricordo che c'erano tantissime attività anche pomeridiane – una molto bella era il coro, erano anche 100 ragazzi – e c'erano iniziative anche sul territorio, ed era un modo per garantire la socialità senza avere particolari competenze. Erano ragazzi di diverse fasce d'età che poi si trovavano uniti da un interesse comune, c'era un docente interno.
10	E poi, mi è tornato in mente adesso, Lei diceva delle partnership, non so se possono intendersi queste, ma ricordo che i primi anni venivano a fare degli incontri, come la Protezione Civile, la Polizia

Municipale o Stradale, concorsi di educazione stradale, questi sempre legati abbastanza al territorio, però forse su questo la Preside saprà dirLe meglio in maniera più precisa.

11 **In merito invece specificatamente alla CCE, ci sono obiettivi specifici perseguiti dalla scuola e attività che sono state pianificate e progettate che saranno avviate nel corso di quest'anno scolastico?**

12 Questo è un punto un po' particolare perché noi ci troviamo nell'ultimo del triennio di sperimentazione da quando è stata introdotta l'educazione civica, che però è coinciso con il pieno della pandemia, per cui tutto ciò che poteva essere attività allargate ad enti esterni, che prevedessero progettualità, non le abbiamo potute né ideare né portare avanti. Però per esempio una cosa che è stata fatta nel primissimo anno è il "Gioco del bene comune", nato da un'idea di una collega e poi realizzato in tutti e due i plessi, i ragazzi sono stati sensibilizzati su alcune tematiche, anche differenti tra classe e classe, perché il primo anno si è stati molto liberi in ogni classe – che siano prime, seconde o terze – di progettare nelle ore di educazione civica dei lavori che fossero sui tre nuclei tematici dell'educazione civica, quindi ognuno ha lavorato su quello che ha voluto, e poi quasi tutte le classi hanno partecipato con dei disegni realizzati a partire da questi temi su cui si era discusso e, con l'aiuto di queste colleghe di arte, questi disegni sono stati resi in formato molto più grade, plastificati, e sul retro è stato ideato un gioco, fatto di domande progettate dai ragazzi. In quell'occasione ci hanno potuto giocare a gruppetti di ogni singola classe, però l'idea era quella di coinvolgere, inizialmente per dire volevamo andare nell'atrio della metropolitana, qui di coinvolgere il quartiere, oppure nel Parco di Villa Gordiani. Quindi questa è l'idea che abbiamo: qualche progetto o già realizzato o che qualcuno si impegnerà a realizzare, allargarlo al contesto.

13 Quindi proseguire su questa linea, ma anche una cosa che stiamo iniziando a ideare – perché non abbiamo ancora qualcosa di concreto – è provare a lavorare un po' di più tra scuola primaria e scuola secondaria, quindi creare verticalità anche nell'educazione civica. Quindi questo è uno degli obiettivi.

14 Poi in questi anni ci siamo concentrati molto sull'attenerci a quello che prevedeva la legge, quindi abbiamo dovuto stilare i documenti e il curricolo, e abbiamo fondato una Commissione che ha lavorato su questo. Ci siamo dati via via in questi anni degli obiettivi che erano effettivamente molto legati alla documentazione. Alla fine noi ci siamo orientati così: abbiamo stabilito che tutte le classi prime, almeno in quest'ultimo biennio, trattano il tema della cittadinanza digitale; tutte le classi seconde la sostenibilità ambientale e il patrimonio culturale, il benessere ecc; le terze affrontano argomenti di Cittadinanza e Costituzione. A tal fine abbiamo realizzato dei documenti di lavoro comuni a tutti, un piano di lavoro con schede precise da poter compilare, però abbiamo deciso di lasciare di una parte del monte ore che ogni classe deve svolgere possa anche trattare temi di altri nuclei tematici, perché può capitare che magari non ci si voglia fissare su determinati aspetti.

15 L'obiettivo che però ci stiamo dando e sul quale stiamo camminando è quello di far sì che l'educazione civica abbia il più possibile questa interdisciplinarità, che per sua natura ha e che anche la legge prevede, quindi noi abbiamo deciso che ogni Consiglio di Classe tratta il tema dell'educazione civica, cioè non è delegata a due o tre docenti: le 33 ore sono ripartite tra tutti i docenti di tutti gli insegnamenti, cioè quello che è deciso in ogni Consiglio di Classe, perciò tutti contribuiscono al raggiungimento delle 33 ore annuali.

16 Dall'anno scorso abbiamo iniziato a proporre un lavoro che sia stile "unità di apprendimento", non so come dire, cioè in modo tale che i docenti lavorino non ognuno su un tema legato ad un grande nucleo, ma magari si scelga un compito di realtà, un obiettivo per classe, da portare avanti ciascuno con il proprio contributo. Quindi, faccio un esempio, in una Prima probabilmente, lavorando sulla Cittadinanza Digitale, ci siamo chiesti anche che cosa potrebbe essere utile in termini di competenze e di strumenti da far acquisire ai ragazzi, quindi un'insegnante ha pensato per esempio "questi ragazzi alla fine hanno i loro libri di testo che hanno versioni digitali, ma non le sanno usare, ma invece contengono tante risorse che sono adatte anche ai ragazzi con più difficoltà". Quindi per esempio alcuni docenti utilizzeranno parti di queste ore per insegnare proprio concretamente come di accede ad un libro di testo, come si usano queste risorse; nel mio caso, lo approfondiremo con la lettura di un libro tratto da una storia realmente successa. Poi quali possono essere i rischi dell'uso e dell'accesso

ai social, quindi il cyberbullismo visto attraverso una storia. La professoressa di tecnologia insegnerà a fare le slide. Quindi sarà un contenuto ripartito tra insegnamento pratico e riflessione.

17 Questo è un esempio. Però l'anno scorso in tante classi sono venute fuori tanti progetti e idee carine. Due in particolare hanno realizzato un blog dopo aver visitato il quartiere: alcuni hanno approfondito le problematiche che avevano riscontrato nel quartiere, come la sporcizia, la mancanza di disciplinare il traffico stradale e altre cose che sono venute fuori, hanno fatto degli articoli e li hanno pubblicati. Quindi hanno imparato concretamente a mettere le notizie in rete.

18 **Quindi, se ho capito bene, è come se ci fosse un tema, che diventa un fil rouge per le diverse attività che vengono svolte in classe dagli stessi docenti, quindi in questo caso il libro digitale...**

19 Sì, che però viene scelto anche in maniera molto differente tra classe e classe. Il filo comune è che le prime devono lavorare sulla cittadinanza digitale. Poi c'è chi l'anno scorso ha approfondito solo il cyberbullismo, però lo hanno fatto da tanti punti di vista, per esempio scienze motorie tramite il linguaggio della corporeità, la corporeità che può trasmettere dei messaggi. Quindi l'obiettivo era comunque quello di acquisire delle competenze sociali e civiche, quindi anche riflettere poi in questo caso... noi ci siamo detti "sono ragazzini di 11 anni, non dovrebbero possedere l'accesso ai social, ma di fatto lo hanno e allora tanto vale farli riflettere".

20 Mentre per le terze, Cittadinanza e Costituzione, ecco si lavora molto sui diritti umani, poi l'anno scorso c'è stata l'esplosione della guerra.

21 Quindi alla fine, tutti noi quando ci siamo confrontati ci siamo resi conto che l'educazione civica si fa da sempre e sempre, si fa tutti i giorni, e riuscire a concentrare 10 docenti che lavorano su un tema da tante angolature è utile anche al ragazzo che percepisce che c'è questa unitarietà, quindi diciamo il nostro obiettivo è quello di riuscire a lavorare sempre più in maniera collegiale, formando delle vere unità di apprendimento, dando però la libertà a qualcuno che preferisce comunque continuare a lavorare individualmente, perché non tutti voglio già lanciarsi magari in qualcosa del genere, però per il momento è in crescita questo step, perché lo abbiamo proposto l'anno scorso e lo hanno fatto in pochi, quest'anno siamo nella fase iniziale di progettazione però mi sembra che ci sia già una risposta maggiore, perché poi noi stiamo creando anche un archivio con i prodotti finali dei lavori, soprattutto quelli in digitale e ogni classe può prendere spunto, per esempio la mia prima potrebbe prendere spunto da quello che ha fatto la prima dell'anno scorso, ovviamente rimodellando tutto sulla propria classe e sulla propria realtà, però si sta lavorando molto in quest'ottica anche di collegialità del Corpo Docente.

22 **Quindi, se ho capito bene, non c'è una persona che effettivamente si occupa dell'educazione alla cittadinanza, ma è in qualche modo ripartita...**

23 Sì. Mentre per esempio, nella scuola superiore, è affidata ai docenti di diritto laddove ci sono, oppure a un team ristretto.

24 In realtà la legge prevede proprio questo: che siano tutti gli insegnanti a occuparsene; noi poi abbiamo creato proprio una sorta di tabella orario ideale, che può essere modificata perché capita che il docente di italiano faccia molto più. L'anno scorso, dal monitoraggio che abbiamo fatto, è venuto fuori che quasi tutte le classi hanno fatto molte più ore delle 33 minime, perché di fatto ci si trova a fare molto di più spesso.

25 Un'altra classe per esempio, proprio a partire dall'eterogeneità dei componenti della classe, perché ha molti ragazzi di origine straniera, valorizzando questo aspetto si è parlato, prima parlavamo della salute e del benessere, quindi dalla conoscenza dei principi base della salute, si è finito con il parlare del cibo, quindi poi è venuto fuori una sorta di ricettario con ricette tipiche di varie zone d'Europa, un po' legato agli argomenti trattati nelle materie quell'anno, però sempre con questa attenzione "ma perché lo sto facendo? Perché propongo questo?", perché l'obiettivo è la conoscenza e, tramite la conoscenza, promuovere il rispetto e favorire l'interazione.

26 **Prima ha citato la Commissione dell'Educazione Civica, c'è ancora? E da chi è formata?**

27 Sì. In questi tre anni si è un pochino assottigliata perché eravamo partiti che eravamo 8-9 persone, poi piano piano abbiamo limitato a una persona per ogni dipartimento. Quest'anno siamo 4, l'anno scorso eravamo 6, perché era rappresentato un docente di musica, uno di scienze motorie, uno per ogni area... poi siccome gli incarichi sono tanti, si è un po' assottigliato perché il grosso del lavoro burocratico è stato fatto. Quindi praticamente come Commissione della scuola secondaria io sono la referente, poi c'è una docente di arte, una di lingue e una di tecnologia-matematica... abbiamo cercato di rappresentare tutte le aree principali. Però poi c'è anche la Commissione della scuola primaria: loro sono di meno, sono 3 persone in tutto, già dall'anno scorso; forse anche loro all'inizio erano di più, poi si sono un pochino assottigliati, perché il grosso del lavoro è stato fatto il primo anno. Poi ci siamo un pochino diramati, nel senso che loro lavorano più in un modo e loro in un altro, perché ovviamente in nostro Consiglio di Classe è fatto di almeno 10 docenti, 9 materie, quindi...

28 **Quindi in secondaria siete 4.**

29 Sì, siamo 4 al momento.

30 **In merito a questi progetti inerenti all'Educazione alla cittadinanza, o comunque alla promozione dell'Educazione alla cittadinanza all'interno delle classi, la scuola dà agli insegnanti delle risorse che possono essere risorse materiali, quindi strumenti o per esempio corsi di aggiornamento professionale?**

31 Nel primissimo anno io e l'altra referente della scuola primaria siamo state coinvolte in un corso di formazione, che era appunto per i referenti.

32 Per quanto riguarda gli strumenti – non so se possono essere intesi come tali – appunto tutta la documentazione che noi come Commissione abbiamo predisposto e preparato, e che quindi i Consigli di classe utilizzano quando devono stendere la programmazione annuale e fare le unità didattiche ecc. Poi però abbiamo in condivisione sulla piattaforma Teams, che noi utilizziamo, abbiamo creato una cartella dove ciclicamente aggiorniamo con delle proposte che arrivano e che sono proprio prettamente inerenti all'educazione civica, come progetti o partecipazione a concorsi; quindi cerchiamo di avere una sorta di database, in modo tale che chi vuole può attingere.

33 Oppure abbiamo creato questo archivio dei vari lavori. Abbiamo fatto anche un corso tre anni fa mi sembra, che non era prettamente sull'educazione civica, però siccome i lavori che sono venuti fuori erano molto legati alle competenze sociali e civiche, quei lavori sono stati archiviati lì. Poi abbiamo organizzato per esempio una riunione sia l'anno scorso che quest'anno, più o meno a inizio anno a settembre, per tutti i docenti della secondaria proprio perché illustriamo nel dettaglio quello che devono fare.

34 Poi ogni classe ha un suo coordinatore specifico per l'educazione civica. Questo è previsto anche dalla normativa. Ecco la cosa che abbiamo cercato di fare quest'anno, ed è al 99% così, abbiamo chiesto che magari la figura che viene individuata come coordinatore dell'educazione civica, che poi si deve occupare di raccogliere le osservazioni per la valutazione e stendere il Piano di Lavoro insieme ai docenti – i coordinatori si riferiscono direttamente a me e poi tramite loro io ho le classi – c'era venuto in mente che sarebbe l'ideale se questo coordinatore fosse il docente di sostegno, laddove c'è e laddove è possibile, perché è quello che rispetto agli altri ha una visione di insieme del gruppo classe in tutte le discipline, e che quindi non ha una visione parziale come la posso avere io, perché appunto molto di come la classe si comporta e lavora dipende anche dall'impostazione del docente, quindi magari io vedo succedere determinate cose, perché poi anche qua c'è il discorso della valutazione dell'educazione civica, che non è comportamento, però un conto è come hanno lavorato con me e un conto con gli altri, quindi la mia visione resta sempre parziale.

35 **Quindi il coordinatore è il docente di sostegno...**

36 Sì, non lo abbiamo dato come obbligo, ma lo abbiamo dato come invito e devo dire che tutte le classi, forse tranne una o due, hanno individuato proprio un docente di sostegno come coordinatore per quest'anno. L'anno scorso abbiamo progettato anche uno schema di relazione finale utile al monitoraggio, dove chiedevamo anche un feedback di cosa secondo i colleghi ha funzionato e cosa si

potrebbe migliorare e molti ci hanno detto che questo discorso del docente di sostegno come coordinatore sembrava una buona idea. Quindi poi lo abbiamo riproposto quest'anno.

37 **In merito al discorso della valutazione, in che modo la scuola tiene traccia dei progressi degli studenti in educazione alla cittadinanza e delle decisioni prese? Cioè in che modo la scuola si rende conto se le decisioni che sono state prese funzionano o non funzionano?**

38 Questo è un tassello, non dico mancante, ma su cui c'è da riflettere perché per come è concepita adesso la valutazione si rifà a dei criteri che noi abbiamo dovuto stilare e che quindi sono nel curricolo. È sempre una valutazione numerica perché il voto di educazione civica concorre alla media finale. Noi però abbiamo cercato di incentivare e fare in modo che, perché consideriamo che ogni docente non ha a disposizione 20 ore per fare dei lavori di educazione civica ma spesso sono 2/3/4 ore o per qualcuno molte di più, non sempre si riesce a condurre un lavoro che abbia anche una verifica pratica o scritta, anzi noi abbiamo detto "cerchiamo proprio di evitare questo", cioè che la valutazione non si basi sulla conoscenza oggettiva di qualcosa, ma sul processo che noi abbiamo visto attivarsi nei ragazzi: ecco perché i nostri criteri sono molto legati all'osservazione, quindi partecipazione, impegno, condivisione, modo di lavorare con gli altri. Quindi ogni docente a fine quadrimestre fa avere al coordinatore una sua proposta e poi il coordinatore le raccoglie tutte, però abbiamo sempre detto di non scivolare nel fare una media matematica... però ecco non abbiamo un tracciamento di questa evoluzione, forse è più un qualcosa che resta nel "detto tra noi" nei singoli Consigli. Perché per esempio in una classe che conosco dell'anno scorso avevamo un'alunna molto problematica, sotto tanti punti di vista, che però nei lavori legati al percorso di educazione civica è stata un'altra persona, e quindi si è vista un'evoluzione e un atteggiamento completamente diverso rispetto alle materie canoniche, però non posso dire che abbiamo traccia, perché al massimo la traccia resta quel voto che sta in pagella.

39 **Per quanto riguarda invece i processi decisionali, non solo per l'educazione civica ma in generale, chi effettivamente propone iniziative? Come avviene questo processo?**

40 Alcune proposte arrivano direttamente dal Dirigente, lei ovviamente ha i vari team e le varie funzioni strumentali di riferimento che quindi credo vengano coinvolte in primis. Però ci sono stati anche casi di progetti a cui si è aderito oppure cose che sono state proposte che sono partite dal singolo interesse di qualcuno e poi magari proposte anche al Collegio dei Docenti e a volte sono andate in porto e altre volte no. Però ecco per quello che ho notato soprattutto negli ultimi anni ci sono diverse sensibilità, diversi docenti molto sensibili su determinati temi, quindi a volte ci sono state iniziative molto semplici che sono nate così dal nulla, per esempio l'anno scorso si è piantato un ulivo nel periodo in cui era iniziata la guerra in uno dei plessi, ma era un'idea nata così senza una grande progettualità, perché ci sono dei docenti devo dire in grado di coinvolgere, anche su cose semplici, quindi magari c'è stata un'attenzione a non far rimanere mai un'iniziativa legata solo alla singola classe, ma a coinvolgere magari...io ho insegnato nell'altra sede fino all'anno scorso ed essendo una sede un po' più piccolina, questo magari è più facile da ottenere, perché non so c'era una giornata contro i femminicidi e se si faceva una riflessione in una classe, poi cercavamo di fare un lavoro comune... cioè sono cose magari nate in due giorni, però anche molto belle.

41 Oppure l'anno scorso è nata da qualcuno di noi l'idea di raccogliere dei viveri, dei beni, da mandare in Ucraina. È nata come una cosa che doveva essere...in quel caso è stata coinvolta solo la secondaria, però appunto la preside è stata d'accordo, quindi ci ha dato l'ok per questa cosa, noi l'abbiamo diffusa alle famiglie... quindi molte iniziative di sensibilità sono nate veramente anche dal basso. Poi ci sono dei progetti un po' più grandi, di solito ci sono le funzioni strumentali a cui arrivano dall'esterno, per esempio c'è la funzione strumentale che si occupa delle uscite, oppure del PTOF, arrivano a loro e loro hanno creato un archivio e noi troviamo tutti i riferimenti lì.

42 **In questi processi decisionali, sono coinvolte anche le famiglie, quindi un coinvolgimento attivo, oppure alle famiglie si richiede semplicemente l'autorizzazione a prendere parte al progetto?**

43 In questa fase che ho vissuto io non glielo so dire, forse da quest'anno ricominceremo un po' a far qualcosa... ma non sono mai stata nel Consiglio d'Istituto, quindi non so se oltre al Consiglio d'Istituto ci sia un modo con cui i genitori siano potuti essere coinvolti come parte attiva.

44	**Invece gli studenti? Se bisogna prendere una decisione, come la partecipazione a un progetto o a un'attività, gli studenti vengono coinvolti oppure no? Ad esempio, oltre ai rappresentati...**
45	In verità i rappresentanti sono i genitori...
46	**Non c'è il rappresentante di classe?**
47	No, quello viene lasciato al singolo docente: se vuole nella sua classe far fare qualche esperienza di divisione di responsabilità. I rappresentanti, ci sono state ieri e l'altro ieri le elezioni, sono genitori perché nella scuola secondaria... e anche qui, non saprei, cioè se parliamo di progetti importanti che prevedono la collaborazione di enti esterni, no.
48	**No, io sto facendo riferimento alla vita scolastica, quindi la partecipazione degli studenti alla vita scolastica in tutte le sue forme, quindi renderli parte attiva dell'apprendimento.**
49	Diciamo che quello che posso dire io per la mia visione e per quello che si è potuto fare, al momento questo è lasciato ai docenti nella loro classe, perché ci sono docenti che favoriscono questa condivisione di decisioni e di responsabilità ecc., altri che non saprei... alcuni si, ne sono a conoscenza perché ne parliamo; per esempio nella classe che condivido con un'altra collega, abbiamo deciso di far venire fuori da loro delle regole che loro reputino importanti, quindi le hanno stabilite loro e adesso si prenderanno anche incarichi di responsabilità a turnazione. Oppure ieri questa collega mi diceva "i miei alunni mi hanno chiesto se potevano decidere qualche tema di cui parlare, allora gli ho fatto fare una sorta di assemblea".
50	Quindi sì diciamo che questo aspetto, per quella che è la mia visione per ora – quindi potrebbe essere anche molto limitata però – mi sembra che questo aspetto legato alle decisioni prese dagli studenti sia però in qualche modo racchiusa all'interno della classe.
51	**Quindi, se ho capito bene, a seconda dei docenti, ci sono docenti che li coinvolgono maggiormente nella giornata scolastica, nell'organizzazione delle attività che si svolgono nella classe, mentre se si esce fuori dalla classe e si parla di scuola questo avviene meno o non avviene.**
52	Sì, più che altro ripeto... è che mi rendo conto che in quest'ultimo triennio non si è potuti proprio uscire dalla dimensione "classe": loro sono stati sistematicamente seduti in un banco... neanche i lavori di gruppo tra loro hanno potuto fare, quindi ora ci sembra già un po' una ripartenza il fatto di farli sedere vicini e condividere un libro. Quindi questi tre anni ci hanno molto condizionato, perché io non so se prima erano abituati a fare altri tipi di attività.
53	**Nel Collegio dei Docenti, nel caso in cui c'è disaccordo nel momento in cui vengono proposte attività o progetti, come viene gestito questo disaccordo?**
54	Allora, io ricordo Collegi Docenti in presenza solo pochi nell'ultimo anno, perché per il resto si sono fatti tutti online, e questo ha cambiato un pochino la modalità di partecipazione, quindi di questo bisogna tenere conto. In ogni caso, anche facendoli online, c'è sempre stato spazio alzando la "mano virtuale" diciamo di poter intervenire dando le proprie opinioni. In questa scuola devo dire che c'è molto confronto, quello sì, ma chi magari a prescindere dice "no" a tutto, questo non è capitato se non in pochissimi casi.
55	Di solito c'è spazio per il confronto, chi vuole prendere la parola lo fa, anzi forse con la modalità online è anche molto ordinato da questo punto di vista. Quindi mi sembra che il dibattito ci sia.
56	**Quindi poi in qualche modo si arriva a un punto di incontro...**
57	Sì, poi magari ci sono delle situazioni in cui comunque chi si oppone è veramente in misura molto limitata, ecco 3 persone su 140...e a quel punto non è che c'è storia. Le decisioni sono prese a maggioranza.
58	**Ci saranno progetti specifici legati all'educazione alla cittadinanza quest'anno?**
59	Siamo in una fase di decisione, perché per esempio le colleghe della primaria mi hanno parlato di fare un progetto in continuità ma non c'erano i tempi, perché c'era una scadenza il 10 ottobre ma non ci

siamo rientrati con i tempi, quindi ci riserviamo di fare qualcosa in futuro. Ma anche riproporre quel gioco di cui Le parlavo: lì per esempio i dadi molto grandi erano stati realizzati dai ragazzi disabili, abbiamo cercato di coinvolgere tutti e pensavamo proprio di riproporlo facendo giocare i bambini della primaria con le classi della secondaria.

60 Quindi progetti proprio specifici, al momento non glieli so dire perché Consigli di classe in fase di programmazione ci sono stati a fine settembre, quindi adesso siamo in una fase in cui i colleghi stando stendendo queste programmazioni, quindi non sono a conoscenza di cosa ognuno di loro farà. Però non c'è ancora un qualcosa a livello di scuola, perché stiamo aspettando anche di avere delle risposte. Diciamo che forse ci saranno più classi che condivideranno dei percorsi, per esempio con LIBERA, con l'associazione antimafia, oppure con la Polizia Stradale.

61 **Quindi sono dei progetti, sia passati sia futuri, che non rimangono solo all'interno della scuola ma che si estendono?**

62 Qualcuno sì. Ora ripeto, questo del "Gioco del bene comune" è una cosa interna alla scuola.

63 **Quindi sono più che altro progetti che rimangono all'interno delle singole classi perché vengono proposti dai docenti della classe?**

64 Sì, magari si lavora per classi parallele: magari ci possono essere 3 seconde che poi faranno la stessa cosa per esempio, oppure 3 terze perché se invitiamo degli esperti di qualche associazione si cerca di coinvolgere anche più alunni, quello sì. Però un macro-progetto di istituto, al momento no. Anche perché aspettavamo di capire, questo è l'ultimo anno del triennio di sperimentazione, quindi cosa succede dall'anno prossimo. Noi per il momento abbiamo lasciato anche modo di familiarizzare con questa novità, perché ripeto educazione civica ognuno di noi l'ha sempre fatta, però in questa modalità condivisa no... è un po' una novità.

65 **Nel momento in cui viene attuato un progetto, la scuola poi valuta successivamente se il progetto ha funzionato, se è bene riproporlo oppure no?**

66 Non glielo so dire. Io nel primo anno in cui c'ero ero molto defilata, non avevo neanche una mia classe, e quindi non mi sono nemmeno resa conto di come funzionasse questo rapporto con i progetti. Poi ci sono progetti extracurricolari e progetti curricolari... per esempio quelli che propone la scuola – e ripeto forse riprenderanno quest'anno tanti progetti che c'erano, quello di musica, quello di insegnare uno strumento, il coro, italiano L2, latino ecc – quindi per quelli lì, sì. Cioè io stessa ho fatto un progetto di potenziamento 4 anni fa, ho consegnato una relazione dove stendevo una valutazione, punti di forza, punti di debolezza ecc., diciamo che il singolo docente che cura il progetto fa una valutazione finale.

67 **Quindi in questo caso la responsabilità del progetto è del singolo referente o c'è una responsabilità condivisa?**

68 Non saprei, nel senso che questi progetti che ho in mente sono curati da un docente che faceva una determinata cosa e quindi rispondeva di se stesso. Progetti invece di più ampio respiro non li conosco... ce ne sono stati e, come dicevo, ce n'è uno in cantiere molto più grosso che dobbiamo sapere se sarà acconsentito farlo.

69 **Ma in generale comunque effettivamente c'è una divisione dei compiti all'interno della scuola oppure c'è una specifica persona?**

70 C'è una divisione. Ci sono varie commissioni, varie funzioni strumentali. Per esempio questo progetto di cui Le parlavo, alla fine le colleghe che ci hanno lavorato lo hanno fatto su base volontaria: si sono trovate a condividere questa volontà, hanno detto "chi vuole rendersi disponibile?", quindi c'è molto lavoro di questo tipo.

71 **Un'ultima domanda. Ai fini del confronto dei dati che emergeranno dallo studio con le rilevazioni su larga scala, io avrei bisogno di chiederLe tre cose.**

72 **Quanti anni ha?**

73	47 anni.
74	**Qual è il titolo di studio più alto che ha conseguito?**
75	La laurea in lettere e una scuola di specializzazione *post lauream.*
76	**Da quanti anni lavora in questa scuola?**
77	Dall'a.s. 2018/19. Questo che sta iniziando sarà il quinto anno. Però come dicevo il primo anno ero su potenziamento, mentre gli altri tre anni sono stati in epoca pandemia. Ecco perché la mia conoscenza di ciò che la scuola portava avanti è un po' limitata.
78	**Da quanti anni è la referente dell'educazione alla cittadinanza?**
79	Questo è il terzo anno.
80	**C'è qualcosa che vorrebbe aggiungere e che pensa sia importante ai fini della ricerca?**
81	Al momento non mi viene in mente, anche perché mi sembra di averle detto anche diverse cose su come abbiamo cercato di lavorare. Se poi mi viene in mente qualcosa di questi progetti, provo a ricontattarla.

Annex 5.4. Focus group (S-1)

1 **FG-1**

Date	14 December 2022
Number of teachers	10 (5 until the end)
Moderator	Francesca Fioretti
Observer	Giulia Lucherini

2 **Potreste gentilmente presentarvi e descrivere brevemente la vostra esperienza di insegnamento in questa scuola?**

3 *T-5*: inizio io, visto che devo lasciare prima? Io sono la prof.ssa *nome*, insegno tecnologia dal 2018? Credo di sì, l'anno dopo della prof.ssa *nome*, quindi se la prof.ssa si ricorda bene, dal 2018. Conoscevo già questa scuola come mamma, perché mio figlio più grande ha studiato in questa scuola e sono stata molto felice anche per questo di aver avuto il trasferimento. Mi trovo bene, ho due sedi, ho entrambe le sedi. Che dire, io mi trovo molto bene con i colleghi, con l'utenza. Non ci sono mai stati grandi problemi in questa scuola; ho girato molte scuole come supplente in cui c'erano delle realtà veramente difficili. Questa è una scuola dove non ci sono grossi problemi, trovo che ci sia molta solidarietà, chi più chi meno, anche con i colleghi, io lavoro in sintonia.

4 *T-4*: allora anche io prendo la parola perché poi vi dovrò lasciare. Io sto facendo una supplenza annuale, non conoscevo la scuola prima di quest'anno, non ho molte ore, ho uno spezzone di 8 ore, quindi non sono molto presente, ci sono solo due giorni. Con i colleghi mi trovo abbastanza bene, le classi sono abbastanza miste, il resto dell'utenza è di questa zona, Centocelle, Collatino, che è quella che ho frequentato fino ad ora. E basta, per il momento è tutto.

5 *T-10*: io sono arrivato in questa scuola da 6 anni, questo è il settimo anno scolastico. Ho avuto un buon impatto perché in questa scuola lo sport ha una buona considerazione ed essendo io fortemente motivato all'insegnamento di questa materia ho trovato un ambiente adatto per rendermi utile, perché l'obiettivo è sempre quello: mettersi al servizio dell'Istituzione.

6 *T-7*: sono la prof.ssa *nome*, insegno tecnologia da 6 anni in questa scuola. Anche io ho insegnato su entrambi i plessi, quindi diciamo che ho abbastanza esperienza anche rispetto all'utenza che è molto simile. Le classi sono abbastanza omogenee rispetto alla formazione. Il rapporto con i colleghi mi sembra abbastanza buono, poi ovviamente ci sono delle differenze rispetto ai Consigli di Classe, io ho 3 Consigli di Classe avendo 9 classi come altri colleghi, però c'è un clima di scambio abbastanza proficuo, poi certo ci sono dei margini di miglioramento come in ogni scuola, noi ne siamo coscienti e ci stiamo lavorando.

7 *T-8*: io insegno in questa scuola da 2 anni, prima ho insegnato per tanto tempo nei Castelli Prenestini per 10 anni, quindi vengo da un'esperienza di insegnamento fortemente radicata nel territorio, ciò nonostante mi sono trovato molto bene. Come dicono i colleghi è un ambiente tranquillo, collaborativo, che mi ha anche piacevolmente sorpreso rispetto all'ambiente da cui provenivo, che sicuramente ha avuto un impatto forte da tutti i punti di vista, affettivo... però c'era un conflitto interno ai docenti, ma anche situazioni più problematiche perché più eterogenee rispetto all'utenza che qui invece è abbastanza omogenea. Mi ritrovo con quello che diceva la prof.ssa *nome* prima, è una zona in questa parte - V Municipio - è una zona in cui la situazione è abbastanza tranquilla. Insegno lettere.

8 *T-3*: vado io. Io sono la prof.ssa *nome*, insegno spagnolo in questa scuola da 6 anni, dal 2017. Mi trovo molto bene, l'esperienza è assolutamente positiva, ero già stata in questa scuola sempre come docente qualche tempo prima ma per un breve periodo e onestamente speravo di poterci ritornare perché avevo avuto un'impressione ottima nonostante il periodo fosse stato molto breve. Mi trovo bene con i colleghi, mi trovo bene anche con i ragazzi, devo dire che l'utenza è mediamente buona rispetto anche ad altre realtà che ho conosciuto in passato.

9 *T-1*: io sono *nome*, sono docente di matematica e scienze in qualità però di supplente soltanto da ottobre, in particolare sono stata convocata per una supplenza di 18 ore quindi con 3 classi, ma dopo

neanche un mese di docenza sono stata chiamata da GPS quindi ho dovuto rinunciare a 2 classi su 3 quindi per adesso mantengo le 6 ore su classe, la terza media, e se tutto va bene fino a giugno. Devo dire che sono d'accordo con quello che hanno detto i colleghi perché la prima cosa che mi ha colpito di questa scuola è stato l'aiuto fornito dai colleghi in qualsiasi momento e per qualsiasi richiesta, nonostante ciascuno abbia le proprie incombenze, quindi anche prima di entrare in classe sono stata piacevolmente sorpresa da questo. L'unico scossone che c'è stato è stato indipendente dalla scuola, cioè quello di dover rinunciare a due classi ma per incombenze ministeriali e per adesso anche nella classe in cui lavoro le cose vanno bene anche se con... insomma delle solite problematiche non mi sembrano così in evidenza rispetto ad altri contesti scolastici in cui mi sono ritrovata.

10 *T-6*: insegno inglese, lavoro in questa scuola da settembre 2021, quindi nemmeno 2 anni. Mi trovo abbastanza bene sia con i colleghi che con gli alunni. Ho trovato un ambiente collaborativo, confermo la disponibilità da parte dei colleghi in quanto nuova arrivata ad avere le informazioni necessarie. Quindi la mia esperienza è al momento abbastanza positiva. Non uso i superlativi di mio, quindi "abbastanza positiva" è un giudizio molto alto per me.

11 *T-9*: *dulcis in fundo*! Allora lavoro in questa scuola da qualche mese, da settembre. Devo dire che è il quartiere dove sono cresciuta, per cui mi ritrovo nell'ambiente sia degli alunni che dei colleghi. Mi trovo molto molto bene sia per il lavoro che riesco a fare in classe sia per i rapporti umani tra i colleghi.

12 **Gli aspetti analizzati nel questionario vi sembrano distanti dalla pratica scolastica quotidiana della scuola?**

13 *T-9*: allora piena sincerità? Riprendo la parola. L'insegnamento dell'educazione civica – ed era questo il focus delle domande a cui ho risposto – allora devo dire questo: ci viene chiesto dal Ministero di insegnare educazione civica secondo uno schema che è stato formulato dalla scuola e non scelto dal Ministero, quindi ogni scuola si adopera in maniera differente. Siccome io quest'anno ho fatto il trasferimento, gli anni passati ho fatto educazione civica in un certo modo, arrivo in un certo modo e cambio leggermente la metodologia però le problematiche sono esattamente le stesse: diciamo che l'educazione civica è scelta come macroargomento all'interno della didattica; calcoliamo che già la didattica non viene svolta in maniera regolare, perché abbiamo tutti poche ore rispetto a quanto dovremmo far esercitare i ragazzi e parlo penso di tutte le materie. Dedicare 2-3 ore a quadrimestre nell'insegnamento dell'educazione civica viene vissuta, almeno da parte mia, come un'incombenza, cioè devo fare queste ore in qualche modo le devo mettere all'interno del programma, sia perché l'educazione civica si dice che deve essere scelta collegialmente, quindi dall'interno del Consiglio di Classe dobbiamo scegliere degli argomenti, all'interno di quegli argomenti scelti cercare di incastrare il proprio programma. Beh questo non viene in modo naturale, è chiaro che è una forzatura. Non abbiamo molti momenti di condivisione di idee e momenti in cui abbiamo conosciuto la classe, capiamo cosa si può fare e non si può fare e a valle di questo ragionamento stilare una programmazione per educazione civica. No. Perché queste programmazioni vengono stabilite a inizio anno quando tu non hai ben chiara la classe come lavora... magari chi è stato in classe negli anni passati sì, ma magari ci sono sempre dei subentri, dei ragazzi che arrivano, magari ci sono delle cose da recuperare. Io ho l'impressione a volte che l'educazione civica sia un minestrone, una richiesta ulteriore che viene fatta, che porta via tempo a degli argomenti che non si capisce se sono ugualmente importanti o di meno, boh, insomma... per me fare educazione civica crea delle difficoltà, non lo nego.

14 *T-8*: io sono abbastanza d'accordo con la prof.ssa *nome*, ma aggiungo anche un aspetto. Nel contesto di una scuola che deve formare cittadini, l'inserimento di una materia specifica ci fa capire che c'è proprio un buco, un problema di cittadinanza, per me non serve quest'ora: serve che i ragazzi vengono sollecitati da ciascuno nella sua specificità su tematiche che riguardano la cittadinanza. Tutto riguarda la cittadinanza: il fatto di doverla staccare è già ( ). Sono veramente molto molto polemico e sono molto polemico anche per la valutazione, perché la cittadinanza è un obiettivo, non è il voto di cittadinanza l'obiettivo. Se continuiamo con questo tipo di metodologie diventa veramente difficile. È come dire "siccome l'alunno deve essere un bravo cittadino, noi mettiamo un voto in più che gli fa media", mi sembra qualcosa veramente di eterodiretto, quindi sono molto critico come la professoressa e forse anche di più, aggiungendo questi due aspetti.

15 *T-3*: se posso intervenire un attimo, io penso che noi facciamo educazione civica, cittadinanza, praticamente in continuazione. Non dovremmo essere incasellati in un programma specifico: allora in seconda educazione ambientale per forza, quelle quattro ore annue devono essere per forza di educazione ambientale. Io posso fare cittadinanza in tantissimi modi, rispetto alle situazioni che mi trovo ad affrontare in classe giorno per giorno e comunque formare o cercare di formare, questo è l'obiettivo, dei cittadini. Quindi il nostro intervento dovrebbe essere più quello, perché altrimenti tutto rimane... è la ricerca di questo voto con cui appunto poi non ci facciamo niente e secondo me rimane tutto un po' campato per aria. Quindi questo, calerei tutto più sulle realtà delle singole classi perché ci sarebbero veramente tante tematiche da trattare e non essere costretti, perché anche io la vivo in un certo modo come una costrizione nel dover fare per forza determinati argomenti per forza in quelle classi, poi certo possiamo anche fare altro, però siamo comunque chiamati a giustificare l'aver fatto quelle quattro ore su quel tema.

16 *T-10*: posso intervenire? Io vado più in contro tendenza, probabilmente perché la mia materia me lo permette: l'inserimento dell'educazione civica mi ha dato solo l'opportunità di organizzare meglio il lavoro, nel senso che io ho quattro ore di educazione civica l'anno, ma poi in verità gli argomenti trattati sono molto simili a quelli che noi trattiamo nel programma di scienze motorie, faccio come esempio l'educazione alla salute, l'educazione stradale, l'educazione alla salute che tratta temi quali la nutrizione, le dipendenze, il bullismo io lo posso legare al *fair-play*. Quindi diciamo che io penso che questa libertà di insegnamento che c'è stata lasciata dalla nostra scuola ci dà la libertà di trattare i concetti che noi vogliamo trasmettere ai nostri ragazzi nelle nostre materie. E io poi avendo una didattica esperienziale, ho trovato molto utile e molto facile parlare di alcuni temi inserendoli nelle ore di lezione e nelle loro esperienze. Faccio un esempio dell'educazione stradale: io non parlo di norme o di regole, ma parlo della loro esperienza da pedoni, da ragazzetti che iniziano ad andare in bicicletta nel quartiere. Quindi ecco invece io ho trovato una buona soluzione, anche perché forse a me del voto interessa fino ad un certo punto, ma sono più concentrato sul messaggio che arriva ai ragazzi e sull'esempio che noi insegnanti possiamo dare ai nostri alunni, perché loro sentono se noi crediamo in quello che diciamo e in quello che gli trasmettiamo e sono dell'idea che se noi facciamo percepire una diffidenza verso l'educazione civica, in senso generale dico non voglio entrare nello specifico, loro questa diffidenza la sentono e se ne allontanano. Però ripeto, credo che molto di questo discorso sia centrato sul fatto che io insegno una materia che mi ben dispone verso l'educazione civica, i confini sono molto sottili se non nulli in certe circostanze.

17 *T-4*: io colgo l'occasione per dire un'ultima cosa perché poi vi devo lasciare. Diciamo che ci dovrebbe essere un po' più di elasticità nella suddivisione oraria e nelle materie, perché certe cose rientrano nei programmi come diceva *nome*, mentre altre volte è più una forzatura e rischia di essere solamente un appesantimento, ecco. O comunque costringe a trattare alcuni argomenti, che magari si sarebbero trattati nel corso dell'anno in anticipo, andando a falsare l'ordine delle cose e poi alla fine è a discapito dei ragazzi. Non in questa scuola, ma in alcune scuole si è deciso di fare educazione civica in una settimana specifica dell'anno e non sempre le cose collimano. Io vi devo lasciare, buon proseguimento.

18 *(T-4 ha lasciato il FG alle ore 15:32, è stata presente per 22:04 minuti)*

19 **Nel questionario è emerso come tra le principali aree di miglioramento nella promozione della CCE ci siano la promozione di progetti, la collaborazione con agenzie esterne e tra scuola e comunità locale e la formazione in servizio. Suppongo quindi che siano aree al momento carenti, siete d'accordo con questo dato? Se sì/no, perché?**

20 *(T-2 si collega alle ore 15:33, ma con microfono e telecamera spenti, non interviene mai)*

21 *T-6*: sì, mi ritrovo abbastanza, ma in questo senso: nello specifico, la scuola partecipa molto con il territorio, eventualmente secondo me sarebbe da migliorare il fatto di far rientrare la partecipazione delle agenzie del territorio in modo più evidente rispetto all'educazione civica. Alché date le tematiche, i tre macrotemi proposti per l'educazione civica, quindi il digitale, l'ambiente e la cittadinanza, potrebbero essere meglio armonizzati, anche per migliorare la nostra generale percezione in quanto insegnanti che devono raggiungere degli obiettivi, fare delle verifiche, quindi fare delle misurazioni di raggiungimento di conoscenze e competenze, potrebbe essere meglio armonizzato, cioè anche l'agenzia territoriale dovrebbe partecipare anche all'implementazione di quelle aree tematiche

proposte come sensibili e quindi caratterizzanti l'educazione civica, perché altrimenti sembra una cosa che si giustappone e quindi noi abbiamo la percezione delle quattro ore, delle sei ore, che di solito non sono sufficienti se vogliamo, non dico approfondire un argomento, ma cercare di fornire qualche punto di vista diverso rispetto alla cittadinanza nella scuola tra alunni nei loro rapporti personali, alla loro sensibilità verso l'ambiente e via discorrendo.

22 *T-5*: volevo aggiungere che, certo, è auspicabile che degli esperti esterni possano partecipare. Qualche anno fa abbiamo fatto un lavoro che riguardava il riciclo con degli esperti esterni e devo dire che l'apporto è stato notevole, perché sia l'impatto con i ragazzi ma anche per noi perché abbiamo imparato anche delle cose noi, e a questo proposito io auspicherei anche dei corsi di formazione. Io sono sempre un po' titubante per i corsi di formazione, gli ultimi a cui ho partecipato non sono stati particolarmente esaltanti, non è facile realizzare dei corsi di formazione, ecco io spingerei su quello, mi piacerebbe molto.

23 *T-8*: io sono totalmente d'accordo con la prof.ssa *nome*, tra l'altro all'ultimo abbiamo partecipato insieme. Per quanto riguarda il rapporto con le agenzie esterne, noi stiamo facendo in classe un progetto con LIBERA e ci danno qualcosa in più rispetto a quello che potremmo fare noi, ma sulla formazione sì, dovrebbero esserci enti ecco tipo LIBERA a formarci piuttosto che le case editrici o altri enti di formazione che fanno solo quello. Ho fatto corsi di formazione, ho formato a mia volta i miei colleghi, non qui ma in un'altra scuola, ma lo stesso sono critico rispetto agli ultimi corsi che ho fatto.

24 **T-7 vuole aggiungere qualcosa?**

25 *T-7*: non sono intervenuta perché mi trovo assolutamente in linea e d'accordo con i colleghi, quindi non ho nulla da aggiungere.

26 *T-1*: anche io già dalla domanda precedente volevo mettere in luce che un modo per superare una concezione sia da parte degli studenti sia da parte dei docenti pessimista e obsoleta da parte dell'educazione civica, che da una parte può essere una grande opportunità ma con il rischio appunto che – come ha detto la collega – sia un minestrone in cui far cadere tutto e nulla, sia proprio la formazione e sicuramente anche il contatto con gli enti territoriali esterni, perché anche se l'educazione civica è lì per ricordare che dobbiamo formare gli studenti a vivere in un territorio e a vivere in una comunità, beh allora il legame con il territorio e le diverse sfaccettature della comunità in cui vivono ci devono essere, perché altrimenti diventano quattro ore irrisorie di lezione frontale che corre il rischio di lasciare il tempo che trova. Sono anche d'accordo con l'affermazione che la scuola in generale è una fonte di educazione civica però bisogna saperla gestire meglio, soprattutto se si vuole che sia una materia separata.

27 **Quindi da ciò che colgo, vi trovate d'accordo non tanto per quanto riguarda la progettualità, quanto più che altro per l'apertura della scuola al territorio e sui corsi di formazione.**

28 *T-10*: Sì. Posso aggiungere un aspetto per quanto riguarda la formazione? La difficoltà è trovare una formazione che vada bene per tutti perché noi abbiamo insegnanti che oscillano in generazioni con trent'anni di differenza, quindi noi abbiamo insegnanti di 60 anni con trent'anni di scuola diciamo che bisogna avvicinarsi con una formazione fatta in un certo modo, e viceversa un giovane insegnante sicuramente molto più preparato, con competenze digitali avanzate, ma a cui manca tutto un pezzo che è l'esperienza, e quindi la difficoltà della formazione è mettere d'accordo tutti. Io questo ho notato.

29 **Dal questionario è emerso come la scuola fornisca al corpo docente l'opportunità di poter partecipare attivamente ai processi decisionali. Siete d'accordo con quanto emerso? Se sì/no, potete fornirmi degli esempi?**

30 *T-7*: io vorrei una specifica sulla domanda. Cosa si intende per "processi decisionali"?

31 **Dalle decisioni inerenti ai progetti o alle attività didattica o ancora agli aspetti organizzativi. Voi vi sentite in qualche modo coinvolti ed incentivati a partecipare alla vita scolastica e in che modo la scuola incentiva la partecipazione dei docenti?**

32 *T-7*: la scuola è un istituto democratico, quindi c'è un Collegio che è formato da tutta la componente dei docenti, dal dirigente e dallo staff del dirigente. Quindi c'è uno scambio, una collaborazione, quindi il Collegio è il luogo dove si portano avanti queste istanze. Poi ovviamente come ogni istituzione ci sono delle gerarchie, quindi chi di noi poi ha un ruolo di referente all'interno di queste gerarchie, può essere il referente dei progetti, il referente del sostegno, quindi io penso che ognuno di noi se vuole può partecipare attivamente sia da referente proprio nella progettazione di queste varie cose e quindi anche nella governance. È abbastanza democratico come funzionamento istituzionale. Dall'altra parte abbiamo delle leggi da rispettare, essendo istituzione, quindi abbiamo dei limiti di libertà da rispettare, ma poi ci sono altri spazi di libertà, come per la programmazione, quella è libera, chiaramente in condivisione di Dipartimenti condividono e progettano il loro programma, che quindi ha degli argini ma sono molto labili, quindi in questo c'è molta libertà e anche molta possibilità di metterci del proprio. Dall'altra ricordiamoci che siamo un'istituzione pubblica ed è anche giusto e corretto rispettare ciò che una programmazione che viene dall'alto o comunque delle leggi, perché la scuola è anche questo.

33 *T-10*: io vengo da esperienze nelle paritarie, dove eravamo tutti estremamente coinvolti per tanti motivi, anche perché le scuole erano più piccole, ci si muoveva con più facilità e meno burocrazia nel prendere decisioni. Io quello che ho notato in questo passaggio nella pubblica è che ci sono alcuni insegnanti che partecipano, sono presenti, vivono proprio il tessuto della scuola in maniera presente e partecipativa ed altri che si accontentano di fare anche bene le loro 18 ore settimanali e tutto ciò che ne consegue – riunioni, colloqui – ma poi sono abbastanza disinteressati, non tanto a prendere decisioni, quanto nel vivere la scuola da vicino, ma credo sia proprio dovuto a una questione caratteriale, al modo che ognuno di noi ha di vivere la scuola.

34 **Lei con questo sta facendo riferimento a questa scuola?**

35 *T-10*: sì sì, anche in questa scuola. Ci sono alcuni insegnanti che li trovi da per tutto, in ogni luogo, in ogni spazio, in ogni circostanza, perché magari si occupano di continuità però li trovi anche ad organizzare viaggi. Credono sia questo il compito. E altri che sono un pochino più riservati nel loro modo di esserci. Ma non è una critica, è proprio una disponibilità caratteriale. Ma credo che in tutte le scuole sia così.

36 *T-5*: aggiungiamo che abbiamo anche a che fare con i minori, per cui tutta la parte burocratica è fondamentale, perché è ovvio che sia così. Questa è la parte che io trovo più difficile perché anche per organizzare una gita o un incontro è tutta una burocrazia, tutta una serie di permessi da chiedere, che ci mettono un po' in difficoltà. È vero però che abbiamo a che fare con i minori, credo che in un ambiente universitario sia completamente diverso. Ne approfitto per dirvi che devo lasciarvi, arrivederci.

37 *(T-5 e T-8 abbandonano la riunione alle ore 15:45, hanno partecipato al FG per 35:11 minuti)*

38 *T-9*: allora circa la partecipazione dei docenti nella governance, non so, chi è all'interno di un'istituzione scolastica lo sa bene, ogni Collegio Docenti riporta minimo 6 punti e abbiamo scarse due ore per discuterne e partecipano qualcosa come cento persone. Lei capisce bene che non abbiamo i tempi per discutere approfonditamente ciascun punto, è una corsa entro le ore 18:00-19:00 quello che è il termine della riunione, perché queste ore sono conteggiate all'interno del contratto di lavoro, quindi il preside non può nemmeno chiedere di andare oltre o fare più incontri, quindi le decisioni vengono prese tendenzialmente da piccoli gruppi, Commissioni, che si confrontano tra di loro, propongono al Collegio dei Docenti delle decisioni, per cui tendenzialmente si approva quello che decide quel piccolo gruppo, perché non c'è proprio il tempo di confrontarsi. Se si ritenesse necessario il confronto, probabilmente la riunione non durerebbe due ore e il Collegio dei Docenti avrebbe più tempo per poter riflettere. Ma è un problema credo voluto da chi regola gli organi collegiali, parlo dal punto di vista ministeriale, perché è chiaro, un'assemblea con cento persone, già che ciascuno prende la parola per 1 minuto, sono 100 minuti ed ecco là che non riesci a fare 7-8 punti in una riunione.

39 **E a fronte di tutte queste problematiche, vi sentite comunque coinvolti e incentivati a partecipare?**

40 *T-7*: intervengo io con una domanda veramente scomoda, la cui risposta lo sarà altrettanto. Io devo dire la verità, sono molto sincera, io sono una persona che ha sempre partecipato, mi piace molto il mio lavoro, sento molto la responsabilità anche perché il nostro lavoro da insegnanti, come dicono tanti in maniera un po' superficiale, io non lo credo, è una missione perché soprattutto in questa età noi siamo anche educatori oltre che insegnanti, quindi è fondamentale il nostro lavoro, io ci credo molto, quindi mi piace anche partecipare all'attività anche organizzativa, di responsabilità, ovviamente per quelle che sono le mie competenze, che vengono anche al di fuori di quello che è il mio percorso prettamente scolastico, perché poi ognuno di noi ha una formazione. Detto ciò ho sempre partecipato molto, devo dire però la verità, molto tempo e molto lavoro che viene fatto per la scuola non viene riconosciuto, anche in termini economici, noi spessissimo lavoriamo ore per lo spirito di servizio. Non siamo come insegnanti secondo me, dal punto di vista né economico né della società anche, non siamo riconosciuti e io lo sto soffrendo questo. Ho cercato di sintetizzare ma spero di essere stata chiara.

41 *T-1*: una cosa che mi è venuta in mente ascoltando la professoressa, un fattore che posso riportare insegnando relativamente da poco, quindi con contratti precari di supplenza, proprio questo tipo di precarietà soprattutto per le supplenze brevi ma anche, come si è visto, per quelle che dovrebbero essere fino a giugno disincentiva un genuino interesse al prendere parte a sfere più decisionali o investire di più rispetto alle ore standard per le quali si è pagati, ma non perché non c'è una volontà, ma perché a fronte di contratti o situazioni lavorative in cui ti dicono che ci sei per un mese ma poi in realtà ci sei solo per una settimana, quindi un giorno ci sei e il giorno dopo letteralmente no, a livello precario quindi, dicendola in termini bruti, scatta il pensiero del "ma chi me lo fa fare a investire tanto, sia emotivamente che professionalmente che del mio tempo", a fronte di contratti che tu potresti non lavorare o lavorare in una scuola totalmente diversa dall'oggi al domani, come è successo a me più volte. Ma questo non dipende ovviamente dall'istituto scolastico in sé, ma è un sistema di reclutamento credo in questi anni che stia disincentivando un ulteriore lavoro che in realtà si potrebbe e si dovrebbe fare per vivere la scuola a 360° indipendentemente dalle ore di didattica. Dal punto di vista del precariato penso che si potrebbe portare avanti questo tema. Quindi non c'è una mancata volontà di addentrarsi in altre pratiche al di fuori della didattica stretta, ma a volte non c'è proprio la convenienza, è brutto dirlo, oppure proprio la possibilità proprio a causa di contratti di lavoro veramente labili.

42 **Ora parliamo della collaborazione tra docenti. Dal questionario è emersa una certa episodicità nella collaborazione tra i docenti sebbene molti siano d'accordo nell'affermare che esiste una cultura collaborativa basata sul supporto reciproco. Secondo voi questo dato che è emerso si riferisce esclusivamente a pochi che magari preferiscono essere un po' più isolati oppure effettivamente a scuola non c'è molta collaborazione tra il corpo docente?**

43 *T-10*: secondo me la collaborazione è molto lasciata all'iniziativa individuale, nel senso che se si creano all'interno della comunità dei rapporti amicali tra colleghi, dico purtroppo, purtroppo si tende ad organizzare delle attività sempre con gli stessi, le gite scolastiche vengono più che organizzate, ma pensate sempre da un gruppo di persone che poi sono sempre quelli, che poi sono gli stessi che si occupano del progetto e c'è una difficoltà di lavorare con insegnanti e colleghi che hanno una testa diversa, una modalità diversa, hanno una modalità di comunicazione diversa, e quindi ci sono dei gruppetti di colleghi che tendono di lavorare meglio con alcuni colleghi piuttosto che con altri. È una caratteristica della nostra scuola ma temo che sia proprio un problema sociale abbastanza diffuso. E c'è anche un'altra tendenza che io non amo molto di noi insegnanti, ma senza puntare il dito contro nessuno, è una valutazione molto generale, che si tende ad essere molto esigenti contro il collega, quindi si è sempre pronti a mettere in evidenza un' eventuale caratteristica negativa, un comportamento negativo del collega, in alcuni casi sempre gli stessi, però poi verso di noi tendiamo ad essere un po' indulgenti, è una debolezza umana, e questo non funziona perché poi appare evidente in alcune situazioni dove ci sono degli errori che vengono commessi perché tutti noi sbagliamo perché siamo fortemente a rischio, fortemente esposti, a errori di vario tipo invece sarebbe bello ogni tanto vedere una manina alzata a dire "scusate" e questo è legato anche alla domanda precedente sul prendere decisioni, nel senso che secondo me in certi momenti ci si espone poco perché una decisione può essere anche sbagliata ma se si va tutti insieme verso una decisione e si è disposti a prendersi anche le conseguenze negative, allora uno si può anche esporre, ma nel momento in cui poi i risultati positivi vengono condivisi tra tutti, gli insuccessi invece purtroppo sono causati da 2-3 insegnanti e

questa è una cosa che accade spesso. Ripeto, non lo dico in modo giudicante, ma proprio perché ne stiamo parlando così a cuore aperto.

44 *T-6*: dunque, in parte io sono d'accordo con il collega, nel senso c'è la tendenza in quanto esseri umani a cercare dei legami con chi sentiamo più affine, soprattutto in un ambiente di lavoro che è quello dell'insegnamento in cui effettivamente bisogna in tempi piuttosto rapidi passare da una situazione ad un'altra, ad esempio da una classe ad un'altra, quindi va da sé come dato insomma di fatto, umano, che avendo anche questo livello di stress piuttosto alto perché bisogna anche essere pronti, reattivi in base alle situazioni in cui ci si ritrova, a ritrovarsi in modo piacevole con chi diventa un po' più affine. Quindi questa scrematura a volte non è nemmeno voluta, però poi diventa un dato di fatto, quindi il fatto di poter partecipare o interfacciarsi solo con alcuni, cioè secondo me parte anche da una vicinanza diciamo locale della situazione. Penso ad esempio alle ore di buco che noi abbiamo, in cui magari ci si trova di routine con solo alcuni colleghi, quindi è chiaro, è naturale che poi si tenda a collaborare con quelle persone. È un errore, è vero, nel senso che in realtà bisognerebbe guardare un attimo la realtà e dire "aspetta un attimo, io parlo solo con quelle persone che mi ritrovo vicine e magari qualcun altro rimane indietro", è chiaro che non viene messo al corrente e si ritrova a sentirsi anche un po' isolato quando è una situazione contingente ecco. Mentre i colleghi parlavano pensavo a questo, perché spesso diventa proprio una questione di rapidità, di reagire a delle situazioni di lavoro che richiedono una prestazione, una presenza, una rapida decisione da prendere nel momento in cui bisogna controllare dei ragazzi e fare lezione con loro. Penso che sia ecco da vedersi in questi termini, perché non è la prima volta che sento questo discorso, cioè il fatto che tendenzialmente poi si collabori ad esempio con il Consiglio di Classe di appartenenza, ci si interfacci con loro, si parli con loro degli alunni, perché poi quello è l'argomento principe, e di conseguenza questo porta anche a progettare solo con determinate persone, per cui poi c'è sempre qualcuno che rimane indietro, ad esempio chi ha un breve incarico, chi deve correre da una scuola ad un'altra, quindi effettivamente sì, questa è una situazione che magari scientificamente e razionalmente bisognerebbe cercare di correggere, cioè ogni tanto fare una sorta di feedback del lavoro fatto per i primi tre mesi e vedere quanto hanno collaborato tutti quanti o perché soltanto in parte, cioè secondo me bisognerebbe essere molto razionali per evitare l'aspetto dell'affinità personale, della collaborazione con il proprio gruppo di lavoro, che effettivamente ti fagocita, perché io mi ritrovo a parlare con colleghe nella pausa sigaretta in cui effettivamente i 50 minuti partono solo per due alunni, perché ne abbiamo bisogno. Quindi anche per chi ci vede dall'esterno pensa di non poter essere incluso, cioè ci sono delle cose su cui bisognerebbe diventare un po' più professionali, cioè più scientifici, più accorti e avere anche delle occasioni in cui effettivamente devi interfacciarti con gente che lavora nella tua scuola ma non conosci più di tanto. In questo senso, la formazione può essere un utile aggancio. Magari formazione quelle in cui si propone la partecipazione solo di un certo numero di insegnanti per Consiglio di Classe, un paio o uno, per cui alla fine conosci almeno un collega di altre sezioni, di altre classi, forse questo è un aspetto da migliorare.

45 *(T-3 lascia la riunione alle ore 16:01, ha partecipato a 50:57 minuti)*

46 **Se non ci sono altri interventi, io passerei all'ultima domanda e vorrei che rispondeste a turno per avere l'opinione di tutti. Secondo la Vostra visione, quale aspetto della vostra pratica didattica meglio promuove la cittadinanza?**

47 *T-7*: inizio io? Allora io insegno tecnologia, è una materia che si divide in due parti: una parte teorica, molto varia, poi, lo dice solo il nome "tecnologia", comprende tantissimi argomenti ed è la storia dello sviluppo sostanzialmente dell'uomo, attraverso il progetto, attraverso gli strumenti etc. quindi è una materia che già di per sé contiene insita l'educazione civica, proprio nella sua strutturazione; l'altra parte è il disegno tecnico, che quindi è una materia totalmente laboratoriale, che io insegno in classe come un laboratorio, quindi esperienziale, anche questa quindi di conseguenza è assolutamente una materia che ha a che fare con l'educazione civica, il lavoro solidale tra gruppi, mettere a disposizione i propri strumenti, le proprie competenze, usare gli strumenti professionali e fare quindi un laboratorio in sè, partecipato, quindi la stessa modalità è uno strumento di educazione civica. Quindi in questo mi sento molto avvantaggiata, quindi mi ricollego a prima al discorso che faceva il collega, su quanto ci sono alcune materie, in particolare quelle pratiche – poi io faccio anche il Progetto Giardino all'interno della scuola, per esempio – quindi si riesca a fare educazione civica anche semplicemente rimanendo

negli argini della propria materia disciplinare, Lei parlava di didattica. Ecco quindi io quotidianamente mi ritrovo a fare educazione civica nella didattica. Poi c'è una parte non didattica, che è quella relazionale che un insegnante delle scuole medie come noi, vivendo la quotidianità con i ragazzi, si trova ad affrontare anche questioni che riguardano appunto l'educazione, la civiltà, lo scambio, le emozioni, la vita quotidiana, e quindi ogni giornata è densa di momenti in cui noi ci ritroviamo a fare i conti con questa materia, che alla fine non la chiamerei neanche così, perché è una pratica quotidiana per noi.

48 *T-10*: allora io vengo dai licei e ho deciso di rimanere alle medie soprattutto per questo motivo: per cercare di rendermi utile e di mettere al servizio la mia esperienza in questo mondo della scuola dove abbiamo bisogno moltissimo di questa componente, della comunicazione, dell'emotività, della trasmissione di valori. Lo sport nel mio caso è un mezzo, ma non è il fine: il fine è l'educazione, un'educazione condivisa con i miei colleghi, dove i ragazzi sappiano trovare delle soluzioni alle proprie difficoltà, quindi questa individualizzazione degli interventi che noi portiamo avanti, perché poi la materia è quella, però poi ogni alunno ha bisogno di stimoli e di aiuti diversi, e io credo che il senso del nostro mestiere sia in questa nostra capacità di ascolto, ascolto dei colleghi, ascolto degli alunni e rinnovare questa nostra comunicazione in un canale comune e in una crescita comune, perché la lezione frontale fine a sé stessa non esiste più e non ha più ragione di esistere: c'è bisogno di uno scambio e di una crescita bilaterale.

49 **Quindi l'aspetto che vuole mettere in evidenza è la comunicazione?**

50 *T-10*: la comunicazione di tutto, non solo dei contenuti, ma anche dell'emotività, che ormai è una componente fondamentale. Cioè il rispetto della legge e i valori dell'educazione civica e della cittadinanza non possono prescindere dall'aspetto emotivo, sarebbe un qualcosa di morto, di inerte che non ci darebbe nulla.

51 *T-1*: io insegnando matematica e scienze, ci sarebbero due discorsi paralleli da fare. Intuitivamente sono più le scienze che si prestano maggiormente dal punto di vista didattico ad essere connesse alle tematiche di educazione civica, faccio due esempi: una tematica che abbiamo affrontato, che ci tenevo particolarmente anche se non era programma di terza ma ci tenevo particolarmente, era il ribadire per esempio il metodo sperimentale per incentivare sia la conoscenza di cosa è scienza e come funziona che anche diciamo il rispetto delle materie scientifiche e delle ricerche scientifiche in sé e anche la consapevolezza nelle scelte quotidiane che saranno poi chiamati a fare; un altro argomento dal punto di vista didattico che mi verrebbe più facilmente da collegare all'educazione civica è un argomento che ancora non ho avuto modo di affrontare ma è quello relativo al corpo umano perché attraverso lo studio del corpo e la conoscenza del corpo umano ci si potrebbe traghettare verso il rispetto del proprio corpo e anche quello degli altri, toccando anche tematiche inerenti alla sfera sessuale-affettiva, che sono credo molto importanti, al di là di leggi e istituzioni che servono per essere cittadini che non creino problemi nella vita ed è una tematica tabù che difficilmente è affrontabile da altre materie. Per matematica, il discorso è più complesso, però anche affrontando alcune figure geometriche particolari come la circonferenza che è questo insieme di punti democratici diciamo, quindi questo insieme di punti tutti uguali e tutti equidistanti dal centro, si possono creare degli appigli ma anche nell'ottica di rendere più piacevole la matematica in generale.

52 *T-6*: come dire, difetto di mestiere, dato che insegno lingue, sicuramente la comunicazione dovrebbe essere portata all'ennesima potenza, quindi ogni fase della lezione per quanto mi riguarda deve essere fatta in base alla comunicazione, cioè l'intento è quello di comunicare, magari da parte dell'insegnante delle conoscenze e delle esperienze con la lingua straniera e per i ragazzi apprenderli nel loro modo particolare. Quindi per me è questa l'essenza del tutto: stabilire dei rapporti di comunicazione, ovviamente tenendo presente sempre qual è il mio intento, qual è il mio fine, qual è il motivo per cui lavoro in questo senso. È chiaro che il tramite della lingua straniera è il punto focale su cui ruota il mio agire ed è quello su cui mi baso ancora prima di cercare una sorta di comunanza in quanto comunità, cioè non lo do per scontato, non do per scontato che i ragazzi siano pronti a condividere anche la loro inesperienza, le loro non-conoscenze, le loro difficoltà, quello ecco è una cosa che di solito quando trovo degli alunni che sono disposti anche a mettere in gioco le loro conoscenze e le loro difficoltà per me è premiante per assurdo: cioè un ragazzino che affettivamente manifesta delle

difficoltà ma che però si espone, allora secondo me lì sono arrivata ad una qualche comunicazione con lui o con lei, se non altro una sintonia, se non altro creare l'idea che l'insegnante non è un giudice che ti deve valutare se sai fare bene qualcosa in inglese, ma che puoi sbagliare, perché fa parte dell'apprendimento, l'errore è formativo e fa parte dell'apprendimento, quindi per me è questo. Poi come avviene la comunicazione durante le lezioni che io svolgo... va bene io riconosco che in me c'è una doppia natura, che è fatta da una certa solida rigidità; io direi che nella mia, se voglio essere megalomane, devo pensare a von Karajan, il direttore d'orchestra che deve comandare e dirigere tutta l'orchestra, e ogni tanto mi devo ricordare che invece chiedeva la collaborazione degli orchestrali perché era un *ensemble*. Quando arrivo alla situazione di *ensemble*, devo dire che io mi diverto molto e mi piace moltissimo non assecondare il libro di testo, di solito le situazioni per me didatticamente fallimentari sono quelle in cui sono costretta a correggere gli esercizi che le mamme, le nonne e le zie hanno svolto a casa, ecco quello per me è il filtro della comunicazione che è fatto di un libro, di una tattica, di uno standard previsto, "la lezione deve cominciare, deve essere fatta della correzione dell'esercizio, della spiegazione, regola, applicazione della regola", ecco quello secondo me è una negazione della comunicazione. Io un po' mi oppongo a tutto questo, a volte devo soccombere, lo devo riconoscere, devo prendere atto dei miei limiti umani, però ecco il bello poi che diceva qualcun altro prima di me di lavorare con ragazzini di questa età è il fatto di sapere che quello è un punto focale: o loro imparano ad esporsi anche come persone e a esprimere le loro esperienze di vita, e questo in inglese succede continuamente, basta dire "presentati" per vedere come si presenta la persona e che cosa dice, altre volte sì, mi ritrovo in questo, cioè essere consapevole di lavorare in una fascia d'età molto delicata, molto problematica ultimamente, in cui l'aspetto emotivo non è molto evidente, cioè queste sono annate, generazioni in cui gli alunni non sono abituati più a vedere la scuola anche come condivisione di emozioni forti.

53 *T-9*: allora guardi io sono criticissima, nel senso se la materia che insegniamo aveva già all'interno educazione civica non c'era necessità di fare 33 ore, cioè se c'è questa richiesta vuol dire che c'è qualcosa che non va. Se io devo fare 33 ore, vuol dire che ritiene che nelle materie che vengono svolte a scuola gli insegnamenti dell'educazione civica non sono compresi e quindi dobbiamo inserirli. La domanda che Lei pone "come la vostra disciplina incentiva..."

54 **No, la domanda non è "come la vostra disciplina incentiva l'educazione civica", la domanda è "quale aspetto della vostra pratica didattica", non la disciplina.**

55 *T-9*: un aspetto della pratica didattica... mah intanto già il solo fatto che io mi presento in classe e porto i materiali che servono al mio lavoro, già è un esempio che i ragazzi possono seguire come cittadino responsabile, "va al lavoro tutti i giorni, svolge bene il proprio dovere"; se il ragazzo non porta anche lui i compiti, il materiale, già non è un cittadino responsabile. Già il solo fatto di recarsi a scuola secondo me è un atto responsabile e da cittadino. Poi, ti comporti bene? Sei rispettoso dell'ambiente in cui ti trovi e delle regole che ci sono in quell'ambiente? Oggi si chiama "scuola" e domani si chiama "posto di lavoro". Rispetti il prossimo? Sull'autobus, a scuola, quando entri in ascensore con un proprio coinquilino dello stesso stabile? Eh quelli sono atteggiamenti da cittadino. Cioè secondo me è il vivere comune in modo responsabile, già solo quello è un esempio, cioè già solo il fatto che uno svolge bene il proprio lavoro in classe è un esempio e quale miglior insegnamento se non l'esempio.

56 *(T-2 ha lasciato la riunione alle ore 16:15, ha partecipato a 42:00 minuti ma non è mai intervenuta ed è sempre stata con la telecamera spenta, sebbene sia stata chiamata per intervenire)*

57 **E alla fine quindi come valutate? Cioè come si arriva al voto finale?**

58 *T-9*: a caso dal mio punto di vista. Eh beh d'altra parte, a caso perché non è che abbiamo... diciamo, i criteri di valutazione per l'educazione civica sono uguali per tutte le discipline ma l'attività che viene fatta in classe è differente. Come faccio a valutare con lo stesso metro cose differenti? Come fa Lei a misurare un angolo in centimetri? Boh! Ecco, la risposta è la stessa.

59 *T-7*: per me la valutazione da sempre è stato l'aspetto più difficile della mia professione: dare un voto in numero, chiudere in un numero la valutazione di un ragazzo per un insegnante secondo me è l'aspetto più difficile del proprio lavoro, soprattutto in una fase di crescita così importante come gli anni delle scuole medie, in cui non si può valutare semplicemente l'apprendimento di nozioni, perché

non è questo il nostro lavoro, quindi per me la valutazione è un momento veramente complesso, chiaramente con l'esperienza, io ormai insegno da più di 14 anni, quindi un minimo ho imparato a valutare, ma nonostante ciò devo dire che spesso la valutazione mi mette in crisi, è un momento in cui devo riflettere molto.

60 *T-6*: posso aggiungere qualcosa prima della fine? Sono molto d'accordo con la professoressa *nome*. Posso dire per esperienza personale che quando ho capito che il mio mestiere era quello di insegnante ho avuto un momento di crisi, perché per me la valutazione era la cosa più difficile da fare e che non volevo fare, mi rifiutavo, quindi io sono stata una di quelle che ha avuto il registro di carta e le prime volte scrivevo a matita per mesi e mesi perché per me era sempre un dubbio, come anche la formazione. Ecco per me quelle erano le cose su cui non ci stavo e, per quanto riguarda la valutazione, ancora adesso non ci sto. Io sono una che legge i criteri di valutazione dell'Istituto in cui vado a lavorare perché so che possono essere diversi da me e quindi cerco una forma di adattamento, ma qui lo dico e poi forse lo affermerò, io sarei tanto d'accordo anche per la secondaria di primo grado di fare dei criteri di valutazione più discorsivi, senza il numero, in cui si metta in evidenza innanzitutto l'aspetto positivo dell'alunno, del tipo "tu hai lavorato bene, hai raggiunto qualche piccolo progresso, devi lavorare tuttavia su questo, quest'altro e quest'altro ancora". Capisco che è un lavoro molto lungo, in passato è stato fatto e in una scuola mi sono ritrovata con i giudizi con lo stampino, erano già pronti e poi bisognava mettere le parole, quella è la negazione, probabilmente dovrebbe essere messo anche nel nostro contratto di lavoro, bisognerebbe aggiungere anche queste ore di servizio, che sono molto delicate, proprio perché la valutazione è estremamente importante, talmente importante i ragazzi poi forse giustamente la banalizzano, cioè io consegno la verifica e "io ho preso 6, tu quanto hai preso?", perché probabilmente in quel numero non capiscono che cosa c'è, cosa significa, diventa solo un momento di rivalsa o comunque un momento di affermazione nel gruppo, ma non un'indicazione di un processo di apprendimento.

61 *T-10*: aggiungo una cosa. Io credo che i ragazzi percepiscono il voto come noi glielo facciamo arrivare, nel senso che un'insegnante molto attento alle medie che sta sempre a disquisire sul punto in più o punto in meno, "tanto poi prenderai un brutto voto" oppure "tanto poi a fine anno succederà questo", è chiaro che il ragazzo percepisce quel tipo di messaggio. Per quanto mi riguarda io metto un voto a fine anno e un altro a gennaio, loro non mi chiedono i voti perché è tutto molto relativo, io sono concentrato sul percorso, sugli obiettivi e sul miglioramento rispetto al livello di partenza: questa è l'unica giustizia che può dare un voto. Perché se io ho un fenomeno, per fare un esempio con la mia materia, che ha tutti 10 nei test pratici e un ragazzo che ha delle gravi carenze nelle capacità motorie ma si impegna tanto, per me può raggiungere la stessa valutazione.

62 **E per l'educazione civica?**

63 *T-10*: è la stessa cosa, è il miglioramento rispetto al livello di partenza. L'importante è ricevere segnali, dare segnali e ricevere segnali: trovare una comunicazione, ritorniamo sempre lì perché il problema di tutto è la comunicazione, Lei conoscerà l'analisi transazionale: bisogna fare una transazione dei comportamenti, trovare un canale di comunicazione condiviso e andare avanti, non c'è altra soluzione, in attesa che cambino le norme.

64 **T-1 vuole aggiungere qualcosa? È d'accordo?**

65 *T-1*: se parliamo del voto in generale, ovviamente sono d'accordo sul fatto che il voto è sul risultato, cioè "quante risposte sbagliate hai dato", cioè "cosa hai raggiunto rispetto a cosa ci si aspetta dalla perfezione didattica", ma è anche soprattutto una valutazione dell'atteggiamento che comprende ma è indipendentemente dal risultato didattico. Per quanto riguarda l'educazione civica in realtà non so bene, perché dovrebbe essere un insegnamento, una collaborazione tra gli studenti e con gli altri enti, quindi come si fa a mettere un voto in educazione civica? Che equivarrebbe a dire se sei o no un bravo cittadino e non spetta certo a noi dirlo e non spetta certo a quelle ore giudicarlo, quindi su questo sono un po' in difficoltà nel concepire un voto in educazione civica. Si può valutare l'attenzione, l'atteggiamento positivo o negativo dello studente rispetto alle attività condotte, però... ci si deve inventare allora un sistema nozionistico in base al quale giudicare lo studente in educazione civica. Non so, mi trovo con più domande che risposte su questo tema.

66	*Passo la parola alla Dott.ssa Giulia Lucherini che fa il sunto di quanto emerso nel focus group.*
67	**Prima di lasciare il focus group, per confrontare i dati con le indagini comparative internazionali, vi chiedo cortesemente se poteste dirmi la vostra età.**
68	*T-1*: io ho 32 anni.
69	*T-6*: 55 anni.
70	*T-7*: 42.
71	*T-9*: ho 39 anni.
72	*T-10*: 59.
73	**Vi ringrazio. Qualcuno vuole aggiungere qualcosa?**
74	*Poiché nessuno ha nulla da aggiungere, ringraziamo tutti i partecipanti per il loro tempo e per le informazioni condivise. Il focus group termina alle ore 16.28. Durata: 01:18:39.*

Annex 6. The school S-2

Annex 6.1. Document analysis of S-2

School information	• The *istituto comprensivo* consists of one lower secondary school and two primary schools; • High socio-economic background; • The presence of students from disadvantaged socio-economic and cultural backgrounds is in line with regional and national references; • In the first primary school, there are 308 students divided into 15 classes, with an average of 20.53 students per class; in the second primary school, there are 279 students divided into 14 classes, with an average of 19.93 students per class; and in the lower secondary school, there are 405 students divided into 18 classes, with an average of 22.5 students per class; • 98 teachers (80% are primary and lower secondary school tenured teachers); • One laboratory with an Internet connection, one drawing laboratory, three informational laboratories, one language laboratory, one ceramics laboratory, and two art laboratories, two libraries, a theater room, and three canteens, three gyms and an outdoor basketball-volleyball court; • An on-demand pre-school and after-school service is provided.
Mission	• The school is committed to ensuring all students' educational success and human and ethical growth, to make them conscious and active citizens; • The school is founded on values such as diversity, interculturalism, integration, inclusion, concern for the welfare of students and families, and cooperation with the local area.
Civic and citizenship education	• The curriculum is developed on three thematic cores: Constitution, law, legality and solidarity; Sustainable development, environmental education and heritage protection; and Digital citizenship; • The school promotes citizenship education through various activities, including: respect for the rules, rights and duties of citizens; valuing diversity and promoting inclusion; environmental and sustainability education; raising awareness of the issues of legality and the fight against mafias; and education on digital citizenship and the risks of the web; • For each thematic core, definition of knowledge, skills, competences, and teaching hours for each subject.
School organization	• Organization of the school: The school is headed by a head teacher, assisted by a vicar and two elementary school liaisons. The school has a multifaceted organization, with various support figures for teaching and administration: • Principal's collaborator • Eight *funzioni strumentali*: a single teacher responsible for managing the educational offering plan; a single teacher responsible for the continuity and orientation area; three teachers responsible for the inclusion, support, and special educational needs; two teachers responsible for the new technologies and digital innovation area; and a single teacher responsible for the school self-evaluation area. • PTOF Commmission • School *Responsabili di plesso*, one per school.
Additional information	• The school offers two curricula for lower secondary school: 1. science-technology (Collaboration with the Department of Mathematics, Roma Tre University); 2. Trinity (English language enhancement).

Annex 6.2. Semi-structured interview with the Principal (S-2)

1	**DS-2**
2	**Potrebbe descrivermi il contesto scolastico in cui la scuola sorge e lavora, come per esempio l'utenza, le risorse del territorio a disposizione, la struttura, la divisione in plessi, quindi darmi una panoramica generale dell'istituto?**
3	Sì. L'istituto comprensivo S-2 è costituito da due plessi di scuola primaria, che distano poco dalla sede centrale che è una scuola secondaria di primo grado. E diciamo la scuola sorge in un contesto diciamo medio alto: abbiamo la fortuna di avere insomma una platea di ragazzi che sono molto seguiti dai genitori e insomma questo sicuramente ci consente di lavorare con maggiore serenità. Ci sono sul territorio molte associazioni che collaborano con la scuola attraverso il Municipio VII, che gestisce tutte le attività extrascolastiche, però questa è sempre stata una scuola aperta al territorio e alle opportunità che ci vengono poi offerte. Questa diciamo è in sintesi un po' l'organizzazione.
4	**In merito alle partnership, può farmi qualche esempio di associazione con cui la scuola collabora a livello, non so, di progetti e attività?**
5	Allora abbiamo, non vorrei sbagliare esattamente perché forse ricordo male, allora abbiamo sicuramente una convenzione con il Dipartimento di Matematica dell'Università… però non so se Roma Tre… e questo dobbiamo chiederlo alla professoressa, lo chiedo alla professoressa *nome* per correttezza; perché noi abbiamo attivato un indirizzo scientifico-matematico, in questo grado di scuola non prevede che ci siano delle ore aggiuntive per la disciplina matematica e scienze ma, con questa diciamo convenzione, i nostri docenti sono sempre in contatto col Dipartimento dell'Università per attivare una programmazione didattica che abbia un taglio più innovativo con l'utilizzo dei dispositivi tecnologici e che sia orientata sempre ad una didattica un po' di più ampio respiro, quindi si sono anche formati e poi diciamo in maniera trasversale condividono le buone pratiche con tutto il dipartimento e con la scuola.
6	**Ok. E che lei sappia, ci sono dei progetti che saranno avviati nella scuola che appunto interesseranno tutto il plesso della secondaria oppure sono più che altro attività progettuali che vengono fatte all'interno della singola classe?**
7	No, in genere c'è sempre l'abitudine di poi portare avanti progetti che possano in larga misura interessare più classi proprio per creare poi le stesse opportunità di formazione per i ragazzi. Non li abbiamo ancora approvati, ma a breve ci sarà il Collegio dei Docenti che approverà quindi la nuova progettualità di quest'anno in corso e che sarà inserita poi nel PTOF annuale; sono molto diversificate le proposte progettuali quindi sia nel settore scientifico-tecnologico che diciamo nelle discipline artistico-musicali, in italiano, però che coinvolgono sempre gran parte delle classi diciamo del nostro istituto.
8	**Ok. in merito all'educazione civica e alla cittadinanza, c'è qualcosa già a cui si sta pensando?**
9	Credo di sì, credo che sì, però nello specifico non le saprei dire che progetto, anche perché la referente d'istituto, la professoressa *nome* che già insomma si è formata, in questo senso già dall'anno scorso ha portato avanti tutta una serie di attività progettuali quindi non le saprei dire poi nello specifico ma sicuramente c'è questa attività.
10	**E il Covid ha avuto un impatto negativo per lo svolgimento di queste attività, cioè come la scuola affrontato questa situazione e ha cercato di coniugare questi aspetti?**
11	È stato un, diciamo, un periodo particolarmente difficile perché non ha dato la possibilità alla scuola di lavorare in classe aperte, attività delle classi parallele, quindi le attività progettuali si sono…cioè si sono messe in campo e sono state portate avanti ma sempre con gruppi chiusi, con il singolo gruppo classe, quindi come dire una condivisione di diciamo di esiti… di insomma di restituzione dati, è sempre un po' diciamo vincolati dal vincolo della distanza, insomma una condivisione un po' a distanza. Però diciamo c'è stata attività progettuale sulla singola classe, sono state molto limitate le

uscite sul territorio, anche perché i ragazzi avevano l'abitudine di andare anche al Parlamento insomma nelle sedi delegate proprio per vedere da vicino come si potesse svolgere la vita negli ambienti e nei luoghi diciamo della politica, però questo insomma c'è stato naturalmente negato.

12 **Questo però per esempio ecco le uscite per andare a vedere le varie sedi delle Istituzioni politiche è stato fatto prima del Covid con regolarità?**

13 Prima del Covid con regolarità e ancora quindi adesso saranno riprese, quindi sono state programmate la visita al Senato, la visita insomma… in questo senso; quindi diciamo c'è sempre stato un interesse poi a quelle che sono la partecipazione attiva, un po' alla vita politica…anche per far capire una serie di meccanismi ai ragazzi che diciamo sono un po' lontani da tutta una serie di dinamiche.

14 **Ok. Secondo la visione educativa che Lei ha di questa scuola, quali sono gli obiettivi che Le piacerebbe raggiungere nei prossimi 5 anni?**

15 Sicuramente l'obiettivo è quello di poter realizzare una didattica orientativa, nel senso…allora sicuramente una didattica per competenze e già quello come dire è un obiettivo grande, ma all'interno della didattica per competenze, una didattica orientativa. Nel senso che a mio avviso, l'orientamento deve partire già dalla scuola primaria, nel senso che i ragazzi devono essere messi nelle condizioni di poter fare da soli, come dire, fare una sorta di autovalutazione e tirare fuori quelle che sono le proprie inclinazioni, aspirazioni, e in grado di ricostruire un progetto di vita formativa e scolastica – non so in questa fase – e che però sia in qualche modo consapevole. Io credo molto poco in quell'orientamento finale che si fa poi a conclusione del triennio e che quindi è semplicemente la scelta di una scuola di grado successivo ma senza che poi ci sia realmente la consapevolezza di quelle che sono le proprie aspirazioni, proprie inclinazioni, anche proprio i punti deboli per carità, ma deve essere chiaro la costruzione di un quadro preciso di quali sono i punti di forza e punti di debolezza. Questo lo può fare solo una didattica diciamo orientativa. Poi un altro obiettivo è quello sicuramente di essere in grado di avere una didattica di più ampio respiro, che usa molto le tecnologie senza poi naturalmente negare quelli che sono i valori della cultura e tradizionale, per così dire; però diciamo l'uso della tecnologia deve essere sicuramente un elemento a supporto insomma della didattica e della formazione. Però questo prevede insomma che ci si intervenga a scuola sui docenti, con una formazione adeguata e con anche, come dire, un cambio di rotta, perché c'è ancora in qualche docente… diciamo che ancora qualcuno è ancorato ad una didattica un po' tradizionale, che diciamo è un po' superata; la didattica non può essere trasmissiva diciamo, io devo… i contenuti e le conoscenze si possono recuperare in qualsiasi momento, io devo dare comunque gli strumenti affinché quei ragazzi siano autonomi nella costruzione del loro sapere e nel loro percorso formativo… e diciamo questa attenzione. E poi ci sono tutta una serie di aspetti su cui lavorare.

16 **E secondo Lei, in questi due obiettivi che mi ha definito come rientra l'educazione alla cittadinanza? Cioè l'educazione alla cittadinanza potrebbe in qualche modo aiutare a raggiungere questi obiettivi?**

17 Allora l'educazione alla cittadinanza, diciamo educazione civica, ma in senso ampio la cittadinanza attiva, sicuramente è il presupposto per rendere tutti noi quindi dagli alunni e ai docenti dei soggetti consapevoli, dei soggetti che siano autonomi nelle proprie scelte e che siano in grado di, come dire, guardarsi intorno e di contestualizzare ogni volta poi effettivamente diciamo quelli che sono i loro percorsi di studi, le loro scelte, quindi di avere appunto questa, questa capacità. Come dire, infatti l'educazione civica è una disciplina trasversale, quindi sono delle competenze che si costruiscono guardando le discipline, ma non diciamo sulle discipline, anche la vita sociale della scuola così come organizzata, nel rispetto delle regole, nel rispetto dei ruoli, contribuisce quindi alla formazione di un cittadino attivo e consapevole; invece sembra sempre che poi la scuola deve essere un po' lontana da quella che è la vita sociale: noi siamo comunque dei soggetti sociali inseriti in un contesto, quindi dobbiamo essere anche in grado di vivere il contesto nel rispetto delle regole ed essere parte attiva in qualche modo, di contribuire in maniera positiva al cambiamento del contesto stesso con le nostre diciamo idee e possibilità.

18 **E in questo scenario, la scuola incoraggia effettivamente per esempio gli studenti e il corpo docente e non docente a essere parte attiva? Per un esempio, nella progettazione e l'attuazione di attività, progetti, ovviamente differenziando nelle modalità studenti e il corpo docente.**

19 Allora, la mia impostazione è sempre stata un'impostazione di grande condivisione, naturalmente ci sono degli ambiti dove insomma io devo decidere autonomamente, ma per quanto riguarda le scelte educative e di didattica io cerco sempre di trovare la grande insomma condivisione nel Collegio Docenti. Io dico sempre ai docenti "dobbiamo avere una stessa, come dire, visione: quella che si chiama *vision*" insomma, quindi che sono quei principi e quei valori fondanti che devono guidare la nostra azione didattica e la nostra organizzazione scolastica quindi io cerco sempre la partecipazione, la condivisione, cerco sempre di stimolarli. Devo essere onesta, non sempre ci riesco, nel senso che c'è ancora insomma qualche resistenza nel senso che ci sono ancora dei docenti che sono abituati a lavorare in maniera autonoma, a non condividere, a non sentirsi come dire parte integrante di una comunità che diciamo raggiunge obiettivi solo se si lavora in sinergia, ma non tutti hanno questa capacità diciamo di lavorare insieme e quindi talvolta anche la progettualità è intesa come una progettualità diciamo del singolo e si fa si fatica molto anche nell'avere poi la partecipazione attiva, perché io quando individuo anche all'interno dell'organizzazione dei ruoli, delle commissioni di lavoro, le... come dire, le decidiamo insieme, nel senso che riteniamo opportuno, cioè riteniamo insieme che alcuni settori sono strategici e quindi vanno presidiate da figure di sistema, quando poi quando si tratta di avere la disponibilità quindi una partecipazione reale e concreta vengono un po' meno, quindi nel senso che condividono in linea generale la necessità, però poi di fatto non c'è ancora una piena partecipazione e per questo poi la scuola ne risente. È giusto anche che poi si lavora tutti insieme per ottenere risultati. Quindi la partecipazione non è del tutto attiva al 100%, bisogna lavorare anche in questo senso.

20 **Quindi questo aspetto della partecipazione potrebbe essere considerata un po' la problematica...**

21 È una problematica sicuramente, perché il docente che ha già diciamo una sua impostazione in questo senso... come dire, mi spiego, cioè ha una non proprio grande capacità di lavorare insieme agli altri, di intendere la scuola come una comunità che tutti insieme raggiunge l'obiettivo, poi di fatto lo trasferisce anche nella classe questo punto di vista, insomma va da sé che se non ha questa apertura mentale, non è nemmeno in grado poi con i ragazzi di costruire questa visione.

22 **E questo discorso vale in tutti gli ambiti, anche nell'educazione alla cittadinanza?**

23 Certo, perché questa poi è trasversale, comunque è alla base. Cioè se io non riesco a trasmettere il valore di essere come dire attivi e partecipi, naturalmente con la giusta modalità, e va da sé che io come dire in qualche modo sto trasferendo un modello educativo che non promuove assolutamente la cittadinanza attiva.

24 **Secondo lei come si potrebbe per porre rimedio?**

25 (5.46) Eh allora, sicuramente creare sempre spazi di confronto e occasioni proprio per condividere quelle che sono le esperienze e diciamo le buone pratiche, e quindi sicuramente all'interno dei Dipartimenti. Quest'anno ho previsto qualche incontro in più, proprio per avere un'occasione in più di confronto e di condivisione sia in Dipartimenti Disciplinari che Dipartimenti per assi culturali, in maniera tale da avere questa visione più trasversale. (2.50) E parlandone, cioè non stancandosi mai appunto di, di far notare diciamo quella che è la valenza di lavorare in un gruppo e di cogliere, anche perché effettivamente insomma lavorando in sinergia con gli altri l'altro ti può dare degli spunti di lavoro e delle occasioni che magari da solo insomma non vedresti e insieme poi si costruisce qualcosa. Non è facile scardinare alcune posizioni.

26 **Quindi in qualche modo più c'è resistenza, più si comunica da un certo punto di vista?**

27 Sì, sembra strano però in realtà come dire si avverte la necessità e quindi si cerca di trovare spazi ulteriori proprio di confronto e di condivisione.

28 **Quindi nonostante ci sia questa minima resistenza da parte di alcuni, perché ovviamente si parla di...**

29 Più che resistenza poi in realtà è un cambio di mentalità che deve avvenire, perché poi diciamo ci sono delle posizioni rigide ma non sono per così dire ottuse, nel senso come dire poi invitati alla discussione al confronto c'è lo spiraglio e la capacità. Diciamo che è una resistenza legata un po' anche a una mentalità consolidata, strutturata. Il cambiamento è difficile perché come dire mette un po' in discussione anche il modo di lavorare che in qualche modo si è sperimentato e si è consolidato, anche se a mio avviso il docente deve avere un'estrema flessibilità: lo richiede proprio la funzione docente la capacità di adattarsi sempre a nuovi contesti, nuove situazioni, a variabili nuove e molteplici che si presentano nel lavoro, anche la gestione della classe è una gestione che sicuramente cambia di anno in anno, ci sono sempre delle dinamiche nuove. La flessibilità è fondamentale, quindi quando non la ritrovo, questo mi crea qualche perplessità, però diciamo potrebbe anche essere un pochino più comodo insomma.

30 **Comunque, nonostante questo aspetto, la scuola promuove la partecipazione e la divisione dei compiti e delle responsabilità [con in personale?**

31 Sì sì questo] è sempre offerto al personale docente e anche non docente, perché devo dire che anche la richiesta e la partecipazione attiva del personale non docente scolastico. Diciamo io faccio di tutto per promuovere la massima partecipazione e condivisione. Quest'anno ho visto però c'è qualche figura in più, quindi sicuramente qualche spiraglio positivo... certo, gli ultimi due anni hanno anche molto limitato perché non c'erano molti margini appunto di insomma azione, di partecipazione.

32 **E, da ciò che ho compreso, mi ha detto che questa promozione passa attraverso la comunicazione e la condivisione di una vision. Con "vision" intendeva gli obiettivi educativi perseguiti prima?**

33 La vision sì. Allora ci deve essere una vision, poi si può come dire... eh ogni scuola ha la sua vision, cioè non c'è un'unica... noi abbiamo... la missione che unica, quella che è diciamo no è definita a livelli istituzionale, quelli che sono i nostri obiettivi diciamo da raggiungere, poi ogni scuola in base anche alla platea, in base anche al territorio, in base anche a quelle che sono culturalmente la tradizione diciamo della scuola, ha dei principi e dei valori fondanti e quelli devono essere valori condivisi e noi li condividiamo sicuramente nel Collegio dei Docenti. Questo poi ce lo ripetiamo inizio anno. Uno dei principi fondanti per noi per esempio è l'inclusività e l'inclusione, quindi noi tutte le nostre azioni le orientiamo nell'appunto promuovere l'inclusione, che è un'inclusione però in senso ampio: non è che come dire la parola "inclusione" noi la associamo all'integrazione dei ragazzini con dei bisogni educativi speciali o con degli handicap. No. "Inclusione" nel senso che tutti devono avere la possibilità secondo i propri ritmi e le proprie caratteristiche di seguire un percorso scolastico che consenta appunto di raggiungere il successo formativo. Quindi, che vuol dire? Che ci devono essere momenti di riflessione, di pausa, di recupero, di potenziamento, insomma quindi veramente l'inclusione in senso molto ampio, cioè tutti fanno parte di questa comunità e devono trovare il loro spazio per potere diciamo portare a termine quelli che sono gli obiettivi del proprio percorso, quindi anche poi gli obiettivi relazionali e non solo didattici. Quindi la vision è questa: è l'inclusione. Poi sicuramente di cercare di avere una didattica... di migliorarci, di una didattica sempre più innovativa. Poi a volte ci riusciamo, a volte meno, ma fa parte come dire del gioco. Ma come dire il processo è un processo, quindi è sempre un'evoluzione, non può essere statico. Quindi poi insomma sulla base delle criticità che emergono ci si confronta, si va avanti.

34 **E se al Collegio Docenti per esempio c'è un disaccordo in merito a una decisione o una proposta che sia dal punto di vista organizzativo che progettuale, come viene gestito? Cioè cosa succede?**

35 Allora, diciamo sugli aspetti organizzativi che sono a volte di mia esclusiva competenza, cerco sempre... a volte mi dicono che forse esagero che spiego, forse non so... però insomma proprio perché io come formazione sono una docente, quindi c'è sempre di fondo la voglia appunto di spiegare quelle che sono certe scelte, perché sicuramente il punto di vista dei docenti è un punto di vista unico, il dirigente ha una visione un po' più ampia perché diciamo occupa una posizione apicale, nel senso che come dire io non è che gestisco solo la didattica: devo tener conto dell'aspetto come dire di natura contrattuale, dei rapporti di lavoro, devo tener conto di tanti aspetti, la sicurezza legata agli edifici, insomma tutta una serie di aspetti che sono molteplici, per cui a volte determinate scelte e decisioni possono non essere come dire subito comprese dal Collegio Docenti, quindi dai docenti in particolare perché hanno un'unica visione, quindi quando poi gli spiego le varie sfaccettature del problema, quindi

anche come dire equilibri e garanzie che devo poi mettere in campo, diciamo che quando si spiega insomma si riesce a comprendere la natura di quella decisione. Certo le decisioni scomode a volte ci sono, a volte sono anche un po' vincolate, ci sono delle situazioni... Sulla progettualità diciamo non è mia abitudine imporre dei progetti anche perché, una volta condivisi principi e valori, poi c'è l'autonomia didattica, nel senso che ogni docente è libero di poi diciamo mettere in campo tutte quelle azioni didattiche in base a quelle che sono le proprie scelte organizzative, quindi come progettazione didattica, no. Certo ci sono dei progetti anche che hanno una valenza un po' più ampia e quella poi che cerchiamo di raggiungere l'unanimità, però poi ognuno è libero poi di attuarlo nella propria classe.

36 **E se l'unanimità non dovesse essere raggiunta, come si procede?**

37 Negli organi collegiali, la norma è la maggioranza, non l'unanimità. È difficile avere, quando c'è una molteplicità di soggetti, avere una decisione unanime, ognuno ha un punto di vista... naturalmente tutto va motivato quindi anche le posizioni contrastanti devono essere naturalmente motivate, vanno rispettate, però in genere gli organi collegiali la norma dovrebbe essere a maggioranza. Se c'è l'appiattimento vuol dire che qualcosa non funziona insomma, invece la discussione nasce proprio quando c'è l'elemento diciamo di... non dico di contrasto ma l'elemento che non diciamo concorda.

38 **Invece in che modo la scuola – se la scuola – favorisce la partecipazione dei genitori in quella che è la vita scolastica?**

39 Allora questo è il mio quarto anno quindi togliendo poi i due anni di pandemia io conosco molto poco i genitori. In questa scuola progetti che vedono il coinvolgimento dei genitori... non mi sembra che ci siano progetti che vedono la partecipazione attiva dei genitori, se non momenti... per quanto riguarda l'orientamento scolastico sono stati previsti degli incontri con i genitori delle classi terze questo è avvenuto... ehm c'è stato un incontro sicuramente informativo-formativo sugli aspetti legati al bullismo e al cyberbullismo, perché è sicuramente un diciamo un tema che diciamo si affronta se c'è appunto anche il supporto dei genitori perché è un'azione che si deve fare in maniera diciamo congiunta. Però grandi momenti di incontro, questo no. I genitori però hanno la loro rappresentanza, cioè ci sono i rappresentanti dei genitori e quella è l'occasione appunto per poter fornire proposte, per poter comunicare con la scuola in maniera diretta; il Consiglio d'Istituto è un organo che poi sicuramente quando va a deliberare sull'organizzazione scolastica c'è la componente genitori, quindi li si raccolgono anche un po' quelle che sono le proposte, però...

40 **Quindi, se ho capito bene, al di fuori degli organi rappresentativi collegiali non c'è una partecipazione attiva dei genitori.**

41 No, no, in questo senso no. Ci sono stati pochi momenti diciamo di incontro su queste attività progettuali che le dicevo, però diciamo che non c'è una presenza così evidente nella vita scolastica.

42 **Invece per quanto riguarda gli studenti, vengono coinvolti nella vita scolastica oppure viene insomma rimandato all'autonomia del docente?**

43 (6.0) E questo è un aspetto dove secondo me forse si deve lavorare un po' di più, nel senso che poi diciamo (2.0) la comunicazione istituzionale, cioè come scuola all'alunno, forse da questo punto di vista è un po' carente, nel senso che diciamo poi ogni singolo Consiglio di Classe va ad esplicitare quelli che sono di un progetto gli obiettivi, le finalità, le attività. La partecipazione, però diciamo a livello proprio istituzionale forse non c'è questa comunicazione diretta con gli alunni. (3.0) Sì, forse da questo punto di vista siamo un po' carenti; presumo che anche poi... vabbè sicuramente le attività progettuali proposte dai docenti tengono conto di quelle che sono le caratteristiche della classe, naturalmente tutto parte dall'osservazione, però non credo che tutti poi diciamo siano pronti... ma non pronti, cioè non credo che ci sia proprio come impostazione quella di chiedere ai ragazzi quali sono le tematiche, le attività che vorrebbero mettere in campo. Questo non avviene in maniera così diciamo massiccia.

44 **Invece quali ci sono risorse che sono state fornite dalla scuola agli insegnanti per la promozione dell'educazione alla cittadinanza? Risorse non dal punto di vista economico, ma spazi dedicati, materiale didattico, insomma proprio risorse di più ampio respiro.**

45 (4.0) Adesso ci dobbiamo attivare questo senso, perché questi ultimi due anni ci hanno limitato, e quindi sicuramente i docenti referenti si sono formati, quindi sicuramente hanno trasferito anche ai colleghi in dipartimento, in Collegio quelle che sono le esperienze, però diciamo non c'è stata una vera e propria diciamo promozione. (2.0) >Però naturalmente tutto ciò che come dire no< le risorse del territorio poi cerchiamo sempre di veicolarle a tutti e renderli partecipi in questo senso. Però come opportunità formative quello sì, e di progettualità quello sì.

46 **Per i docenti o per gli studenti?**

47 Anche per gli studenti e per docenti, cioè nel senso che tutto quello che ci viene o dal Ministero o dal territorio insomma di altre agenzie formative, quello sicuramente ne prendo atto. Poi quest'anno abbiamo anche un referente per la formazione e quindi ha il compito anche un attimo di diciamo presentare poi tutti i punti, di renderli diciamo un po' cioè in forma in questo senso.

48 **Ok, abbiamo quasi finito. In che modo la scuola valuta la bontà delle scelte effettuate, quindi ad esempio se un determinato progetto o una particolare organizzazione ha un impatto positivo sugli studenti? Ci sono indicatori particolari?**

49 Ecco che bella domanda, questa è una domanda bella. Quando sono arrivata in questo istituto, ma non per mia presunzione, sicuramente... allora la formazione come docente, io vengo da una scuola superiore quindi ho un'impostazione sicuramente diversa, sono stata una docente di matematica e fisica, mi occupavo di progetti nella mia scuola e prima di arrivare qui a Roma sono stata dirigente di un istituto superiore a Torino e quando sono arrivata mi sono accorta che il progetto, diciamo così di un progetto didattico, un progetto d'istituto, anche in senso più ampio, qui viene inteso in una maniera un po' particolare. Cioè diciamo non voglio usare brutte parole, però diciamo che non erano progetti ben strutturati perché il progetto sicuramente prevede un'analisi di partenza, degli indicatori, poi insomma punti di forza e di debolezza, però ci deve essere una fase di monitoraggio intermedia, perché io devo andare anche a poter correggere il tiro in corso d'opera, ma io devo individuare in maniera chiara e misurabile quelli che sono i risultati attesi, altrimenti poi come li vado a misurare?! Quindi sempre questa abitudine a indicare degli obiettivi molto, come dire, raccontati, molto diciamo descritti ma difficilmente misurabili e questo è un grosso limite, perché poi quando devo andare effettivamente a monitorare la ricaduta e gli effetti non riesco poi a capire se mi sono discostato rispetto ai risultati attesi in termini di efficacia dell'intervento. Quindi non c'è mai stato un monitoraggio intermedio e un monitoraggio finale per andare poi proprio a valutare, perché c'era questa difficoltà a individuare proprio i risultati attesi rispetto poi agli obiettivi programmati e quindi poi fare una un'analisi che deve essere anche in qualche modo numerica perché, per dire, se io mi aspetto che rispetto a degli apprendimenti ci deve essere...ma anche non so faccio un esempio banale, la media finale di una disciplina deve essere di un certo livello, ma se io non vado a misurare questo scostamento come faccio a capire >se è efficace o non è efficace<. Quindi questa grossa carenza nei progetti. Però ancora c'è molta resistenza, perché io ho questa abitudine un po' di raccontare le cose, ma non di diciamo descrivere con degli indicatori, con indicatori che possono essere però anche vari livelli all'interno di un indicatore, quindi per poterli poi misurare... su questo sto lavorando ancora in questo senso con difficoltà, infatti io ho rivisto tutte le schede progettuali e ho previsto anche questa vo:ce, ho previsto delle cose che a loro sono sembrate un po' strane, perché ho detto tutta la progettualità=ci sono dei documenti che a volte restano nel cassetto ma che invece quelli sono dei documenti programmatici che devono darci un po' le linee di indirizzo, con il RAV, il rapporto di autovalutazione, il piano di miglioramento, quindi se io ho fatto un rapporto di autovalutazione e in base a questi esiti ho diciamo messo in campo un piano di miglioramento, allora anche i progetti che metto in campo non possono essere campati in aria, cioè devono andare in quella direzione, se io devo migliorare un determinato aspetto anche la mia progettualità didattica deve andare in quella direzione e quindi ho inserito nella scheda progettuale "quali sono gli obiettivi del RAV su cui sto agendo? Quali sono gli indicatori nel piano di miglioramento?". Tutte cose che sono diciamo sono apparse un po' strane perché c'era questa mancanza proprio di diciamo di avere una programmazione strutturale, così come per il monitoraggio finale, ci deve essere una rendicontazione finale perché io devo valutare l'efficacia poi un intervento, perché può essere anche la cosa più bella, ma poi in termini di efficacia se non ha prodotto almeno in gran parte un minimo di scostamento rispetto ai risultati attesi, anche perché io devo andare a ricalibrare poi il tiro l'anno successivo, quindi non ha senso perché mettere in campo una progettualità

che poi investe risorse economiche, risorse anche professionali se poi non c'è una ricaduta, vuol dire che insomma va rivista assolutamente, quindi non c'è stata mai l'idea di andare poi effettivamente a verificare l'efficacia di alcuni interventi.

50 **Con monitoraggio parliamo di prove di valutazione che vengono strutturate e somministrate ai ragazzi?**

51 Io il monitoraggio lo intendo anche come test di gradimento, perché io devo avere anche... a parte vabbè il docente fa un suo test di iniziale di valutazioni, di quelle che possono essere i contenuti, e poi un test finale così, ma io devo avere anche un test di gradimento finale da... anche iniziale, per capire quelle che sono le aspettative rispetto a un progetto, rispetto a un corso, e quello finale per capire effettivamente, ma in termini globali perché io devo valutare non solo poi l'efficacia, c'è da come dire no, il risultato in termini di raggiungimento di un obiettivo didattico, ma il test di gradimento anche rispetto al clima, all'opportunità che ho avuto io di interagire, di partecipare, anche alla modalità per cui no certe attività sono state messe in campo, certo e questo andrebbe fatto. Lo stiamo facendo su alcuni progetti, però diciamo...

52 **E ci sarà o c'è un team specifico che si occuperà appunto di valutare il gradimento e l'efficacia di un intervento o è demandato al singolo docente?**

53 Allora no, non è rimandato a singolo docente perché quest'anno sono riuscita a costituire una commissione PTOF che è una commissione che sicuramente nella fase iniziale supporta la funzione strumentale per quanto riguarda va bene diciamo no la revisione annuale del PTOF, ma deve andare proprio a monitorare i singoli progetti, l'attuazione innanzitutto dei singoli progetti, e poi andare a monitorare e quindi anche a fare una verifica di questo tipo, anche perché se io non ho questo tipo di controllo il mio referente dell'autovalutazione non ha poi elementi effettivamente per andare a misurare se ci sono insomma, (2.0) se stiamo andando nella direzione giusta, in questo senso.

54 **E questo vale per tutti i progetti, anche quelli relativi all'educazione alla cittadinanza? Cioè c'è questa [commissione...**

55 Sì, c'è questa] commissione PTOF che deve occuparsi di tutta la progettualità. Siamo ancora in una fase sperimentale, nel senso che come dire no è un'organizzazione che mi sono data e che diciamo poi naturalmente va in corso d'opera, però credo che sia opportuno cioè anche un'azione di questo senso, altrimenti poi diventiamo autoreferenziali, eh diciamo che dobbiamo anche un po' tirare le somme di quello che si fa.

56 **Poi i risultati vengono rivisti tutti insieme? Li revisiona anche Lei?**

57 I risultati li vedo anche io. Io faccio parte poi diciamo a pieno titolo in tutte le commissioni di lavoro e nell'ultimo Collegio Docenti è prevista poi la restituzione proprio per una condivisione più ampia di quelli che sono stati poi i risultati di tutta la progettualità e tutte le attività messe in campo diciamo come relazione finale. Ma in genere questa restituzione finale fino adesso l'abbiamo fatto sulle prove, diciamo, le prove Invalsi, quella la facciamo a fine anno quindi proprio per capire e condividere tutti insieme quelli che sono gli esiti, e quindi adesso la faremo anche sulla progettualità.

58 **Ho quasi finito. Volevo chiedere, secondo Lei quali sono l tempi e le modalità attraverso cui si insegna l'educazione civica e alla cittadinanza?**

59 Ma io penso che l'educazione alla cittadinanza lo si fa in qualsiasi momento, cioè nel senso che se io riesco a mettere in campo una didattica attiva che vede la partecipazione, io sto facendo sempre cittadinanza attiva. Poi certo, nel senso della costruzione di una persona consapevole e autonoma nelle proprie scelte, che è in grado di capire appunto qual è la posizione che occupa in determinati contesti. Poi se parliamo dei contenuti, ci sono sicuramente delle discipline che hanno sicuramente... che sono più vicine per la trattazione di alcune tematiche, ma io credo che poi in ogni momento insomma si fa cittadinanza attiva. Credo che non a caso e giustamente sia stata intesa come appunto una disciplina trasversale, quindi non può essere una disciplina a sé stante, perché ogni disciplina concorre con le proprie caratteristiche e con i propri nuclei fondanti appunto a costruire questa competenza di cittadinanza attiva e anche la scuola con una sua organizzazione. Lo si fa in ogni momento, io credo.

(5.0) Poi certo se parliamo proprio di conoscenza, allora lì stiamo delineando un'altra materia, un'altra disciplina, ma lì secondo me non parliamo di cittadinanza attiva, possiamo chiamarla “conoscenza della Costituzione”, “conoscenza quelle che sono le situazioni...” diciamo, però cittadinanza attiva è qualcos'altro, cioè se io nella classe, se sto facendo qualsiasi materia, sto creando le condizioni affinché ognuno è in grado di esprimere la propria idea e il rispetto degli altri, dei tempi, io sto costruendo un soggetto che è attivamente partecipe a quel momento, a quella situazione, con propria autonomia e anche conoscendo quelli che sono i propri limiti, i propri spazi di azione.

60 **E ci sono dei limiti nella promozione in questa scuola di questo tipo di cittadinanza secondo Lei?**

61 (5.0) Sicuramente i limiti ci sono, perché ripeto diciamo (4.0) ma a volte per una questione proprio secondo me anche di praticità, quindi si sceglie a volte di dare un’impostazione un po’ più unidirezionale alle cose, quindi poi rendere partecipi gli altri sicuramente mette un po’ in difficoltà, perché devi prevedere anche la gestione di qualcosa che non hai tenuto in conto, di avere la padronanza anche di tutta una serie di situazioni. E poi (4.0) ci sono oggi, è molto difficile lavorare ehm (3.0), ora dico una cosa che però è reale: noi facciamo i conti ogni giorno a scuola con dei modelli comportamentali che propongono, che sembra come dire no agli occhi di più sembrano vincenti, ma che sicuramente lavorano contro quelli che sono i principi e i valori di una cittadinanza attiva e consapevole, perché il modello che viene proposto vincente oggi è di una persona prepotente, di una persona che non deve rispettare l'altro, che non deve rispettare le regole, che non rispetta anche, come dire, i tempi, l’autorità, il contesto, che sono modelli comportamentali con cui facciamo i conti ogni giorno e sono molto diciamo presenti nella vita dei nostri ragazzi e nella vita dei genitori e la scuola fatica tanto a scardinare questi modelli e a, come dire, educare a una lettura critica di questi modelli, perché come dire sono di facile acquisizione e sembrano vincenti soprattutto poi in una fascia di età dove non c'è la maturità anche per andare oltre e comprendere. Quindi se il modello che propone e che leggiamo ovunque, accendiamo la televisione e vediamo i social, è che il vincente è la persona prepotente sicuramente poi si fatica a costruire invece il rispetto dell'altro, il rispetto dei tempi e il rispetto anche dei ruoli e delle funzioni, quindi è molto faticoso lavorare oggi nella scuola, molto.

62 **E che cosa potrebbe fare in questo caso la scuola per cercare di contrastare questa situazione?**

63 Noi non ci stanchiamo mai di diciamo di sicuramente di fare quello che è il nostro compito, che è un compito...noi facciamo educazione, oltre formazione facciamo educazione e sicuramente non ci stanchiamo mai di sviluppare il senso critico perché sicuramente chiediamo ai nostri ragazzi appunto sempre, compatibilmente con la loro maturità, quello di valutare, comprendere, di andare oltre, di capire quello che c'è dietro insomma e non sposare modelli che sembrano vincenti adesso ma che poi ti penalizzano, perché precludono tutta una serie di scelte. Noi lavoriamo sempre in questo senso, non ci stacchiamo mai di fare formazione, però ci devono dare una mano anche po’ le agenzie esterne deputate all’educazione e direi anche no le scelte anche insomma di governo devono sicuramente far recuperare un po’ di dignità alla scuola. (4.0) Noi abbiamo continuato sempre a fare il nostro lavoro, cioè la scuola l'ha sempre fatto nonostante poi abbiamo sempre ricevuto attacchi, hanno messo in discussione la valenza della scuola, l'importanza proprio della formazione e della scuola come proprio luogo dove noi appunto... è un’officina dove noi costruiamo che sono alle persone e lo facciamo guardando la persona proprio a 360 °, quindi non solo quelle che sono le conoscenze e le competenze proprio come persona attiva nei valori dei principi, noi l'abbiamo sempre fatto però ultimamente la scuola è molto attaccata, quasi come se viene continuamente messo in discussione il suo ruolo e la sua valenza, invece si costruisce molto nella scuola.

64 **Quindi in qualche modo il problema e il suo rimedio e a monte, non è della singola istituzione da quello che ho capito.**

65 No, perché la scuola l'ha sempre fatto e ha continuato a farlo in qualsiasi momento. Io dico sempre noi siamo sempre stati soprattutto poi anche nelle zone più difficili, non è questo il caso però ci sono sicuramente territori molto difficili, la scuola è stata sempre un presidio di legalità, nel senso proprio di trasmettere quelli che sono i valori giusti, i principi, che rendono una persona parte attiva di una comunità e la l'abbiamo fatto sempre, però diciamo e ci hanno sempre molto attaccato perché sicuramente sembra che oggi il modello vincente non sia quello che costruisce la scuola, anche se secondo me a lungo andare sicuramente avremo ragione, non è così.

66	**Un’ultima domanda: potrebbe descrivermi la settimana “tipo” della scuola a livello di appuntamenti, incontri, riunioni, persone esterne che si incontrano?**
67	Non è legata alla settimana. Diciamo noi abbiamo un'organizzazione di massima, perché a inizio anno scolastico è previsto che ci sia un piano delle attività collegiali dei docenti, questo è previsto proprio contrattualmente, lo predispone il dirigente scolastico e poi nel primo Collegio dei Docenti di settembre lo condividiamo e lo deliberiamo insieme e lì sono previsti tutti gli incontri quindi incontri collegiali, quindi incontri di Dipartimento, Collegi Docenti, i Consigli di Classe, incontri con i genitori, quindi diciamo c'è questa organizzazione di massima. Poi naturalmente piccole variazioni in base alle situazioni che si verificano le facciamo di volta in volta.
68	**Ok. Ai fini di confrontare i dati che poi saranno rilevati con quelli delle indagini comparative internazionali, io avrei bisogno di tre informazioni: la prima la Sua età.**
69	56.
70	**La seconda, qual è il titolo studio più alto che ha conseguito?**
71	La laurea magistrale in matematica.
72	**E l’ultima, da quanti anni è dirigente in questa scuola questa scuola?**
73	Questo è il quarto anno.
74	**Ok. E in generale?**
75	10 anni.
76	**Grazie.**
77	Prego. Spero di essere stata di aiuto, esauriente.
78	**Assolutamente, c’è qualcosa che vuole aggiungere che pensa sia importante ai fini della ricerca?**
79	Non so, vedremo in corso d’opera se c'è qualche altra diciamo domanda che mi vuole sottoporre. Poi scuola c'è sempre tanto da dire, va bene.

Annex 6.3.Semi-structured interview with the Civic Education Coordinator (S-2)

1	**CCE-C-2**
2	**Secondo la visione che ha di questa scuola, quali sono gli obiettivi che vorrebbe raggiungere nei prossimi 5 anni?**
3	Allora sicuramente una migliore attenzione sul rapporto fra la scuola elementare e la scuola media, nel senso che noi siamo un istituto comprensivo e quindi è necessario che ci sia la stretta collaborazione che c'era in passato, poi si è interrotta e quindi va ripresa, sia dal punto di vista didattico che insomma dal punto di vista anche umano. E poi un altro grande obiettivo è la valutazione: una valutazione che sia omogenea in tutte le sezioni e in tutti i Dipartimenti, perché secondo me non c'è ancora una visione completa e omogenea della valutazione, quindi avere in qualche modo uno standard e anche degli interventi laddove questo non avviene, perché alcuni si concentrano su magari aspetti più nozionistici, altri invece si concentrano sulla persona, sull'individuo, sulla sua crescita e quindi questo secondo me dovrebbe essere l'obiettivo di tutti e andrebbe in qualche modo spronato.
4	**E invece un merito all'educazione alla cittadinanza, in che modo potrebbe giovare al raggiungimento di questi obiettivi?**
5	Beh perché nel momento in cui noi ragioniamo sulla crescita del ragazzino, del bambino, quindi è una crescita che avviene dalle scuole elementari fino alle scuole medie e quindi appunto una maggiore coesione determinerebbe anche uno sviluppo completo, così come nella valutazione perché poi appunto c'è anche l'aspetto dell'autovalutazione che potrebbe essere uno stimolo per crescere in questo senso.
6	**In quale modo vengono distribuite le risorse? Nel senso, che risorse hanno a disposizione gli insegnanti se vogliono fare un lavoro legato proprio alla cittadinanza? Risorse non solo economiche, ma anche per esempio spazi, tempi...**
7	Allora, diciamo che questo non credo che dipenda dalla scuola, ma è proprio così come è stata strutturata l'educazione civica in genere, non ha risorse. Dal punto di vista dei tempi, ha pochissime risorse perché hanno richiesto queste 33 ore che devono essere spalmate più o meno tutte le discipline, ma ovviamente senza aggiungere, quindi si va in qualche modo a non dico a togliere però va a unirsi ad altre materie, quindi si deve incastrare in un progetto già abbastanza complesso. Per cui secondo me sarebbe necessario, però ripeto non è un problema secondo me della scuola, creare delle ore aggiuntive perché poi ci sono tanti progetti che noi facciamo in orario extracurricolare, che alcuni chiaramente sono un po' collegati anche all'educazione civica e però altri non lo sono, ma sono altrettanto validi e importanti, quindi diciamo dal punto di vista del tempo, è sicuramente limitato e una volta che non c'è il tempo chiaramente poi gli spazi, perché poi neanche noi abbiamo degli spazi adeguati anche per creare o non so per simulare delle attività in cui si coinvolgono più classi che quindi potrebbero essere anche di stimolo per i ragazzi. Per quanto riguarda le risorse finanziarie, vabbè **risata** neanche a dirlo, anche perché chiaramente si basa tutto sulle risorse della scuola che sono molto molto limitate, però quello sarebbe l'ultimo dei problemi, nel senso che noi in genere lavoriamo anche a prescindere dalle risorse economiche. È proprio una questione di tempo che a volte manca nell'organizzazione della scuola.
8	**Ah quindi non è più che [altro...**
9	L'organizzazione] della scuola italiana e quindi quello diventa anche della nostra, perché noi non abbiamo un tempo prolungato, abbiamo delle attività pomeridiane che però sono di vario tipo.
10	**Ma quindi per fare proprio attività specifiche, come simulazioni...**
11	Eh sì, magari simulazioni oppure progetti anche legati >all'educazione<... poiché abbiamo molti progetti noi che non sono però tutti legati all'educazione civica ovviamente, quei pochi tempi, quei pochi pomeriggi che ci restano magari vengono dedicati ad altro; invece se si decide di inserire una nuova disciplina, come può essere educazione civica, si dovrebbero allungare proprio i tempi scolastici.

12 **Quindi da ciò che ho colto, l'educazione civica si fa solo attraverso progetti**?

13 Allora, si fa tendenzialmente...no, si fa anche nelle ore di lezione, però con molta fatica perché diciamo delle attività di educazione civica nel bene o nel male si sono sempre fatte nelle ore di italiano, storia, geografia, però nelle altre discipline diventa molto difficoltoso, perché bisognerebbe rivedere un po' tutti i programmi, anche il modo di lavorare, insomma andrebbe proprio rivisto. Cioè mi sembra più una cosa calata dall'alto, senza però essere vissuta proprio nella realtà scolastica, cioè ci sono i colleghi professori che fanno educazione civica ma hanno solo un'ora a settimana, due ore a settimane, quindi chiaramente per loro diventa impossibile o comunque diventa molto difficile, è chiaro che devono rimodulare il loro modo di insegnare per inserire l'educazione civica.

14 **Quindi la tempistica è uno dei problemi?**

15 Sicuramente, forse la tempistica è il problema fondamentale dell'educazione civica.

16 **E come si potrebbe risolvere?**

17 Allora o aumentando le ore, appunto se si decide di inserire una nuova disciplina si deve dare una nuova offerta formativa, quindi per esempio più ore a scuola, oppure cercare di rielaborare il modo di insegnare e quindi non più soltanto legato al programma scolastico, che adesso poi esiste poco, anche se però comunque molti professori ancora lo seguono in maniera pedissequa e quindi chiaramente seguendo il programma scolastico hanno difficoltà a inserire l'educazione civica. E quindi o rivedendo proprio il modo di lavorare oppure lavorando per esempio a classi aperte il pomeriggio per esempio e quindi cercando la collaborazione anche fra docenti che lavorano in un certo modo e che quindi li possono aiutare forse chi è più in difficoltà da questo punto. Perché questa è una difficoltà grande, che io in questa scuola noto ma credo che sia un po' ovunque: cioè viene inserita in maniera forzata nelle ore e non è assolutamente inglobata, tranne per alcune materie come ripeto possono essere materie letterarie ma perché fa parte delle nostre discipline, quindi un'altra possibilità potrebbe essere questa: far sì che l'educazione civica sia collegata solo alle materie letterarie, quindi potenziare magari dare un'ora in più a settimana alle ore di italiano, storia e geografia in modo che si possa fare educazione civica, perché poi ci rendiamo conto che quando la fanno i colleghi di arte, tecnologia e musica che hanno già poche ore e magari hanno programmi completamente diversi e un modo di strutturare le loro lezioni in modo completamente diverso, loro hanno grandi difficoltà e quindi si limitano a fare l'argomentino di educazione civica, non rivoluzionano il loro modo di lavoro. Proprio a livello pratico, di metodologia in questo senso. È anche un po' legato a una questione di formazione credo, a una formazione differente.

18 **È uscito fuori il discorso della collaborazione tra docenti. In questa scuola c'è collaborazione fra docenti?**

19 Allora, diciamo che la collaborazione magari avviene più... no, allora diciamo che non c'è una collaborazione proprio totale, no. Anche all'interno dei Dipartimenti, non c'è una grandissima collaborazione. Diciamo che è legato più a delle affinità intellettuali e anche un po' nel carattere etc. Quindi avviene in questo senso la collaborazione, però non c'è non so un'impostazione che poi magari può venire dall'alto, non lo so, che tende a far sì che si possa collaborare, per cui ognuno va avanti per la sua strada, tranne alcuni docenti che per buona volontà collaborano fra di loro. Però io vedo tante volte anche proprio nella, per dirti, nella gestione dei compiti a casa, non c'è tanta collaborazione, ognuno va avanti per la sua strada e i ragazzi poi si ritrovano pieni di compiti, almeno non c'è a parte di alcuni docenti che si mettono d'accordo ma perché c'è più un senso di amicizia, oppure uno spirito collaborativo che a prescindere, quindi è più basato sulla buona volontà e sullo spirito collaborativo che fa parte dell'individuo, ma non perché viene strutturato all'interno della scuola. Potrebbero esserci invece tanti momenti di collaborazione, proprio delle ore messe a disposizione in cui ci si ritrova per capire come lavorare insieme sia nei Dipartimenti, che non è solo il Dipartimento una volta al mese o una volta, due volte, all'anno dove ci sono tantissime voci da analizzare per cui sfugge quel momento della collaborazione.

20 **E a livello invece del singolo Consiglio di Classe?**

21	Quello dipende dal Consiglio di Classe. Probabilmente andrebbero un po' rimodulati, nel senso che ci sono Consigli di classe più disponibili alla collaborazione, altri che lo sono di meno. Nel senso magari istituire meglio alcune figure.
22	**Quindi questo vale proprio a livello di progettazione dell'attività didattica, per esempio un'attività [interdisciplinare...**
23	non le facciamo], le facciamo pochissime volte, non esistono. Ecco l'interdisciplinarità è quasi nulla, tranne in qualche Consiglio, per dire io col mio collega di matematica lavoro moltissimo in questo senso, abbiamo fatto tanti progetti dove portiamo avanti nelle nostre classi l'interdisciplinarità, dove appunto si parla di senso civico, di responsabilità, che sono progetti che prescindono dal programma specifico.
24	**E se c'è questa assenza di collaborazione, le decisioni a scuola come vengono prese? Le prende solo il dirigente?**
25	Sì, c'è il dirigente che prende delle decisioni e poi nei Consigli di Classi c'è il coordinatore che è sicuramente un punto di riferimento e ha un carico anche esagerato a volte di responsabilità in questo senso.
26	**Perché da ciò che posso capire, il processo è: il dirigente che prende le decisioni che poi ricadono sul coordinatore e il coordinatore li riporta ai docenti.**
27	Sì, in *obtorto collo*...
28	**Si devono adeguare fondamentalmente.**
29	Non sempre si adeguano. Però tendenzialmente...
30	**E se non si adeguano?**
31	Non succede niente. Comunque vanno avanti.
32	**E quindi non c'è la maggioranza?**
33	(5.0) Allora il criterio a maggioranza formalmente c'è sempre.
34	**Però praticamente?**
35	Poco.
36	**Va bene. Quindi questo vale per i docenti. Se invece passiamo dalla parte delle famiglie e quindi dei genitori, la loro partecipazione viene incentivata nella vita scolastica?**
37	Non molto. Allora i genitori sono molto presenti, anche in maniera forzata. Cioè si presentano, chiedono, sono anche attivi da un certo punto di vista, però non c'è un grande spirito di collaborazione con le famiglie, probabilmente perché i genitori restano delle loro idee, la scuola, insegnanti, dirigente restano delle loro idee. Secondo me non ci si viene molto incontro, insomma io l'ho vissuta anche da genitore questa scuola, quindi no, non c'è una grande collaborazione soprattutto a livello di... (4.0).
38	**Del Dirigente?**
39	(3.0) Molto. Invece ci sono dei colleghi, degli insegnanti che veramente alle scuole come anche alle medie che sono molto collaborativi con le famiglie, cioè pensano che lo scontro non sia efficace, però... Altre volte invece si arriva ( )
40	**Quindi è più perché la scuola e il dirigente che non vuole favorire questa partecipazione più che i genitori che non partecipano?**
41	Allora i genitori si impongono, ci sono genitori che a volte vanno oltre e si perde così lo spirito di collaborazione. Però secondo me c'è una chiusura da una parte e dall'altra, cioè i genitori sono esagerati ma perché a volte sono esasperati, dall'altra si teme sempre l'ingerenza dei genitori quindi si sta sempre sulla difensiva.

42	**Ok, quindi ci si chiude da una parte e dall'altra. Gli studenti invece vengono incentivati in qualche modo nelle attività che vengono proposte?**
43	Assolutamente sì, da questo punto di vista gli studenti vengono sempre incentivati alla collaborazione. È più un problema fra adulti secondo me, che non fra adulti e ragazzi e fra ragazzi.
44	**Quindi partecipano per esempio quando c'è da progettare un'attività?**
45	Quello dipende molto anche dal singolo docente, quello dipende moltissimo dal singolo docente. Diciamo che dall'anno scorso noi una cosa che abbiamo inserito nelle attività di educazione civica sono anche le elezioni dei rappresentanti di classe anche alle scuole medie, per cui è stato un modo proprio per far sì che loro diventino propositivi, collaborativi, cioè si sentano parte della scuola.
46	**In merito ai progetti, sono stati appunto pianificati progetti legati all'educazione alla cittadinanza per quest'anno?**
47	Allora noi abbiamo questa attività che non è proprio un progetto ma è un'attività: è quella delle elezioni dei rappresentanti perché è un momento in cui loro devono preparare un discorso, devono fare quindi la campagna elettorale, è un modo per renderli consapevoli di quello che succede anche fuori, poi c'è proprio l'elezione e dopodiché i rappresentanti diventano per noi dei punti di riferimento e questo è sicuramente un aspetto positivo che stimola i ragazzi. Altre attività... ci sono le attività legate soprattutto al bullismo e al cyberbullismo, che quindi in qualche modo poi sono legate anche alla cittadinanza, quindi di incontri con la polizia postale, oppure delle attività svolte nelle varie classi anche di simulazioni, oppure c'è anche un altro progetto che viene svolto proprio nelle mie classi con il collega di matematica, che è un progetto che si chiama "Menti Attive" dove comunque loro devono essere sempre pronti a mettersi in discussione, è un progetto legato principalmente alla prevenzione, però dalla prevenzione... diciamo quello è l'obiettivo finale, prevenire le dipendenze, però per come viene strutturato lo si può leggere anche sotto altri punti di vista, come il rafforzamento delle Life skills, quindi dell'autostima, dell'autoconsapevolezza e quindi poi rientrano nelle attività di educazione civica e di educazione alla cittadinanza, anche sapersi rapportare in gruppo, i turni di parola, quindi per come è strutturato il progetto lì da parte dei ragazzi ci deve essere un senso di responsabilità, il rispettare le idee degli altri.
48	**E la scuola ha delle partnership esterne con cui ha avviato collaborazioni per aprirsi al territorio?**
49	C'è sicuramente la collaborazione con la polizia postale e quindi quello, però rientra in un progetto di bullismo e cyberbullismo che però comunque è collegato in fondo alla cittadinanza. Altri... vabbè diciamo che non abbiamo dei partner esterni, però per esempio in alcune classi come nelle mie classi noi collaboriamo con Amnesty International per i diritti umani e quindi anche qui c'è un discorso legato alla cittadinanza.
50	**Quindi diciamo che non ci sono diciamo delle partnership per tutta la scuola [ma...**
51	Tranne] quella con la polizia postale.
52	**Tranne quella con la polizia postale, ma ogni classe [sceglie...**
53	è libera] di svolgere il progetto per supportare insomma l'educazione civica.
54	**Quindi diciamo appunto l'elaborazione di progetti è legata all'interno della classe, non c'è per esempio un progetto di istituto.**
55	No, tranne quello delle elezioni, che può essere un'attività che coinvolge tutti. Poi non ce ne sono altri.
56	**Ok. Abbiamo quasi finito. In quale modo la scuola valuta l'efficacia delle decisioni che sono state prese? Se ci sono dei metodi, delle modalità. Per esempio, si decide di partecipare a un progetto, come si fa a capire l'efficacia della decisione?**

57	Non c'è, non c'è una valutazione. Ci potrebbe essere, ma non c'è. C'è una commissione che è la Commissione del PTOF, del piano dell'offerta formativa che in qualche modo potrebbe anche valutare la bontà, l'efficacia del progetto, però non viene fatto normalmente.
58	**Ok. Quindi non ci sono nemmeno indicatori precisi per vedere per esempio lo sviluppo delle competenze dei ragazzi? In linea generale, non legate a uno specifico ambito.**
59	(3.0) Sono legate più che altro alla valutazione dell'educazione civica e quindi al voto singolo, che è quello che dicevo poi all'inizio: secondo me uno degli obiettivi potrebbe essere anche la valutazione e quindi rivedere proprio tutta la valutazione, perché sulla carta nel progetto dell'educazione civica ci sta uno sviluppo delle competenze di educazione civica, una valutazione delle competenze, però a mio avviso – però questa è una mia idea, non so se poi in realtà è così –nel momento in cui si vanno a valutare ci si limita semplicemente al contenuto, quindi alle conoscenze, non a livello invece di formazione proprio dello sviluppo del ragazzo.
60	**E quindi poi come si mette voto?**
61	È basato sulla conoscenza.
62	**Quindi per esempio se il ragazzo mi sa dire per esempio l'articolo 1 della Costituzione prende 9, se non me lo sa dire ma magari è collaborativo...**
63	Sì, secondo me questi aspetti a mio avviso, da quello che è la mia esperienza nei miei Consigli di Classe, si valuta molto il contenuto e poco invece tutte queste altre competenze che invece sono molto importanti, cioè non è detto che se un ragazzo che fa errori di ortografia o non sappia l'articolo 1 della Costituzione però poi magari è in grado di collaborare, di rispettare i turni di parola, di essere propositivo, di organizzare un lavoro di gruppo etc non è detto che debba avere per forza un voto basso, anzi magari lo premio lo stesso, cioè magari non gli darò il massimo, però comunque lo premio nella valutazione. Altri invece secondo me, ecco un po' collegato al fatto che hanno poche ore o hanno un modo di impostare il lavoro diverso si limitano tendenzialmente al contenuto oppure al comportamento: sono buoni, stanno zitti, quindi a educazione civica metto tot; lo legano al comportamento... o lo legano al contenuto o lo legano al comportamento, ma non è legato alla competenza da sviluppare ma al comportamento "sto zitto o parlo", "disturbo o non disturbo". Questa è una mia idea, nei vari Consigli di Classe non lo so.
64	**Quindi comunque per esempio ecco per mettere il voto vengono fatte per educazione civica, come per le altre discipline, delle prove di valutazione scritte?**
65	C'è una libera scelta da parte dei docenti. Possono essere prove di valutazione oggettive o soggettive, quindi possono essere legate o dei testi scritti, delle prove scritte, o pratiche, dipende. Ma pratiche nel senso legate più all'uso del computer, ai disegni etc., oppure delle prove soggettive. Io personalmente non faccio prove oggettive, perché vedo più che altro... ecco l'educazione civica io la valuto più che altro nel comportamento, nella competenza raggiunta però a livello formativo diciamo.
66	**Quindi è più basata su un'osservazione?**
67	Sì, su un'osservazione nelle varie situazioni. Però siamo liberi, possiamo scegliere o un modo o l'altro per dare il voto. Cioè non è necessario fare un compito scritto.
68	**Ok. E c'è una griglia?**
69	Ci sono delle griglie, sì, che sono poi collegate al piano proprio annuale dell'educazione civica. C'è la griglia di valutazione, le competenze da raggiungere, diciamo formalmente c'è tutto.
70	**Un'ultima domanda. Come sono distribuiti i compiti, se sono distribuiti i compiti, in questa scuola? Nel senso, c'è una persona al vertice che fa tutto e si occupa di tutto o gli insegnanti vengono coinvolti in quella che è la gestione della scuola attraverso quindi una divisione di compiti e responsabilità?**

71	(5.0 sorriso) Ma allora, c'è chiaramente al vertice una persona, il dirigente, che prende tutte le decisioni e si avvale di alcuni collaboratori, che sono delle figure preposte per poterla supportare.
72	**Ok. E il personale docente e non docente è libero di prendere iniziative?**
73	Sì, è libero di prendere iniziative, vengono proposte oppure eventualmente vengono... però chiaramente devono essere approvate, soprattutto se ci sono delle collaborazioni esterne o comunque se si richiedono delle uscite.
74	**Io intendevo proporre strategie di miglioramento per situazioni che ci sono all'interno della scuola.**
75	Ah sì, da quel punto di vista c'è abbastanza libertà, è chiaro però sempre cercando di rendere partecipe il dirigente.
76	**Ok. Abbiamo terminato. Ai fini del confronto dei dati con le indagini comparative internazionali, io avrei bisogno di tre informazioni. La prima è la Sua età.**
77	47.
78	**La seconda, è il titolo di studio più alto conseguito.**
79	Un master di secondo livello.
80	**E l'ultima, da quanti anni insegna in questa scuola?**
81	10.
82	**Vorrebbe aggiungere altro che ritiene sia importante ai fini della ricerca?**
83	No basta così, penso di aver detto abbastanza.
84	**Grazie.**

Annex 6.4. Focus group (S-2)

1 **FG-2**

Date	9 January 2023
Number of teachers	7
Moderator	Francesca Fioretti
Observer	Giulia Lucherini

2 **Potreste gentilmente presentarvi e descrivere brevemente l'esperienza di insegnamento in questa scuola?**

3 *T-12*: io sono *nome*, insegno lettere e sono in questa scuola dal 2017 o 2018, poco prima del Covid. La mia esperienza in questa scuola complessivamente è positiva, anche se come dire io ho vissuto l'anno di passaggio – l'ultimo anno con la vecchia preside e l'arrivo della nuova – e poi vabbè l'anno del covid, è un anno particolare per me di problemi personali, però insomma sono stati anni questi molto intensi. Il mio approccio quando sono arrivata... dunque io venivo da una nuova preside che aveva puntato molto sull'innovazione, le LIM, la didattica digitale, ci avevano fatto fare mille corsi lì a scuola, e quando sono arrivata qui mi sono ritrovata da questo punto di vista in una realtà antecedente: quindi noi avevamo poche LIM, non in tutte le classi, bisognava fare i turni, mi ricordo che con la didattica per me è stato un po' pesante soprattutto i primi anni perché io ormai ero abituata ad utilizzare e ad avere la LIM come strumento, i libri digitali, frammezzare un po' la lezione, insomma ho dovuto recuperare un po' una didattica un po' precedente. Ma a parte questo con i colleghi mi sono inserita subito, sono stata accolta bene, io ho cambiato, ho avuto diversi Consigli di Classe: i primi anni ho avuto le classi su due Consigli, poi dall'anno scorso sono entrata nella A e quindi ho cambiato nuovamente i colleghi, ma insomma io ho sempre avuto rapporti positivi con tutti. Per quanto riguarda il rapporto con la presidenza, vivo le perplessità che viviamo un po' tutti, perché abbiamo avuto un'impressione molto positiva quando lei è arrivata, le nostre aspettative erano alte, pensavamo veramente di poter costruire un rapporto positivo, ma abbiamo avuto da dopo il Covid una serie di difficoltà e le difficoltà permangono anche quest'anno nella gestione organizzativa, abbiamo molte difficoltà.

4 *T-13*: mi chiamo *nome*, sono a un anno e mezzo dal pensionamento, quindi ho una carriera alle spalle molto ricca prima come giocatrice di livello, poi come allenatrice di livello, per cui quando ho vinto i due concorsi ho scelto la fascia che più mi piaceva e aggradava, in cui mi piaceva lavorare e operare: le medie. Sono in questa scuola dal 2010 penso, penso che sono 12 anni che sono in questa scuola. Ho fatto la mia gavetta in campagna, a Velletri, dove la disponibilità economica e lo sport era totale, cioè tutta la comunità lavorava in una espansione sportiva, per cui tutte le discipline avevano finalisti nazionali; poi sono capitata in centro nelle più belle scuole penso di Roma, anche quelle organizzate didatticamente gestite, l'Alfieri ai Parioli, il Virgilio a Via Giulia e poi il Viscontino in Via Sant'Agata dei Goti al Pantheon. Lì devo dire che ho avuto modo di vedere come si lavorava in città, ho copiato da tutte le scuole e tutte le cose che c'erano da copiare me le sono riportate nella mia scuola. Questa è la scuola dove io ho fatto le medie, quindi finisco la carriera nella scuola dove ho iniziato e ho scelto il mio lavoro. Come le mie colleghe devo dire che la scuola ha avuto un'espansione sportiva mai avuta nella storia della scuola perché ho incontrato una collega grandissima professionista, ci distanziamo due anni, e una segreteria che lavorava a fianco a noi, quindi noi abbiamo dato un'espansione sportiva che la scuola sembrava un college: tutte le proposte motorie e sportive del CONI che iniziavano dall'introduzione dello sport e delle unità motorie nelle elementari a sport di classe, i campioni in classe, tutte le tipologie dei giochi della gioventù, venivano fatte a scuola, ma prima a livello di istituto, quindi tutte le classi, tutti i ragazzi provavano i gesti motori e sportivi e poi la scuola veniva rappresentata dai migliori, ma senza esclusione di nessuno, cioè noi abbiamo lavorato che tutti giocavano, tutti correvano, tutti lanciavano, a pallavolo, a calcio, a pallacanestro, poi i migliori scelti da tutte le classi – devo dire che abbiamo avuto bei risultati con titoli regionali e provinciali. I problemi sono venuti con il Covid, diciamo che abbiamo sviluppato la parte teorica, non è stato un problema anzi diciamo che ci siamo anche divertiti a fare altro, poi grazie agli spazi esterni il rientro dal Covid non ci ha turbati più di tanto però non abbiamo potuto toccare la palla,

quindi la relazione tra ragazzi e la relazione con l'attrezzo più amato li vede un pochino in ritardo, sono bambini deprivati: o li prendi alle elementari o li prendi alle medie, i due anni senza palla, senza gioco e senza relazione si avvertono nell'alta soglia di litigiosità, nella mancanza di tolleranza dell'altro, nell'incapacità di capire il gioco sportivo. Come le mie colleghe anche io devo sottolineare che sono rimasta molto delusa della preside perché avevamo fatto un grande progetto l'altro anno e due anni fa, negli anni passati abbiamo fatto tutti i progetti presentati dal MIUR che aveva portato la nostra scuola ad essere praticata nel pomeriggio da più di 100 ragazzi e abbiamo provato anche la colonia estiva per cui per 20 pomeriggi, 65 bambini sono venuti a giocare a scuola dall'8 di giugno all'8 di luglio; la preside purtroppo è stanca, non sappiamo cosa è successo ma diciamo che tutto quello che avevamo messo in opera, con il pensionamento della collega, il trasferimento di questa applicata di segreteria e io rimasta da sola, ho dovuto ritirarmi nelle lezioni tradizionali però senza per questo dare di meno ai ragazzi, però manca tutto l'ambito di confronto con le altre scuole: il partecipare a campionati, tutta quella fase di fotografia e risultati e quel giornalino sportivo che erano tutti quei metro quadrati di pareti all'esterno in cui tutti i ragazzi vedevano quello che era successo e vedevano i risultati. Diciamo che in questo momento la scuola non rappresenta l'Italia campionessa del mondo di palla a volo femminile, maschile, l'europeo di calcio, il centometrista, il saltatore in alto e la staffetta, insomma grande delusione, in questo momento.

5 *T-14*: *nome*, sono alla S-2 dal 2011. La mia esperienza a scuola è positiva, nel senso che io continuo a stare molto bene nelle classi, forse sto un po' meno bene fuori dalle classi, perché col tempo gli impegni esterni diciamo a quelli delle 18 ore in cattedra sono aumentati però col tempo sono diventati anche più complicati, è complicata la gestione, il problema della segreteria è reale perché ci sono delle procedure che dovrebbero essere snelle e veloci invece sono veramente farraginose. Per quanto mi riguarda, dedico tanto tempo anche alla formazione perché faccio un miliardo di corsi a cui poi non posso dedicare sempre la stessa attenzione: magari di un corso di 8 ore la cosa che trattengo e che mi è utile è di 5 minuti/ mezz'ora, comunque credo che sia importante farlo indipendentemente dalle innovazioni tecnologiche, comunque bisogna cercare di stare di più al passo con i tempi, la didattica tradizionale sì quando serve ma non soltanto quella.

6 *T-15*: io mi trovo qui in questa scuola da circa 22 anni, i precedenti 6 ai 22 attuali li ho trascorsi a Milano, nel milanese, ho insegnato lì per circa 6 anni. Lì il mio percorso didattico è stato un po' alterno per le mie due gravidanze e mezzo, dico e mezzo perché poi la terza si è sviluppata tra Milano e poi il trasferimento a Roma. Quindi sto qui da 22 anni, conosco la maggioranza dei colleghi, sono diventata una veterana. Mi trovo complessivamente bene, ho instaurato anche rapporti umanamente parlando piacevoli; professionalmente, sì sono abbastanza soddisfatta, in questo caso non voglio fare nessuna sviolinata al collega che è presente e che insegna musica come me ma insomma mi sento particolarmente soddisfatta da quando insieme al collega abbiamo intrapreso un'attività didattica-musicale che si sviluppa anche a livello progettuale – il collega è stato ed è attualmente sul potenziamento musicale, oltre che a insegnare nelle sue ore curricolari, tuttavia questo non mi ha impedito di inserirmi e di trovare un punto di raccordo con lui. Attualmente svolgiamo attività progettuale, un'attività che tende a sostenere i ragazzi particolarmente espressivi nell'ambito musicale, dotati... poi in questo mi può supportare anche il collega.

7 *T-16*: che dire, io sono *nome*, insegno musica in questa scuola dal 2016, precedentemente in altre scuole, ahimè in Conservatorio, dove il cambio degli ordinamenti mi ha fatto deviare sulla scuola media. Non ho rilevato grande disincanto nei confronti delle varie presidenze che si sono succedute, nel senso che non ho avuto una buona esperienza entrando in questa scuola, ma non tanto per la precedente dirigente quanto per il precedente Vicariato con il quale non ho mai instaurato alcun tipo di rapporto di rispetto reciproco umano o professionale, però i ragazzi diciamo – quindi pur non lavorando di concerto con la Dirigenza e con la Vicedirigenza – diciamo che sono riuscito a trovare un equilibrio diverso, maggiore motivazione nel lavoro con i ragazzi che sono la vera ricchezza dell'ambiente scuola, come mondo – amministrazione e via dicendo – quindi in realtà i ragazzi hanno dato una grandissima risposta, come diceva la collega *nome* prima, hanno in realtà loro permesso la realizzazione di un potenziamento, quindi uscire un pochino da quello che è il normale ambito dell'educazione musicale nella scuola media, confrontandosi con dei repertori, confrontandosi in maniera pratico-tecnica e performativa con dei repertori che sono un pochino fuori dal normale

orizzonte di attesa delle scuole medie e quindi questo ha creato una ricaduta sia sul piano cognitivo, espressivo, culturale non indifferente soprattutto sul piano motivazionale per i ragazzi e quindi chiaramente di concerto con la collega, che è stata fondamentale in questi anni, soprattutto per i primi anni in cui io mi barcamenavo un po' tra questo non meglio precisato potenziamento che è stato uno scandalo governativo renziano che ha creato davvero una voragine didattica amministrativa autogestita con metodi euristici, secondo me molto molto opinabili, è riuscita invece – l'interesse che hanno dimostrato i ragazzi nei confronti di questo tipo di attività – a rettificare un pochino la traiettoria e quindi con la collega stiamo portando avanti questi progetti che in realtà ha potuto anche Lei constatare in classe per mettere i ragazzi nella condizione di cimentarsi con successo. Sono ragazzi bravi, io devo dire che in questa scuola ho trovato ragazzi con un buon livello sia culturale, didattico, motivazionale, quindi è una delle scuole dove sono riuscito a lavorare meglio seppur all'inizio insomma non ci sia stata un'accoglienza così calorosa – ma non parlo dei colleghi – insomma adesso è molto soddisfacente.

8 *T-17*: io sono *nome* e nell'anno stesso in cui mi sono sposato sono entrato in questa scuola, nel 2012, tant'è vero che dopo qualche mese sono partito per il viaggio di nozze, da settembre a dicembre, subito. Prima provenivo dal mondo dell'università, quindi la ricerca nell'ambito universitario, Scienze della terra, quindi laboratori, quindi sottostare a professori ordinari, associati etc, che lasciavano poco spazio alla creatività individuale, avevo delle idee ma ero semplicemente il ragazzetto di bottega, che faceva il lavoro, che pubblicava, quindi ero sempre sotto questa supervisione rigida che poi era stressante. Affacciandomi nel mondo della scuola dopo qualche anno, ho fatto pochi anni di supplenza, 2-3 anni di supplenze, dopo la specializzazione per l'insegnamento, mi sono trovato a scoprire questo mondo scolastico molto elastico, molto vivo, pieno di possibilità di espressione di me, ma anche come veicolo di espressione per altri, per i ragazzi. Anche in questa scuola sono stato molto bene, c'è stata una fioritura di iniziative, iniziative di successo, tutti questi colleghi che vediamo qua sono protagonisti e a me questa cosa ha stimolato tanto, a cominciare da educazione fisica, corsi di italiano, lettura, giornalino, poi con il gruppo di matematica siamo stati sempre molto affiatati fin dall'inizio, musica facevamo musica di insieme, io strimpello un po' la chitarra e ci siamo messi insieme, cioè abbiamo utilizzato le competenze interne per creare dei corsi e quindi mi sono speso per il corso di fotografia, l'arte creativa, quindi il portare in giro i ragazzi, coinvolgere figure esterne, io ho mia moglie fotografa. A tutto questo, a un certo punto c'è stato un calo drammatico sia per il cambio di dirigenza, sia per... ripeto mi accodo su quello che hanno detto già le colleghe sulla segreteria, sui meccanismi farraginosi per portare avanti questi progetti - ho sentito anche il carico psicologico di dover formulare progetti in solitudine, senza il supporto tecnico del personale di segreteria e questo mi ha fatto un po' disamorare rispetto a nuove attività da proporre. Adesso mi trovo a portare avanti una didattica sempre innovativa, con confronti continui con i colleghi, però scarsa rispetto ai progetti, rispetto alle iniziative che diciamo una volta sarebbero stati più all'ordine del giorno. Poi vabbè mi trovo bene, i ragazzi sono una risorsa, questo dei ragazzi dipende poi dall'annata, ho notato che eventualmente c'è una classe che risponde a uno stimolo e un'altra classe è bloccata, si deve fare un lavoro più di metodo di studio che non hanno appreso alle elementari, quindi è più classico come metodo e anche nella matematica posso meno osare, devo andare più a livello tradizionale di didattica tradizionale; però, ecco questo non manca la stima rispetto ai colleghi, non manca l'entusiasmo che non ho perso, pensavo che dopo qualche anno si perdesse entusiasmo e invece no, tra l'altro ho mia madre che faceva lo stesso lavoro, insegnante di matematica e scienze, e ho notato che nel tempo non era, anzi veniva ringiovanita negli anni nello stare con i ragazzi e ho notato che l'entusiasmo anche a lei non era scemato. La criticità nella nostra scuola è anche gli spazi, voglio fare questo piccolo appunto: cioè non avendo spazi, non avendo luce – io guardo spesso anche la luce – aule luminose, aule spaziose, e quindi tutto il tema della bellezza, dell'eleganza dello stimolo non c'è, questo proprio non c'è, quindi soffro per questo motivo, soffro molto. Altre scuole dove sono stato avevano laboratorio, sono stati fatti tanti progetti anche di approfondimenti, tenevo un corso solo sui minerali perché avevano una collezione di minerali, però c'era non solo il minerale che abbiamo anche noi – una piccola collezione – però c'era un'aula adibita, una specie di Aula Magna, un'aula video enorme, e quindi questo favoriva una certa messa a disposizione personale nel voler portare avanti queste cose che invece adesso farei con molta più fatica.

9 *T-11*: io sono *nome*, insegno in questa scuola dal 2012. Prima sono stata in altre scuole di Roma, gran parte nella mia attività precedente giù in Puglia come insegnante prima al liceo e poi alle medie quando sono entrata di ruolo. Diciamo che in questa scuola quando sono arrivata avevo grande entusiasmo, poi ho lavorato più o meno con tutti i colleghi tranne che con *nome*, insomma direttamente non abbiamo mai insegnato insieme, però con gli altri ci sono stata sempre: con *nome* e *nome* ci sono stata, con *nome* dal primo anno quasi; abbiamo fatto tantissime cose interessanti, molto stimolanti, un po' quello che hanno detto i colleghi, sicuramente ero molto attiva anche nella collaborazione con la vecchia dirigente ed ero abbastanza serena, mi sentivo sempre supportata. Con il cambio di dirigenza all'inizio sembrava un po', sembrava che tutto andasse bene anzi sembrava che comprendesse di più alcuni aspetti che invece venivano un po' tralasciati dall'altra dirigente nonostante avesse una capacità manageriale – la vecchia dirigente – molto ben sviluppata, forse non aveva una leadership aveva più una capacità manageriale la vecchia dirigente. Attualmente ho la sensazione che non ci sia né l'una né l'altra: non c'è né una capacità manageriale né una leadership sviluppata, probabilmente per motivi personali, io questo non lo so, ma sicuramente già dall'anno scorso... l'anno scorso non ho fatto proprio nulla – nulla per la scuola intesa come un qualcosa che vada oltre l'insegnamento nelle classi – quest'anno qualche incarico l'ho accettato per supportare anche i colleghi perché mi sembrava giusto collaborare, perché poi invece con i colleghi mi sono sempre trovata bene; nei Consigli di Classe abbiamo sempre avuto buonissimi rapporti, anche quando abbiamo avuto pensieri differenti è sempre stato un confronto costruttivo alla fine, con i ragazzi sto benissimo, nelle classi sto benissimo, quindi insomma anche l'utenza è molto buona. Mi sono sempre sentita stimolata nell'insegnamento nelle classi sia prima che adesso; le difficoltà maggiori ecco con la segreteria – ma questo era un problema già prima, tranne con la collega *nome*, questa famosa assistente amministrativa che è andata via quest'anno, che invece era una persona molto disponibile, accogliente, per il resto la segreteria era già un neo degli anni passati, e in più adesso si è aggiunta anche la dirigenza, ecco questa è la criticità maggiore, per il resto ripeto... poi certo gli spazi, quello che diceva il professore, è vero, la struttura non ci aiuta tanto proprio per alcune attività.

10 **Io ora passo alla seconda domanda che è relativa al questionario e volevo chiedervi questi: gli aspetti che venivano richiesti nel questionario vi sembrano distanti dalla pratica scolastica? Facevano riferimento a due macroaree: il clima scolastico, con particolare riferimento alla partecipazione e collaborazione nella gestione della scuola; l'insegnamento dell'educazione civica e alla cittadinanza. Quando avete compilato il questionario, lo avete letto in modo distante rispetto alla vostra pratica scolastica o vi ci siete ritrovati?**

11 *T-14*: no, non distante. Io l'impressione che ho avuto è quella di un questionario abbastanza lungo sono sincera, ma al di là di questo non distante, assolutamente no.

12 *T-12*: no distante no, infatti.

13 **Ok, vedo che vi ritrovate. Nel questionario è emerso come tra le principali aree di miglioramento per l'educazione civica e alla cittadinanza ci siano: i progetti, quindi una maggiore progettualità; la collaborazione tra scuola e comunità locale; e una maggiore formazione in servizio promossa dalla scuola. Vi ritrovate con queste aree di miglioramento? Sono effettivamente aree che avrebbero bisogno di essere riviste? Oppure è un dato errato?**

14 *T-12*: sì io penso da un punto di vista di lettere, noi in realtà rapporti con gli enti locali – penso la Sovraintendenza, queste cose – noi non abbiamo nulla in atto; abbiamo fatto due anni fa, prima del Covid, avevamo fatto dei PON, delle lezioni con la scuola elementare, eravamo riusciti ad attivarci con la Sovraintendenza per fare delle visite in strutture che sono normalmente chiuse, la Sovraintendenza ci aveva permesso di visitarle. In realtà questo potrebbe essere, per quanto riguarda la tutela del patrimonio, potrebbe essere un'opportunità creare un collegamento con delle attività legate al territorio. Avevamo queste attività sportive legate al territorio, ma altre attività legate al territorio non sono presenti. E per me anche il discorso sulla formazione perché comunque, come diceva anche la collega *nome*, ci dobbiamo tenere aggiornati: d'accordo siamo tutti di esperienza, abbiamo tutti una professionalità sicuramente elevata che deriva sia dalla formazione precedente specialistica che da attività lavorative, però insomma il confronto con i ragazzi spesso ci mette davanti anche ai nostri

limiti, parlo per me insomma, e mi rendo conto che c'è bisogno sempre di proporre qualcosa di nuovo, avere sempre la possibilità di imparare, mi sembra giusto farlo.

15 *T-11*: ecco per esempio io penso che la formazione sia un elemento fondamentale perché un po' si è intesa in questa scuola che la formazione dovesse essere rivolta solo al referente dell'educazione civica per cui hanno fatto fare questo corso quindi poi l'anno scorso facemmo un questionario in cui si chiedeva se fosse necessario, se qualcuno avesse bisogno di fare dei corsi, diciamo che dal questionario emerse che comunque erano pochissimi quelli che volevano fare dei corsi e invece secondo me, nei vari dipartimenti, andrebbero fatti. Un po' mi ricollego a quello che dice *nome* insomma pensare che siamo già formati non va bene, oppure se c'è solo il referente... perché il referente viene formato in modo un po' più tecnico diciamo, però quella formazione che può riguardare un po' più il Dipartimento o che comunque ci accomuna a tutti magari andrebbe potenziata, però poi ovviamente ci deve essere la disponibilità. Ecco io su questo sì, credo che sia un punto su cui si deve lavorare.

16 *T-13*: per quanto riguarda alle strutture territoriali, io ho messo in atto tutto quello che c'era a cui rivolgersi: CONI, federazioni. In più ho lavorato con le tre società sportive: atletica, in cui tutti i ragazzini con la propensione per l'atletica vanno tutti insieme a Caracalla; palla canestro quindi tutti i ragazzini vanno insieme o all'Esquilino o al Visnovo; palla a volo, ho fatto una collaborazione siccome è lo sport prediletto dalla scuola tutti i bambini, visto che non c'è il gruppo sportivo scolastico, si sono iscritti all'Appio Pallavolo e hanno proseguito, cioè la scuola diventa semplicemente un'offerta formativa di tutti gli sport e durante il triennio io oriento la scelta secondo le loro capacità e i loro talenti e poi via, continua.

17 *T-16*: io in linea di massima penso che la formazione sia uno degli ambiti più delicati per quanto riguarda l'ambito formativo, la formazione dei formatori, che dovrebbe tenere conto intanto delle specificità dell'azione didattica che poi viene perpetrata: fare una formazione che poi è slegata dall'attività, è slegata dalle finalità, è slegata dall'attività didattica effettiva che è un po' la formazione che viene negli ultimi decenni praticata, proposta dal Ministero, anche per i neoimmessi, è in realtà una formazione che trova un ambiente di applicazione pressoché nullo nell'ambito della scuola. Dovrebbe tenere conto delle specificità dei singoli progetti e quindi dovrebbe essere una formazione che dovrebbe rispondere alle esigenze degli attori ovvero una persona che ha la necessità di fare un progetto con una singola determinata finalità dovrebbe poter richiedere e fare una formazione finalizzata a quella specifica finalità, invece spesso si va su un ambito generico, estensibile a tutti i campi e che in realtà ha una ricaduta per quanto riguarda la professionalità – non parlo di me ma dei colleghi – fare il corso che è generico sulla materia letteraria, io non credo che a nessuno dei colleghi del Dipartimento di lettere serva. Quindi se in generale si affronta il tema della formazione, io penso che la criticità maggiore che si avverte può essere questo: che a volte si propone una formazione che è slegata dall'attività che si intenderebbe intraprendere con i ragazzi, soprattutto quando si tratta di un'attività che è specifica e un'attività che è specifica e un pochino fuori dalla didattica più consueta, più abitudinaria.

18 *T-13*: guarda Francesca, a me sarebbe piaciuto per esempio – io ho anche la laurea in pedagogia e ho la specialistica in Giochi sportivi e di squadra – gli ultimi due anni della mia carriera io avrei preferito avere al mio fianco i due giovani che avrebbero dovuto prendere il posto mio e della *nome* e di affiancarli. Quello che i sarebbe piaciuto fare visto che questi giovani ragazzi non hanno l'esperienza come noi che abbiamo iniziato un'attività sportiva a 12 anni e la abbiamo fatta per 20-30 anni, poi ci siamo messi nel campo dell'allenamento, poi io nel campo della pedagogia, della pedagogia speciale come recuperare i ragazzi: io vedo che questi ragazzi hanno delle cose da dire, ma non hanno una capacità di sapere insegnare. Quanto mi sarebbe piaciuto a me invece che insegnare, affiancare nelle mie 18 ore 9 ore un collega giovane e 9 ore un altro collega giovane, perché tutto il lavoro nostro è andato perso, quello di una scuola che era... noi abbiamo vinto anche la sperimentazione sportiva cioè... allora magari chi ha la propensione, mica tutti hanno la propensione, però se ci fosse stata una richiesta "chi vuole fare questo?", io l'ho fatto per una vita, tanti giovani allenatori mi stavano vicino e mi hanno sempre detto "un anno con Lei professoressa allenatrice sono valsi più di 10 anni di corsi".

19 **Anche nella prossima domanda si richiede un commento ad un aspetto emerso nel questionario. È emerso come il corpo docente sia concorde nell'affermare che nella scuola non ci sia una**

	grande possibilità di partecipare ai processi decisionali, quindi alla gestione e alla governance scolastica e forse questo si riflette anche sulla volontà di partecipare loro stessi alle attività organizzative. È così?
20	*T-14*: allora, secondo me non c'è una situazione uniforme, nel senso è come se ognuno... cioè nel senso, ti dico proprio praticamente, a me è sembrato che quando ho proposto cose nel corso di questi ultimi anni tutto sommato la proposta abbia trovato poi modo di essere accettata; poi devo anche riconoscere che invece in altre situazioni questo non è successo, quindi mi sembra che in questo momento non ci sia una situazione uniforme da questo punto di vista.
21	*T-12*: sì, che anche poi quando partecipiamo in realtà alla fase decisionale, per esempio nella fase del Collegio Docenti, noi effettivamente abbiamo la possibilità di esprimere attraverso il nostro voto se aderire o meno a dei progetti e a delle proposte, io almeno ho sempre una sensazione di confusione e di incertezza, quindi poi anche quello che viene stabilito in Collegio Docenti, io non ho la certezza che poi verrà realmente applicato in quel modo, o comunque poi ci ritroviamo in situazioni poco chiare per cui non abbiamo la certezza di come procedere... il rapporto con la segreteria... e tutto questo ricade in una continua incertezza su come portare avanti delle attività che magari abbiamo proposto anche noi; io anche quest'anno mi ritrovo ad essere referente del bullismo, adesso questo benedetto Progetto Marche per far fare un camposcuola ai ragazzi, anche lì navigo a vista, ogni volta devo tornare, devo telefonare, ma con chi? Con la Preside, con il vicepreside, con la segreteria, e chi?! Addirittura stamattina siamo arrivati a che la segreteria non mi ha ricevuto, ho parlato attraverso il bidello che parlava al telefono con la segreteria, ma non è normale!
22	*T-11*: stessa cosa è successa nel pomeriggio con me, per un progetto a cui noi abbiamo aderito, che abbiamo proposto come Dipartimento e, niente, nessuno ci risponde e non sappiamo come procedere. E stamattina a lei è stata una collaboratrice scolastica e oggi pomeriggio con me è stato un collaboratore, però non possiamo avere una risposta dal collaboratore scolastico, perché la dirigente era chiusa nella sua stanza, la segretaria non c'era, l'applicata che se ne occupava era impegnata e chi ci rispondevano? I bidelli, che, con tutto il rispetto per tutti e per il lavoro di tutti, ma magari ne sanno meno, non ci possono dare un'indicazione su come procedere, mercoledì iniziamo e noi non sappiamo come iniziare. E quindi poi allora cosa succede, che nella gestione ci viene detto che bisogna farlo, ci si fa la proposta, però poi praticamente non abbiamo delle risposte, quindi diventa difficile.
23	*T-15*: non si è agevolati. Io credo che manchi la comunicazione, cioè spesso personalmente ritrovo mancanza di comunicazione o se c'è è solo apparente, però poi di fatto, come hanno detto le colleghe, passa poco, oppure ti trovi tra capo e collo direttamente la decisione presa da qualcun altro, per cui dici "boh, mi sembrava che mi avevano coinvolto" e invece poi non è così.
24	*T-17*: diciamo che quello che ho detto prima, lo confermo. Non troviamo stimoli nel poter svolgere serenamente questa attività a causa della burocrazia, e non essere supportati anche nell'organizzazione di semplici incontri pomeridiani. Il fatto di essere controllati, non lo so, c'è una sorta di sfiducia nel corpo docente. Ma questo non è un incontro di critica della segreteria o di altri ambiti, io noto delle criticità, ecco non funziona bene, non funziona così, siamo stati in altre scuole e non era così.
25	*T-16*: insomma, c'è bisogno di troppe risposte per poter organizzare qualcosa e per giunta a volte non arrivano, ma sono comunque troppe le risposte che sostengono la capacità organizzativa che i docenti pure avrebbero per la loro specifica attività. Diciamo che forse è questo il punto.
26	*T-17:* Io con il prof *nome* ci siamo incontrati già in un'altra scuola e funzionava tutto alla perfezione, eravamo addirittura in succursale per giunta.
27	*T-16*: sì sì sì, c'era un clima più sereno, meno domande, meno risposte, meno indicazioni.
28	*T-17*: però anche l'opportunità di essere ricevuti dalla segreteria con una certa serenità.
29	*T-16*: sì, c'era un confronto.
30	*T-17*: ed era un ambiente difficile, un'utenza più difficile della nostra.
31	*T-16*: sicuramente.

32	**Parliamo ora della collaborazione tra docenti. Quello che mi sembra di aver colto da questo focus group è che, nonostante queste difficoltà organizzative, è presente una collaborazione tra il corpo docente, quindi c'è una cultura collaborativa. Nel questionario però c'è un parere discordante, c'è una discrepanza. Come si può commentare questo dato? Forse è un aspetto che varia da collega a collega?**
33	*T-11*: forse bisogna dividere, bisogna tener conto di due aspetti: i Consigli di Classe e i Dipartimenti. I Dipartimenti per esempio non collaborano tanto, paradossalmente, anche se il Dipartimento dovrebbe avere gli stessi obiettivi; magari si collabora di più nel Consiglio di Classe, forse perché si è abituati a lavorare da tanti anni insieme, cioè voglio dire *nome* e *nome* che sono 12 anni che lavoriamo insieme, è chiaro che magari siamo in un certo modo abituati a lavorare insieme, a collaborare, poi è chiaro che stessa cosa io ho trovato con le altre colleghe, con *nome* e *nome*, quindi forse nei Consigli di Classe si riesce a collaborare. Per cui alcune domande – questa è una mia interpretazione – alcune domande... allora io ho risposto probabilmente, io come qualcun altro, appunto che c'è collaborazione anche nel prendere alcune decisioni, quando poi si tratta dei Dipartimenti, io faccio riferimento ai nostri Dipartimenti, per esempio per noi c'è una grande spaccatura: allora piccolo gruppo lavora, si collabora e va in una direzione, un altro gruppo è completamente assente, quindi. Stessa cosa credo che ci sia anche nel Dipartimento di lingue, una situazione simile, e quindi forse le risposte sono derivate da questi due aspetti, credo.
34	*T-16*: credo anche io come la collega.
35	*T-13*: in questi due Dipartimenti, perché per esempio Scienze motorie collaboravamo. Matematica non hanno problemi.
36	*T-16*: Matematica, è vero. Però forse è vero, in alcuni Dipartimenti si rileva una maggiore divergenza, perché in realtà nei Consigli, sono mensili, insomma ci confrontiamo e come dice la collega in effetti dei problemi non sono mai stati rilevati, poi tutti quanti insieme siamo nei Consigli.
37	*T-11*: poi insomma bene o male grandi difficoltà nei Consigli, o almeno per me personalmente, nei nostri Consigli non ci sono mai state delle difficoltà. Poi è chiaro, punti di vista diversi, modi diversi di insegnare, ci raggiunge sempre un accordo. Diverso invece è nel Dipartimento dove invece non si segue magari un obiettivo, però sono esperienze anche personali credo.
38	**Invece dal punto di vista interdisciplinare?**
39	*T-16*: mah, anche. Voglio dire nei Consigli siamo interdisciplinari. Poi dal punto di vista delle funzioni strumentali, l'organizzazione di eventi, degli Open-Day, in realtà c'è sempre grande collaborazione tra le persone che si incaricano. Onestamente non si potrebbero fare appunti, cioè c'è grande disponibilità anche a farsi carico di esigenze che magari sono specifiche di un ambito, di una disciplina, di un'attività, e le persone che magari si incaricano se ne fanno appunto carico e le portano avanti in maniera collaborativa.
40	**Ora parliamo dell'insegnamento dell'educazione civica e alla cittadinanza. Con la L.92/2019 è stato inserito l'insegnamento trasversale dell'educazione civica. A livello di Consiglio di classe e di Istituto, come vi siete organizzati?**
41	*T-12*: allora noi semplicemente ci siamo suddivise delle ore tra lettere, tra matematica, scienze, tecnologia e arte, insomma abbiamo suddiviso le ore e in base alle tematiche scelte affrontiamo, ognuno nella propria disciplina affronta e sviluppa questi argomenti. In realtà non c'è un grande confronto su questo, cioè ognuno di noi porta avanti nelle proprie lezioni sia nei contenuti che nelle modalità, non è che ci siamo confrontati anche nelle cose pratiche "noi dobbiamo fare la verifica scritta" o "faccio semplicemente un'osservazione" perché poi dobbiamo comunque esprimere questo benedetto voto e quindi la valutazione ha il suo peso anche in questa attività, però su questo siamo molto indipendenti.
42	*T-16*: beh comunque nella fase iniziale ci siamo riuniti, confrontati con tutti i colleghi di tutte le discipline dando a ognuno l'applicazione, la macroarea, nell'ambito della propria disciplina.

43 *T-12*: sì questo sì, io parlo proprio per la mia esperienza: all'inizio avevo più l'idea che fosse un lavoro, che fosse più connesso con gli altri; però poi alla fine, io almeno per come lo sto portando avanti, mi rendo conto che rimane molto nelle mie materie come facevo già in precedenza, poi noi di lettere avevamo già da prima l'onere dell'educazione civica, quindi era già una nostra materia, per cui in qualche modo l'abbiamo continuata a portare avanti come facevamo prima, prendendo spunto poi dalla didattica, dagli altri argomenti, sia di lettere che di storia.

44 *T-14*: diciamo che noi abbiamo estrapolato da quelli che erano già i nostri programmi, le nostre programmazioni, quegli argomenti che potessero in qualche modo afferire poi ad un curricolo condiviso dell'educazione civica. Forse la cosa che ci fa ammazzare è più il fatto di valutare su quella singola prova: se io faccio in scienze, l'acqua, poi faccio una singola prova che riguarda l'acqua; qui può essere più complicato. Però gli argomenti sono condivisi nel curricolo.

45 *T-16*: sì ci siamo consigliati, anche i docenti di altre discipline hanno dato una prospettiva sulla quale tutte le materie potevano mettere i contenuti che fossero adeguati alla tematica, alla macroarea.

46 *T-13*: io quando sono stata coinvolta con la collega scienze motorie-educazione civica abbiamo cercato... ho fatto riferimento alla Costituzione, e ho cercato i due articoli che mi sembrassero più centrati: quelli sul diritto allo studio, che voleva dire anche diritto di coltivare il talento, che poteva essere o culturale o sportivo; l'altro per me era la pace, partendo dalle Olimpiadi antiche, che lo sport è fondamentale solo se c'è un clima di pace e quindi andare a vedere l'articolo su come l'Italia si mette rispetto alla guerra; e poi la tutela del gioco e dell'infanzia, e quindi l'articolo sancito dall'ONU e poi riconosciuto dalla quasi totalità dei Paesi. Diciamo che io ho puntato l'attenzione su queste tre tematiche: il gioco; la pace; il diritto allo studio. E le organizzazioni internazionali che riguardano la salute, la pace, dall'OMS alla Croce Rossa, all'aiuto per l'infanzia e così via. Poi ho informato più o meno i colleghi.

47 **Ok. Vado alla penultima domanda. Secondo voi, se doveste selezionare un aspetto della vostra pratica didattica che meglio promuove la cittadinanza, quale sarebbe?**

48 *T-13*: per quanto mi riguarda, entro in classe, c'è il sole e spengo sempre il monitor del display e la luce e continuo a ripetere le stesse cose. Guardo nel secchiello dell'immondizia, vedo le bottigliette d'acqua da mezzo litro mezze piene, le recupero e devono andare ad innaffiare. Si va in palestra, si va al bagno, ci sono tanti cartelli in cui ci sono le indicazioni, se finisce la carta igienica basta dirlo all'insegnante e nessuno ha mai letto quei cartelli. La cittadinanza è questo: insegnare loro che chi esce per ultimo deve chiudere a porta della palestra e chi esce per ultimo si deve guardare in giro e prendere le felpe degli altri. Per me è questo cittadinanza. I ragazzi devono essere abituati a raccogliere le cose a terra, come vedono che io raccolgo le cose a terra, le cose che loro lasciano. Per me questo è: essere modelli.

49 *T-12*: ma sicuramente come lei dice è il nostro comportamento poi in classe. Ad esempio cercare di far rispettare l'ambiente in cui viviamo, le nostre aule sono già vecchie e sporche spesso e questo per loro può essere un motivo per renderle ancora più vecchie e sporche, scrivere sui banchi, scrivere sui muri. Una delle prime cose che dico ai bambini di I, ma lo ripeto anche agli altri ovviamente, è rispettare l'ambiente in cui si vive, a maggior ragione se l'ambiente non è in una condizione ottimale, questo non ci autorizza a peggiorarlo, anzi, anche perché loro vivono la scuola per tre anni e la lasceranno agli alunni successivi che hanno il diritto di riceverla nelle migliori condizioni possibili. A questo aggiungerei anche l'attitudine al confronto: io cerco sempre di fare esprimere molto le loro idee, confrontandosi a maggior ragione quando ci sono idee diverse.

50 *T-11*: sicuramente la collaborazione è una parola chiave in classe quindi fra di loro devono imparare a collaborare e a confrontarsi, anche con me – inteso come insegnante, con l'adulto – la collaborazione, quindi non gli deve essere tutto calato dall'alto ma loro devono in qualche modo interagire anche con l'insegnante motivando quelle che sono le loro scelte, che poi è una cosa che impareranno a fare anche fuori; quindi non c'è soltanto l'adulto che gestisce la classe, ma anche loro in qualche modo devono gestirsi e confrontarsi con l'adulto, che secondo me è una cosa importante perché a volte non lo sanno fare, quindi o stanno zitti per paura o non rispettano la regola, mentre un il clima di collaborazione gli consente di esprimersi sempre nel rispetto degli altri e anche saper comunque parlare con delle persone

più grandi che quindi hanno delle modalità differenti rispetto a loro. Secondo me questo può essere anche un punto di partenza per l'educazione civica.

51 *T-14*: anche l'abitudine alla responsabilità, a quello che si dice e a quello che si fa. Ognuno fa una scelta ogni volta che dice o fa qualcosa, quindi bisogna essere consapevoli che ognuno sceglie di dire quella cosa, di perpetuare un certo atteggiamento e ognuno è personalmente responsabile, quindi non la classe ma a livello individuale.

52 *T-15*: pensavo, sempre inerentemente all'attività progettuale, non per essere ripetitiva, però magari il prendere un impegno e portarlo a termine.

53 *T-16*: sì sicuramente, prendere un impegno e portarlo a termine ma anche la collaborativà intesa come condivisione di qualcosa che è al di fuori del singolo, quindi diciamo un'entità superiore alla somma delle parti e credo che sia, dal momento che l'attività che noi svolgiamo si realizza solo a livello corale, credo che cittadinanza, coralità, appartenenza ad un contesto pluralistico sia forse l'elemento maggiormente importante per trasmettere un senso di cittadinanza, di appartenenza, di collaborativà in modo consapevole.

54 *T-17*: allora, sono d'accordo con la parola "collaborazione", aggiungerei rispetto, rispetto della persona e del lavoro, quindi sia del loro lavoro che del lavoro nostro. I ragazzi sanno benissimo che contribuiscono a rendere anche efficace la mia azione di lavoro, quindi rispetto reciproco delle parti, tra pari e con i superiori, ecco direi questo.

55 **E a fronte di tutto questo, come valutate?**

56 *T-14*: allora io ti devo dire che non ho ancora le idee chiarissime su come è giusto farlo, tant'è che questo quadrimestre la valutazione è diversa nelle tre classi perché c'è un percorso che prevede lo svolgimento dell'argomento, poi in una classe c'è una parte di lavoro individuale e poi una parte di lavoro di gruppo e poi vado a fare la valutazione del prodotto finito, però come fare poi una media dei tre ancora ti dico che non mi è chiara come cosa, per cui ci sono momenti in cui mi sembra che l'aspetto del lavoro di gruppo e la capacità insieme di collaborare e creare qualcosa di positivo sia più importante e quindi debba valere di più rispetto alla parte individuale che è stata fatta, e in altri momenti invece no. Quello che sto evitando di fare, che invece avevo fatto anche all'inizio, un test su quel singolo argomento che mi consentisse di fare una valutazione, quello no, seppur più veloce perché ti voglio dire che io per fare la valutazione in educazione civica in seconda avrò dovuto correggere 3-4 cose diverse per ogni alunno, che è una follia poi però forse funziona meglio se uno deve dare la valutazione di Cittadinanza e Costituzione. Però delle idee chiarissime non ce le ho perché così mi sembra un'esagerazione anche di dispendio. Tra l'altro poi io metterò quel voto per scienze che peserà, io adesso non ricordo quante discipline vale, saranno 6 o 7, però così è dispendioso, ci vorrebbe una via di mezzo.

57 *T-11*: la valutazione non dovrebbe essere così legata alla prestazione e basta, perché l'educazione civica non è legata alla prestazione, o almeno questo è quello che ci hanno spiegato ( ), ne tantomeno deve corrispondere alla nostra materia, cioè se io faccio educazione civica in storia, in storia 8 e quindi 8 in educazione civica, cosa che a volte può succedere perché è chiaro che è più veloce. Poi per materie come le nostre, italiano, matematica, che abbiamo tante ore, beh diventa anche più facile fare una valutazione che è legata anche più a un comportamento, a un'attività a una partecipazione. Io personalmente non faccio fare nessun test, però in tanti momenti vado a valutare degli aspetti differenti, quindi non mi limito alle due ore o tre ore di storia che sono dedicate all'educazione civica, però ho anche tante ore. È chiaro che chi ha meno ore ha molte più difficoltà e quindi chiaramente immagino che debba valutare con un peso, con una prestazione, perché diventa inevitabile per loro, poi non lo so parleranno loro. Forse su questo diciamo che si dovrebbe rivedere questo aspetto, perché si sovraccaricano alcune discipline che hanno già poche ore ma hanno da fare mille cose e hanno pure la valutazione dell'educazione civica. Per cui si potrebbe prevedere anche solo una macroarea, area scientifica o area umanistica, senza declinarlo in modo così preciso; queste però sono scelte del Collegio.

58 *T-16*: diciamo che per noi insegnanti di materie che hanno un monte ore settimanali molto esiguo, io almeno parlo per me, mi baso fondamentalmente sulla partecipazione dei ragazzi nella discussione di una tematica che nel mio caso non è sempre legata alla disciplina o al tecnicismo della disciplina, ma magari della conversazione, delle modalità di conversazione dei vari aspetti, nella comunicazione. Penso che la partecipazione di per se stessa sia espressiva del fatto che i ragazzi si facciano carico dal momento che la proposta viene fatta comunque da me e a volte è deviante rispetto ai contenuti della materia, quindi una rilevazione che viene fatta a seguito delle due ore nelle quali si parla, non so, della comunicazione, se i ragazzi rispondono su elementi minimi che vengono comunque posti, hanno dimostrato già una capacità di farsi carico di una tematica, di un argomento, di un qualcosa che gli è stato proposto e sul quale si sono in qualche modo spesi. Non trovo altri argomenti valutativi, il test non so quanto possa essere espressivo di cittadinanza o Costituzione, penso che è una dinamica più partecipativa e interpersonale, anche nello scambio.

59 *T-13*: nella mia materia non ho assolutamente il tempo di fare un test, assolutamente. Diciamo che il quadro più chiaro è in terza media, dove li vediamo, vediamo la loro evoluzione rispetto a consapevolezza, nel rispetto degli altri, di se stessi, dell'ambiente. Poi tu Francesca devi immaginarti che giocando con lo sport si arriva a litigare, si arriva a contestare, loro giocando a palla a volo hanno l'autoarbitraggio, quindi io già dalla prima media vedo tutte le modalità relazionali, quando loro sono fuori controllo ci si ferma, ci si mette a terra e si fa veramente un *circle time* in cui si ritorna a parlare di rispetto, si ritorna a parlare di autovalutazione e autoarbitraggio, e diciamo che io vado a vedere degli aspetti secondo il programma didattico e alla fine dell'anno, del triennio, io valuterò i ragazzi che non fanno lezione e ti vengono a chiedere la scopetta per spazzare il cortile altrimenti i compagni scivolano, che te la vengono a chiedere loro, "possiamo fare i giardinieri?", "possiamo innaffiare?", sono tutte competenze del primo anno o del secondo e poi diventano proprie. Per me il cittadino è questo: quello che ti viene a chiedere "prof, è finita la carta igienica, vado su dal bidello?", applauso.

60 **Quindi è più basata sull'osservazione del loro modo di relazionarsi?**

61 *T-13*: sì, sì.

62 **Ok**.

63 *T-17*: io mi accodo a quello che diceva anche *nome*, che la tentazione forte è quella di associare il voto con la prestazione, con quel voto, con quel test, anche perché sono argomenti stabiliti dai Dipartimenti e da programma, quindi sono degli approfondimenti. Sicuramente poi io lo integro con la partecipazione anche io, con la partecipazione attiva, con la discussione, e quindi vado a vedere un po' come si relazionano rispetto a questo argomento in un contesto però di brainstorming, di discussione, di approfondimento. Non so se quando sei venuta tu avevamo già introdotto delle loro mini-lezioni degli approfondimenti delle sostanze, è molto interessante perché lì io vado a vedere quanto si coinvolgono, quanto si appassionano e quanto poi rendono, la resa. C'è sempre un voto sulla prestazione ecco, diciamo così, poi che conti 1/8 perché il voto di scienze è un po' inutile anche se vogliamo, infatti è importante la figura del coordinatore che poi gestisce la media totale per mettere questo benedetto voto sulla pagella, quindi per me il ruolo di chi poi coordina è importante, anche per il raccordo con tutte le materie.

64 *T-12*: anche io concordo con quello che hanno detto i colleghi. Magari parto da una valutazione basata più sugli argomenti che sono stati espressi magari in un tema, ho fatto anche fare dei testi scritti su alcuni argomenti, però poi globalmente valuto la partecipazione, la disponibilità a discutere, l'interesse sugli argomenti, il modo in cui si confrontano tra di loro. Certo, cerco di ampliare la valutazione, non può essere riferita solo a un contenuto specialistico, a una tematica, però certo, diciamo che navighiamo un po' a vista, non è che abbiamo proprio delle indicazioni chiare sul discorso valutazione, non è facile.

65 *T-15*: anche per quanto mi riguarda, soprattutto tenendo conto del fatto che siamo in una scuola dell'obbligo, non ci si può soffermare solo sulle performance, sulle attività performative e contenutistiche dei ragazzi, ma bisogna tener conto di vari aspetti e vari fattori. Come hanno detto molti dei miei colleghi, la partecipazione, il confronto, il coinvolgimento, i tempi di consegna. E comunque bisogna tener conto sempre di una linea evolutiva che più o meno della partenza e poi del

	punto di arrivo; se c'è stata anche una minima crescita, personalmente io tendo a premiare, a venire incontro al ragazzo e non a soffermarmi solo al momento performativo in cui ha esposto il contenuto.
66	*Passo la parola alla dott.ssa Giulia Lucherini per fare il sunto di quanto emerso nel focus group.*
67	*Tutti confermano.*
68	**Prima di lasciare il focus group, per confrontare i dati con le indagini comparative internazionali, vi chiedo cortesemente se poteste dirmi la vostra età.**
69	*T-12*: 53 anni.
70	*T-13*: 62.
71	*T-14*: 45.
72	*T-15*: 53.
73	*T-16*: 50.
74	*T-17*: 44 anni.
75	*T-11*: 48 anni.
76	**Vi ringrazio. Qualcuno vuole aggiungere qualcosa?**
77	*Poiché nessuno ha qualcosa da aggiungere, ringraziamo tutti i partecipanti per il loro tempo e le informazioni condivise. Il focus group termina alle ore 20:00. Durata 1:23:00.*

Annex 7. The school S-3

Annex 7.1. Document analysis of S-3

School information	• The *istituto comprensivo* consists of two primary schools and one lower secondary school; • The school accommodates about 1,400 students • Compared to the national average, there are more students with disabilities and with DSA (30% of students with disabilities and 30% of students with DSA); • In the first primary school, there are 512 students divided into 26 classes, with an average of 19.69 students per class; in the second primary school, there are 263 students divided into 14 classes, with an average of 18.78 students per class; in the lower secondary school, there are 371 students divided into 18 classes, with an average of 20.61 students per class. • 146 teachers in the school (70% are tenured teachers). However, the high average age of teaching staff members (over 50 years old) is a limitation to innovation in teaching; • 25 non-teaching staff members.
Mission	• The school is committed to providing high quality education that is equitable and inclusive for all students; • The school aims to develop in students the skills necessary to become responsible and active citizens; • The school promotes environmental sustainability and intercultural education; • The school aims to create a stimulating learning environment that enhances the talents of each student.
Civic and citizenship education	• The civic education curriculum addresses topics such as the Italian Constitution, European Union institutions, environmental sustainability, digital citizenship and personal well-being; • For each thematic core, definition of competences, skills, contents, and teaching hours for each subject; • The school is committed to working with families to promote behaviors marked by conscious citizenship
School organization	• The S-3 organizational chart features 13 *funzioni strumentali*, divided into three areas: 1. the PTOF and evaluation area, comprised of four teachers, is tasked with gathering teaching, supplementary, and organizational proposals from the educational offerings. They also collaborate with other teachers to implement activities inherent to the PTOF; 2. the continuity area, comprised of five teachers, is responsible for coordinating continuity activities across kindergarten, primary school, and lower secondary school; and 3. the BES area, comprised of four teachers, is tasked with coordinating meetings and gatherings regarding educational support in collaboration with the Principal's staff; • Two Principal's aides and *Responsabili di plesso* for each school.
Additional information	• The *Una scuola per l'ambiente* project, which involves primary school classes in grades 2, 4, and 5, as well as all lower secondary school classes. It is a three-year project (2022-2025). The Departments of Mathematics, Science, and Technology of lower secondary schools planned to dedicate a total of 8 hours annually (4 for Science and 4 for Technology) to topics related to environmental sustainability and active citizenship education; • The *Stop al bullismo e alle violenze. Sospendiamo il giudizio* project, organized by the school's anti-bullying team. This annual project for the school year 2022-2023.

Annex 7.2. Semi-structured interview with the Vice Principal (S-3)

1	**VDS-3**
2	**Può descrivermi il contesto scolastico, quindi l'utenza, le risorse che ci sono nella zona, la struttura?**
3	La scuola è costituita da due principali edifici: uno qui di fronte al Parco della Caffarella, al cui interno ci sono il plesso della primaria e il plesso della secondaria, e poi abbiamo un plesso solo di scuola primaria a Villa Lazzaroni.
4	Dal punto di vista dell'edilizia dei due edifici, diciamo che sono stati abbastanza, abbastanza, manutentati nel tempo, quindi non sono in condizioni gravissime, allo stesso tempo avrebbero bisogno di alcuni interventi importanti, nei bagni, su alcuni infissi che non sono ancora stati sostituiti, così come, i due anni di covid hanno modificato tutte le priorità, quindi poi sono stati abbandonati alcuni progetti come quello di utilizzare la casa dell'ex portiere per farla diventare uno spazio multidimensionale e multifunzionale. Questo è un po' l'aspetto degli edifici e dell'edilizia.
5	Per quanto riguarda l'utenza, che afferisce ai due blocchi, parliamo di due utenze completamente diverse: qui nella sede al Parco della Caffarella c'è un ambiente socioculturale medio-alto, per cui anche per esempio la presenza di bambini stranieri è caratterizzata dal fatto che sono bambini stranieri adottati e questo anche nelle medie perché siamo nello stesso bacino; mentre nel plesso a Villa Lazzaroni, che invece dà sull'Appia Nuova, ha una popolazione scolastica molto più varia e sicuramente di un ambiente sociale dal punto di vista socio-culturale ed economico sicuramente con maggiori svantaggi. Sono presenti lì molti più bambini stranieri anche appena arrivati, insomma quindi abbiamo anche la difficoltà della lingua italiana e comunque il ceto sociale è di livello più basso. Questo a grandi linee le caratteristiche dell'utenza. Per il resto è un'utenza che partecipa molto, che è comunque molto propositiva con i docenti e con la direzione, i genitori mostrano grande volontà di partecipare alla vita della scuola. I servizi, beh il quartiere è un quartiere ricco, è un quartiere commerciale, quindi è ricco di negozi... c'era il cinema che ora non c'è più molto vicino, ma comunque i cinema non sono così lontani... c'è un teatro dentro Villa Lazzaroni che è stato recentemente ristrutturato e che finalmente riprenderà a funzionare. E poi ci sono a livello di servizi sociali, ci son diverse strutture di cooperative anche di aziende di promozione sociale riconosciute anche dallo stesso municipio che lavorano sul territorio per le difficoltà ma sono anche a contatto con noi quindi fanno anche progetti dedicati alle scuole.
6	**Quindi ci sono queste partnership esterne...**
7	Sì. Abbiamo in modo particolare la cooperativa META, Scholè, che sono comunque diciamo propongono dei progetti per aiutare, adesso nello specifico visto che parliamo della secondaria, ne sta per partire uno che è proprio per aiutare l'adolescenza, i problemi adolescenziali, il post-covid, un po' tutto mischiato... perché poi gli argomenti sono sempre quelli, del cyberbullismo, il fatto che i ragazzi a questa età abbiamo dei grossi problemi nella gestione del proprio corpo, nel sapere cosa vogliono fare, e quindi ci sono dei progetti dedicati all'adolescenza.
8	**In collaborazione con...**
9	Li fanno loro, ma finanziati dal Municipio.
10	**Ok. Lei prima ha citato la partecipazione, ha detto che le famiglie partecipano; in che modo la scuola incoraggia la partecipazione dei genitori?**
11	A parte il fatto che abbiamo sempre fatto – ora a parte il covid, quindi io parlo come se il covid non ci fosse stato, perché in quei due anni non abbiamo fatto nulla di tutto questo – però facciamo sempre una o due giornate l'anno che si chiamano "Giornate Fai da Te" in cui i genitori passano a volte anche il weekend quindi dal venerdì pomeriggio alla domenica, o in altre occasioni abbiamo fatto solo la domenica, vengono proprio fisicamente a dipingere le aule, pulire, rimettere a posto quella piccola

manutenzione, quei piccoli lavoretti che non c'è nessuno nella scuola che li faccia e in quell'occasione vengono svolti. Poi facciamo una festa di fine anno in cui i ragazzi vendono i loro prodotti e il ricavato serve a sostenere diversi servizi che altrimenti la scuola non potrebbe pagarsi: è stato in passato per lo sportello psicologico; a volte appunto una piccola cifra viene stanziata per i lavori di piccola manutenzione durante l'anno, e per sostenere le famiglie in difficoltà per far partecipare i bambini alle gite, ai campiscuola, quindi viene stanziata una cifra per questa ragione, e poi anche eventualmente abbiamo fatto dei progetti particolari che richiedevano un finanziamento. Poi in passato facevamo altre iniziative che si chiamavano "Lasciateci sognare" in cui i ragazzi facevamo uno spettacolo, facevamo una selezione di chi dovesse partecipare allo spettacolo mostrando il loro talento in campo artistico, video, musica e le varie categorie poi presentavano, chi veniva selezionato poi presentava il lavoro, lo facevamo al Teatro a via Taranto, il Golden, e i genitori pagavano il biglietto e anche lì con il ricavato abbiamo fatto varie attività, a volte anche semplicemente comprare le sedie che mancavano, abbiamo aiutato la scuola laddove i fondi non sono sufficienti.

12 **E invece per quanto riguarda per esempio la partecipazione ai processi decisionali, quindi alla governance...**

13 C'è il Consiglio d'Istituto che è chiaramente presieduto da un genitore, ci sono 8 genitori, la componente genitori è composta da 8 genitori e loro a loro volta hanno una rete che si sviluppa attraverso i rappresentanti di classe delle varie classi e attraverso questo poi loro informano su quelle che sono le decisioni che si prendono. Normalmente le decisioni su quello che si fa si prendono insieme. È maggiormente comunque la scuola a dare delle indicazioni e a fare da guida, perché comunque è il Collegio di Docenti che poi decide cosa vorrebbero fare. Non abbiamo mai trovato grosse difficoltà da parte dei genitori, in quanto c'è sempre stata da parte loro un'accoglienza delle nostre richieste. Hanno comunque un'associazione dei genitori che attraverso bandi partecipano a varie cose per cui riesce a reperire denaro per portare avanti alcuni progetti per cui loro come associazione genitori hanno attivato sia presso il plesso Villa Lazzaroni sia il plesso Deledda l'orto e poi hanno fatto un altro progetto del Book Crossing, mettendo delle casette, ci sono delle casette di legno nel cortile dove appunto c'è la possibilità di prendere in prestito i libri, gestito direttamente dalle famiglie, dall'associazione dei genitori. Anche loro fanno tante iniziative per autofinanziarsi e chiaramente anche i genitori partecipano.

14 Quando però presentano questi progetti ci chiedono cosa vogliamo fare, quindi l'orto è stata una cosa condivisa, una scelta condivisa.

15 **Quindi da ciò che ho capito non si può dire che è un canale unidirezionale, quindi solo la scuola che propone, ma c'è anche la...**

16 Sì, c'è anche un ritorno, perché noi discutiamo insieme su alcune questioni, attività, alcune idee, a volte che si realizzano a volte no a seconda di quella che è anche la nostra possibilità anche in campo tra i docenti chi è disponibile a fare certe cose, chi... però insomma accogliamo i vari suggerimenti e le richieste, senza problemi.

17 **E quali sono le proposte che vengono fatte più spesso?**

18 Molto di più quello che riguarda la didattica e il campo della progettazione, dell'esecuzione di progetti, quindi comunque qualcosa che va a finire sui bambini, sui ragazzi. Non sono particolarmente.... cioè ci danno.... insomma io se ho un problema loro si interfacciano con il Municipio, anche loro hanno sollecitato per esempio tutto il lavoro che abbiamo fatto durante il covid per svuotare la scuola, portare i banchi, sono venuti fisicamente a portare i banchi su e giù per... diciamo... per la scuola. Diciamo che in questo loro collaborano molto, sono molto partecipi. Se parliamo di governance, loro sono più in ascolto che non in... cioè, propongono delle cose in merito alla didattica, ma su come viene gestita la scuola no, anche perché non avrebbero le competenze, quindi sicuramente facciamo insieme il Regolamento di Istituto, c'è anche la componente dei genitori, ma sentono anche quelle che sono le nostre esigenze.

19 **Per quanto riguarda gli studenti, loro in che modo sono – se sono – coinvolti nelle attività quotidiane?**

20 Queste cose che le ho descritto, i bambini e i ragazzi partecipano in maniera attiva: anche quando facciamo la giornata del Fai da Te loro vengono a pulire, a parte i più piccolini. Anche se l'intenzione è quella di far aiutare, perché più questo viene condiviso, più chiaramente ha un risvolto, un riscontro, e quindi lo facciamo il più possibile in modo che loro imparino a prendersi cura del posto dove vivono. Quindi questo c'è, per il resto chiaramente nel normale svolgimento delle attività chiaramente sono richiamate tutte quelle cose che sono i normali comportamenti di buona educazione, educazione civile.

21 **Io intendevo più che altro a una partecipazione relativa alla scelta per esempio delle attività da fare...**

22 Sono troppo piccoli, no.

23 **Anche per quanto riguarda la secondaria?**

24 No, anche in quel caso. Voglio dire, sicuramente c'è quello spazio che avevamo, non sappiamo se lo ripristiniamo, quello "Lasciateci sognare" in cui avevano uno spazio tutto loro dove assolutamente erano loro a suggerire quello che volevano fare e noi accoglievamo la loro richiesta; rispetto al curriculum e a quello che si fa a scuola, un po' di meno.

25 **Nel senso sulle attività da svolgersi in classe su un particolare ambito del curriculum.**

26 No. Sicuramente l'insegnante quando propone delle attività ascolta anche... noi lo abbiamo deciso a monte diciamo, anche perché stanno dentro i parametri delle Indicazioni Nazionali, quindi...

27 **Ok.**

28 **Quali sono gli obiettivi principali che vorrebbe raggiungere da qui a 5 anni?**

29 Allora io in modo particolare ritengo che ci sia un'emergenza educativa importante, e non faccio riferimento al covid, perché per me il covid ha messo solo un po' più in evidenza, era tutta roba molto latente da molto tempo. Quindi siccome noi facciamo in realtà formazione, non siamo più come una volta la scuola che deteneva il sapere e quindi doveva semplicemente trasmetterlo agli altri; oggi noi ci occupiamo di cose molto più complesse. L'obiettivo principale di una scuola è far uscire fuori delle persone che abbiamo il più possibile imparato ad essere delle persone, quindi ad avere integrato i propri comportamenti in modo da affrontare le varie sfide che potranno incontrare, a farlo nella maniera corretta, mantenendo alto, molto alto, il livello di educazione, la capacità di prendersi le proprie responsabilità che è un problema grosso di questo Paese, cioè quello della responsabilità, quindi non quello di dire "io l'ho fatto però la colpa è di qualcun altro"... quindi stare proprio su un aspetto di presa di consapevolezza di chi sono, di come mi muovo nel mondo e di come quello che io faccio abbia un risvolto in tutti coloro che incontro. Quindi tutte quelle cose che sono portate come bandiera un po' anche in maniera diciamo un po' più esasperata, che sono quelle "la pace nel mondo", "la fratellanza", quando poi io non riesco ad andare d'accordo nemmeno con il mio compagno di banco perché non riesco a condividere, non riesco a stare nei panni dell'altro: questo è anche un aspetto molto molto importante perché negli ultimi anni questi ragazzi arrivano ad essere ragazzi con un egocentrismo e un egoismo da bambini di 3 anni, quindi evidentemente c'è proprio un problema. Chiaramente in tutte le agenzie educative... mi rendo conto che chiaramente molto spesso quando arrivano a 6 anni sono già fatti, ma allo stesso tempo io ce l'ho il compito come scuola di prendermi carico di quello che ho e cercare di trasformarlo. Perché poi "trasformare" vuol dire offrire loro l'opportunità di entrare in un mondo dove sicuramente loro dovranno fare una grossa parte, ma non sono attrezzati per farlo, quindi è importante che noi gli diamo questo: la capacità critica, di analisi... ripeto, la responsabilità secondo me è... priorità.

30 **E in che modo la scuola lavora per raggiugere...**

31 Allora noi ci stiamo, stiamo cercando di fare anche noi una riflessione, perché siamo in un momento di particolare difficoltà da questo punto di vista perché è chiaro che se siamo arrivati qua ci siamo dentro anche noi, a questo gioco quindi, proprio per stare sull'aspetto della responsabilità, non possiamo sempre dire "eh si però le famiglie sono così, le famiglie sono colà, e noi siamo così". Ci stiamo tutti in questa relazione che è andata un po' verso la deriva, fermo restando che sono cambiati

i tempi, sono cambiati i ragazzi: io dentro questo aspetto ci sto, è chiaro, allo stesso tempo ci sono delle cose da mantenere perché è importante che i ragazzi abbiano questa consapevolezza. In che modo farlo? Guardi, andiamo dall'aspetto più banale che è quello del regolamento, del rispetto, dei regolamenti e quindi la parte tra virgolette "repressiva", ma in realtà è un lavoro molto più profondo che va portato avanti in tutte le più piccole cose, e per fare questo sicuramente è importante a questo punto della storia coinvolgere necessariamente le famiglie che non sono per prime alfabetizzate da questo punto di vista, quindi vorremmo fare un lavoro a 360° in tutte le componenti di riflessione, nel quale prima di tutto emergano le difficoltà, e poi di progettazione rispetto a quelle che sono le attività che si possono fare, mettendoci dentro anche noi come insegnanti che abbiamo una forte responsabilità, quindi anche noi "non è così perché di là è colà" perché io da questa parte non riesco più a far fronte a questa cosa, a mettere degli argini, a dare dei confini, a stabilire che comunque questa è una scuola, è un'istituzione, per cui certe cose non possono accadere, non devono ok, ma non possono accadere. Quindi il coinvolgimento di tutti. In questo momento la scuola sta facendo una grande riflessione perché, a parte la parte della sanzione, l'aspetto sanzionatorio rispetto a una cosa che non va, il grande progetto lo davamo un po' per scontato, quindi il fatto che io faccio scuola automaticamente questo fa di me una persona che trasmette certe cose; se queste cose non arrivano, evidentemente mi devo interrogare su dove avviene il punto di rottura, dove succede qualche cosa per cui io dico "non ottengo quello che ottenevo vent'anni fa", che può essere rivisto, può essere corretto in termini anche di obiettivi stessi, così come per le modalità, ma allo stesso tempo è una riflessione che devo fare, perché io ci sono nella relazione, quindi se alcune cose non accadono evidentemente c'è dentro anche una mia responsabilità. Io non parlo mai di colpe perché non siamo in Chiesa chiaramente, parlo di responsabilità, però per me è una delle parole chiave: la consapevolezza, la responsabilità.

32 **Quindi in questo momento si è più in una fase di presa di coscienza, per poi...**

33 Sì, siamo in una fase in cui siamo tutti molto sconcertati, molto destabilizzati. Chiaramente la scuola riflette quello che accade nel mondo: è un microcosmo assolutamente che riproduce quello che succede fuori; è chiaro che fuori sta accadendo esattamente la stessa cosa, lo vediamo anche a livello politico no, quindi i risultati sono il frutto di un fortissimo disorientamento a fronte della critica a dei vecchi modelli che potevano essere non adeguati al mondo che avanza, per citare qualcuno. Io non ho messo un nuovo modello, cioè noi come scuola non abbiamo offerto un nuovo modello, siamo fermi a quel modello lì che forse non risponde più a quello che poi i ragazzi vedono nel resto del mondo e quindi diventiamo difficilmente modellanti, e quindi... però il modello ha bisogno di una grande riflessione, di studio, è qualcosa che nasce da... perché io parlo di un modello culturale chiaramente.

34 **E la scuola, nel momento in cui si tratta di prendere delle decisioni o dal punto di vista organizzativo o da quello didattico, ha effettivamente un gruppo di lavoro oppure le decisioni vengono prese dal singolo al vertice?**

35 No no, assolutamente. Il dirigente non ha questi poteri, anche dal punto di vista legislativo, quindi... il dirigente opera tramite il Collegio dei Docenti, che è diviso in Dipartimenti; all'interno dei vari Dipartimenti si prendono... si condivide... si condividono le scelte, si portano le ipotesi, e poi insieme si prendono le decisioni. Però è tutta una piramide. Il dirigente da sé in verità non ha nessun potere, se non quello di attribuire ai docenti le classi, che è una sua specifica competenza sulla quale nessuno può entrare, anche se ha comunque dei criteri da seguire per garantire che non si facciano, diciamo un po' di favoritismi, o insomma cose che non dovrebbero accadere. Però questa è l'unica competenza del dirigente, in capo al dirigente che non ha contraffazione. Tutto il resto è tutto frutto di richieste che vengono dal basso verso l'alto o dall'alto verso il basso, ma sempre condivise e sempre discusse insieme. Quindi nessuna decisione cade... a parte sì sicuramente il dirigente decide... è responsabile della sicurezza, quindi decide come si fanno tutti i lavori, questo sì, questo lo decide il dirigente, però tutto quello che riguarda il mondo educativo no, tutta la parte didattica...

36 **Quindi iniziative, miglioramenti di qualsiasi genere...**

37 Possono essere una proposta di un Dipartimento, possono essere... può essere una proposta del dirigente, ma sempre dal Collegio deve essere approvata, quindi anche una proposta del dirigente

	rispetto a qualsiasi cosa deve essere portata al Collegio ed è il Collegio che vota, quindi poi il Collegio può dire “sì” e può dire “no”.
38	**Quindi si va poi a maggioranza?**
39	Sì, a maggioranza. È sempre la maggioranza quella che decide.
40	**E quindi nell’eventualità in cui si creasse all’interno del Collegio un disaccordo rispetto a una qualsiasi proposta...**
41	Prima si discute, in sede di Collegio si discute e ognuno chiaramente argomenta; finita l’argomentazione, si vota. E poi la decisione nel momento in cui viene presa vale per tutti, anche per chi ha votato no, o sì.
42	**In merito invece ecco l'educazione civica e alla cittadinanza più nello specifico, c'è per esempio un gruppo all'interno della scuola specifico che si occupa di, non so, stilare la documentazione o le griglie di valutazione formale?**
43	L’abbiamo fatto nei precedenti, cioè nel momento in cui hanno reinserito l'insegnamento come separato perché in realtà poi questa cosa che è stato reinserito l’insegnamento dell’educazione civica fa un po’ sorridere perché noi l'abbiamo continuato a fare sempre, non avevamo un voto specifico nell’educazione civica ma l’abbiamo sempre fatta, e quindi nel momento in cui c'è stata questa richiesta da parte del Ministero si sono formati i gruppi di lavoro, sono stati formati docenti ad affrontare questa enorme novità e in realtà noi ce lo avevamo da sempre, cioè ce l'avevamo nelle competenze chiave europee, insomma stiamo parlando delle stesse cose da quando forse è nata la scuola, però sì si è creato un gruppo di lavoro quindi c'è tutto condiviso, ci sono le griglie, ci sono le modalità in cui devono essere somministrate, c’è un curriculum di educazione civica: ci sono argomenti che si affrontano prima elementare, dalla prima elementare alla terza media perché è in verticale come tutti i nostri.
44	**E questo gruppo di lavoro da chi è formato?**
45	Docenti.
46	**Docenti. Cioè per esempio un rappresentante a classe?**
47	Allora quando l'abbiamo fatto no, era uno però per ogni ordine di scuola, cioè c’era uno per la scuola media e uno per la scuola primaria che hanno collaborato, hanno fatto la formazione e si sono occupati del curricolo. Ora il gruppo di lavoro lavora come tutti gli altri gruppi di lavoro del Collegio, quindi ha una specifica competenza, c’è quello di geografia e c'è quello dell'educazione civica, insomma ci sono tutti i docenti che sono i referenti nella propria classe.
48	**Ok. Prima ha parlato di formazione specifica che è stata fatta all'interno della scuola quindi dalla [scuola...**
49	No], noi... vabbè sempre noi ormai sono diversi anni che la scuola, le scuole sono suddivise in ambiti e all'interno dell'ambito una degli istituti prende il carico di diventare Scuola Polo e quindi poi è quella scuola che prende i fondi destinati a ogni scuola che fa parte di quell'ambito e, su indicazione delle varie scuole quali sono le richieste sulla formazione, attivano i corsi di formazione, quindi sì sono fatti dalla scuola in realtà perché l'abbiamo richiesti noi.
50	**Per tutti i docenti di quella Scuola-Polo, se ho capito bene.**
51	Esattamente, per tutti i docenti di quella Scuola Polo. Ci sono per l’educazione civica, per qualsiasi cosa insomma. Quindi poi i docenti dell'Istituto possono iscriversi a un corso, all'altro, a seconda di qual è la propria esigenza formativa. Però nel caso dell’educazione civica, in quell'occasione sono stati formati i referenti per l'istituto, quindi obbligatoriamente sono stati formati.
52	**Ok. Sempre relativamente all'educazione civica e alla cittadinanza, ci saranno progetti che saranno realizzati nel corso di quest'anno?**

53 Sì, abbiamo già l'Agenda 2030, quindi dentro c'è tutto quello che abbiamo fatto. Chiaramente alcuni progetti sono dedicati maggiormente alla sostenibilità, a tutto il discorso della transizione ecologica, a tutta questa roba qua; altri sono più dedicati all'aspetto più emotivo, affettivo, quindi tutta parte del riconoscimento dei bisogni degli altri, insomma tutto l'aspetto del vivere insieme, insomma del saper stare e saper collaborare, cooperare, rendersi utili, cioè quindi un aspetto più legato alla propria capacità individuale di stare insieme agli altri quindi riferito agli altri quindi agli esseri umani e poi invece ci sono dei progetti che riguardano la natura, il riciclo dei rifiuti, l'acqua, tutte le emergenze di questo momento sono nel nostro PTOF come proprio Agenda 2030.

54 **Quindi è un PTOF per l'Agenda 2030, incentrato quindi sull'educazione ambientale.**

55 Esattamente.

56 **E sono dei progetti appunto che riguardano l'intera [scuola...**

57 L'intero istituto], sì. Dalla prima elementare alla terza media.

58 **Quindi è un progetto che viene declinato in maniera differente?**

59 No, un tema e poi all'interno di quel tema ogni classe, ma poi non ogni classe, ogni gruppo di classi partecipa a 4/5 diverse possibilità che vengono offerte.

60 **Ok. E in relazione alle risorse possedute dalla scuola, in che modo vengono effettivamente distribuite? Non parlo solo dal punto di vista economico, ma anche per esempio i [tempi...**

61 Allora, sul discorso] economico, noi non abbiamo grandi scelte perché i soldi arrivano con una destinazione, quindi quando il Ministero ci paga qualcosa "questi sono i conti per quel progetto", "questi sono i fondi". Poi la scuola ha un fondo generico che si chiama "funzionamento", con il quale ci deve rientrare tutto quello che ci serve durante l'anno a scuola, dalla carta igienica al progettino, parlando di cifre talmente irrisorie che insomma c'è poco da decidere perché stiamo parlando per far funzionare tutta la scuola tutto l'anno abbiamo €70-80.000, quindi proprio niente. Per quanto riguarda gli spazi, questo lo decide la direzione insieme ai coordinatori di plesso, quindi ogni plesso ha uno o due coordinatori e insieme a loro si stabiliscono le priorità rispetto all'utilizzo. Poi a parte la destinazione delle aule, gli ambienti che sono da condividere spessissimo hanno un orario poi lo usa tutta la scuola attraverso un orario che viene fatto dai coordinatori di plesso.

62 **Invece in merito all'educazione civica, i docenti hanno degli strumenti che sono messi a disposizione della scuola in cui per esempio trovano materiali o...**

63 No, no, messi a disposizione dalla scuola no. Sono tutte cose che quando hanno fatto la formazione hanno poi spunti, però no, non siamo noi a fornire niente, non ci sono.

64 **Ok. Per quanto riguarda la valutazione, in che modo la scuola valuta la bontà di una decisione effettuata?**

65 A fine anno, diciamo che noi abbiamo tutti i progetti che sono inseriti all'interno del PTOF, quindi decisioni prese in merito a quello vengono comunque valutate a fine anno, quindi fa un monitoraggio a metà anno, poi una verifica a fine anno e da quella si traggono le conclusioni rispetto a cosa ha funzionato cosa no, cosa riproporre l'anno prossimo e cosa togliere, cosa aggiungere, insomma tutta la riflessione viene fatta in questo modo. Rispetto invece alle decisioni invece più diciamo direttive sulla scuola, è sempre il Consiglio d'Istituto che fa valutazione, ma non è e non potrei definirla oggettiva, se non per i progetti. Cioè mentre per i progetti, anche attraverso i risultati dei ragazzi rispetto a quelli che noi possiamo verificare come miglioramenti veri e propri, ormai c'è un piano di miglioramento, vengono messi in campo una serie di progettazioni, abbiamo un rapporto annuale di valutazione nel quale confluiscono tutti i dati anche quelli dell'Invalsi con cui noi sappiamo che cosa sta funzionando e cosa non sta funzionando rispetto agli apprendimenti, poi c'è una riflessione fatta sempre attraverso i vari dipartimenti del Collegio, quindi dal basso i vari gruppi di lavoro si interrogano su alcune cose e poi in sede di Collegio finale arriva una discussione che è propedeutica poi a quello che si farà per l'anno successivo perché sulla base di quello che ha funzionato e non ha

funzionato si aggiorna PTOF, si cambiano eventualmente le decisioni. A livello di Consiglio d'Istituto questa roba viene portata e viene discussa anche insieme alla componente dei genitori.

66 **Ok, invece relativamente all'educazione alla cittadinanza?**

67 Segue lo stesso percorso degli altri, cioè quindi comunque io rispetto al progetto che attuo farò lo stesso monitoraggio e la stessa verifica, non ho uno strumento diverso o modalità diverse, perché tra l'altro come ho detto prima noi non abbiamo mai smesso di fare, cioè per noi non c'è tutta questa novità nella scuola perché l'educazione civica si è sempre fatta: si chiamava in un altro modo, era inglobata nell'insegnamento della storia o dell' italiano, ma noi l'abbiamo sempre fatto, non c'è niente e non ci sono cose che noi non avevamo già fatto da sempre, non le abbiamo mai lasciate, quindi quando c'è stata tutta questa *exploit*, quando c'è stata anche da parte dei media la pubblicizzazione di questa grandissima reintroduzione, sinceramente di che stiamo parlando? Abbiamo sempre fatto, è proprio parte del nostro... cioè come si fa a fare scuola, a fare formazione, a crescere un individuo dandogli la possibilità di fare critica, di sviluppare un pensiero divergente, quindi di fare qualcosa con la propria testa, consapevole e responsabile, non faccio educazione civica quando faccio questo? È chiaro che, nel momento in cui ti racconto delle cose e ti insegno la Costituzione, ti insegno che esistono alcuni documenti dove questa roba sta scritta, ci facciamo una riflessione e tutto il resto. Insomma l'abbiamo sempre fatto. Quindi comunque segue lo stesso percorso degli altri, viene monitorato, viene verificato, viene valutato il percorso fatto.

68 **Quindi comunque non si può nemmeno dire che viene relegata alle 33 ore previste dalla legge?**

69 No, è molto più diffuso. È un argomento che è diffuso in tutto quello che si fa, così come lo facevamo prima delle 33 ore, come si è sempre fatto. Quindi sì, perché ci possono essere anche delle situazioni contingenti che possono portare l'attenzione, che magari non erano neanche previsto, ma succede. È successo l'altro ieri: un ragazzino ha fatto le foto in classe ed è chiaro che quello diventa un momento in cui io... cioè non è che faccio solo il rimprovero, ma vado a spiegare cosa succede eccetera eccetera, quindi poi lì entrano un sacco di altre cose in campo, quindi poi magari se si ravvede la necessità si porta anche all'attenzione di tutto il Consiglio, quindi magari ci lavorano tutti; tutti quanti riprendono l'argomento, tutti quanti fanno qualche attività per spiegare, per fare in modo che i ragazzi capiscano. Quindi sicuramente è diffusa la cosa, al di là delle 33 ore.

70 **Quindi secondo Lei, se dovessimo fare una sorta di sintesi, quando e come si insegna educazione alla cittadinanza?**

71 Sempre. Quando? Sempre, perché se faccio l'insegnante, lo faccio sempre. E come? Attraverso tutti gli strumenti che utilizzo, perché io in primis lo insegno attraverso l'esempio, quindi il primo sono io che sono il docente che sono l'esempio o dovrei essere l'esempio perché poi i ragazzi imparano molto più dai fatti che dalle parole chiaramente, quindi quello che vedono fare è più facile che lo rifacciano piuttosto ciò che gli viene detto di fare. E poi in tutto quello che io faccio e quando scelgo e scelgo il brano di letteratura o di antologia da insegnare, eh dentro c'è tutto, c'è tantissima roba e mi serve non solo per insegnare la lingua italiana, per insegnare che cosa quell'autore voleva dire: molto spesso dietro c'è qualcosa che ha a che vedere con la vita, quindi comunque con lo stare al mondo. Quindi io lo definirei sempre, comunque e attraverso noi.

72 **E quali sono secondo Lei invece le sfide più grandi nella promozione dell'educazione civica in questa scuola?**

73 Quello di essere al passo coi tempi, cioè di non rimanere ancorati a qualcosa che sicuramente è qualcosa che noi conosciamo meglio e quindi per noi una zona di comfort perché comunque l'età media della scuola è alta, quindi comunque sono tutte persone formate in tempi diversi, e quindi, per poter intervenire su quello che noi viviamo anche come un'emergenza come ho detto prima educativa. In realtà a me serve comunque di capire dove mi trovo, che cosa è cambiato e non essere semplicemente come dicevamo prima "io c'ho ragione, sono gli altri che adesso sono sbagliati perché ormai il mondo va così". Ecco, entrare nel mondo dell'altro anche nel caso nostro quindi mettersi in gioco: questa è la sfida, è la difficoltà più grande, perché questa cosa non sia cosa morta, perché io posso andare in classe a fare lezione di educazione civica e non ci può essere nessun ragazzino al

mondo che mi possa dire “è giusto che io sputi dalla finestra”, questo è l'ultimo episodio. È chiaro che sulla carta... cioè io quando vado in classe e dico “secondo te, si sputa?!”, no, lo sa che non si sputa perché come dice un famoso filosofo francese “la maggior parte delle cose che ci servono nella vita le impariamo alla scuola materna” perché poi sono quelle che ci seguiranno per sempre. Quindi è evidente che lo sapeva che non si sputava, però sputa lo stesso. Quindi io ho un problema importante, che non è quello che il ragazzo o i ragazzi non sappiano quali sono le regole o non sappiano qual è il comportamento giusto visto dall'ottica dell'educazione civica, perché non c'è nessuno che può argomentare che sia giusto passare con il rosso quando faccio educazione stradale o che ne so una cattiva alimentazione, che sulla carta lo sappiamo tutti; il problema è che quello non si traduce in un comportamento quindi evidentemente succede qualche cosa, che probabilmente molto come dicevo prima è anche l'esempio perché quello che vedo in realtà è l'esempio, un esempio completamente diverso da quello che... la scuola è ancorata a delle cose che nel mondo vengono completamente disattese quindi anche rimanere sul discorso della meritocrazia, del premio, della punizione, cioè ma siamo rimasti solo noi qua a dire questa cosa perché poi il resto fa un'altra strada. Allora non dico che bisogna andare chiaramente in quella strada errata, allo stesso tempo non posso non vedere che evidentemente l'azione che metto in campo non è sufficientemente efficace perché non raggiunge e non ottiene risultati, per cui bisognerà modificare qualche cosa. Ripeto, stiamo facendo una riflessione su questo perché non è che nessuno c'ha l'antidoto o un metodo, per cui alcune cose vanno per conto loro, appartengono anche a dei cambiamenti che avverranno probabilmente, perché poi uno dei grossi problemi è che tutto quello che ci sta succedendo sta avvenendo in un tempo troppo rapido, per cui negli ultimi 100 anni sono accadute cose che per millenni – sono serviti millenni perché accadesse anche una sola di quelle cose – invece noi abbiamo avuto in 100 anni un cambiamento repentino di tutto e non c'è stata la possibilità per essere umano di adeguarsi a questo. Quindi secondo me portare anche i ragazzi sulla capacità di analizzare loro stessi quello che sta succedendo, quello che succede nel momento in cui io so che non devo sputare io spunto...insomma, riflessione, consapevolezza, torno sempre alla stessa... responsabilità.

74 **E quale potrebbe essere un possibile rimedio?**

75 Credo molto nella possibilità di discutere, cioè di fare contemporaneamente due cose: essere comunque fermi nella propria scelta istituzionale, perché comunque la scuola è scuola e quindi a scuola certe cose non possono accadere, quindi io intanto rimango un blocco granitico su questo e contemporaneamente, visto che ci sono delle difficoltà, apro una la discussione, faccio le Agorà come facevano i Greci, riporterei e ridarei loro la possibilità di dire qualcosa perché lo possono fare, sempre nei tempi e nei modi, perché è questo, non è che possono dire tutto perché sanno, si devono mettere in discussione e quindi stimolare una riflessione anche da parte degli stessi ragazzi e non essere noi. Perché non può più funzionare, perché non possiamo più essere noi che diciamo agli altri che ascoltano, no, deve essere molto più una mediazione, una mediazione tra ciò che accade nel mondo e noi.

76 **Quindi comunicazione e condivisione.**

77 Sì

78 **E questa questa riflessione appunto che state portando avanti, come è nata?**

79 Da eventi quotidiani, che sono cose che ci fanno dire “ma che sta succedendo”. Poi ognuno di noi ha la propria lamentela, “basta, non ce la faccio più, sono diventati tutti ingestibili, sono tutti maleducati”. Vero, perché quello che vedo è la maleducazione, è sicuramente un'arroganza, un livello di presunzione altissimo, l'idea di essere sempre unici, meravigliosi, tutta roba che viene chiaramente eh inculcata... però, dico sempre, noi anche siamo genitori, cioè oltre ad essere insegnanti siamo genitori quindi in realtà ce li abbiamo fatti credere noi a queste cose, ce li abbiamo portati noi ad essere come adesso non ci piacciono e quindi... perché? Perché non c'è un modello alternativo a quello dei media insomma, questa la verità. Noi però questa responsabilità non ce la siamo presa, noi abbiamo abbandonato, abbiamo tirato i remi in barca abbiamo detto “vabbè se il mondo vuole così mi faccio la mia lezione e basta”, però poi l’emergenza c’è perché è quotidiana, ogni giorno accade qualcosa.

80 **e quindi diciamo che questa riflessione appunto è proprio finalizzata un po’ a [modificare**

81	A invertire] un po' la rotta no e invece di fare quello che riesce meglio a tutti poi, che è lamentela, e trasformare la lamentela in qualcosa di operativo che forse va a incidere, perché se non è la scuola a fare il cambiamento, chi lo fa? La riflessione è anche sull'aspetto... allora, di responsabilità, quando diciamo ai ragazzi di prendersi la loro, ma come dicevo prima io mi devo prendere la mia, perché io sono la scuola e se non lo faccio io, ma chi lo fa? Non lo può fare nessun altro. Quindi il nostro compito, che è sempre stato importante e fondamentale, ma non perché gli devo insegnare il greco, il latino, a leggere e scrivere a seconda dei livelli – perché c'è anche quello, sicuramente sì – allo stesso tempo, io dico sempre una lezione di scienze fatta da Piero Angela è più bella della mia, perché è chiaro che se vedo delle cose... ma io sono qui per fare molto di più oggi, perché mentre prima trasmettevo solo il sapere, oggi io devo fare da mediante su tanta roba a 360° su tanti fronti, quindi la scuola deve prendere un fortissimo impegno, cioè che deve trasformare la lamentela in qualcosa di più operativo.
82	**Quindi possiamo dire che la cittadinanza in questo caso è tutto fuorché mera conoscenza.**
83	Sì, perché questo è quello che accade. Io girando nelle aule vedo da tutte le parti c'è il cartellone con le regole, si fa la prima volta quando hanno 6 anni e c'è scritto che non si parla quando parlano gli altri, si ascolta e si aspetta il proprio turno, mentre si aspetta il proprio turno si ascolta quello che l'altro dice. Questo non accade praticamente non dico mai, forse è troppo, ma nel 99% dei casi no, ma se vedo quello che accade in Parlamento – adesso dico il Parlamento chiaramente perché è qualcosa che vediamo tutti quanti – nessuno ascolta quello che dicono gli altri e poi controbatte eventualmente appuntando, ognuno è lì pronto a dire la propria, quindi quello che sta succedendo è un tempo che devo aspettare per dire la mia senza aver ascoltato quello che ha detto l'altro, o comunque averci ragionato sopra e poi appunto rispondere. E in merito a questa cosa, non è che io posso dire che i bambini non sanno che si parla uno per volta e non si parla uno sopra l'altro, lo sanno tutti i bambini del mondo, lo sanno tutti bambini e gli adulti, ma poi questo non diventa un fatto e quindi evidentemente da qualche parte c'è una falla, perché se io te lo insegno da quando sei piccolo e ti ripeto questa roba, tra l'altro io quando insegnavo lo dicevo ai miei alunni di prima elementare:
84	"Qualcuno vi ha mai detto che questa cosa non si fa?"
85	"Sì"
86	"Quindi lo sapete già?"
87	"Sì"
88	"Quando vi è stato detto la prima volta?"
89	Allora li vedevo, cercavano, anche i bambini a quell'età non è che hanno una chiara conoscenza sul tempo, il prima e il dopo, perché loro un anno o un mese sono la stessa cosa, quindi li vedevo cercare nella loro memoria "boh, però, sì, chi me l'ha detto la prima volta", "provate a pensare a chi ve l'ha detto la prima volta" e io mi ricordo insomma che erano molto stupiti da questa cosa perché anche semplicemente fermarsi a dire questo, invece che dire "non si parla", lo sanno che non si parla, cioè si sa ma non si sa fare. È un lavoro un po' più profondo.
90	**E quindi da quello che mi diceva prima, il Covid ha semplicemente portato alla luce.**
91	È stato un evidenziatore, io lo chiamo così, perché in realtà alcune cose noi le sapevamo benissimo però il fatto di essere sempre un po' di corsa, certe cose non le vedi. Quello ci ha dato una grandissima... potevamo viverla come un'opportunità, ma da quello che sto vedendo ce la stiamo già dimenticando troppo quell'opportunità, perché in realtà alcune cose andavano comunque tenute rispetto anche alle scelte che ognuno fa per la propria vita, invece vedo che c'è una tendenza di riandare verso quella deriva, come se questa cosa non fosse accaduta, che anche questa è una cosa non proprio buona, sarebbe opportuno farne tesoro.
92	**E sempre tornando un attimo al discorso Covid, ovviamente il Covid ha bloccato quelle iniziative che invece [prima...**

93 Molte] di queste cose non abbiamo potute farle, molte di quelle iniziative fanno proprio riferimento al fatto di stare tutti insieme. Noi abbiamo dovuto bloccare tutto, per questo siamo anche un po' in una fase di ripresa. Diciamo ecco magari un po' più di discussione su questo il fatto di essersi fermata ce la sta facendo fare, e diciamo c'è un po' di insicurezza perché ci sono ancora delle incognite, perché noi cerchiamo di ricominciare poi non sappiamo se ci dovremmo fermare, siamo un po' così. Però dal punto di vista più profondo del significato delle cose che facciamo, >quindi non delle cose che facevamo, ma del significato delle cose che facciamo< sicuramente si è aperta una grande riflessione.

94 **Ok. Le ultime due domande. Lei prima mi ha parlato delle partnership esterne avviate, ovviamente sono partnership "vecchie" nel senso [avviate negli anni...**

95 Beh sì], ma alcune sono anche nuove, ci sono alcune cose nuove che ci stanno proponendo adesso anche quest'anno. Sì perché comunque le associazioni che stanno sul territorio diciamo che partecipano a dei bandi che fa la Regione, il Municipio, il Comune e nel momento in cui prendono quei finanziamenti viene data la possibilità alle scuole di partecipare e di aderire a quelle iniziative, quindi sono sempre un continuo divenire, non sono stabili da questo punto di vista.

96 **Quindi a livello di relazioni con le risorse [esterne...**

97 Con il Municipio]

98 **E tramite il Municipio, vi è la partecipazione a questi [bandi...**

99 No], le associazioni fanno i bandi, noi solo il frutto dei bandi, noi non partecipiamo perché noi siamo una scuola quindi non possiamo se non quelli che sono dedicati a noi, ma sono tutti PON. Invece le associazioni partecipano a questi bandi e loro nel momento in cui partecipano dicono a chi vogliono offrire questa opportunità e se siamo noi, se sono alle scuole, noi se ci interessa diamo la nostra adesione.

100 **Ah ok. Io avevo capito che erano le scuole che sceglievano, invece è il contrario.**

101 A noi fanno delle proposte a cui aderiamo o non aderiamo: quando le proposte sono congruenti con quello che facciamo, lo prendiamo; quando no, no chiaramente.

102 **Ok, abbiamo quasi terminato. Vorrei chiedere se fosse possibile osservare o in caso contrario se me lo potesse raccontare, il calendario della settimana scorsa a livello di attività della scuola, di impegni organizzativi, per chiederle poi se è stata una settimana tipica oppure no.**

103 No, il calendario degli impegni di una scuola viene approvato all'inizio dell'anno quindi è un calendario dove ci sono elencati tutti gli impegni collegiali, quindi non sono mai una settimana uguale dall'altra. Intanto c'è una differenza: la scuola primaria ha un impegno tutti i martedì è un impegno di riunione programmazione che non ha la scuola secondaria, quindi qui accade in una settimana normale che c'è la lezione e poi martedì c'è la programmazione; per la scuola secondaria di primo grado non c'è la riunione di programmazione, una volta al mese ci sono i Consigli di Classe, quindi può essere che la settimana scorsa è stata la settimana dei Consigli, ma non è una settimana tipica, perché quella settimana si riprodurrà ogni mese perché per una settimana l'anno... per il resto, a parte i Collegi dei Docenti che più o meno hanno una cadenza bimestrale, non ci sono altri impegni, i docenti non hanno altri impegni. Gli altri impegni di riunioni e di cose che riguardano l'extrascolastica, quindi che non riguardano in modo particolare la didattica, è lo staff che fa le riunioni, quindi le funzioni strumentali, i coordinatori del dirigente, il dirigente, lo staff del dirigente.

104 **Ci sono invece degli indicatori che utilizza la scuola per monitorare le prestazioni degli studenti?**

105 Gli indicatori ci sono perché noi abbiamo un curricolo dove c'è... a parte che anche lì, la valutazione degli studenti è diversa dalla scuola primaria.

106 **Sempre per la scuola secondaria di primo grado.**

107 La scuola secondaria di primo grado ha sempre il curriculum va bene, ma poi loro hanno una scheda diciamo così in cui inseriscono quelli che sono le... in che modo quell'obiettivo dovrebbe essere

	raggiunto per la differenza per i livelli, quindi se in maniera... un po' prendendo spunto da quella della primaria, quindi se questo obiettivo è raggiunto in maniera autonoma, con consapevolezza, in maniera adegua... queste sono le cose e sono scritte nel curricolo.
108	**Ok, abbiamo terminato. Ai fini di confrontare i dati con le indagini comparative internazionali, io avrei bisogno di tre informazioni: la prima è la Sua età.**
109	58 anni.
110	**Ok. La seconda è il titolo di studio.**
111	Laurea magistrale. Io ho due lauree veramente, due lauree magistrali: una in Lingue e Letterature straniere e una in Scienza della Formazione Primaria. Dopo aver preso il posto a scuola ho fatto Scienze della Formazione.
112	**E l'ultima domanda, da quanti anni lavora in questa scuola.**
113	20.
114	**E da quanti anni invece è vicepreside?**
115	10.
116	**Ok, grazie. C'è qualcos'altro appunto che secondo Lei è utile discutere ai fini della ricerca?**
117	No, Lei mi ha chiesto un sacco di cose che riguardano un po' la mission della scuola, un po' la vision insomma, mi sembra che Le ho detto molte cose su quello che facciamo.
118	**Perfetto, grazie.**

Annex 7.3. Semi-structured interview with the Civic Education Coordinator (S-3)

1	**CCE-C-3**
2	**Prima di tutto, secondo Lei qual è la visione educativa che la scuola si propone di raggiungere, su cosa state lavorando?**
3	Allora, a livello educativo fondamentalmente il rapporto tra i compagni e la relazione in classe è una cosa su cui ci si concentra molto. L'apertura verso l'estero, in particolare la preside ha voluto quest'anno, abbiamo sempre lavorato molto sulle lingue straniere, ma la preside quest'anno ha voluto fare proprio un progetto di internazionalizzazione per dare coerenza anche all'approccio verso l'altro, le culture diverse, quindi anche dal punto di vista dell'accettazione diverso, anche dal punto di vista culturale, di chi viene da altri Paesi e culture diversi. E poi l'inclusione, proprio in generale l'inclusione su tutti in tutti i suoi aspetti, quindi diciamo ovviamente del ragazzo con disabilità, del ragazzo con DSA ma anche del ragazzo che semplicemente ha difficoltà di relazione con gli altri. Quindi diciamo "inclusione" è proprio la parola chiave un po' dell'obiettivo, dell'orientamento della scuola.
4	**Ok. E invece dal punto di vista personale, quali sono gli obiettivi che a Lei piacerebbe raggiungere da qui ai prossimi 5 anni?**
5	Dal punto di vista didattico, come sempre far uscire i ragazzi ben preparati sul fronte dell'inglese ovviamente; dal punto di vista della relazione tra i ragazzi, l'obiettivo è quello di prenderli bambini come arrivano, quindi ancora proprio molto immaturi sul fronte di tante capacità, di riflessione, sul rapporto tra di loro e le strategie personali, e portarli a diventare autonomi e consapevoli, in maniera da essere pronti ad affrontare le scuole superiori.
6	**E in che modo quindi la scuola lavora per il raggiungimento di questi obiettivi?**
7	Allora, a livello di attività noi abbiamo lo sportello psicologico, abbiamo sempre avuto e sempre ci teniamo diciamo a poter offrire il servizio, perché dove ci sono difficoltà un pochino più importanti c'è la possibilità di approcciarsi al professionista, quindi la scuola punta anche su questo aspetto; poi tanto lavoro di relazioni in classe, quindi riflettere da un punto di vista didattico su se stessi, le proprie strategie, come si affronta l'ansia, come si affronta l'ansia da prestazione e l'ansia della prova in sé e quale strategia si può trovare per affrontare la verifica, e anche tanto tanto lavoro di strategia nelle relazioni tra i compagni, quindi come accettare il fatto di stare in un gruppo, che non è sempre ottimale dal punto di vista della relazione stare in un gruppo che è un po' calato dall'alto, non sono i miei amici che io mi scelgo all'attività sportiva magari, ma sono persone con cui mi devo trovare a stare bene per forza... starci insieme per forza, al meglio possibile.
8	**E quindi questo è un lavoro condiviso da tutto il corpo docente?**
9	Sì sì, in base alle disponibilità, al momento, alle criticità che si presentano e chi ne ha l'occasione si ferma a riflettere sul percorso in classe e poi condividiamo in Consiglio di Classe quello che è stato detto, le difficoltà che sono emerse, quindi chi una volta chi un'altra diciamo sì, si sono molto molto affiancati in questo percorso.
10	**Ok. E in merito alle risorse che possiede la scuola in termini di tempo, denaro, spazi materiali, in che modo vengono effettivamente distribuite?**
11	Allora a volte viene dedicato tempo quando ci sono delle cooperative che propongono proprio delle attività mirate al rapporto tra i ragazzi, agli spazi proprio di condivisione, si lavora proprio sull'interazione, tipo la Cooperativa META che in questa scuola ha proposto diverse volte questo tipo di attività, che sono gratuite, e allora si può dedicare qualche ora a più riprese e allora si fa proprio un piccolo percorso di incontri, in termini di tempo. In termini di risorse economiche dedicate, c'è lo sportello di ascolto che è un servizio a pagamento della scuola, però la scuola ecco tira fuori questi fondi perché ci crede, ci crede molto, in passato è tornato molto utile questo servizio. E risorse... beh,

la nostra disponibilità all'ascolto e all'interazione coi ragazzi insomma, siamo noi le risorse se non questi aspetti esterni che come lo psicologo o le cooperative.

12 **In merito proprio nello specifico dell'educazione civica e alla cittadinanza, i docenti hanno risorse a disposizione?**

13 Abbiamo le *digital board* in quasi tutte le aule, ora dovrebbe essere disponibile in tutte le aule. Con la *digital board* possiamo far vedere i video, proporre attività anche online o che abbiamo predisposto, presentazioni predisposte sul computer, quindi dal punto di vista delle risorse, questa che stiamo iniziando a usare da a partire da quest'anno e che è una risorsa meravigliosa, perché per noi finora lavagna e gessetti. La risorsa della *digital board* invece ci ha consentito di ampliare moltissimo l'offerta dal punto di vista delle attività. Purtroppo dal un punto di vista dell'orario, il curricolo dell'educazione civica prevede un certo numero di ore ben preciso che non sono tantissime per nessuna disciplina; si cerca di collaborare, di fare attività interdisciplinari ma non sempre si riesce perché siamo tanti. Ci vorrebbe un Consiglio di Classe dedicato solo a quello per fare qualcosa di strutturato bene e quindi diciamo ci si concorda un po' così, "ho tratto questo"... si riesce a dare una certa interdisciplinarità perché più o meno gli argomenti che si affrontano son quelli, quindi poi alla fine ci troviamo comunque interdisciplinarità anche dove non è proprio mirata, dove non ci si è lavorato in maniera mirata e non ci si è dilungati tanto nel concordare.

14 **Quindi come siete organizzati a livello di Consiglio di Classe specificatamente per l'educazione civica e alla cittadinanza?**

15 Noi abbiamo il curriculum per l'educazione civica, il numero di ore e le tematiche generali in cui inserirsi disciplina per disciplina e a livello di dipartimento si è concordato cosa affrontare, quindi noi siamo coordinati a livello di Dipartimento e quindi abbiamo concordato cosa si fa il primo quadrimestre e al secondo quadrimestre e quindi siamo allineati per classi parallele. All'interno del Consiglio, si è soprattutto dedicato tempo nel 2020 quando è stato introdotto il curricolo, per pensare proprio insieme a delle attività di classe e poi diciamo una volta sperimentate di base si è mantenuto quel lavoro lì, quindi ci si confronta in maniera un po' rapida perchè come dicevo non c'è un momento previsto per il confronto specifico, quindi ci si confronta in maniera rapida sulle attività fatte, su eventuali modifiche e più o meno insomma alla fine ci si trova sempre allineati perché siccome il curriculum non cambia, cambiano le classi ma le attività quelle sono, quindi dopo un primo periodo di rodaggio si è sistemata un pochino l'attività, la prova specifica, e ormai è andato a regime, nel senso che tutti prevedono quelle ore che saranno dedicate all'attività e fanno la loro attività.

16 **Quindi non c'è per esempio un gruppo di lavoro che si occupa specificatamente a livello di sistema [scuola...**

17 No], non più. Nel senso eravamo noi che nel momento in cui abbiamo creato il curriculum abbiamo fatto questa attività, l'abbiamo condivisa con tutti i colleghi, loro ci hanno mandato i loro suggerimenti, noi abbiamo modificato il documento, quindi il momento di condivisione è stato quello. Dopodiché per dire non si è più identificato un referente, ma semplicemente all'interno di ogni classe si dice di individuare un referente che fondamentalmente raccoglie i voti di tutte le verifiche che le singole materie fanno per il loro percorso e ne tira fuori una valutazione unica che sarà quella di educazione civica. Però in quell'attività di coordinamento che era prevista diciamo che in realtà va un po' da sé, nel senso che quello che si è visto è che poi avere un vero e proprio referente che si occupa di quello è una figura un po' relativamente necessaria perché quello che serve è raccogliere le valutazioni. Come dicevo, ci siamo confrontati nel momento dell'approvazione e sono state fatte eventuali modifiche, ci si è confrontati anche per Dipartimenti, oltre che per Consigli di Classe anche e soprattutto per Dipartimenti, e si è creato un percorso condiviso, l'applicazione di questo percorso condiviso non è che c'è bisogno di anno in anno a doverlo rivedere, quindi diciamo che la figura del referente fondamentalmente si è ridotta, ogni classe ha il suo, si identifica a inizio anno ma si è un po' ridotta fondamentalmente a raccogliere valutazioni e non fare tanto lavoro di coordinamento, perché non è questo che ogni anno si rielabora anche perché ha validità triennale, per cui quella è stata, ci abbiamo lavorato allora e quella stiamo mantenendo.

18	**Quindi, se ho capito bene, quando è stata introdotta la legge è stato fatto questo curriculum che è stato condiviso, e quindi ogni anno ci si riferisce a quel documento...**
19	Sì, perché ha validità triennale, dal 2020 al 2023. Quindi diciamo fino al ’23, poi ci sarà probabilmente da rimettere in discussione, riaprire e ricondividere.
20	**Ok, e quindi ogni docente sulla base di quel documento stabilisce che cosa fare. Più che lavoro per Consiglio di Classe, quindi, ogni docente del Consiglio di Classe si inserisce all'interno di una tematica comune, c'è un lavoro per classi parallele?**
21	Allora c'è una tematica comune, che di base è quella che era stata condivisa allora. Chi propone magari di fare un cambiamento, dice “io per l'educazione civica pensavo di lavorare su questo” condivide con i colleghi, se c'è qualcuno che vuole, magari il collega affine gli viene lo spunto o l'idea allora si collega, però di base siccome quello è stato rodato ed è stato sperimentato, ci siamo riadattati, diciamo che si è lavorato più per Dipartimento che per Consiglio di Classe, poi sappiamo cosa fa il collega di tecnologia, cosa fa il collega di italiano e ci organizziamo a seconda delle necessità specifiche poi della classe. Quindi se in una classe c’è particolarmente bisogno di lavorare in un certo aspetto, in quella classe magari in 2-3 materie si cercherà di concentrarsi sulla stessa tematica; per esempio abbiamo lavorato... ci siamo trovati a lavorare in parallelo sul Manifesto delle Parole Ostili per esempio, che appunto è una cosa come dicevo una delle priorità della scuola il rapporto tra i ragazzi, e l’abbiamo fatto in francese, in inglese, in italiano in parallelo perché tutti avevamo deciso che la linea era la riflessione sul linguaggio e le parole ostili nel secondo quadrimestre di seconda e ci siamo trovati a lavorarci in parallelo, abbiamo portato la stessa attività e quindi lo stesso discorso è stato affrontato con diversi punti di vista e diverse materie. Questo è quello che noi ogni anno proponiamo alle seconde. Quindi noi sappiamo già che tanto in seconda è un ottimo momento per lavorare su queste tematiche: sappiamo già, abbiamo già il materiale, abbiamo già le relative verifiche e viene riproposto. Poi qualcuno dirà “io quest'anno lo voglio fare in primo quadrimestre invece che in secondo quadrimestre”, invertirà perché non è che sono argomenti che si associano poi necessariamente a quello che si fa in classe, nella maggior parte dei casi sono indipendenti, poi sono legati alla materia, ma in genere non vanno col programma.
22	**E la scuola come valuta l’efficacia delle decisioni che sono state prese? Ci sono particolari strumenti?**
23	No, c'è il RAV che valuta nell'insieme la scuola e quindi quello che funziona, quello che non funziona, le criticità e quindi dovrebbe rientrare nella valutazione del RAV, però ecco non c'è una figura poi che raccoglie tutti questi dati relativi alla cittadinanza. In generale c’è il RAV, il gruppo di valutazione della scuola che valuta secondo dei parametri e delle tabelle ben precise le criticità, cosa è da correggere, cosa si può migliorare, che cosa invece è andato bene ed è un punto di forza della scuola.
24	**Parlando invece di voi docenti, nel momento in cui riproponete queste attività per classi parallele, in che modo capite se effettivamente quel progetto ha funzionato oppure se è bene apportare qualche piccola modifica?**
25	Ci confrontiamo come dicevo soprattutto per classi parallele, perché diciamo sono e ci siamo trovati poi... il curriculo nasce per classi parallele, che nasce per dipartimenti, perché dice “l'italiano ha queste tematiche, matematica ha queste tematiche, tecnologie ha queste tematiche, scienze...” e così via, per cui è proprio nato più per materie che per Consigli di Classe, anche per dare un indirizzo comune perché chiaramente l'indirizzo comune alla scuola viene dato più per materie che per Consigli di Classe ovviamente e quindi ci confrontiamo per Dipartimento, “ha funzionato?”, ci confrontiamo tra di noi. Si capisce se ha funzionato o no perché soprattutto sono attività, quelle della cittadinanza, che si valuta se sono state gradite dagli alunni, se effettivamente hanno sortito degli effetti nei ragazzi, se hanno suscitato il loro interesse, se si son divertiti, se lo hanno trovato interessante e se la valutazione fatta dimostra che effettivamente qualcosa gli è rimasto insomma dei contenuti, poi gli sono rimasti.
26	**Quindi fondamentalmente è un mix fra l'osservazione del comportamento degli alunni e il risultato del test?**

27 Sì. E poi un confronto tra di noi, perché per esempio noi di inglese avevamo introdotto in prima, che hanno poco materiale ancora su cui lavorare, avevamo introdotto l'inno inglese come lavoro per l'identità nazionale e le colleghe un po' titubanti perché l'avevo proposto per il curriculo, loro erano un po' titubanti perché non si lavorava normalmente su questa attività, l'inno non si fa mai per l'inglese, nei libri non viene menzionato o almeno noi non ci avevamo mai lavorato prima, diciamo "mah, non lo so, però l'inno...", abbiamo riflettuto anche con francese, spagnolo, sulla validità della proposta e hanno voluto provare i colleghi e abbiamo visto che ai ragazzi piace perché scoprono questo aspetto dell'identità culturale del Paese che stanno studiando, c'è modo di approfondire il testo, è bello ascoltarlo in classe e alla fine lo abbiamo riproposto sempre, proprio perchè confrontandoci abbiamo visto... lo abbiamo fatto in via sperimentale per vedere se funzionava e poi confrontandoci abbiamo visto che i ragazzi lo accoglievano bene, gli piaceva, lo approfondivano volentieri e lo abbiamo mantenuto.

28 **Quindi, secondo Lei quali sono le sfide più grandi per l'educazione civica e alla cittadinanza in questa scuola? Per esempio, prima ha menzionato la mancanza di tempo per confrontarsi.**

29 Volendo ottenere dei risultati organici e complessivi validi per tutte le scuole, non per questa scuola in particolare ma in generale, sicuramente la condivisione degli obiettivi chiara e condivisa. Sicuramente il problema di questo sistema che è stato proposto dal Ministero è che è dispersivo, perché è vero che...è bello prendere queste tematiche ed è assolutamente fondamentale prendere queste tematiche, affrontarle sotto vari aspetti, l'interdisciplinarità è molto bella come approccio, però finisce per essere dispersiva perché le ore non possono materialmente essere tante per fare attività in classe e l'interdisciplinarità è sempre qualcosa di molto complesso che richiede molte ore di progettazione a monte, perché per fare bene l'interdisciplinarità ci vorrebbero appunto dei Consigli di Classe dedicati. Siccome le incombenze sono tantissime e il tempo è poco per tutte le varie incombenze, purtroppo diciamo che l'idea che avevano originariamente di cui non si è più parlato del referente unico e dell'insegnante di educazione civica, sicuramente potrebbe dare più colpo al progetto, però appunto qualcuno va dedicato a quello perché la dispersione nelle varie materie si fa, l'attività si fa ed è un momento di ragazzi sono consapevoli "questa attività per l'educazione civica" loro lo sanno, quindi è sempre condivisa, sanno esattamente "questo lo abbiamo fatto per educazione civica, questo abbiamo fatto per la materia", però finisce inevitabilmente per essere un po' un tempo disperso in poche ore qua e poche ore là, ma non si possono togliere troppe ore alla disciplina. Secondo me la cosa che funzionerebbe bene è fare più ore in uno dei due quadrimestri e quindi non fare la richiesta com'era nelle Linee Guida originariamente divise tra primo e secondo quadrimestre, ma scegliere di comune accordo tutti magari anche a livello proprio di Istituto, non solo di Consiglio di Classe, di dedicare più ore a un progetto in un momento specifico dell'anno in maniera che tutti ci si possa concentrare... "questa settimana è dedicata alla cittadinanza", allora si fermano tutte le attività didattiche delle varie materie e quella settimana è dedicata all'interdisciplinarità per la cittadinanza, allora questo consentirebbe a noi di interagire meglio perché a quel punto ci fermiamo un attimo e diciamo "che facciamo in quella settimana?" e allora possiamo unire un po' gli sforzi per un progetto comune, in un momento preciso che per noi va bene anche dal punto di vista dell'andamento dell'anno, quindi che so la prima settimana di Febbraio che è chiusura del primo quadrimestre... si può prendere una pausa, è chiuso il primo quadrimestre, deve ancora iniziare il secondo, quella settimana ci si dedica, la prima o seconda settimana di Febbraio si dedica a questo e si può fare in maniera strutturata per tutto l'Istituto e è molto più facile creare l'interdisciplinarità, molto più facile dedicare del tempo strutturato in maniera un po' più ragionata anziché fare purtroppo... il problema della scuola è che si fa tutto un po' a tirar via perché sono tantissime cose, pochissimo tempo, tantissime scadenze, si continua a infilare dentro qualcosa che poi deve comunque uscire fuori bene. Bacchette magiche non ne abbiamo, mentre dedicare un momento, del tempo condiviso con numero di ore che ci consente di concentrarci bene su un'attività ben strutturata, sicuramente valorizzerebbe molto di più il lavoro sulla cittadinanza.

30 **Invece per quanto riguarda la scuola come organizzazione, le decisioni dal punto di vista organizzativo, gestionale, come vengono prese? C'è un gruppo che si occupa collaborativamente di prendere determinate decisioni?**

31 Dipende dalle decisioni, nel senso che alcune decisioni partono dai docenti e vengono raccolte dai referenti in genere, i referenti di plesso, tanto in primaria quanto in secondaria, e poste alla dirigenza

che le valuta. Le devo dire, adesso è cambiata la dirigente però insomma in genere c'è abbastanza dialogo diciamo, dove le proposte sono effettivamente fattive, concrete e d'aiuto, insomma non è mai difficile trovare una parte disponibile all'ascolto dall'altra parte, ecco. Però diciamo nella maggior parte dei casi le scelte organizzative dei calendari, delle attività, vengono proposte dall'alto, dalla dirigenza e fondamentalmente proprio come curriculo dell'educazione civica si ereditano di anno in anno e son già strutturate, quindi si apportano poche modifiche in genere. Quando interviene qualcosa di nuovo, come per esempio l'educazione civica, c'è un buon dialogo: si propone dalla dirigenza la linea guida, si condivide per circolare, si mette tutto spiegato bene e poi c'è un'interazione su come realizzare realmente; si fa il gruppo, in quel caso eravamo noi i referenti, il gruppo si incontra con la dirigente e insieme si condivide quello che il gruppo ha sentito da parte dei docenti anche, quindi diciamo c'è sempre uno snodo docenti-dirigenza. Però è abbastanza condivisa la scelta, i dirigenti danno indicazioni in base alle indicazioni che prendono loro dal Ministero, quindi gli danno quelle indicazioni, poi sulla realizzazione pratica c'è condivisione.

32 **Certo. Io più che decisioni del Ministero mi riferivo all'aspetto gestionale della scuola, quindi come avviene, è una gestione condivisa, se invece c'è una persona che dall'alto cala le proprie decisioni sui docenti?**

33 Dipende dagli argomenti. Il regolamento Covid c'è poco da condividere, quello è. Però ecco, una cosa che ha a che fare con la didattica è sempre condivisa con i docenti, perché poi alla fine sono i docenti che devono mettere in pratica quindi la fattibilità e la validità da un punto di vista didattico e disciplinare è sempre fatta in condivisione con chi in classe ci sta davvero.

34 **E i docenti hanno la possibilità di proporre loro delle iniziative, delle attività?**

35 Sì sì tantissimo, nel senso c'è sempre massima disponibilità anzi si incentivano moltissimo i progetti che partono dai docenti, quindi moltissima apertura verso proposte e progetti didattici che partono da sia dai Dipartimenti quanto dai Consigli di Classe. Quello che è sempre stato raccomandato è stato sempre di evitare di coinvolgere classi singole, per cui l'attività dedicata alla II A no, ma piuttosto dedicata a tutte le seconde, cioè cercare più possibile quando c'è un progetto di destinarlo il più possibile almeno per classi parallele in maniera che questi progetti siano di Istituto e non per le singole classi. Però c'è massima apertura, quando si propone c'è disponibilità massima. I progetti vanno presentati, ci sono dei moduli, vanno ben argomentati, vanno approvati ovviamente da tutto il Collegio, inizialmente si presentano alla dirigenza che prima li legge, poi vengono tutti proposti al Collegio dei Docenti e approvati nel Collegio.

36 **E per questi progetti, ci sono delle partnership esterne avviate?**

37 Sì, ci sono gli extracurricolari. Noi per gli extracurricolari facciamo le certificazioni per esempio di lingua e abbiamo partnership, siamo noi docenti interni a preparare gli esami, però ci appoggiamo a degli enti che ci supportano poi per l'esame specifico per la certificazione. Per progetti curricolari, sempre per le lingue, abbiamo i corsi di conversazione, quindi scuole private di lingua che ci mandano i docenti a pagamento e poi cooperative, associazioni, per tutto quello invece che è offerto dal territorio, appunto il lavoro sulle dinamiche dei rapporti tra i ragazzi, in genere sono attività che vengono offerte da associazioni e cooperative a titolo gratuito. Ne usufruiamo tanto, anche servizio biblioteca per esempio la biblioteca Mandela, in passato abbiamo collaborato tantissimo, ora torniamo a collaborare. Ovviamente si era tutto fermato per il Covid, però stiamo anche riprendendo, quindi l'offerta del territorio viene tenuta in grande considerazione.

38 **E nel caso in cui in Collegio Docenti c'è disaccordo, come viene [risolta...**

39 Si vota]. È tutto soggetto, qualunque argomento trattato poi è soggetto a votazione, quindi qualunque tipo di proposta, dalle funzioni strumentali all'approvazione del progetto, alla fine del Collegio dei Docenti c'è il modulo per la votazione e si va per voti.

40 **Ok. Per quanto riguarda invece i genitori, viene incentivata la loro partecipazione nella vita scolastica?**

41 Loro sono molto molto presenti con i colloqui soprattutto, si fanno tanti... rispetto ad altre scuole medie siamo abbastanza allineati diciamo, rispetto alle superiori penso ne facciamo di più, tante ore di colloquio ed è giustissimo perché alle medie il rapporto con le famiglie assolutamente è indispensabile; oltre a degli incontri informativi che si fanno in primaria prima dell'avvio dell'anno scolastico, oltre agli open day ovviamente quando i genitori non sono ancora della scuola si danno tutte le informazioni, si accolgono in questa nuova biblioteca e si mostra la scuola e i progetti ai genitori che non sono ancora della scuola. Dopodiché dopo le iscrizioni ci sono degli incontri informativi in primaria per i nuovi genitori delle prime per dare proprio delle indicazioni proprio sulle linee della scuola e chiarire i ruoli, il patto di corresponsabilità e fare un po' capire ai genitori che magari per la prima volta si confrontano con la scuola vera e propria – perché la materna diciamo ha altre modalità – e quindi spiegare un pochino anche proprio come funzionano i compiti per casa e proprio dare delle indicazioni pratiche.

42 **E una volta che sono genitori degli studenti di questa scuola, sono chiamati a partecipare a delle attività, propongono?**

43 Ah sì, allora loro partecipano come interni alla scuola i rappresentanti dei genitori che sono al Consiglio d'Istituto e quindi fanno delle riunioni periodiche con dei rappresentanti dei docenti e con la preside e condividono le scelte principali della scuola. Quando il collegio dei docenti approva dei progetti, questi progetti poi passano al Consiglio d'Istituto perché ci deve essere condivisione, a parte le proposte che poi insomma sono di buon senso, ma il tetto massimo di spesa deve essere approvato dai genitori per esempio, il tetto massimo di spesa per il campo scuola, per l'acquisto dei libri, quindi c'è tutta una serie di richieste proprio di approvazione, che devono essere approvate anche dalla componente genitori.

44 **Quindi sono proprio chiamati a partecipare attivamente a quelle che sono le decisioni?**

45 Sì, sì, sì e quindi per esempio il corso di conversazione con esperto esterno, che è un progetto a pagamento, deve essere innanzitutto approvato dal Consiglio d'Istituto, quindi in una riunione dove ci sono preside, rappresentanti dei docenti e rappresentanti dei genitori insieme approvano l'insegnante madrelingua in classe, per esempio. Soprattutto quello che è a pagamento ovviamente, i tetti di spesa, ma anche le linee educative, i progetti, è tutto condiviso in Consiglio d'Istituto. Poi singolarmente i genitori sono accolti in queste riunioni di classe, che sono alla secondaria fondamentalmente all'inizio dell'anno scolastico, se non ci sono problemi per cui si devono convocare tutti i genitori, normalmente c'è questa riunione a inizio anno in cui appunto si presentano i progetti, le proposte di anno in anno, il patto di corresponsabilità e tutto il resto, poi ci sono i colloqui individuali, mentre nella primaria ci sono periodicamente degli incontri che sono anche di classe.

46 **Ok. E invece gli studenti? Loro sono coinvolti in quella che è la vita scolastica, che va anche un po' oltre la didattica in aula? Per esempio in classe sono coinvolti nella progettazione della attività?**

47 Allora, dipende sempre dal margine che lasciano le varie materie, dal singolo insegnante, dalla disponibilità che anche spesso ha di lavorare fuori l'orario, perché queste cose richiedono spesso anche la presenza oltre l'orario o comunque un'interruzione delle attività didattiche per lasciare spazio a loro chiaramente, si cerca di coniugare le due cose il più possibile per non perdere il percorso didattico. Allora per esempio il collega di arte fa fare murales in classe ai ragazzi: allora gli fa progettare i disegni, la classe vota i migliori e poi vengono realizzati per esempio nell'aula e quindi le aule hanno questi disegni, questi dipinti, questi murales che sono un po' patrimonio lasciato dai vari ragazzi che negli anni hanno vissuto la scuola. O anche per esempio il margine della creatività, dell'organizzazione tra di loro, e poi in genere diciamo si concentra sui lavori di gruppo, i lavori creativi, quindi la realizzazione dei dialoghi ben condivisi con magari materiale di scena, per cui loro hanno l'occasione di incontrarsi e fare a scuola qualcosa di loro, che porta la loro creatività. Rispetto alla scuola, loro non possono toccare niente per ragioni di sicurezza, praticamente non si possono muovere; noi facevamo la Giornata del Fai da Te, che non è stata proposta, per il covid si è fermata e che coinvolgeva genitori e ragazzi a sistemare scuola, insomma stabilire insieme quali potevano essere le cose da fare per abbellire la scuola, ripitturare le porte, cambiare le tende dove batte il sole per esempio, tende rotte, sistemarle e metterle nuove, cose così, riparare... e coinvolgeva molto le famiglie in generale, però ecco dopo il Covid non è più stato fatto. Ora non so se verrà riproposto, noi quest'anno non l'abbiamo

	fatto. Loro per motivi di sicurezza non possono praticamente toccare niente, perché sia mai...non sia mai che succede qualcosa, poi per carità. E quindi noi purtroppo siamo molto vincolati da questo, perché noi praticamente li dobbiamo controllare ogni passo, ogni cosa che fanno perché non sia mai qualcuno inciampa e non sia mai, e purtroppo questo clima viene molto anche a causa un po' delle normative molto rigide sulla sicurezza e un po' viene dalle famiglie che al minimo pretesto, a volte proprio, mettono in mezzo anche per piccole cose... quindi uno non sa mai, "facciamo che non si muovono, facciamo che stanno fermi così noi siamo tranquilli... stiamo tranquilli di non sbagliare per aver fatto quella cosa che non dovevamo fare", quindi però alla fine il risultato è che... cioè, anzi, facciamo fare ricreazione giù in giardino, almeno così li portiamo. Ma è un ambiente che si vive solo nella scuola qua, proprio nella scuola, una sensazione proprio di ipercontrollo, insomma anche i ragazzi grandi, non sono bambini della materna ma vanno guardati come bambini della materna. E anche un po' dal punto di vista della loro percezione dell'autonomia nei locali scolastici e della loro vita a scuola, questo obiettivamente li mantiene piccoli perché la maturità passa anche dal fatto che se stai da solo 5 minuti al cambio dell'ora non ti butti di sotto dalla finestra, ecco noi dobbiamo considerare che loro si buttano di sotto dalla finestra anche se hanno 13 anni, cioè quindi no quindi trattarli ancora un po' come dei bambini, questo ci viene chiesto.
48	**Ci sono i rappresentanti di classe degli studenti?**
49	No, alle medie no. Ci sono alle superiori.
50	**Ok, era curiosità.**
51	Però loro hanno sempre la possibilità... dipende dal coordinatore o dall'insegnante di italiano, a volte dà dei ruoli all'interno della classe, allora certe classi ce li hanno perché è stato stabilito così però a livello solo della singola classe. Non è prevista la figura dei rappresentanti.
52	**Quindi diciamo che anche il grado di coinvolgimento dipende dal singolo professore di fatto.**
53	Sì sì, e dalla classe eh perché ci sono classi che si prestano, ci sono classi... (3.0) se gli si dà questo spazio ma sono ancora troppo immaturi, troppo infantili, per cui non lo sanno gestire e quindi, anche se indirizzati, in ogni caso si finisce per perdere tempo e basta.
54	**Un'ultima domanda. Pensa che ci saranno dei progetti di Istituto legati all'educazione civica e alla cittadinanza quest'anno?**
55	Di intera scuola no, non mi pare proprio, non mi pare.
56	**Ok. Ai fini del confronto con dei dati che emergono con le indagini comparative su larga scala, io avrei bisogno di tre informazioni. La prima è la Sua età.**
57	47.
58	**La seconda, qual è il titolo di studio più alto che ha conseguito?**
59	La laurea.
60	**Magistrale?**
61	Vecchio ordinamento, penso corrisponda magistrale.
62	**E da quanti anni lavora in questa scuola?**
63	10 anni.
64	**Questo è il decimo?**
65	Sì, insegno inglese.
66	**Ok. C'è altro che vorrebbe aggiungere ai fini della ricerca?**
67	Non mi pare, no non mi pare no. Mi sembra abbiamo detto grandi cose. Sì diciamo che, più che aggiungere, ribadire la cosa che valorizzerebbe veramente ma la cittadinanza è che proprio venisse

	dedicato in maniera più strutturata, ma proprio come delle Linee Guida che dedicassero davvero un momento al tema in maniera... appunto, proporre proprio "La settimana della cittadinanza", questo permetterebbe a tutte le scuole di focalizzare e concentrare le attenzioni in un momento preciso dove tutti si lavora su quello, allora sì che emergerebbero davvero i progetti, l'interdisciplinarità e sarebbe possibile tirar fuori qualcosa di più concreto. In realtà si lavora tanto sulla cittadinanza, come dicevo è disperso in tante ore messe così, quando gli insegnanti riescono loro ad inserire nel loro percorso.
68	**Voi docenti avete la possibilità di proporre strategie di miglioramento?**
69	Sì, sì, sì, diciamo che se noi come scuola la volessimo fare lo potremmo fare, diciamo che è una cosa che si potrebbe proporre. Ma diciamo è una criticità proprio secondo me a livello generale della proposta.
70	**Però in linea generale comunque voi avete voi docenti avete la [possibilità di...**
71	In linea generale], se lo volessimo proporre come progetto sì. I progetti partono da noi docenti e sono normalmente sono condivisi e accettati, insomma tutto quello che è proprio realizzazione pratica dei progetti e idee di progetti partono fondamentalmente dai docenti.
72	**Va bene, grazie.**

Annex 7.4. Focus group (S-3)

1 **FG-3**

Date	9 January 2023
Number of teachers	4
Moderator	Francesca Fioretti
Observer	Gabriele Maria Leanza

2 **Prima di tutto vorrei chiedervi di presentarvi e di descrivere brevemente la vostra esperienza di insegnamento in questa scuola.**

3 *T-21*: io sono *nome*, insegno da ben 33 anni e gli ultimi 15 li ho passati nella S-3. Ho una duplice esperienza: per i primi 10-12 anni di insegnamento in una scuola superiore, poi sono stata immessa in ruolo in una scuola media e l'ho accettata di corsa e non l'ho più abbandonata. Sto molto bene, c'è una buona utenza, quindi i ragazzi sono ragazzi che vengono seguiti molto dalle famiglie e quindi già questo è un passo avanti per la didattica perché quando c'è collaborazione attiva tra scuola e famiglia sicuramente il nostro compito è molto agevolato. Insegno italiano, proprio solo italiano perché da parecchi anni ho solo la cattedra di lettere ho solo la cattedra di italiano in prima, seconda e terza, da un bel po' di anni, penso solo 6-7 anni che non insegno più le materie storico-geografiche, storia e geografia.

4 *T-18*: il mio nome lo ha detto Lei, insegno francese e sono in questa scuola da 15 anni. In precedenza avevo cominciato preferendo le scuole superiori, quando sono entrata di ruolo alle medie mi son appassionata a questa fascia d'età e sono rimasta. Per quanto riguarda la mia materia di insegnamento, diciamo che ho vissuto vari disagi, nel senso che la seconda lingua straniera aveva all'inizio – non legate alla scuola ovviamente – aveva all'inizio 3 ore settimanali e poi è passata a 2 ore settimanali e sinceramente è un brutto lavorare perché fare in 2 ore... insomma insegnare una lingua straniera con uno scritto, con uno scritto anche all'esame, 9 classi, insomma sembra nulla un'ora settimanale di differenza, ma prima riuscivo a fare molte più cose, facevamo il teatro di lingua, cose che si sono dovute tagliare. Però a parte questo mi piace la fascia d'età, ho deciso di rimanere nella scuola media e alla scuola S-3 mi trovo bene.

5 *T-19*: io sono *nome*, sono docente di musica e insegno da più di 30 anni e in questa scuola anche io sto da una quindicina d'anni. Ho insegnato prima a Napoli, poi un bel po' a Roma sulla Collatina e mi sono fermata in questa scuola. Diciamo che c'è una fascia d'utenza, come diceva la prof.ssa *nome* buona, e io mi trovo molto bene, i ragazzi mi seguono, studiano e facciamo belle cose.

6 *T-20*: buonasera, io sono in questa scuola dal 2011 e dal 2006 ero nell'istituto con la *nome altra scuola* perché eravamo insieme. Precedentemente ho lavorato nelle scuole superiori e precedentemente ancora ho avuto un'esperienza di lavoro di 7 anni in una multinazionale di microelettronica, io sono laureata in fisica. Quindi l'insegnamento è arrivato dopo, in seguito alla vincita del concorso prima delle scuole superiori e dopo della scuola media. Devo dire che l'esperienza con i ragazzi di questa fascia d'età, proprio della scuola media, la trovo l'esperienza più formatrice, perché diciamo dalla prima alla terza media noi docenti abbiamo l'opportunità di vedere la trasformazione dei ragazzi, perché in prima media sono proprio dei bambini e in terza media riescono ad acquisire l'autonomia, le capacità critiche, che li portano poi veramente ad affrontare la scuola superiore, quindi questa è la fascia in cui secondo me si vede maggiormente proprio la crescita dei ragazzi, oltre alla crescita fisica dei ragazzi, allo sviluppo ovviamente, soprattutto la crescita, il passaggio dall'infanzia a possiamo dire la fase adulta, forse è un po' azzardato, ma ecco io vedo questo, mi piace questo di questa fascia d'età soprattutto.

7 **Ora vorrei farvi una domanda relativa al questionario. Secondo voi gli aspetti che sono stati analizzati nel questionario vi sembrano distanti dalla pratica scolastica quotidiana oppure ritrovate elementi che fanno parte della routine della scuola?**

8 *T-20*: io devo essere sincera il questionario, siccome l'ho compilato un po' di tempo fa, sono sincera non mi ricordo il dettaglio quindi se Lei avesse la possibilità di condividerlo, magari grazie, sennò

	diciamo stupidaggini. Abbiamo risposto con consapevolezza a suo tempo, ma i 15 giorni di vacanza devo dire che hanno resettato un po' la mia mente.
9	**Posso fare un sunto. Il questionario trattava due macroambiti: la prima è l'educazione civica e alla cittadinanza a scuola, quindi obiettivi, organizzazione, aree di miglioramento; la seconda era relativa alla governance scolastica in termini di partecipazione del corpo docente nella governance e la collaborazione dei docenti sia nelle attività organizzative e didattiche.**
10	**Vado più nel dettaglio proseguendo con le prossime domande in cui vi chiederò di commentare alcuni dati emersi.**
11	**Con la L.92/2019 è stato introdotto l'insegnamento trasversale dell'educazione civica e alla cittadinanza e volevo chiedervi a livello di Consiglio di classe come vi siete organizzati in questo senso? E come avete quindi incorporato l'educazione civica e alla cittadinanza nella vostra attività didattica?**
12	*T-20*: *nome* vuoi rispondere tu? Penso che la collega di lettere sia quella un po' più...
13	*T-21*: sì. Prima era storia ed educazione alla cittadinanza, quindi precedentemente era il docente di storia che si occupava, poi ora ovviamente ha riguardato tutte le discipline quindi c'è un voto unico che è il risultato di tutta una serie di proposte di voto che poi ciascun docente, nell'ambito di ciascuna materia, propone. Noi a livello di Dipartimento, quindi il Dipartimento di lettere, il Dipartimento linguistico etc., concordiamo per ogni classe, quindi per classi parallele, quindi per prime, seconde e terze, degli argomenti che di volta in volta affrontiamo nell'ambito di educazione alla cittadinanza. E ovviamente, poiché il tema è ampio, lo sappiamo tutti, quindi spazia dal lavoro, alle tecnologie, a tante cose, noi di volta in volta scegliamo degli argomenti. In prima media, per esempio, poiché sono ancora un po' piccoli facciamo un po' questo senso di appartenenza e del rispetto dell'altro, quindi questo senso del noi, il senso dell'importanza del gruppo, cosa vuol dire lavorare insieme, cosa vuol dire lavorare in squadra, quali sono i contributi che ciascuno dà all'interno della vita di classe che poi ovviamente è come nell'ambito della società etc., quindi attraverso i ruoli, attraverso le responsabilità ed altro. Invece in seconda e in terza andiamo un pochino più avanti e quindi partiamo da un primo approccio in seconda alla Costituzione italiana e ovviamente poi andiamo oltre quindi per esempio io quest'anno per il primo quadrimestre per la mia classe, ma anche altri docenti di lettere, abbiamo scelto proprio l'ambiente, quindi siamo partiti dall'articolo della Costituzione, dei principi fondamentali, è l'11, però poi lì i ragazzi approfondiscono anche in relazione all'Agenda 2030, perché noi poi abbiamo come riferimento proprio all'interno della nostra proposta di offerta formativa l'Agenda 2030, e quindi hanno analizzato... chi si è occupato un po' delle città quindi ever-green, chi si è occupato dell'inquinamento dei mari, oppure anche della tutela del patrimonio ambientale, li abbiamo un po' lasciati liberi. Invece in terza è un discorso un po' sulla legalità, quindi andiamo un po' oltre; facciamo educazione alla legalità, quindi le mafie, oppure personaggi importanti sia della storia passata che recente che hanno operato proprio al fine di intervenire in maniera positiva nell'ambito della società, dei diritti umani etc. Quindi diciamo che partiamo da un approccio alla Costituzione ovviamente sempre in maniera come dire molto semplice, io per esempio ho preso anche spunto da un libro che Veltroni ha pubblicato di recente sulla Costituzione italiana dal titolo "La più bella di tutte", quindi sono partita un po' da lì, ho letto un po' di cose e poi abbiamo proseguito nel lavoro. Quindi diciamo ecco facciamo anche in questo modo: poiché le ore sono comunque poche, perché ciascun docente praticamente nell'arco del quadrimestre rispetto al monte complessivo che ha, ne ha veramente poche – penso che francese ne abbia 2 – io ne ho un po' di più, posso dedicarci 4 ore però sono veramente poche, poi sicuramente riusciamo a inserire questi discorsi in modo più ampio e a dedicarci più tempo però ecco di fatto è molto limitato; quindi ecco con la mia collega di storia per esempio noi abbiamo deciso che per questo quadrimestre me ne occupo io, per non sovrapporci e per utilizzare meglio il tempo, e so che anche credo matematica e scienze facciano in questo modo, forse anche le lingue, proprio per evitare di sovrapporre sia gli argomenti ma anche per il tempo necessario da dedicarvi e quindi poi proseguiamo nel secondo quadrimestre, magari anche il collega portando avanti queste tematiche ma affrontandole da un punto di vista un po' differente.
14	**Quindi io ora darei la parola alle prof.sse *nome, *nome* e *nome* visto che sono state nominate per capire come vi siete organizzate voi a fronte di questa problematica dell'avere poco tempo.**

15 *T-18*: dunque per la lingua c'è un altro tipo di problema, soprattutto nelle classi prime, perché fare educazione civica in lingua con due ore settimanali, quindi una lingua straniera che loro cominciano appena a masticare è un po'complicato diciamo. Negli anni scorsi abbiamo fatto i salti mortali per queste due ore perché era stato in un primo momento detto che era necessario dare una valutazione sia al primo che al secondo quadrimestre, difatti diciamo che quest'anno ci siamo accordati che è molto più sensato fare due ore fatte bene e poi esprimere una valutazione, per cui in seconda la seconda lingua straniera valuta nel primo quadrimestre e nelle prime e nelle terze in secondo e di conseguenza inglese esprime per il primo quadrimestre la valutazione per le prime e le terze e nel secondo quadrimestre per le seconde. Contenuti: in primo appunto, i ragazzi sanno ancora poco, ma visto che spesso come diceva la prof.ssa *nome* c'è questo problema di gruppo classe, di costituzione, con tutte le problematiche legate al provenire da esperienze diverse, un certo infantilismo diciamo, si lavora un po' su... io per esempio ho lavorato sulle parole della gentilezza, una piccola poesia e poi nel secondo quadrimestre siamo andati un po' sul Manifesto delle parole non ostili, che avevano comunque già sentito con la prof.ssa di lettere quindi per loro il fato che si facesse in lingua straniera era un po' meno difficile. Anzi l'anno scorso c'è stato il problema della guerra, cioè lo scoppio della guerra, quindi ho trovato una canzoncina molto semplice che aveva come tematica questa qui. Quindi a volte se c'è un evento sociale particolare mi sembrava... anche alcuni di loro avevano detto "cosa ne pensa", insomma avevano espresso un po' il desiderio di parlarne. Per le seconde poi è più semplice: l'anno scorso eravamo andati sull'uso responsabile e critico di internet, della pubblicità su internet, come leggere la pubblicità su internet, perché poi i loro testi offrivano un po' la possibilità di... si fa comunque, nella civiltà ci sono tante tematiche; quest'anno nelle seconde abbiamo fatto la Francia solidale, quindi le varie associazioni che si occupano di solidarietà. Nelle terze in genere andiamo su, ci sono tante tematiche in terza, dal razzismo all'ambiente, che sono anche tematiche che poi loro sviluppano per l'esame; ovviamente parliamo di ragazzi che sono più autonomi con un testo, capaci di leggere un brano. Sulle riflessioni ecco quando io gli do delle verifiche gli faccio una parte in lingua molto semplice, gli chiedo una considerazione personale da esprimere in italiano perché, per quanto dalla prima alla terza, sono dei principianti, sono a un livello A2 di lingua straniera, quindi se vogliono dire fino in fondo quello che pensano di una tematica sociale, della guerra, e dire qualcosa in più di "la guerra è brutta, bisognerebbe evitarla" allora lì io chiedo delle considerazioni in italiano, quindi cerco di conciliare in questo modo il lavoro in lingua con il lavoro sull'educazione civica in questo modo.

16 *T-19*: allora diciamo che l'educazione civica anche in musica si programma insieme agli altri insegnanti di musica nel Dipartimento. A parte il fatto che faccio una premessa, ogni materia e soprattutto la musica è sempre educazione civica, perché suonare insieme, rispettare le regole quando si suona, è comunque sempre; in particolare noi facciamo dei brani, uno al primo quadrimestre e uno al secondo, in cui ci soffermiamo proprio... per esempio in seconda facciamo la canzone che è stata presentata alla conferenza sui cambiamenti climatici e poi anche nel 2019 per la protesta del movimento studentesco che chiede ai politici delle misure più serie contro il riscaldamento globale. Cerchiamo insomma di fare questo. Comunque abbiamo sempre poco tempo disponibile, perché due ore 9 classi, insomma... facciamo dei brani su cui poi riflettiamo.

17 *T-20*: intanto l'istituto quando è entrata in vigore la legge ha provveduto a depositare sul sito il curricolo anche per quanto riguarda l'educazione civica sia per la primaria sia per la secondaria, quindi per tutte le materie, c'è proprio un documento ufficiale. Poi all'inizio dell'anno come dipartimenti ci si riunisce e si decide cosa fare di volta in volta. Diciamo che quest'anno il Dipartimento di matematica e scienze e tecnologia anche ha attivato questo progetto "Una scuola per l'ambiente" quindi si fanno quattro ore di scienze e quattro ore di tecnologia – in tutto l'anno ovviamente, quindi due ore al primo e due ore al secondo quadrimestre – in cui vengono trattare in tutte e tre le classi a livello differente di difficoltà i problemi e gli argomenti relativi alla sostenibilità ambientale e all'educazione alla cittadinanza attiva intesa come rispetto delle norme sempre relative, che ne so, la raccolta differenziata e cose di questo tipo. Abbiamo individuato poi quest'anno delle giornate particolari, per esempio per le prime la giornata è stata il 21 novembre, la Giornata nazionale degli alberi, e i ragazzi insieme al prof. di scienze ha organizzato la piantumazione di alberi che sono stati dati, regalati alla scuola, dal Presidente della Repubblica, quindi dalla tenuta di Castel Porziano e poi faremo altre attività: la Giornata mondiale dell'acqua il 22 marzo, quindi delle attività proprio con le classi seconde e poi c'è anche l'attività il 21 e il 22 aprile c'è la Giornata internazionale della Terra quindi faremo delle attività

specifiche nelle varie classi in base al programma che svolgono. Chiaramente è sempre tutto improntato alla sostenibilità, quindi al risparmio delle risorse e alla sostenibilità energetica.

18 **Grazie. Io ora vorrei chiedervi di indicarmi in una parola e darmi una piccola giustificazione quale secondo voi è la caratteristica della vostra pratica didattica quotidiana che meglio promuove la cittadinanza.**

19 *T-20*: io direi l'ascolto. È fondamentale l'ascolto reciproco tra alunni, cosa che non c'è molto, ma anche tra adulti e alunni, tra docenti e alunni. L'ascolto, l'ascolto reale, quello attivo insomma. Secondo me è importante quello.

20 *T-21*: io oltre l'ascolto, per esempio, noi parliamo di crisi energetica oppure di rispetto dell'ambiente e così via, io in ogni classe assegno dei ruoli concreti, quindi non so badare all'ordine della classe, spegnere le luci quando usciamo, c'è un ultimo della classe - questo lo faccio in prima soprattutto - che deve accertarsi che la classe è rimasta in ordine, che sono spente le luci. Quindi esempi concreti perché io quando faccio queste attività dico loro proprio di raccontarmi quello che effettivamente poi facciamo, quindi i nostri piccoli esempi, piccoli gesti quotidiani e qualche volta mi è capitato proprio di intervistare, di fare interviste in famiglia, ai genitori, ai fratelli, quindi come contribuire, come dare il nostro contributo a quelle che sono delle problematiche che noi affrontiamo. Quindi l'esempio è molto importante, esempi concreti, piccole azioni che però devono essere prima di tutto condivise, quindi comprese, condivise e attuate.

21 *T-18*: io credo che è importante creare degli spazi di riflessione e di farli parlare, nel senso che anche quando tratti i vari argomenti, su alcune cose loro sono già a conoscenza, hanno già delle pratiche, fano già delle cose, su altre invece fanno conoscenza, scoprono delle cose, dei mondi nuovi perché appunto come diceva prima la collega passano dall'infanzia, sono le prime volte che danno uno sguardo alla società e quindi è importante non riempirli di contenuti ma di lanciare degli input e poi ascoltarli, rispondere a dubbi, oppure sentire le cose che fanno loro, quindi creare spazi di riflessione.

22 *T-19*: anche per me è molto importante dialogare con i ragazzi, quindi il dialogo. Perché si creano spazi di riflessione e quindi è importantissimo, anche perché poi con il dialogo puoi stabilire delle regole però condivise insieme a loro e quindi quando le condividi con loro le regole vengono più rispettate, perché le sentono proprie. Secondo me sì, il dialogo.

23 **A fronte quindi di tutto questo che è emerso, come valutate?**

24 *T-20*: beh, l'ha detto la collega: si fa una media di tutti i voti che diamo noi.

25 **La mia domanda è riferita al momento prima della media, cioè voi singoli professori come mettete il voto?**

26 *T-20*: ah il nostro singolo voto. Beh dipende dall'attività che facciamo fare, dipende. Comunque sicuramente la valutazione è sempre singola, è ovvio, ogni ragazzo deve avere il suo voto, il voto viene dato in decimi perché è questa e poiché di scienze sono due ore al primo quadrimestre e due ore al secondo quadrimestre, capisce bene che insomma il tempo è limitato e in queste due ore si deve fare sia l'attività che la valutazione, quindi. Il tempo è quello che è. Per cui io in alcuni casi, dipende dall'argomento, dopo aver fatto l'attività in cui abbiamo potuto discutere oppure abbiamo fatto anche un'attività concreta, poi faccio fare una relazione ai ragazzi a casa e loro relazionano, espongono questa relazione e vengono valutati sulla base dei criteri della rubrica di valutazione che abbiamo. C'è una rubrica di valutazione che abbiamo quindi la conoscenza dell'argomento, l'interiorizzazione dei contenuti etc.; abbiamo degli indicatori, in base a come viene esposto l'argomento, in base a come viene anche padroneggiato, si capisce, si comprende il grado di interiorizzazione del ragazzo, viene valutata ovviamente. È ovvio, io parlo per me, in genere non mettiamo mai valutazioni negative relativamente all'argomento trattato perché i ragazzi sono sempre particolarmente sensibili, poi soprattutto al risparmio delle risorse, all'energia, sono tutti abbastanza consapevoli, io questo lo posso dire, quindi anzi i ragazzini anche più deboli riescono ad emergere anche meglio perché diamo sempre un approccio molto quotidiano, molto concreto alla loro vita quotidiana, educazione civica è molto agganciata alla vita quotidiana; tuttavia ripeto, è chiaro che noi i ragazzi li vediamo tutto l'anno, il fatto che noi facciamo educazione civica in due ore è l'atto formale, è un atto dovuto che va fatto e va

documentato, quindi o chiediamo una relazione o facciamo un compito scritto, anche perché il tempo è limitato, ma è ovvio che noi facciamo educazione civica in qualsiasi momento della giornata, ma veramente della giornata quotidiana di ognuno di noi, quindi diciamo che dal punto di vista ministeriale è stata messa questa... è stato fatto quest'atto formale però di fatto tutti quanti noi abbiamo sempre cercato di fare delle attività per rendere i ragazzi dei cittadini consapevoli, poi forse dal punto di vista formale doveva essere formalizzata questa cosa, però io almeno faccio così.

27 *T-21*: io concordo con la prof.ssa *nome*, quella della valutazione è un campo minato anche per le materie di indirizzo, perché per noi è sempre un momento particolare perché gli indicatori sono tanti etc. Nell'ambito dell'educazione civica concordo pienamente: noi abbiamo sì delle prove che sicuramente dobbiamo fare che può essere non so la presentazione dell'argomento su PowerPoint etc. e quindi ovviamente in quel caso teniamo conto degli indicatori, come è stata fatta la presentazione, i contenuti, però poi va un po' oltre. La prof.ssa *nome* ha utilizzato il termine "interiorizzato" cioè cerchiamo per quello che ci è possibile comprendere quanto poi quelle riflessioni, quel lavoro ha contribuito nei ragazzi a maturare questo senso di rispetto, di appartenenza a seconda del ... quindi cerchiamo di fare questo e a volte si può evincere proprio da questi prodotti perché ce ne sono alcuni che indubbiamente sono più personali, cioè sono frutto di esperienze, sono elaborati in una forma personale e per altri invece è una sorta di copia e incolla di ricerche fatte, quindi sicuramente noi premiamo chi ha veramente interiorizzato quei contenuti e li offre in una maniera convincente, insomma in qualche materia ha aiutato loro in una maggiore crescita e in una maggiore consapevolezza di quegli aspetti che abbiamo analizzato insieme. Ciononostante è un lavoro difficilissimo quindi noi dobbiamo ricorrere a quello che sono queste prove, questionari etc., perché ci aiutano molto anche nelle nostre altre discipline, sicuramente la valutazione, nonostante ognuno di noi ha fatto corsi etc., la valutazione è sempre un momento molto delicato, molto difficile.

28 *T-18*: allora io non ho molto tempo per un'osservazione approfondita, quindi per evitare che la valutazione sia poco obiettiva, di solito dopo il lavoro specifico fatto – soprattutto nelle prime perché nelle terze, Le ripeto, al di là delle due ore si fanno molte ore in più per gli argomenti, anche un po' nelle seconde – ma nelle prime è difficile lavorare in lingua straniera quindi io di solito distribuisco un modulo: c'è una parte di comprensione proprio linguistica con delle domande semplici, se hanno capito l'argomento, se hanno capito di cosa si sta parlando, e poi gli lascio questa riflessione personale in italiano e assegno una valutazione. Quindi tipo io adesso per le seconde l'ho preparata: quella delle domande di comprensione sono 20 punti a seconda se hanno capito, hanno risposto, hanno capito bene o male, e poi do 40 punti su quella personale; ovviamente evito di valutare l'opinione, va bene qualunque opinione loro esprimano, valuto il livello di approfondimento dell'argomento, il livello di sensibilità dimostrata sull'argomento trattato.

29 *T-19*: pure io insomma valuto come i ragazzi come interiorizzano queste regole, come fanno loro queste regole. Comunque è veramente difficile alla fine valutare, cerchiamo di fare questo. Soprattutto io mi baso quando facciamo dei lavori di gruppo, su come loro si relazionano con il gruppo, se hanno questa disponibilità ad aiutare l'altro, insomma soprattutto questo.

30 **Quindi è una valutazione basata più sull'osservazione che sulle prove scritte?**

31 *T-19*: sì, più sull'osservazione.

32 **Ok.**

33 **Io ora passo alla seconda sezione del focus group in cui si chiederà di commentare alcuni dai che sono emersi nel questionario. Nel questionario è emerso come tra le principali aree di miglioramento dell'educazione civica e alla cittadinanza a scuola ci siano i progetti, la collaborazione tra scuola e comunità locale e la formazione in servizio dei docenti. Suppongo quindi che siano aree carenti in questa scuola. Siete d'accordo con questo dato oppure è errato?**

34 *T-20*: non sono aree carenti, sono aree in cui forse si potrebbe migliorare di più, la carenza è una cosa negativa. I progetti ce li abbiamo, giusto? Ecco. Per esempio io le ho parlato del progetto per l'ambiente, per cui se uno vuole pensare si potrebbe... a parte che noi pensiamo sempre in maniera progettuale nella nostra scuola. La formazione dei docenti credo che sia una cosa importante sempre:

il fatto che i docenti abbiano scritto magari che sarebbe bello fare qualche ulteriore corso, non significa che i docenti non si sentano sufficientemente preparati, no? Siccome la realtà è sempre in continua evoluzione, sarebbe importante per tutti quanti prendere una maggiore consapevolezza di quello che sta veramente costruendo. Perché noi comunque insegniamo, lavoriamo in classe, non è che andiamo all'ARPA, a fare le analisi per l'ARPA, ecco mi chiedo questo, vorrei farLe capire questo. Quindi una formazione intesa come aggiornamento, come un aggiornamento più reale, più legato alla realtà. Ora per esempio in questi anni della pandemia, l'aggiornamento è stato continuo, abbiamo fatto un sacco di corsi: vuoi per le norme di sicurezza; vuoi per l'igienizzazione delle mani, non è che non ci sapevamo lavare le mani, le mani ce le sapevamo lavare, ma sicuramente non ce le sapevamo lavare come fanno i medici, con quei tutti movimenti, con quei minuti dedicati, ecco. La formazione vuol dire questo, non è che uno è carente, ci sono delle maggiori attenzioni. Oppure tutto lo sviluppo dei vaccini, il vaccino con l'mRNA, ne abbiamo parlato con i ragazzi, eh non è che noi siamo... noi docenti di scienze di scuola media – ma non credo nemmeno quelli di scuola superiore – siamo così addentro alle cose, poi sono stati fatti dei corsi di aggiornamento, io li ho fatti ma li hanno fatti tutti i miei colleghi. Quindi l'aggiornamento è importante sempre per i docenti. Per quanto riguarda la collaborazione con le agenzie esterne, diciamo che in questa cosa per la festa dell'albero è stata importante la collaborazione con il territorio o comunque con la Presidenza del Consiglio, in questo caso; Le ripeto però non è che sono carenti, perché poi non si dà la giusta... però forse dovrebbe essere più semplice prendere contatti, ecco. I contatti non sono sempre semplici da prendere con le associazioni, prima bisogna cercare anche le associazioni; non è sempre semplice quello che vediamo, è un po' questo. Ecco dovrebbe essere un po' più agevole il tutto. Chiaramente il Piano di Miglioramento è su qualcosa che può essere migliorata, ma non qualcosa che va male, ecco.

35 *T-21*: anche io concordo con la prof.ssa *nome*. Per esempio anche per l'educazione alla legalità, noi abbiamo avuto anche la Polizia di Stato che interveniva direttamente nelle classi o alla salute con la Croce Rossa, quindi noi nel tempo abbiamo sempre avuto anche contatti con l'esterno – a parte i progetti che sono qualcosa che contraddistingue la nostra scuola – tra l'altro nei progetti a vario titolo, che riguardano più cose, i ragazzi imparano proprio nella realizzazione di portare avanti un progetto tutte quelle che sono le regole, i ruoli di responsabilità; noi un paio d'anni prima della pandemia abbiamo concluso un progetto che conoscono tutti che si chiama "Lasciateci sognare" dove lì c'era dal ragazzo che doveva occuparsi del servizio d'ordine, al ragazzo che doveva presentare, chi preparava ovviamente vari repertori di drammatizzazione musicale, di recitazione, insomma cioè voglio dire... e così per altri tantissimi progetti, adesso ho citato questo perché è un progetto che abbiamo portato avanti per credo 8-9 edizioni, quindi ecco come diceva la prof.ssa *nome* a volte magari è difficile fare tutto, ecco perché sicuramente il tempo che abbiamo a disposizione, gli spazi – perché poi magari le scuole non hanno sempre degli spazi adeguati per portare avanti determinate attività – però li facciamo; ecco Piano di Miglioramento vuol dire che si può fare meglio, si può fare in una maniera più agevole, però c'è tutto, c'è stato e c'è tutt'ora.

36 *T-18*: per me sono state esaustive le prof.sse *nome* e *nome*.

37 *T-19*: molto esaustive.

38 **Ok. Allora passo alla domanda successiva. Sempre nel questionario è emerso come la scuola fornisca al corpo docente di partecipare ai processi decisionali. Siete d'accordo con questa affermazione? Voi vi sentite effettivamente coinvolti in quella che è la governance scolastica?**

39 *T-21*: allora sicuramente diciamo questo: negli ultimi anni da quando siamo diventati istituto comprensivo abbiamo avuto un po' di alternanza di dirigenti scolastici, ne abbiamo cambiati da quando ci sono io se le colleghe mi aiutano forse 5, perché prima facevamo parte della *nome della scuola* quindi come scuola media, poi siamo diventati istituto comprensivo, quindi la dirigente era anche la vecchia direttrice della scuola primaria, quindi sì 5. Questo sicuramente non aiuta, però io credo che per quello che ci compete proprio noi di docenti, io non ho avvertito particolari criticità in merito. Diciamo le attività sono state sempre promosse e anche agevolate dal dirigente, sempre nei limiti delle possibilità, perché poi quando si fanno dei progetti c'è bisogno di alcune risorse anche da mettere in campo, devo dire che io non ho riscontrato grandi criticità.

40 *T-20*: in genere si decide al Collegio dei Docenti, si propone... cioè si decide al Consiglio di Istituto però le proposte passano sempre dal Collegio dei Docenti su votazione, ovviamente, e le votazioni vengono sempre prese a maggioranza, perché la democrazia dice appunto questo. Al di là del nostro singolo punto di vista personale su una questione, è sempre democraticamente che viene presa una decisione, in qualsiasi cosa. Anche i documenti che noi abbiamo di valutazione sono stati fatti dalle Commissioni e le Commissioni sono formate da docenti che sono stati eletti dal Collegio dei Docenti o comunque da colleghi che si sono proposti. Quindi ci sono le Commissioni. Ma guardi tanto per fare un esempio, la questione dei ricevimenti pomeridiani l'abbiamo sempre discussa, quali date scegliere, le modalità, non è mai stato il dirigente che lo ha imposto, è stato dibattuto al Collegio dei Docenti ed è stato messo a votazione. I progetti sono sempre i docenti che li propongono, i docenti che lavorano nei dipartimenti propongono.

41 **Quindi c'è un interscambio docenza-dirigenza?**

42 *T-20*: sì.

43 *T-18*: secondo me, io parlo da docente anziana, nel senso è vero tutto quello che è stato detto per quanto riguarda la didattica, cioè tutto viene deciso democraticamente, nulla ci viene imposto; da un punto di vista organizzativo secondo me la figura del Preside – non in questa scuola ma in tutte le scuole d'Italia – la figura del Preside-manager che sceglie i suoi collaboratori – noi abbiamo degli ottimi collaboratori a cui voglio anche molto bene – però Le dico, io nel corso degli anni ho visto una differenza nel passaggio di quando c'era un Preside e il Vicepreside era eletto dal Collegio Docenti, era in qualche modo rappresentate del Corpo Docente, a quando il Preside nomina i suoi collaboratori giustamente, perché come un manager ha bisogno di persone che seguano la sua linea organizzativa. Ora, Le ripeto, in questa scuola abbiamo ottime persone, ma mi sono trovata anche in scuola con presidi molto discutibili, insomma secondo me un po' di democrazia nell'organizzazione della scuola è andata persa dal Preside vecchio tipo al Preside-manager.

44 **Quindi è un discorso generale, che non si riferisce a questa scuola?**

45 *T-18*: è un po' più storico, per questo ho detto che parlavo da persona anziana della scuola. Io trovavo più partecipativa l'altra, però così in questa scuola abbiamo avuto ottimi rapporti con i presidi, non sono stati contro di noi, però l'autonomia organizzativa direi che è ancora... cioè hanno responsabilità tali per cui devono decidere loro, perché ne rispondono in prima persona, quindi è cambiato proprio il tipo di scuola, questo non riferito solo alla nostra scuola, Le ripeto è riferito alla Scuola.

46 *T-19*: io concordo con la prof.ssa *nome*, pienamente.

47 **Sempre legato a questo aspetto della partecipazione, dal questionario è emerso una piccola discrepanza tra la possibilità di partecipare nella governance scolastica e la reale partecipazione dei docenti. Mi spiego: se da una parte emerge una grande apertura da parte della scuola nella partecipazione dei docenti alla vita scolastica, dall'altra invece emerge che solo una piccola parte dei docenti effettivamente prende parte. Secondo voi questa discrepanza è reale?**

48 *T-18*: [annuiva] io voglio dire in parte quello che Le dicevo io, secondo me c'è una discrepanza tra il *coûté* didattico e il *coûté* organizzativo in senso stretto della scuola; e poi probabilmente c'è anche una scarsa disponibilità delle persone a partecipare alle commissioni e alle... e quindi insomma, bisogna fare anche autocritica da questo punto di vista, quindi non sempre poi si dà la disponibilità per motivi vari, personali, ideologici, familiari, per motivi vari poi non sempre c'è una reale disponibilità. Almeno io questo vedo.

49 *T-21*: sì, sicuramente questa discrepanza tra ciò che la scuola offre e chi poi si propone ovviamente di portare avanti tutte quelle che sono le attività in alcuni casi li abbiamo, li abbiamo per vari motivi che adesso non stiamo qui a dire nel rispetto di tutti, però ovviamente questo un po' c'è, ( ) per cui se dobbiamo fare una riflessione diciamo che non c'è una meritocrazia nel senso che il docente quello più impegnato, quello che è coinvolto in mille attività o chi ne resta completamente fuori non c'è alcuna differenza né dal punto di vista di una carriera né dal punto di vista – anche se è brutto dirlo, ma insomma è una realtà cruda – dal punto di vista di un'adeguata poi remunerazione, ecco tutto questo nella scuola non c'è, è un problema che è sempre esistito e quindi questo sicuramente non è un

dato da sottovalutare perché comunque tanti progetti, qualsiasi compito che qualcuno porta avanti, c'è tempo, c'è dedizione, c'è tanto lavoro dietro che spesso non viene riconosciuto o comunque viene riconosciuto dai pochi che conoscono e comprendono quanto poi una persona ha fatto per portare avanti qualsiasi attività. Questo è qualcosa che riguarda la scuola in generale e secondo me andrebbe comunque cambiato, sicuramente.

50 *T-19*: io non ho niente da aggiungere perché purtroppo è così.

51 *T-20*: io sono d'accordo con la collega *nome*. Dietro a degli incarichi di qualsiasi genere c'è un lavoro enorme, proprio come impegno, ma voglio dire anche l'incontro che stiamo facendo noi è un'ora in più che stiamo facendo noi, che stiamo dedicando a Lei, per carità, perché crediamo nel lavoro che sta facendo, però è chiaro che anche la nostra partecipazione è significativa da questo punto di vista, no dottoressa?! Quindi è come succede per questa attività, che è un'ora alla fine, però purtroppo viene ingigantita questa cosa anche in altre attività che richiedono... qui ognuno di noi è impegnato, le colleghe che sono qui sono tutte impegnate in qualcosa; oggettivamente l'impegno che si mette in tutte le nostre attività non è oggettivamente paragonabile a quello che riusciamo a ottenere anche come gratificazione economica.

52 **Ok. Io ora passo all'ultima domanda, il cui argomento è la collaborazione tra docenti. Dal questionario sono emersi pareri discordanti in merito all'esistenza di una cultura collaborativa. Il questionario affronta a più riprese il tema della collaborazione: in alcuni aspetti emerge come la collaborazione, in altri invece un po' meno, soprattutto per quanto riguarda la cooperazione tra docenti di aree disciplinari diverse. Potreste commentare questo dato? E da cosa dipende secondo voi la presenza o assenza di collaborazione?**

53 *T-20*: ma riguardo la collaborazione all'interno dei Dipartimenti, c'è. Quindi all'interno di ogni singolo dipartimento, la collaborazione tra docenti di matematica e scienze c'è, anzi c'è un continuo confronto. Riguardo ai docenti di aree diverse, è molto personale la cosa, va a singola persona: c'è all'interno dei Consigli di Classe, se si propone una collaborazione ad esempio anche i progetti trasversali si portano avanti, ecco; però se la domanda è che c'è continuamente una collaborazione tra docenti di un dipartimento ed un altro, non sempre. Noi siamo reduci degli ultimi tre anni in cui è stato fatto un progetto in collaborazione fra i docenti di italiano e di matematica per migliorare le abilità di comprensione del testo problematico, cioè del testo dei problemi di matematica, è stato fatto un progetto di tre anni nel Piano di Miglioramento e sicuramente la collaborazione c'è stata tra i docenti di italiano e di matematica nella stesura delle prove etc., però devo dire che è stato faticoso, perché siamo sempre lì, siamo sempre lì, è proprio il lavoro in più che deve essere fatto che diventa poi faticoso, compatibilmente poi con un lavoro che poi diventa pomeridiano perché il lavoro in più non è un lavoro che si fa in più in classe, è un lavoro in più che si fa fuori dalla classe, quindi certamente noi ci auspichiamo sempre di migliorare la collaborazione. All'interno dei singoli Consigli di classe ci sono dei Consigli di classe in cui si riesce ad avere un maggiore affiatamento da questo punto di vista e in altri ce ne è un po' di meno, eh lì dipende dalle persone ecco, dalle singole persone.

54 *T-18*: io vorrei dire che la scuola media è una scuola che avrebbe bisogno di una grossa riforma: è una scuola antica, pensata con materie separate l'una dall'altra. Cioè la scuola elementare ha avuto una bella riforma, è migliorata tanto, noi siamo ancora non dico al 1979 ma circa, cioè la strutturazione... gli spazi che ci rimangono anche per progettare sono veramente minimi, sì i Consigli di classe ma durano un'ora e devi guardare chi va bene, chi va male, chi ha un problema, ma che problema c'è, controllare tutti i problemi dei singoli ragazzini, il tutto in un'ora anzi a volte in tre quarti d'ora perché ci sono i genitori, cioè di fatto secondo me mancano degli spazi di progettazione, è una scuola vecchia, antica, la scuola media va riformata. Ma questo lo sanno tutti. In più si taglia: in passato ho insegnato in un tempo prolungato e lì tu hai le compresenze, lì tu collabori, devi collaborare, devi creare; sulla scuola si continua a tagliare quindi compresenze, possibilità di spazi comuni per creare progetti, no, ancora si continua a tagliare sulla scuola. Ma c'è un discorso politico generale a cui non interessa nulla che la scuola funzioni in un altro modo e quindi tu hai le tue ore... guardi io sto facendo un gemellaggio, ma anche trovare uno spazio comune per fare una videochiamata è stato complicatissimo perché tu hai solo quegli spazi e non ne hai altri, loro ci sono il pomeriggio ma il pomeriggio la tua scuola è chiusa, per dirLe banalmente, quindi al di là della nostra buona volontà di lavorare il pomeriggio ci arrangiamo

secondo me, perché la scuola è pensata con tante discipline separate, ognuno porta il suo. E avremmo bisogno anche di un supporto organizzativo, di avere i tempi, gli spazi, i laboratori, dove sono? Non abbiamo nulla!

55 *T-20*: e di avere le compresenze come diceva la collega, la compresenza sarebbe utilissima: una compresenza reale, fattiva, che si cura del gruppetto dei ragazzini in difficoltà e non dei ragazzini che hanno la L.104, non dei ragazzini che hanno il sostegno, ma dei ragazzini che hanno bisogno di lavori a piccoli gruppi, di qualcuno che ripete la lezione in un'altra modalità, di qualcuno che fa fare proprio delle attività importanti di recupero; questo purtroppo noi lo sentiamo moltissimo, soprattutto perché nelle nostre classi ci sono ragazzi con disturbi dell'apprendimento e quindi hanno delle difficoltà oggettive, ma anche perché ci sono dei ragazzi in alcune classi che hanno una plusdotazione e che quindi avrebbero bisogno anche loro di essere seguiti in maniera individualizzata, un po' diversamente rispetto agli altri. Noi cerchiamo tutti quanti di fare la lezione su più livelli, mettiamo sempre un livello più facile, uno medio e uno più difficile, ma sappiamo chiaramente che poi anche una lezione strutturata in maniera scalare non appaga nessuna delle fasce dei ragazzini, non appaga mai completamente le fasce dei ragazzini, questo è, o almeno secondo me è così.

56 *T-19*: ha detto bene la prof.ssa *nome*, ci arrangiamo, è il termine giusto. Noi facciamo quello che possiamo. Ci arrangiamo, ha usato un termine proprio giusto, purtroppo.

57 *T-21*: io concordo con le colleghe. Diciamo che a livello di collaborazione tra insegnanti, come diceva la prof.ssa *nome* dipende poi... all'interno di un Consiglio di classe poi c'è qualcosa che va oltre, per esempio io con *nome* ma anche con *nome* e *nome*, quando abbiamo incontrato nel mese di novembre dei genitori per ragazzini che avevano bisogno di PDP, lo abbiamo sempre fatto insieme, abbiamo concordato le modalità, cosa che è stata una nostra libera scelta, nessuna delle due doveva necessariamente, oppure anche *nome* o altre docenti che di tanto in tanto hanno partecipato non era prevista, volendo se ne occupava una soltanto lì dove è la coordinatrice, quindi quando c'è la possibilità, ovviamente queste sono scelte individuali, quindi uno dà la disponibilità. Per tutto il resto concordo, è stato detto ampiamente quindi non aggiungo altro. Però sicuramente è sempre incentrata sulla scelta individuale nel magari rimanere a scuola due ore in più o tre ore in più, oppure arrivare rispetto al nostro orario due ore prima, lo abbiamo fatto per tutto il mese di novembre io e la professoressa, ma queste sono scelte nostre. Ma questo perché io la sentivo proprio la necessità di avere la professoressa, quindi di confrontarci etc., però sono cose nostre che magari nemmeno si sanno, ecco il genitore coinvolto etc. ma alla fine resta così.

58 *T-18*: scusate aggiungo una cosa: queste sono piccole cose rispetto al fatto di avere una progettazione interdisciplinare, avere i tempi per controllarla, per valutarla, "sta andando bene, continuiamo così", "sta andando male, cambiamo", non sono proprio previsti i tempi. Poi questo non significa voler dire che è sempre colpa del sistema, è ovvio è importante il nostro aggiornamento, la nostra capacità di proporre delle cose, insomma di aggiornarsi e di proporre le cose in maniera e con metodologie diverse; ma al di là di questo quando proviamo a dire "boh, facciamo una cosa", gli spazi veramente in cui farlo sono i corridoi in cui involontariamente ti incontri con qualcuno e questo non è progettare. Anche perché poi chi vuole lo fa e chi vuole non lo fa, ok ci siamo scambiati delle idee ma non abbiamo fatto una progettazione comune.

59 *Passo la parola al Dott. Gabriele Maria Leanza che fa il sunto di quanto emerso durante il focus group.*

60 **Prima di lasciare il focus group, per confrontare i dati con le indagini comparative internazionali, vi chiedo cortesemente se poteste dirmi la vostra età.**

61 *T-21*: io ho 57 anni.

62 *T-18*: 63 anni.

63 *T-19*: 58 anni.

64 *T-20*: 55 anni.

65	**Vi ringrazio. Qualcuno vuole aggiungere qualcosa?**
66	*Poiché nessuno ha qualcosa da aggiungere, ringraziamo tutti per aver partecipato e per le informazioni condivise. Il focus group termina alle ore 18:01.*

Annex 8. The school S-4

Annex 8.1. Document analysis of S-4

School information	• The *istituto comprensivo* consists of one primary one lower secondary schools; • The area's social fabric is heterogeneous, with upper- and middle-class residential areas as well as old and new social housing areas; the socioeconomic and cultural background of the school population is high; • 25 primary school students and 20 lower secondary school students have certified disabilities; additionally, there are 4 primary school students and 39 lower secondary school students with certified DSA. In addition, 4% of primary school students and 3.6% of lower secondary school students are foreigners; • In the primary school, there are 452 students divided into 22 classes, with an average of 20.55 students per class; in the lower secondary school, there are 654 students divided into 28 classes; • 128 teachers in the school (77.5% are tenured teachers); in addition, 74% of the teachers in the primary school and 80% in the lower secondary school have been in service for more than 5 years. Teachers between 45 and 54 years old make up the majority of the teaching staff; • 25 non-teaching staff members; • Laboratory activities and for conducting the INVALSI national tests, expanded keyboards and hardware for students with disabilities, and recently, using PON funds, the wiring of the LAN/WLAN network was carried out; a library and a homeroom/theater; • In the primary school, there are 28 interactive whiteboards, a STEM lab, an art lab, a science lab, a music lab, a library, a canteen, and a small theater; two gymnasiums and two outdoor basketball-volleyball courts.
Mission	• The school strategic orientation focuses on the formation of conscious citizens who are protagonists in society, valuing the historical and cultural heritage of their territory from local, regional, and national perspectives, and projecting it from a European perspective; • The school is committed to creating an inclusive vertical curriculum that aims to improve the educational and proficiency levels of all students; • The school aims to personalize learning experiences for the recovery of difficulties, the enhancement of excellence and the appreciation of merit; • It is committed to fostering the implementation of activities included within a vertical competency-based curriculum in connection with all orders of the institute and secondary schools in the area; • The school wishes to develop interaction with families and the local community.
Civic and citizenship education	• Focus on the development of civic coexistence, environmental awareness, and responsible use of new technology • Four axes (language, mathematical, science-technology, social-history) • Civic education curriculum accompanies the vertical curriculum, structured on the key competences for lifelong learning • Civic education is promoted through meaningful experiences that enable students to exercise cooperation, autonomy and responsibility; • The vertical curriculum sets learning objectives for each year, with a focus on key citizenship competences.
School organization	• Five *funzioni strumentali*, one for each area: the PTOF coordination and revision area; the evaluation and self-evaluation area; the open school area; the continuity and guidance area; and the equal opportunities for educational success area. Of these, four are lower secondary school teachers, and one is an elementary school teacher; • The *funzioni strumentali* are accompanied by the department heads, who are six teachers with the task of coordinating the disciplinary departments and mediating the proposals of the teachers of each department to the Teachers Board;

	• Two principal's aides, who constitute the *Staff di Dirigenza* • Two school coadjutors, who are responsible for overseeing the efficient operation of the work and addressing any issues within each school.
Additional information	• The school offers afternoon supplementary activities in both schools, paid for by families; • In the primary school, supplementary activities are also provided during curricular hours; • The institute participates in national and European projects, such as PON and Erasmus+; • Educational trips and educational outings are organized, both in Italy and abroad; • The school promotes the enhancement of school merit and talent; • There is a Protocol for the inclusion of pupils with Special Educational Needs; • The school is committed to collaborating with families and the local area for the realization of a shared educational project.

Annex 8.2. Semi-structured interview with the Principal (S-4)

1	**DS-4**
2	**Potrebbe descrivermi il contesto scolastico come l'utenza, le risorse del territorio, la struttura scolastica?**
3	L'utenza è un'utenza medio-alta, quindi un contesto sociale medio-alto; la struttura scolastica è... penso sia stata costruita intorno agli anni '70, per cui ha bisogno di manutenzione continua e onerosa e in questo momento noi viviamo la difficoltà del reperimento spazi: praticamente non abbiamo spazi per laboratori e altro, perché le classi sono tante e gli spazi sono tutti occupati dalle classi, quindi non ci sono più, specie dopo il Covid, con il Covid anzi abbiamo dovuto ampliare le classi, le aule, e quindi eliminare dei laboratori che precedentemente c'erano.
4	**Perché le classi si sono ridotte di numero, in questo senso?**
5	No, c'erano due aule piccole e ne abbiamo fatta una grande.
6	**Quindi proprio lavori di manutenzione.**
7	Sì, abbiamo fatto un'aula grande ma questo ha comportato l'eliminazione di un laboratorio.
8	**Invece, che cosa offre il territorio?**
9	È un territorio che offre molto. Il Municipio è molto attivo, anche la ASL è molto proattiva, molto presente. Mancano ecco, non so, strutture tipo cinema, teatri, questo forse non c'è, però si sopperisce con attività più … piccole, nel senso che si fa una manifestazione teatrale in un piccolo ambiente.
10	**E sempre per quanto riguarda il territorio, per caso la scuola ha avviato delle partnership?**
11	Sì, quest'anno abbiamo firmato il Patto Educativo Territoriale e poi comunque, a parte il territorio proprio di questo Municipio, Roma Capitale anche insomma sta sviluppando diverse politiche proprio per la scuola. Noi abbiamo partecipato quest'anno e abbiamo vinto il bando Scuole Aperte di Roma Capitale e quindi fra un po' avvieremo tutti i vari progetti; la finalità appunto è, come dice il titolo, di tenere la scuola aperta il più possibile al territorio, quindi non soltanto per gli alunni ma anche per le famiglie e il territorio in genere.
12	**In merito alle famiglie, in che modo la scuola sostiene il legame con le famiglie?**
13	Guardi, qui il legame con le famiglie è molto forte. Il Consiglio d'Istituto è un Consiglio molto presente. I rappresentanti di classe, quelli che vengono eletti tutti gli anni, sono molto coinvolti nella gestione e organizzazione delle attività singole, delle singole classi. Anzi, se posso permettermi, a volte anche un po' *suono* un po'... capito. Tendono a, insomma, a trascendere dal loro compito e quindi bisogna un pochettino un po'… però sono una risorsa, insomma ben canalizzata sono una risorsa
14	**Quindi propongono loro stessi iniziative per la scuola?**
15	Sì.
16	**E quali sono gli ambiti in cui intervengono di più?**
17	Proposte di vario genere, perché ognuno di loro è anche, non lo so, per esempio impegnato anche lavorativamente in un'attività e quindi ci riportano "Preside, è possibile fare questa attività piuttosto che quest'altra?". Ci arrivano anche da parte loro diversi progetti insomma diverse ehm… come dire, iniziative.
18	**E quindi poi la scuola in quale [modo...**
19	La scuola] riesce... alcune... l'anno scorso per esempio, lo avevano sollecitato proprio loro, avevamo aderito al progetto di Decathlon, e poi invece non so per quale motivo è Decathlon che si è tirato

indietro, nel senso che non hanno personale e struttura tale per poter portare avanti questo progetto, ma questo è uno insomma, per dirne. Oppure c'è un'associazione molto attiva, RETAKE, per la pulizia e il decoro dell'ambiente, per anche visite nel quartiere alla scoperta dell'archeologia del quartiere, quindi anche questo insomma, diverse attività. L'altro giorno, domenica scorsa, abbiamo partecipato a una manifestazione con il Municipio che era relativa al centenario... e i ragazzi con i professori hanno partecipato nonostante fosse domenica... ecco, prima sono andati al Campidoglio... non ricordo di preciso come si chiamava. Comunque una rievocazione storica qui al Ponte Nomentano e i ragazzi prima hanno partecipato al Campidoglio a questo evento e sono stati vestiti in costume proprio per la rievocazione storica.

20 **Quindi in collaborazione scuola-famiglia, cioè genitori e professori.**

21 Sì sì, gli alunni sono venuti accompagnati dai genitori, era domenica d'altronde, quindi scuola-famiglia-territorio e Municipio.

22 **Certo. Invece, al di fuori degli organi rappresentativi, come il Consiglio d'Istituto, in che modo i genitori possono partecipare?**

23 Beh, non abbiamo un Comitato Genitori, dentro la scuola non c'è mai stato, però singolarmente son presenti, nel senso che noi abbiamo contatti continui, al di là dei classici colloqui con i genitori e poi il colloquio generale nel senso il pomeriggio invece che la mattina, a parte quello però c'è un colloquio veramente, c'è un forte patto di corresponsabilità vero con la maggior parte delle famiglie – dire con tutte, non è possibile perché poi dipende dalla famiglia quanto è, come dire, propensa a stare anche ad ascoltare anche i consigli e le osservazioni dei docenti – però in linea di massima c'è una buona percentuale di collaborazione e di partecipazione.

24 **Questa comunicazione avviene poi in termini di comunicazioni per esempio sul diario o attraverso [incontri...**

25 Oramai], sì, ma oramai viaggiamo tutto quanto sul registro elettronico, certo anche la carta ci sta sempre, però sì, assolutamente sì, c'è veramente una…grossa interazione tra genitori e docenti.

26 **Invece, in merito ai docenti, in quale modo è favorita la loro partecipazione ai processi decisionali?**

27 Allora c'è uno staff di dirigenza, a cui partecipano tutte le varie funzioni strumentali, e diciamo che stiamo ampliando sempre di più questo gruppo di lavoro, perché oggi nella scuola una persona assolutamente è insufficiente e anche le 7-8, quante sono, dello staff diventano... quindi staff e sottocommissioni dello staff insomma, praticamente questo è un po' un'organizzazione a piramide. Però ecco, io sto cercando anche di farli partecipare molto ai momenti di formazione anche mia, perché così i docenti prendono sempre più consapevolezza anche del lavoro che c'è dietro e quindi nell'aiutarmi e supportarmi in quello che onestamente non arrivo sempre a fare, perché sola non ci si fa.

28 **Quindi ci sono queste commissioni che si occupano ognuna di un particolare settore scolastico?**

29 Sì, non so la formazione, piuttosto che i viaggi di istruzione... insomma sono tutte varie sottocategorie.

30 **Sì. Invece, quando si tratta di prendere una decisione, per esempio a Collegio, come avviene insomma la delibera?**

31 Allora, là noi mandiamo il materiale su cui bisogna deliberare, non so i regolamenti per esempio, lo mandiamo in anticipo a tutti quanti i docenti, per cui ognuno ha la possibilità di leggerli o di fare varie osservazioni e poi in Collegio, se c'è qualche osservazione e viene approvata questa variazione, si modifica direttamente se no si delibera "Approvato" o "Non approvato". Se poi tante persone hanno tante cose da ridire, "Ok non è approvato, lo modifichiamo e lo approveremo successivamente".

32 **Ok, quindi l'iter è questo. E si decide a maggioranza?**

33 Sì.

34	**Ok. Per quanto riguarda la distribuzione delle responsabilità, ad esempio se viene proposto un progetto, il progetto ha penso un responsabile ma coinvolge anche altri docenti. In quel caso, la responsabilità della buona riuscita del progetto ricade sulla singola persona o è distribuita?**
35	No, è distribuita. Il referente del progetto è colui che... non so, per esempio ci potrebbe anche essere un progetto con un esperto esterno, quindi facciamo il bando, nominiamo il soggetto esterno, ma il responsabile degli alunni, quindi diciamo così della sicurezza, è sempre in capo alla scuola, quindi non può essere delegata.
36	*Interruzione*
37	Ok, stavamo dicendo che c'è il referente del progetto che è sicuramente responsabile del progetto, però se all'interno di quel progetto ci sono altre persone che lavorano, non so, in classe e in quel momento c'è il professore X che fa quel progetto, è responsabile il professore, quindi è una responsabilità comunque condivisa, certo.
38	**I progetti, le iniziative, vengono proposti anche dai docenti [o...**
39	Vengono] proposti dai docenti. Noi adesso, ultimamente proprio, abbiamo deliberato in Collegio dei Docenti tutti vari progetti che ogni classe, o meglio ancora Consiglio di Classe, ha ritenuto opportuno di proporre per la propria classe, oppure per il Consiglio intero, per le tre classi, per il corso intero, oppure per la primaria o a mo' di interclasse. Sulla primaria c'è un pochino meno, come dire, trasversalità; alle medie c'è invece più trasversalità anche nella progettualità.
40	**Ok. Invece per quanto riguarda gli studenti, loro vengono coinvolti in quella che è la gestione della scuola, come per esempio la proposta delle attività?**
41	Alle medie ci sono… alla scuola secondaria vengono anche eletti i rappresentanti di classe, per cui i ragazzi hanno anche la possibilità, come dire, di consultarsi e poi di fare delle proposte. Comunque noi, sì, accogliamo sempre i loro desideri. So che va molto... abbiamo proposto corsi di potenziamento dell'offerta formativa, quindi al di là dell'orario, ad esempio mi viene in mente chitarra o fotografia, che sappiamo che è quello che loro desiderano, e quindi cercheremo… li abbiamo messi nel PTOF, insomma li metteremo nel PTOF.
42	**Quindi gli studenti fanno delle proposte tramite i rappresentanti di classe, [partecipano...**
43	Sì, sì], possono assolutamente presentare le loro richieste, poi possono essere accettate, possono non essere accettate, anche perché a volte insomma il più delle volte è la macchinetta del... *(scherzando)* No, non è vero, >non è vero, non è vero<. Assolutamente, sono ragazzi impegnati, devo dir la verità, la buona parte.
44	**Quindi comunque c'è questa comunicazione anche con gli studenti, per cui non è solo la scuola che prende delle decisioni che ricadono sugli studenti, ma gli [studenti...**
45	Quell'anno] in cui sono venuta, me lo ricordo, è stata un'esperienza molto carina: son venuti qua una delegazione di ragazzi, chiedendomi... insomma erano molto esperti in tecnologia e quindi mi hanno chiesto di fare determinate cose e poi alla fine hanno fatto quelle cose che mi hanno chiesto, ma soprattutto poi mi hanno aiutato a, che ne so, a sistemare i computer, hanno aiutato i docenti durante le prove Invalsi per problemi di connessione e via dicendo. Quindi no, assolutamente c'è sempre stato… sono ragazzi attivi, propositivi, e i docenti li accolgono ben volentieri.
46	**Cambiando argomento, in quale modo vengono distribuite le risorse che la scuola possiede, in termini spazi, tempi, tecnologie? Specifico, se noi parliamo di sviluppo della competenza di cittadinanza, i docenti cosa hanno a disposizione per la promozione di questa competenza?**
47	Allora, abbiamo ripristinato la biblioteca, ma soprattutto adesso andiamo tutto quanto molto sul digitale, per cui i docenti utilizzano soprattutto materiali e attività varie che trovano sul computer. Consideri che dentro ogni classe adesso abbiamo il famoso *touch screen*, per cui insomma da lì veramente loro possono prendere di tutto. E poi c'è comunque sempre la proposta progettuale dei docenti, è fondamentale; quest'anno facciamo – adesso gliene parlerà penso la professoressa *nome*

il Festival dell'Educazione Civica: praticamente a Febbraio facciamo uno stop didattico e, l'educazione civica è trasversale quindi la fanno tutti quanti i docenti, e poi invece in questa settimana di Febbraio metteremo in campo dei lavori e delle attività che sono state svolte o che vengono svolte proprio durante quella settimana per fare un Festival dell'Educazione Civica. La professoressa *nome* glielo spiegherà sicuramente meglio di me perché è un po' una sua creatura e questo è trasversale anche con la primaria.

48 **E quindi, da ciò che ho compreso, in questa scuola l'educazione civica non è intesa soltanto come conoscenza…Costituzione...**

49 Molto poco. Cioè molto poco no, però no assolutamente non è la conoscenza della Costituzione, piuttosto che del regolamento europeo, piuttosto il regolamento del Lazio. Insomma, no. Assolutamente no, ci basiamo molto sull'Agenda 2030 e quella su quella è stato fatto un bel lavoro, e quindi molta ecologia, assolutamente il rispetto dell'altro, ma proprio in senso concreto, diciamo così.

50 **Quindi attraverso, per esempio, delle attività?**

51 Anche, ma a parte che qui da sempre che c'è la Giornata contro la violenza sulle donne, poi l'attività per la Giornata contro le mafie, e il tutto ricade necessariamente nell'educazione civica, cioè va a braccetto. Poi adesso il rispetto dell'ambiente: un'altra attività che hanno fatto è andare a ripulire il campetto qua fuori. Cioè sicuramente tutto molto concreto, molto poco teorico.

52 **Quindi, anche a livello per esempio di metodologie didattiche che insegnanti utilizzano in classe, quali sono secondo Lei le sfide tra più grandi per promuovere l'educazione alla cittadinanza?**

53 Guardi, io penso che l'educazione... allora quando è entrata l'educazione civica nella scuola, che poi prima "Educazione Civica" poi è diventata "Cittadinanza e Costituzione", insomma noi ogni tanto gli cambiamo il nome, però in realtà secondo me in questa scuola non si sono sconvolti per nulla: non è stato per esempio difficile dividere le 33 ore minime annuali di educazione civica in maniera trasversale tra i vari docenti. In alcune scuole lo fa o soltanto italiano o soltanto matematica, sei ore, la percentuale, hanno calcolato... qui praticamente la fanno trasversalmente tutti. Poi ognuno di loro dà una valutazione che poi diventa una valutazione ovviamente complessiva che viene raccolta dal coordinatore di educazione civica della classe, perché abbiamo fatto un coordinatore di classe e poi coordinatore di educazione civica di ogni singola classe, che è quello che si occupa proprio di mettere insieme tutti quanti i vari... e anche di organizzare, come dire, una programmazione, una progettazione trasversale. Quindi è assolutamente stata veramente molto spontanea e non qualche cosa calato dall'altro, perché era già dentro le corde proprio della scuola, quindi no problem. È, come dire, "vabbè, lo abbiamo sempre già fatto" e lo abbiamo un po' come formalizzato.

54 **Ok. Quando viene presa appunto una decisione a livello collegiale, in che modo poi si valuta effettivamente la bontà della decisione che viene presa? Cioè in che modo la scuola dice "ok, effettivamente questo progetto che abbiamo proposto è andato bene, ha funzionato "?**

55 Allora, al di là della parte tecnico-burocratica – per cui noi abbiamo una rendicontazione sociale a fine anno, c'è la relazione del dirigente – però, al di là di questo, con lo staff in particolare ma anche con il Collegio, "quest'anno ha funzionato questo e quest'altro, quest'altra cosa non ha funzionato" o la ripensiamo, aggiustiamo, oppure la eliminiamo proprio. Quindi c'è una condivisione necessariamente in Collegio, perché guardi non c'è una decisione che il dirigente possa prendere in maniera autonoma, perché tutto ciò che riguarda la didattica, in senso generale, sono decisioni che si prendono collegialmente; è chiaro che il dirigente dà un indirizzo, come dire una guida, però teoricamente potrebbe assolutamente essere messo in minoranza. Faccio un esempio: io non apprezzo il Festival dell'Educazione Civica, non è vero eh un esempio, ok, però se poi la maggior parte del Collegio è favorevole, io devo essere estremamente convincente per poter modificare il pensiero degli altri, per cui insomma in Collegio veramente il Dirigente diventa un *primus inter pares*, quindi insomma se vuoi proprio ottenere una cosa ci devi... però non c'è motivo, cioè io non vedo perché dovrei costringere un Collegio a fare una cosa che il Collegio non sente, come me la fa poi quella cosa?! Perché poi sono loro sul campo a metterlo in pratica, per cui no.

56	**Quindi comunque anche se Lei è contraria a una decisione, faccio per dire, ma comunque il Collegio a maggioranza è favorevole, comunque viene accettata.**
57	Per forza. Ripeto, io ho il potere di convincimento, dovrei avere il potere di convincimento, a meno che il Collegio, attenzione, non prenda una decisione fuori norma, che è contrario alla norma, allora a quel punto io non ne devo proprio tener conto, perché, non lo so, "facciamo la lezione di 10 minuti" è fuori norma, come esempio è proprio estremo. Tutto il Collegio può andare a favore ma io so che è contro norma e quindi non passa, cioè non viene proprio presa in considerazione, è una delibera non valida.
58	**Ok. Quindi per capire se una proposta ha funzionato, ci si basa su osservazioni che vengono fatte dai docenti?**
59	Certo, dalla rendicontazione a posteriori, "ha funzionato" o "non ha funzionato". Per esempio, se abbiamo fatto un progetto previsto per 20 alunni e poi durante l'anno la frequenza di questi 20 alunni è diventata 10, vuol dire che il progetto non ha preso questi ragazzi quindi il progetto il prossimo anno non si ripresenta.
60	**Quindi indicatori specifici di cui si tiene conto?**
61	Noi poi alla fine dell'anno facciamo il monitoraggio sul gradimento delle varie attività, sia con docenti, genitori e alunni, alunni ovviamente soltanto della... no, forse anche le quinte l'anno scorso... e comunque "cosa ti è piaciuto", "cosa non ti è piaciuto", "cambieresti che cosa". Quindi la rendicontazione viene fuori proprio da lì: dal riscontro di quello che abbiamo fatto e della ricaduta che ha avuto.
62	**Secondo la visione che Lei ha di questa scuola, quali sono gli obiettivi che Le piacerebbe raggiungere da qui a 5 anni?**
63	(4.0) Io ce l'ho un obiettivo, ma non ci riuscirò: è renderlo veramente istituto comprensivo, nel senso che sento ancora molto distacco tra la primaria e la secondaria, quindi uniformare il Collegio, mettiamo così.
64	**Quindi la trasversalità? Cioè la trasversalità vera e propria, non solo tra discipline ma tra ordini di scuola.**
65	Sì.
66	**E in quale modo la comunità scolastica lavora per raggiungere questo obiettivo?**
67	È un po' difficile da dire. Innanzitutto c'è un lavoro proprio, come dire, tra persone, quindi cercare di coinvolgere tanto la primaria quanto la secondaria, fare gruppi di lavoro che siano sempre... come dire ehm… che comprendano sia un ciclo che un altro, un ordine di scuola che l'altro, quindi lo staff in cui ci si incontra in poche persone, quindi un sottocollegio piccolino, diciamo così, in cui appunto siano presenti tutti. La formazione su determinati punti che sono più carenti diciamo così nella primaria, per esempio la tecnologia, cioè l'informatica più che la tecnologia, quindi aumentare insomma la formazione per quanto riguarda questo aspetto; ma soprattutto è il contatto umano che deve aumentare. E poi guardi quest'anno casualmente poiché abbiamo formato una classe prima media in più, quindi siamo arrivati a 10 sezioni, lo spazio qui era finito anche ho detto "Ok, prendiamo un'aula di là" – nel senso nella primaria – ha un po' sconvolto tanti equilibri, però secondo me a lungo andare invece la cosa ci rende più comprensivi. Perché qui non abbiamo più spazi, di là in primaria invece ce ne sono ancora, abbiamo messo il laboratorio STEM, il laboratorio scientifico che viene usato dall'una e dall'altra scuola, quindi stiamo creando queste aree comuni e questo secondo me anche aiuterà.
68	**E c'è collaborazione tra docenti, secondo Lei da quello che vede? In generale, i docenti tra di loro, anche per il raggiungimento di questo obiettivo, non solo tra secondaria e primaria, ma anche tutta la secondaria tra di loro e la primaria tra di loro**...
69	Infatti è quello che io sto cercando invece di mettere primaria e secondaria insieme, quindi le sotto-commissioni insomma, non so…valutazione, ok quindi nella Commissione Valutazione ci devono

	essere tante persone delle medie quanto delle elementari. E un'altra cosa, ecco le funzioni strumentali al di sotto hanno una commissione: se la funzione strumentale è una persona delle medie, ho chiesto un referente nella commissione della primaria, quindi una sotto-funzione chiamiamola così, proprio per cercare di fare il raccordo migliore possibile insomma tra questi due ambiti.
70	**Ok. Un'ultima domanda: posso se possibile vedere, oppure se me lo può raccontare, il calendario della settimana scorsa della scuola per sapere se quella è stata una settimana tipica della scuola?**
71	La mia settimana tipo. Entro la mattina alle 7:00 qua a scuola e vado via intorno alle 17:00, più o meno. Questa settimana è un po' più corta, perché abbiamo avuto il ponte. Dunque, allora ieri pomeriggio alle 15:00 ho avuto formazione con l'avvocato, poi ieri mattina abbiamo fatto l'iscrizione per il ( ), abbiamo avviato il programma annuale, ho organizzato l'ordine del giorno per il Consiglio d'Istituto, ho parlato con tre genitori, anzi due, di un alunno; poi ieri pomeriggio gliel'ho detto, ho fatto la formazione con l'avvocato. Qui e tutti i giorni poi si presentano progetti, si inviano circolari, si parla con la vicaria, si organizza con la primaria.
72	**Ma insomma questa è la settimana tipo.**
73	Comunque la settimana è: la mattina alle 7:00 veramente io sono qui a scuola e fino alle 17:00 più o meno siamo qua, tra organizzazione, formazione e firma di contratti. Ha presente un frullatore? Ecco, una centrifuga.
74	**Ok, grazie mille. L'intervista è conclusa. Ai fini del confronto dei dati con le indagini su larga scala, Le sarei grata se mi fornisse tre informazioni: la prima è la sua età.**
75	64
76	**La seconda: qual è il titolo di studio più alto che ha conseguito?**
77	La laurea specialistica.
78	**E da quanti anni è la dirigente di questa scuola?**
79	Tre. Questo è il terzo.
80	**Vorrebbe aggiungere qualcosa che ritiene sia importante ai fini della ricerca? Altrimenti abbiamo terminato.**
81	No, mi hai chiesto di tutto di più. Spero di esserti stata utile.
82	**Assolutamente sì, grazie.**

Annex 8.3. Semi-structured interview with the Civic Education Coordinator (S-4)

1	**CCE-C-4**
2	**Secondo la visione che Lei ha di questa scuola, qual è un obiettivo che le piacerebbe raggiungere da qui a 5 anni?**
3	Mi piacerebbe che la scuola potesse riprendere ad aprirsi al territorio come facevamo prima della pandemia, perché era una scuola che organizzava moltissime attività anche pomeridiane, concerti, all'interno di questa stessa Aula Magna c'è un pianoforte a coda qui, spettacoli e … feste, facevamo la Festa Incontro, la Festa dei Nonni. Quindi era una scuola che si apriva molto al territorio e quindi permetteva anche alle persone del quartiere di entrare nella scuola e la scuola si apriva appunto all'esterno. Mi piacerebbe che nel giro di 5 anni si tornasse a fare tutte quelle attività pomeridiane ma anche antimeridiane in cui la scuola appunto si apriva con il teatro, con la musica, con delle manifestazioni, delle feste quindi questo mi piacerebbe.
4	**Perché ovviamente con la pandemia questa cosa non è stata più?**
5	Piano piano stiamo ricominciando. Comunque è stato un po' più complicato organizzare, no, comunque delle feste o anche magari degli spettacoli teatrali. L'anno scorso ne abbiamo fatti alcuni però chiaramente all'aperto in cortile quindi comunque mantenendo le distanze con il distanziamento, con le mascherine e… oppure per esempio concerti qui si organizzavano sia la mattina che nel pomeriggio dei concerti sia tenuti dagli studenti stessi che da dei professionisti e chiaramente un passo sì un passo no, cioè non ancora non abbiamo ripreso ma mi piacerebbe che si ricominciasse a fare questo anche con le attività integrative pomeridiane, quindi l'apertura al territorio; adesso la scuola ha vinto anche un bando un progetto delle scuole aperte del Comune di Roma quindi si inizieranno queste attività integrative pomeridiane e mi piacerebbe che sempre più si facesse questo.
6	**Quindi con "apertura al territorio" fa riferimento alle persone che entrano a scuola e quindi al contatto con le persone?**
7	Sì, apertura delle iniziative, condivisione di cultura di attività, di cineforum, presentazione dei libri. Uno spazio disponibile ai ragazzi e anche alle famiglie.
8	**Certo è invece in termini proprio di partnership di collaborazione esterne sa per caso se la scuola ha delle partnership avviate con qualche ente esterno**
9	Sì enti esterni, sì, non so quali enti si riferisce.
10	**In generale.**
11	So che ci sono sicuramente, proprio per quello che riguarda l'educazione civica, tanti tanti progetti di collaborazione. Per esempio già l'anno scorso abbiamo collaborato con "AMREF": abbiamo fatto dei progetti "link to School" che prevede un gemellaggio con una scuola di Nairobi in Kenya, abbiamo fatto un altro progetto che "Incontra Africa" hanno prodotto anche dei video, hanno cantato delle canzoni su… prendendo spunto dalla musica africana dagli strumenti musicali. Quest'anno appunto riproponiamo "AMREF" ma non soltanto con "link to School" anche con un altro progetto sulle donne africane significative su contro la… l'Africa-fobia, quindi è una cosa interessante con AMREF. Poi collaboriamo con UNICEF: la scuola ha aderito al progetto "Scuola amica delle bambine e dei bambini" per quello che riguarda la convenzione dei diritti dell'infanzia e dell'adolescenza. Poi collaboriamo con AMA per quello che riguarda la raccolta differenziata, lo smaltimento dei rifiuti l'attenzione all'ambiente. So che alcune classi collaborano con ISPRA, che è anche una delle agenzie di rigenerazione scuola.
12	**Quindi ci sono molte collaborazioni avviate.**
13	Molte collaborazioni avviate, queste sono quelle che mi vengono in mente adesso.
14	**Sempre per quanto riguarda gli obiettivi, quali sono gli obiettivi perseguiti dalla scuola in termini in maniera specifica dell'educazione civica della cittadinanza?**

15 Allora per quello che riguarda l'educazione civica proprio come materia trasversale, questo è il terzo anno di sperimentazione. Noi naturalmente abbiamo un curriculo di istituto trasversale quindi abbiamo degli obiettivi e dei traguardi che sono definiti lì. Tutti i Consigli di Classe lavorano sui tre... diciamo i tre cardini della disciplina, quindi la Costituzione, lo sviluppo sostenibile, la cittadinanza digitale. Poi ogni Consiglio di Classe declina questi nuclei tematici della disciplina come preferisce. Questa è un po' una caratteristica della scuola: abbiamo deciso di impostare così proprio per lasciare libertà ai Consigli di Classe di programmare quello che ritenevano più adatto, più opportuno, per le proprie classi e ogni anno poi alla fine dell'anno... io all'inizio dell'anno raccolgo tutte le programmazioni dei Consigli di Classe che fanno a partire dal curriculo d'istituto, io proprio che sono referente per le medie perché poi c'è anche una referente per la primaria che fa lo stesso identico lavoro. Poi alla fine dell'anno raccolgo tutte le relazioni finali dei Consigli di Classe - c'è un coordinatore di disciplina per ogni classe - e metto insieme, faccio un repertorio diciamo di tutte le attività più interessanti che sono state svolte nell'anno precedente e che poi ripropongo all'inizio dell'anno per dire "guardate quante cose belle abbiamo fatto", magari possono servire di spunto per il nuovo anno e ci ragioniamo diciamo un po' su. Quest'anno per esempio abbiamo pensato di organizzare addirittura un Festival dell'educazione civica che ci sarà a febbraio, durante il quale poi i Consigli di Classe, le classi, condividono i lavori che vengono fatti nel corso del primo quadrimestre, dei primi mesi di scuola, in maniera tale da far partecipare gli altri alle attività che sono state fatte in ogni classe, dato che ogni classe poi fa cose differenti. Alcune classi lavorano parallelamente... per esempio "AMREF" è un progetto d'istituto, però non è detto che tutte e 30 le classi - noi abbiamo 28 classi mi sembra - tutte e 28 le classi facciano un lavoro per "AMREF"; c'è chi magari lavora con "AMREF", chi con "Unicef", chi con RETAKE per esempio, con AMA, con Ispra e ogni classe poi decide quale diciamo percorso trasversale portare avanti. Perché poi la caratteristica dell'educazione civica è proprio quella della trasversalità: per esempio appunto qualche anno fa c'era una classe che aveva lavorato sull'educazione digitale e avevano fatto tutto un lavoro sulle *fake news* e quindi avevano trattato il tema un po' in tutte le materie, partendo da un romanzo - mi pare di Aristarco "Non è vero ma ci credo" - e poi avevano parlato delle *fake* pure in tecnologia; oppure magari se si tratta di un tema ambientale di sostenibilità cercare un po' di analizzarlo da tutti i punti di vista.

16 **Quindi, da quello che ho capito, si sceglie un tema o un progetto all'inizio [anno...**

17 C'è] una programmazione di classe nella quale il Consiglio di Classe può decidere sia di trattare l'educazione civica nella propria materia - quindi ognuno nella propria materia va approfondire soltanto dei temi che possono poi fare riferimento ai nuclei della disciplina - ma allo stesso tempo il Consiglio di Classe sceglie anche degli argomenti che possono essere trattati trasversalmente da tutti. Per esempio una mia classe un paio d'anni fa ha fatto un lavoro sulle parole della Costituzione, quindi abbiamo analizzato con me, che insegno lettere, la Costituzione in storia e abbiamo individuato delle parole e queste parole sono state approfondite, a seconda delle parole individuate, dalle altre materie, quindi magari alcune parole avevano più a che fare con la musica, altre avevano più a che fare con l'arte; poi dopo queste parole sono state illustrate con la collega di arte attraverso varie tecniche espressive e poi hanno scritto dei testi, quindi anche con me, e poi con la collega di tecnologia - che è molto esperta anche nella nella rilegatura dei libri - hanno realizzato dei libri proprio rilegati con le loro mani che hanno regalato alle famiglie, quindi era trasversale perché perché toccava un po' tutte le materie e ha portato alla produzione di questo libro che si chiamava "Le parole della Costituzione". Quindi questo era un progetto trasversale che faceva riferimento a più materie, però poi se individualmente si vuole toccare un tema specifico, non so per esempio se scienze motorie, oltre a partecipare a un progetto, a un percorso, a un'uda, vuole parlare per esempio del *fair play*, oppure dell'alimentazione adeguata per un'atleta. Perché la legge dice "minimo 33 ore", non "massimo".

18 **E secondo Lei quando si fa educazione alla cittadinanza ?**

19 Sempre, no? Si fa sempre, si fa in ogni momento. Poi chiaramente l'importanza della materia è che proprio si focalizza l'attenzione, cioè comunque poi alcune attività sono mirate. Però l'educazione civica c'è sempre, in ogni momento.

20 **Questi progetti trasversali sono annuali?**

21 A volte annuali, a volte magari di un quadrimestre. Alcuni sono annuali, alcuni del primo o del secondo quadrimestre, a volte possono durare anche pochi giorni, se ci sono delle giornate che per per noi nella scuola… diciamo festeggiamo, ma non è proprio la parola giusta; comunque sono giornate che sono importanti, non so per esempio la prima è il 25 novembre, la giornata per l'eliminazione della violenza sulle donne: per quella giornata organizziamo sempre degli eventi, per esempio l'anno scorso hanno fatto dei flash mob i ragazzi delle terze in cortile e hanno recitato dei testi, i ragazzi delle prime hanno realizzato dei lavori e le seconde hanno fatto altre cose, quindi magari per un po' di giorni si lavora su quello. Stessa cosa per esempio per la giornata di commemorazione delle vittime innocenti della mafia, quindi abbiamo fatto una manifestazione in cortile e per un po' di giorni tutti si sono concentrati a lavorare su quello.

22 **Quindi molte delle attività che vengono proposte sono legate appunto alle giornate nazionali e internazionali.**

23 Non solo. Cioè ci sono tanti spunti come la giornata dell'acqua, la giornata della terra e, sì, anche quelle possono essere… il Consiglio di Classe stabilisce a cosa è interessato a lavorare, per esempio sull'acqua…

24 **E i docenti hanno a disposizione magari delle risorse specifiche per la promozione delle competenze di cittadinanza?**

25 In che senso che risorse?

26 **Per esempio risorse materiali, come strumenti, libri di testo o altro.**

27 Beh, allora io spesso condivido con loro i link dei… appunto di qualche associazione, qualche progetto che vengono dal Ministero, da Rigenerazione Scuola, quindi dei materiali che possono essere comunque digitali, oppure magari alcuni di colleghi tra di loro se li condividono, però cioè dei…

28 **Ok ma ad esempio prima Lei ha parlato della rendicontazione che viene fatta anche a fine [anno...**

29 io] faccio un repertorio, ma è un repertorio in digitale, cioè comunque dalle relazioni finali estrapolo le attività più interessanti, quelle che sono state veramente trasversali, che possono essere magari prese e continuate, sviluppate oppure riproposte, cioè quelle che secondo la scuola hanno funzionato meglio. Diciamo teniamo quello che di buono abbiamo fatto.

30 **E visto che mi stava dicendo che queste attività possono essere anche riproposte, potrebbero essere considerate una risorsa per il docente?**

31 Poi certo, quelle che ci sono piaciute di più e hanno funzionato di più le riproponiamo nel PTOF anche.

32 **Ok. E i docenti partecipano alla gestione della scuola, nel senso al prendere delle decisioni, oppure le decisioni "cadono dall'alto"? Cioè in che modo funziona effettivamente il processo decisionale in questa scuola?**

33 La presa decisione è del Consiglio di Classe, cioè nel senso che c'è la proposta che chiaramente viene fatta da qualcuno che poi la condivide magari nello specifico a me che sono referente dell'educazione civica, quindi magari io seleziono tutte le proposte che arrivano alla scuola e le condivido a tutti i docenti oppure le condivido solo a un gruppo di docenti, come il dipartimento di matematica, il dipartimento di lettere, il dipartimento di arte e… poi però è il Consiglio di classe che decide se vuole partecipare a una un'attività oppure a un'altra, un progetto oppure a un altro, non è che viene imposto. Alcuni progetti come... la settimana di educazione civica è un progetto che abbiamo proposto per il PTOF poi il Collegio dei Docenti approva i progetti del PTOF e quindi però pure lì non è che c'è una costrizione, se una classe non vuole partecipare al Festival dell'educazione civica perché non è interessata non partecipa, magari parteciperà a un'altra cosa.

34 **Quindi c'è una gestione condivisa, collaborativa?**

35 Oddio spero di sì, ehm non lo so secondo me sì… cioè spero di sì. Sì sì, immagino di sì.

36	**Ok. Poi mi stava dicendo?**
37	Dicevo, tra le altre cose prima mi parlava delle collaborazioni, Legambiente l'anno scorso e una classe ha vinto un premio sui laghi alle… un premio di un concorso di Legambiente sulle microplastiche nei laghi, al lago di Bracciano hanno ricevuto un premio.
38	**Quindi gran parte di queste attività sono incentrate proprio sul favorire l'inclusione, sul rispetto dell'ambiente...**
39	Embè si, certo, su quelli che sono poi la legalità, quelli che sono poi i nuclei tematici dell'educazione.
40	**Certo. [E...**
41	Generazioni] Connesse anche: è un sito che si occupa dell'educazione digitale, della cittadinanza digitale, è un sito che insomma molti utilizzano.
42	**E secondo Lei, da quello che vede, c'è una divisione di compiti all'interno della scuola tra il corpo docente?**
43	La divisione dei compiti sì, perché c'è un coordinatore della disciplina per ogni classe che non è per forza il coordinatore di classe, cioè è un'altra figura il coordinatore della disciplina dell'educazione civica perché è quello che fa la programmazione condividendola col resto del Consiglio di Classe e quindi è quello che poi fa la proposta di voto ed è quello che poi fa la relazione finale. Quindi c'è sicuramente il coordinatore della disciplina. Poi sempre nella scuola c'è la divisione dei compiti certo, cioè nessuno è costretto a fare niente, quindi c'è chi ha gli incarichi ed è disponibile a portarli avanti e chi no, quindi ci sono delle funzioni strumentali... degli incarichi.
44	**E come avviene a scuola la valutazione dell'educazione e alla cittadinanza? Perché poi alla fine i docenti sono chiamati a mettere un voto in pagella e come viene messo questo voto? Ci sono, non so, indicatori specifici?**
45	Allora c'è una rubrica di valutazione, noi abbiamo fatto la rubrica di valutazione per tutte le discipline quindi c'è anche per l'educazione civica. C'è la rubrica di valutazione sia per la primaria che per la secondaria e quindi si tiene conto sicuramente della rubrica di valutazione in base all'attività che viene proposta. A volte può capitare che poi si va a valutare un elaborato finale, si può valutare l'esposizione di quell'elaborato, si può valutare un testo che viene fatto su un progetto o su un percorso, cioè un prodotto finale, quindi si può valutare il prodotto oppure si può valutare anche come… gli alunni e le alunne si sono comportati, se hanno partecipato, hanno collaborato, hanno condiviso quello che hanno fatto, quindi pure delle competenze diverse rispetto a quelle proprie specifiche "se ha scritto bene il tema senza errori", cioè però magari la partecipazione e l'impegno, la responsabilità... anche questo insomma anche di questo si tiene conto. La valutazione poi naturalmente tiene conto... noi abbiamo il registro elettronico in cui, visto che gli insegnanti e anche il Consiglio di Classe sono diciamo corresponsabili della materia, quindi poi in realtà quando valutano il loro lavoro, il percorso che hanno fatto, quindi gli elaborati e i prodotti, mettono il voto sul registro elettronico e alla fine del quadrimestre il coordinatore della disciplina "tiene conto di tutti questi elementi conoscitivi", dice la legge, e fa la proposta di voto che il Consiglio di Classe approva o no; cioè magari io coordinatore della disciplina dico "per me questo alunno anche se la sua media è 7.5 però veramente meriterebbe 9 perché secondo me…", faccio la mia proposta di voto e il Consiglio di Classe dice "no, ha 7.5 quindi...", oppure "sì, siamo d'accordo", perché poi in realtà magari non è stato bravissimo nell'elaborazione scritta o nell'esposizione orale però ha partecipato con talmente tanto impegno e con talmente tanta passione alle attività che abbiamo fatto che merita comunque 9.
46	**Quindi fondamentalmente la valutazione dell'educazione civica si basa su test?**
47	Sì, test, compiti elaborati, prodotti ecc e una parte invece legata più che altro a elementi come la partecipazione, l'impegno... non il comportamento però che è un'altra cosa, cioè il voto dell'educazione civica e il voto del comportamento sono proprio differenti perché poi a scuola loro hanno anche un voto di comportamento, perché non… cioè l'educazione civica non valuta il comportamento.

48 **E in che modo la scuola invece valuta la bontà delle decisioni che sono state prese per l'educazione civica e alla cittadinanza? Per esempio, viene proposto un progetto sull'educazione ambientale, in che modo la scuola effettivamente capisce se quel progetto ha funzionato oppure no, per poi magari riproporlo? Ci sono degli indicatori o strumenti specifici che vengono usati?**

49 Beh, si possono si possono preparare degli strumenti, non so per esempio dei questionari da somministrare agli studenti per vedere se poi in realtà quel progetto ha funzionato, se è interessato e si sono sentiti coinvolti, se hanno imparato qualcosa, quindi si possono costruire degli strumenti e poi anche appunto vedere la risposta degli studenti. E poi l'opinione dei colleghi, cioè se i colleghi magari reputano che quella proposta, magari quegli incontri che sono stati fatti non... non erano cioè di grossa qualità insomma, non sono stati significativi così non si ripropongono più. Per esempio AMREF c'è piaciuto tanto l'anno scorso e quindi magari lo riproponiamo.

50 **Ma questa cosa dei questionari è un'idea [o...**

51 No] a volte si fa, cioè a volte si fanno. Per esempio proprio ieri i ragazzi hanno fatto un lavoro, degli incontri di orientamento per la scelta della scuola superiore... adesso stanno facendo tutte le attività di orientamento e oggi facevano dei questionari, hanno fatto dei questionari per capire se queste proposte sono interessate, le hanno accolte, le hanno trovate utili insomma. Quindi a volte si fanno, a volte no, dipende dal progetto, dipende da chi lo ha organizzato. Poi ci sono anche delle "Schede Progetto" per i progetti del PTOF; per esempio lo stesso Progetto di AMREF va nel PTOF e altri insomma. Abbiamo una scheda intermedia del progetto in cui il referente del progetto scrive come stampato nel progetto, se risponde alle aspettative. Non so se ho risposto alla domanda.

52 **Sì, io volevo sapere se la scuola avesse predisposto degli strumenti con indicatori specifici per comprendere se ciò che è stato proposto avesse funzionato o no e capire se riproporlo.**

53 Ci sono, ci sono le schede del progetto per i progetti, quindi per i progetti più importanti che vanno nel PTOF, delle schede intermedie e delle schede finali. Poi chiaramente se magari non è un progetto del PTOF si possono anche, come nel caso di ieri, prevedere dei questionari.

54 **E per quanto riguarda invece la partecipazione questa volta non del corpo docente ma degli studenti nei processi decisionali e nella vita scolastica, in che modo è incentivata la partecipazione degli studenti?**

55 Allora guardi, prima della pandemia addirittura qui c'era un Comitato degli studenti e delle studentesse rappresentanti di classe. Ogni classe ha i propri rappresentanti, quest'anno abbiamo fatto le elezioni dei rappresentanti di classe all'inizio di ottobre, mi pare l'11: è stata una cosa molto carina, l'ha organizzata la professoressa *nome* - che è pure una funzione strumentale qui a scuola - e i ragazzi dovevano presentare la propria candidatura e un programma quindi, perché dovevano spiegare ai compagni e alle compagne perché volevano essere eletti; aveva fatto proprio le votazioni col seggio, lo scrutinio *etc.* e quindi sono stati eletti per ogni classe i rappresentanti e dei vice rappresentanti che hanno vari incarichi, quindi da fare da intermediari con gli insegnanti, raccogliere che ne so le autorizzazioni oppure organizzare le uscite, organizzare dei lavori di gruppo, aprire la fila e chiudi fila quando ci stanno le prove d'evacuazione, però allo stesso tempo quest'anno dovrebbe riprendere, dovrebbe essere convocato a giorni questo Comitato degli studenti e delle studentesse. Si riuniscono qui nell'aula magna, i due rappresentanti e i due vice rappresentanti discutono delle proposte che gli studenti vogliono fare. Col Covid non l'abbiamo fatto più, però quest'anno dovrebbe riprendere e i ragazzi già sono stati informati, cioè la professoressa *nome* ce l'aveva proprio come progetto.

56 **Ok. Quindi gli studenti sono parte attiva nel processo decisionale, nel senso che non sono solo chiamati a prendere atto delle decisioni che vengono prese?**

57 No, c'è il Comitato che dovrebbe riprendere quest'anno. Loro hanno i loro rappresentanti, insomma mi sembra che si tenga in considerazione pure quello che loro pensano.

58 **Poi magari la pratica didattica quotidiana dipende un po' dal professore immagino.**

59 Immagino.

60	**Ok. E invece per quanto riguarda i genitori, se e in che modo partecipano alla vita scolastica?**
61	Allora, per quello che riguarda i genitori ci sono i rappresentanti di classe, che sono stati proprio eletti qualche giorno fa alla fine di ottobre. I rappresentanti dei genitori hanno la stessa funzione dei rappresentanti di classe perché fanno un po' da intermediari tra gli insegnanti e gli altri genitori e quindi diciamo che c'è sempre un rapporto tra il coordinatore di classe e i rappresentanti di classe, perché se c'è da richiedere qualcosa oppure da informare spesso si fa riferimento al rappresentante di classe, che è quello che poi dà la voce un po' a tutti quanti gli altri genitori. Allo stesso tempo, i rappresentanti dei genitori fanno questo con la scuola, perché se devono comunicare qualcosa alla dirigente insomma lo fanno di solito i rappresentanti dei genitori. Pure per i genitori c'era un Comitato prima del Covid che riuniva tutti i genitori, credo che anche quello quest'anno lo si riprenderà.
62	**Quindi fondamentalmente genitori e studenti viaggiano sullo stesso binario.**
63	C'è questo patto di corresponsabilità, non so se gliene ha parlato la DS, che è un po' un patto in cui studenti, genitori e insegnanti si prendano le loro responsabilità, hanno comunque poi lo stesso obiettivo.
64	**Quindi i genitori sono parte attiva, cioè partecipano alla vita della scuola.**
65	Quando nella prima domanda che mi ha fatto "che cosa mi piacerebbe nei prossimi 5 anni", per esempio qui c'era una festa molto carina che si faceva a dicembre che era la Festa Incontro e si faceva proprio prima delle vacanze di Natale e i genitori venivano proprio a scuola per incontrarsi e incontrare gli insegnanti; era previsto pure un pranzo, addirittura un buffet o un aperitivo, proprio per conoscersi, per stare insieme ed era sicuramente un bel momento di partecipazione, di quello che la scuola fa, cioè vedevano in realtà come è la scuola dall'interno… chissà pure se quello riprenderà.
66	**E invece, oltre agli organi rappresentativi come il Consiglio d'Istituto, in che modo la scuola incoraggia la partecipazione dei genitori?**
67	Non lo so, incoraggia la partecipazione in che senso?
68	**Per esempio incoraggiare la partecipazione a delle iniziative o attività che vengono proposte dalla scuola.**
69	Prima appunto c'erano queste attività in cui partecipavano i genitori, per esempio le feste… capitava anche, è capitato per esempio a me che se c'erano dei genitori esperti magari in qualche ambito venissero anche a fare lezione in classe però ecco, Le ripeto, era tutto precedente alla pandemia. Mi è capitato di avere dei genitori esperti in qualche ambito che venissero magari a riportare le loro conoscenze ed esperienze in classe e partecipavano anche concretamente, non so se però rispondo alla sua domanda. Per esempio abbiamo riallestito la biblioteca e quei mobili noi li avevamo portati in una Parrocchia qui vicino perché quella stanza era stata destinata a diventare un'aula, quindi qualche settimana fa alcuni genitori ci hanno aiutato a riportare i mobili, a riallestire la stanza volontariamente. Quindi insomma c'è una partecipazione pure alla cura, per esempio ancora prima della pandemia con RETAKE, con la quale collaboriamo, capitava che una volta l'anno pulivamo tutti gli spazi intorno alla scuola che è una cosa, un momento molto bello insieme ai professori, i genitori e gli alunni. Adesso con RETAKE so che per esempio una classe si sta occupando di pulire lo spazio qui fuori il parco che c'è fuori la scuola, si prendono cura di quello spazio, però non so se ho risposto alla domanda.
70	**E secondo Lei, quali sono le sfide per la promozione dell'educazione e alla cittadinanza in questa scuola, se ci sono? Magari aspetti un po' più difficoltosi.**
71	Delle sfide… non lo so, cioè sicuramente una sfida potrebbe essere quella di rendere tutti comunque più partecipi, cioè di far sì che tutti quanti veramente vivano la scuola e l'insegnamento con entusiasmo, con partecipazione, cioè ridurre al minimo la passività di quelli che magari… studenti e insegnanti magari fanno delle cose perché sono costretti. Quindi che magari tutto venga fatto con maggiore partecipazione. Questa potrebbe essere una sfida: aumentare la voglia, il senso di appartenenza alla scuola, a… alla comunità scolastica.
72	**E la scuola che cosa fa per cercare di risolvere questa "problematica"?**

73	Non è una problematica, cioè magari in prospettiva sarebbe bello che la scuola cercasse di fare queste iniziative, tipo la settimana dell'educazione, fare dei momenti di condivisione, dei momenti di partecipazione di tutti, di consapevolezza di…. che sono i temi dell'educazione civica e dell'appartenenza alla scuola e alla comunità scolastica
74	**Ok. Un'ultima domanda: quando nel Collegio Docenti c'è disaccordo in merito a una decisione che deve essere presa, come si risolve?**
75	Di solito si vota, cioè il Collegio vota. C'è una delibera quindi si ha una votazione, se ne discute naturalmente prima, cioè si discute il progetto, si discute sull'elemento di discussione e poi c'è la votazione.
76	**Quindi si decide a maggioranza?**
77	Sì.
78	**Va bene, grazie. Ai fini del [confronto…**
79	Una cosa] che non Le ho detto molto carina che abbiamo fatto qualche anno fa però... no, non qualche anno fa ma l'anno scorso per la partecipazione di tutti gli insegnanti: abbiamo fatto un seminario a settembre del 2021 che si chiamava "Verso un nuovo PTOF", quindi abbiamo organizzato tre giorni di discussione aperta a tutto il Collegio e abbiamo diviso poi il Collegio, si è diviso in vari gruppi - mi pare sei gruppi - e questi gruppi hanno discusso su quali proposte fare per arricchire l'offerta della scuola, quindi anche relativamente all'educazione civica, all'educazione alla lettura, all'emozione. É stata una cosa molto carina di condivisione della vita scolastica.
80	**La scuola organizza eventi di formazione per il personale docente?**
81	Sì, sì. Per esempio quest'anno abbiamo fatto... allora già l'anno scorso hanno fatto un'attività molto interessante: sono stati due incontri sulle relazioni, su come costruire le relazioni, li ha tenuti uno psicologo che si chiama *nome dello psicologo* dell'IPSE proprio per noi insegnanti soltanto e abbiamo parlato proprio delle sfide educative nelle relazioni con gli studenti e con i genitori. Abbiamo fatto due incontri a settembre prima dell'inizio della scuola. Poi so che ne programmeranno altri insomma, perché, visto che sono piaciuti tanto agli insegnanti, è stato chiesto alla dirigente di organizzarne altri.
82	**Quindi la scuola organizza frequentemente corsi di formazione? Non è un evento straordinario organizzare un corso di formazione?**
83	Beh non è straordinario, però frequentemente no, cioè nel senso che ne possiamo fare che ne so uno all'anno, due all'anno.
84	**No, certamente. Io non intendevo dire quotidianamente o mensilmente.**
85	C'è una referente della formazione a scuola, proprio per come vengono divisi gli incarichi, c'è una referente, che per esempio l'anno scorso ha fatto un questionario, un Google moduli, che ha mandato un po' a tutti i colleghi e ha chiesto quali sono gli ambiti in cui volevamo fare la formazione proprio all'interno della scuola; era uscita proprio questa cosa sulle dinamiche relazionali, che era l'ambito in cui tutti o la maggior parte dei colleghi avevano desiderio di fare un approfondimento, un corso, infatti poi abbiamo organizzato un corso l'anno scorso, che però era stato fatto da una dirigente sulle dinamiche relazionali, era un po' più sulla normativa, su… invece quello che abbiamo fatto a settembre era tenuto da uno psicologo ed era un po' più operativo diciamo. Però era per un'esigenza della scuola, cioè sì c'è una referente che si occupa della formazione.
86	**Quindi comunque è un tema sentito questo, parlo della formazione docenti.**
87	Beh sì è sentito, nel senso che poi la referente della formazione ci scrive tutte le proposte che arrivano a scuola sulla formazione, ci sono delle dei corsi di formazione che si possono fare individualmente, ci scrive e quindi magari ognuno si fa quelli che gli interessano. Però poi ci sono questi corsi di formazione che sono per tutti e quindi quelli li facciamo tutti, quindi magari io faccio il corso sul

	PTOF perché a me interessa il PTOF però tutti quanti poi facciamo quello sulle dinamiche relazionali perché è stato chiesto.
88	**Ok. Allora ai fini del confronto dei dati che emergeranno con quelli delle indagini comparative internazionali, io Le sarei molto grata se mi fornisse tre informazioni. Prima di tutto, la Sua età.**
89	48 anni.
90	**La seconda è il titolo di studio più alto che ha conseguito.**
91	Dei master di secondo livello. Poi ho fatto la specializzazione per l'insegnamento, quella che una volta si chiamava SSIS, quindi laurea magistrale e master di secondo livello.
92	**E da quanti anni lavora in questa scuola?**
93	In questa scuola da 11, questo è l'undicesimo.
94	**C'è qualcosa che vuole aggiungere e che ritiene sia importante per la ricerca?**
95	Adesso no, spero di aver risposto bene a tutto.

Annex 8.4. Focus group (S-4)

1 **FG-4**

Date	10 January 2023
Number of teachers	12
Moderator	Francesca Fioretti
Observer	Maria Beatrice Marchetti

2 **Potreste gentilmente presentarvi e descrivere brevemente la vostra esperienza di insegnamento in questa scuola?**

3 *T-26*: io sono *nome*, insegno musica in questa scuola da 17 anni quindi sono una vecchia insegnante della S-4. Amo molto il mio lavoro, sono appassionata non solo dell'insegnamento e della musica, ma anche dello stare con i ragazzi, mi interessano molto.

4 *T-30*: io sono *nome*, insegno scienze motorie, sono in questa scuola dal 2010. Prima non ero mai stata in modo continuativo in nessuna scuola quindi praticamente è la prima volta che ho modo di conoscere meglio i colleghi e di partecipare anche con loro insomma. Mi sono sempre trovata bene, quelli con cui lavoro di più sono i colleghi di scienze motorie perché condividiamo la palestra; abbiamo sempre lavorato bene insieme, abbiamo le stesse idee su quelle che dobbiamo... sugli obiettivi da conseguire, sul modo per farlo e anche con i ragazzi tranne qualche eccezione, a volte capitano classi molto difficili. Mi sono sempre trovata bene, penso che sia un ambiente molto...che siamo fortunati, ecco.

5 *T-23*: *nome*, insegnante di lingua inglese. Sono in questa scuola credo da 12 anni, più o meno. Mi sono trovata sempre bene perché si lavora molto bene all'interno del Consiglio, stiamo bene insieme, collaboriamo e questa è una bellissima cosa quando si collabora all'interno di un Consiglio, si va d'accordo e si collabora, a livello personale e a livello professionale.

6 *T-22*: io sono *nome*, sono 15 anni più o meno che sto in questa scuola, insegno lettere. È diciamo una scuola a mia misura, perché è molto sperimentale, ci piace fare progetti, ci piace crescere insieme, e questo è molto bello e c'è anche molta condivisione, quindi ci buttiamo a volte su alcune cose e ci troviamo a lavorare tantissimo, però questo va a vantaggio nostro, della nostra crescita professionale e dei ragazzi. È un ambiente molto stimolante, sì, indubbiamente.

7 *T-27*: *nome*, io invece ci sto da pochi mesi perché sono titolare in un'altra scuola e ho il completamento qui alla Majorana, quindi ho solo una classe. La mia esperienza è abbastanza sfaccettata, nel senso che sono un po' disorientata perché quest'anno sono su tre scuole, quindi una molteplicità di modi di lavorare diversi etc. Posso dire che mi trovo moltissimo con i colleghi del Consiglio di Classe, veramente, cioè un'accoglienza, un affiatamento e una passione educativa che non trovavo da un po' tempo e quindi sono molto contenta. Faccio molta difficoltà con la classe perché hanno un vissuto in matematica – ah matematica e scienze non l'ho detto – perché hanno cambiato tanti insegnanti nel corso di questi due anni quindi li devo proprio tirare sia nella motivazione, perché sono abbastanza demotivati, avviliti, e poi perché chiaramente l'idea di dover fare un esame scritto, chiaramente li devo portare a certi livelli, quindi questa cosa da una parte mi mette ansia insomma, però vabbè faccio il possibile. Poi essendo una persona che prende tutto sul personale dico se non ci riesco, ci rimango male e quindi questa cosa un po' mi... ok.

8 *T-24*: sono *nome*, sono un'altra collega di educazione fisica scienze motorie. Anche io come *nome* sono arrivata nel 2010 e quindi sono parecchi anni, anche se ero stata in diverse scuole anche per diversi anni. Ho la fortuna di lavorare sempre insieme con l'altra collega ed è una continua condivisione e scambio anche di esperienze, quindi questa è una fortuna, stiamo molto bene insieme e lavoriamo bene. La scuola è stimolante e anche impegnativa, cioè non puoi mai mollare, devi essere sempre lì sia per i ragazzi, per dargli sempre stimoli, e anche con noi tra di noi perché è un continuo stimolarsi a fare tante cose. Quindi bello e impegnativo.

9 *T-28*: io sono *nome*, insegno lettere e insegno da 10-11- anni alla S-4.

10 *T-29*: io insegno da 2 anni, l'anno scorso però ho fatto sostegno, mentre quest'anno ho la cattedra di matematica. Io stessa non so cosa è meglio per me, perché essendo una persona che ha molti interessi oltre la matematica, allora con il sostegno rimani in tutte le materie, poi hai un rapporto particolare con questi ragazzi con cui devi trovare una comunicazione particolare, insomma io sono sempre un po'... il mio sogno sarebbe la cattedra mista, non so se riuscirò prima o poi ad ottenerla, a nord si riesce ad ottenere. Quindi io ho avuto due vissuti diversi, io devo parlare di quello di quest'anno: chiaramente le prime sono bellissime, non ho mai visto delle prime così belle in vita mia, insegno da poco ma non le ho mai viste così, dei ragazzi così motivati, così... bellissime; anche la mia seconda che io ho considerato una classe difficile mi sta dando tante soddisfazioni; ho avuto come diceva la collega grossi problemi con la terza, perché entrare in una terza sei un'intrusa, sei quella che entra nei loro giochi già fatti, perché anche nel mio caso avevano cambiato tanti professori e poi certe carenze... la matematica ha un po' questa caratteristica, di essere dico sempre un castello di carte al contrario, io dico sempre così ai ragazzi, non è che ci puoi tornare indietro col tempo, infatti io faccio sempre un passo avanti e un passo indietro, però faccio tanta tanta fatica in terza. Confermo quello che dicono i colleghi che è una scuola impegnativa però è un essere impegnativo che ti dà la possibilità di avere una strada sempre molto chiara di quello che devi fare: ci sono scuole meno impegnative che però ti senti persa alla fine, o magari ti perdi proprio alla fine, o magari ti perdi i pezzi; invece sì è impegnativa ma hai un tuo ordine, sai che le cose le devi fare e le fai, questo sicuramente. Quindi ci sono dei vantaggi ad essere scuola impegnativa.

11 *T-31*: buonasera a tutti, io insegno tecnologia, questo è il terzo anno che sono in questo istituto, di ruolo. Mi trovo molto bene perché in questa scuola si fa scuola, anche troppo, infatti ho acquistato un paracadute per fare prima ad arrivare ai vari collegamenti. Io sono una docente della 3I, diciamo che li ho presi in prima media; ho avuto un po' di difficoltà all'inizio perché è una classe eterogenea, ci sono diversi casi anche personali, un po' complessa per me parlo da gestire; adesso abbiamo instaurato un buon rapporto anche per quanto riguarda il seguire la disciplina, la mia disciplina, perché prima c'era chi non portava il materiale, chi non faceva il compito, insomma la mia è un po'... disegno tecnico può anche non piacere, poi venivano dalla primaria dove magari non avevano affrontato questo tipo di materia, adesso stiamo lavorando bene, devo dire che mi stanno dando buoni risultati, stiamo facendo anche delle uscite didattiche fuori e fuori in un altro contesto sono diversi, migliori secondo me.

12 *T-32*: questo è il sesto anno che sono in questa scuola. Quando arrivai 6 anni fa venivo da un'esperienza da una paritaria e quindi venni con una paura perché non so sarà tutto diverso, venivo da una scuola più piccola, e invece la cosa positiva è che invece ho ritrovato tante cose simili nel fare scuola, nel lavorare con un obiettivo comune, che non è mai per scontato, perché poi ogni docente ha un suo stile, ha anche una sua visione dell'insegnamento, per cui trovare anche dei punti comuni è sempre una fortuna. Quello che è stato detto, anche tanti ragazzi con tanto entusiasmo, l'esperienza è positiva, secondo me la potenzialità di questa fascia delle scuole medie, benché molti dicano che non sono né carne né pesce, io non sono molto d'accordo perché in realtà c'è un entusiasmo potenziale che, cercando di toccare le corde giuste, cercando di stimolarle, poi cresce tanto l'entusiasmo e quell'entusiasmo lì mi permette anche di raggiungere dei bellissimi risultati, questo è quello che vedo nella quotidianità del nostro fare.

13 **Ora vi chiedo di tornare alla mente a quando avete compilato il questionario. Secondo voi gli aspetti analizzati nel questionario che facevano riferimento principalmente all'educazione civica e alla cittadinanza e a una gestione collaborativa della scuola, pensate siano distanti dalla pratica scolastica quotidiana oppure vi ci siete ritrovati?**

14 *T-22*: io personalmente mi ci sono ritrovata molto bene, anche in modo molto corrispondente.

15 *T-23*: sì anche io, se ricordo bene. In diverse voci mi ci sono ritrovata, non ho avuto difficoltà.

16 *T-24*: sì, concordo.

17 *(T-25 ha iniziato a partecipare alla riunione alle ore 18:53, dopo 17:00 minuti)*

18	**Ora andiamo un po' più nello specifico e vi chiederò di commentare alcuni dati che sono emersi in qualità di persone che vivono la scuola ogni giorno.**
19	**Prima di tutto nel questionario è emerso come tra le principali aree di miglioramento nella promozione dell'educazione civica e alla cittadinanza in questa scuola ci siano i progetti, il rapporto tra la scuola e le agenzie esterne e la cooperazione tra docenti di aree disciplinari diverse. Siete d'accordo con quanto emerso oppure è un dato non corretto?**
20	*T-23*: no, io non sono d'accordo o comunque è un dato superato, forse inizialmente. Adesso abbiamo tanti progetti di educazione civica, tanti progetti interdisciplinari che coinvolgono tutti gli insegnamenti, quindi direi assolutamente no.
21	*T-28*: infatti io non ho capito bene qual è la domanda.
22	**Nel questionario si chiedeva "qual è il principale elemento per la promozione dell'educazione civica e alla cittadinanza in questa scuola'" e si proponevano una serie di aspetti che potevano essere selezionati e il rispondente doveva selezionarne solo uno.**
23	*T-28*: quindi quali sono le aree da migliorare, ma in generale?
24	**No, nella vostra scuola**.
25	*T-25:* allora il primo capire era giusto. Sono d'accordo con *nome*.
26	*T-22*: allora io sono d'accordo con questo: che effettivamente i progetti adesso... ci siamo organizzati diciamo per quanto riguarda i progetti di educazione civica e che anche trasversalmente riusciamo a collaborare molto bene. Io onestamente ho un problema su quello che è il rapporto con le agenzie esterne sul territorio, non perché noi non ci proviamo ma perché ritengo proprio fallimentare la comunicazione, è un po' una critica al contrario... è farraginoso ed è difficile per la scuola riuscire ad avere una collaborazione fattiva e continuativa con quelli che possono essere le istituzioni sul territorio.
27	*T-28*: mi permetto di intervenire però per quello che riguarda la collaborazione con le agenzie sul territorio. Oggi stesso, noi stiamo organizzando un Festival dell'educazione civica dal 20 al 24 febbraio e una delle colleghe ha preso contatto con Retake e Retake ha subito risposto che verrà e per 5 giorni saranno a scuola.
28	*T-25*: vabbè ma stai parlando di Retake, credo che *nome* facesse riferimento alle istituzioni del territorio, probabilmente.
29	*T-22*: io parlo del fatto che noi abbiamo alcuni agganci come scuola, come Retake.
30	*T-25*: che sono storiche.
31	*T-22*: ecco, che sono storici. Ma riuscire a tessere una rete omogenea e produttiva, la vedo difficile anche se auspicabile, il succo è questo del discorso.
32	*T-25*: i nostri storici diciamo che sono Retake, il Centro Stalli sui quali contiamo e puntiamo...
33	*T-30*: Bracciano e la Corsa di Miguel anche.
34	*T-25*: la Corsa di Miguel, esatto. Cioè noi abbiamo una serie di situazioni fisse. Diciamo che è un po' più complicato andare a cercare nuove cose.
35	*T-28*: però abbiamo collaborazioni anche con la Sapienza, c'è proprio qui *nome* che ha portato la Sapienza a scuola per un progetto.
36	*T-27*: infatti volevo dire che, anche essendo una molto nuova nella scuola, io cioè un fermento del genere, e adesso in realtà sto girando, ho lavorato tanti anni nella paritaria ed essendo l'ultima in ruolo sono io che perdo posto quindi in questi anni sto un po' girando. Devo dire che rispetto ad altre esperienze che ho avuto in altre scuole qui trovo una grande apertura sia dalla parte della scuola verso collaborazioni esterne che quando si rendono possibili... ecco, come diceva la prof.ssa *nome* io ho

proposto, ma proprio sul filo di lana, questo progetto sull'uso delle droghe, delle sostanze d'abuso, e la dirigente subito me lo ha approvato, ne ho parlato con le colleghe del Consiglio di classe, tutti d'accordo, ma è stata molto snella come procedura, mentre non è così assolutamente in tutte le scuole, di solito le cose sono molto più lunghe e farraginose. Secondo me questa è una cosa abbastanza unica insomma, un'apertura non scontata, voi non ve ne rendete conto, ma io sì.

37 *T-25*: hai ragione, forse la diamo per scontata. Poi certo, tutto è migliorabile.

38 *T-28*: certo è ovvio che poi tutto è migliorabile, si possono migliorare i progetti, si possono migliorare i rapporti con i colleghi, quindi sicuramente i punti del questionario indicano delle cose che possono essere migliorate e cercheremo di migliorarci nei prossimi anni ulteriormente.

39 **Qualcuno vuole dire qualcosa sulla cooperazione con docenti di aree disciplinari diverse?**

40 *T-23*: su questo vorrei rispondere io come insegnante di lingua inglese perché non sempre la lingua inglese viene coinvolta in determinati progetti, e invece no, non è così. Siamo coinvolte, quindi veramente mi risulta difficile comprendere delle risposte del genere: sono aree che da noi funzionano alla perfezione vorrei dire. Forse abbiamo capito male la domanda, come era posta.

41 *T-25*: forse sì.

42 *T-31*: brava, mi viene questo dubbio perché sono le tre cose che funzionano di più.

43 *T-25*: diciamo che sono quelle su cui lavoriamo di più, su cui lavoriamo tanto.

44 *T-23*: secondo me è andata così.

45 **Ah quindi pensate che sia stata interpretata al contrario? Le domande del questionario sono domande standardizzate utilizzate in indagini internazionali, quindi non sono formulate da me.**

46 *T-25*: no, ma certo, però ecco il fatto che anche noi non eravamo convinte di aver capito bene, quindi può anche esserci stata questa cosa.

47 **Ma io infatti chiedo un commento sui dati proprio per capire se quanto emerso corrisponde a quanto accade a scuola**.

48 *T-28*: però comunque tutto può essere migliorabile, quindi possono essere dei punti di miglioramento dei quali terremo conto e cercheremo sempre di migliorarci.

49 *T-25*: però ecco diciamo che noi sul territorio siamo famosi come scuola per aprirci... come dire, il fuori che viene dentro e noi che andiamo fuori. Quindi questa progettualità è legata a questo, a questa idea di scuola che si apre, quindi in effetti è un po'... chissà. Questi sono tre punti su cui dobbiamo ragionarci noi poi, in separata sede.

50 *T-22*: forse, se posso dire, io penso che qualcuno l'ha letta in questo modo: sono i tre punti su cui lavoriamo, è quello che dicevo io appunto delle agenzie esterne, ma che ci costa tanta fatica, quindi nel senso che ci viene spontaneo la progettualità, la cooperazione tra noi, ma in un certo senso il desiderio sarebbe quello di poterlo fare in modo più armonico e sereno, perché lo facciamo, ci siamo e c'è molta vivacità da questo punto di vista, ma a volte può risultare complicato affrontarla questa cosa a volte. Questo è quello che volevo dire.

51 **Ok. Io ora passo alla domanda successiva. Sempre nel questionario è emerso come la scuola fornisca al corpo docente una grande possibilità di partecipare e quindi di essere parte attiva nei processi decisionali. Vi ritrovare in questo? Qual è la vostra esperienza in merito alla partecipazione nella governance scolastica?**

52 *T-24*: per la mia esperienza sì, io infatti ho dato risposta positiva perché io devo dire che con la dirigente ho sempre proposto delle cose – oltretutto è dirigente da pochi anni quindi non sapeva tutti i nostri progetti – e ogni volta, adesso ne stiamo facendo altri per esempio per l'inclusione dei ragazzi disabili sempre per le scienze motorie, subito è entusiasta. A livello di amministrazione e di segreteria c'è un po' più di fatica quindi bisogna un pochino rimboccarsi le maniche, essere più presenti anche

noi perché altrimenti magari qualche cosa ogni tanto salta, però ecco a livello di accettare le proposte, essere entusiasta, dare il via libera, la mia esperienza è del tutto positiva.

53 *T-29*: io nel mio piccolo, ecco sono arrivata da poco e ho girato un po' qui e un po' là, devo dire che questa è una scuola molto docente-centrica rispetto alla media, quindi posso dire che questa è una cosa veramente positiva e speriamo che resti così. Nel senso che veramente vedo questi docenti con una bella personalità e questo è importante, è quello che un po' si è perso nella scuola, temo, dalla riforma del nuovo dirigente, il tempo che si è un po' perso e andrebbe ritrovato un po' in tutte le scuole penso.

54 *T-31*: io se posso aggiungere, sono tre anni, questo è il terzo anno che sto in questa scuola ed è stato sempre il mio punto di riferimento onestamente, anche la vicepresidenza, e quindi io sono stata in altri istituti dove dovevamo presentare una richiesta, una domanda, per poter parlare con il dirigente che veniva protocollata e poi veniva dato un appuntamento, quindi trovo invece questa dirigente molto disponibile e molto aperta. Per quanto riguarda la segreteria, c'è stato un giro di personale nuovo, personale che non ha diciamo fatto finora questo tipo di mestiere, e quindi io quest'anno vedo invece che queste persone che erano nuove si sono addentrate, ma come accadrebbe a me se mi dessero un nuovo incarico. Io sotto questo punto di vista, dirigenza, vicepresidenza, tutto, mi trovo molto molto bene, è molto accogliente.

55 *T-25*: per quanto riguarda la segreteria, noi abbiamo storicamente un grosso problema con la segreteria, insomma io sono in questa scuola da 12 anni, ci sono colleghi che ci sono da molti di più e la segreteria è sempre stata faticosa, bisogna stargli un pochino dietro altrimenti qualcosa sfugge, quindi non è solo un problema dei nuovi arrivati come dice *nome* che si devono un po' assestare e si sono assestati devo dire, stanno andando alcune cose meglio, ma insomma che qualcosa si possa avere bisogna stargli dietro alle cose, su questo è vero.

56 *T-28*: però c'è da dire che è anche una scuola grande.

57 *T-25*: ma ci sta, ci sta che qualcosa possa sfuggire e ci sta che i docenti si facciano carico, sentano la presa in carico. Quello che diceva prima *nome* appunto sull'essere docente-centrici, in realtà come docenti la cosa buona è che sentiamo la presa in carico: se ho pensato ad un progetto, poi non sta nelle mani della segreteria o nelle mani della dirigenza, cioè io continuo ad avere la presa in carico della progettualità da quando l'ho pensata fino all'ultimo momento in cui c'è stata la realizzazione, con tutte le parti che questo comporta, quindi c'è una grossa serietà da questo punto di vista, cioè si sente addosso che quella cosa non la sto facendo io, la sta facendo sì la scuola ma io sono un motore di quel progetto: senza di me, così come il pezzo della segreteria, quel progetto non può funzionare. Credo che sia un po' questo, questo lo sento nel lavoro quotidiano, in tutti questi anni.

58 **Quindi c'è effettivamente un lavoro comune, una presa di responsabilità sentita, condivisa.**

59 *T-25*: sì, poi a vari livelli, chi più e chi meno, però in generale è così: cioè chi si prende il carico di fare qualcosa lo fa e lo porta a termine, lo fa seguendo tutto un percorso, non mollando, non a un certo punto dire "vabbè io qui sono arrivata, ci doveva pensare tizio, ci doveva pensare cario", cosa che a volte succede anche, ma nella generalità c'è la presa in carico totale.

60 *T-23*: sì, è così.

61 *T-26*: io, in tutto questo miele, vorrei dire qualcosa visto che sono una funzione strumentale, vorrei mettere un po' il dito in una piaga, che è quella della burocrazia: negli ultimi anni la scuola è diventata una produttrice di carte, online o meno, ma si è andata molto trasformando in un'azienda, questo per le varie riforme che si sono susseguite, e ne stiamo soffrendo di questo specialmente dopo il Covid. Troppa burocrazia, per uscire con una classe bisogna fare documenti, protocolli, lo sanno bene le colleghe che vivono anche di questo, perché per esempio scienze motorie insomma hanno tanti progetti anche che escono fuori, ma tutti, perché la nostra è una scuola che ha una progettualità che guarda a 360° dico io, si guarda intorno. Quindi questa sicuramente è una sofferenza. Un'altra cosa che soffriamo un po' è la comunicazione perché è vero che la presa in carico c'è, che condividiamo le scelte, però questa condivisione a volte si ferma troppo ai piani alti e arriva con un pochino più di fatica a tutti gli altri; è vero anche che siamo 80 docenti e 80 persone non sono sempre tutte facilmente raggiungibili. E poi è una scuola che va a mille quindi la povera Vicepreside si trova il sabato che deve

	mandare la circolare ed è chiaro che si usa il sabato. Quindi diciamo che ci incartiamo un po' su queste cose, diciamo la verità.
62	[T-33 ha iniziato a partecipare alla riunione alle 19:12, dopo 35:00 minuti]
63	**E secondo voi qual è "il segreto" per favorire la partecipazione dei docenti e del personale scolastico nella gestione della scuola? Proprio perché, come avete detto voi, non è scontato che nelle scuole venga favorita questa cosa. O comunque cosa vi porta a partecipare?**
64	*T-30*: sicuramente perché i colleghi sono sempre entusiasti, o comunque la maggior parte delle volte che viene proposto qualcosa sono entusiasti. Si vede che apprezzano l'idea e questo porta a condividere le proprie idee.
65	*T-25*: sì, è vero, l'entusiasmo, è la prima parola che mi è venuta in mente. C'è l'entusiasmo che coinvolge: cioè io che propongo un'idea con entusiasmo e viene raccolta con entusiasmo e anche se la propongo con timidezza perché non so dall'altra parte come verrà accolta trovo sempre qualcuno che mi dice "ma è fantastico! Facciamolo! Sì sì, facciamo facciamo!". Questa è una cosa che mi ha detto la preside i primi tempi quando è arrivata, mi ha detto "io propongo tante cose perché mi arrivano e ve le giro. Diceste mai "no" a qualcosa! Dite sempre "sì" a tutto!", scherzando ovviamente, "mi trovo sempre che alla fine accogliete qualunque proposta, si trova sempre qualcuno che vuole fare qualcosa delle cose proposte", quindi c'è un entusiasmo di base: abbiamo detto di voler fare scuola a 360° quindi non solo dentro le mura, ma ragionare in senso più profondo sul concetto di apprendimento, proprio di scuola.
66	*T-31*: sì io condivido l'entusiasmo, ma direi che c'è proprio una forte passione e professionalità, questo è quello che ho riscontrato io. Cioè le cose vengono fatte in un modo anche in modo dettagliato e approfondito; io ho visto lavori delle mie colleghe e sono rimasta della dedizione che lavori fatti anche non in poco tempo ma con classi prime per esempio, quindi io ci vedo proprio la passione.
67	*T-28*: c'è anche tanta collaborazione tra di noi, quando uno di noi fa un bel lavoro è perché collaboriamo: il lavoro della prima lo abbiamo fatto insieme con te, con *nome*, *nome*, *nome*, collaboriamo sempre tantissimo. E secondo me un'altra cosa che ci siamo dimenticati di dire è che ci divertiamo sempre tantissimo, alla fine quando facciamo un bel lavoro ci divertiamo pure, per esempio i flash mob ci costano tanta fatica però è divertente anche quando arriviamo a concludere.
68	*T-25*: sì infatti Francesca mi dispiace ma ti sei persa il 25 novembre che è stato un momento per la nostra scuola fantastico iniziata l'anno scorso con un'idea buttata lì – e forse questo rende tanto l'idea – "ma che ne dici facciamo qualcosa per il 25?" in un momento in cui eravamo tutti ancora chiusi, non ci possiamo muovere, questo non lo possiamo fare, però sentivamo il bisogno di far sentire di nuovo i ragazzi protagonisti e questa cosa buttata lì piano piano è stata raccolta da tutte le terze e quest'anno è stata un eventone, è diventata una cosa enorme e infatti mi dispiace che non lo abbia visto. Però è stato fantastico: i colleghi di educazione fisica hanno preparato le coreografie; c'è stata la disponibilità di tutti quanti in tutte le altre ore, quindi anche questo, non stare legato alle ore, "ma io devo fare le mie ore di tecnologia" – ho detto a caso – cioè no, viene prima la progettualità, viene prima quel progetto condiviso con la classe, perché è con la classe che prima di tutto si condivide, con i ragazzi.
69	**Ok. Io ora passo alla prossima domanda che è molto collegata a quanto detto finora. Dal questionario è emersa una grande collaborazione tra il corpo docente. Avrei quindi chiesto di commentare questo ma penso che abbiamo già risposto, ma comunque se qualcuno vuole aggiungere altro, prego.**
70	*T-31*: sì, perché questo rapporto continua anche al di fuori del contesto scolastico, perché anche durante le vacanze di Natale in cui uno dice "menomale, mi sono liberata" invece ci siamo sentiti, ci siamo scambiati degli auguri, c'è stata la prof.ssa *nome* che ci ha tenuto impegnate, per cui continua anche al di fuori del contesto scolastico, certo impegni personali permettendo perché ognuno ha la sua storia, però è bello anche questo.
71	*T-23*: ci mandiamo anche a quel paese ogni tanto, non è proprio quella parola lì, ma in qualche modo... ((scherzando))

72 *T-25*: una cosa che volevo dire rispetto alla partecipazione dei docenti, quindi degli organi collegiali nei processi decisionali, una cosa che devo dire è che i docenti vogliono partecipare ai processi decisionali. Non è solo una questione di "gli viene chiesto di partecipare", ma sono i docenti che se si vedono messi da parte si fanno sentire per rientrare nella parte decisionale, cioè è un Collegio che si muove in un certo modo, vuole starci nella parte decisionale, quindi è attivo in tutti i sensi.

73 *T-29*: una cosa che volevo dire è l'importanza nell'istituto del Consiglio di classe proprio per come è teorizzato all'interno di questa scuola e, io l'ho sempre pensato, è veramente una cosa importantissima, cioè di dare importanza a questo istituto perché è la nostra forza, è la forza del nostro lavoro, la collaborazione, deve essere proprio un'entità, deve essere considerato nella sua importanza e nel suo ruolo. Poi voglio dire un'altra cosa: è vero che c'è entusiasmo, io lo vedo anche se sono solo all'inizio quindi devo apprendere e imparare, ma è vero pure che se gli insegnanti sono lasciati più liberi tirano fuori il meglio di sé, è un po' un giro; questa scuola ha la fortuna di avere una percentuale di docenti molto grande e dei docenti storici con una bella personalità forte che si sa porre nella collaborazione e questo poi crea questa docente-centricità e di conseguenza devi esserne trascinato per forza perché poi alla fine il bello delle persone sta lì: se una persona si sente oppressa da un controllo, svilisce. Io questo penso.

74 **Allora io adesso faccio una domanda: secondo voi, a fronte di questo entusiasmo e collaborazione, non è una correlazione diretta, ma a fronte di questo perché secondo voi hanno risposto al questionario solo 26 persone? Perché io so che voi siete 60, ma hanno risposto in, 26. Perché secondo voi?**

75 *T-29*: allora la giustificazione è quello che dicevamo prima: siccome siamo oberate dalle burocrazie ultimamente, allora...

76 *T-28*: lavoriamo tanto.

77 *T-27*: allora io inizialmente non avevo risposto perché pensavo di dover avere una maggiore esperienza di lavoro nella scuola, quindi essendo nuova... poi quando l'ho chiesto esplicitamente mi hanno detto "no no, tu metti quello che è" e... quindi forse non era chiaro per tutti che fosse rivolto a tutti i docenti della scuola anche a quelli che hanno poche ore, non so.

78 *T-31*: vabbè dal momento che ti arriva un'email è rivolta anche a te. Comunque io penso, io ho risposto onestamente perché poi queste cose mi interessano, è che io ci metto questo: dicevo appunto "impegni personali permettendo"; io mi sono resa conto, sentendo e conoscendo i vari colleghi, che veramente ci sono delle situazioni che ti portano purtroppo, chiuso l'orario di scuola, a non avere neanche il tempo da poter dedicare a queste cose, anche perché a noi arrivano molte email. Io rispondo ancora alle email che ci mandano i ragazzi "professoressa, ma allora a che pagina, ho fatto bene, Le mando la foto", insomma un grande lavoro. Quindi non per sottovalutare questo questionario, ci mancherebbe, però è stata veramente una situazione di questo tipo.

79 *T-22*: io volevo dire, io sono un po' vecchietta. Avendo io risposto non so perché gli altri non hanno risposto, ma mi faccio una ragione: penso che c'era arrivato anche un altro questionario e, parlando con altri colleghi, alcuni hanno confuso, pensando di aver risposto a questo. Io però credo che la causa primaria sia in tutte queste email che riceviamo che ci siamo dimenticati la comunicazione a persona, di persona, cioè a volte in tutto questo marasma, "ma tu hai risposto al questionario della dottoressa?" e quello è l'input che poi dici "ah no, aspetta, pensavo fosse lo stesso". Per cui forse con il mio cominciare ad appartenere ad un'altra generazione, forse è per questo.

80 *T-25*: hai ragione, forse questo passaggio umano del porta a porta non l'ho fatto, non ci ho neanche pensato. Questo perché ormai siamo talmente digitalizzati... questo avrebbe sicuramente smosso di più. Della concomitanza dei due questionari, questo non me lo ricordavo, però è vero: era arrivato il giorno prima o due giorni prima e quindi anche poi ogni volta che io l'ho rimandato in effetti si poteva cadere nell'errore. Se mi fosse venuto in mente...

81 *T-31*: però lo hai anche ricordato in Collegio.

82 *T-25*: sì, l'ho ricordato in Collegio, ho mandato anche qualche whatsapp. No però forse la parte umana, quella della relazione occhi per occhi che per altre cose c'è stata, questa potrebbe aver dato un po'... e quindi magari qualcuno che si era confuso, qualcuno che non aveva capito, magari con un sorriso in più, con un "ma cosa ti costa, ci vuole qualche minuti" si andava. Forse sì. Faccio anche *mea culpa* visto che dovevo essere io la mediazione.

83 *T-28*: ma quello del doppio questionario, nel caso di alcuni i questionari erano 3, perché quelli che avevano partecipato al Progetto Biblioteca con la LUISS c'era anche un terzo questionario e quello di questo Progetto Biblioteca lì ho dovuto proprio ricordare, loro ne avevano necessità penso per chiudere un lavoro. Quindi erano addirittura 3: c'era il tuo, quello della Bocconi e quello della LUISS. Quindi c'è stata probabilmente anche questa concomitanza di questionari.

84 *T-24*: scusate ma io vi devo salutare, devo andare.

85 [T-24 lascia il FG alle 19:26, ha partecipato per 47:00 minuti]

86 **Io ora passo alla seconda sezione, relativa all'educazione civica e alla cittadinanza. Con la L.92/2019 è stato inserito l'insegnamento trasversale dell'educazione civica e alla cittadinanza, in qualità di Consiglio di classe come vi siete organizzati?**

87 *T-22*: rispondo perché è stata una cosa molto lineare per come l'ho vissuta io. Sulla falsa riga della programmazione d'istituto per l'educazione civica, abbiamo scelto una tematica che potesse essere trasversale e ognuno nella sua disciplina ha lavorato in una sezione che potesse riferirsi a quella tematica. Penso per esempio al Pianeta Terra come pianeta azzurro, quindi il problema dell'acqua, l'impronta idrica e così via; questa è una tematica ma poi la relazione nel mondo dell'adolescenza, quindi tematiche molto generali che potevano essere calate nelle singole discipline.

88 **Ok e questa è un'organizzazione del singolo Consiglio di classe o è un'organizzazione di tutta la scuola?**

89 *T-22*: io penso che abbiamo lavorato tutti in questo senso.

90 *T-26*: tutti i Consigli. Io che ho 9 classi lo posso dire. In ogni classe c'è un coordinatore di educazione civica il quale raccoglie, partendo da una tematica che è stata scelta dal Consiglio di classe all'inizio dell'anno, raccoglie, noi facciamo con dei fogli Google, ognuno dice le ore che dedicherà e quale specifico taglio darà su quel tipo di tematica.

91 **Quindi le ore sono scelte dal singolo docente?**

92 *T-26*: diciamo che noi abbiamo un suggerimento, ad esempio io sono un'insegnante di musica e per me sono state suggerite 1 o 2 ore, poi di solito ne faccio 4, 6... dipende dal progetto che scelgo, però poi noi all'inizio dichiariamo che ne faremo 3, poi magari ne facciamo di più e poi alla fine c'è un consultivo nel quale diciamo come abbiamo lavorato e cosa abbiamo fatto.

93 *T-25*: ogni docente è ufficialmente docente di educazione civica anche sul registro elettronico, compreso il sostegno, quindi sono tutti docenti di educazione civica e man mano che lavorano nella giornata lo segnalano, valutano etc., questo nella pratica. Io direi che dall'anno scorso a quest'anno forse c'è maggiore linearità, c'è maggiore concretezza, senso del concreto su come lavorare; l'anno scorso alcuni si sono spinti e hanno lavorato in un certo modo, quest'anno ho visto maggiore organicità nei lavori... *nome* ha più il polso della scuola da questo punto di vista, però per quello che ho potuto vedere io è cresciuta la consapevolezza di lavorare in un certo modo e anche di essere maggiormente organici.

94 *T-22*: io vorrei aggiungere in questo senso anche che, Covid permettendo, c'è anche una maggiore fattività, nel senso che pensiamo a dei prodotti che possano essere anche visibili e condivisibili e questo mi sembra un buon passo avanti.

95 **Secondo voi quale pensate possa essere l'aspetto caratterizzante la vostra pratica didattica quotidiana che meglio promuove la cittadinanza? Non l'educazione civica in termini di insegnamento, bensì la cittadinanza.**

96 *T-32*: ma la disciplina o lo stare in classe?

97 **Non la disciplina, ma il vostro stare in classe, la vostra pratica didattica quotidiana.**

98 *T-26*: per me è il lavoro di gruppo, squadra e valorizzare ciascuno.

99 *T-30*: per me è il rispetto, rispetto in tutti i sensi, dei compagni, dell'ambiente, dell'insegnante e anche dell'insegnante nei confronti dei ragazzi.

100 *T-28*: secondo me è l'ascolto, l'ascolto e la partecipazione, cioè ascoltare tutti, far partecipare tutti e tenere conto dell'opinioni di ciascun ragazzo.

101 *T-22*: io ho pensato subito al dialogo, sia tra ragazzi che tra insegnante e ragazzi, cioè una forma dialogica di stare insieme, ecco.

102 *T-29*: io penso il saper stare nel posto, capire che la scuola è un posto in cui devi essere vestito, devi avere un comportamento, sapersi adeguare posto per posto, il professore è un pubblico ufficiale, il rispetto poi ai compagni; quando un compagno viene interrogato e tutti che alzano la mano, questa per me è una grandissima mancanza di rispetto perché magari il compagno in quel momento ha bisogno di 5 minuti per trovare la risposta e io glielo sottolineo sempre. E anche lo spirito critico perché io spesso gli faccio i trabocchetti e loro devono imparare che io gli sto facendo il trabocchetto: in terza non lo... cioè questa è una cosa che devi iniziare a fare dalla prima, quindi io non gli sto dando la risposta ma sto dicendo una bugia e lo sto facendo a posta e voglio che loro capiscano, non pendano dalle mie labbra, e che il fatto che mi devono correggere perché io a volte sono sbadata e faccio errori alla lavagna e loro mi devono correggere, mi arrabbio se non mi correggono perché dobbiamo tutti imparare.

103 *T-27*: anche per me è l'educazione al rispetto degli altri, dell'ambiente e poi non so se c'entra ma io cerco di fargli fare sempre al termine delle interrogazioni e delle prove un'autovalutazione prima che io dica il mio voto e questo li abitua all'autocritica e anche a valutare quello che sono riusciti o non sono riusciti a fare e spesso loro sono molto puntuali nel fare questo e anche onesti e questa la trovo una cosa positiva.

104 *T-32*: io penso quello che... nel senso accompagnarli nel ragionamento e quindi questo poi li aiuta sia a contestualizzare, sia ad avere autocritica, sia a rispettare il contesto in cui si trovano.

105 *T-23*: per me non c'è un solo aspetto, infatti ho difficoltà a rispondere perché non è un solo aspetto che mette in atto, sono tanti gli aspetti che devi mettere in atto, soprattutto il tuo comportamento personale nei diversi momenti, nelle varie occasioni; il dialogo e il tipo di rapporto che stabilisci, il tipo di dialogo e di rapporto che si stabiliscono con i ragazzi, ascoltando e ascoltandoli in tutti i modi perché ascoltandoli e conoscendoli riesci a mettere in atto meglio quello che è necessario perché di volta in volta sono diversi gli aspetti per portarli man mano a raggiungere ciò che devono raggiungere, imparando il rispetto, li rispetti prima tu e loro imparano il rispetto, l'educazione anche quella va vista anche da parte dell'insegnante, sicuramente il comportamento dell'insegnante fa molto sotto questo aspetto. E tutto il resto, ripeto sono diversi, sono tanti gli aspetti che si mettono in atto rispetto all'educazione civica, poi io sono entrata in quest'ambito dell'educazione civica da quando è partita che pensavo fosse una cosa che non riguardasse molto la lingua inglese ma mi ci hanno fatta immergere proprio nell'educazione civica anche perché la trovo una cosa entusiasmante, molto bella come è stata portata avanti, come è stata organizzata, quindi ci si innamora di questi progetti di educazione civica multidisciplinari.

106 *T-31*: prima del rispetto delle regole, per me è stato importante avere questo momento di riflessione a cui i ragazzi non sono più abituati, non è che si fermano e si soffermano su un aspetto. E poi a trovare delle soluzioni, quindi riflettere trovando una soluzione, perché loro sono abituati a non riflettere e a trovare tutto pronto e quindi prima di insegnargli il rispetto di una regola, capire se riescono a soffermarsi, a riflettere e ad osservare soprattutto; io li ho fatti molto osservare anche facendo fare delle fotografie, fotografare anche un marciapiede con quello che trovavano a terra: mascherine, cicche di sigaretta e tutto quanto, e gli ho detto "cosa vedi in questa fotografia? Cosa c'è?", quindi questo. E

il rispetto proprio alle persone, poi essendo di tecnologia, abbiamo tratto molto ecco delle barriere architettoniche che loro non sanno neanche cosa siano.

107 *T-23*: questo magari può interessarti Francesca, io lo trovo parecchio interessante. Io ho avuto mia madre ultimamente che è caduta, in ospedale e così via e sono rientrata a scuola con la paura del Covid perché dovevo prendermi cura di lei e quindi avevo paura di questa cosa; ho chiesto ai ragazzi, perché dicevo prima del dialogo, a tutte le mie classi, a tutte e 6 le classi, di indossare durante le mie ore anche quest'anno la mascherina, perché avevo questa paura, ho spiegato chiaramente il perché, e i ragazzi hanno capito: loro durante le mie ore portano la mascherina e la trovo una grande comprensione e un grande rispetto da parte loro. L'ho trovato grandioso, era un esempio per inciso.

108 *T-33*: io vorrei che i ragazzi imparassero ad avere empatia, che è un concetto molto vago perché ci sono persone che nascono con più sensibilità e persone che nascono con meno sensibilità. Però diciamo che una buona competenza dal punto di vista empatico si può sviluppare anche nel corso della vita e quindi non andare incontro a tante problematiche dal punto di vista relazionale e legale. A mio parere viviamo in una società in cui collezione di tratti come narcisismo e psicopatia vengono a volte saltati se non addirittura inconsciamente incoraggiati, siamo una società molto capitalistica, improntata sulla competizione, sulla produzione e abbiamo perso secondo me ciò che ci ha fatto evolvere come specie che è la collaborazione. Quindi se potessi vorrei promuovere come insegnante l'importanza della vulnerabilità emotiva e dell'empatia reciproca fra individui della stessa specie e anche fra specie diverse.

109 **Grazie. Io ora passo all'ultima domanda, poi passo la parola alla dott.ssa Marchetti per ricapitolare quanto emerso nel focus group.**

110 **A fronte quindi tutti i progetti che vengono attuati e questi aspetti che sono emersi che promuovono la cittadinanza, come valutate?**

111 *T-22*: Vado subito. Allora in particolare per l'educazione civica ma questo vale un po' per tutto, io parto da un presupposto: che noi, dico una parola strana, distribuiamo e condividiamo con gli alunni non solo conoscenze ma anche abilità e quindi capacità di restituzione. Allora secondo me questi sono gli aspetti fondamentali che io utilizzo nella valutazione e questo anche lo vedo in educazione civica, per questo prima parlavo del prodotto: cioè nel momento in cui noi abbiamo introdotto il prodotto, faccio l'esempio del 25 novembre visto che è stato citato abbiamo introdotto con *nome* che ha fatto il flash mob con la 3C abbiamo introdotto la questione dell'Iran che è stata vista sia dalla prof.ssa *nome* che storicamente e geograficamente da me e abbiamo parlato di questo problema e i ragazzi hanno preparato un flash mob espressivo nel quale hanno in qualche modo messo in atto fisicamente quello che hanno appreso, lì si crea una specie di cerchio completo, quindi conosci ciò di cui stiamo parlando, lo hai interiorizzato, mi puoi restituire quello di cui abbiamo parlato, e lo hai fatto tuo. Quindi secondo me questo è il ciclo completo della valutazione, se questi aspetti sono stati seguiti dall'alunno e io sono riuscita a trasmetterlo, io ho una doppia valutazione: sia quello del ragazzo e diciamo le attitudini che ha messo in campo, sia anche la mia capacità di trasmettere non solo un contenuto di conoscenza, ma anche di utilizzo.

112 *T-28*: io volevo dire che la valutazione è sempre formativa e per l'educazione civica lo è ancora di più rispetto alle altre discipline, non si vanno a valutare solo i contenuti, non si vanno solo a valutare le performance, ma è qualcosa sicuramente di più ampio. Comunque noi abbiamo una rubrica, non proprio una griglia, di valutazione a cui facciamo riferimento per la valutazione, una rubrica che abbiamo approvato, abbiamo discusso e poi abbiamo approvato in Collegio e quindi teniamo conto della rubrica e quindi anche delle conoscenze. Poi è una valutazione che viene fatta da più colleghi contemporaneamente, visto che le attività sono trasversali, quelle che riguardano l'educazione civica, è una valutazione condivisa all'interno del Consiglio di classe, per esempio tra me e la prof.ssa *nome*, tra me e la prof.ssa *nome*, in base a chi ha progettato, quindi poi andiamo a valutare quello che è un prodotto finale di un lavoro o un'attività che abbiamo svolto e usiamo dei criteri che siano comunque trasparenti.

113 **Quindi non è il test scritto?**

114 *T-28*: se facciamo un test, valutiamo il test, ma può essere un'esposizione orale, un PowerPoint oppure un flash mob. Dipende quello che è il prodotto finale dell'attività che abbiamo proposto.

115 *T-25*: anche il prodotto in itinere, anche quello che succede in itinere.

116 *T-28*: sì, si tiene conto visto che è una valutazione formativa anche dell'atteggiamento, della partecipazione, non è che è un test, non è che si valutano solo i test.

117 *T-25*: sì esatto, non è solo la conoscenza di quell'argomento. Su questo ci abbiamo ragionato tanto, che ne so si facevano dei lavori e quindi "l'alunno dal punto di vista prestazionale, cioè della prestazione richiesta, aveva dato un buon risultato, l'atteggiamento che doveva conseguire da quell'apprendimento era fuori luogo", quindi c'è stato un ragionamento su questo. Sì il test, la verifica, diciamola in soldoni, è andato bene però quell'atteggiamento che doveva maturare, che ne doveva derivare, non è arrivato, quindi dobbiamo rimodulare; sì, diventa autovalutazione, quindi la modalità con cui quel lavoro è stato proposto a quel ragazzo e dove non ha funzionato, e poi la valutazione sull'alunno.

118 *T-23*: utilizziamo molto l'osservazione del ragazzo, l'osservazione durante lo svolgimento del lavoro che deve portare avanti e l'osservazione post progetto, per vedere se tutti quegli... nel comportamento, ecco, se li hanno fatti propri.

119 *T-28*: e il prodotto anche. I prodotti che loro realizzano, che possono essere appunto composti di tante fasi, quindi c'è una fase un po' più creativa, la cura con cui un prodotto è stato realizzato, l'impegno, la cura del progetto, insomma sono tanti gli elementi che poi si considerano.

120 *T-30*: è molto importante la condivisione perché magari uno vede più un aspetto, a seconda della materia che insegna. Comunque di solito siamo sempre d'accordo e questo è consolante, nel senso che probabilmente la valutazione è giusta se tutti la pensano allo stesso modo.

121 **E quindi non è la media matematica?**

122 *T-28*: ma la mera media matematica non esiste perché c'è un coordinatore della disciplina che fa una proposta di voto, tenendo conto di quali sono gli elementi conoscitivi che raccoglie dai colleghi. Poi è chiaro che sul registro elettronico si mettono i voti, però la media matematica non si fa nemmeno per le materie normali. La valutazione è formativa, cioè poi il voto io faccio una proposta tra l'altro nel Consiglio di classe, quindi non può essere una media matematica. Magari se io faccio la media matematica viene 7 a un ragazzo che secondo tutto il Consiglio di classe invece nell'educazione civica merita molto di più insomma, però poi noi valutiamo in voti.

123 *T-25*: Perché banalmente un Consiglio di classe ha fatto un lavoro sull'inclusione, faccio un esempio, magari ha fatto un lavoro sull'inclusione, perfetto: lui è stato meno preciso, meno puntuale nella consegna, però poi è quello che nel lavorare con gli altri è quello che si è dato di più, ha aiutato più gli altri, ha come dire interiorizzato quel lavoro, sebbene nella pratica sia stato un po' più... ti faccio un esempio nella pratica, quindi è un'osservazione a 360°, quindi la media matematica no, con la griglia, no. Non ci abbiamo nemmeno mai pensato, credo, non c'è venuta mai in mente.

124 *T-29*: allora io devo dire la verità, è la prima volta che faccio questa cosa per cui sto un po'... fatemelo prima fare. Sicuramente come dicevano i colleghi si tratterà molto meno di una griglia ma soprattutto su un'osservazione di quello che fanno i ragazzi, perché poi alla fine quello è, della partecipazione e tutto quanto. Ma devo dire la verità, non ho tutta questa esperienza perché è una cosa nuova, avendo fatto sempre sostegno non ho mai preso in mano questa cosa, l'ho sempre più osservata. Io ho solo una piccola difficoltà: che quest'anno avendo matematica e scienze, mi viene un po' difficile da inserire nella mia programmazione e avrei preferito essere proprio mani libere, invece poi quando vado a vedere gli obiettivi da raggiungere li legano molto alla matematica – calcoli, percentuali – invece io avrei preferito fare una lezione anche completamente diversa rispetto alla mia materia, invece mi è sembrato di capire che mi devo attenere a qualcosina dove ci siano percentuali, dei calcoli, rimane un po'... rimane una un po' artefatta, rimane una cosa un po' fredda, perché di solito la mia cattedra ricomprende anche scienze, ma essendo stata spezzata – non mi sto riferendo in questo alla terza –

nelle altre classi dove ho solo matematica mi sembra di dover fare una cosa un po' artefatta, lo voglio dire perché è una problematica.

125 *T-25*: nel senso che è più forzosa intendi?

126 *T-29*: eh sì, perché se vai a vedere gli obiettivi da raggiungere sono sempre legate alle percentuali, invece io [vorrei...

127 *T-25*: ma] gli obiettivi trasversali sono anche nella disciplina, non sono legati solo all'apprendimento della disciplina.

128 *T-29*: sì ma per unire la matematica io dovrei fare una lezione che è proprio una cosa diversa, per sentirmi più libera per parlare di educazione civica. Inserirli nel programma di mera matematica, io in questo momento non ho visto nulla, cioè mi rimane un po' artificioso, però non parlo della terza. Della terza pure perché ho inserito una cosa più di matematica, nelle scienze hai mano libera la puoi collegare facilmente, volevo solo fare questo appunto.

129 *T-32*: io penso che sia un'opportunità, cioè nel momento in cui abbiamo l'opportunità di confrontarci anche a livello di valutazione formativa, quindi anche di aprire... in genere la valutazione sulla singola disciplina riguarda noi in maniera un po', come dire, ognuno di noi ragiona su quello che è successo durante l'anno, questa mi sembra invece un'opportunità di condivisione, quindi comunque è qualcosa che, come dire, da un certo punto di vista ci consente anche a noi di confrontarci di più e di dare anche alla valutazione di una materia come educazione civica quasi una veste diverse, non che non sia una disciplina, ma ecco è un pochettino... con una visione un pochettino più ampia. Io almeno la vedo e la vivo così.

130 *[T-26 e T-33 abbandonano il FG alle ore 19:54, T-26 ha partecipato per 01:10:00, mentre T-33 per 42:00 minuti]*

131 *La Dott.ssa Maria Beatrice Marchetti procede a ricapitolare quanto emerso nel focus group. Tutti confermano quanto detto.*

132 **Prima di lasciare il focus group, per confrontare i dati con le indagini comparative internazionali, vi chiedo cortesemente se poteste dirmi la vostra età.**

133 *T-30*: 61 anni.

134 *T-23*: 65.

135 *T-22*: io ho 62 anni.

136 *T-27*: 52 anni.

137 *T-25*: 45.

138 *T-29*: 50 anni.

139 *T-31*: 50 anche io.

140 *T-32*: 37.

141 *T-28*: 49.

142 **Volete aggiungere qualcosa che ritenete sia importante ai fini della ricerca?**

143 *T-25*: posso aggiungere una cosa? Chi ci aiuta tanto nella realizzazione di progetti ed eventi a scuola sono i collaboratori scolastici che partecipano all'entusiasmo che mettiamo noi, sempre. Sono quelli che decorano la scuola, cioè noi magari avevamo pensato a un'idea e tirano fuori le tovaglie e ci mettono la tovaglia come piace a noi, e non c'è lo sbuffo, non c'è il "questo non mi tocca". Perché mentre Maria Beatrice faceva il riassunto, mi veniva in mente che ci mancano le nostre *nome* e *nome*, insomma. Ci aiutano tantissimo, proprio fisicamente nel muovere la macchina dell'evento o del progetto che abbiamo in testa. Vedo che *nome* dice di sì con la testa. Era giusto.

144	*T-22*: assolutamente, assolutamente verissimo. Soprattutto che danno la disponibilità fisica, che non si lamentano, cioè questo è fondamentale. Assolutamente.
145	*Saluto e ringrazio per la partecipazione. Il FG termina alle ore 20:03.*

Annex 8.5. Follow-up focus group (S-4)

1 **Trialogue Focus Group – Civic Education Festival**

Date	2 March 2023
Teachers	Vice Principal, Civic Education Coordinator, *Funzione strumentale* PTOF area
Moderator	Francesca Fioretti

2 **Come è nata l'idea di organizzare un Festival? Quindi di dedicare una settimana intera all'educazione civica?**

3 *T-PTOF*: è nata quasi un anno fa, nella riunione finale di tutti i referenti di educazione civica della scuola, sia secondaria di primo grado sia primaria, confrontandoci sui progetti che si potevano implementare per l'anno a venire, è venuta fuori questa idea, a me in particolare. Non so di che cosa stavamo parlando, ormai non me lo ricordo più, però insomma è importante che ci fossero questi momenti di confronto, che noi avevamo fatto tutto l'anno in coda ai Dipartimenti. C'è un Dipartimento misto di educazione civica – perché non sono solo i docenti di italiano i referenti di educazione civica, anzi io non lo sono neanche, io sono presente in quanto funzione PTOF e poi perché mi interessa – e quindi in quell'occasione è venuta fuori l'idea. Da lì a poi realizzarla ci sono stati diversi altri passaggi, magari ne parliamo dopo. C'è quindi un Dipartimento misto che si deve riunire in coda quando ci sono le riunioni periodiche di Dipartimento.

4 *CCE-C-4*: in aggiunta c'è che oltre al Dipartimento delle medie e delle elementari – quindi separatamente quello delle medie e delle elementari – poi ci siamo visti a maggio, quando uscì, quando venne fuori l'idea del Festival eravamo riuniti congiuntamente primaria e secondaria, quindi eravamo proprio tante persone. Normalmente non è così, però un paio di volte all'anno capita che facciamo una riunione congiunta con i colleghi della primaria perché anche poi nella riunione di gennaio, quando ci siamo visti a gennaio1 per iniziare a buttare giù le idee, gli esperti, quali esperti invitare, eravamo insieme.

5 *VDS-4*: questi dipartimenti nascono per iniziativa dei docenti, nel senso che la scuola secondaria ha i dipartimenti disciplinari, quindi ogni disciplina ha il suo dipartimento previsto dall'organizzazione scolastica; il Dipartimento di Educazione civica non esiste, non esisteva, quindi sono stati i docenti a dire "ci dobbiamo incontrare per ragionare tra noi", quindi diciamo che sono anche fuori dall'orario previsto, quindi c'è anche tanta volontà, questo bisogna dirlo, volontà da parte dei docenti a lavorare in un determinato modo. Si mettono sempre in coda a quelli già organizzati disciplinari, però ecco si esce sempre fuori dall'orario. È una piccola cosa che però dà anche l'idea della volontà di lavorare in una certa direzione.

6 *T-PTOF*: noi diamo una mezz'ora per l'educazione civica, in coda a quelli di un'ora e mezza/due che sono normalmente per le discipline.

7 **Ok. E come è stata accolta l'idea di organizzare questo Festival dalla comunità scolastica, quindi sia dal corpo docente che dalle associazioni coinvolte? Perché sono stati coinvolti moltissimi esperti, esperti anche di ambiti differenti.**

8 *VDS-4*: allora inizialmente non benissimo, diciamolo. Allora inizialmente "uffa, però un'altra cosa da fare" – perché la nostra scuola è moto attiva, fa un sacco di cose – "ah un'altra cosa da fare", inizialmente anche un po' di spavento rispetto alle cose da fare.

9 *CCE-C-4*: però non da tutti.

10 *VDS-4*: no, non da tutti. Però più la cosa andava avanti e prendeva forza nel ragionamento, più funzionava a livello generale, fino a quando è diventato un punto fermo da parte della dirigenza, cioè la preside ha dato come diciamo lavoro dell'istituto, ci ha detto "è un progetto dell'istituto, quindi bisogna lavorare per l'istituto". Questo ha dato forza e vigore e anche chi storceva il naso dei docenti ha, come dire, dovuto fare...

11	*T-PTOF*: tra l'altro non erano stati interpellati direttamente i docenti: sai, sono quelle sensazioni, quelle voci dette in situazioni informali, per il corridoio, da noi che eravamo i proponenti, il gruppo ristretto. Era ancora il gruppo ristretto di coloro che volevano farlo e che si qualificavano come il team di lavoro. Siccome le nostre menti ferventi avevano già precedentemente avuto altre idee, non relative all'educazione civica, ma insomma a lavori di formazione ecc. e la preside... sai, ci sono tanti modi per sostenere un'idea e la dirigenza aveva sostenuto ma da lontano, invece questa volta c'è stato un sostegno più convinto, devo dire onestamente, più forte, ha appoggiato l'idea ma non semplicemente a parole, ha detto "non fa niente se non sarà di tutti, noi lo cominciamo perché è un progetto di istituto", lei ci credeva poi chi non vuole partecipare non parteciperà, pazienza. Quindi noi eravamo disposti a fare una cosa a cui avrebbero partecipato, non so, il 30% dei docenti, il 20% dei docenti, solo noi che la volevamo fare.
12	*CCE-C-4*: poi anche tutte le riunioni che avevamo fatto avevamo detto che sono facoltative, chi vuole partecipare magari per proporre gli esperti...
13	*VDS-4*: invece poi c'è stata una bella partecipazione.
14	*T-PTOF*: e quindi siamo andati avanti.
15	**Ok. E invece dalle associazioni? Come è stata accolta questa proposta?**
16	*VDS-4*: benissimo. Erano tutte associazioni che la scuola già conosce, nel senso che è una scuola molto attiva, quindi erano associazioni che avevano lavorato con noi precedentemente negli anni pre-Covid.
17	*T-PTOF*: non tutte, però sì.
18	*VDS-4*: no, non tutte, le altre diciamo si fanno convincere facilmente, nel senso che abbiamo dei docenti forti da un punto di vista comunicativo.
19	*CCE-C-4*: beh erano tutti gratificati, cioè erano contenti.
20	*T-PTOF*: sì, quelli che ho contattato io erano contentissimi.
21	*CCE-C-4*: sì tutti. E poi i docenti che partecipavano alle lezioni proponevano appunto chi un'associazione chi un'altra, e quindi appunto anche associazioni che conosciamo, ma in ogni modo anche quelli con cui ho parlato io erano proprio contenti di partecipare, avevano piacere di incontrare i ragazzi.
22	*VDS-4*: ma anche per la modalità proposta, cioè non era solo un incontro in sé, ma era un incontro all'interno di questo grande pacchetto diciamo, quindi che ci fosse un filo conduttore così grande.
23	*T-PTOF*: chiaramente erano tutte informate del fatto che rientravano all'interno di un programma che abbracciava più giorni, di un progetto più grande. Questa cosa è stata molto... non lo so perché, ma questa cosa di non andare avanti a fare una lezioncina – almeno da quello che ho visto io, io non è che le ho contattate tutte, ne ho contattata una alla fine, ma mi sembra che poi è una cosa comune – il fatto di far parte di un evento è stato molto apprezzato e ha avuto un'azione incentivante per le associazioni, perché erano contente di incontrare tanti ragazzi. Diciamo che tutte le associazioni vengono perché si vogliono far conoscere, è ovvio no, c'è un aspetto anche di autopromozione inevitabile, vengono gratis però in cambio vogliono visibilità, però il fatto che fosse una cosa che dava molta visibilità presso tanti studenti, il Consiglio di Istituto, persino le autorità, questo è stato un grande incentivo, come dire li ha fatti correre diciamo così, è servito.
24	*VDS-4*: c'è stata la casualità della mostra, perché la mostra in realtà ci è rientrata davvero per casualità, perché mentre le altre associazioni sono state contattate appositamente, la mostra è stata invece una cosa che è nata a parte, perché una docente si è interessata ed è venuta a conoscenza di questa cosa, se ne è interessata, ha lavorato insieme ad un'operatrice che sta da noi a scuola come assistente alla comunicazione, quindi insieme si sono informate. Hanno spinto affinché la nostra scuola adottasse la mostra.

25	*T-PTOF*: aggiungo che appena abbiamo saputo di cosa si trattava, lo abbiamo inglobato subito nel progetto.
26	*VDS-4*: esatto, però era una cosa che era rimasta tra loro due e la dirigente, poi è abbiamo parlato con altre persone per capire se si poteva fare. Piano piano – perché poi all'inizio effettivamente non avevamo capito di che cosa si trattava – quando poi abbiamo realizzato, abbiamo pensato "beh, anche questa la dobbiamo inserire dentro". Quindi anche quello è venuta da... non pensata inizialmente per questo, tant'è che avremmo dovuto aprire anche al territorio.
27	*T-PTOF*: lo faremo.
28	*VDS-4*: doveva esserci una giornata, un pomeriggio, in cui la mostra sarebbe stata aperta al territorio ma, poiché l'idea è quella che siano i bambini e i ragazzi che facciano da guida, non eravamo abbastanza pronti, quindi lo faremo prossimamente. Apriremo al territorio con i ragazzi che fanno da guida, dopo che hanno fatto la formazione.
29	**Ok. E sempre per quanto riguarda le associazioni, perché è stato deciso di proporre quelle specifiche attività? Mi riferisco ad esempio ad attività quali il *debate* o il convegno sull'universo multiplayer nei videogiochi.**
30	*VDS-4*: beh prima di tutto il *debate* era il lavoro di una classe o due classi. Ci aveva già lavorato lo scorso anno. In pratica l'anno scorso per sua formazione personale si era interessata alla modalità del *debate* e la aveva sperimentata in una classe, aveva visto che aveva funzionato, i ragazzi si erano sciolti su tante cose. Quest'anno ha cercato di approfondirlo, tra l'altro è venuta anche un'esperta in classe a lavorare con i ragazzi – anche questo era a prescindere dall'educazione civica – quindi loro hanno fatto il loro percorso e poi quando abbiamo pensato al Festival, la collega ha detto "penso che sia giusto che questo lavoro che stiamo facendo sia funzionale e sia centrato". *nome* tu sai diversamente?
31	*CCE-C-4*: no, così, cioè che appunto la mia classe era andata a vedere questo *debate*. Che aveva iniziato già l'anno scorso non lo sapevo.
32	*VDS-4*: sì anche l'anno scorso lo hanno fatto, su altri argomenti ma lo hanno fatto, con un'altra classe.
33	*CCE-C-4*: ecco avevamo visto come funzionava questo altro *debate*, lo avevano fatto per altre classi ed era molto interessante.
34	*T-PTOF*: la guida poi è sulla programmazione, cioè abbiamo tenuto conto delle tematiche dell'educazione civica, quindi i tre ambiti che ci ha dato il Ministero. Il *debate* a prescindere perché la capacità di colloquiare è alla base dell'esercizio democratico, lo scambio di idee...
35	*VDS-4*: sì la collega si era appassionata durante un momento di sua formazione personale, quindi lo ha voluto approfondire. L'anno scorso lo ha sperimentato e invece quest'anno lo ha più finalizzato, era fatto meglio quest'anno.
36	*T-PTOF*: tenendo conto dei tre ambiti insomma, cittadinanza digitale, educazione ambientale e Costituzione insomma, diciamo tutto ciò che è attinente ai concetti della democrazia, del confronto, del rispetto, dell'inclusione, del rispetto delle minoranze, temi civili insomma. Quindi sono stati quelli gli argomenti, non abbiamo deviato dalle Linee Guida ministeriali. Infatti qualcosa abbiamo scartato vero? Abbiamo avuto delle idee ma abbiamo detto "no, questo non lo possiamo fare".
37	*VDS-4*: sì, c'era stato qualcosa ma abbiamo detto "questo non c'entra niente"... non mi ricordo.
38	*T-PTOF*: sì, comunque qualcosa abbiamo scartato perché diciamo ci siamo attenuti alle Linee Guida e abbiamo cercato di proporre qualcosa di attinente a quegli ambiti lì.
39	**E come si è svolto il lavoro preparatorio sia tra di voi sia con gli studenti?**
40	*CCE-C-4*: ci siamo raccordati tantissimo, eravamo una squadra, tantissime persone a lavorare. Ogni tanto raddrizzavamo il tiro, programmavamo...

41	*VDS-4*: c'era un gruppo di lavoro che rimaneva fisso e che raccoglieva un po' le varie cose. Quello che ha fatto *nome*2 è stato fondamentale perché raccoglieva, eliminava o aggiungeva a seconda di quello che arrivava e lo incasellava, perché una parte complicata era anche quella di strutturare l'organizzazione poi settimanale, che era complicatissimo.
42	*CCE-C-4*: però eravamo tanti anche a trovare le soluzioni. Per esempio ci è capitato che uno o due giorni dall'inizio qualcuno ci abbia dato *forfait* per qualche motivo e allora abbiamo dovuto trovare delle soluzioni all'ultimo momento. Ad esempio avevamo una dott.ssa della Sapienza che doveva venire a fare una lezione sulla farmacologia e le sostanze d'abuso e verrà il 29 marzo, quindi comunque alcuni esperti che non sono potuti venire verranno in futuro.
43	*T-PTOF*: come struttura di gruppo, che può essere interessante, c'è un gruppo ristretto di persone più impegnate nel progetto che sono guidate dalla referente, anzi dalle due referenti perché c'è anche la docente *nome* che lo faceva per la primaria, e ogni tanto bisogna condividerlo con la massa, cioè ci sono dei momenti in cui la massa, cioè tutti quelli che non lavorano al progetto, che vengano informati in modo da non avere questa sensazione... perché questa è la cosa che crea il rifiuto delle decisioni calate dall'alto, chiaramente sempre su libera iniziativa cioè lei diceva delle riunioni e gli altri se volevano essere informati venivano perché nella scuola pubblica c'è sempre il solito problema che le riunioni sono un tot, sono 40 ore, sono calendarizzate all'inizio dell'anno e tutto il resto è extra, ma devo dire che qualcuno ( ).
44	*CCE-C-4*: sì, anche per esempio per la partecipazione agli eventi: ogni volta veniva ribadito che la partecipazione agli eventi era facoltativa, che i colleghi che non volevano partecipare erano liberissimi di non farlo, però poi hanno partecipato tutti insomma, o se non tutti quasi tutti.
45	*T-PTOF*: le modalità ovviamente banale però questo può essere utile, abbiamo un po' inserito nella chat, ormai inevitabile quando si fanno queste cose, tutte le persone che per interesse, attività svolte, potevano in qualche modo avere una maggiore sensibilità all'argomento, quindi abbiamo messo dentro tutti quei colleghi che non avevano partecipato all'ideazione, al concepimento, del progetto, però pensavamo potessero essere interessati.
46	*VDS-4*: che poi sono anche quelli che sanno anche smuovere, come dire, anche gli altri.
47	*T-PTOF*: per cui volenti o nolenti si sono ritrovati in questo gruppo.
48	*CCE-C-4*: per esempio i colleghi di musica entrambi, chi si è occupato più della parte tecnologica, i microfoni, i collegamenti, lo schermo, il concerto finale...
49	*T-PTOF*: sì, ma per vari [motivi...
50	*VDS-4*: perché] poi banalmente c'è una parte organizzativa tecnica che sembra una sciocchezza ma anche quella deve funzionare perfettamente.
51	*CCE-C-4*: poi c'è una collega, che qui al momento non c'è, che è *nome* che è la Funzione strumentale Scuola Aperta, che è il motore un po' di tutte le feste, le attività, gli eventi, e lei per esempio è... cioè il Comitato studentesco, questi ragazzi che hanno inaugurato il Festival, lo hanno chiuso, hanno curato le locandine, hanno parlato, la gestione tecnologica, la gestione dei computer – c'era sempre un ragazzo lì che faceva girare le slides – e quindi il Comitato Studentesco è stato coinvolto appunto da questa collega che fa parte dello staff.
52	*T-PTOF*: il Comitato Studentesco esiste a prescindere dal Festival, è un progetto della scuola da anni, anni e anni, c'è sempre stato. Sono eletti i rappresentanti, come nelle superiori diciamo: sono eletti tutti i rappresentanti per classe, si riuniscono e collaborano ai vari eventi della scuola.
53	*CCE-C-4*: sì, e grazie a questa collega li incentiva moltissimo, li fa partecipare moltissimo alla vita e all'organizzazione della scuola.
54	*VDS-4*: sì, diciamo che questo bisogna dirlo: quello che fa funzionare, ha fatto funzionare molto è proprio anche come dire la risorsa umana, cioè alcune persone che sono state molto attive anche nel

coinvolgere, una di queste è sicuramente *nome* che è stata fondamentale, perché poi serve un coinvolgimento... ci vuole l'entusiasmo giusto anche per coinvolgere.

55 **Da ciò che ho potuto vedere, è stata un'iniziativa che ha coinvolto anche molto la componente genitoriale. Io la scorsa settimana ho avuto l'occasione di parlare con la volontaria di Retake, che mi ha detto di essere una mamma di uno studente della scuola, oppure ho visto che ha parlato il Presidente del Consiglio di Istituto, che è sempre un genitore.**

56 *CCE-C-4*: sì, se ha sentito *Spes contra Spem* era un ex alunno, che ha iniziato la conferenza dicendo "io qui ci venivo a scuola quando ero bambino", ha parlato della sua professoressa delle medie, lui la ricorda con tantissimo affetto; anche con Retake, una delle ragazze che era insieme alla mamma, era un'ex alunna. C'erano quindi sì genitori. Anche l'altro volontario di *Spes contra Spem* è un genitore. Quindi sì, c'era questa componente.

57 *T-PTOF*: perché guardi questa è una scuola un po' particolare, perché ha una tradizione di rapporto molto stretto con il territorio e [con le famiglie...

58 *VDS-4*: che non si ferma] con il fatto che finiscono il percorso scolastico.

59 *T-PTOF*: è sempre stata una scuola che ha sempre fatto come suo punto di forza il rapporto con il territorio, che si era fermato, si era bloccato, si era cristallizzato nel 2019 con il Covid, e quindi capito è stata vissuta un po' come ritorno ai vecchi tempi questa occasione.

60 *VDS-4*: quindi i genitori erano molto contenti anche di esserci per questo, cioè si ritorna come da abitudine si faceva.

61 *T-PTOF*: perché la nostra utenza sceglie questa scuola anche per questo, per questa nostra apertura, per questa caratteristica che di fatto non c'è stata per due anni.

62 *VDS-4*: oggi pomeriggio per esempio c'era un incontro con uno psicologo, che è il primo di quattro incontri, in cui parla ai genitori sui temi dell'adolescenza, quindi l'idea di stare sempre aperti ce la abbiamo.

63 *T-PTOF*: sì. Noi abbiamo vinto anche il progetto Scuole Aperte del Comune di Roma: ci pagano €15.000,00 per contribuire a tenere la scuola aperta di pomeriggio e quindi c'è anche questo grosso progetto in cui abbiamo fatto rientrare ovviamente anche il Festival e quindi niente più siamo aperti e più siamo contenti.

64 **Che lavoro preparatorio è stato fatto con i ragazzi per prepararli a questa iniziativa?**

65 *T-PTOF*: è stato fatto prima, durante e anche poi.

66 *CCE-C-4*: ancora sta continuando.

67 *VDS-4*: poco fa ero al telefono con *nome*, la referente della scuola primaria, che mi stava raccontando – la sua classe è una seconda elementare – oggi è stata invitata come insegnante in una prima media, la IC, per far vedere – gli hanno regalato delle cose che avevano fatto – e gli stavano facendo vedere il lavoro sul riciclo e lei ha proposto "ma vi va di venire a presentare questo lavoro nella mia classe?" e ai suoi bambini ha proposto di parlare con i ragazzi delle medie facendo vedere il lavoro che hanno fatto loro e quindi diciamo che questa cosa sta continuando anche oggi.

68 *CCE-C-4*: anche nella mia classe oggi è venuta la III G a parlare di un progetto di educazione ambientale che si chiama "Il boschetto delle rane": hanno piantato delle ghiande e stanno facendo crescere degli alberi.

69 *VDS-4*: ma questo lo hanno fatto prima, prima ancora dell'educazione civica.

70 *CCE-C-4*: sì. Poi hanno fatto delle presentazioni, dei PowerPoint, e sono venuti da noi a presentarlo in 1^I. Quindi anche questo scambio con i ragazzi. Prima di tutto i ragazzi sono stati preparati per le attività che hanno visto nel Festival, per esempio con la persona che parlava delle istituzioni europee, o per qualsiasi altro incontro erano preparato; o non so, sull'incontro sulla LIS che hanno fatto prima

	di fare il flashmob, hanno fatto delle lezioni su cosa è al LIS e su come funziona. E ora sta continuando, perché tutti i lavori che hanno fatto in classe – presentazioni, discussioni – ora c'è la condivisione che non si è riusciti a esaurire nella settimana – perché mentre c'erano gli eventi in Aula Magna c'erano anche gli scambi nelle classi, gli studenti andavano a presentare i loro lavori nelle classi...
71	*VDS-4*: sì diciamo che questo aspetto c'è stato meno.
72	*T-PTOF*: ma perché non c'è stato proprio il tempo materiale.
73	*VDS-4*: noi pensavamo, ipotizzavamo maggiore scambio ma in realtà non c'era il tempo in una settimana.
74	*CCE-C-4*: comunque è iniziato perché ci sono diverse classi che si sono scambiate durante il Festival. Ad esempio c'era la 2^E, con la mostra che hanno fatto alla *nome plesso*, tante classi sono andate a vederla; o per esempio le mie classi, sia la 1^I sia la 3^I hanno mostrato e hanno fatto questi lavori. Questa settimana comunque stanno continuando, noi per esempio oggi abbiamo ospitato la 3^G, la classe di *nome* è andata in 1^C, so che la 2^F ha mostrato un lavoro sullo spreco alimentare, quindi stanno continuando gli scambi e credo che ancora continuino.
75	*VDS-4*: sì, stavo sentendo qualcuno per il corridoio che diceva "ah ma io non ho visto ancora questo lavoro, facciamo andare le classi", quindi ancora si sta facendo.
76	*T-PTOF*: per esempio nelle mie classi li stanno finendo perché abbiamo lavorato durante la settimana e quindi appena li completiamo andremo a mostrarli. In una classe è stato fatto un approfondimento del rapporto tra uomo e ambiente nella storia, mentre in un'altra classe abbiamo letto veri e autentici racconti di migranti e da ognuno di questi racconti i ragazzi ne hanno liberamente tirato fuori un progetto per approfondire il luogo di provenienza, oppure come viene gestita l'emergenza dei naufraghi in mare, oppure come si devono comportare le Onlus, altri volevano fare un fumetto sulla storia del protagonista, quindi ho detto "massima libertà, traete spunto da questi racconti". Tra l'altro sono dei progetti che noi facciamo con AMREF, un'associazione, e quindi tutto qua, ci hanno fornito questo libro gratuitamente – questo è stato il vantaggio di fare il progetto tramite AMREF perché è un libro in vendita, è una raccolta di diari che è stato pubblicato tramite l'Archivio Diaristico di Santo Stefano, in Toscana – quindi è questo il lavoro.
77	*CCE-C-4*: però ci sono molti lavori belli. Quello della 2^B lo conosco, c'è pure un lavoro di inglese che hanno fatto molto bello.
78	*VDS-4*. Sì sì, perché poi tutte le materie si sono attivate, chi più chi meno.
79	*T-PTOF*: alla fine è stata una chiave, quella di lasciare liberi, per cui quelli che non se la sentivano perché hanno poche ore e quindi sentono l'urgenza di fare la loro materia hanno potuto lasciar perdere, quelli con più disponibilità oraria e meno classi si sono dedicati di più.
80	**E i ragazzi come hanno accolto questo Festival? Quali sono state le reazioni?**
81	*CCE-C-4*: allora io ho fatto anche fare dei testi, delle riflessioni in una classe. Chiaramente hanno colto abbastanza bene, certo ci sono state delle attività che hanno preferito, per esempio è piaciuta moltissimo la conferenza "Camminare Cambia", è una cosa che li ha toccati molto, oppure la conferenza sulle dipendenze, dove hanno scoperto che anche il telefono crea dipendenza e questa cosa li ha particolarmente colpiti, quindi insomma hanno accolto bene. Sicuramente una cosa che anche i ragazzi sottolineano è che è preferibile la presenza, perché quando seguivano a distanza era più faticoso, non quando erano tutti a distanza – perché quello funziona un po' di più – ma quando le lezioni erano dall'Aula Magna e loro le sentivano dalle classi facevano un po' più fatica a rimanere concentrati, quindi questo sottolinea come la presenza rimane sempre la migliore.
82	*T-PTOF*: ma sì perché quella mista è una modalità che non si adatta né all'una né all'altra, invece se è a distanza uno lo struttura in modo diverso perché ognuno ha le sue slides.
83	*CCE-C-4*: comunque sono piaciute le proposte. Per esempio Fridays for Future è piaciuta molto e penso anche la conferenza Green Peace.

84	*T-PTOF*: io non sono stata presente a tutti gli incontri perché erano solo alcune classi chiaramente, però io raramente ho visto ragazzi fare tante domande in incontri con esperti, insomma ne facciamo tanti e ne abbiamo fatti tanti in passato, a volte sono un po' timidi, invece c'è stato un coinvolgimento forte. Poi ci sta quello che è contento perché non ha fatto italiano è chiaro, sono ragazzini.
85	*VDS-4*: il nostro obiettivo è anche quello di cercare di capire se questo messaggio grande è arrivato anche nei prossimi tempi. Però sì anche secondo me i ragazzi sono stati molto contenti, molto soddisfatti. Noi docenti avevamo un grande entusiasmo, noi eravamo entusiasti, questo c'è da dire.
86	*CCE-C-4*: sì, tante persone mi hanno detto che sono state contente.
87	*VDS-4*: lì nel momento di chiusura con *Imagine*, lì eravamo noi. Nel senso che quell'entusiasmo lì, io ho proprio toccato con mano la chiusura perché ho sentito proprio emotivamente l'impatto sui ragazzi.
88	*T-PTOF*: poi l'idea era quella di fare un monitoraggio un po' più scientifico, di mandare un questionario con Google Moduli, di vedere il gradimento, i punti di forza e di debolezza. Volevamo fare un piccolo *resumè*, volevamo tirare le fila. Adesso è ancora in corso perché ci sono attività che non si sono concluse.
89	*VDS-4*: sì, decidiamo 4 o 5 domande da fare ai ragazzi a cui rispondere.
90	*T-PTOF*: a me interessa sapere i punti di debolezza perché se si dovesse ripetere, come spero...
91	*CCE-C-4*: ma per i ragazzi o per i docenti?
92	*T-PTOF*: per i docenti. I ragazzi risponderanno con il questionario di autovalutazione a fine anno e basterà quello, ci metteremo delle domande su questo, perché altrimenti farli rispondere tutti mi sembra difficile. Per i colleghi, io sono soddisfatta perché, diciamocelo, sembravano poco coinvolti all'inizio, invece poi li ho visti tutti contenti. La classica cosa che ci siamo sentiti dire è "vabbè ricicliamo quello che abbiamo fatto e lo tiriamo fuori in quei giorni", invece poi no perché tutti hanno preparato qualcosa, hanno fatto dei lavori in classe su tematiche dell'educazione civica. Certo in una scuola dove c'è un curricolo rigido queste cose non si possono fare. Noi con entusiasmo abbiamo adottato un curricolo flessibile, diciamo così, in cui si può trattare qualunque argomento, programmandolo ad inizio dell'anno, sulle tre tematiche delle Linee Guida; so che alcune scuole hanno incasellato, "il primo anno si fa questo, il secondo anno si fa quell'altro"...
93	*VDS-4*: in realtà all'inizio anche noi avevamo pensato questo, quando avevamo iniziato a ragionare su cosa fare proprio all'inizio dell'educazione civica, anche noi avevamo pensato che fosse stato più semplice ragionare per scomparti, però ne siamo usciti velocemente da questa cosa.
94	*CCE-C-4*: sì, comunque adesso finisce la sperimentazione e l'anno prossimo vedremo che cosa ci dirà il Ministero, perché quest'anno finisce la sperimentazione.
95	*T-PTOF*: a noi questa libertà ci è piaciuta, perché ha dato modo a tutte le classi di programmare molto liberamente, chi si buttava di più sulla parte scientifica con l'ambiente, le problematiche climatiche, i rifiuti... cioè il singolo insegnante più sensibile poteva fare qualche cosa di più creativo ed originale.
96	*VDS-4*: ma anche i coordinatori dell'educazione civica sono stati... c'è l'insegnante di spagnolo, quella di inglese, c'è l'insegnante di sostegno, cioè come [dire...
97	*T-PTOF*: c'è una] prevalenza di lettere.
98	*VDS-4*: sì, nonostante la Dirigente all'inizio avesse pensato "il coordinatore dell'educazione civica lo può fare il coordinatore di classe". Noi a questa idea iniziale ci siamo un po' opposti perché volevamo essere liberi che anche per esempio l'insegnante di sostegno lo possa fare e quindi ogni classe si è gestita.
99	**E questo Festival è stato svolto anche nella scuola primaria?**
100	*T-PTOF*: sì, loro hanno lavorato nello stesso modo.

101 *VDS-4*: sì, diciamo che le situazioni pubbliche – >quelle in cui c'era più partecipazione< – sono state meno, anche perché legato al fatto che sono bambini, quindi hanno più lavorato all'interno delle loro classi con lo scambio, quindi c'era lo scambio "classi aperte", lavoravano per i corridoi, quindi la modalità più seguita è stata quella.

102 *T-PTOF*: anche in biblioteca.

103 *VDS-4*: sì, anche in biblioteca. Diciamo che le situazioni più comuni, quelle in cui lavoravano tante classi insieme sono state meno.

104 *CCE-C-4*: però hanno avuto anche loro degli esperti, due o tre esperti che hanno fatto delle lezioni calibrate ovviamente all'età, e poi hanno lavorato soprattutto all'interno delle classi e hanno fatto questi scambi.

105 **Ok. E che eco ha avuto questa iniziativa nel territorio? Perché ho visto che su alcuni giornali nazionali sono stati pubblicati degli articoli in merito al Festival.**

106 *T-PTOF*: beh sicuramente la pubblicità bisogna anche sapersela fare, per cui noi usiamo molto il sito, il passaparola, i genitori, tutto il Consiglio di Istituto è molto attivo anche nella diffusione delle iniziative della scuola.

107 *VDS-4*: diciamo che l'eco è molto legato alla presenza dei genitori, quindi ci affidiamo. La parte social sono i genitori, cioè *nome* è il manager però poi i genitori sono molto attivi e quindi riescono a fare il *tan-tan* perché vogliono bene alla scuola, detto poi in soldoni. Anche sui social del Municipio, dell'Assessore, di Marchionne, anche sui loro social media c'era riportato il lavoro che aveva fatto la scuola.

108 *T-PTOF*: chiaramente anche noi abbiamo diffuso: siamo sulle reti delle scuole del Municipio III, abbiamo mandato le locandine, ci siamo fatti giustamente un po' di pubblicità.

109 *VDS-4*: sì e credo che sia funzionale, nel senso che credo che sia importante anche che ci sia questo, cioè non è solo la pubblicità per dirsi quanto siamo bravi, ma è modo di portare una buona pratica, di raccontare una buona pratica ed è funzionale anche all'obiettivo di fare una buona educazione civica, dai diciamocelo pure.

110 *T-PTOF*: sì. Poi eravamo anche contenti e orgogliosi dirlo e poi, ripeto, è anche un po' una tradizione della scuola: questa scuola lo fa sempre con tutte le iniziative.

111 **E quindi ci sarà una seconda edizione?**

112 *VDS-4*: certo.

113 *T-PTOF*: sicuramente.

114 *CCE-C-4*: sì. No perché Lei dottoressa deve sapere che noi stiamo preparando moltissimi eventi: ci sarà l'evento di LIBERA per la commemorazione delle vittime innocenti della Mafia; poi ci sarà la festa di fine anno; la settimana della lettura, il "maggio dei libri"; poi ci sarà la condivisione dei lavori alla fine dell'anno.

115 *VDS-4*: quando noi diciamo che siamo aperti al territorio, noi apriamo al territorio nel senso che la scuola va fuori e il fuori entra dentro in continuazione, è modo però più giusto per noi di fare scuola perché i ragazzi devono anche, come dire, sperimentare oltre che star seduti sui banchi. Ci crediamo molto.

116 **Un'ultima domanda. Se voleste dare un consiglio a chi vorrebbe organizzare un'iniziativa di questo tipo nella propria scuola, quale sarebbe? Qual è il segreto?**

117 *VDS-4*: è il gruppo.

118 *T-PTOF*: sì il gruppo, stavo per dire la stessa cosa.

119 *CCE-C-4*: sì, anche io.

120 *VDS-4*: ci vuole un gruppo che lavori credendo nel progetto e che quindi non si fa problemi di orario, ma che ha in testa idee, le mette insieme per collaborare.

121 *CCE-C-4*: sì, il confronto. Il gruppo che <si confronta, che chiacchiera, che cerca idee>.

122 *T-PTOF*: poi una dirigenza che appoggia.

123 *VDS-4*: sì, che crede nel progetto. Sì, nel gruppo ci inserirei anche il Dirigente, sicuramente.

124 *T-PTOF*: io mi ero scoraggiata all'inizio devo ammettere, perché i più mi avevano scoraggiata.

125 *VDS-4*: tantissimo. Invece *nome*4 ci ha creduto più di tutti.

126 *T-PTOF*: sì, *nome* ci ha creduto più di tutti.

127 *CCE-C-4*: da subito però ci abbiamo lavorato tutti insieme.

128 *VDS-4*: sì ci abbiamo lavorato insieme.

129 *CCE-C-4*: cioè se fossi stata da sola come il Don Chisciotte avrei mollato anche io.

130 *VDS-4*: già da forse una delle prime riunioni in cui c'erano tantissime persone – l'abbiamo fatta online, eravamo collegati – allora ho detto "ma... forse si può far davvero", lì ho realizzato la fattività.

131 *CCE-C-4*: ci vuole tempo, perché da maggio l'idea, a settembre ancora ne riparlavamo nelle riunioni che si fanno prima dell'inizio della scuola...

132 *T-PTOF*: poi va detto questo: l'ufficializzazione, quello che ci ha fatto capire "allora si deve fare, a questo punto si deve organizzare", è stata quando lo abbiamo poi messo nel PTOF.

133 *VDS-4*: a ottobre, giusto?

134 *T-PTOF*: è stato fondamentale il fatto del PTOF perché diventa una cosa che c'è e non puoi più non farla, quindi è anche importante inserirla nel Piano dell'Offerta Formativa. Per carità, può anche essere estemporanea e non prevista, però gli ha dato un'autorevolezza che ci ha costretto poi a procedere, a non domandarci più "magari non tutti vorranno, non verranno, bocceranno", ma abbiamo detto "basta, si fa", lo abbiamo scritto e si deve fare.

135 *VDS-4*: abbiamo anche gestito bene chi ha mollato all'ultimo perché qualcuno insomma ci ha dato picche all'ultimo minuto, quindi devo dire che siamo stati bravi.

136 *T-PTOF*: quello è inevitabile, può succedere che in organizzazioni di questo tipo possono andare incontro a qualche disguido, come quello che non si è riuscito a collegare. Ci speravamo, tutto sommato senza troppi danni, di [arrivare...

137 *CCE-C-4*: ...sani e salvi].

138 *T-PTOF*: c'è da dire che in questi anni abbiamo avuto una buona formazione, io dico questo. Nel senso che *obtorto collo* siamo stati tutti costretti a formarci sull'educazione civica, era previsto, e quindi noi insegnanti siamo molto snob rispetto ai corsi di formazione e io devo dire che è stata fatta una buona formazione, c'è stato fatto conoscere che cos'è il service learning ed è diventato anche un po' la nostra bandiera. Io devo rendere merito a questi corsi di formazione che noi docenti troviamo un po' una scocciatura perché troviamo che ci dicono sempre cose che già sappiamo, invece abbiamo colto alcuni spunti e negli anni precedenti forse si è radicato anche un pochino questo, si è sedimentato questo semino e invece di fare l'educazione civica seduti – per carità lo facciamo anche – a spiegare la divisione dei poteri, lo facciamo però poi abbiamo capito che soprattutto a questa età devono essere loro i protagonisti e devono fare qualcosa che deve essere utile alla comunità, insieme alla comunità, e quindi questa chiave del service learning... è stata una buona formazione, per me è stata una buona formazione, chiaramente poi ognuno di noi prende quello che gli piace di più, però è stata utile.

139 **E qual è la finalità quindi del Festival?**

140	*CCE-C-4*: la finalità del Festival è renderli consapevoli, è farli ragionare, farli discutere, farli confrontare, aiutarli ad aprire la mente.
141	*VDS-4*: sì. È un tempo sospeso che è anche un tempo lungo in cui loro effettivamente si possono fermare a pensare, non all'interno magari di piccoli spazi, questo tempo sospeso in realtà dovrebbe aver dato modo di confrontarsi, perché c'è proprio uno spazio per il confronto dedicato a loro dopo ogni incontro.
142	*T-PTOF*: acquisire consapevolezza: questo è lo scopo. È diventare consapevoli delle grosse problematiche che ci sono nel mondo di oggi e soprattutto abbiamo chiesto – ecco questo non lo abbiamo detto – abbiamo chiesto a tutti gli esperti di fornire delle vie di uscita, di fornire delle soluzioni al problema che andavano ad esporre, a non dare mai un taglio pessimistico perché non volevamo che si creasse un clima di angoscia, di sfiducia, messi di fronte così piccoli a problemi enormi, alla disabilità, alla crisi climatica.
143	*VDS-4*: hai ragione, forse questo è stata anche la cifra, il *fil-rouge*, cioè l'ottimismo nel porre determinate cose, hai ragione.
144	*T-PTOF*: io l'ho chiesto sempre, ho detto "mi raccomando, l'ottima deve essere del "che cosa posso fare?", si può ancora fare tanto, posso fare qualcosa per migliorare lo status quo", perché essendo ragazzini piccoli non li volevo angosciare scaraventandogli addosso... perché tutto sommato si è parlato anche di tanti problemi, anche il fatto di affrontare in modo giocoso il tema della disabilità con la canzone, con il rap sull'ambiente, non erano tanto per fare una cosa ma erano per dare una chiave anche ludica, spensierata e giocosa, perché a questa età angosciarli e basta non ci sembrava fruttuoso. Quindi renderli consapevoli ma con un taglio ottimistico sul futuro, che non è facile oggi perché le nuove generazioni purtroppo tendono giustamente all'angoscia, a vedere nero. Abbiamo figli e devo dire che c'è un senso un po' di oppressione. Quindi siamo stati accorti a questo.
145	**Grazie a tutti per aver partecipato e per le importanti informazioni condivise.**

Annex 9. The school S-5

Annex 9.1. Document analysis of S-5

School information	• The *agrupamento de escolas* consists of five primary schools (first cycle with kindergarten) and one lower secondary school; • In 2020/2021, the school community consisted of 1364 students, distributed as follows: kindergarten - 234 students; first cycle – 367 students; second cycle - 232 students; third cycle - 344 students; secondary school - 187 students. • 133 teachers/educators working at the school, spread across the different levels of education and teaching, the vast majority of whom are graduates. • 34 employees, 26 of whom are operational assistants and 8 are administrative assistants.
Mission	• The school's mission rests on promoting success with all and for all, building the conditions to continue to guarantee differentiated support for each young person; • Four strategic actions: maintaining the success rate, enhancing the quality of success and learning, strengthening the quality of training processes, and consolidating leadership and management mechanisms.
Civic and citizenship education	• Discipline of *Cidadania e Desenvolvimento*: this mandatory discipline aims to develop in students a sense of personal and social responsibility and prepare them for active and participatory citizenship; • The EECE aims at developing social and personal skills, critical thinking, active participation, and knowledge in nonformal areas; • Domains divided into five axes: responsibility and integrity; excellence and need; curiosity, reflection, and innovation; citizenship and participation; and freedom; • Third-cycle educational team for citizenship education (six mandatory meetings per year) • Participation in projects and clubs: the *agrupamento* encourages students to participate in projects and clubs that promote active citizenship and social responsibility; • Community involvement: the *agrupamento* collaborates with local businesses, government agencies, and community organizations to provide students with experiential learning and civic engagement opportunities.
School organization	• The *agrupamento* is organized into several curricular departments and educational coordination structures, including: curricular departments for kindergarten, primary school, and secondary school; year groups for first cycle; educational teams for second and third cycles and secondary school; discipline teams for second and third cycles and secondary school; and class councils for second and third cycles and secondary school; • One coordinator at school level; • The school year is organized into two semesters with four assessment periods; • The *agrupamento* offers a number of measures to support learning and inclusion, including a Learning Support Center (CAA) and various projects and clubs.
Additional information	• The *agrupamento* is committed to providing ongoing professional development opportunities for its teaching and non-teaching staff; • The *agrupamento* seeks to build and maintain a strong public image through participation in European projects, community involvement and dissemination of its work.

Annex 9.2. Semi-structured interview with the Principal (S-5)

1	**DS-5**
2	**Could you describe me the school context, such as school target, land resources, school structures (i.e. building, labs etc.)?**
3	Então, o agrupamento de escolas de S-5 é constituído por 6 escolas, 5 escolas têm pré-escolar e primeiro ciclo, todos eles com boas instalações, a todos os níveis, é isto que ela pretende, quer a nível de espaços interiores, quer a nível de espaços exteriores. A sexta escola é esta, que é a escola sede que é, que está muito bem situada. Enquanto escola sede, todas as outras escolas estão à volta desta. Tem boas condições exteriores e neste momento, pelo aumento do número de alunos, estamos com poucas salas de aula. A escola, se não fosse o aumento de alunos, nós teríamos muito boas condições porque temos, como podem ver, temos os gabinetes, temos uma sala de informática, que é o laboratório digital, temos os laboratórios de física e de química. Acho que a única coisa que falta nesta escola é, se calhar, outro espaço interior coberto, para quando chove, e precisamos também de instalações no sentido das atividades mais práticas como complemento à educação artística e disto eu não estou a falar de educação física, porque para a educação física temos estes dois pavilhões, que sendo do município, durante o dia estão ao serviço da escola. Neste momento temos um projeto com os empresários aqui de S-5, no sentido de uma construção de um anfiteatro, no sentido de responder a essa necessidade, e também a atividades mais de reuniões, palestras, etc.
4	**What educational goal would you like to achieve in the next 5 years, according to your vision on this school?**
5	Em 2012 o nosso objetivo foi a melhoria dos resultados escolares dos alunos a nível de transição, acabar com as retenções, capacitar os alunos no sentido de eles transitarem de ano, pronto esse era o grande objetivo. Depois, quando nós conseguimos esta melhoria de resultados escolares em 2020, propusemos a melhorar a qualidade das aprendizagens, no sentido de, já conseguimos que os alunos melhorassem a nível de transições, agora queríamos que eles fizessem o seu percurso escolar, mas numa qualidade educativa sustentável, ou seja, transitarem uma percentagem cada vez mais elevada de alunos com avaliações de 4's e 5's, bons e muito bons, no primeiro ciclo. Este tem sido o nosso desafio. Em paralelo, continuar a trabalhar no sentido de conseguir que os alunos também façam esta transição de anos e de ciclos, mas com bons resultados sociais. (3.0) Nós temos sempre em mente o *Perfil do aluno à saída da escolaridade obrigatória* e consideramos que também os alunos nestas faixas etárias só podem ter bons resultados académicos se estiverem bem a nível físico e psicológico, e isto é conseguido através de um conjunto de atividades, das mais variadas, que leva a que eles se sintam integrados na comunidade, sintam motivados, desenvolvam competências a nível artístico, a nível de desporto, a nível cultural, de uma forma geral, é isto que nós chamamos de resultados sociais. Estamos neste momento a avaliar o atual projeto educativo e estamos a elaborar o projeto educativo para o próximo triano, certo? Por isso, se calhar não consigo prever o desafio para daqui a 5 anos, mas pelo menos aqui para os próximos 3 anos, sem dúvida de que toda esta evolução que nós sentimos neste agrupamento nos últimos 3 anos está bem conseguida, mas é preciso trabalhar a questão da sustentabilidade. Vamos continuar a trabalhar no sentido de os alunos se sentirem bem, por isso terem bons resultados sociais, e continuar na melhoria das aprendizagens.
6	**How does the school community work to achieve these objectives?**
7	A comunidade, até vou alargar mais, não só a comunidade escolar, que quer dizer professores, auxiliares, alunos, mas vou falar da comunidade educativa, integrando aqui também os pais e a comunidade local. Estes objetivos do projeto educativo, estes desafios a que nos temos vindo a propor

dá bastante tempo a esta parte, tem sempre haver com o envolvimento da comunidade de S-5. Nós acreditamos de que a evolução, a educação de uma criança jovem é uma responsabilidade partilhada, não é só da escola, tem de ser também da comunidade local. Por isso temos aqui uma série de parcerias com empresas, com associações locais, com tudo o quanto são a estrutura da comunidade local no sentido de também os comprometermos nesta aprendizagem, nesta educação dos alunos. Por isso nos organizamos no sentido dehá uma grande relação com os pais, eles logo no início do ano sabem quais são os objetivos que propomos, quais as estratégias que vamos levar a cabo para atingir estes objetivos e qual é o papel deles nestas estratégias, portanto, desafiamos-lhes a serem corresponsáveis diretos pela educação dos seus filhos. Nós sabemos que para atingir estes objetivos não é possível estarmos fechados dentro de uma escola, é preciso alargar as redes para empresas, para centros sociais que colaboram connosco até quando precisamos que um aluno tenha outro tipo de resposta curricular, quando precisamos de pequenos estágios, de pequenas colaborações e tudo isto é comunicado. Temos aqui também uma associação de pais muito forte, que colabora muito connosco, portanto há aqui desde o início do ano que toda a nossa organização para aquele ano letivo, que está expressa no nosso plano anual de atividades, toda a organização e dinâmica da escola está expressa num documento, que é partilhado por todos e cada um, fica com indicação do que deve fazer para ajudar na educação das crianças jovens. A implicação dos professores e das auxiliares é muito grande.

8 **Does the school have any external partnership with whom it has started a collaboration and how are the associations involved in school life (i.e. planning of activities)?**

9 Nós temos um projeto que se chama "Os amigos do agrupamento" e nós fazemos protocolos com as associações culturais e recreativas, com as empresas, até com o comércio local porque nós temos aqui cursos profissionais e nesse protocolo, que é assinado sempre que encontramos mais um parceiro, fica claro o que é que a escola pode dar a essa associação, a essa empresa, nomeadamente, por exemplo, divulgarem os seus produtos, os seus trabalhos e em contrapartida, também eles definem em que é que podem colaborar. Então, temos vários tipos de colaboração. Temos empresas que aceitam estágios dos nossos alunos, temos empresas que dão à escola donativos mensais no sentido de superarem necessidades em famílias mais carenciadas, sejam alimentares, sejam outras. Temos parcerias no sentido de, no final do ano ou início do ano se poder fazer uma festa com comes e bebes, cujos lucros revertem a favor do plano anual de atividades da escola. Temos parecerias no sentido de nos podermos todos envolver no objetivo comum, que é a criação desse espaço cultural aqui na escola. Portanto temos vários tipos de parcerias, >temos pareceria com a autarquia, com a junta, com a câmara, participamos em projetos<, eles cedem-nos recursos. Vamos fazendo as parcerias de acordo com as necessidades que vamos tendo e a disponibilidade da envolvência da escola.

10 **How are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?**

11 No início de cada ano, nós fazemos a distribuição do serviço letivo e não letivo. Com base em quê? Com base na avaliação, quer do pessoal docente, quer do pessoal não docente e também das habilitações no sentido de, eu sou professora, mas eu até tenho alguma formação numa outra área como, sei lá, pode também ser a nível de "eu tirei um curso de expressão dramática e eu neste momento sinto-me capacitada a nível digital", então todas estas mais valias e formações acrescidas que o pessoal docente e não docente vai tendo, são tidas em conta aquando a distribuição de serviço. No pessoal não docente temos em conta também aquilo que eles mais gostam de fazer, porque acreditamos que quando se está num serviço e se gosta, a gente dá muito mais de nós. Na questão do pessoal docente, também temos em conta a continuidade, ou seja, o professor que começa com turmas de quinto leva até ao final do segundo ciclo, quem começa no sétimo ano leva até ao final do nono. A não ser que haja qualquer coisa e a gente por alguma razão, por proposta do professor ou nós consideremos que o professor não está a ter o melhor desempenho com aquela turma ou com aquelas turmas, a gente pode alterar, mas o princípio é mesmo este. Aliás existem critérios no nosso projeto educativo definido para a distribuição de serviço, tanto para o pessoal docente, tanto como para o pessoal não docente. Mas as grandes linhas

orientadoras são isso, é a avaliação que docentes e não docentes têm a quando da sua avaliação de desempenho, são as habilitações a nível de formações acrescidas ou gostos, eu posso não ter nenhuma formação mas gosto de fazer isto, gosto de fazer aquilo, então vamos rentabilizar, e depois é também a continuidade.

12 **Now let's talk about the decision-making process at this school. My first question is: are the decisions taken as a group (and if so, by whom) or are they taken by you and then the school community is informed?**

13 (2.0) O modelo é um modelo unipessoal, certo? E que eu discordo, mas o que é certo é que estamos perante um modelo unipessoal, em que o diretor tem a última palavra e leva-a um órgão de gestão, que é o Conselho Geral. Isto é o que está na lei. Como é que ocorre aqui? Na verdade, nós, eu tenho uma carta de missão que apresentei ao Conselho Geral, que, com base no projeto educativo, eu me propus a um conjunto de ações no sentido de concretizar aquele projeto educativo e sou avaliada por cumprir ou não esse conjunto, ou cumprir essa missão. Existe um projeto educativo, o diretor, >com base no projeto educativo e para atingir os objetivos desse projeto educativo<, propõe-se a uma missão perante um conselho geral, que depois vai ser avaliado. Isto tem haver com um período de 3/4 anos, certo? O projeto educativo é de 3, o mandato de diretor é de 4. Com base nisto, como é que nós atuamos aqui no agrupamento? Nós somos uma direção, do qual a professora *nome* faz parte, nem sempre fazemos tudo muito certinho, mas tentamos que haja reuniões de direção, onde os problemas são colocados e todos contribuem no sentido de uma tomada de decisão. Estas decisões que a direção tem que tomar também têm um parecer do Conselho Pedagógico. O Conselho Pedagógico é também um órgão de administração e gestão, só constituído por professores, onde estão as coordenações todas, coordenação de departamento, coordenação de biblioteca, coordenação de projetos, coordenação de educação especial e quando é preciso tomar decisões, a direção leva, eu presido a esse Conselho Pedagógico e todo este conjunto de pessoas do parecer, depois disto, há uma tomada de decisão, mas que tem de ser validada pelo conselho geral. Conselho Geral tem a representação de alunos, professores, auxiliares e comunidade em geral, câmara e junta, forças de segurança, empresários e associações locais.

14 **How is the participation of the school community encouraged?**

15 Encorajada no dia a dia, encorajada quando na verdade a escola tem conquistas, a gente as partilha com todos, encorajada no sentido de que temos um desafio e temos que colaborar. Acho que o momento de encorajamento foi agora, quando tivemos cá avaliação externa e que nós convidamos todos os nossos parceiros para estarem presentes fazerem parte de painéis, estarem na apresentação inicial, portanto encorajada no sentido de, "precisamos de vocês, vocês fazem parte do processo, portanto ajudem-nos", e depois damos feedback no sentido de, "conseguimos esta vitória, isto é uma vitória de todos nós". Pronto, e quando há algumas debilidades também dizer "isto não está a correr bem, precisamos da vossa ajuda, ajudem-nos". É neste feedback de estarem sempre envolvidos em tudo, nos momentos bons e nos momentos menos bons.

16 **Are parents involved in school governance?**

17 Temos também uma estrutura mais formal, comecei por falar na associação de pais, que reúne semanalmente comigo e nós partilhamos com eles aquilo que se pretende fazer, eles também nos dão sugestões daquilo que podia melhorar a este nível, temos aqui um encontro formal e muitas vezes informal com a associação de pais. Todos os grupos de jardim e todas as turmas têm representantes de pais, que se articulam diretamente quer com os diretores de turmas, quer com os professores titulares, quer com a própria associação de pais, aonde eles também se juntam e se encontram e vão sugerindo mudanças, vão dando-nos indicação do que acham que está menos bem e do que é preciso mudar, e

também dizem do que estão a gostar. Para além disto, os pais participam muito em todas as atividades do plano anual de atividades.

18 **Are students involved in school governance?**

19 Nós tentamos envolver os alunos desde muito pequeninos, e enquanto atividade, também formal, temos no pré-escolar e primeiro ciclo temos as assembleias de escola. Mensalmente, cada educador e cada professor titular têm um momento na turma em que discutem a dinâmica da escola, o que está bem o que está menos bem, o que gostaram e o que não gostaram. Daí, há mesmo alguém que faz uma ata, que é o presidente desta assembleia de turma e tem o secretário e tudo isto. Três vezes por ano as turmas todas reúnem em cada escola e os representantes de turmas colocam, perante a escola toda, quais são os seus gostos, o que têm feito e o que não têm feito e como é que a escola toda tem que se envolver. É assim que de uma forma mais formal também temos logo uma participação mais ativa dos alunos, eles percebem que têm voz naquilo que é a dinâmica da sua escola e do seu jardim. Aqui temos os delegados e os subdelegados, que também se juntam três vezes por ano em assembleias de escola, no sentido de nos darem conta, com os coordenadores de ciclo, daquilo que menos gostam e do que mais gostam na escola e nos fazem propostas de melhoria para coisas muito simples como "o recreio anda sujo", "as casas de banho deviam estar melhores". Vão então dizer-nos quais os projetos em que se querem envolver. Ainda agora tivemos uma assembleia geral no sentido de, há uma dinâmica da autarquia que uma vez por ano desafiam os jovens do concelho a proporem projetos que eles gostariam de implementar na sua comunidade, chama-se o OPJV orçamento participativo jovem de Valongo e nós incentivamos muito os nossos alunos a participarem. Portanto, fazemos reuniões, dizemos "abriu uma OPJV, vão pensando em dinâmicas e projetos que queiram trazer para a vossa escola, para a vossa comunidade e para o vosso concelho". Foram agora validados 6 concursos em que eles próprios participaram.

20 **When the team disagrees on a decision to be made (i.e. project, activity etc.), how do you come an agreement?**

21 Normalmente remeto-os para aquilo que são os nossos documentos orientadores e digo "vejam, nós temos estes objetivos, quer objetivos estratégicos, quer objetivos operacionais, nós propusemo-nos em conjunto a chegar aqui, nós podemos até ainda bem que vamos trabalhando em temáticas diferentes, mas o foco é único. Todos temos que chegar aqui", e eu, por norma, não digo "não concordo", remeto-os para este princípio. Então vejo, se este é o melhor projeto para atingirmos isto, será que nós estamos aqui a gastar energias quando neste momento este não é o nosso objetivo. E envio novamente para as equipas educativas, envolvo o conselho pedagógico no sentido de fazerem uma boa análise deste projeto e até propôr alterações de melhoria. Se calhar o projeto até não é assim tão mau, mas as estratégias é que não são as mais adequadas para os objetivos em que nos propusemos para este ano letivo. Portanto, não tenho por hábito dizer redondamente "não", "porque não está bem feito, porque não concordo", o hábito é "não, podemos fazer melhor, eu ajudo-vos". Eu costumo dizer que há uma, algo que em Portugal se diz muito "que quando queremos envolver as pessoas, temos que o fazer com o nosso exemplo". Por norma, eu tenho o hábito de arregaçar as mangas e dizer "não vamos fazer".

22 **This section is focused on civic and citizenship education. Are there any projects related to civic and citizenship education that are taking place during this school year? Could you characterize them, please?**

23 Não. Cidadania tem, como já sabe, um conjunto de temáticas que têm de ser trabalhadas e que estão previstas e assumidas por todos na *Estratégia de educação para a cidadania* no nosso agrupamento, por tanto, isto sim foi com base no *Perfil dos alunos à saída da escolaridade obrigatória* e também nas orientações que a senhora coordenadora tem para fazer este documento. Portanto envolvemo-nos todos e foi decidido isto, até porque nesta questão de trabalhar temáticas fundamentais na educação

para a cidadania, não pode ser algo que a gente pense todos anos. É porque o aluno tem que trabalhar ao longo da sua escolaridade obrigatória todo um conjunto de princípios, valores, temáticas pertinentes a nível de cidadania que não pode ser escolhida todos os anos, temos que ter em conta o percurso educativo do aluno. Tem que ser pensado com, não só sobre os gostos e os interesses pontuais daqueles alunos naquele ano, mas temos que ter em conta de que o aluno vai estar connosco até ao 12oano e como tal temos o compromisso de no final do 12oano sabermos que trabalhamos todo este conjunto de temáticas. Para além disso, o trabalhar estas temáticas e como elas devem ser trabalhadas numa metodologia muito mais ativa, nomeadamente através da metodologia do trabalho projeto, as equipas educativas e os grupos de ano, sabendo que têm que trabalhar estas temáticas, então vão tentar aferir dos alunos de que forma é que as vamos trabalhar, através de que projetos, através de que temáticas e aqui as equipas educativas a mesma coisa. Conhecendo bem os alunos, quais são os interesses deles, o que é que, porque nós podemos trabalhar estas temáticas de milhentas formas, então o envolvimento dos alunos é no sentido de, "como vamos trabalhar"? Por isso, os projetos vão surgindo anualmente.

24 **Is there a group responsible for making decisions specifically on CCE or is it the responsibility of the teacher of "Cidadania e Desenvolvimento"?**

25 Não, há uma equipa, que é coordenada pela professora *nome*, que reúne exatamente para ver de que forma, primeiro, para partilhar...

26 *(Interrupção na entrevista)*

27 Por tanto existe essa equipa, até porque estes professores e nós associamos a cidadania também à TIC, porque achamos que é uma forma mais inovadora de poder envolver cada vez mais os alunos numa participação muito mais ativa, e então esse grupo de alunos reúne pontualmente com a professora *nome*, avaliam, partilham experiências e também, enquanto grupo de professores, perspetivam a melhor forma de trabalhar e para depois envolver os alunos.

28 **And do teachers have specific resources (i.e. books, materials, archives) to promote CCE in the classroom?**

29 Enquanto envolvimento de todos os professores, pais e alunos, temos o *classroom*, e depois também cada equipa educativa tem um documento, que se chama "Plano de planeamento estratégico da turma", aonde a equipa educativa vai fazendo o registo daquilo que são os projetos, daquilo que são as necessidades e que são as dinâmicas de toda a turma. Aliás, a professora *nome* pode-lhe facultar um, para ver quais são os itens que nós vamos registando e que no fundo é o *dossier* das turmas daquele ano de escolaridade. Nós trabalhamos por ano de escolaridade.

30 **Ok. How is the quality and effectiveness of school decisions assessed?**

31 O agrupamento tem todo um procedimento avaliativo já implementado, do conhecimento de todos, portanto se estamos a falar de atividades que foram aprovadas pela direção, o plano de atividades tem o parecer positivo do Conselho Pedagógico, é aprovado em primeira instância pela direção e pelo Conselho Geral de seguida. Essas atividades, no final de cada uma, é avaliada e depois, no final do semestre, o responsável pela PA faz uma avaliação que leva ao conselho pedagógico e que depois esse relatório de avaliação vai, enquanto relatório informativo no meio do ano, vai para conselho geral para tomada de conhecimento de toda a comunidade educativa. No final do ano, há uma avaliação global que depois é também validada ou não pelo conselho geral. Enquanto tomadas de decisões que têm haver com, diretamente ligadas às aprendizagens dos alunos, nós temos um grupo que se chama equipa de autoavaliação, também ela constituída por professores, auxiliares, pais e alunos e também sempre com o apoio das instituições de ensino superior, que vão recolhendo dados nas estruturas de orientação

educativa e supervisão pedagógica no sentido de, no meio do ano e depois no final, fazerem a avaliação de que "tinhamos estes objetivos, propusemo-nos a atingi-los através destas estratégias, fora, ou não, agora em momento de avaliação, foram as mais adequadas? que resultados tivemos?" Nós consideramos que sim, mas na verdade constatamos que não houve melhoria na qualidade de ensino dos alunos. Por exemplo, neste final de semestre apostamos muito nos apoios educativos, nas tutorias e até nos apoios mais individualizados, e o que é certo é que, neste momento, não está a haver uma correlação direta entre os recursos que nós atribuímos e a melhoria dos resultados escolares dos alunos e já neste momento questionamos e devolvemos aos professores dizendo "não está a haver esta correspondência, o que se passa? estamos a repensar as estratégias que estão a usar porque não está a ter resultados", para que no final do ano, a gente possa com mais segurança dizer "não, este não é o caminho, em vez de irmos e apostarmos tanto em apoios educativos, se calhar vamos apostar noutra medida de promoção do sucesso educativo que não sejam os apoios educativos mais diretos". É assim que nós vamos monitorizando e tomando decisões. No final do ano a equipa de autoavaliação faz-nos um relatório de avaliação, mas que tem, em complemento, um plano de melhoria, ou seja, "isto não está a correr bem, não estamos a atingir os nossos objetivos, a nossa proposta enquanto equipa de autoavaliação é que a direção repense esta estratégia, seguindo este, aquele e o outro caminho".

32 **Does the teachers and non-teaching staff suggest process improvements?**

33 Por isso é que nessa equipa, que vai fazendo esta monitorização, tem a representação de todos. Por exemplo, o pessoal não docente tem lá uma auxiliar que quando precisa de, quando chega o momento de recolher dados, passa questionários, fala com todo o pessoal não docente destas escolas no sentido de trazer para a equipa o feedback do pessoal não docente. A aluna faz a mesma coisa. Quando se está a discutir as medidas em avaliação e precisamos de até saber mais de determinadas medidas, dei o exemplo dos apoios educativos, mas podia falar na questão dos desdobramentos, podia falar na questão até de como está a correr o complemento à educação artística, então ela também leva para os alunos que representa, começando pelos delegados e subdelegados das turmas no sentido de lhes perguntar a sua opinião, para trazer para a equipa de autoavaliação. E o representante dos pais a mesma coisa. Remetem para o representante dos pais das turmas, no sentido de dizer, "estamos a avaliar esta e esta medida". Os resultados escolares dos alunos ou os resultados sociais, em vez de nos focarmos apenas nos resultados académicos, por exemplo, constatamos, que não é verdade, não temos constatado, mas constatamos que o comportamento dos alunos não é o mais adequado, por exemplo, nos recreios, não é um dos nossos problemas, mas podia ser. O que é que vocês acham? Que evidências têm disto? E digam-nos a vossa opinião e também dêem já sugestões de melhoria.

34 **Could you tell me what a normal working week of yours is like, please?**

35 Sabe que eu tenho isenção de horário, não é? E como tal, não há horários. Pronto, é assim, eu tenho uma dedicação muito grande a esta comunidade há muitos anos. Eu trabalho aqui desde 1992, estou na direção deste agrupamento desde 1997, gosto muito de trabalhar em S-5, sinto um reconhecimento e um carinho muito grande da comunidade perante o trabalho que eu, como muita gente se tem envolvindo, eu apenas dou a cara pelo trabalho de muita gente e, por isso, não tenho horário. Portanto, eu vou fazendo aquilo que é preciso, vou estando disponível, também é certo que se um dia precisar de e se eu não vier cá também ninguém pergunta onde é que eu ando, mas, pronto, vou tentando responder às necessidades das escolas da comunidade, porque eu não posso também ficar centrada dentro de 4 paredes, eu tenho que estar na comunidade e com a comunidade. Portanto, vou respondendo... não tenho horário.

36 **What about the professional development of the teachers? Does this school promote some professional development courses for the teachers or is that something that the teachers can choose in their own?**

37 No projeto educativo, nós já traçamos as linhas orientadoras para a formação do pessoal docente e não docente. Anualmente, nós defnimos, de acordo com as necessidades, de acordo com os objetivos a que nos propomos para aquele ano, qual é a formação que os professores têm que fazer? E isto é prioridade para os professores e para o pessoal não docente também. Sendo que, os professores, para além desta formação que nós consideramos que tem haver com a evolução do agrupamento e que eles se têm que se empenhar para atingir, como a questão da avaliação dos alunos, como a questão da capacitação digital, como a questão da inclusão, como a questão da cidadania, temos vindo a desenvolver isso, porque eram os nossos objetivos, mas, para além disso, depois o professor também tem toda a liberdade de fazer formação que ele quiser, individualmente. E aí, temos o centro de formação, que responde ás necessidades do agrupamento, mas também ás necessiddes individuais dos docentes.

38 **Ok, thank you. We have finished. For comparison purposes with large scale surveys, I would be grateful if you would give me this information. First one, how old are you?**

39 Eu tenho 56 anos.

40 **What is the highest level of formal education you ever completed?**

41 A minha formação inicial é de educadora de infância, depois tirei um mestrado em Educação de Currículo, tirei uma pós-graduação em Administração Escolar e fiz 2 anos de doutoramento também em Educação e Currículo e não terminei e não vou terminar!

42 **How long have you been the principal of this school?**

43 Neste agrupamento, desde 1992.

44 **Would you like to add something that you think is important for the purpose of this study?**

45 Nós acreditamos que só podemos ajudar os alunos, até na sua formação académica, se eles forem bons cidadãos. A aposta deste agrupamento, há muito tempo, tem sido mesmo na questão de trabalhar os valores os princípios a todos os níveis. A nível de ambiente, a nível de respeito pelo outro, a nível de cuidar do outro e cuidar daquilo que é o nosso planeta. Há muito tempo que é assim e mesmo quando nós trabalhamos estes princípios e valores, e, por isso, se revertem bons comportamentos nós sabemos que eles têm que ter esta capacidade para depois perceberem que têm que também ter bons resultados académicos para poderem continuar a ser pessoas felizes.

Annex 9.3. Semi-structured interview with the Citizenship Education Coordinator (S-5)

1	**CCE-C-5**
2	**What educational goal would you like to achieve in the next 5 years, according to your vision on this school?**
3	Success for all students would be the main word and not only success within one subject but in all the subject, because that means an enlargement in the matter of knowledge. We are already working on that at schools: we are trying to make all the students reach… (3.0) I don't know if you know our levels, we have one to 5th 'till 9th grade and then we have one to 12th to the secondary school, we call secondary school - high school like, that is 10th, 11th and 12th grade - so for us to reach the success is when you have all the students that have all level 3 or level 10 alright at all subject. Okay the full success is 4 and 5 and more than 14 to all the subjects, so if you are the student and you have problem now in learning or in achieve knowledge, so my goal will be that at the end of the school you have a full success in your life and not only through a teaching of subject but reaching all the dynamics of what you need to be as human citizen and be ready for world of work and we all help, from teacher, non-teaching staff, friends, family, everyone that could help you. I know it is a huge, but we have to have a difficult goal, it's what makes you work and goal.
4	**How does the school community work to achieve these objectives?**
5	We have a law that help us in this direction: it is Law n. 54 and Law n. 55 and one completes the other. The 54 helps us to work with inclusive education and not meaning only handicapped students but students that have some difficulties to achieve what is important to them to achieve. I'm not saying that for instance you are going to learn the present perfect of all the irregular verbs in English, what I mean is that you are be able at the end of our scholarity to speak English and to understand English, so listening, reading, comprehending and speaking. So, this is our direction, this is what we are trying to. If you don't learn the present perfect, but you speak good in English, it' good, no problem for me, because present perfect is one grammar item, I don't care. What I care is that: *ok, you are here sitting with me or with us, working at the hotel or a restaurant or I don't know whatever in your life it's important and someone speaks to you in English and then you are able to communicate and work* and function perfectly and have no walls against that function.
6	**So, your focus is on developing a competence.**
7	A competence, yes.
8	**Ok, now we are moving to Civic and citizenship education and I have some questions on it. First of all, are there any projects related to CCE that are taking place during this school year?**
9	We don't have one big project, we already had one. Each year had a huge project to do, but then what happened? We called it "The school without walls", because there was a corridor, there was a year there working on the project, the school doors were open, and you could go from one classroom to the other, working on that project; but suddenly, we started to see that some students didn't want to go anymore because they were tired, or they were not interested, or "I don't feel like" "Do you prefer doing something else?" "Yes, I prefer doing something else" and the big idea of a huge project was lost. So, the following year, we decided to, first of all, start a debate on this citizenship subject: what do students really want to do? What is their curiosity? We have more or less 25 students in each class, and you can have four projects going on in the same class, it's possible. Or if you find that everyone in the class is interested in reaching the theme that we are following, we go to that theme, but each group works as they want. So, if you ask me if there is a big project, there's a big project, there's a big class, we have the… we call it *Serras do Porto Club* that it has to do with learning about the hills that surround us, so we have this club but the students only go there only if they want to, because citizenship is a subject that all students must attend, but inside this we can't have only one club - let's call it - but several ones. If even one student wants to do research on a particular theme on the mind, for instance, we say "Ok, alright, you do it, you do that research and then you present to class", and what we have?

We have several small projects and, at the end of the time, because we have a time, we have a schedule to follow, at the end the only thing that the school makes is that we give the starting point and the finishing point, even according to the students, because they know for how long they need to have this, and then it goes like a vortex, finishing when everyone is ready to present what they have collected and all the information they have gathered, and then they teach each other their projects.

10 **And what about this debate? Is it a debate between teachers or between teachers and students?**

11 No, no, no. We have a national guide for citizenship with the division of the themes that come from the Ministry. So, they say "ok, the students have to follow this", there are seven themes on this organization, and we are, at the beginning of the school year, the first day of school we say to the students "this is our guideline. Let's divide this Guidelines in months", so first month you will do this or that *etc.*, so we make a plan. But even with this plan, if something during the year appears, you change the plan: that's called flexibility in teaching. So, we flip everything and we organize according to the suggestions, the activities, or the opportunities that appear during the year, because we have our community's relations, interconnections, and of course they bring us new ideas, "wow! We have this opportunity to do this month", so we bring it to the class by telling the students "Okay, this opportunity, this idea came up. Are you interested in following it?". So, the debate is always teacher with students and, for instance, if I have three classes from the 8th grade, I can have different activities with all of these classes.

12 **Because the students could be interested in different themes.**

13 Of course, they are, because, you know, different people have different opinions and thoughts.

14 **So, is there a sharing between students-teacher and teachers-students?**

15 Yes, and I have to organize myself to what they really need, and sometimes it is very difficult because you are too tired and you have to organize different things, but it is amazing how students… at first it was difficult, but now I can tell you that they organize themselves very well alone, that I'm only their cooperating teacher, a co-something in the class of citizenship. If I go there with the plan, it will be safe for me because if something goes wrong, I have a backup plan to fall back on, but 90% of the time I don't need my plan for this class because... (3.0) just by opening the door, they get in, they sit, they organize themselves, they open their laptop and start working because they are very interested and looking for to share and to make a Prezi or make a Kahoot or whatever, so they can show the class and they are evaluated every day, so we have here a continuous and formative evaluation, that's according to a project we are also following a national lines and we give more importance to this day-to-day observation, daily observation - for citizenship is weekly because we only have it once a week - and then we don't have big points of evaluation, like "okay, we organize a line of tests", we have that, each class have that, so the students are focused on when will be the big day of self-evaluation and presentation, but it can also change, it depends a little on how they feel. For instance, if I have organized "today we are going to make this group - A or B or C - presentation" but they arrive to me and say "I'm not secure, I feel like one more day or two", for me that's okay, no problem, because we have dates but we can go a little more. What is important is that you as a student feel comfortable, safe and secure - self-esteem is also very important - to go in front of the class and do the presentation and really know what you are talking about. I think I answered everything.

16 **So, the aspects that you assess in civic and citizenship education are these: autonomy of the students, [behaviors…**

17 Yes, everything]. We have several points. We have a grid, and the students know the grid; we share it on the classroom's platform, and they know the grid, so when we start a project, we discuss the grid, and sometimes we build the assessment's grid all together, and then we say "what is important in this? Think, what is important to know?" and they say the topics of the grid and the punctuation; we punctuate in hundred percent, and we divide according to the grid. If I show you my files, I have different grids because they depend on what they want to be assessed. So this grid, so they know it, they know what they are working for to reach that, that, and that punctuation, and then we evaluate everything, and they know what we should evaluate: of course, knowledge, >otherwise our work wouldn't be important<, because we want you to develop, and to develop you need to grow up in your knowledge of the topics; then, of course, attitude is also very important, and with attitude, the self-esteem, the confidence, and how did you work with your peers or with your group, "when your group had a problem, did you manage to go over that situation and solve the argument in your group?". And, what else do we evaluate? (2.0) Also we evaluate <orality>, if are you able to defend your opinion, to be critical but not disruptive, constructive, because then you are attending the others' presentations, so we have evaluated how you interfered with your friends' presentations, were you assertive or not, were you nice or not. So, all these are very important for my students, we are in 8th grade, we are building personalities, and it's very important, and it's important for them also to know they can participate in that, all personalities growing also on helping others. That's an inclusive school.

18 **Okay, and is there also a self-evaluation of the students, right?**

19 Yes, it is at the end of the project. We do the presentation, and at the end of this presentation, we evaluate all together, and then I give my opinion as well - I'm a teacher so I have also a different grid for me, I do my opinion - we argue and we say "my opinion is okay or not" and so on, and then the following class does the self-evaluation: how was I with my project? What did I learn from all the critics I had heard, good or bad? - because bads are a part of life, and you grow up with bads rather than good; with good, everything is perfect, so you just keep going; with bad, you have to disrupt yourself, your way of researching, and everything - we call it *autoregulaço*, which means "self-regulation," and it's an evaluation more like "I'm thinking about what should I change" rather than evaluating, because evaluating implies "you are good or bad," which it is not. When we do self-regulation, we think about what to change, what to keep, and how to move on, and do better next time, of course.

20 **And what tools do the teachers use to evaluate civic and citizenship education?**

21 We do this observation, we have an observation grid because we have a teacher's grid - I have my own grid - based on what? On what I observed during their work, because I'm there as a co-something and the time there evaluating all the time, while they are researching, I see if one takes over off the computer all the information and doesn't allow the others to, and when I go…(2.0) sometimes I call their attention "please, don't do that, you are not be gentle to your friend, allow them also to give their opinion because she is a little shy, she wants to", something while it's happening, and then I put that on my grid and then when I do my own evaluation, when I make confrontation with their evaluation - because sometimes they are very too friendly with one another, and I have to have a more straight position, and (I say "my position is based on this, that and that I observed") and, even for the use of the ITC, I have dates of what I see and I remember on which day and on which class I noticed that something happened this, and that, and that; sometimes they are researching and the others go around very quietly and they are on their Instagram more, and I always call them attention, I don't say "give me your phone!" or anything like that, I just say "I noticed that" and I put a cross and they know. So,

they alone have to think they are working on a computer for research, they are not on a computer for social communication with friends, they have time then for that. If there is an emergency with mother or father, they ask permission, and we allow them to answer, no problem. They are the ITC-generation, so.

22 **And could you give an example of an activity that you do in your class about civic and citizenship education?**

23 Alright. (2.0) We are doing sexuality and differences in gender, because we saw here some questions at the 8th-grade, they start to think they are different or normal, what is different and what is normal, because I prefer to get along with boys or girls, my family is not looking forward for my decision, and on the 8th grade we start to notice this "problem" - but problem in a good way not a problem because it's an issue - and curiosity as well. And so we started doing that, we called here a psychologist, she came from outside - because in the inside there is someone you can go every day to talk to and you are not going to talk because "I'm too shy and I don't feel comfortable talking people that are around me" - so we invited a psychologist that came from outside, a nurse, and with the English - because we also have the subject during the debate with the students - we have English, natural sciences - they were studying the body, about giving birth - we also had Portuguese, we have literature and they were studying a reading book that goes with the gender, Shakespeare as well came along because why were boys only allow to be character of Shakespeare's features during '800 century time. So, everything came together, all these information came together, and we have done gender equality and sexuality all together, they are two different themes from the national program, but we put them together because one goes along with the other, and we have done this project and talked about this problem they are having. This is one. We have another one for instance for the national election as well, and we made a national inside election where all students voted and they created their political parties all related to ecosystem diversity, we put together our elections on what to do to make this school green and they have to do some parties, and these parties won because they wanted to, I don't know, make the water more pure inside, others made the garden more green, and they went on voting, they went to classes explaining to the colleagues what their party about, what they pretend to be, like a national political system, we have them inside political system as well, and then there were elections, they went to vote, they counted votes, and everything; we finished precisely before the weekend where the family was going to vote at national level, and next Monday the kids went and said "oh it was so useful what I have learnt because my father couldn't find this name on the list and I explained to him what to do and I took him to the place where he should find", and so on. It was like they have a connection, and they have done here at school a daily life, with all the preparation and everything, and they have done here a political day, with brackets, and then they have explained and been along with their parents in real life, and I really believe they are pretty sure ready to go to elections and be good citizens and vote and help others as well.

24 **So, did all the classes attend this activity?**

25 The 8th-grade created that, but then they made it for the whole school. We usually do lots of things with the 8th-grade because, for us, it is the age with more problematic behaviors, so we focus on the 8th and they start to think more peacefully, because it's a matter of teenagers, they are full of life, so we have to put all our energy into things that really matter, and if we work with them in a direction, all of that energy goes in a good direction. Of course, they still tease you, they say "they are bullying!" all the time, because now "bullying" is the word that comes along. Of course, they are teenagers, they are 12 or 13 years old, they are changing, of course they keep the same, but a little more… I put my hands on the right side or on the left side, and I take them where they really want to go, and that's it.

We are getting good profits on that, because the 9th-grade… they are all good students, so we are getting there.

26 **Are these projects taking place in cooperation with local associations?**

27 Yes. For instance, as I told you, we have a psychologist and a nurse from this Union of Health Center, and they are always open for schools, they come here whenever we feel like it, and with this political event, we have invited people that come from parties, from here, from the locality, and we had a teacher here who was - she is retired now - related to the organization of the voting places, and they came as guests and they also talked about and explained how those function. Of course, we can't do this without community, of course.

28 **And is there a group responsible for making decisions specifically on civic and citizenship education or is it the responsibility of the teacher of *Cidadania e Desenvolvimento*?**

29 No, we call it <*Equipa educative*>, that is called "Educative Team", and so each year has an educative team, >for the 7th, the 8th and so on<, but because citizenship was a starting subject and it was something new, so we decided to create a team specific for that, and all the teachers that teach this subject belong to a group and regard six times per year, because we want to be spontaneous and we don't want to organize anything, but we go to each other and have a meeting moment, so we say "I have done this and it was good" or "I have done that, and it wasn't so good", so sharing to improve: that's the only purpose of it. Because we have to answer to our top Ministry, we have to make a database, so we have to gather what we have done and we have to fill some documents to send to the Government explaining what we have done, how we have monitored it, and what the impact at the end of that has been on the development of the students. Of course, we have to do it together.

30 **And could this database be considered a kind of resource for teachers that could improve civic and citizenship education?**

31 Yes. The Ministry is sending all the time resources, but we here also build resources for us. When we think that it's very important, we create things like those Prezis and those Kahoots that the children do, and we save them as files that are shared not only between citizenship teachers but among all the other teams because we work all together in terms of interdisciplinarity.

32 **Ok, so the teachers have this kind of resource for improving their daily work.**

33 Yes. We also have a Classroom for us, so it is an application, and we put everything that is important in there and then we share with everyone, and that's it, we can go there. Now we are planning, because we have a plan of digital forms for the schools and it's a large platform, and we are preparing a kind of Wakelet, it's an application like Padlet, it's a wall where you can share all the information but that has some limits, you can add only five- or six-hundred posts no more - unless you buy it, of course - but then we can have Wakelet, it's the same thing but with more...you can get from YouTube things and so on. I'm organizing that with a friend and next month we are going to do a pilot-trying and see if it functions and if it goes okay and we can put it inside this PAD - >PAD means "Project for Developing Digital Resources" for all schools< - and we are going to make a wall where every class, every subjects, put there— >the English puts there the resources they have, Math, Citizenship<,

everyone in only one document, in one platform, and you can go there - if you want Maths you can go and you can take - so you can share everything.

34 **How are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?**

35 Ok. So, firstly, it's the headmistress who organizes all these responsibilities. Of course, we have coordinators. For instance, I'm the coordinator for Citizenship and for the Educational Team, so I have to see if everything is going well, following all the things that we have as our autonomous plan from school, meeting with people when it's needed; we don't have normal meetings except for those teams that meet every week. Even these teams have a coordinator that organizes, for instance… there we have 8th-Form - >I'm talking about it because it's where I teach so I'm more comfortable talking about it<, but I could also speak about the others - so for instance weekly meeting and then we organize the work for the students and see if they need some support on this subject or on that subject, the help from those teachers, problem with the family as well - because there are lots of problems with families -, some needs children have, we see all the students' problems and we discuss everything about and sometimes, even if we need, we ask parents to come and have a meeting, sometimes private we don't put parents in the complete group but they go with the tutors of the class and then we bring the problem to the large group with which firstly talking. Then we have - even for the teaching group - the teachers that represent the subjects - for example, English, we have the teacher that represents all the English teachers - and then we have a large coordinator that is for the coordinator for Languages - >Portuguese, French, English, Germany if you have it< - so each group of all the teachers from Languages, from Sciences, from Math, from History, and that is the way… and each one has to ensure that everything is being fulfilled as the ministry has organized. Then we have one personal coordinator who assists us... women and men that help us here to attend outside to the to the playgrounds, to be near the classrooms, if something is needed, to help the children during playgrounds or if they are in need of healthcare or something, so they also participate in this learning system. We have the administrative system, it's a secretary where we get papers or diplomas, and all these administrative staff.

36 **And, related to this topic, I would like to know how the decision-making process works. First of all, are the decisions taken as a group - and if so, by whom - or are they taken by the principal and then the school community is informed?**

37 Well, it works like that. The principal has an opinion, and she wants the school to follow that opinion: normally the principal… she is very good at making decisions, when she decides something, we really get along with her because she has the points, but she doesn't say something like "okay, this is my opinion, let's go!". So it goes first to the department's group of teachers, then the coordinators from the big department - Languages and so on - subdivide it in subject - the English all together, the Portuguese etc. - so these subjects, that are subdivided, also evaluate that decision and then give their opinion to the coordinator of the Department, then we make here at this room a pedagogical meeting where each coordinator brings the opinion from their working peers and we debate, but 99% of the time we follow what she has decided, because she is really good on that. Nothing is imposed, we discuss everything. Sometimes, if she has a big idea, what happens? We change some points, so "don't do it this way, do it that way, it would be better for the students" or "it would be better for the teachers", so the topic is there, but the ways to get there are sometimes replaced with our opinions because she doesn't teach, we teach, so sometimes we have better solutions and she always agrees with that.

38 **How is the participation encouraged in the decision-making process?**

39 I don’t know, I think it’s so natural. It’s like we stay here and everyone puts the t-shirt on. When we say "Let’s do this!", other people say "Yes, let’s do!". I don’t see big problem, but when a problem comes from the same person and, of course, we have… I call it "classic friends" because you know there always teachers that don’t want to change and after 30 years of teaching in that way, making all these changes is a little complicated to people organizing, life-style and teaching-style and… I usually used to say we have to be patient with those teachers because - I said - we have to work with people, not against people, so if we try to explain it to these teachers that this is the best way to reach knowledge and get along with new generations because these generations are faster than mine, for instance. We have to give their time and they start, because they see the others going and how they are happy and how the children are happy and how they really are learning and slow… step by step, a little step: they do in that way, next year the other way. I think that it would be 90% natural like I was telling you, because yes, we have to be patient, changes are not always easy to go.

40 **When the team disagrees on a decision to be made, for example on a project or activity, how do you come an agreement?**

41 So, firstly we do an evaluation of what we have done and, even on this evaluation - normally we do it twice per year, in the middle of the school year because we work with semesters so in the middle of January and in the end - and all these Departments have to fulfilled a document where we are analyzing our teaching, and theme we have our strengths but also our weaknesses. When we write a weakness, the weakness is bring to the pedagogical meeting and this meets a problem. So, all disagreements are based on the problems we set on the table, so we study this problem, we need to reach the solution, and of course the agreement must come, because it was a problem that we ourselves as teachers brought to life. So, <disagreements are in the way of a solution>. >We have this problem, we put the problem on the table, and the problem was set up<. Now we think about the problem, the principal or the Department bring us the solution, so what we have to do? Agree and try to see if that is a real solution or not yet. I don’t know if I was clear. It’s not an "ah she comes to a disagreement", it isn’t born like that, it’s born from the conversation. It starts with a big group and then goes to a small group to precise the issue of the problem and then it comes to a decision.

42 **And are parents involved in school governance?**

43 Of course, yes.

44 **How?**

45 We always collect… (4.0) so, each class has a tutor, and each tutor meets with the parents four times per year. It’s an obligation, then you can come to school as much as you want, no problem, but these four points are really a rule. And the teachers speak with parents in groups or privately, as they wish, and they collect information from this meeting about what is wrong and what is okay, which leads us to the conclusion of that major problem I mentioned earlier. So, the parents are always present at the school. If you want to buy something for the school, the principal meets with all parents and makes a big decision. For instance, last year we need - because it was post-covid time, the children were a little affected… we didn't feel the students so good, we felt them sad, affected, stopped with stuff, only with self-phones; we said "hi, good morning," and they just groaned or didn't say anything at all, and it was not normal, so we had a meeting, and we needed another psychologist. We had four last year, we had three and we needed another one. Who paid the salary? The parents, the Parents' Association - they have some money because they pay a quote - and they paid the salary of the fourth psychologist to help the students. So that's how we function with our parents. For instance, for inclusive education - I mean children that need some measures among the year - we do a weekly one session, and, when we

have a big problem that we don’t understand and we don't find the way to help the children, we invite the parents to come to this meeting, so they are always present, just call them. The parents here are very present. Only a minimum percentage of parents don’t come, and if they don’t come, we have here a cabinet with a social-mediator, she calls the family and tries to understand why they didn’t come to school.

46 **And are students involved in school governance? Previously we talked about the decision of activities that they do in the classes, for instance.**

47 When I change units, I don’t start with "today it’s unit 3! Let’s do this and that", I say "okay, we have finished, we have self-regulation, now let’s start a new subject. The topic is this", and they have the book so they can go back and forth and see; "what are you going to do this? Are you going to read? Are you going to comprehend? Or do you want to do role plays? What do you want to do?", for instance now I have divided two units ‘till May because the students ask to me if they are allowed to teach and I say "wow, what’s going on here?", it’s an English class so it’s great for me, and I said "Who wants to teach? Everyone wants to teach?" and they said "Yes, everyone wants to do this experience of teaching", "Ok and what do you want to teach?", "Units 4 and 5", "Ok, let’s do units 4 and 5 on our own!", and they said "oh, that’s great! Let’s plan!". I helped them make a scheme, divided… so they decided what they wanted to work on, and then we made the groups; "what do you want to teach, unit 4 or unit 5? And are you interested in grammar, role plays?" or whatever, I’m open to new ideas, and I also collect new ideas for my next teaching. It’s important also to me because of the new generation and the way they want to teach or to be taught, so I take some notes and say "okay, next time I’ll do it this way", it’s also growing for me as a teacher. And then of course they are going to teach two units on their own, controlled by me so I must see the quality, and there are two points that are a little difficult, and I take them for me and I say "can I teach as well and be evaluated?", because I was a pair, and they give me the permission for teaching two subjects, two grammar topics, that they are going to need for next year, and I want them to know it takes this. And so, we are doing it that way; that’s how they function.

48 **Ok. now we are moving to the last part that is focused on quality assessment. My question is how is the quality and effectiveness of school decisions assessed?**

49 We have a team called "Self-evaluation", it's really an evaluation. They collect the results and they study from everything we do, it's very hard work. And they examine all of the results from each class, from each student, they compute percentages, and they compare this year to last year. So our program was for four years, and they go back for years, they see when the students started and how they are now, and they do everything; for the tutors, if the tutor really had an impact on the progress of the students or not, do the helping classes ( ), are they helping the students to improve or not, we do everything. Even go to the library: we have an activity called "Ten minutes reading", so every day we make our students read for 10 minutes; for instance, if you have done an evaluation and you finished, you pick up your book from your backpack and you read. So even this, how they are expanding their vocabulary, are they becoming easier, more talkative, with more quality, all these measurements - 'cause it's a real measure - and we know and put all these assessments, conclusions, and impacts together. It’s very important because we have a plan of getting success, so we have to measure these things and see if our changes are really well directed or… (2.0) I’m sure we have to improve on something, nothing is perfect.

50 **Do you have also something to assess the level of satisfaction?**

51 Yes, we do google forms for them, for parents, for us, for teachers, and also for the staff.

52 **And what about these questionnaires?**

53 For instance, for parents: “do you like to have your son studying to our school?”, “What’s do you find better or not so good?”. I don’t know because I am not a tutor. For us: “Is flexibility a good opportunity?”, autonomy… so they direct question for each group that they have.

54 **Regarding the process of improvement, does the teachers and non-teaching staff suggest anything?**

55 Yes, they do. Because every year we have new teachers, and these teachers come with experience from other schools. Of course, they must first be integrated into our way of thinking, so "we function this way, of course you went to another school and saw something different, but we function this way, we have our own project, so this is our project" - that's what we do in September when we start - "this is our project," the principal presents the project to new teachers and remembers the others. So, we have this, after this your contribution is well; we don’t want to change, because we have to get a line for four years because we need through years to understand if it was good or it was wrong. So, our project for these four years=we are finishing this year and in September we are restructuring the project, I don’t know if we are keeping everything or just several parts and making some others choices. Of course, during these four years, everything that helps to reach there - new activities, new ideas - refreshment but direct to the same purpose is always welcome.

56 **And what about the professional development of teachers promoted by the school? So, does the school promote some courses?**

57 Yes, I am also in charge of that, so I can speak about it. We have a center that has several recipients - we call it the "Teachers Formation Center" - and you do formation according to what the government allows - it allows everything, so many things in different fields. For example, I'm currently completing "digital competences - level 3 as a Leader" - because I've completed level 1, level 2, and now level 3 - and why? Because we are working on a digital project, so all the teachers have to… so it’s not "you must!"... you should, it’s better for your performance as a teacher, your development as a teacher, so you do it and you get higher level: first, you get along with the students because they know better and more than you in a digital way; then, you have to be more active in class, and the digital way is the best one for the students; you reach them through the digital way, you don't reach them through this - this is a pen - so, you have to really study more, change things, and learn more for other things. And we do courses on flipped classes, hybrid classes, ecological stuff, whatever we feel is important. For instance, I did three-year course on gestural language, because we really need to speak with our hands because we have students, so I have to teach them, I don’t teach with my mouth? I will teach with my hands. You have here all the possibilities to go higher in your knowledge as a teacher and learn what you really need.

58 **So, the school proposes to the teachers [different…**

59 The principal] makes the meeting with director of this Center, they do monthly meetings, more or less, and the principal from these meetings, that I told you about the Departments, so the principal says “we have a huge assessment of inclusive education”, so they do formation for inclusive education for all the teachers, so they do to leaders and these leaders make more training in school for the others.

60	**Ok. And the teachers are free to attend this meeting?**
61	Yes, of course they are. But they have a profit on that, everything has a profit otherwise: sometimes I go for curiosity and my friend as well; but if you do these courses, then you get credits and these credits are very important for you if you want to go higher in your career. It's not the only base but it's a criterion that helps you, "okay, she has done this and that" so she can get higher.
62	**Ok. We have finished. I need three types of information to compare the results with international survey data. The first one is your age.**
63	I'm 59.
64	**What is the highest level of formal education you ever completed?**
65	I have done post-graduation and I was doing a PhD but unfortunately for family reasons I couldn't do the last year, but I have the "high study's research", something like it. So, I didn't complete my PhD but I came to the research level, but I didn't write my thesis, I didn't finish.
66	**How long have you worked of this school?**
67	I'm now here for six years.
68	**And in general?**
69	32 years.
70	**Would you like to add something that you think is important for the purpose of this study?**
71	(3.0) I think the Whole-School Approach is very important project that we all should embrace, because if you don't go that way, we lose our children, we lose our students. My teachers were different from me, and of course, my students will be different from me as well. So, we have a generation gap, and I feel like we should pay attention to this gap because it's the most important thing we have to do in matters of teaching and of school. Students, families, teachers, everyone must be involved in the process and contribute to it. I really believe that these days now, this actual time, this is the way we should do at school, because otherwise absenteeism will increase and the lack of interest in subjects like politics, the environment, relationships, and sexuality will too. We are giving a huge change on this free-style of telling who I am in the society; it's very important that inside the school we help students - and teachers as well, all people as well, because we are a community - and it's a nice place to start and to help people to say "I'm a person, I belong to a planet from now on". I think we should be really focused on that target and on that way of doing things. I think it's the right way and be right and be honest with everyone, not only with the students, but even with ourselves, and not just "sit there, listen to me, I am right, you are the only one who has to listen to". We don't grow people like that, we grow people with interaction, because that's the human way of being alive: interacting. So, if we interact outside, why don't we interact inside? That's my opinion.

Annex 9.4. Focus group (S-5)

1 **FG-5**

Date	20 June 2023
Number of teachers	8
Moderator	Francesca Fioretti, Beatriz Pratas
Observer	Matias Cabral

2 *F: There are 4 areas of discussion. For a better understanding of each other, we can give to you the words in order, following an order, we will see. And, at the end of the discussion area, Ilídia, if you want, you can add something, you can comment, you can agree or disagree, you can say what you want, so… We will give you the words and we can manage the focus group like that, in order to understand better each other and also save time. Okay? Okay, I will give the word to Beatriz, that today will be my voice. And we can start!*

3 *B: Boa tarde a todos e obrigada por terem aceitado participar neste grupo de discussão. O projeto de investigação da Francesca, que está a desenvolver, incide sobre o papel da liderança distribuída do diretor e dos professores na implementação das competências de educação cívica e cidadania nos alunos do 8ºano. O projeto centra-se na figura do diretor da escola e dos professores, para definir diferentes perfis de gestão e de líder estratégico, utilizando o desenvolvimento de abordagens educativas escolares que respondam às necessidades do contexto socioeconómico específico em que a escola se insere. Antes de começarmos, gostaria de vos dar 3 informações. Em primeiro lugar, são livres de dizerem o que quiserem e de intervirem em qualquer altura. Em segundo lugar, a participação é voluntária, pelo que são livres de abandonar o grupo de discussão a qualquer momento se assim o pretenderem. Por último, a reunião será gravada para permitir uma melhor recolha da informação e posterior transcrição, pelo que, ao permanecer na reunião, concorda em participar e ser gravado. Contudo, apenas os investigadores terão acesso à gravação, que será destruída após a transcrição, para preservar o anonimato dos participantes. Obrigada por terem vindo a esta reunião e por partilharem os seus conhecimentos e experiências connosco, uma que vez que a sua opinião é muito importante para nos ajudar a atingir o objetivo desta investigação. Antes de começar a fazer as questões, vou só, eu vou dizendo o nome das pessoas pelo qual a questão… eu vou dizendo. Assim, é mais fácil para conduzir esta reunião. Então, primeiro, vamos fazer umas perguntas de aquecimento.*

4 **A primeira pergunta é: quer fazer o favor de se apresentar e descrever brevemente a sua experiência de ensino nesta escola? Por exemplo, se o professor *nome* não se importar de começar.**

5 *T-37*: Sim. Ora, eu sou professor de Português das turmas de 8ºano e sou professor nesta escola há, penso que, mais ou menos, 6 anos. E também sou o coordenador do departamento de línguas. Não sei se querem que…

6 **F: Thank you.**

7 **B: Obrigada. Professora *nome*.**

8 *T-39*: Portanto, eu sou a *nome*, sou professora de Francês das turmas de 8º e de uma turma de 9ºano, e a minha experiência na escola é só relativa a este ano, sou professor contratada e fiquei colocada este ano na escola.

9 **B: Okay, muito obrigada. Professora *nome*.**

10 *T-36*: Portanto, eu sou a *nome*, sou professora de Inglês de uma turma de 8º e de duas turmas de 11º. E a minha experiência nesta escola é de 6 anos.

11 **B: Okay, muito obrigada. Professora *nome*.**

12 *T-35*: Sou professora de EMRC, mais conhecido vulgarmente por "Moral". É o quinto ano que estou neste agrupamento. Tenho tido, tenho passado por vários sítios, já fiz parte da equipa de autoavaliação.

	Atualmente, sou coordenadora de departamento, de ciências socais e humanas. Também sou coordenadora da equipa da saúde. E é basicamente isso.
13	**B: Muito obrigada.**
14	**F: Thank you.**
15	**B: Professora [*nome*...**
16	*T-35*: Esqueci-me] de dizer, tenho as turmas de 8º, menos uma.
17	**B: Okay, muito obrigada. Professora *nome*.**
18	*T-38*: Good morning, am I supposed to speak English or Portuguese?
19	**F: As you prefer.**
20	*T-38*: Okay, so I have been teaching in this school for about 5 years. I'm an English teacher and a citizen and computers teacher. And I always feel very happy to work in this school, I love it, I love the students, I love what I do and that's pretty much what I have to say.
21	**F: Thank you.**
22	**B: Obrigada. Professora *nome*.**
23	*T-40*: Eu sou professora de Educação Visual e de CEA, que é Complemento de Educação Artística, das turmas de 8ºano e tenho uma turma de 9º em CEA. E só estou cá também este ano e a experiência está a ser positiva.
24	**F: Thank you.**
25	**B: Professora *nome*.**
26	*T-41*: Eu sou professora de Matemática, dou Matemática ao 8ºano, a duas turmas do 8ºano, e dou também a uma turma de 11ºano, pronto. E estou cá nesta escola há 6 anos, é o sexto ano que estou cá nesta escola e parece que vou ficar para sempre.
27	**B: Obrigada.**
28	**F: Thank you.**
29	**B: Agora, gostaria de vos pedir que se recordassem do momento em que preencheram o questionário, os aspetos analisados no questionário: prática e desenvolvimento para a cidadania, colaboração e participação no processo de tomada de decisão sobre a vida escolar. São-vos familiares ou referem-se a questões que são mais distantes? Podemos começar com a professora *nome*?**
30	**F: It's a general comment on the two main topics of the questionnaire: civic and citizenship education and participation in school governance and decision-making process. The question here, do you feel that what we ask in the questionnaire is familiar to you or something distant?**
31	*T-39*: Eu peço desculpa, mas eu não sei do que é que está a falar. De que questionário, a que questionário se está a referir? Era algo que eu deveria ter preenchido? Não faço ideia.
32	*T-40*: Enviaste… nós fizemos este questionário no início da intervenção da Francesca, talvez em março. Provavelmente a *nome* não preencheu. Mas os tópicos que está a Beatriz agora a referir, são tópicos que são do nosso conhecimento e têm a ver como envolvimento na disciplina de cidadania, sabes quais são os conteúdos, os parâmetros, inclusive, se és um elemento participante na parte da gestão da escola. É isto, não é Beatriz?
33	**B: É isso, é isso.**
34	*T-39*: Ora bem, então, [se eu estou a entender…

35 *CCE-C-5*: ( ) os nossos] projetos educativos, ( ), etc…

36 *T-39*: Eu, eu na verdade ia tendendo que tenho as turmas todas do 8º, considero que as atividades que foram sendo implementadas… falo da minha disciplina, certo? É a interligação com as restantes, nomeadamente a cidadania…

37 **F: No, it's a general comment on the questionnaire and in the following questions we will go in depth, so, no problem, it's only a warm-up question. [So…**

38 *T-39*: ( ) considero] realmente que tenho, em nível da cidadania e das atividades implementadas na aula, que houve envolvimento da minha parte e da disciplina nessa questão que foi colocada. Pelo menos do que eu entendi agora pela vossa, pela vossa…

39 **F: Okay, okay.**

40 *T-39*: Nomeadamente os dados que foram levados e implementados em interligação com Inglês, Ciências da Natureza e as temáticas abordadas, ( ), claro.

41 **B: Obrigada. Professor *nome*.**

42 *T-37*: Sim. Há, claro, um envolvimento, nomeadamente no âmbito da equipa educativa, em que nós, aí, organizamos todas as atividades que envolvem os diversos professores.

43 **F: Okay.**

44 **B: Okay, obrigada.**

45 **F: Someone want to add something on this question or will we moving the first part and we will discuss better on this point?**

46 *T-41*: *nome*, espera um bocadinho. *nome*, posso acrescentar o seguinte. É o seguinte. Nós, como o *nome* já disse, nós trabalhamos muito em equipa educativa e definimos lá imensas atividades, pronto. Sempre com base no referencial de cidadania, há um referencial que nós seguimos, não é? E muitas das vezes as atividades do domínio… da autonomia curricular, dos DAC, os famosos DAC, têm sempre um princípio de tentar articular com outros temas que está por dentro da cidadania, porque faz parte do referencial da cidadania. E há uma preocupação muito grande, uma vez que nós temos de cumprir o referencial, há domínios que são mesmo destinados para os oitavos anos, estamos aqui agora a falar do 8ºano, e nós tentamos sempre encaixar as nossas atividades dentro de esses domínios. Se for possível, articulamos, por vezes, não é possível e não articulamos, não é? Temos sempre como referência o referencial de cidadania que existe. Não sei se a *nome* quer acrescentar mais alguma coisa?

47 *T-38*: Francesca, I would like to add what I told you 2 weeks ago. For example, interculturalism was one of the topics that moved to a ( ) project, it was about Halloween and other festivities and Portuguese language contributed, English language, French language, uhm… I don't know, let me think. Sciences, we all shared what we knew in our subjects about that interculturalism, it was great, it was a very ( ) project and I guess talked to you about it 2 weeks ago.

48 **B: Obrigada. Passando agora para a área de discussão relativa aos métodos de implementação de educação cívica e cidadania na sala de aula, embora a Estratégia Nacional de Educação Cívica de 2017 introduza a disciplina autónoma "Cidadania e Desenvolvimento", verificou-se que a educação cívica é tratada como uma disciplina transversal ao currículo. Como é que organizou o ensino transversal da educação cívica e cidadania na escola e como é que incorporou a educação cívica e para a cidadania nas suas aulas? Posso começar com a professora *nome*, se não se importar.**

49 *T-35*: É um bocadinho do que se disse anteriormente, portanto, há uma continuidade. Nós, nas nossas disciplinas, cada uma no seu grupo disciplinar, temos sempre a preocupação de articular com os temas que são trabalhados em cidadania. Através… falou só um bocadinho dos DACs, das atividades que

	estão previstas no PAA. Eu, por exemplo, a minha disciplina articula com todas as disciplinas nas visitas de estudo, desde o 5º até o 8ºano, pelo menos, e há sempre essa preocupação.
50	**B: Okay, obrigada. Professora *nome*.**
51	*T-36*: Pronto, eu este ano não estou a dar cidadania, mas já dei, obviamente. E acho que já foi aqui dito, quer dizer, há sempre uma preocupação que os domínios que têm de ser abordados sejam articulados com as outras disciplinas e, de facto, é sempre possível articular, ou quase sempre, pronto. Mas, é sempre possível fazer qualquer coisa em articulação com as outras disciplinas e, de facto, como também já foi dito, na… nas equipas fazemos, ou tentamos fazer essa articulação com as outras disciplinas, todos. [E daí…
52	**B: E quais são os domínios] que são trabalhados?**
53	*T-36*: No 8º ano, olha…
54	*T-38*: Querem ajuda? Eu posso ajudar, sei [basicamente…
55	*T-40*: Interculturalidade].
56	*T-36*: Interculturalidade!
57	*T-38*: Money, about Money. About how to deal with money. Literacia financeira. Security, defence and peace…
58	*CCE-C-5*: [Eleições democráticas…
59	*T-38*: Sustainable] development, sustainable development, *desenvolvimento sustentável*. Institutions and democratic participation in society, instituições e *participação democrática*. A topic that is common to the 7th form, 8th form and 9th form, which is… students have to know the rights and duties in school, it´s not a behavioural topic, but it's something that… students in their third cycle of their learning they really have to know the rights and the duties of themselves and then of the other people. I guess that's pretty much it.
60	**B: Okay. [Voltando…**
61	*T-38*: Sorry], let me add something. As far as computers… competencies consent, it is also something that the citizenship teachers must really attend to. We call it, in a direct translation, "digital literacy". I don't know if you are familiar with those words, but it's how to properly use programs in a computer.
62	**B: Okay, obrigada. Voltando para a professora *nome*, de que forma é que incorporou a educação cívica e cidadania nas suas aulas?**
63	**F: So, we understand what they do at level of the school, but what do you do in your class? What activities, what projects do you do in your class in civic and citizenship education?**
64	*T-36*: No caso da, por exemplo, da interculturalidade e já foi aqui falado que, por exemplo, fizemos o Halloween e tentámos que fosse uma atividade transversal e aí a colaboração de CEA, Educação Visual na criação destas, destas coisas, pronto. É neste aspeto, é… na minha disciplina eu vejo sempre o que é que eu posso… literacia financeira, por exemplo. Então, vou procurar saber se eles sabem qual é a moeda, como usar, neste caso já não temos a moeda, o euro no Inglês… em Inglaterra e em Portugal, então vamos ver, podemos ver como é que se faz o câmbio. Pronto, são estas pequeninas articulações, entre aspas, que eu vou fazendo, procurando fazer, não é? Não há assim…
65	**B: Obrigada. Professor *nome*.**
66	*T-37*: Sim. ( ), que nós fazemos essa articulação.
67	**B: Okay, obrigada. Professora *nome*.**
68	*T-38*: Teacher *nome*has forgotten to say or to mention that when we were working about sustainable development the English… the English lessons we contributed with the pyramid ( ), am I doing this

	correctly? Because we talk about food and healthy habits of food and that has all to do with sustainable development, because when we think of sustainable development we always think about ( ) and flora, but we also had an "undertopic" talking about healthy habits, so, we did that in English too and when we talked about bees, butterflies and ladybugs, do you remember? We also joined our efforts in English so that other students could understand in English those… the work of those little, little flying animals.
69	**B: Obrigada.**
70	*T-38*: Which ( ) in the world. And teacher *nome*also forgot to say that we have… I don't know if you are familiar with Francesca, but I guess you are, PASEO. Perfil de saída, ajudem-me por favor? Perfil de saída…
71	*T-37*: De escolaridade obrigatória.
72	*T-38*: Da escolaridade obrigatória. O PASEO. Nesse Perfil há algumas coisas… there are a few things that, for example, teacher *nome* and citizenship work together, for example, French, for example, aesthetic thinking, pensamento estético, acho que é… I think that's what we say in English. Aesthetic thinking, because we worked poetry in the three languages and that's very important in that final Portuguese document.
73	**F: Okay.**
74	**B: Obrigada. Professora *nome*.**
75	*T-39*: Se calhar vou pegar no que disse agora a *nome* da parte estética, que realmente forma ( ) festividades, natal, páscoa, carnaval é conversar com os alunos e são expostas algumas situações que se vivem em França, relativas a essas festividades. Por exemplo, o ( ), que não existe em Portugal, creio eu, mas que é uma atividade levada a cabo em França, coisas assim desse género.
76	**B: Obrigada.**
77	**F: Thank you.**
78	**B: Professora *nome*.**
79	*T-35*: Eu também vou pegar no tema da interculturalidade. Nós em… na minha disciplina trabalhamos, por exemplo, a questão das outras religiões, falamos muito do diálogo inter-religioso, da preocupação, por exemplo, do Papa Francisco em estabelecer uma ligação com as outras religiões, com os líderes religiosos… basicamente, é isso. A questão da interculturalidade.
80	**B: Obrigada.**
81	**F: Thank you.**
82	**B: Professora *nome*.**
83	*T-41*: Ora muito bem, já falaram naquilo que foi no Halloween, não é? E entrou a Matemática, indiretamente, aliás, a Matemática entra indiretamente em muitas coisas, não é? Porque a Matemática faz parte de tudo, não é? Daí, quando eles estiveram a construir os seus chapeuzinhos, as suas máscaras… estiveram a fazer medições, estiveram a fazer proporções, tiveram que fazer várias coisas, por isso, está aí a Matemática integrada. Também está integrada, por exemplo, na literacia financeira, não é? Pronto, muitas das vezes, nós usamos situações do dia-a-dia para representar situações relacionadas com dinheiro, com câmbios para representar… para fazer cálculos na aula. Por exemplo, as libras e o euro, a conversão, nada mais nada menos quando nós damos proporcionalidade direta, quando damos as funções lineares, é mais um exemplo que a gente vai buscar e vai integrando aos bocadinhos a cidadania e estes temas que dizem respeito a este ano, não é? No próximo ano letivo são outros e nós vamos sempre arranjando situações que encaixam nos temas que estão a ser abordados naquela altura. Por isso é que é muito importante, nós nas reuniões de equipa educativa sabemos o que é que está a ser naquele momento trabalhado para nós também darmos o nosso contributo.
84	**B: Obrigada. E, por último, professora *nome*.**

85 *T-40*: É assim, como acabou de dizer aqui a *nome*, ( ) um bocadinho o que ela disse. A minha disciplina é uma disciplina prática e quase em todas estas temáticas que são abordadas, que são transversais, a minha disciplina está presente. Ou seja, por exemplo, em Educação Visual, na elaboração de um cartaz sobre a temática, por exemplo, em CEA, onde trabalhamos mais estes conteúdos, desde a festa de Halloween, em que foi trabalhada a decoração, digamos assim, aqui do espaço. Estou-me a lembrar, por exemplo, temas relacionados com o ambiente e com, por exemplo, as serras do Porto, e nós também trabalhámos durante algum tempo sobre a fauna das serras, aprofundámos esta temática. Também falámos sobre as abelhas, sobre o ciclo de alimentação das abelhas, nós vamos articulando com ciências e com outras disciplinas. Também tivemos situações em articulámos com Português e com o Inglês, por exemplo, na última fase do CEA fizemos uma dramatização sobre uma peça de teatro que eles tiveram que ler, estudar e, depois, dramatizaram. São conteúdos sempre que se tornam mais interessantes, a meu ver, quando são trabalhados de forma artística e desta forma prática que acho que dá outra força, digamos assim, outra dinâmica às temáticas.

86 **F: Thank you.**

87 **B: Muito obrigada.**

88 *CCE-C-5*: Francesca, do you think I can add something to this situation here or am I not allowed to speak?

89 **F: Yes. As I told you before, at the end of the discussion area I will give you the floor... I think that it's better because we have other two questions about these areas of discussion on civic and citizenship education. But, if you want, you can add something here on this point or you can wait until the last part and add a comment, a general comment on this part.**

90 *CCE-C-5*: I would prefer to close this subject, just saying… very shortly, okay? I will say it in Portuguese, so that everyone will understand. O problema aqui quando nós fazemos toda esta articulação prende-se, principalmente, com tentar dar matéria, cada disciplina tem a sua matéria, os seus conteúdos programáticos, não é? Os conhecimentos que quer que o aluno tenha acesso e então através de um tema e uma atividade, fazemo-lo de uma forma muito mais simpática para o aluno que procura a sua própria, aquela informação que nós orientamos, é ele próprio que a procura, que a vai buscar, e, então, queremos e estamos mesmo convencidos de que o conhecimento que ele adquire é de qualidade, porque ao chegar àquele conhecimento, é um conhecimento que lhe fica para a vida. É um conhecimento que ele adquire com… que reveste a sua própria curiosidade, o seu próprio interesse e esta é, para nós, a melhor forma de fazer com que os nossos alunos desenvolvam o seu conhecimento sobre diversos domínios, diversos conteúdos e alargue o seu conhecimento geral. E a sua cultural geral em paralelo, obviamente. Obrigado.

91 **B: Passamos agora à segunda questão. Quais são, na sua opinião, os aspetos da sua prática pedagógica diária que melhor promovem a cidadania?**

92 **F: So, it's different from the first question. Here, I would like to know an aspect of your daily teaching practice that, for you, promotes citizenship, not civic education, so, citizenship. So, one aspect and one reason, that you do in your class. Do you understand?**

93 **B: Eu posso traduzir. Então, o que a Francesca quer é um, uma palavra… o que vocês fazem nas vossas aulas que promove a cidadania, não a educação cívica, mas, sim, a cidadania, e uma razão do que vocês, o porquê de isso funcionar como promoção da cidadania. Pronto, eu acho que podemos começar com a professora *nome*.**

94 *T-40*: (4.0) Eu não sei se percebi bem a pergunta, mas, enfim, pronto, sendo a minha disciplina uma disciplina prática, estou sempre atenta aos alunos, estou atenta às atitudes deles, onde é que eu vou interferir, se calhar, diretamente, nas atitudes. Pro exemplo, quando há um trabalho, porque todos os alunos têm ritmos diferentes, por exemplo, um aluno termina antes e eu percebo que esse aluno está com segurança nesse trabalho, então, promovo a interajuda, não é? O aluno vai passeando-se, entre aspas, pela sala e ajudando os colegas que estão mais atrasados. Isso, mentoria. E, por exemplo, a questão de autocrítica, não é? Muitas das vezes confronto os alunos com os sues trabalhos, com os trabalhos dos colegas, para que eles percebam como podem colmatar algumas dificuldades que

tenham. Ao ver os trabalhos dos colegas, eles podem perceber que há outras formas de fazer aquilo que eles fizeram e também têm oportunidade de explicar como chegaram àquele resultado ( ), e isso penso que é uma aprendizagem para eles próprios e no fundo também um forma de eles se exprimirem e mostrarem ao resto da turma, não é? Por palavras ou mostrando com o trabalho aquilo que fizeram.

95 **F: Thank you.**

96 **B: Obrigada. Passando a palavra à professora *nome*.**

97 *T-41*: Muito bem, o que é que costumo fazer na minha aula que promove a cidadania? Como já foi dito aqui pela *nome*, nós dentro de uma sala de aula, temos às vezes alunos que têm grandes capacidades e que rapidamente desenvolvem uma tarefa e temos outros que têm mais dificuldades. Então, uma das coisas que eu utilizo sempre é tentar que os que têm mais facilidade ajudem os que têm menos facilidade, que têm mais dificuldades, não é? Haver aqui um bocadinho, um espírito de interajuda, desenvolver neles um espírito de interajuda, pronto. Por norma, dentro da sala de aula estão sentados empares, um com mais capacidade, outro com menos capacidade, para durante a aula, durante aquele trabalho autónomo, eu não consigo, as turmas são grandes, têm muitos alunos, eu não consigo chegar junto deles todos para dar um apoio individualizado e haver já alguém que me vai fazendo esse trabalho. Estou a desenvolver competências neles, no sentido de desenvolver o espírito de interajuda. Depois, outra das competências que eu procuro trabalhar muito é espírito crítico, qualquer resultado que lhes dê, eles têm de fazer ( ) se faz sentido ou não naquele contexto, daquele problema, não é? Pronto, por exemplo, estão a fazer o cálculo, estão a determinar o número de pessoas, dá 1,8 pessoas. Pode ser 1,8 pessoas? Então, como é que é? O desenvolvimento crítico, sempre. Depois, a comunicação que eles têm, não é? Pronto, têm que tentar sempre corrigir de maneira que eles comuniquem bem matematicamente e também comuniquem bem na língua deles, neste caso, em português. Pronto, tenho sempre a preocupação com isso. Depois, há assim, eu sou diretora de turma, também tenho a vertente de direção de turma de trabalhar com eles alguns comportamentos, corrigir alguns comportamentos e, acima de tudo, os fazer ver que eles estão a crescer e que há determinadas atitudes que são válidas em determinadas idades e que noutras idades já não é isso que é expectável deles, pronto. Basicamente, é isto, neste momento aquilo que eu estou aqui a tentar lembrar do que costumo fazer, pronto.

98 **F: Thank you.**

99 **B: Obrigada.**

100 *T-41*: Também tento trabalhar o máximo possível a autonomia deles, para não estarem sempre a depender de alguém, não é? E a responsabilidade também. Claro que eles têm que saber, têm que fazer e têm que ser responsáveis como cidadãos que vão ser no futuro. Agora, ( ) no futuro vão ter muita mais responsabilidade.

101 **B: Obrigada. Professora *nome*.**

102 *T-39*: Eu estava aqui a pensar que, realmente, isso advém muito de um… ou vem na sequência, perdão. Imagina, eles no Francês deles, como devem compreender, é muito básico, não é? Portanto, essa reflexão é mais feita em português, ou quase ( ) o teor das aulas é em português. Mas, por exemplo, imaginemos, estamos a analisar um texto que até propõe ideias relacionadas com os temas, eu acho que são essas conversas que existem entre as análises e leituras de texto que promovem, também são práticas que levo a cabo nas minhas aulas. Ou então, quando os coloco a trabalhar dois a dois e colocar um, não dizendo "vais trabalhar com ele, que ele é mais, mais fraco…", não ( ), "gostaria que tu trabalhasses com ele e ele com ele", e eu é que faço os grupos. Logicamente, que não vou expor ali que "vais trabalhar com porque ele é mais fraco.". Mas, se calhar, são estratégias que vão surgindo até devido ao próprio desenvolvimento da aula ou como é que está a correr a aula naquele dia e que tema está a ser, e que unidade está a ser analisada.

103 **B: Okay.**

104 **F: Thank you.**

105 **B: Obrigada. Professor *nome*.**

106 *T-37*: Sim, no caso do Português, esta questão do pensamento crítico, claro que é bastante abordada quando se abordam os vários textos que estão em análise, há todo um estímulo à atitude crítica do aluno, não é? Tem esse lado. Em relação à questão da entreajuda, da autonomia, eu queria também destacar os trabalhos de projeto que nós vamos ( ). Um foi sobre os textos poéticos e outro sobre os textos narrativos e aí, realmente, em termos da distribuição dos grupos, eu procurei colocar alunos que melhor, a par, com alunos com pouco menos capacidades, que, para haver essa entreajuda, essa complementaridade entre eles. Os trabalhos de projeto eles também desenvolveram capacidades, nomeadamente, ao nível das TIC e, no fundo, eles são, foram os motores do conhecimento, sendo que eu estava apenas a orientá-los.

107 **B: Okay, obrigada.**

108 **F: Thank you.**

109 **B: Professora *nome*.**

110 *T-36*: Por acaso, eu ia pedir para falar. Pronto, eu sendo professora de Inglês, mas sendo também diretora de turma, tenho neste papel uma função muito importante a esse nível da cidadania, não é? E aquilo que eu tento fazer é incutir neles o facto de que eles têm que ter respeito pelos outros, pelos colegas, pelas outras pessoas que estão na escola, como funcionários e outros professores. Mas, antes de tudo, têm de ter respeito por eles mesmos, primeiro, respeito por eles mesmos e, depois então, se eu tenho respeito por mim, com certeza, que vou começar a ter respeito também com os outros, não é? E é isso que eu tento sempre trabalhar muito com eles. Quando há conflitos entre eles, eu tento gerir esses conflitos, com um ou dois alunos, ou três, ou quando é com a turma toda, há ali um conflito latente com a turma, então, eu tento gerir esse conflito, na base, sempre do diálogo, ouvi-los, ouvir a parte deles, eles ouvem também aquilo que eu penso. Não quero interferir nos pensamentos, mas eu gosto de os ouvir e depois, pronto, todos os meus conselhos, mas, pronto. Essa parte é muito trabalhada de facto na, na, na… como diretora de turma. Sendo diretora de turma, trabalho muito isso. Pronto, é os comportamentos na sala de aula, a maneira de estar sentado, a maneira de falar com o colega, tudo isso é trabalhado na aula. Acho que é muito importante nós fazermos esse trabalho, os diretores de turma. Os outros, obviamente que também, não é? Os outros professores, prontos, mas a mim acho que tem uma, tem um acréscimo dessa responsabilidade.

111 **B: Obrigada. Professora *nome*.**

112 *T-35*: Ora bem. A minha disciplina é automaticamente vocacionada para os valores, para a formação cívica dos alunos. Claro que, sendo uma disciplina opcional, à partida, só está inscrito quem quer. Muitas vezes são os pais que, que, que decidem, não é? Pela inscrição dos educandos. Mas, de uma forma geral, penso que os alunos também têm essa vontade, manifestam essa vontade. Portanto, eu trabalho muito os valores, a formação cívica, o estar, o ser, o saber relacionar-se com os outros. Proporciono muitas vezes debates, discussões sobre determinados temas em que eles manifestam a sua opinião sobre variados temas. Trabalho também muito, faço muitos trabalhos de grupo, gosto muito, por exemplo, eles também pedem muito isso. Por exemplo, frases, pensamentos de grandes pensadores que estão presentes e outros que não, eles dão a sua opinião. Reflexão crítica, também já foi falado. E é basicamente isto.

113 **F: Thank you.**

114 **B: Obrigada. Professora *nome*.**

115 *T-38*: Okay, I was thinking that citizenship and civic education are interchangeably concepts that we develop, everyone develops. In terms of citizenship, we have already talked about DAC's, a project that we all work together. But, of course, in terms of the... as an English teacher, or a French teacher, or a Portuguese teacher, w:e are teachers and educators at the same time. We cannot allow them to speak all at the same time, we have to indoctrinate them or something like it, when they disrespect their fellowship and we do that all the time because we work with young people that are developing their role in a multicultural society and we all need to respect that. That's ( ) what teacher *nome* was

talking about behavior, behavior… behavioral issues. And we all do that by, for example, like *nome* said, mixing groups, we call it *mentoria*, or tutorship if you prefer, with students that are more self-confident working with others that lack self-confidence. We try do to, to, to… how can I put this, work in terms of project, but when you work in a project you can go much further. And that's the reason why I cannot disassociate civic education form citizenship. Citizenship is taken as an area to study, to develop specific meanings and specific concepts on certain topics, right? Civic education is what we all teachers in the world do, isn't it? And parents mostly. We are all telling "don't do that" and we explain why and there is another thing we all do that… we talk to them and they talk to us, they ask us questions about behavior and we talk to them about behavior, even sexual behavior, what is important in a relationship when they are dating, what is not important, what they should avoid, what they should not avoid. So, it's all interconnected, I cannot disassociate those ideas, those concepts.

116 **F: Thank you.**

117 **B: Obrigada. Por último, como são avaliados os alunos no que respeita à área da educação cívica e cidadania? Ou seja, que instrumentos e indicadores considera para avaliar a cidadania?**

118 **F: Civic and citizenship education.**

119 **B: Podemos começar pelo professor *nome*?**

120 *T-37*: Em termos de avaliação, nós nos critérios de avaliação reservamos 10% para a parte comportamental. Portanto, penso que engloba também esta questão cívica do respeito uns pelos outros, da atitude, do comportamento que os alunos têm na sala da aula.

121 **B: E quais são esses critérios? Esses 10% o que é que envolvem?**

122 *T-37*: Envolvem a atitude cívica do aluno, o respeito que eles têm uns pelos outros, o respeito pelo professor, a forma como eles se comportam na aula, como sabem ocupar o seu espaço e respeitar o espaço dos outros. É um pouco por aí que nós centramos essa questão, nós reservamos precisamente os tais 10% porque achamos que essa parte também é muito importante.

123 **B: E que instrumentos é que são utilizados para avaliar…**

124 **F: Evaluation.**

125 **B: Exatamente, para colocar nessa avaliação.**

126 **F: What do you do?**

127 **B: Fazem observação? Fazem questionários?**

128 *T-37*: Observação, observação, sim. Observação direta, fundamentalmente.

129 **B: Professora *nome*.**

130 *T-35*: Exatamente o que o meu colega *nome* disse. Portanto, a forma como eles se relacionam com os outros, eles próprios, a forma como demonstram interesse pela disciplina, se participam, se não participam. Através dessa observação direta, sim.

131 **B. Obrigada.**

132 **F: So it's an observation of the students behaviour.**

133 *T-35*: [Sim.

134 *T-37*: Sim, exatamente], sim.

135 **F: Okay. Someone, [do you want to add something?**

136 **B: Alguém] quer acrescentar alguma coisa?**

137 **F: *nome*, *nome*…**

138 **B: Professora *nome*.**

139 *T-41*: Nós aqui. Nós estávamos as três aqui a pensar ao mesmo tempo. Até tomámos [nota aqui duma listinha…

140 *T-40*: Ela é porta-voz de nós as três, está bem?]

141 *T-41*: Nós as três estivemos aqui a pensar ao mesmo tempo, não é? É óbvio que nós avaliamos o empenho, a participação, o cumprimento dos prazos na entrega das tarefas, o envolvimento, a assertividade, o respeito de cada um pro ele próprio, por si próprio, pelos outros, o espírito de interajuda. Tudo isto são dinâmicas que são avaliadas e como é que nós fazemos essa avaliação? Avaliamos através duma grelha de observação, nós vamos registando, fazendo os nossos registos. Depois é óbvio que quando há entrega de um projeto, quando há entrega dum trabalho, não é? Nós também fazemos muitas das vezes auto e heteroavaliação, pronto. Para eles, ao fazerem essa auto, essa heteroavaliação estão a desenvolver competências, competências da expressão oral, competências do sentido crítico, a própria forma como dizem as coisas, saber dizer as coisas sem magoar o próximo, vamos dizer assim numa linguagem mais, mais prudente, pronto. Também são coisas que nós utilizamos. Usamos também muitas das vezes a lista de verificação, não é? Para ver se eles vão cumprindo ou não as tarefas e qual é a fase que não vão cumprindo, aos bocadinhos nós vamos dando feedback, "olhem, vocês estão a ir bem, estão a ir mal. Olhem que é este caminho que vocês estão a seguir. Não é bem, bem este caminho que vocês estão a seguir e devemos desviar e devemos ir para outro lado. Vejam lá qual é o sentido certo que vocês devem seguir", pronto. Também é uma das coisas que nós vamos fazendo aos bocadinhos.

142 *CCE-C-5*: Normalmente, quando há um projeto que os alunos se predispõem ou até sugerem que sejam eles a investigar, [portanto…

143 *T-41*: ( )]

144 *CCE-C-5*: Surge da curiosidade deles, eles próprios criam a sua grelha de observação. Os alunos vão dizer o que é que querem atingir com aquele trabalho e depois faz-se, no momento da apresentação, eles dizem o que acharam do seu trabalho e a turma dá também o seu parecer. E ao mesmo diz, a turma, com a apresentação daquele trabalho, que impacto teve nas suas aprendizagens, se foi válido, se não foi válido, se realmente aprenderam, se desenvolveram conhecimento ou não. Isto também é importante neste ponto. No início da questão, eu acho que houve aqui uma pequena confusão, porque nós quando falamos aqui nesta escola, por isso é que os colegas ficaram assim um bocadinho desconfortáveis, porque quando nós falamos aqui nesta escola sobre cidadania, nós não nos direcionamos ao ***behaviour***, nós não nos direcionamos ao comportamento, mas, sim, à formação e criação de um cidadão bem formado. Portanto, claro, tudo isso ( ) os tais 10% que referíamos ao bocadinho. Um cidadão bem informado também é um cidadão com uma personalidade e uma característica comportamental, também, estruturada, não é? É isso que nós pretendemos, nós pretendemos, acima de tudo, como bom cidadão, desenvolva o seu conhecimento associado àquela percentagem humana, que é básica, por isso é que só lhe damos 10%, porque isso trabalhamos em todas as disciplinas, o de ser uma boa pessoa, ser um bom ser humano bastante participativo e preocupado consigo e com os outros. Portanto, cidadania não é a parte cívica só, no sentido de portar-se bem. Cidadania é desenvolvimento do conhecimento na sua globalidade, onde o bom comportamento está inserido e é inerente. Aliás, até no secundário nós aqui nem sequer temos essa parte dos tais 10% que falou o colega, para participação, já está tudo diluído, já é tudo… já faz parte. Nem sequer temos esse compartimento nos critérios para essa… acredita-se que no secundário já está tudo ali em articulação e já diluído por todos ( ) nos outros critérios.

145 *T-40*: Até porque essa questão de formação cívica começa a ser trabalhada a partir do momento que eles entram na educação pré-escolar. Entram na pré, portanto se chegarem ao 10ºano, que já têm 16 anos, já consideramos como pré-adultos, não é? E que já trabalharam isso desde os 3 anos, não temos que nos preocupar mais e temos que nos acreditar que a formação cívica, entre aspas, que demos ao longo desta, desta escolaridade, já está mais do que inerente à sua estrutura como pessoa.

146 **B: Obrigada. Professora [*nome*…**

147 *T-36*: Posso só] dizer uma coisinha? Por isso é que ao bocado quando dissemos que na cidadania se trabalham aqueles domínios, porque realmente vai complementar, não é? Porque eles ao serem bons cidadãos também têm que ter, eles devem ter conhecimento do mundo, daquilo que os rodeia e serem bons cidadãos é participar em organizações ambientais, por exemplo ( ). É uma das coisas que… por isso é que se trabalha os domínios em cidadania.

148 *T-41*: Está por dentro das questões, das questões que preocupam o mundo neste momento, [não é?

149 *T-36*: Extamente].

150 *T-41*: Na atualidade.

151 *T-36*: Uma das coisas que gosto de fazer nas aulas é, por exemplo, partir de um pequeno filme, pronto, e depois criar ali um debate, uma discussão do que é que viram, o que é que estava mal, o que é que está bem, pronto. E eles próprios já, eles próprios sabem reconhecer as coisas e é interessante. Porque a gente pensa "Ah, eles ( ) portam mal, ( )", mas eles depois, vendo o filme, dizem logo "Foi falta de respeito, foi falta disto!". Portanto, eu gosto muito dessa atividade, claro que é uma ( ) depois, pela participação, mas é sempre uma observação direta, não é?

152 **B: Okay, obrigada. Professora *nome*.**

153 **F: To finish this part.**

154 *T-38*: Yes, that's, that's the reason why I said previously that they were interchangeable, they depend one on another. Much has been said about civic education and… most precisely about what you asked, in terms of evaluation, and you could see it Francesca, when they are showing their work to the class, the others take notes, do you remember? Do you remember that class [that you…

155 **F: Yes.]**

156 *T-38*: Okay, so, the class… what did the class do? Some students were showing their work, the others were taking notes and then they shared their notes with the ones who were showing the work, so the evaluation starts with the ( ) and with the teacher. And, you didn't see it, but after that week the students presented their work again, okay? Improved, that's one of the things we do, okay? So, they show us their work, everybody takes notes in terms of "you did this very well, but you could improve this, you could improve that". And those who showed the work, they listen, respectfully, to the critics that are being shared. And after that they have a chance to improve their work. So, that's in terms of citizenship, we also, as a team of teachers, we evaluate our… we describe the way the projects… if they were successful or not, do you understand? We have the… *Plano de Planeamento Curricular*, where we share, where we write all about the projects. If they took part enthusiastically in the project or not, and that all. And we share those, those… we share that data with them, okay? So, that's not a regular, we have no tests, for example, if that's what you're asking, it wouldn't make sense to have tests for this area, for citizenship because what we need them is to <u>learn</u> more and be more self-aware. We do not… I'm not sure if you realize I was not, I was not even up in the front, I was, do you remember that?

157 **F: Yes.**

158 *T-38*: So, it's not an area, a subject to, it's not teachable, do you understand? It's for them to do things autonomously, to, as *nome* said, to create their <u>own</u> projects, and to show them to the class or to the community and everybody shares their opinion on their work for them to know what to improve. And that's it, I believe.

159 **F: Thank you.**

160 **B: Obrigada.**

161 **F: Professora *nome*, do you want to add something?**

162 *T-39*: Eu não tinha percebido, desculpe, que tinha falado comigo, não tinha ouvido. Não, creio que já está realmente… é importante falar nessa avaliação a quando da apresentação dos trabalhos

individuais, realmente, que nós, eu, temos uma grelha onde vamos apontando os comportamentos, não é? E as atitudes e depois essa grelha servirá então para ( ) aos 10%, portanto, quanto é que queremos dar ao aluno, mas, não é só através da observação, também vamos tirando alguns apontamentos ou até quando eles vão apresentando. Aliás, numa das aulas que a Francesca assistiu, eles apresentaram alguns trabalhos e eu fui tirando alguns apontamentos para a grelha que depois utilizei na avaliação.

163 **F: Thank you.**

164 **B: Obrigada. Passando, então, para a 2ª área de discussão, relativa aos desafios e limites na promoção da ECC.**

165 **F: This is a long question and we asked you a comment on some answers to the teachers in the questionnaire, okay?**

166 **B: No questionário, foi perguntado o que achava que eram as áreas de melhoria na educação cívica e cidadania. Surgiram questões relacionadas com as políticas educativas, como mais formação inicial de professores, mais orientação ao nível dos objetivos e competências e mais ênfase na cidadania ao nível das políticas educativas. Ao mesmo tempo, foram destacadas áreas de melhoria mais internas à escola, como mais projetos dedicados à educação cívica e cidadania, um maior envolvimento dos pais e melhor envolvimento de agências externas (associações). Presumo, portanto, que estas são áreas que atualmente necessitam de ser melhoradas nesta escola. Confirmam esta minha interpretação? Justifiquem, por favor.**

167 **F: So, you speak a lot about project, so I think that we can focus our attention on parents and association, external associations, okay? So, these 3 areas are the ones that for the teachers that answered the questionnaire need to be improved in your school and I would like to ask you a comment on this part. So, I repeat, the areas are project, but we speak a lot of it, parents, the involvement of parents and the involvement of external associations, so collaboration with local associations of the territory, okay?**

168 *T-41*: Olhe, nem de propósito, eu sou a coordenadora da equipa de autoavaliação desta escola e neste momento estamos a acabar de fazer a avaliação do projeto educativo do triânio. E estamos a identificar precisamente onde estão as nossas fragilidades aqui no agrupamento e uma das fragilidades que foi identificada aqui pela equipa de autoavaliação foi, precisamente, o maior envolvimento dos carregados de educação e o melhor envolvimento de toda a paróquia de associações que temos aqui em volta e que podemos tirar rentabilidade delas, daquilo que nos pode dar, pronto. Neste momento, eu como coordenadora dessa equipa, estamos precisamente a tentar arranjar formas de envolver os pais, não é? Pronto, envolvê-los não só nestes projetos que têm a ver com cidadania, mas, sim, com tudo que tem a ver com a escola. É óbvio que nós já temos aqui uma grande parcela de pais que se envolve e tem preocupação, mas, por vezes, nós também notamos que os pais vêm e ficam muito parados porque não sabem muito bem como se envolver. Não sabem o que hão de fazer, como fazer. E neste momento a minha equipa está precisamente a tentar traçar ou encontrar maneiras de, depois em articulação com a coordenadora da cidadania e com o coordenador do Plano Anual de Atividades, encontrarmos maneira de, sugestões de como envolver os pais e envolver estas entidades de fora, comunitárias. Já existem aqui algumas ideias, já estamos aqui com alguns projetos que vamos vendo noutros agrupamentos e que podemos muito bem adaptar à nossa realidade. No entanto, passam, ainda estão, nesta fase ainda estão numa fase de esboço, estamos a acabar um ano letivo, estamos a fazer uma avaliação de um projeto e estamos a alinhavar, vamos dizer assim, um novo projeto educativo para depois ser aprovado em Conselho Pedagógico, para depois ser aprovado em Conselho Geral. Mas, existem algumas ideias já para tentarmos desenvolver, porque é uma das fragilidades que nós temos aqui neste agrupamento. Os alunos já se envolvem, já se vão apropriando das coisas, as assistentes operacionais, também, têm sido uma mais-valia, então, temos estas aqui, vê-las a ajudar-nos e até a participar. No entanto, nos pais, existe ainda uma grande percentagem de pais que vêm à escola, e nós sentimos nas reuniões como diretores de turma, mas costumamos às vezes dizer que entram mudos e saem calados, porque não dizem nada, não participam. Não sei será às vezes por desconforto, por terem receio de, ou mesmo porque ainda não sentiram as portas totalmente abertas para o fazer.

169 **B: Okay, obrigada.**

170 **F: Thank you.**

171 **B: Professora *nome*.**

172 *T-40*: Partilhamos aqui as 3 esta ideia já. Não tenho nada a acrescentar.

173 *T-41*: Eu queria acrescentar aqui uma coisinha. Eu como professora de Matemática, sou sincera, nós somos cidadãos, não é? Tentamos ser bons cidadãos. Mas, se fosse atribuído para eu lecionar a própria disciplina de cidadania, uma coisa é eu fazer articulação da minha disciplina com o referencial da cidadania. Outra coisa, seria eu fazer, lecionar a própria disciplina, como fazem aqui as colegas, a *nome*, a *nome* já o fez, e a *nome* faz. E eu sou sincera, acho que não tenho formação, se calhar, suficiente que me desse à vontade para o fazer, para lecionar uma disciplina e ter essa responsabilidade. Para mim, é um dos aspetos que sinto que, há algum desconforto, que é necessário haver formação nesta área.

174 *CCE-C-5*: Por isso é que a formação foi um dos referentes, não é? Que mencionaram aí e realmente poderá ser uma das respostas e propostas, não só para os professores, como também para os pais, dar uma formação, pequenas formações de curta duração no início do ano letivo e quem diz ao longo do ano letivo. Como diz a *nome*, pequenas *workshops* fariam todo o sentido. E talvez aqui pudéssemos alargar o envolvimento, porque isto é muito recente, isto vem de 2018, esta nova ideologia da cidadania como disciplina, portanto ainda há que dar tempo para que as pessoas se apropriem ao que fazer, como fazer para chegar àquele objetivo final, que é a ideologia plena da disciplina de cidadania e desenvolvimento. Portanto, formação, sim, formação não só de professores, formação a auxiliares, formação a pais, e quem sabe dentro dessa informação, envolver também os alunos, para eles próprios serem um dos mentores ou um dos participantes ao partilhar o que é a cidadania com os adultos que são as pessoas que os orientam, seria, também, será algo curioso que poderemos, vamos tentar amadurecer e ver se faz sentido implementar e esperemos que sim.

175 **B: Obrigada. Professor *nome*.**

176 *T-37*: Sim. Penso que esta questão efetivamente da formação é muito importante, porque é evidente que, eu por acaso nunca lecionei a disciplina de cidadania, mas é evidente que se fosse chamado a fazê-lo, era importante ter uma formação de base par ao fazer.

177 **B: E relativamente ao envolvimento dos pais e das agências externas, como as associações?**

178 *T-37*: Ah sim, isso claro que é muito importante que estejam todos envolvidos, porque só assim é que os objetivos poderão ser mais facilmente atingidos, os pais são um elemento importantíssimo no processo educativo.

179 **F: And do you think, regarding the formation, do you think that could be important to promote professional formation courses in civic and citizenship education in your school, could be a way to overcome this gap, if we can call it that? Do you understand what I say?**

180 **B: Acha que é importante ( ) desta formação sobre a cidadania e educação cívica, relativamente a…**

181 **F: Professional courses.**

182 **B: A existência de cursos profissionais para a formação dos professores nesta área da educação cívica e da cidadania?**

183 *CCE-C-5*: Os cursos profissionais não são bem isso, não é? Nós temos formação [( )…

184 **F: Yes, yes, this kind of courses, yes.]**

185 *CCE-C-5*: Pronto, essa, essa é, lá está, a parte prática que nós temos um centro de formação para professores e normalmente é a gestão da escola que determina qual é a formação que a escola necessita, será por aí?

186	**F: Yes, but my question for professor *nome*is, in your opinion, could be useful maybe to organize some courses for professional formation of the teachers inside the school in the topic of civic and citizenship education?**
187	*CCE-C-5*: Oh *nome*, é se achas importante que haja ACDs na escola para que tu adquiras formação em cidadania? É isto, não é Beatriz?
188	**F: Because you speak about professional development, so…**
189	*CCE-C-5*: Para desenvolvimento profissional na área de cidadania.
190	*T-37*: Sim, formação será importante.
191	**B: Obrigada. Professora *nome*, pode acrescentar alguma coisa?**
192	*T-36*: Sim, acho que a formação era, era importante. Pequenas ações de formação de curta duração, até no início do ano, enquanto não começamos as aulas, acho que era muito importante. E não só para, já agora, não só para professores, mas também para os pais. Já agora falamos ao bocado dos pais e no envolvimento dos pais, acho que também que era importante que houvesse.
193	**B: Okay. E em relação às agências externas e às associações? O envolvimento destas na educação da cidadania…**
194	**F: Do you agree that the local association are a point, that you need some improvement in your school?**
195	**B: Você acredita e confirma que as agências externas e as associações são um ponto que precisam de ser melhorado em termos de envolvimento na sua escola ou não?**
196	*T-35*: Quais são essas agências? Não estou a perceber…
197	*CCE-C-5*: Oh *nome*, são as empresas que são as nossas parceiras e que colaboram aqui. Nós temos aqui um mural, temos lá fora um mural sobre os amigos do agrupamento.
198	*T-35*: Ah sim, já estou a entender. As empresas que ajudam, associações de pais, [associações…
199	*T-41*: Aliás], elas têm estado envolvidas *nome*, desculpa lá. Por exemplo, quando nós temos agora aqui os cursos profissionais e estão abertos para dar aos pais dos alunos…
200	*T-35*: Não, *nome*, desculpa, eu não estava a perceber a que é que se estavam a referir.
201	*T-41*: Eu estava-te a ajudar, elas já se envolvem!
202	*T-35*: Eu sei, eu não sabia era quais, a que é que se estavam a referir. Agora sim, claro que sim.
203	**F: And do you think it is an area of improvement in your school? Do you agree with the data of the questionnaire?**
204	**B: Concorda com os dados do questionário e que relativamente isto é um ponto que precisa de ser melhorado na sua escola? O envolvimento dessas associações.**
205	*T-35*: Sim, claro que sim que é importante o envolvimento de… eu perguntei porque eu não estava a perceber quais eram esses agentes que estavam a falar, percebe? São as empresas, é a associação de pais, a associação… claro que sim, que o envolvimento e a ajuda que eles dão ao agrupamento são importantes, claro que sim.
206	*CCE-C-5*: O centro de saúde *nome*, para ti é muito importante.
207	*T-35*: O centro de saúde, sim. A Câmara Municipal, que proporcionam ações de, junto das turmas, em vários temas, da alimentação, da segurança, sim, sim. É importante o envolvimento de todos, claro que sim.
208	**B: Professora *nome*.**

209	*T-38*: Learning more about something is always, always important. It doesn't matter if it is about citizenship or English or French or Portuguese. For a teacher, learning, I believe a teacher is always a student or a learner, all his life. Therefore, it is important that we can have workshops as teacher *nome* talked about. But, I would like to repeat something, citizenship is not social studies or history and we cannot mix them up, it's not teachable. You are not there with a curriculum to teach students, okay, so I would like to get that straight. Because there are some teachers that may think that citizenship is pretty much like history or social studies, and it is not. As teacher *nome* could explain previously, even students create their own projects, they are allowed to do that, they become more and more autonomous and they evaluate themselves, they evaluate their peers, so that's what we are talking about. In terms of local contributions, we got so many, I was thinking about, I don't know how to put this in English, because I don't know a direct translation, *centro paroquial*, something that is connected to the church, okay' and we had a project there with students named UBUNTU, I don't know if you have heard about it, but we were there. Teacher *nome* also called a guard, a specific kind of guard, that I am not sure you have in Italy, a republican guard, to come to the school and talk about security. And that's the most interesting about citizenship, is that what you can come up with, it doesn't have to be all, it is not something that you have to repeat next year the same way because students have their own needs, there will be other students, they will come up with other ideas and that is the most important because as I told you the final document ( ) what they have to achieve in the ( ), when they reach 9th form is truly important and as you travel, as you travel to India, right? Rediscovering the sea way to India, we... its beautiful. I love citizenship because of that creativity, of those possibilities that come up, it's not for you to teach, do you understand.
210	**F: Thank you.**
211	*T-38*: I am really glad to be of service.
212	**F: Professora *nome*. Two words on parents and collaboration with the associations, 2 words. To close this area.**
213	*T-39*: Duas palavras? Devem participar. Mais uma de bónus, ativamente.
214	**F: So, do you agree that these are two areas that need to be improved?**
215	*T-39*: Ora bem, daquilo que eu trabalho com os pais, mas daquilo que eu já, no que diz respeito às agências de que estavam a falar, dependendo dos projetos em que estão envolvidos, nomeadamente UBUNTU, creio que há um envolvimento bastante importante, mas deve ser sempre melhorado, sim. Concordo.
216	**F: Discussion area 3. Two more questions and then we are finished.**
217	**B: Passando à área de discussão 3, relativa á participação dos professores na governação da escola. De acordo com o questionário, a escola dá ao pessoal docente a oportunidade de participar nos processos de tomada de decisão. Sentem-se envolvidos e incentivados a participar na vida da escola?**
218	**F: Do you feel involved in participating in decision-making process in school governance in general? Yes? No? Why? Could you give me some examples on…**
219	*T-37*: Passa tudo pelo Conselho Pedagógico, nessa medida, temos uma oportunidade de nos pronunciarmos e de darmos a nossa opinião e a nossa participação.
220	*T-39*: Sim, enquanto ( ) estavam a falar dos conselhos de turma, por exemplo, não é? Em que aí somos chamados… no fundo quando estamos a avaliar alunos estamos a participar… está-me a falar da gestão da escola, não é? Enquanto participante da equipa educativa do 8ºano, sim, realmente somos chamados a participar ativamente nessas decisões ( )
221	*CCE-C-5*: E as monitorizações.
222	**B: E como é que são envolvidos? Podem dar alguns exemplos como é que são utlizadas essas boas práticas.**

223	*T-39*: Como assim, não percebi, desculpa.
224	**B: A professora diz que faz parte…**
225	**F: Yes, yes, you are involved in the Pedagogical Council.**
226	*T-39*: Estivemos agora a falar das reuniões das equipas educativas, em que nos é pedida a nossa opinião e o nosso parecer sobre determinadas decisões.
227	**B: Okay, obrigada. Professor *nome*.**
228	*T-41*: Olhem eu vou fazer um resumo da dinâmica toda de toda a gente que está na reunião, que estão se a esquecer. Eu sou coordenadora da equipa de autoavaliação, nomeadamente ( ) os apoios educativos, as tutorias, se elas estão ou não, nós ouvimos sempre os elementos dos diferentes órgãos intermédios. Ouvimos sempre para eles se pronunciarem, darem a sua opinião sobre se estão a funcionar, se não estão a funcionar, quais são aquelas que estão a funcionar e quais são os pontos fortes que elas têm, quais são as fragilidades que elas têm, e aquelas que não estão a funcionar, quais são as estratégias de melhoria para, eu depois como elemento da equipa de autovaliação levar à direção, levar ao Conselho Pedagógico para apresentar sugestões que cada um dos professores dá dentro da estrutura em que pertence. ( ) equipa educativa, dizer o que correu bem e o que correu menos bem e depois as estratégias para melhorar aquilo que correu menos bem. E temos aqui elementos também que fazem parte do Conselho Pedagógico, que depois vão dar a sua opinião e vai ser validada ou não pela direção, de acordo com uma certa logística que existe, tem a ver com ( ), tem a ver com a disponibilidade o professor e tudo mais, e depois elas são tomadas como ponto de referência ou não para as tomadas de decisão superiores da direção, por isso, toda esta gente está-se a esquecer de todas as vezes que os chateio como coordenadora da equipa de autoavaliação, até me estou aqui a babar toda, com inquéritos , com grelhas. Resumi o que toda a gente deveria ter dito já.
229	**B: Obrigada, professora *nome*.**
230	**F: Do you want to add something?**
231	*T-40*: Eu não tenho mais nada a acrescentar.
232	**F: So, if *nome* and *nome* have something to add here…**
233	**B: Se as professoras *nome* e *nome* não tiverem nada a acrescentar nesta área, nós podemos…**
234	*T-35*: Faço minhas as palavras de toda a gente até agora.
235	*T-38*: Another thing. I would like to add that ( ) to study more about evaluation. There is a group of about 14 teachers studying more about innovation in education and we are supposed to disseminate those ideas to all the other teachers in the school. Do you understand?
236	**B: Yes.**
237	*T-38*: So that's another way of, the board has to integrate teachers and to make them feel special and part of this school.
238	**F: Thank you. So, we can move to the last question.**
239	**B: Passando para a área de discussão 4, relativa à colaboração dos professores. O questionário revelou a existência de uma boa cultura de colaboração na escola. Concorda com as conclusões? Na sua opinião, o que desincentiva ou incentiva a colaboração e a participação na escola?**
240	*T-38*: Logicamente que há esse espírito de partilha e colaboração ( ), falámos em equipas educativas, mas mesmo em termos de grupos, eu falo do grupo de Francês, incentiva, primeiro, porque estamos a partilhar estratégias, métodos e tudo o que possa trazer mais valia para o nosso trabalho só pode ser positivo. E nesta escola realmente existe esse espírito de partilha, que é bastante enriquecedor para a nossa prática educacional.

241 **B: Okay, obrigada. Professora *nome*.**

242 *T-40*: Concordo, assino por baixo, não tenho mais nada a acrescentar.

243 **B: Professora *nome*.**

244 *T-41*: Ora muito bem, já foi tudo dito praticamente. Se nós trabalhamos num espírito de equipa educativa em quês estão representados todos os professores de todas as disciplinas, não é? Prontos. Tentamos que todas as disciplinas estejam lá presentes. Aí existe um trabalho colaborativo muito grande em prol do processo de ensino de aprendizagem, não é? Portanto, não só para definir práticas avaliativas, como até mesmo práticas de intervenção para ajudarmos os alunos. Depois, como a *nome* já disse e muito bem, nós em grupo disciplinar também temos uma filosofia de trabalho de partilha, não só de materiais, mas também de estratégias, experiências. Nós usamos, alguns de nós, não estou a dizer que sejamos todos, se calhar será aí que teremos de começar a desenvolver mais, mas ( ) de ir à sala de aula, nós entre nós combinamos entre um ir ver a aula do outro e ajudar o outro, verificar se as coisas estão a correr bem ou não, isso também é trabalho colaborativo. Por isso, a filosofia do trabalho colaborativo deste agrupamento, eu que já passei por outros, neste agrupamento está efetivamente muito presente e acho que está assegurada por nós todos. Só o facto de nós trabalharmos equipas educativas potência imenso a existência do trabalho colaborativo. Mesmo quem não queira fazer, é obrigado a fazer.

245 **B: Okay, obrigada. Professora *nome*.**

246 *T-36*: Eu concordo com tudo aquilo que já foi dito, não acho que há muito mais a dizer. Dizer só que o trabalho colaborativo é muito bom. Dá-nos sempre a possibilidade de ouvir outras ideias, de conhecer outras estratégias que as colegas usam, outras metodologias, portanto é sempre muito bom trabalhar em equipa e em espírito colaborativo. Não é só pelos materiais, que também é importante, ( ) as ideias, outras coisas diferentes, eu acho que é sempre muito bom. Esta escola sempre incentivou muito isso e eu penso até que, se tivéssemos horas, ainda podíamos fazer mais trabalho colaborativo.

247 **B: Okay, obrigada.**

248 **F: Professor *nome*, professora *nome*, professora *nome*, would you like to add something?**

249 *T-35*: Não há dúvida que o trabalho colaborativo existe em vários setores, quer a nível de grupos, das equipas semanalmente. Eu falo do meu grupo, só somos dois, todas as semanas nos reunimos, temos esse hábito e, portanto, é ótimo a todos os níveis como já foi dito.

250 **B: Okay, obrigada. Professora *nome*, professor *nome*, têm alguma coisa a acrescentar?**

251 *T-38*: I would like to quote John Donne when he says, “no man is an island”. There were several examples given, one of which I would like to reinforce, which is the friendly teacher supervision when we visit other teachers’ classes and lessons, and we learn a lot just by observing our fellow workers. And that’s absolutely marvellous. We feel much, much enriched when we do that and all the other things that have been mentioned. The educational team and much more, so I would like to end by saying that I’m pretty much like *nome*, I’m one of the teachers that would like to keep on working in this school, I would like to keep on working here.

252 **F: But I have to ask you a question. In your opinion, there are great collaboration, I saw it from you work and I saw when I came to your school and on the questionnaire. But, I have a question. In your opinion, why did only 30 teachers out of 53, answer this questionnaire?**

253 **B: Eu vou repetir em português. Na vossa opinião, tendo em conta que existe um espírito de colaboração e de participação de todos os professores, por que razão consideram que apenas 30 dos 53 professores responderam ao questionário?**

254 *T-38*: ( ) thousands of e-mails every day! Our e-mail box is scary, so… and believe me, most of the times we, sometimes we skip things, not because we do not ( ) it’s just something that probably you sent the questionnaire, in some time, I don’t know, we writing about students and, for example, I had

	to write 350 texts about students, okay? And if you ( ) that on that period of time, believe me, I simply postponed it and perhaps I might have forgotten it, I don't know…
255	**F: It's only a curiosity.**
256	*T-38*: It's not that we do not want to take part in things, it's that we lack and we need to eat and sleep.
257	**F: It's only a curiosity.**
258	*T-41*: Na altura em que a Francesca pediu para fazer o questionário e lançar o questionário, eu olhei para ela com uns olhos "Ai meu Deus!", a pensar, "O que é que vai acontecer?". Porque foi precisamente no momento que nós adiamos por mais uma semana, foi precisamente no momento em que a equipa de autoavaliação andava em monitorização de metodologias. Então, eram questionários de todo o lado, era o da Francesca, mais 20 ou 30 da Câmara Municipal, mais outros tantos da formação, mais dos da equipa de autoavaliação, tirando aqueles que nos chegam da GEST e da DGES. E acabou por, apesar de se lembrar e as colegas "Ah está bem, não te preocupes! Eu vou preencher, eu vou enviar! Eu faço isso!". Mas, eu acredito e sei muito bem, que acabou por ficar numa ( ) nos outros e-mails.
259	*T-38*: As a conclusion, it's my ( ) it's bad timing, do you understand Francesca? It was not lack of respect for your work…
260	**F: It's only a curiosity. Now I would like to give the word to Matias, that is going to do a kind of recap of this focus group to give you the opportunity to agree or disagree.**
261	*CCE-C-5*: Sorry, but *nome* really needs to go, otherwise she won't be on time.
262	**F: Thank you very much *nome*. Thank you.**
263	*T-40 leaves the FG at 13:05, after 1 hour and 16 minutes.*
264	*The word is given to Matias Cabral to synthesize the content of the FG. ((Everyone agrees)).*
265	**B: Okay, agora para comparar os dados dos inquéritos internacionais, é necessário saber a idade de cada professor. Portanto, se a professora *nome* não se importar de começar.**
266	*T-39*: 45.
267	*T-37*: 49.
268	*T-36*: 62.
269	*T-35*: 56.
270	*T-38*: 47.
271	*T-41*: 54.
272	**F: Is there anything else you would like to discuss? No? Okay, thank you very much for your participation.**

Annex 10. The school S-6

Annex 10.1. Document analysis of S-6

School information	• The *agrupamento de escolas* is composed of one upper secondary school, one lower secondary school, and nine primary schools/preschools; one school offers only primary school and another only kindergarten; • In the 2020/2021 school year, the *agrupamento* had 2,651 students divided as follows: 294 in kindergarten, 644 in primary school, 461 in lower secondary school, 700 in the first two years of upper secondary school, and 552 in the last three years of upper secondary school; • Secondary school offerings include science/humanities courses (science and technology, socioeconomic sciences and languages, and humanities) and vocational courses (culinary/bakery technician and computer systems management and programming technician); • The *agrupamento* also offers adult education and training courses.
Mission	• The mission is to be a school grouping of excellence and reference, facilitating the personal and social growth of the entire school population. • The school is committed to educating ethical and supportive citizens who are able to transform information into knowledge and respond critically, responsibly, and creatively to the new challenges of an ever-changing society; • The school aims to promote an inclusive culture, support the construction of each individual's life projects, and promote transparency of information and openness to dialogue.
Civic and citizenship education	• The Civic School curricular project for the development of active and engaged citizenship in the community • Identification of three themes: community identity development; citizenship in school/community; active civic participation in school/community • Focus on civic participation as human right that fosters interculturalism and gender equality; as an essential aspect of development; with a focus on environmental education for sustainability; and directly interconnected with security, defense, and peace; • UBUNTU Schools Project: promoting active citizenship and the development of social-emotional skills • Student Parliament (national project) • Partnerships with local community for Civic School curricular project
School organization	• The AECM is managed by a board of directors and a Pedagogical Council; • Parents are represented on these bodies; • The school also has an internal evaluation team and several monitoring committees; • The school collaborates with a number of community partners, including the municipality of Maia, parent associations, universities, and businesses.
Additional information	• The school has received several awards for its work, including the *Healthy School Seal*, the *Child Friendly School Seal* and the *Eco-School Green Flag*.

Annex 10.2. Semi-structured interview with the Principal (S-6)

1	**DS-6**
2	**Could you describe me the school context, such as school target, land resources, school structures?**
3	*DS-6*: Of the entire school group?
4	**Of this secondary school, and if you want, who could tell me something more about this school group.**
5	*DS-6*: For us, all the structure is important. This is a part of the structure.
6	*VDS-6:* I think it's important to mention the eleven schools. This is a very big structure.
7	**Ok, perfect.**
8	*DS-6*: Ok. The *Agrupamento de escolas* S-6 has eleven schools; this one, the secondary school, is a medium one, I think I can call it like this; there are eight or nine primary schools. We have 2700 students in all the schools and here in the secondary school, we have more than 1200 students, from the 7th grade to the 12th grade. And we also have night classes for adults.
9	*VDS-6*: Yes, so from 7 o'clock pm until 11 o'clock pm, we also have classes for adults for certification.
10	*DS-6*: Regarding the structure of the organization, we have a board of five members: the director, the subdirector, and three other people that work with us. ( ) and we are responsible for all these eleven schools. What we do? We organize everything in terms of the organization, schedules, classes, everything.
11	*VDS-6*: Yes, it includes a lot of administrative work too.
12	*DS-6*: Yes, much more than pedagogical work. It's very... the financial things ( ), and then the pedagogical things, but we have a law that is very structured, and we don't have a lot of possibilities to change that, it's very determined what we need to do in every school years and class. What we do in pedagogical situation? In citizenship, we can adjust the law to our reality. We have a lot of things to do from the first year until the 12th year, and we can arrange the way we do that, but we must do it.
13	*VDS-6*: There are topics we have to address in citizenship education, you can choose when you want to work on those topics, and you can choose how you work on them, so there is some freedom. This is a unit of school with a lot of projects too; something is always happening every day. Projects related to the environment - a lot of projects related to the environment - to health, physical and mental health, sports, so it's a very vivid and lively school when it comes to projects, in ( ) a lot of different teachers and a lot of different subjects within the classes.
14	*DS-6*: And we need only to organize and [oriental...
15	*VDS-6*: supervise].
16	*DS-6*: Yes, supervise; they come to us, and we say "Ok, go on". So, we supervise only because we [can't...
17	*VDS-6*: be] in charge of all of the [activities..
18	*DS-6*: It's impossible].
19	**So, the General Board only supervises the activities that the teachers propose.**
20	*DS-6*: Yes, we have an intermediate structure.
21	*VDS-6*: The Pedagogical Council.

22	*DS-6*: The Pedagogical Council, the responsible Group for Citizenship with *name*, and other ones. It's a complicated organization, but it works very well. There are a lot of people, we need to change "the chip" every moment because the subjects are different from one school to another school to another.
23	*VDS-6*: yes, we have 300 teachers, so a lot of people. 300 teachers, 100 employees; so yes, there are a lot of people to supervise the work. It's a challenge, every day is a challenge.
24	*DS-6*: and to know how all eleven schools are going and what they need. It's quite difficult, but yes, it's a challenge.
25	**And what about the land resources and the external partnerships? So, has the school started a partnership with territorial associations?**
26	*DS-6*: Yes, we have a lot of that. Firstly, because we have professional courses and we must have companies to work with because the students need to have work experiences.
27	**Like internships?**
28	*VDS-6*: For example, one of the professional courses is cooking, so we have a lot of partnerships with restaurants, hotels, and so on. We also have a professional course related to the use of computers, and so we have some companies that allow students to gain work experience.
29	*DS-6*: Then, we have a great relationship with the City Hall of Maia and also with some universities. We have contact with ( ), because we have here students of psychology from Aveiro University, and we have a protocol.
30	*VDS-6*: also, with the University of Porto.
31	*DS-6*: Yes. We also collaborate with some ONDG, one of which is the Mozambique project.
32	*VDS-6*: We have also formed some partnerships with local institutions and organizations related to the environment.
33	**What educational goal would you like to achieve in the next 5 years, according to your vision on this school?**
34	*DS-6*: It's not easy to respond because all of our students are in compulsory school, and we can't change that. It's compulsory school. So, the goal of our educational project is to educate them in their entirety, not just academically. Our goal is not only the academic formation - yes, the academic one is important because our structure to access the university needs the academic skills and values, so it's obviously our focus - but we want our students to be educated to be citizens, to embrace the new challenges of the VUCA, [volatility…
35	*VDS-6*: Volatility], Uncertainty, Complexity, and Ambiguity in Society. It's a way of describing the society we are living in today: volatile, uncertain, complex, and ambiguous; and the young people, the students, are about to live in a society like that, so this is something that is setting our mind and action to it.
36	*DS-6*: Everything about citizenship - the subject, the classes of citizenship - is one way to achieve this goal.
37	*VDS-6*: Yes. The school cannot forget the fact that we are here to teach and the students are here to learn different subjects, so it's important to have and to establish improvement in grades. Academic success. But we strongly believe that it can't be just that. We can have the responsibility to educate, to help students just like *name* said, in a challenging world where things happen very quickly, so they have to have skills for that, different skills, different competences, and we strongly believe that we have to educate good people.
38	*DS-6*: We need it.

39	*VDS-6*: Yes, we need it. Responsible, respectful people.
40	**How does the school community work to achieve these objectives?**
41	*DS-6*: Since 2018 regarding citizenship, we have organized ourselves in different ways. Citizenship is the glue for the other teachers regarding the way of working with the students; citizenship leads the process and asks all to establish commitment with some challenges and some activities. This is the way we try to work, and in May we'll try to go out of the work sometimes to allow the students to have different approaches to subjects and to the things that are all around. We have also an Erasmus Program, so we have a lot of mobility with our students because it's important for them to have contact with other countries and other cultures, and it's very interesting and important for us to get the feedback of our students: they communicate very well, they arrive in the country and they are able to communicate, and we are very ( ).
42	*VDS-6*: Yes, the feedback of the students and the teachers that go with the students in the Erasmus Program is very good: students communicate well in English, which is also very important feedback; they are used to talking in public, and it's something that we are working on in class too, in English, French, or Spanish, but in other different classes they are used to that, and it's a very interesting experience to get in touch with other countries and different realities.
43	*DS-6*: At this moment, we have lots of students in France.
44	*VDS-6*: Last week in Spain. And also, the Erasmus program for teachers is very important. For teachers and employees to go too and have this experience with the Erasmus Program, about 51 teachers went to other countries to attend academic courses.
45	*DS-6*: Another objective that is a little different from the first one is a school for all, that's why we have from the primary school to adults; we have a *Centro de Qualificação*, it's a Qualification Center for adults that have some skills - they work in a restaurant or in other places - and we certify the competences and we make the equivalence to the academic competences, which means recognizing their work experience and knowledge and transforming it into a school certification. They have professional experience, and we transform their professional experience into academic knowledge. So, we certify academic knowledge. And one of our goals is to provide school for all, so we need the school to meet the needs of the community, and we are going to try to give the right answer to all of them.
46	**Ok, now let's move on. My next question is about the distribution of tasks and responsibilities in the school. How are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?**
47	*DS-6*: (6.0) In the organization's structure, the responsibilities must be distributed, or lots of them. We have some rules, but we only supervise because the structure has the responsibilities, so they are responsible for different things and we trust them. We trust that they do what they have to do. I think that the responsibilities are shared, not distributed, "sha:red" is better. I know that I am the "only" one responsible - >because in Portugal, that's it< - for everything, but I'm comfortable with the responsibility that the other people here have because I trust them and I know that they do what's needed to do and what I need them to do. And they are responsible for all - >teachers, coordinators, Departments, employees< - they have responsibilities, and I trust them; they do that, so it's ok; and they know also what I must do, and they can come every moment.
48	**So, it's an autonomous way of working.**
49	*VDS-6*: It is a sharing of responsibility.

50 *DS-6*: We are not inspecting anything, and we expect that they are responsible, so we expect responsibility from each one. Sometimes someone does not participate, but it is really a sharing system.

51 *VDS-6*: If something goes wrong, people know where to come.

52 *DS-6*: Yes, but with this dimension, obviously, we need to share responsibilities.

53 **So are there commissions, [coordinators…**

54 *DS-6*: Yes]. The structure has a General Council, the director, then there are responsible for each group of subjects; so, for languages, for math, and so on there is a responsible of everything regarding the subject, planning, organization of activities. Then there is a coordinator responsible for each class, because each class has a responsible for that class; we have Departments and we have the coordinators for those structures, and then we have sub coordinators of the single subjects of the Departments; for example, Languages Department has a coordinator and inside it there are Portuguese, French, Spanish with a sub coordinator, and so on… for the sciences, chemistry, physics, and biology...

55 **Ok, and they know what they have to do. So, this is a climate of trust.**

56 *DS-6*: Trust, yes.

57 **Because this is a word that appeared.**

58 *DS-6*: Yes, it's a climate of trust.

59 **OK. Now let's talk about the decision-making process and how it works in this school. Are the decisions taken as a group (and if so, by whom) or are they taken by you (and then the school community is informed)?**

60 *DS-6*: (4.0) What kind of decision are you talking about?

61 **The organizational and pedagogical one.**

62 *DS-6*: Ok. For the pedagogical ones, we have a Pedagogical Council and the decisions are made by the Council; I have one vote, that's it, and I have the right of preference if we are dropped. I have the final word. In the Pedagogical Team it works like this. Regarding the entire organization we have the *Conselho Geral*, which is formed by teachers, parents, students, staff, City Hall, and the community; they make the big decisions, but I can only introduce them the project, and they can agree to the project - that's why I am here - and my project became their project. They choose between some candidates and the director…

63 *VDS-6*: The General Council elects the headteacher. Most of the time, there is only one candidate, but there can also be more than one; so, the candidates must present a project for the school, and the members of this General Council elect the principal according to the project. That is how the principal is elected in Portugal. So, it's not a question of who used to be in the past - teachers would elect by vote a team responsible for the school. Since 2000, the principals of all the schools in Portugal are elected in this way by the General Council which has appreciated and evaluated the project and, if they agree and find reasons enough to do that, elects the principal. This is why *name* said that:

somehow the General Council is also involved in the decision because they have agreed with that project, so most of the decisions, plans, or ideas are there in the project, and if they agreed with the project, somehow they are committed to it too.

64 *DS-6*: And they supervise me to see if I'm doing what I proposed to do. Regarding the other decisions, lots of them derive from the law; the teachers come from the Ministry, so we cannot choose. I cannot choose the students, the students come, and I accept them. The director is responsible for everything, but in terms of decisions, I decide the schedule; but I always propose someone to make that decision. In the General Council or the Pedagogical Council, I don't make big decisions, they are day-by-day decisions.

65 *VDS-6*: Maybe it's important to mention the following: *name* is a kind of principal that likes to share decisions, problems, and opinions, and to have people come and discuss thighs, problems, projects, activities, or whatever, and to get something that we all agree with. It's very good at dealing with everyone... It is not a question of sight but of mobilizing people and getting them together to do things.

66 *DS-6*: It's not "You must do this!". I know what I want, but I need them to agree with me on the subjects to make people more responsible. It's not my decision, it's our decision, and so the responsibility isn't only mine but ours.

67 *VDS-6*: I think it's a way of doing his job, because when he has to decide things, you don't have to ask anyone; it's just a way of dealing with his job.

68 **How is the participation encouraged?**

69 *VDS-6*: It's important to know people.

70 *DS-6*: Yes, it's important to know people, to know their skills, their needs, and their goals.

71 *VDS-6*: And how to deal with problems.

72 *DS-6*: Yes, and then choose the right people for the right task. *Name*, for example, is very important for some tasks, and *name* is too, because they have the skill of bringing people together for the goal that they want to achieve. I need a lot of people to do it, because if only we did it, it would be difficult. That's why the responsibilities are shared.

73 *VDS-6*: Let me add something; maybe it's important. We were talking about the Pedagogical Council, the members of that Council are only teachers, but here in our school, parents are also invited to the Pedagogical Council; the law doesn't mention them. In the past, it used to mention the presence of the parents in the Pedagogical Council, but since 2000, parents are no longer in the Pedagogical Council. Yet *name* decided that it could have been good to have parents' representatives in the Council.

74 *DS-6*: It's not in the law, but it's important to get the opinion of the parents.

75 **My next question would be whether parents are involved in school governance.**

76 *DS-6*: yes. We have ( ) because we think that it is important. We have Parent Associations in all schools, and we have created a working group with the representatives of all the Associations.

77 *VDS-6*: Yes, because we have eleven schools and eleven Parent Associations, it could be very difficult to manage them and keep dialogue with all of them. This is the reason why there is a working group that represents the Parent Associations.

78 *DS-6*: I talk with them regularly, once per period, so three times per year, and when we have a problem or have to decide something regarding the organization, they come in and discuss it.

79 **Ok, so every Parent Associations have a parent representative, and they together form another Council of Parents with which you work.**

80 *VDS-6*: [Yes.

81 *DS-6*: Yes]. We will talk again with them in September for the next school year about what we are going to do, if there is something that they want to do in the school, so we work together; to us, it is very important that everybody - teachers, students, parents, staff - is comfortable with all the decisions and is part of them. Once again, it's our decision; the group asks to say something, and then we decide. It's easier when we can say "ok, it's your responsibility too because you decided it with us".

82 *VDS-6*: Parents are very active and take part in school life a lot. They help in activities, they propose the activities; they are always, I think, or they try to be on teacher side whatever we need to make decisions about or organize activities for, and so I think they have an important role in the school's organization and in the school every day.

83 *DS-6*: Last year we did *Hora do tacho* we had a project because there was a little problem in the school canteen: there were a lot of people during the lunch, so it was very confusing; parents and students are all involved in this project to improve the lunch time in the school canteen. We didn't make rules that said "Now we have to do this."

84 *VDS-6*: We called them to participate in the decisions.

85 *DS-6*: And the students are responsible for supervising the lunch time. It was interesting because, once again, we are responsible for ourselves, not me because I'm the director so I'm the responsible. We are. In front of the Ministry, I'm the responsible one, but here I'm not.

86 **And also in this case, my next question would be: are students involved in school governance? Generally speaking, how do the students participate in school governance?**

87 *DS-6*: It's not in the law also, but we usually have reunions with student representative of each class: each class has one student representative, one or two, and we are meeting with them.

88 **In each grade?**

89 *DS-6*: No. From the 7th grade. And they talk about the problems, the needs, what is good, what is bad, how they could also being involved in the ( ), and we try to meet their needs.

90 *VDS-6*: They are also part of the General Council, one student. And here in secondary school - because it's not possible in eleven - also have a Student Association: it's just like the Parent Association, but of students. They propose activities, and sometimes they are also involved in school life, not necessarily in the decisions but in things that they would like to do, such as contests, sports, and competitions.

91 *DS-6*: We also have a Young Parliament. It's a national project in which we participate, and that involved the students in something related to the Parliament: we have deputies, so they need to talk with the others, discuss, and propose ideas. Yesterday, we had a large number of students for two days, and we have a participatory budget provided by the Ministry, but we don't decide what to do with the money because the students do.

92 **Ok, so it's a budget from the Ministry to the students, and they can decide how to use this budget.**

93 *VDS-6*: Yes. We have to get some ideas together; the ideas for how to spend the money are voted on, and then they have the winner purpose.

94 **And is it your initiative, or in Portugal does it work like this?**

95 *VDS-6*: It's a national project, and the schools are free to decide if they want to participate in this project or not.

96 **To have the budget or how to use the budget?**

97 *VDS-6*: We have decided to participate; then we went to the students to inform them about the amount of money that they can spend on a project for the school, for the community. So, then they present the ideas, and then they vote on one of the purposes.

98 **Ok. Regarding the teams in the school, when someone of the team disagrees on a decision to be made, such as on project, activity and so on, how do you come an agreement?**

99 *DS-6*: Through talking with people and trying to gain consensus.

100 *VDS-6*: People cannot come to agreement all the time; you cannot expect that, and you cannot - I think - or should not work for that, because I think it's impossible; so, I usually deal with the fact that we know that it's not necessarily a common thing that all the people agree with you. The decisions must be taken.

101 *DS-6*: I think that we need to separate the kinds of decisions. For pedagogical decisions, we have the Pedagogical Council; for the other decisions, for the administrative ones, in the Direction Team, we discuss, but we don't always agree…

102 *VDS-6*: We don't always agree but, once someone decides, we know that this is the way. I may have a different opinion or a different idea; I would probably deal with the subject or go in another direction, but once it's decided to do that…

103 *DS-6*: We are comfortable doing that; we have moments to talk about, to decide, to discuss; the five of us are equal, so when we decide, everyone can talk about it, can disagree, but we decide, and what we decide after the discussion is our decision. It's not only my idea or yours; it's ours. And we are comfortable with that.

104 **Now, let's move on. The following part is about civic and citizenship education. Are there any projects related to CCE that are taking place during this school year? Could you characterize them, please?**

105 *DS-6*: Yes. Every class has a project in citizenship. The classes for us, the classes of citizenship, always have a project that involves the teacher of citizenship, students, but also other teachers and other subjects. In citizenship, we try to have this collaborative work, and each class has a project that they develop during the school year.

106 *VDS-6*: Those projects are on different topics, such as the environment, the ocean...

107 *DS-6*: For instance, every class took on a little project. Yesterday, 100 students from the 5th and 6th grades went to the beach in Matosinhos to clean [it.

108 *VDS-6*: …to visit] the sea life in the aquarium. So, the one about the ocean is a very big project.

109 *DS-6*: And to the citizenship. The subjects are different from every year, but we have a lot of projects, and that's why we have Citizenship Day, in order to present all the different projects to the other class: each class will explain to the others what they did in the year, and they will show to the others what they have done on citizenship. But not only with the citizenship teachers; as I said at the beginning, citizenship is the glue, and citizenship classes are the glue for all the projects.

110 *VDS-6*: For example, last year during Citizenship Day, the students from the 5th and 6th grades did a lot of work related to the topic "Home". The subjects deal with the theme of home or family, and we have teachers of moral education, sciences, all working on the same topics, home or family; the students with boxes or papers represented different homes related to Christmas, for example, how they have decorated their homes during Christmas. The science teacher worked on this subject, and she did something that I think is so beautiful: your first home is your mother's belly, so they studied the things related to the topic; your mother's belly was your first home, and so they have plenty of photos from when they were in their mother's belly, what happened in the first month, in the second month, and so on. I thought it was a delicious idea: talking about home and family, and the first home being your mother's belly, it was incredible. So that's the main idea: have the topic and work together. It's a kind of tree that you can extend to the subject because you find something in common.

111 **Are there any CCE projects taking place in cooperation with local associations?**

112 *DS-6*: some of them. For example, to go to Matosinhos, we talked to the Matosinhos City Hall to get permission to clean the beach; we talked with them, we signed the protocol. We work with a lot of companies and they help us in the projects.

113 **And is there a group responsible for making decisions specifically on CCE or is it the responsibility of the teacher of "Cidadania e Desenvolvimento"?**

114 *DS-6*: We have previous reunions for decide what the topics are for each school year. The decision is of the Pedagogical Council: we need to work on all of the grades, from the first year to the 12th, and we decide per year; we talk about the subjects ( ), and we have 3 or 4 options from which to choose. So, the decision is up to the Pedagogical Council. Then we - because we have the moment to discuss, every week we have a moment to discuss - in the schedule that we give to the teachers, we try to put the teachers only in one school year - 7th, 8th or another - so they can work together and decide together the topics and how to do them. So, there is the superior decision, and then decisions are made by the group. In the limit, the teacher of citizenship could say "no, I don't want to do this, I'm going to do that", but this doesn't happen, because it's our culture: we work together, we discuss, and when we decide, all of them say "it's not my idea, but ok, let's go".

115 **Ok. Do teachers have specific resources to promote CCE in the classroom, such as books, materials, archives?**

116 *VDS-6*: There are a lot of materials from the Ministry, I think. We have a lot of sources provided by the Ministry that give us some orientation. It's the Ministry that specifies some of the compulsory and optional topics. According to that, they also have a lot of sources and materials that people can find on the internet.

117 *DS-6*: If the teachers need something else, they ask us, "I need it" or "I need that," and we try to fix the problem.

118 **The next session is focused on quality assessment and my question is: how is the effectiveness of school decisions assessed? So, how does the school assess whether a proposed activity worked during the year?**

119 *DS-6*: We don't have… We have a few projects that need to be evaluated.

120 *VDS-6*: All the projects have activities that must be assessed and evaluated, and they're public, so people know what happened, why it happened, and the assessment made by teachers and students too.

121 *DS-6*: But the big decision… For example, the Pedagogical Council decides the topics for each school year, and we do not evaluate the choice. The activities and the projects have been evaluated, but not all the decisions.

122 **And for the projects, how do you assess the quality of what you have proposed?**

123 *DS-6*: We have MIRA (*monitorizaçao interna dos resultados académicos*).

124 *VDS-6*: We have our educational project.

125 *DS-6*: Yes, that's what we want our students to achieve, and then we have… What we do is more … we measure results.

126 *VDS-6*: Academic results are always assessed. We know exactly each term, in Portugal we have written all the terms through which academic results are assessed, so we know exactly the tests and we know exactly where we stand, we know in which subject students are better or worse, we know that. We know exactly what we should improve, where we stand, even if we talk about national assessment too, because with exams we also have an idea of where we stand, if we talk about national marks. So academic results are always assessed.

127 *DS-6*: Then we talk about our results and how we can improve.

128 **Is there something to assess the level of satisfaction of the students or parents?**

129 *VDS-6*: [No.

130 *DS-6*: No]. It's our perception, I would say. We haven't done anything structured.

131 **Ok. And does the teachers and non-teaching staff suggest process improvements?**

132 *DS-6*: (0.4) Yes, sometimes. (0.5) Nothing is structured, but yes, sometimes. We work with an open door, and the people come in and sometimes… the last I remember was about the school trip, when the law was changing, now the approach is different, the payment… and the teachers were a little confused. And one of them said "We need to do an orientation to improve…".

133 *VDS-6*: to help people know exactly what they are supposed to do.

134 *DS-6*: And we say, "All right, come, [and...

135 *VDS-6*: …and] work with us on that". And at the Pedagogical Council, the coordinator of the Department has a meeting with teachers - languages teachers - and they sometimes come with some ideas, for example, which they will discuss at the next meeting of the Pedagogical Council.

136 **Ok, we have almost finished. My next question is about the professional development of the teachers. Does the school promote courses or initiatives in general for the professional development of the teachers?**

137 *DS-6*: Yes, we do the Erasmus Program and others.

138 *VDS-6*: Erasmus gives teachers the opportunity to attend courses related to the subject they teach or even something different that they want to improve or know better. Then teachers in Portugal are

supposed to have a life-long learning course, there is a *Centro de Formaço*, an academy for teachers' courses.

139 *DS-6*: And the teachers can ask us to ask them a sort of course…

140 *VDS-6*: that they are interesting or that they want to improve.

141 *DS-6*: If in the Pedagogical Council we decide to work on this topic, we ask them, and we have a course for the teachers.

142 **Ok, so they can choose what they want.**

143 DS: Yes.

144 **Ok. Last question: could you describe your normal week at this school?**

145 *DS-6*: Well, long.

146 *VDS-6*: long, busy, challenging.

147 *DS-6*: Yes, but it's (5.0) a new week, and I have never seen this one before.

148 *VDS-6*: In 2019, we attended a course of Erasmus in Florence with Europass Teachers Academy. It was about positive thinking, and it was very interesting: we talk about positive thinking, a positive mindset, strategies that you should or could use to keep your emotional balance, and so on, and our trainer once wrote a thought by one of the most famous American writers - I don't remember the name - and it said "This is a wonderful day, I have never seen this one before". That will give you the idea to feel marvelous on another day, and that is how we sometimes try to think, "This is difficult, but this is another day, a wonderful day, and I've never seen this one before".

149 *DS-6*: Because we work with an open door, we'll never know what is going to happen. If I think "Okay, this week I have to do this, this, this, and this", normally I start but never finish the job. It's challenging every day, but it's a miracle to open all the doors of all schools every day, because this is…

150 *VDS-6*: Things must be very smoothly, structured, because it's very challenging and very difficult, but it's a miracle perhaps that we can open the schools, ele:ven schools, every day, from 7 o'clock in the morning to 7 o'clock in the afternoon and year to 11 o'clock. So you can imagine that is a big task.

151 *DS-6*: Yes, it's a big task.

152 *VDS-6*: And so, weeks are long, challenging, and tiring sometimes. So always something happens, and you can't control them all, We are dealing with people, so…

153 *DS-6*: But we like what we do, and that's how we are happy; we [laugh…

154 *VDS-6*: Sometimes] we are getting angry, sometimes we love, sometimes we argue, a lot happens.

155 *DS-6*: Long days, long weeks: that's the definition.

156 **Ok, thank you. We have finished. For comparison purposes with large scale surveys, I would be grateful if you would give me this information. Firstly, how old are you?**

157 *DS-6*: 55 years old.

158 *VDS-6*: 54 years old.

159 **What is the highest level of formal education you ever completed?**

160 *VDS-6*: I have a master's degree.

161 *DS-6*: I started two *Mestrado* in Education – in technology and in school administration – but I've never finished the second year. I did only the first year because to me the important thing was the first year where we learn about and not to present a paper, a work, because it's about my everyday work so I don't need benefits.

162 **You don't need the certification.**

163 *DS-6*: Yes.

164 **And how long have you been the principal of this school?**

165 *DS-6*: In this one, since 2012, but this group of school started in 2012. I started being a principal in 1999.

166 **And how did you start working at this school *(referring to the VDS-6)*?**

167 *DS-6*: Our career is similar. She is the subdirector.

168 *VDS-6*: I have been the vice of headteacher since 2000.

169 **Would you like to add something that you think is important for the purpose of this study?**

170 *DS-6*: we spoke about different things, but what can I say? (0.4) It's important to us that we are recognized by the Ministry as a school that has good practices in citizenship education. It's important because it's ok if someone thinks that it's important, for us, is important too. In the Pedagogical Council, when I presented your project, I presented it as a result of our work too: we are working well because they chose us to be a part of the project, and it's important to give them the result of your work. I think it's important that the people know that they are recognized and that the work is well done. I think positive feedback is important to encourage everyday work.

171 **Thank you so much.**

Annex 10.3. Semi-structured interview with the Citizenship Education Coordinator (S-6)

1	**CCE-C-6**
2	**What educational goal would you like to achieve in the next 5 years, according to your vision on this school? You can speak in Portuguese, if you want.**
3	*CCE-C-6*: (4.0) E Pelo que eu percebi da pergunta, portanto, o que é que eu espero da escola nos próximos 5 anos. A cidadania, não estou, não é? Porque eu consegui que os meus alunos sejam todos bons cidadãos. É um bocado difícil nesta altura do ensino, o ensino está muito complicado, os nossos alunos estão muito, numa fase complicada da vida deles também, e de aceitação no ensino, mas eu espero que o trabalho do grupo, da equipa que nós estamos a ter neste momento na escola, desenvolvendo bastante a Cidadania, que vá a ser um bom caminho para os nossos alunos virem a ter o sucesso e que a escola realmente vá para a frente, sobre a Cidadania. Não sei muito mais o que possa responder.
4	*CP-C-6*: I can say something else, because I see problems in school in the next decade because we are all the same age, so we are getting old together, and it's a problem because the strength of youth isn't the same when we are 60 years old, for instance. It's a little bit problematic because we know the resistance is somewhere in the near future for making a school more student-centered, and I think that our colleagues have problems regarding the division of power. I try to explain what I intend. I'm going to explain this. When we see that we must focus on the students and do all the pedagogical stuff, sometimes teachers have the misguided view that we are losing power and are losing the ground that is our pedagogical field. I don't see the same thing, because I think that is our next step: to achieve a balanced relation between what we know and the design to put on the side of the students, not confronting the things that they know, but accomplishing the pedagogical relationship because they do something that we don't know by doing and vice versa, it's true. So, if we can find a way, regarding citizenship, to view the school, we must work together, because in this moment there is the view that we teachers know the things, you students must learn them, we want you to be good citizens, but... I don't know if I'm saying it in English in the same way I would have said it in Portuguese, so in this moment I'm going to clarify the idea in Portuguese because I think it could be more accurate if I do it.
5	O que eu estava a querer dizer é que quando nós olhamos para o terreno pedagógico como uma propriedade dos professores, é muito difícil haver cedências e colocar na perspetiva da visão centrada no aluno, porque é muito mais fácil encontrar aqui conflito de perspetiva do que um encruzamento, uma articulação que nós queremos ao nível da Cidadania. Não basta, eu, professora, querer que o meu aluno seja um bom cidadão, eu tenho que trabalhar com ele e desenvolver com ele competências e domínios da Cidadania, mas ele também tem que as ter. Ou seja, como é que eu posso desenvolver uma competência da boa cidadania, por exemplo, na área dos Direitos Humanos, se ele tiver uma atitude radical, se eu não respeitar as diferenças que há dentro da minha sala de aulas. Isto quer dizer que o foco tem que ser um bocadinho diferente daquilo que tem sido por vezes no grosso que é a perspetiva da educação. Portanto, na nossa escola, o trabalho colaborativo existe e a articulação, mas é entre professores. O próximo passo, tem que ser o trabalho colaborativo com os alunos. Pôr os alunos a serem mais dinâmicos. Serem mais dinâmicos, serem eles os mais interessados na construção dos projetos, em vez de ser algo em que o professor chega e coloca em cima da mesa para ser resolvido, portanto, ser um bocadinho ao contrário, nós ainda não temos isso. Nós ainda não temos alunos proativos para serem eles a querem eles próprios construir aprendizagem na área da Cidadania.
6	Now is it clearer?
7	*CCE-C-6*: But I think that here we have students that already do this kind of work.
8	*CP-C-6*: How many?
9	*CCE-C-6*: a small group.
10	*CP-C-6*: ok.

11	*CCE-C-6*: a little group, but we have.
12	*CP-C-6*: No. I think that sometimes something is interesting for them, but it's not something that we can support in the future. So, it is something that is there but is not consistent, and I think that the next step is to have practice students that are doing their constructive knowledge on citizenship in spite of the teachers. Sometimes teachers aren't needed, I think.
13	**For the promotion of citizenship education?**
14	*CP-C-6*: Yes. So, I think that we always need to control things, but sometimes this is not needed. So, the next step for me that would make me very happy is to see students that put in practice and "let's do it, we are doing something regarding the problems that we have here, how we can solve them, what is needed to do it", and so on. In this moment, it is the teacher who assumes the things, so it is something that I wish to see.
15	**And how does the school community work to achieve these objectives?**
16	*CCE-C-6*: (7.0) It's difficult to say. We have a lot of resistance in…
17	*CP-C-6*: Most in the past, not at present.
18	*CCE-C-6*: Yes, it's better now.
19	*CP-C-6*: When we constructed our citizenship strategy, we based it regarding collaborative work. It's not cooperative, it's collaborative.
20	*CCE-C-6*: You can see there. ((The coordinator indicates on the citizenship strategy for the division into domains)). We have the teachers and we have students and all around this we have a collaboration work. And in this moment, the group with students and teachers is this small one. And we trying to articulate it. Do you understand?
21	**Yes. Can I take a photo?**
22	*CP-C-6*: Yes. It's a good idea. We begin with the planning and the planning it's a moment that must be accomplished at the first term of the year, because we work on three terms and the first one is the moment when the planning must be done. So, every team that is constituted with the students or not - it's an option for each team - must plan and project in the near future what is the work to do. So, what is the result of that planning? It is a way to accomplish our strategical goal, because we want to have a line to achieve citizenship education and for the others matters to. So, a planning have a guideline for citizenship, for Portuguese, for English, for Math, for physical education and so on and all together are going to construct a plan and what is the common line? the domain of citizenship. For instance, sustainability, human rights or all together.
23	*CCE-C-6*: We have this document: for instance, human rights, gender equality… and we work on these domains in the first cycle, second or third of secondary. Now in the 8th grade we are working on human rights and sustainability. But after, if you have time you can work on the others. These are mandatory, the others are optional.
24	**Ah. So, these are obligatory; the others are not.**
25	*CP-C-6*: yes. So, this is the plan that we have given to our colleagues, and they must include mandatorily these two ((the coordinator indicates on human rights and sustainability in the case of 8th grade)); for others, they can choose whether to include them or not.
26	**So, this is a transversal teaching.**
27	*CP-C-6*: Yes, but we have a discipline with a time, marked on the timetable, but the others ones must do the same thing regarding the domain of citizenship who are working that year at the school.
28	**So, I'll try to summarize. You have a subject, because in the 8th grade there is a subject, but for instance, if I'm a math teacher, I have to do in my lessons for the 8th grade something related to**

	human rights and sustainability, following the schedule, and then I can choose one of the other topics.
29	*CCE-C-6*: Yes.
30	*CP-C-6*: Yes, and this is integrated into a common plan for all the teams that grade has in each class, because we can have two plans: one for the 8th graders, so all disciplines are going to work more or less in the same way on matters of discipline and citizenship, and one for each class. Do you understand what I'm saying?
31	**Yes**.
32	*CCE-C-6*: For example, in citizenship, I work on plastic and why it ends up in the ocean, and they must present their working groups to the class. They do these drawings, which start with the manholes. So, they are doing this project, and then they will choose some of them to paint the floor next May.
33	**Okay, so the students are doing this project about the ocean: they drew what they wanted, starting by the manholes, and then they will draw some of these drawings on the floor of the courtyard.**
34	*CCE-C-6*: Yes. They do very different things in terms of sustainability and what they can do to protect the environment.
35	*CP-C-6*: What is the content of sustainability that can be studied in citizenship class? In Portuguese, we can study a text about something regarding sustainability; in math, we can do graphs about things related to sustainability. So, the common project is planning because I know when she's going to start doing the things on ( ), when I'm going to enter at the planning time, and so on. At the end, we are going to evaluate all the projects that have been done by the students, and so together, we are going to accomplish this evaluation and do something for the parents to have feedback about.
36	**From the parents?**
37	*CP-C-6*: No, from us to the parents. And at the 7th, 8th, and 9th grades, they have a mark. So this mark is attributed by the citizenship teachers, but they listen to their other colleagues at the reunion to attribute that mark.
38	**Ok. I have some questions because civic and citizenship education is the topic that I want to start discussing with you. So, first of all, are these projects planned only by one teacher, or is it a common work?**
39	*CCE-C-6*: [Common.
40	*CP-C-6*: Common] for the 8th grade.
41	**So, all the 8th grade classes do the same project.**
42	*CCE-C-6*: Yes.
43	**In each subject?**
44	*CP-C-6*: In each subject, yes. It can vary in some ways, but the big thing is common.
45	**Ok. So, the main organization of these projects is the same in each 8th grade class, but sometimes you can find some differences.**
46	*CP-C-6*: And the whole school functions like this. So, sometimes there are other projects for this class in particular; for instance, we may have detected a program that we must work on, or solutions, and so on, and we say "Ok, I know, we are going to develop this project because it's better for them", so it can happen, but the main idea is that and our collaboration is for that. So, citizenship is like the glue that connects all things.
47	*CCE-C-6*: Yes. We have Math, History, and citizenship all around.

48	**Ok. It's a fil rouge.**
49	*CP-C-6*: [Yes.
50	*CCE-C-6*: Yes].
51	**Ok. and has this project a name?**
52	*CP-C-6*: Yes. for instance, we have one for secondary, and it is - I'm going to speak Portuguese slowly - <*Projecto de intercâmbio digital PT-MOZ*>: we are doing this project in articulation with stakeholders that we have, it's a NGO ( ). So, what we have done? We have invited our colleagues from all the classes to participate, and mostly the responses have been from the 10th, 11th, and two classes of 12th grades. What have I done? I made them units, and we discussed what the term of participation was for each class; so, the 10th graders have a common plan, the 11th graders the same, and the 12th graders are different because one is the physics class and the other is the professional cookery and pastry course. So, they do different things; what do they have in common? Sustainability, because one has the utilization of solar panels for doing an oven and the other is going to explain how to use everything from the food, for instance we can eat the potato or carrot peels, we can use everything instead of trashing it in the bin.
53	**Okay, so it's about how you can reuse something that you usually throw away.**
54	*CP-C-6*: Yes. What is common is sustainability. Our projects are based on the goals of Agenda 2030, so everything that we have done is different, but they all come together toward the same goal. In these projects, we have some classes that are participating and others that they are not, but no problem; it's on the project who wants to be on the project, it's not an imposition, it's an invitation.
55	*CCE-C-6*: In the 8th grade we work on "The Ocean starts here", like these drawings, and then the drawings will paint on the floor, but today we went to pick up the rubbish from the garden because the Ocean needs to be clean, and with the teachers of physics and science, they went to visit Aveiro to see the boats that fish *bacalau*, and they saw a lot of things of the ocean, and they have fished.
56	*CP-C-6*: It was an experience, a school visit, out of the school, and everything was about sustainability.
57	**And this is a single activity of this project.**
58	*CCE-C-6*: Yes.
59	*CP-C-6*: And regarding the project, there are different subjects in it. Science, physics, and [so on.
60	*CCE-C-6*: and they] work all the time on sustainability.
61	*CP-C-6*: Citizenship is not separate from other subjects; it is integrated, it is a glue.
62	**Ok. Are the projects you have planned for this school year?**
63	*CCE-C-6*: Yes, annual projects.
64	**All annual projects.**
65	*CP-C-6*: not all, because punctually we have other projects that could happen in the middle, because they are needed or because we feel it is necessary for that specific class, and so on, but generally, they are for the whole year.
66	*CCE-C-6*: Last year in the 6th grade, we worked on environmental education and went to a park in Gaia to see the animals that live there; after that, now we work on sustainability, so there is a continuum.
67	**And are these projects taking place also in cooperation with the local associations, and how are these associations involved in the school?**
68	*CP-C-6*: Oh, it's a very close relationship between us and our stakeholders because we have had this relationship for decades. I'm going to give you an example: we have Lipor, which is an enterprise that

recycles garbage and produces compostable products. Our City Hall of Maia has a relationship with them because they are at Lipor Board, so they are represented by Maia Ambiente. When I came here in 1997, they already had a close relationship with this association, and they are always together with us regarding things related to the environment or environmental education. So, what we have done? We reconsidered our strategy; we have a list of our stakeholders, and we have integrated them into the view of our future projects, so when someone needs something, if this is possible, we ask them if they can help us or if they are interested, and sometimes it happens - this is one I told you about ( ) - that someone has heard about our projects, and they have knocked on the door and have asked if we were interested.

69 **Ok, so this school asks the associations to participate in any activities, but the associations also ask the school if it's interested in participating.**

70 *CCE-C-6*: [yes.

71 *CP-C-6*: yes], to participate too. Because there is a relationship with our municipality. But this one is an ONGD; they have asked us if we were interested in having a participation in a project that is financed by Instituto Camões, they have the financing approved, and we are partners in this project; everything is formalized, so we are doing this project with them, and it's something we are very happy to achieve because our students… we have finished the session online because we communicated with Mozambique - Dongo, it's far from away - and it has been very interesting to see the reactions of our students and the younger Mozambique students too. It's happened both ways.

72 **Is there a group responsible for making decisions specifically on CCE or is it the responsibility of the teacher of "Cidadania e Desenvolvimento"?**

73 *CCE-C-6*: No. There is a group.

74 *CP-C-6*: Yes, and we are the team builders. So, in the team, we are five teachers: one from the kindergarten, one from the primary school, one from the second cycle, one from the third cycle, and one from the secondary school. So, one per grade. And after that, we meet with the other teachers in order [to explain.

75 *CCE-C-6*: to explain]. But we don't make decisions about projects, plans, and so on. It's up to the team of the grade or the cycle, they are going to decide. So, the main frame is our responsibility, but the execution, the plan, and so on, are the responsibility of the Pedagogical Team.

76 **Is the group of the Pedagogical Team specifically for each class?**

77 *CCE-C-6*: Yes.

78 *CP-C-6*: Yes. Or groups of classes. So, imagine that the teachers of 7th grade decide to do the same thing with variations: they constitute a Pedagogical Team and that Team may have elements 5, 6, 7, 8, 9, and so on, that are going to design the plan of the project regarding citizenship and the other subjects for the year.

79 **But is this Pedagogical Team specific to the subject? For instance, is there a Pedagogical Team for Math, History and so on, or is there a Pedagogical Team of, for instance, 7th grade, so all the teachers of that grade are reunited?**

80 *CCE-C-6*: 7th grade, 8th grade…

81 *CP-C-6*: Yes, because we are not intervening in the subject. Regarding the structure of… how can we say, we have the <*liderança intermedia*> - intermediate leadership - so we have an area of intervention, but coordinators of the Departments of subject do that thing: for instance, if the group of Maths decides to do something, they don't communicate with our Team, they have to communicate with the coordinator of the Department, with us is only regarding citizenship; so if Math has a group of teachers that are going to design something for the planning - for instance for the human rights - they are doing together but they are only responsible regarding us when they communicate with the other one of the Team with Portuguese, with French, with English teachers and citizenship teachers.

82	**Do teachers have specific resources to promote CCE in the classroom, for example books, materials, archives?**
83	*CP-C-6*: Yes, they have. They are not ours; they are from DGE - *Direcção-Geral da Educação* - they have a page, *Educação para a Cidadania*, or something like that, and our team has produced documents to support all the work for our colleagues. So, we have the documents for the planning and everything. When we start, everybody already has the things that they need for our team, and we have Teams, the platform, where we have a group regarding everything that is needed by all the teachers, we communicate by email, and we also have a channel for our team for communicating these goals, [incomes…
84	*CCE-C-6*: We share] a lot of documents, videos, and information.
85	**Regarding to the assessment of citizenship education, what aspects are considered and what tools are used?**
86	*CP-C-6*: We have criteria, and we will give them to you because it's not so simple to explain. The student profile is mandatory and is a combination of skills, knowledge, and values. These three lines are like a braid, and when we defined the criteria, this was very clear to us. The knowledge that is the matter of citizenship is knowledge that is acquired by doing, so for us, the main domain is the process, not the product. But we have also to evaluate the product for learning, so in citizenship we divide the classification, so the mark that students have in 7th, 8th, and 9th grades - because the other ones don't have a mark but a description of what we have done - and so we divide the process and we attribute a domain, an evaluation, or a ponderation; then the product is a lower ponderation for classification because we understood that the process must be evaluated higher.
87	**Ok. So, if you have to do a percentage…**
88	*CP-C-6*: For instance, 80% and 20%.
89	**For the knowledge?**
90	*CP-C-6*: No, no, for the process, and the process combines everything. We don't function as the other schools; we have created two domains for evaluating citizenship: the process domain and the product domain.
91	**Ok, and the process includes [attitudes…**
92	*CP-C-6*: attitudes], values, knowledge, skills, everything. We have the descriptors for doing that, and we have two kinds of scales: for knowledge, we have a scale that begins from insufficient to excellent; for attitudes and values, we have a scale of frequency, so 1, 2, 3, never, sometimes, and every time. These are combined, and we have a mark for the process; we are going to score like 80%. The product has a scale, which we reverse by 20%, for instance. We are always evaluating the skills and competences of students according to the Student Profile that we have as our main framework for citizenship.
93	**Ok, so skills, behaviors, etc. are inside the process.**
94	*CP-C-6*: Yes. And also, on the product. For instance, imagine that the product is the production of a video, so the skills of ICT are there, aren't they? Also the knowledge about the domain of citizenship, and also the attitudes and values that students… For instance, they have to accomplish their work on time, so this is one of the values, being responsible to accomplish the work, isn't it? So, what are we evaluating on that project? The skills, the knowledge, and the attitudes and values. We don't separate the domains, we are always evaluating the two lines of competence according to the student profile: one is process, and it's during the time of execution and having the class of citizenship, the work they are doing, and so on; another is the product they achieve to do. And so, we are evaluating in that way.
95	**Ok, so you don't use a test?**
96	*CCE-C-6*: [No!

97	*CP-C-6*: No!] Never. For us, it is very difficult to understand how we can apply a test. Formative evaluation is a thing… A summative evaluation with a test on citizenship?! It's inconceivable for us. Never. Our first decision, when we had decided in 2018 what we're going to be the techniques and instruments to evaluate citizenship, was that we would never test, because citizenship is not accomplished by the test. So, we can verify if they know the things in other ways, not using a test.
98	**Ok. Let's move on to. I would ask you how are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?**
99	*CP-C-6*: Regarding teachers and non-teaching staff?
100	**Yes, also.**
101	*CP-C-6*: Ok. They are separated, but there are some moments when we work together, regarding, for instance, the control of some events or looking for the students around. But teachers have a field of action, and non-teaching staff has another one. It's better to specify.
102	**Ok, let's talk about teachers, regarding, for instance, the organizational tasks, distribution of responsibilities across the teachers.**
103	*CP-C-6*: Ok, regarding organization and responsibilities, so who responds to who? So, me and *name* are elements of a disciplinary team, so I respond to my sub coordinator. I'm a Portuguese teacher of 11th grade, so we are a group of teachers in the same year, and we define things. We are autonomous, but we are monitored by our sub coordinator, who is monitored by the coordinator of the department; this one - the coordinator of the department - responds directly to the principal. So, in another way, we are also the coordinators for Citizenship Strategy in our classes, so we respond directly to our director, and under us, my coordinator responds to me, you know. So, this is a complex relationship system, and sometimes it is not easy, as you can imagine.
104	**Yes, this is a distribution, so there isn't one person at the top of the pyramid.**
105	*CP-C-6*: Yes… but… kind of. Our spirit is to collaborate with each other. The good environment that we feel here, I think, is because we believe that we are not "the police" for each other; we need things to be done, so when we want them to be done, they will be done. I think that it's good. Now we are having a little bit of instability because of the fight in the Government, and sometimes there are repercussions inside, but we hope that at the end of this year everything will have been resolved.
106	**Now let's talk about the decision-making process and how it works in this school. Are the decisions taken as a group (and if so, by whom) or are they taken by the principal (and then the school community is informed)?**
107	*CP-C-6*: It depends. (2.0) For instance, at the base of the pyramid, we have working groups of disciplines, of subjects, or teams, and they are going to make decisions and they must assume them. But we are always reporting for the next level, because there are decisions that are going to be beyond the level of the decision, so we must report to our intermediary. Who makes the most important decisions? The Pedagogical Council, and me and *name* are elements of that. What we define at a collegial reunion is always mandatory, so our colleagues can contest it and so on, but what the Pedagogical Team decides must be accomplished. Otherwise, we can listen to teachers about what they want and then go to the Pedagogical Team and report these things to the Team at the meeting, and after that we decide; normally we have an agenda with the things to decide, and after we communicate to the others.
108	**Ok, so this is for the big decisions. For instance, if a class wants to do an activity on their own, it's fine.**
109	*CCE-C-6*: Yes, it's ok.
110	*CP-C-6*: Yes.
111	**They mustn't ask to the Pedagogical Council.**

112 *CP-C-6*: No.

113 **Ok, but if there are questions about the organization, for example, they should ask the Pedagogical [Council…**

114 *CCE-C-6*: Yes, but for the activity, you have to respect rules, and we need to say to fill a grid with the activity and send it to the Pedagogical Council for approval.

115 *CP-C-6*: Yes, but the activity is ok. We must inform the council, but the authorization is almost granted.

116 *CCE-C-6*: Yes, but we need to inform the director about when they want to go. For example, if you want to go to Aveiro, you need to have the authorization. If I want to go to the Garden, ( ) it's ok, we have the authorization. But we need to communicate with the director.

117 *CP-C-6*: It's needed to report.

118 **What do you do in your classes?**

119 *CCE-C-6*: [Yes.

120 *CP-C-6*: Yes]. And there are some rules that we must respect, but for the great decision regarding, for instance, the policy, the clusters for citizenship, we are going to listen to our colleagues, we take it or not - because it's our team that is going to define what is the strategy - and we submit our purpose - it's always a purpose - to the Pedagogical Council, and if they are some questions to do, they are going to listen to the purpose of the group, and we have another Pedagogical Council or not, because if it's ok for everybody, the strategy is approved.

121 **And is the principal a member of this Pedagogical Council?**

122 *CCE-C-6*: Yes, he is the leader.

123 *CP-C-6*: Yes, but it could be or not because our legislation says that the President of the Pedagogical Council can be the principal or another member of the teachers' board. It's possible, but in our case, it is the principal.

124 **And how is the participation of school community encouraged in school life?**

125 *CP-C-6*: With the "auscultation", is it possible? No.

126 **Is auscultation like "listening to what they say"?**

127 *CP-C-6*: Yes. So, it is a listening but it is a listening with the goal, because it is not "I'm going to listen to what…", no. It is objective, so… "Is it to go that way, and why? Are there other possibilities, or is there only one?" and so on, always with a path already defined; it's not "oh, because it's needed to listen to the people", "I'm going to listen to something", no, it is always defined with a mindset already defined, and so on. It's better for us because it was an insane thing to do. So, there are the guidelines already, and so on. So, we are going to listen to people, then we will analyze the data that we collected and define the path to take.

128 **Are parents involved in school governance?**

129 *CP-C-6*: Yes, yes. Well, the parents participate in the Pedagogical Council.

130 **Are the parents' representatives present?**

131 *CP-C-6*: Yes. And also, in the *Conselho Geral*, which is in charge of everything. It is the most important organism in the *gestão da escola*… how can I say, it's part of the school management, but it's not a Board, it's a different one. Our principal is also part of the *Conselho Geral* but he cannot vote; only the parents, teachers and some other stakeholders who are also there can. So, there are, I think, nine teachers, six or seven parents, two students, and another two stakeholders.

132 **And the principal attends this association but does not vote.**

133 *CCE-C-6*: [Yes.

134 *CP-C-6*: Yes]. They approve the account and things like that; this is the Council that elects the principal. So, in pedagogical matters, it is the Pedagogical Council that decides; but there are other things where it is the General Council that decides. So, I would put them in this way: ((on the top)) here is the General Council; ((in the middle)) here is the Pedagogical Council; ((on the bottom)) and the Boards have to take into account what the other two say.

135 **Ok. Is this an initiative of your own school or every [school…**

136 *CP-C-6*: It's our] legislation that defines the way of working.

137 **And the students are they involved in school governance? Of course, there is this General Council, but in the school, are there any other initiatives or associations for the students?**

138 *CP-C-6*: The Students Association, the Students Parliament too, because we have this activity and they are there. We have frequent meetings with the students' representatives of each class in order to listen to them about what is good, what isn't so good, what we must change… in the school in general. For instance, at this moment there is a project called *Hora do tacho* – lunch time - that comes from an idea of parents, students, and our School Board - and it's interesting to do because this is a very confusing time - the one of lunch - and so they define some rules to better organize the moment of lunch. The students have participated with the idea and with a little bit, and so on. It is our Students Association that has also participated in defining the project.

139 *CCE-C-6*: Eles também estão neste momento a fazer uma recolha de alimentos e roupas para depois dar às pessoas mais necessitadas.

140 *CP-C-6*: They did volunteer. It was very interesting to help.

141 **And in this Students Association are there students of all grades?**

142 *CP-C-6*: No, only secondary, because the legislation doesn't authorize the youngest students, so only secondary has Students Association, so 10th, 11th and 12th grades.

143 **Ok. and for the other [grades…**

144 *CCE-C-6*: The other grades] only listen. They listen to the youngest, and then they do something for them.

145 **Ok. When the team disagrees on a decision to be made, for example project, or activity, how do you come an agreement?**

146 *CP-C-6*: Sometimes it is not easy; sometimes we must be mandatory, so if one thing is clear, we must do it. Full stop. What we are going to do is for the Team to define. If the decision after the definition is not consensual, they must first of all inside the team encounter the consensuses, because it's not easy for us on the outside to impose something, so it's a decision that the Team must make. If they don't come to an agreement regarding what's best for the students, we must intervene. Sometimes it happens, during this year it happened, [but…

147 *CCE-C-6*: But] only because of the Government.

148 *CP-C-6*: Yes, sometimes, because we talk about the thing and ( ), so no problem.

149 **Ok. Now we are going to speak about the quality assessment, and my question is: how is the quality and effectiveness of school decisions assessed? For instance, how do you know if this project, activity, or organization was good or not?**

150 *CP-C-6*: Ok. I'm going to speak regarding our Team, because it's not like the others. So we are going to talk only about the strategic team of citizenship, because I think it's better for us to focus on that. We always monitor and evaluate what we do, but how? At the end of the year, we launch a formulary regarding the activities developed for the communication system of our Team and so on; we launch this questionnaire for the Team, for the parents, for the students, and for the teachers: everybody is

going to respond, and we have a big level of answers, because everybody responses. Not the whole school, because it would be impossible, but for instance, the last time we sent the form, on 282 or 286 teachers - I don't remember - 141 have answered, so that's a good thing. For the students in secondary school, there are almost 600 and 450 have answered.

151 **Is this questionnaire specific to citizenship education?**

152 *CP-C-6*: Yes. And on to the strategy.

153 **Yes. In terms of the performance.**

154 R: Yes.

155 **And in this questionnaire, what did you ask?**

156 *CP-C-6*: All of them are already defined in our strategy. We had the critical points of the strategy, and all of those points were on the questionnaire. I'll share them with you because it's better for you to see them. I'm going to give it to you also - because we are going now to enter a phase of transforming, adapting, and changing our strategy. It's necessary because we have a new educational project and the strategy must be regarding the educational project of the school, so we are going to reformulate the needs, so we are going to have new questionnaires for this year, but I'll send you the previous two and you will see the types of questions.

157 **Ok, thank you. And the questions are about, for example, participation…**

158 *CP-C-6*: And so on, yes. And also, the recognition of whether citizenship is or isn't something that is important for us, and this question is launched for teachers, students, and parents; and we have a gap because our assistants must be included in it, but it is step by step, so we will do it after the reformulation of strategy and we will include them, because we recognize that they are very important to us and we must include them. This was the gap in our first strategy, so we are going to correct this part and include them for the next one.

159 **Does the teachers and non-teaching staff suggest process improvements?**

160 *CP-C-6*: Yes, because they are always listening from the school borders.

161 **Ok, so the school board members have some meetings, and what they decided…**

162 *CCE-C-6*: They communicate to the teachers.

163 **Ok, the teachers can suggest something that has to [pass..**

164 *CP-C-6*: Ah], in the General Council, they are also represented! I forgot it.

165 **The teachers?**

166 *CP-C-6*: The non-teaching staff. They are also represented there.

167 **Ok. I would try to summarize the line: so, in the Teachers Board you speak about questions or specific areas of school, and then the teachers are informed, and they can make some proposals to improve those areas, and those proposals pass again in the Teachers Board. Is it correct?**

168 *CCE-C-6*: Yes.

169 *CP-C-6*: Yes. And on the Pedagogical Council too, don't forget. Because some guidelines are defined by the Pedagogical Council. It's not the principal and his team who define.

170 *CCE-C-6*: No, it is the Pedagogical Council.

171 **Yes, while talking about the Teachers Board, I was thinking about the Pedagogical Council.**

172 *CP-C-6*: It is a complex relationship to establish, but for us, it is not problematic, as you assisted the other day that we are here working together. So, the communication between all the parts is fluid.

173	**Now we are moving to the last part of the interview. My question is does the school promote courses or initiatives in general for the professional development of the teachers? Could you tell me something about it please?**
174	*CP-C-6*: Yes. The Erasmus+ KA121 and so on. At this moment, we have teachers, students, and staff abroad, so imagine. We apply, and if it is possible or not… there's a list; if we are on this list, we decide where to go.
175	**So, the Erasmus proposes some courses, you can propose your application, [and…**
176	*CP-C-6*: Yes], because we have a group here that coordinates everything regarding European projects, and so everything is coordinated by them. Another way to have teacher training is through the Teacher Training Center where we are included because we are nine clusters together. Our Center is called the *Centro de formação Maia Trofa*, so it always proposes training for teachers and non-teaching staff.
177	*CCE-C-6*: Here in this school, or in another one.
178	*CP-C-6*: Yes, or in another one of the nine clusters that we are.
179	*CCE-C-6*: We have a lot of formation here.
180	**And the teacher can choose the course?**
181	*CCE-C-6*: Yes, if you want to participate in one or another, you can choose.
182	**So, it's not imposed, "you have to participate to this course".**
183	*CCE-C-6*: No.
184	*CP-C-6*: No. We need to do 50 hours for the career progression for the Ministry. But what we want to do is free.
185	**The only obligation is this number of hours.**
186	*CCE-C-6*: Yes, 50 hours for 4 years. And you can choose everything you want.
187	**Ok, thank you. We have finished. For comparison purposes with large scale surveys, I would be grateful if you would give me this information. First one, how old are you?**
188	*CCE-C-6*: 57.
189	*CP-C-6*: 56.
190	**What is the highest level of formal education you ever completed?**
191	*CP-C-6*: Master degree.
192	*CCE-C-6*: Yes, Licenciatura.
193	**How long have you worked of this school?**
194	*CP-C-6*: From 1997, so 26 years.
195	*CCE-C-6*: I have worked here for 7 years.
196	**Ok, thank you. Would you like to add something that you think is important for the purpose of this study?**
197	*CP-C-6*: First of all, as I said at our first meeting, I was surprised knowing that in the Netherlands they don't have civic education and citizenship in the curriculum as a subject, but it is something to do until 2030. I was very surprised because I thought that it was something mandatory for the UE and OECD studies, policies, and so on. Maybe they recognize that they don't need it, but there would be problems there. And so they share with us the guidelines of the educational system of the Netherlands, and we are informed that they are going to implement a path for achieving citizenship in the curriculum until

2030. I thought, "Well, we are going a little bit further than the Netherlands is doing", isn't it? We already had it years ago, because 2018 is the year it becomes mandatory, but citizenship was already in our curriculum but not as a mandatory. When you told me the same thing, it was surprising because we always thought that Portugal was the last corner of Europe in regards to policies, the evolution of things, and so on. So I was very happy to know that we are already on the way to achieving something through this subject. I'm curious about knowing the comparison with Italy; I think it would be good for us to see if we are doing the right thing, so if the path is a good one, or better, what we must correct for doing better. I think your study is going to give us an external point of view for doing better next time. I will reflect on your data collection because I think it is a good platform for us to rebuild the strategy with the thought that if we have things to do better, let's go, let's improve.

Annex 10.4. Focus group (S-6)

1 **FG-6**

Date	12 June 2023
Number of teachers	4
Moderator	Francesca Fioretti, Ana Beatriz Michels
Observer	Beatriz Pratas

2 *F: I think that we can start. I give the word to Ana.*

3 *A: Olá professoras, boa tarde e obrigada por terem aceite participar neste grupo de discussão. O projeto de investigação da Francesca está focado em desenvolver e incide sobre o papel da liderança distribuída do diretor e dos professores na implementação de competências de educação cívica e cidadania nos alunos do 8º ano. O projeto centra-se nas figuras do diretor da escola, dos professores para definir diferentes perfis de gestão e de líder estratégico, visando o desenvolvimento de abordagens educativas escolares que respondam às necessidades de contexto sócio económico específico em que a escola de vocês se insere. Antes de dar o start para este nosso grupo focal gostaria de passar três informações. Em primeiro lugar, vocês são livres para dizerem o que vocês quiserem e de intervir em qualquer momento. Em segundo lugar, a participação aqui é voluntária, então vocês também estão livres de abandonar o grupo de discussão a qualquer momento, mas a gente pede que não porque vocês são quatro hoje, não é? E por último, a reunião está sendo gravada para permitir uma melhor recolha da informação e posterior transcrição e pelo que ao permanecer na reunião vocês concordam em participar e ser gravada, contudo, apenas os investigadores terão acesso à gravação que será destruída após a transcrição, para preservar o anonimato de vocês. Agradeço novamente por participarem nesta reunião e partilhar os conhecimentos experientes connosco, uma vez que a sua opinião é muito importante para ajudar a Francesca a trabalhar e atingir o objetivo da investigação dela. A gente vai fazer algumas perguntas de aquecimento antes de entrar nas quatro grandes áreas de discussão.*

4 **Primeiramente eu gostaria que cada um de vocês se apresentassem e descrevessem brevemente a experiência de ensino de vocês na escola. A proposta é que eu vou chamando vocês por nome, até para ficar mais fácil para a Beatriz ir anotando as observações, mas vocês podem levantar a mão e falar em qualquer momento também, eu vou mesclando aí pode ser? Eu vou começar na ordem em que eu estou vendo aqui. Eu vou convidar a *nome* se descrever e falar brevemente da sua experiência de ensino na escola.**

5 *T-44*: Olá, eu sou *nome*, sou professora substituta na escola, sou contratada, ou seja, estou a substituir desde fevereiro uma colega, ou seja, a minha experiência na escola, ao contrário das restantes colegas é mais curtinha, mas eu dou Oficina de Artes e educação visual ao 7º e 8º ano.

6 **A: Ok, obrigada *nome*. Eu vou passar a palavra para a *nome*.**

7 *T-43*: Então olá, eu sou a *nome*, sou professora de História, tenho 25 anos de serviço, portanto é um bocadinho mais que a *nome* e estou nesta escola, este é o meu segundo ano. Este ano estou com turmas de História do 8º ano e 11º e turmas de Cidadania.

8 **A: Ok, obrigada. Passo para a *nome*.**

9 *T-45*: Boa tarde, então é o meu segundo ano aqui nesta escola, é o meu 18º ano como professora, neste caso aqui na escola leciono Espanhol 7º, 8º e 9º, também uma disciplina de oferta de escola que é Cresço a Ler que é para motivar os alunos para a leitura, 7º ano e ainda Cidadania, 8º ano.

10 **A: Obrigada. Passo a palavra para a *nome*.**

11 *T-42*: Olá eu sou a *nome*, professora de Espanhol aqui no *S-6* já há cerca de 10 anos e estava a contar quantos anos dou aulas, acho que há 27, acho eu, 27 ou 28. Sou professora de Espanhol e Cidadania e pronto, e é isso.

12	**F: Thank you.**
13	**A: Temos os dois extremos não é, professoras, professora com bastante tempo de escola e outras de início também. Agora eu gostaria que vocês se recordassem do momento em que vocês preencheram o questionário relacionado à pesquisa da Francesca e os aspetos analisados no questionário que envolveram práticas de desenvolvimento da educação para a cidadania, colaboração e participação no processo de tomada de decisão sobre a vida escolar, são familiares para vocês estas questões que eu trouxe aqui, relacionadas ao questionário?**
14	*T-42*: Estou a tentar lembrar-me do que respondi, mas acho que sim.
15	**F: Ok, we will go more in depth.**
16	**A: Nós vamos entrar agora na primeira área de discussão que envolve os métodos de implementação da Educação Cívica e Cidadania em sala de aula. Embora a estratégia Nacional de Educação Cívica de 2017 introduza a disciplina de autónoma Cidadania e Desenvolvimento verificou-se que a educação cívica é tratada como uma disciplina transversal ao currículo. Como é que é organizado o ensino transversal da Educação Cívica e Cidadania da escola e como que incorporaram a Educação Cívica e para a Cidadania nas suas aulas? Então a ideia é olhar como foi organizado ela na escola e dentro das aulas de vocês. A proposta é que vocês possam também trazer exemplos. Aí eu vou fazer uma outra chamada agora e então eu começo pela *nome*, pode ser?**
17	*T-43*: (4.0) Pode ser, mas se calhar é melhor ir repetindo está bem, que a pergunta foi longa, eu perdi-me aí no meio, está bem?
18	**A: Vamos lá, ok. Como é que foi organizado o ensino transversal da educação cívica e cidadania na escola e como que tu incorporou isso nas tuas aulas?**
19	**F: So, is from the school organization to the teaching practice. So, what the school do in terms of organization and what you do in your classes, ok?**
20	*T-43*: Ok, eu tenho experiências diferentes em relação à cidadania em diferentes escolas. Nesta escola, eu estou a dar cidadania pela primeira vez este ano, portanto a área de cidadania tem domínios que devem ser trabalhados por ano letivos e os que devem ser trabalhados por outros subdomínios. Nesta escola, são decididos os domínios, por exemplo eu falava do 8º ano, o 8º ano o domínio trabalhado seria os direitos humanos e o desenvolvimento sustentável. A partir daqui tenta-se envolver o conceito de todas as disciplinas num projeto que seja comum, em que cada disciplina possa dar um bocadinho dar sua área, no cumprimento destes dois domínios, destas duas grandes áreas estabelecidas para o 8º ano. A partir daqui é, confesso que como professora de cidadania acabei por ser e liderar um bocadinho a formação deste projeto que é feito em concelho de turma. Portanto, e as atividades que são feitas, são propostas em cada disciplina, que são trabalhadas também por cada disciplina e depois deve apresentar um projeto final relacionado com estes domínios, ou melhor seria com os dois destes domínios.
21	**A: E que tipo de atividade que tu faz nas tuas aulas que façam uma ligação com estes domínios e com a coordenação como um todo?**
22	*T-43*: Pronto, então é assim a turma este ano do 8º ano participou numa visita de estudo e nós no primeiro período e segundo uma visita de estudo promovida pelas disciplinas de Físico-Química e Ciências que se enquadram um bocadinho no tema do desenvolvimento sustentável, portanto e nós estivemos a fazer trabalhos de pesquisa, de grupo e de apresentação oral à turma, nessas duas, na visita de estudo e no desenvolvimento sustentável. No terceiro período, envolvendo aqui a minha disciplina de história, porque é também tema dado em História no 8º ano nós embarcamos os direitos humanos. E aí também fizeram pesquisa, fizeram trabalhos, fizeram apresentações orais sobre temas trabalhados dentro, subtemas dentro do grande tema que é, são os direitos humanos. A Francesca assistiu a uma das aulas, e foi mesmo isso, os direitos humanos em cidadania.
23	**F: Thak you.**

24 *T-43*: Não sei se fui clara.

25 **A: Está ótimo *nome*, muito obrigada. Eu vou passar agora a palavra para a *nome*, para trazer um pouco da sua experiência também.**

26 *T-45*: Bem, a minha experiência de cidadania é só mesmo nesta escola e é um bocadinho como a *nome* disse, o trabalharmos o desenvolvimento sustentável e os direitos humanos. Na parte final do ano letivo e eu acho que foi até à aula que a Francesca assistiu, eles estavam a afazer trabalhos de grupo em que o objetivo era através de uma banda desenhada trabalhar uma ODS, um objetivo de desenvolvimento sustentável. Em que ele realmente ou fosse respeitado ou não, ou que então se chamasse à atenção para ele. Mas também como a *nome* disse também fizemos trabalhos de pesquisa relativamente a essa visita de estudo que tinha a ver com o desenvolvimento sustentável. Falávamos da visita de estudo a Aveiro, do Museu Marítimo, do Museu de Ciência Viva para alertar para principalmente o valor da água. Relativamente aos direitos humanos aqui acabei por utilizar, como também disse a *nome*, parte da disciplina de Espanhol em que eles fizeram alguns trabalhos que estavam relacionados com as individualidades do mundo que realmente tiveram um papel ativo na defesa dos direitos humanos. E que por partilha de uma ideia da Professora *nome*, que está aqui, na altura do Dia da Mulher, ela partilhou comigo os micro machismos, pequenas frases que alertam para esta situação e eles também criaram trabalhinhos que também já estavam a desenvolver a questão dos direitos humanos. E depois acabámos por ter sempre ali um bocadinho da nossa disciplina, das nossas vivências, mas é um bocadinho isto. É consciencializarmos para aquilo que os rodeia e que eles como cidadão ativos, nada de especial.

27 **A: Obrigada.**

28 *T-45*: Não sei se.

29 **A: Ótimo, ótimo. Passo a palavra para a *nome*.**

30 *T-42*: Sim, a minha forma de trabalho e a forma como foram definidos por exemplo os trabalhos colaborativos no qual a cidadania participou com as minhas duas turmas de 8º. A metodologia foi semelhante às minhas colegas, portanto é sempre a partir do Concelho de Turma. Eu procurei também motivar alguns do Concelho de Turma a participarem no projeto que desenvolvi em cidadania em Espanhol, que é um projeto eTwinning. No qual trabalharam as duas turmas de 8º às quais eu dou cidadania e que permitiram trabalhar na aula também os grandes temas, os grandes domínios da cidadania deste ano. Em concreto, os direitos humanos, mas ligados à igualdade de género, ao papel da mulher e à interculturalidade que trabalhámos com vários países europeus. Para além disso, nas aulas de Cidadania, para além de trabalharmos esse projeto que tem tudo a ver com a cidadania. Também foi importante para nós usarmos algumas aulas para trabalharmos o projeto Press que tem a ver com a saúde, falámos também da saúde mental, não só da saúde física, que acho que é um tema que é importante e que muito nos preocupa. Esta geração de miúdos, muito sacrificantes pelo Covid-19 e por esta época toda tão estranha. Pronto e tem sido essencialmente isso. Em relação àquilo que perguntaram no início que é, para além das aulas de cidadania como é que a escola como estrutura, em termos de estruturas, superior se organiza. Nós temos sempre o projeto educativo, que um dos objetivos do projeto educativo da escola é criar cidadão mais ativos, mais tolerantes, mas autónomos, dando-lhes essas ferramentas para se poderem desenrascar neste mundo e no meio em que estamos inseridos. Que é um meio social médio baixo, em que os miúdos com aspirações, mas há muitos que não têm, em que temos muitos alunos com Educação Especial e a tentar que ninguém se perca e que todos consigam, de alguma forma, ter algum tipo de sucesso. E é isso, e as aulas que a Francesca viu tivemos precisamente a trabalhar no projeto de eTwinning.

31 **F: Thank you**

32 **A: Obrigada. *Nome*.**

33 *T-44*: Ora, nas minhas aulas eu tenho duas turmas de 8º, com uma delas, por acaso não estou a trabalhar, a menos que, a nível de atitudes, de valores ou utilização dos materiais utilizados, nesse tipo de sustentabilidade que seja, vá, se quisermos dizer. Em que eu estou mesmo a trabalhar estes conceitos de cidadania, é com 8ºE e eles eu comecei por. Eu estou a dar Oficina de Artes, ou seja,

queria fazer algo um bocadinho mais tridimensional e mais oficinal com miúdos e na altura propus algo assim que partisse deles, ou seja, nós tínhamos a nível de grupo, pensado em fazer uma exposição sobre o 25 de abril, sobre o 1º de maio. E então surgiu-me a ideia de, ou eles quererem fazer sobre os direitos humanos ou sobre o 25 de abril, ou misturarem os dois, ou seja, eles fazerem um bocadinho uma escolha autónoma nesse sentido. E eles no caso nem escolheram nem um nem o outro, quiseram fazer uma mescla de entre os direitos humanos e o 25 de abril. Então basicamente, o que lhes foi proposto foi que eles lessem os direitos humanos, etc, a carta dos direitos humanos e escolhessem conceitos que achassem que foi algo ganho após o 25 de abril ou aquilo que não se tinha na altura do 25 de abril. Ou seja, estive a falar um bocadinho com eles sobre os conceitos, tentar desconstruir algumas coisas e eles a partir daí fizeram a junção que acharam pertinente das duas realidades e depois, pronto. A nível artístico apresentei-lhes alguns artistas que estiveram presentes e a trabalhar na altura, pós e durante o 25 de abril e eles fizeram os seus desenhos, de acordo com os direitos que escolheram, etc, a partir daí e fizemos um muro e aí fomos buscar a sustentabilidade. Um muro de caixas de cartão reciclando e eles passaram o desenho e foram pintando. No caso, a Francesca assistiu ao muro ser pintado, acabou começar a ser pintado no dia do agrupamento, por vários alunos da escola, não só por essa turma que pintaram esses desenhos já feitos pelos alunos e depois já os alunos da minha turma, como a de outras deram-lhe continuidade. Ou seja, foi um projeto que acabou por ser transversal a outras turmas, a outras coisas. Acabou por dar asas a pronto, a algo não só na minha disciplina. Se faltar alguma coisa.

34 **A: Está perfeito *nome*, vocês fazem essas conexões nas disciplinas também e eu vou aproveitar fazer já um gancho já para a próxima. Na opinião de cada uma, quais são os aspetos da tua prática pedagógica diária que vocês vêm que melhor promove a cidadania?**

35 **F: So, it's different from the previous question because if in the question number one I ask you what you do in terms of activities. Now I would like to understand form you, from your point of view, what is the practice, something that you do in your classes that in your opinion promote the development of citizenship competence. So, not the subject, but citizenship. Ok? One word and one reason**.

36 *T-45*: (5.0) Eu estou a tentar pensar na pergunta, estou a tentar perceber. É assim eu acho que, não sei se isto vai responder à pergunta ou não, não sei mesmo, mas acho que a forma, a nossa forma de estar na aula e de procurar que todos os alunos estejam envolvidos ou pelo mesmo que maior parte dos aluno esteja envolvidos nas atividades, que ninguém fique de fora, que eles percebam que todos de alguma maneira conseguem alcançar alguns objetivos, que têm a ver com a educação inclusiva e eles aprenderem a resolver problemas, a serem mais tolerantes uns com os outros, a ouvirem a opinião dos outros é uma tarefa enorme que dá muito trabalho, mas é um trabalho de todos os dias, que não se consegue, que não é como a atividade ( ) com duas, não é como de um ano letivo. Mas é um trabalho do dia a dia, do respeito que eles percebem que temos por cada um deles e daquilo que nós podemos ser modelo para eles. Não sei se respondi. Eu acho que isso é se calhar o mais importante, mais do que fazer esta atividade ou aqueloutra é que os valores que nós conseguimos passar e que eles percebam que estamos aí para todos eles e que procuramos que todos andem para a frente e que ninguém fique para trás. Eu posso dar um exemplo concreto, que tem a ver com o projeto eTwinning, o ano passado eu desenvolvi dois projetos com duas turmas. Os meus alunos com mais dificuldades, aqui eu acho que posso dizer, que é uma reunião privada, um aluno com autismo e um aluno com dislexia profunda, o ano passado por muito que insistisse não participavam em nada, não se inscreveram na plataforma, recusavam-se a fazer as atividades, foi muito complicado. Este ano consegui que os dois, com muita ajuda dos colegas, minha, mas sobretudo, dos colgas de turma, participassem em tudo. Eu estou super orgulhosa deles. O que é que eles retiram daqui? Eu acho que eles retiram daqui é que eles também são capazes de fazer, não como os outros, não somos todos iguais, mas conseguem fazer alguma coisa e que não estão sozinhos num canto. Eu não sei se respondi, mas é o que me está a ocorrer.

37 **A: O exemplo que tu trouxe, foi lindo realmente de trazer esse envolvimento enquanto a turma trabalha junto. Obrigada. Eu vou passar para a *nome*. Agora para trazer uma palavra e o porquê da tua prática.**

38	*T-45*: Ok, eu penso que uma das formas onde se desenvolvem estes valores de cidadania penso que será através dos trabalhos de grupo, na apresentação dos mesmos à turma. Porquê? Eles têm que perceber que o respeito, eu até numa das aulas que a Francesca esteve, não sei se é a primeira, se é a segunda, tive que parar e chamá-los à atenção e antes disso estipulei as regras mais uma vez: enquanto os colegas apresentam têm que ouvir, a própria critica nunca deve ser uma critica para destruir, mas sim construtiva, porque ao longo da vida eles vão deparando-se com estas situações. E eu acho que quando há este tipo de trabalho e a partilha destes trabalhos que eles vão fazendo e que são feitos em sala de aula em que nós vemos que são feitos por eles e não por outros, eu acho que ai também estamos a trabalhar estes valores, o aceitar a diferença, o aceitar que nem todos os trabalhos são excelentes e também eles aprendem a saber estar e a prepararem-se para o futuro, a apresentarem também os seus trabalhos e para, sei lá, apresentarem também um trabalho que possa colocar em causa um emprego futuro, tudo isso. Eu acho que através desta prática de grupo e de apresentação em pequenos grupos é uma boa forma para trabalharmos aqui os valores da cidadania. Penso eu, é a minha opinião.
39	**F: Thank you.**
40	**A: Obrigada, passo para a *nome*.**
41	*T-44*: Eu concordo com o que ambas as colegas disseram até agora, a *nome*e a *nome*, eu também tento fazer o mesmo na minha sala. Ou seja, eu à partida tento com esta turma, mas com as restantes da mesma forma. Claro que tenho algumas, as turmas têm todas dinâmicas diferentes e nós conseguimos ser mais permeáveis ou menos com elas, não é. Sinto muito essa diferença das minhas turmas para tudo, mas uma coisa que eu tento também é muito isso, pô-los a trabalhar em conjunto e a minha disciplina, se calhar em contrapartida com outras tem este carácter muito prático, não é? E acho que esta, que era o que as colegas também estavam a dizer pô-los a trabalhar em grupo, pô-los a fazer, não é? Pô-los a apresentar, esta questão para mim acho que é muito importante da ação, não é? Não é, que acho que todas vemos assim a cidadania e essas questões por aí. Que não é simplesmente estar ali a fazer uma aula quase a falar de cidadania ou dos temas ou das coisas como se fossem matéria, como se fossem conteúdo, é pô-los efetivamente a trabalhar sobre o conteúdo, no conteúdo, ou seja, é toda uma envolvência prática acerca disso, não é? E constante, e lá está, também o que a colega estava a dizer, a forma como nós nos apresentamos, o exemplo que damos, esta questão de conseguirmos desconstruir com eles certos conceitos uns com os outros, que é muito importante porque eles estão naquelas fazes de volta e meia há muito preconceito ainda uns com os outros, ou há muita, acham que as críticas são negativas. A Francesca quando assistiu à minha aula ( ) mesmo. Nós estávamos a fazer a autoavaliação e havia muito aquele barulho de estar a falar e eles começarem logo a chateados uns com os outros, porque achavam que as críticas, na heteroavaliação, que uns davam aos outros eram negativas ou às vezes até o faziam nesse tom. E eu, e uma pessoa tem que ter sempre essa, não é, tentar desconstruir. As críticas são necessárias para uma pessoa crescer, nós não devemos atacar ninguém com críticas. Ou seja, ter um papel constante e confrontá-los, não é? Ou pomo-los a trabalhar em grupo, como as colegas estavam a dizer, ou pô-los a expor as ideias à turma, é importante porque eles são confrontados com essas situações e nós acabamos por estar ali a mediar, não é, e a desconstruir certos preconceitos ou certos hábitos e rotinas que eles possam ter acerca disso.
42	**A: Obrigada.**
43	**F: Thank you**
44	**A: *Nome*.**
45	*T-43*: Sim, eu não vou dizer nada de novo que as minhas colegas, eu concordo com tudo que elas disseram. Queria só ressalvar uma coisa, que é que, a cidadania não se resume a uma aula de cidadania. Os valores de cidadania são trabalhados em todas as aulas com todos os professores. É certo que temos a aula de cidadania para debater, para pesquisar, para analisar determinados domínios, mas isto não é exclusivo à aula de cidadania, isto tem que ser trabalhado por todo o Concelho de Turma. Eu vou dar um exemplo concreto, a turma que eu recebi este ano e que sou Diretora de Turma e dou a cidadania, a turma começou a revelar no inicio do ano letivo problemas de comportamento relativamente a uma colega especifica, e esses problemas de comportamento estavam se a alastrar a todas as disciplinas, então era importante trabalhar o relacionamento interpessoal, a empatia, desconstruir conceitos e até

	um bocadinho de bullying que andava por ai, portanto isto foi um trabalho que foi feito por todo o Concelho de Turma, com um especial destaque para a aula de cidadania e que nós aqui pedimos até a colaboração com o SPO, Serviço de Psicologia da Escola, que fez três sessões com a turma, em dinâmicas de sala de aula , que foi muito interessante, em que debatemos esses problemas, em que lugar a, fazemos com que os miúdos aprendam a colocar-se no lugar do outro, a empatia, o pensar, se fosse comigo, naquela situação. Isso resultou muito bem. Eu acho que uma dinâmica que resulta muito bem em cidadania é trazer os temas à discussão, à reflexão, fazê-los pensar, fazê-los debater. Isso sim, vai desconstruir algumas ideias que eles têm, e vai abrir um bocadinho as cabeças para conceitos que eles ainda não dominam e vão fazer deles cidadãos muito mais participativos, ativos e conscientes. E portanto, eu acho que para além dos trabalhos de grupo que fazemos, os trabalhos de pesquisa, o trazer um tema a debate é um dos focos essenciais das aulas de cidadania.
46	**F: Thank you.**
47	**A: Vou fechar a última questão desta área, que é em relação como é que são avaliados os alunos, no que diz respeito à parte de Educação Cívica e Cidadania, não sei se a escola tem algum instrumento, ou algum indicador que vocês utilizam também, para essa avaliação. E aí eu vou passar a palavra para a *nome*.**
48	*T-42*: Sim, nós temos critérios específicos para a disciplina de Cidadania que são aprovados todos os anos pelo conselho pedagógico, que definem quais as competências que os alunos, que pretendemos que os alunos desenvolvam, enquanto perfil do aluno, que ele deve ter em relação à cidadania, quando chega ao final do 9ºano. Cada uma das competências com determinado peso, salvo erro, nós temos 20% para os trabalhos que eles apresentam e depois 80%, que é algo que para eles, lhes custa um bocadinho no início, para as competências que eles adquirem, não para os trabalhos, mas para as competências. Portanto, eles percebem rapidamente que o foco do, e é isso que estamos a dizer, o foco da cidadania não é aquele trabalho que eles apresentam naquele dia, é o que é que eles aprenderam sobre as pessoas ao longo daquele percurso. Se são mais tolerantes, se são mais críticos, se são mais autónomos ou não, se conseguem, se aprenderam a resolver problemas, conflitos, esse é que é o grande foco da cidadania, não sei se respondi, acho que sim.
49	**F: May I ask you some examples of competences that you access in Civic Citizenship Education, please?**
50	*T-42*: Ok, eu não as sei textualmente de cor, mas são competências do género: o aluno é capaz de resolver conflitos de forma pacifica, o aluno é capaz de ouvir a opinião dos outros e mudar a sua opinião se perceber que está errado, desse género. Portanto, é capaz de ser autónomo, é capaz de ouvir a opinião dos outros, é capaz de comunicar de forma correta, se expressar corretamente, também é uma das competências.
51	**A: Esta pergunta é para todas. Essas competências que tu trouxe algumas, a escola se embasou em algum modelo já passado, que veio de fora, para vocês seguirem vocês sabem ou não?**
52	*T-42*: É assim eu tenho ideia que sim, tenho ideia que quando a cidadania passou a ser uma disciplina, uma área curricular, que não era antes, tenho ideia que sim. Que escola na altura foi com base no perfil do aluno, que é o perfil a nível nacional, que apresenta as competências a desenvolver no fim do 9º ano em todas as áreas e disciplinas. Portanto, com base nas competências do aluno e com base nas orientações da Estratégia Nacional pela Cidadania e creio que no início, não tenho a certeza, mas creio que no inicio da definição dessas competências a escola procurou saber como é que, na área ou na zona do Porto junto de outras escolas, como é que ia ser pensado, ser feita essa definição de competências e de critérios, porque foi um trabalho muito árduo no inicio, era tudo novo. Mas penso que sim.
53	**A: No início é sempre maior o desafio não é?**
54	*T-42*: Pois.
55	**A: Eu vou passar para as outras professoras, se vocês quiserem acrescentar algo também. *Nome*.**

56	*T-43*: Não, eu acho que a *nome* disse tudo. Cidadania tem um conjunto de documentos de referência, um *Perfil dos alunos à saída da escolaridade obrigatória* e a partir daí é que se desenvolveram depois tudo o resto daquilo que se faz dentro da cidadania. O conjunto desses documentos que são emanados do ministério, sim. E hoje as escolas acabam por ter alguma especificidade, sim.
57	**F: And what, so what instruments do you use for assessing Civic Citizenship Education? If you have some.**
58	*T-43*: (4.0) Não percebi.
59	**A: Quais são os instrumentos, porque a escola passou as competências que vocês também têm que avaliar durante as disciplinas. Mas vocês conseguem pontuar instrumentos que vocês usam na sala de aula para avaliar os alunos?**
60	**F: Do you use test, observation, project?**
61	*T-43*: Sim, nós temos, >eu vou falar por mim<, mas provavelmente as minhas colegas terão também uma experiência semelhante. É óbvio que uma disciplina, uma vez por semana, a experiência vai nos dando ferramentas que nós rapidamente vamos conseguindo avaliar os alunos. Em algumas áreas especificas nós vamos avaliando, tomando. Nós temos grelhas de avaliação de observação de aula em que nós podemos registar o comportamento, o interesse, o empenho que o aluno revelou em determinada área, em determinado trabalho, em determinada dinâmica de sala de aula. Portanto, há um conjunto de ferramenta, de registos que nós podemos usar que nos permitem depois no final de cada período fazer uma avaliação mais assente em dados concretos do que propriamente dados que ficam um bocadinho no ar, mas sim temos.
62	**F: Ok, in this observation what aspects do you observe the most?**
63	**A: A gente pode até abrir para a *nome* e para a *nome* para completar, já que vocês também usam a observação. Se poder trazer alguns pontos.**
64	*T-45*: Por exemplo, aspetos normalmente é se o aluno revela um espírito critico, se é tolerante a uma opinião diferente, é mais mesmo nesse sentido. É de vermos realmente se o aluno, como é que eu ei de explicar. Se ele organiza, se ele tem um tema e organiza e planifica de acordo com aquilo que ele quer no final dizer e as conclusões que tirar. Se apresenta as suas ideias de uma forma critica e que tenha como objetivo levar às mudanças de comportamentos, como por exemplo a parte dos direitos humanos, chamar à atenção para aquilo que não é feito corretamente, tentar corrigir. Mesmo, sei lá, não dizer "é assim porque eu acho que é assim e porque eu quero", mas sempre fundamentando as opiniões e à partida, nós vamos sempre valorizando. Por exemplo, fazendo uma escala de 1 a 5 e vamos valorizando. Depois acaba por ser sempre algo subjetivo, porque também podemos avaliar a criatividade, ou se o aluno revela uma atitude integradora, tolerante, se revela responsabilidade, autonomia, respeito pelo outro por si, portanto não faz sentido ser bastante objetivo... subjetivo, desculpe.
65	**A: Obrigada, *nome* tu quer acrescentar mais alguma coisa?**
66	*T-44*: Não, acaba por ser a mesma coisa. O que as colegas falaram, eu acabo também por, que eu até lhes digo muitas vezes, claro que valorizo o trabalho que é feito e a forma como o trabalho é concluído, etc.. Mas eu não esto ali à procura de mais nada, se não, geralmente, o que eu procuro mais é mesmo que eles estejam motivados, que eles mostrem interesse, que empenho, que o ambiente, não é, que eu trabalho muito colaborativamente também com eles, que entre eles funcione, eles tolerem, é mais mesmo por ai, também, como as colegas estavam a dizer, acaba por ser o mesmo.
67	*T-42*: Eu posso só dizer uma coissa?
68	**F: Yes, of course**
69	*T-42*: Esta é a disciplina mais difícil de avaliarmos, é terrível.
70	*T-43*: É.

71 *T-42*: Porquê, esta dificuldade nas nossas disciplinas, do Espanhol, da Educação Visual, da História. Conseguem ouvir-me?

72 *T-44*: Sim.

73 *T-42*: Nós temos um peso para testes, para fichas, para observação, para tudo. Aqui também temos, mas é muito mais permeável, porque estamos a avaliar sobretudo atitudes e são miúdos em crescimento e como é que se avalia um miúdo de 11 ou 12 anos que é um cidadão ativo? Eu agora estou a olhar para a grelha que diz assim: reconhece a importância do espirito colaborativo, empático e compreensivo. Isto é observável? É e não é, há aqui coisas que não é fácil de observar. Em ( ) consegue-se observar se ele coopera, mas há aqui outros aspetos que é muito difícil de observar e então eu acho que todas nós que damos cidadania tentamos primeiro que estes miúdos sejam interessados, sejam curiosos e sejam tolerantes, mas não somos muito exigentes com a nota que vamos lá colocar. Eles têm que trabalhar e respeitar-se em sala de aula, queremos que produzam algo, mas não é como avaliar uma História, um Espanhol, não tem nada a ver. Acho que isto devia ser aqui dito. Porque é muito difícil avaliar a cidadania, é terrível mesmo. Não sei se concordam comigo colegas, mas eu para mim é assim.

74 *Professoras*: Sim Sim.

75 **A: Vocês trouxeram a subjetividade ( ). Eu vou entrar na área de discussão 2 que envolve os desafios e os limites na promoção da Educação Cívica e da Cidadania. No questionário, foi perguntado o que achava que eram as áreas de melhoria na Educação Cívica e Cidadania. Surgiram questões relacionadas com as políticas educativas, como mais orientação ao nível dos objetivos e competências e mais ênfase na cidadania ao nível das políticas educativas. Ao mesmo tempo, foram destacadas áreas de melhorias mais internas à escola, como mais projetos dedicados à educação cívica e cidadania, um maior envolvimento dos pais e uma melhor cooperação com professores de diferentes disciplinas. Então a gente presume que estas são áreas que atualmente não existem na escola. Se sim/não, porquê? E a sugestão é se vocês poderem, é trazer sugestões para ultrapassar essas dificuldades que eu compartilhei aqui acima com vocês.**

76 **F: So we have three different aspect inside the school that could be implemented, this is what emerged in the questionnaire and this three aspects are: project, parents involvement and better cooperation with teachers of different subject. Do you agree with these data, do you think that those three areas should be implemented or no. So, what is your opinion and your experience about it.**

77 **A: Vou convidar a *nome*, se quiser compartilhar connosco a sua visão.**

78 *T-44*: Esta aqui foi um bocado difícil, deixe-me pensar. Para ver se eu percebi ( ) a pergunta, a ver se eu percebi, porque acho que a pergunta foi um bocadinho longa, ver se. Ou seja, do questionário o que surgiu foi que a mais projetos. A integração dos pais também na escola e assim como, cooperação entre professores de diferentes áreas era melhor a nível de melhor implementação da cidadania na escola. Pronto era isto.

79 **A: Essas seriam as áreas de melhoria.**

80 *T-44*: ( ) Ok, ora bem a nível de projetos por aquilo que eu percebo, não sei, isto é, um, eu acho que não disse isto no inicio, mas este é o meu primeiro ano.

81 **A: Você falou isso no início.**

82 *T-44*: Portanto o meu estágio foi muito, foi curto, foi um ano, mas era muito diferente, uma pessoa a assistir a uma aula e uma aula especifica do 12º ano, que era o meu caso, para estas questões da cidadania e no caso do primeiro e do segundo ciclo acho que as dinâmicas são diferentes de um secundário e de um secundário específico em artes, ou seja, a minha experiência foi um bocadinho diferente. Agora, o que eu tenho, ou seja, não dou cidadania, dou estas questões mais ligada á oficina de artes, vou me apercebendo de algumas coisas, mas é breve ainda e ainda fico muito assoberbada com muita coisa, ou seja, há coisas que eu não consigo aceder ainda muito bem, preciso de um

distanciamento, para pensar. Mas tentando fazer assim um acesso com a minha breve experiência, o que posso dizer é que projetos, eu penso que efetivamente projetos, não seio que é que as minhas colegas acham e se calhar vou ouvi-las falar e perceber outras coisas que não me tenha apercebido. Mas acho que os projetos, acho que temos bastantes projetos, por aquilo que eu vejo, e que muitos professores até me recorrem, como a minha disciplina é artística, acabam por aglutinar outras coisas também. Ou seja, muita gente vem com imensas propostas que queriam que, ou seja, para além de todas aquelas diretrizes, de todas aquelas coisas que surgem das próprias disciplinas. Por exemplo eu trabalhei com a *nome* e com a *nome*, com coisas que fizeram nas suas disciplinas de Espanhol, ou seja, houve esta integração, a nível de projetos fora, extra, não é, seja das disciplinas de cidadania, seja dos próprios projetos que possam usar estas questões dos direitos humanos. Ou seja, foram projetos que acabam por o tema fulcral não ser esse, mas acaba por ir buscar tudo isso, indiretamente, porque acho que tudo acaba por ir pegar nessas coisas, ou seja, por efetivamente, professores de diferentes áreas a colaborar. E eu pelo menos, da minha experiência é que eu tenho colaborado com professores extra-aula e eu acho que todos os professores o fazem também. Acho que há essa disponibilidade e essa procura, não digo que seja com todos os professores, mas pelo menos a experiência que eu tenho é que há essa procura e há esse gosto de trabalho colaborativo e extra-aula. A nível dos projetos, lá está eu acho que os professores, pelo menos com aqueles que eu tenho mais contacto, criam muitos projetos, querem que os alunos participem em projetos. No caso da *nome*, estávamos a falar no eTwinning, ou seja, são coisas que não são obrigatórias, são coisas que não são implementares da escola, ou diretrizes da escola, mas que os professores procuram entrar nesses projetos e fazer com que os alunos entrem nesses projetos para enriquecerem mais estas capacidades e estes vários descritores que nós falamos, do aluno, do que é que um cidadão. Eles tentam que essas crianças enriqueçam os alunos, e procuram fazê-lo. Por isso, em relação a isso, é preciso mais projetos, é necessário mais esses professores e diferentes áreas trabalharem conjunto. Não sei, em relação aos pais não me apercebi muito bem, lá está o papel dos pais aqui nesta escola em particular ou noutras, lá está, mas para mim é sempre um gume de dois bicos a participação dos pais na escola. Traz sempre problemas, pode trazer benefícios, não é, porque muitas vezes os professores ficam um bocado, lá está, têm de lidar com problemas que vêm em casa e coisas e às vezes fazemos de segundos educadores, não é, e às vezes poderia haver uma participação dos pais nesse sentido, não sei. Mas depois os Diretores de Turma, também fazem se o parecer do professor não concordar com alguma atitude e faz encaminhamento para onde for. Por isso, não sei, mas a nível de participarem nos projetos da escola às vezes tenho um bocadinho de dúvidas, porque o que eu tenho sentido lá está, que sou aluna até agora é que muitas vezes os pais, está a crescer a voz dos pais na escola e nem sempre é positiva. Às vezes eu tenho um bocadinho dessa noção. Porque depois o professor, é sempre culpar o professor, tenho essa noção, não sei se eles se calhar integrassem mais a escola que veriam o papel ou os programas ou os projetos, não sei se será por aí, as minhas colegas se calhar terão uma opinião mais ( ) que a minha nesse sentido.

83 **A: Eu vou então passar a parte para as outras professoras que já estão há um pouquinho mias de tempo também, *nome* se quiser complementar, o que é que tu acha.**

84 *T-43*: Esta pergunta é difícil, nunca sei o que ei de responder a estas questões. Vamos aos projetos, a escola tem muitos projetos e não é por falta de projetos que os alunos não são envolvidos. Mas eu quero chamar à atenção para uma questão dos professores, que nos afeta enquanto professores, que é a falta de tempo, nós temos, eu vou falar da minha experiência. Eu tenho neste momento 8 turmas que englobam alunos do terceiro ciclo e ensino secundário, portanto é um bico de obra se eu vou trabalhar em cada uma destas turmas, se eu entro em todos os projetos. E a disciplina tem uma carga horária reduzida, portanto eu tenho os alunos uma vez por semana, portanto eu deparo-me com esta falta d e tempo por muito boa vontade que eu tenha para trabalhar projetos, integrar equipas de projetos na escola, deparo-me com este problema que é grave, que é a falta de tempo, o excesso de burocracia que têm as escolas que já nos desviam tempo e energia para aquilo que é essencial para o acessório, portanto essa é uma parte importante. E quando eu falo nisto, eu falo também na cooperação entre os pares, portanto, eu falei na minha experiência, portanto tenho 8 turmas, a minha situação é igual de muitos outros na escola, se calhar a grande maioria. Portanto, esta cooperação do professor que se cria mais evidente, que se cria mais presente, não acontece por culpa dos professores, mas por culpa dessas estruturas, daquilo, das ordens que vêm das orientações que vêm do ministério e que as escolas se vêm

obrigadas a seguir. Eu concordo que os projetos são importantes e envolver os alunos em projetos é isso, portanto, dá-lhes uma visão diferente daquilo que é fora da sala de aula e eu acho que sim, que é um meio muito importante desenvolver competências. Nem sempre é possível e eu acho que neste momento as escolas deparam-se com esse tipo de problema, eu pelo menos deparo. Atrair os pais à escola é capaz de ser das tarefas mais difíceis da escola, os pais têm uma relutância muito grande em vir à escola e às vezes, eu como Diretora de Turma, sinto isso. Os pais que são mais assíduos na escola, são os pais dos bons alunos, são os pais dos alunos que têm boas notas, que têm um bom comportamento. Os outros fogem um bocadinho à escola, e, portanto, e quase que põem a escola numa gaveta diferente, a escola é uma coisa, em casa é outra e acaba quase por não se misturar muito, desta parte de atrair os pais à escola é mais difícil, se bem que eu acho que sim, que deve ser algo em que as escolas devem recorrer para tentar fazer da escola um sítio atrativo para os alunos e para os pais também.

85 **A: Ok, obrigada. *Nome*, qual é que é a tua opinião, você quer acrescentar algo também?**

86 *T-45*: Bem, começando pela questão dos pais, sim eles podem ser uma mais valia, também sou mão, e gosto de participar na vida escolar dos meus filhos. Ultimamente, agora no fim de maio eu e a professora *nome* organizamos uma festa da língua espanhola na escola, em que convidamos os pais a participarem e a adesão foi gigantesca mesmo, o espaço era pouco para tantos pais. Mas temos tido a colaboração dos pis, é verdade, pelo menos da maioria dos pais dos nossos alunos a quando nas visitas de estudo, porque depois são pais que nos sabem dizer um obrigado, por levar os nossos filhos a ter outras experiências. Inclusive nós, tivemos uma visita de estudo agora em Sevilha e que foi durante o Dia da Mãe, em que muitos pais, através dos filhos, através dos grupos que criámos também nos valorizaram por estarmos com os filhos deles nesse dia e não com os nossos. Claro que isto aqui de participar em projetos é como a *nome* diz, é ótimo, eu vejo o tempo que a *nome* tem que dar além de escola, nomeadamente ao fim de semana, para fazer os seus projetos eTwinning que ela faz e que gosta e que faz muito bem. E isso acho que é, isso sim promove as tais competências de cidadania num aluno, porque não é so ele estar sentado numa sala de aula a ouvir teoria, é preciso nós darmos as ferramentas para eles trabalharem e acho que através destes projetos, é claro que participar em todos eles temos que despender do nosso tempo extra-aula, porque caso contrário é incomportável, mas prontos, acho que é. A escola em imensos projetos, inclusive eu este ano participei em Erasmus, mas sei o trabalho que tive extra por causa disso ( ), mas foi ótimo e repetiria de novo.

87 **A: Obrigada. *Nome* o que é que tu gostaria de complementar aqui?**

88 *T-42*: Só sublinhar que algumas ideias que as colegas apresentavam e com as quais eu concordo a 200%, temos muitos, muitos projetos. Eu acho que com as políticas educativas que têm havido em Portugal em que temos cada vez mais tarefas, trabalho muito mais hoje com 27 anos de serviço, do que trabalhava à 20 anos, é absurdo, não faz sentido. Portanto, temos projetos muito interessantes, temos muitas atividades muito interessantes, muito práticas que vão ( ) com os miúdos, temos projetos nacionais, temos projetos europeus, temos Erasmus para os miúdos, temos concursos que os professores os levam a participar em concursos nacionais e internacionais, não faltam projetos. Agora é o que a *nome* diz e as minhas colegas, nós temos uma carga letiva enorme, temos cidadania uma vez por semana, 45 minutos. Tudo o que fizemos para que esses projetos vão à avante, é tudo extra-aula, tudo. Por exemplo, no projeto eTwnining uma das coisas que eu combinei com miúdos no inicio do ano é: "vocês nunca vão levar tarefas fora de aula", e não levam, mas é muito difícil, eu tenho que ocupar o tempo também da disciplina de Espanhol e eu faço porque eu acho que é isto que lhes abre uma dimensão europeia e eles conseguem vir para além da escola. Deita muito abaixo, mas é uma loucura. Sobre o envolvimento dos professores eu concordo com tudo o que disseram, eu acho que nós nos envolvemos muito para além das nossas forças físicas e mentais, os miúdos merecem. Os pais precisam de ir mais para a escola. Eu acho que quando há coisas muito interessantes eles vêm, mas é muito difícil trazê-los porque eu acho que em Portugal também não há uma cultura de presença das famílias na escola, nós não temos isso. Os pais vêm à escola para ouvir ralhetes: "o seu filho portou-se mal, o seu filho isto.." é verdade. Aliás, já me acontece, tudo bem, quando me liga um pai: "O que é que o meu filho fez?", não fez nada "é so para perguntar se". Eu acho que essa cultura, que não é da nossa responsabilidade, vem de cima, tem que mudar. Portanto nós fazemos muito.

89 **F: Thank you.**

90 **A: Obrigada. Eu vou entrar na terceira área que envolve a participação dos professores na governância da escola. De acordo com o questionário que vocês responderam, a escola dá ao pessoal docente a oportunidade de participar nos processos de tomada de decisão, embora uma percentagem de professores tenha afirmado que nem todos estão envolvidos nos processos de tomada de decisão. Vocês se sentem envolvidas e incentivadas a participar na vida da escola? Se poderem dar exemplos concretos de boas práticas, no que se refere a formas de participação de vocês eficazes? Se não, se sentem a vontade, se poderem explicar o que poderia ser melhorado nesse processo?**

91 **F: So, do you feel to be involved in the school governance and in school life in general? Yes, no and why?**

92 **A: Vou iniciar agora, pode ser por ti *nome*.**

93 *T-43*: Sim, eu não sei o que responder, não sei mesmo. Eu se calhar fui daquelas que acha que não há um envolvimento muito grande dos professores nas tomadas de decisão, da escola. Acho que cada vez menos nós participamos nos processos de tomada de decisão, não é culpa desta escola, deste agrupamento em particular, mas tem a ver com as diretrizes que vêm do Ministério, portanto as coisas já nos chegam como dados adquiridos e, portanto, nós não participamos na discussão ou na decisão de as implementarmos ou não. Portanto, claro que as escolas têm estruturas intermédias em que as coisas vão nos chegando e nós vamos opinando sobre determinados assuntos do funcionamento da escola, mas não acho que nós realmente tenhamos um grande envolvimento na parte da decisão naquilo que é fundamental na escola. Portanto não, não acho, acho sim que temos algumas estruturas intermédias, mas que lá está as coisas surgem nos como dados adquiridos e não como algo ainda a ser debatido e discutido.

94 **A: E tu teria em mente alguma ideia do que poderia ser melhorado nessa questão em que é complicado porque vem de cima não é, mas teria alguma sugestão?**

95 *T-43*: Reparem numa coisa, vamos à cidadania. Na cidadania vêm nos definidos como com domínios, domínios obrigatórios e ser trabalhados, e outros domínios facultativos, mas no final do ciclo o aluno deve trabalhar pelo menos os domínios obrigatórios. Isso já vem com uma carga quase obrigação e falo de cidadania, como falo com o cumprimento dos programas, ou preparar os alunos para o exame. Portanto, não nos é dado grande autonomia para que possamos perder, e eu digo aqui perder entre aspas porque eu acho que quando trabalhamos projetos nunca perdemos nada, só ganhamos, mas não temos tempo para isso, não temos tempo porque há uma série de outras burocracias, de programas a cumprir, de uma série de instrumentos a fazer, que nos acabam por impedir que isto realmente aconteça. Nós não temos grande poder de decisão em relação a programas, por exemplo. Portanto não acho que haja um grande envolvimento dos professores nessa parte decisiva da escola. É a minha opinião não sei se as minhas colegas partilham, mas realmente é isso que eu sinto.

96 **A: Eu vou abrir, vou convidar a *nome*, se tiver uma opinião diferente, o que é que enxerga?**

97 *T-42*: Não tenho uma opinião muito diferente da *nome*, eu até se calhar sou das privilegiadas porque eu sou chefe de Espanhol, sou subcoordenadora, portanto à partida os coordenadores do departamento e os subcoordenadores têm algum poder de decisão nalgumas coisas, sim nalgumas coisas se calhar sim, mas mais em termos de orientação do trabalho que é feito em sala de aula naquilo que é possível fazer, mas [decisões...

98 *T-43*: Aquilo] que depende de nós.

99 *T-42*: Depende de nós, mas de resto não, não temos grande poder de decisão e acho que realmente as escolas. A escola também não é só o ministério deviam nos ouvir mais porque nós temos por exemplo, estou a pensar Conselho dos Diretores de Turma, estou a pensar em Pedagógico estou a pensar em reuniões que são feitas com alguma regularidade em que também são dadas sugestões, eu estou a ser sincera espero que não me crucifiquem, mas é que muitas vezes é dito “ah isto é uma excelente ideia, mas não se pode”, “não se pode por quê?” Se beneficia os alunos, se os alunos se vão sentir melhor,

se pode haver mais sucesso, por que não experimentar? E muitas vezes há ali um travão, acho que a mudança é sempre assustadora para todos, mas nós somos agentes de mudança, é esse o nosso papel, estamos aqui para que as coisas melhorem, portanto é esperar que melhorem. ( ). Eu espero que sim, que melhorem, piorar não *nome*. E pronto não posso dizer muito mais do que isso.

100 **A: Não, obrigada. *Nome*, você gostaria de acrescentar alguma coisa?**

101 *T-45*: Só uma pequena sugestão, que sai ficar só aqui entre nós eu sei perfeitamente, mas por exemplo claro que há diretrizes gerais, que têm que ser claro, porque nós fazemos parte de um país em que depois os alunos são avaliados por uma norma. No entanto eu acho que devia haver uma que embora devêssemos cumprir os bem-ditos programas, mas à parte disso haver ali uma margem e termos mais tempo e haver ali um tempo disponível para adequarmos estas aprendizagens ao contexto e ao tipo de alunos com que trabalhamos. Porque trabalharmos com alunos de zonas socioeconómicas altas é muito diferente do que trabalhar com alunos socioeconómicas mais baixas, atendendo as próprias competências que eles pretendem desenvolver, aos gostos, aos interesses, e não conseguimos fazer isto porque temos que seguir aquela linha, e quando tentamos fugir um bocadinho depois já não temos tempo para recuperar. Mas eu acho que devia ser pensado um bocadinho isso. Eu foco me mais no aluno e não tanto nos tais objetivos gerais e nas competências gerais, mas talvez trabalhar a partir deles, que é isso que acontece com os projetos, com destaque nos alunos, neles enquanto indivíduos numa sociedade, e não na sociedade em si.

102 **A: Obrigada *nome*.**

103 **F: Thank you**

104 **A: *nome* gostaria de acrescentar algo?**

105 *T-44*: Não, eu também lá está. Eu não tenho muito conhecimento acerca da coisa, mas pelo que tenho visto pelos meus colegas, mais situações e coisas eu vou presenciando, concordo com o que as colegas disseram.

106 **A: Ok obrigada. A gente está indo para, chegando quase ao final também, vamos na área de discussão 4. Que aí aqui envolva a colaboração entre os professores. Apesar da escola dar oportunidades aos professores para participarem na vida escolar. O questionário revelou que poucos professores se disponibilizaram para participar em atividades mais organizacionais da escola como por exemplo: orientação e aconselhamento, planeamento da melhoria e desenvolvimento da escola, a solução de tarefas para além do ensino como a tutoria. Na opinião de vocês qual é a razão para esta fraca adesão dos professores a participarem. *Nome*.**

107 *T-45*: Eu penso que terá a ver um bocadinho com o que a própria professora *nome* disse há bocadinho, que era questão de, sim as pessoas sugerem, mas depois fica pela sugestão. Não é posto em prática, é um trabalho inglório. Claro que a mudança assusta, e eu falo para mim que todos os anos, quase todos os anos acabo por ir ter a uma escola diferente, este foi uma exceção, claro que a mudança é assustadora, mas eu acho que se traz benefícios deveria se arriscar a tal. Aqui eu acho que o facto de muitas vezes os professores se escusarem a este tipo de trabalho, é mesmo esse por que propõem, esforçam-se, mas depois no final não há mudança e continuamos com as mesmas diretrizes que estavam pré-definidas. Penso eu o que será um bocadinho mais nesse sentido. Eu como eu como nova na escola, acabo por não fazer parte desse grupo de professores que tem a possibilidade de poder integrar e até sugerir alterações ou propostas a serem implementadas, mas eu penso que será um o bocadinho por aí.

108 **A: Obrigada. *Nome*?**

109 *T-44*: Sim, também lá está, outra coisa que eu não tenho assim muito conhecimento de causa, mas pelo que percebo, também é um bocadinho pelo que *nome* está a dizer, e também acredito que para muitos professores seja a questão que também as colegas já falaram, da questão do tempo também que ao bocado estava a falar dos projetos etc. não é? E apesar professores fazerem e terem ainda motivação para o fazer, mesmo com o desgaste da profissão e todo o maltrato a nível dos professores, que tem acontecido, que temos visto e que se sente. Acho que muitos professores também pelo menos que ouço

e que falam comigo, das conversas que tenho e tudo, muitas vezes há muita desmotivação apesar de mesmo assim tentarem fazê-lo, mas é desmotivação porque é inglório o trabalho muitas vezes e com as horas imensas, eu só tenho 11 horas, não é, eu tenho meio horário, não tenho direção de turma, não tenho nem metade do que as minhas colegas que aqui estão têm. Ou seja, para mim é muito fácil eu "aí eu vou para este projeto, eu posso fazer aquilo, aí sim eu posso ficar mais tempo na escola ou isto ou aquilo não é", eu tenho essa possibilidade, porque efetivamente eu tenho tempo, este fator tempo é muito importante. E as burocracias imensas que eu só aperceber na primeira reunião que foi, que eu tive tralha, que é mesmo assim, muitas vezes desnecessária burocrática que existe, para tudo para fazer tudo. Que muitas vezes só de uma pessoa olhar para todas as coisas que já tem, não é, com todas as estaladas que vai levando daqui e de acolá, da profissão, muitas vezes acredito, que também seja por pronto por isso. Não digo que não seja porque os professores não querem ou se recusam, ou acham que não é bom, porque acho que não é de todo por aí. Acho que é mesmo porque falta o que a *nome* tinha falado e acho que muitas vezes é mesmo isso, é falta de tempo que já tanta coisa que eu percebo por vocês, vocês têm as horas de trabalho, o fora escola do trabalho não letivo, e ainda mais trabalho extra porque estas horas não chegam, cada vez acho menos que chega pelo que eu oiço falar.

110 **A: Obrigada. *Nome*, sua visão?**

111 *T-43*: Então é assim, por que que eu acho que os professores não aderem a estes cargos, ou participarem nestas equipas pedagógicas. Primeiro, o nosso horário é composto por tempos letivos e não letivos e geralmente estes cargos ou a participação nestas áreas que os professores acabam por recusar é a parte do não letivo, portanto, para além do trabalho que eu tenho com as turmas no caso da minha, 8 turmas, eu teria outro trabalho. Um trabalho muito mais burocrático, um trabalho se calhar mais minucioso e que no geral iria ter um excesso de trabalho. Que faz com que os professores que às vezes até podem ter vontade e até podem ter aptidões para, no entanto afastam-se um bocadinho destas áreas porque realmente o excesso de trabalho, o excesso burocrático, a carga burocrática que as escolas têm mergulhado hoje em dia é infernal, portanto, isto implicava o duplicar ou triplicar de trabalho. E depois também outra coisa, que eu acho que é o professor que acabe por integrar uma destas equipas, destes cargos, acaba mais por ser um executor de tarefas do que alguém que vai participar ativamente do projeto ou numa área. Ou seja, acho que vai acabar por executar aquilo, as ordens que vem de cima, isso também não é cativante, não é motivador ( ) preferem ter as suas salas de aulas a trabalhar com as turmas e deixar os cargos e o papel delegado para outras.

112 **A: Ok, obrigada. *Nome*, para fechar aqui a tua visão, gostaria de complementar alguma coisa?**

113 *T-42*: Sim, eu concordo com tudo que foi dito. Acho realmente com um horário de 27 horas letivas, para quem não tem redução, e nós somos tudo dumas catraias não temos redução ainda, e depois são 27 horas letivas e as horas que é preciso para preparar aulas, atividades, avaliar enfim, é completamente impossível. Há outra questão que eu queria referir, vou dar um exemplo concreto, o ano passado, salvo erro, foi pedido aos professores sugestões para alteração do Regulamento Interno, que é um instrumento de melhoria. Até isso, ler o Regulamento Interno, de fio a pavio, do princípio ao fim, pensar naquilo que lá que está escrito e pensar como apresentar uma sugestão, leva muito tempo, e nós professores portugueses, também acho que somos muito profissionais e gostamos de fazer bem as coisas, se não é para fazer bem, não fazemos. Eu por exemplo, quando recebi a sugestão de leitura do regulamento interno pensei: "eu gostava de dar a minha opinião, eu aulas nesta escola há 12 anos, 13 anos até, não sinto assim da casa, e gosto muito desta escola, gostava de poder dar sugestões, por exemplo no regulamento interno", eu não tinha tempo para estar a ler 30 páginas e analisar e enviar por escrito e pensar bem como é que eu escrevo, não tinha, isto obrigava a que? Uma equipa de professores sentasse 2, 3, 4 ou mais sentasse, ler o regulamento e pensar, nós não temos tempo, vou roubar tempo ao tempo de preparação de aulas ou estar com a família ou de corrigir testes? É impossível, alguma coisa tem de mudar a nível estrutural, não estou a ver que vá mudar. Acabo com uma nota negativa. Pronto é isso. Eu até gostava, mas não vou sobra, não dá.

114 *T-45*: Tem de passar por mudanças de política de cima, não podemos ter uma carga letiva tão grande e exigirem que do outro lado também dediquemos o mesmo tipo de tempo, é impossível, é humanamente impossível.

115 *T-42*: E depois é assim Francesca e desculpe agora esqueci-me do seu nome.

116 **A: *Nome*.**

117 *T-42*: Exato, *nome*, eu por exemplo tenho um bocadinho de comparação com outros países europeus porque projetos europeus de eTwinning, têm sido fantásticos, porque tenho muitos amigos na Europa, são professores também de Espanhol como eu, e consigo, comparar realidades. O nosso país, é dos ( ) que eu conheço talvez o mais comparável será Itália, onde também se ganha muito mal e se trabalha muito, é o pior da Europa, temos salários baixíssimos, ninguém tá 27 horas letivas como nós, é horrível e não temos tempo para nos sentarmos juntos e pensar em coisas interessantes e válidas. Portanto alguma coisa tem de mudar. Desculpem que eu falei muito

118 **A: É um momento de desabafo mesmo depois de ( ). Vou para a última pergunta. Vocês falaram agora da questão dos cargos mais de gestão, também de vocês serem convidados a terem uma participação, mas por outro lado o questionário ele revelou existência de uma boa cultura de colaboração entre vocês na escola. Vocês concordam com essa conclusão, se sim/não na sua opinião o que é que incentiva ou não incentiva, a colaboração e a participação na escola. *Nome*, já que tu fechou com o teu desabafo, agora pode iniciar trazendo a tua opinião também?**

119 *T-42*: Posso sim senhor, como a *nome* explicou muito bem, nós temos tempo de escola para trabalhar, semanalmente temos, por exemplo 1 hora para trabalhar com os nossos colegas de disciplina para trabalharmos, não chega nem de perto nem de longe. E essa hora que nós temos tudo com outro trabalho de colaboração que é feito, é nos intervalos é na casa de banho é quando estamos a passar com o café na mão, é assim, é na hora de almoço, que é almoço/trabalho, é esta, são esses os espaços que temos para criar essa colaboração. Portanto, é pouco, e eu acho que tem que existir porque eu acho que é pouco. Outra questão que eu acho importante, a profissão do professor, para além desses tempos que estão marcados no horário e que temos que dedicar à colaboração, colaboramos muito mais do que isso mas a verdade é que é uma profissão muito solitária, nós conseguimos quase trabalhar sem colaborar com os outros, quase, nós temos de liberdade dentro dos programas e das competências para pensarmos na nossa aula e definirmos o que queremos fazer naquela aula e eu acho que temos muita Liberdade, o facto de termos muita liberdade também faz com que muitas vezes não seja preciso ou nos sintamos essa necessidade de trabalhar com os outros, não sei se fui clara. Temos de procurar essa colaboração, temos que querer. Um exemplo concreto: eu e a *nome* damo-nos super bem, é melhor colega de trabalho que eu podia ter, partilhamos tudo, é verdade. Tenho tido colegas de Espanhol, contratadas todos os anos também muito boas, acho que a *nome* é com quem trabalho melhor, mas tenho tido colegas excelentes, mas já tive outros anos em que não se partilham testes, não se partilham nada. E é assim, não é obrigatório partilhar, mas é mais fácil, trabalhamos menos se cada um de nós o fizer, agora acho que tem que partir de nós. Pronto não sei se respondi. Como é se pode incentivar? Não sei, não sei mesmo, não sei, não sei. A ver se alguém tem uma ideia.

120 **A: Ok, Já que tu falou que, obrigada *nome*, já que tu comentou que vocês trabalham bem tu e a *nome*, e aí *nome*o que tu acrescentaria ( ).**

121 *T-45*: Não, é verdade, eu já trabalhei em muitas escolas em que era a única professora de Espanhol e é um trabalho solitário. Trabalhar em grupo e trabalho colaborativo acho que é ótimo, não só dentro da própria área, mas até porque muitas vezes é necessário, tal como eu disse há bocadinho, os nossos alunos não são todos iguais, e também temos que nos adaptar a cada turma em si. Agora nós aqui trabalhamos bastante colaborativamente mesmo com outras áreas disciplinares em várias atividades, como também já referiram há bocadinho e eu acho que isso é fundamental porque é partilha de experiências, partilha de ideias e um bocadinho ( ). Sim, sim, e mesmo os recursos, eu trabalho imenso com a *nome* e adoro porque ela é minha chefinha, mas esta partilha eu sei que se me faltar qualquer coisa eu tenho a ali um apoio e isto dos professores, precisamos mesmo, porque temos uma vida louca. E eu peço desculpa, ao bocadinho apareceu aqui a minha pequena, que chegou de uma atividade e tinha quer vir contar algo a mãe, porque depois também temos esta parte familiar, é quem agora eu começo a pensar não primeiro eles e depois então o trabalho, mas acabo por ter mais tempo através do trabalho colaborativo, não só com a minha área disciplinar, mas com todas as outras. E por exemplo, enquanto diretora de turma é ótimo poder tirar dúvidas e apoiar nos outros diretores de turma e esse trabalho colaborativo acaba por haver. É pena não termos ali no nosso horário tempo, disponibilidade para trabalharmos mais colaborativamente, acho que seria interessante.

122 **A: Obrigada. *Nome*e a tua visão?**

123 *T-43*: Sim eu concordo com tudo o que elas disseram. Acho que o trabalho colaborativo com professores torna-nos a vida mais fácil, portanto, ou menos solitária, como disse a *nome*, eu concordo plenamente. Eu costumo dizer e ainda não mudei de opinião que as escolas, só funcionam com a boa vontade dos professores e com a colaboração que fazem entre eles, porque nós recebemos de vez em quando tantas informações e tantas ordens avulsas do ministério que as coisas na prática só funcionam por que os professores estão na escola e dão o seu melhor, e dão mais horas do que é necessário a escola. Portanto, e eu acho que nas escolas apesar de tudo ainda existe esta boa vontade, este espírito de colaboração com professores. Se somos todos assim? É óbvio que não, é óbvio que há alturas em que temos um grupo que funciona melhor, um grupo com quem nós precisamos tudo e que torna o nosso trabalho um bocadinho mais fácil. Mas isso é como tudo, se nós olharmos para o pessoal docente das nossas escolas, nós estamos muito envelhecidos todos já, portanto, e é normal que nós encontrámos professores que já em fins de carreira que, que pronto, que a colaboração delas já está a diminuir, portanto já não há aquele espírito de tão solidária para com os outros colegas, mas eu até tenho muito boa impressão dos professores, e acho que as coisas ainda funcionam por este espírito solidário e de boa vontade que os professores têm.

124 **A: Obrigada. *Nome*, e a tua visão aí na escola ( ) ano.**

125 *T-44*: Ora, eu não conseguia fazer nada se não fosse com a ajuda dos meus colegas, por isso. A verdade é mesmo essa, é o que todas as colegas falaram que é mesmo, que a escola funciona mesmo pela vontade dos professores, se as coisas são feitas é pela boa vontade dos professores, sim, e se efetivamente há esse trabalho bestial com os alunos, não é? É pelos professores e pela boa vontade. Porque nós só temos, se formos a ver, no papel claro que há muita coisa que um professor claro que tem que fazer como é óbvio, mas eu posso fazer o mínimo disso, não é? Mas o que eu vejo à minha volta é que os professores não querem fazer o mínimo disso, eles querem dar o melhor à escola, o melhor aos alunos, e eles querem efetivamente que os alunos consigam e que tenham sucesso, e eles querem que colegas como eu consigam ( ), eu só recebi de todos os meus colegas o espírito mais solidário, fui abraçada na escola, "o que que tu precisas?" todos os professores, "o que precisares diz!". Ou seja, toda a gente me ajudou com tudo, e eu até tenho um bocadinho dificuldade, portanto de estar a chatear as pessoas, porque eu já sei que têm muitas coisas para fazer, mas gostava de mais vezes pedir ajuda, foi uma coisa difícil para mim também, superar em mim, que era o pedir ajuda aos outros. Mas eu sabia que ninguém me ia virar a cara ou ia fazer o "pronto, diz lá", "diz lá então, ajudo-te, olha, encontramo-nos não sei quando" fora de horários de trabalho deles etc., que fosse, Senti-me muito acarinhada, e é isso, a colaboração entre os professores é necessária mesmo, para tudo funcionar, e para nós também não nos sentirmos à deriva, não é? Acho que se eu chegasse e se não tivesse ninguém que, eu não conhecesse ninguém, e acredito que muita gente também chega, independentemente dos anos de carreira, a uma escola e não conhecesse ninguém não é, fica ali um bocadinho à deriva não é, e não sabe por onde há de pegar, ok tenho uma reunião aqui e acolá, mas se toda a gente se fechar, uma pessoa não faz parte. Até o próprio sentimento de trabalho por que isto é o nosso trabalho não é acho que fica muito isolado, e acho que nós só temos a crescer e aprender com os outros não é, e tudo isso também da cidadania agora fechando esse tema, que nós queremos incutir aos alunos, que nós queremos que eles se tornem, mas também por o fazer umas com as outras, que nós não somos mais do que os alunos que também estão a aprender não é, nós próprias não é? Estamos na escola, e estamos todas nós nesse espírito de integração, de autonomia, de conjunto, de colaboração, por isso é eu acho que sem os meus colegas eu não fazia nada, e tenho muito a agradecer, e a vocês também que já trabalharam comigo, obrigada.

126 **A: Obrigada Ana. Nós fechamos agora e eu vou passar a palavra para a Beatriz, que ela vai fazer só um resumo do que foi, do que vocês falaram, e aí depois a gente faz o fechamento.**

127 *Beatriz Pratas is given the floor to summarize the focus group. ((All confirm what was said)).*

128 **F: Do you agree, is it ok?**

129 *T-43*: Sim, sim, no geral sim.

130	**F: Perfect.**
131	**A: Professoras para a gente finalizar, como precisamos de comparar dados com inquéritos internacionais é necessário saber a idade de vocês. Então novamente, então eu vou pedir se vocês poderem só qual é a idade de vocês.**
132	*T-42*: 50, mas na verdade parei nos 40.
133	*T-41*: 41, uma jovem.
134	*T-43*: Vou ficar mal quando a Sara disser a idade dela, vou já ali cortar os pulsos. Eu tenho 50.
135	*T-44*: Eu tenho 28.
136	**A: Professoras, teriam mais alguma coisa que vocês gostariam de trazer para discussão e que possa ser relevante para o objetivo do qual a pesquisa está buscando refletir?**
137	*T-44*: Eu só gostava de dizer que eu, depois é que reparei que estava em mute, eu não dou cidadania, não sei se percebi mal da Beatriz dizer no início, mas eu não dou cidadania. Eu não dou educação para a cidadania, só dou as disciplinas.
138	**A: Ok, obrigada. Mais algo? Tudo certo?**
139	**F: Ok, thank you very much for your availability to come in here for welcoming me in your classes, thank you very much.**

Annex 11. The school S-7

Annex 11.1. Document analysis of S-7

School information	• The institution consists of three kindergartens, three first cycle, one second cycle and one third cycle schools; • The school houses a science lab, a Chemistry-Physics lab, sports facilities and the *Ciência Viva* club.
Mission	• The school's mission is to provide quality education that prepares students to become active, participating citizens in a democratic society. • The goal is to promote the holistic development of students, including cognitive, personal, social and emotional aspects. • Thirteen matrices of intervention: 1. assuming the school as a place to promote quality education; 2. developing learning activities based on curricular articulation of disciplinary knowledge, from a perspective of horizontal and/or vertical articulation, with the aim of progressively building global knowledge; 3. developing cooperative and collaborative work; 4. implementing student assessment; 5. establishing a school-wide approach to digital competence, that is essential for learning, working and active participation in society; 6. providing a supportive school climate; 7. supporting the work of the Psychology and Guidance Service, the Learning Support Center and the Support and Mediation Room, as technical-pedagogical partners; 8. increasing the action of school libraries in supporting curriculum development and promoting different literacies (reading, media, technological and digital information); 9. promoting the professional development of school staff; 10. developing school-family interaction processes; 11. encouraging good practices in the relationship between the school, the Parental Association, local authorities and local institutions; 12. valuing processes to create partnerships with local institutions; and 13. implementing systems to supervise educational action and the school's self-evaluation from a formative perspective. • Four domains of intervention: 1. educational context, including participation and shared responsibility and human, material, and financial resources; 2. educational success, including teaching practices, school success, and citizenship education; 3. articulation and sequencing, including curricular and extracurricular organization, and school library; and • 4. training and innovation, referring to professional development and innovation for teachers.
Civic and citizenship education	• The school stresses the importance of active citizenship and democratic participation; • Civic education is integrated into all curricular areas and focuses on the development of citizenship competences; • The school promotes projects and activities that provide students with real citizenship experiences; • EECE explicitly incorporates nationally defined instructional organization and domains.
School organization	• The school has a well-defined organizational structure, with several bodies managing the curriculum and school activities (the main ones being the Pedagogical Council and the General Council);

	• The school has a Psychology and Orientation service that provides support to students, parents and teachers.
Additional information	• The school promotes a variety of projects and initiatives, such as the National Reading Plan and won the *Eco-School Green Flag*.

Annex 11.2. Semi-structured interview with the Principal (S-7)

1	**DS-7**
2	**First of all, could you describe me the school context, such as school targets, resources, structures, as you wish?**
3	*DS-7*: Portanto, a escola e o agrupamento estão inseridos na freguesia de Oliveira do Douro, Concelho de Vila nova de Gaia, é um território periurbano, portanto, maioritariamente, as pessoas trabalham na cidade do Porto e, em termos sociais, são assalariados maioritariamente, e que é mais para dizer? São 5 unidades. Penso que é isso. Temos 1335 alunos, pelas 5 escolas. Temos desde os 3 aos 15, 15/16.
4	**And what educational goal would you like to achieve in the next 5 years, according to the vision that you have of this school? So, for the previous question…**
5	*DS-7*: Nós temos 5 edifícios e temos laboratório de ciências, laboratório de físico-química, um clube de Ciência Viva, estruturas desportivas, portanto, pavilhão desportivo e campos de jogos exteriores. Relativamente aos próximos 5 anos, a visão da escola assenta em 3 princípios, ou antes, 4, que é "Integrar, Unir, Formar, Incluir". O que é que desejaria? Que fosse uma escola inclusiva, com equidade, com sucesso escolar, mas também em termos de cidadania. Aí foi, portanto, formação pessoal e social. Portanto, melhores, melhores pessoas e que esta organização fosse uma unidade aprendente, ou seja, que todos os elementos da Comunidade fizessem parte de uma comunidade de aprendizagem.
6	**And what educational goal would you like to achieve in the next 5 years?**
7	*DS-7*: Pleno sucesso, foi o que eu disse. A inclusão já está, a equidade.
8	**And how does the school community work to achieve the objective you told me? And yours, you speak about inclusion.**
9	*DS-7*: Portanto, há um Conselho Geral, que tem representantes dos professores, do pessoal não docente, pais, Câmara Municipal e entidades parceiras. Noutro patamar, temos o Conselho Pedagógico, que é constituído por professores que onde se discute as linhas para implementar aquilo que nós chamamos "Projeto educativo do agrupamento" e também "Projeto curricular do agrupamento". Para apoiar o Conselho Pedagógico, há Conselhos de Departamento, Conselhos de professores, que trabalham dentro das suas áreas para contribuir para o sucesso do seu trabalho. É, consegues? É isso.
10	**And regarding the external partnership, I would like to ask you if the school has any external partnership and how this association are involved in school life?**
11	*DS-7*: Portanto, temos a Camara Municipal de Vila Nova de Gaia, junta de freguesia, entidades de ensino superior, temos a Faculdade de Psicologia do Porto, a Universidade de Aveiro, o Instituto de Piaget, a Escola Superior de Educação do Porto.
12	**And how they are involved?**
13	*DS-7*: Apoiando projetos como o clube de ciência viva. Relativamente à violência, a Universidade de Vila Real, tem a Polícia de Segurança Pública.
14	*VDS-7*: As an example, we talk about violence occasionally, we have partnership with police, local police and from time to time they have officers coming to school where they talk to the students about bullying and things like that.
15	**Okay.**
16	*DS-7*: Ainda temos o apoio de alguns projetos municipais, "Escola Ciência Viva", no parque biológico da cidade. E é isso.

17 *VDS-7*: so, the example given, is that, for instance, some students go to the park biologic, which is a kind of natural park, where they organize sessions especially for students, to talk about, I don't know, sustainability, ecology, things like that, and that's the partnership we also have with Camara Municipal, the city hall.

18 **Now, let's move on. And I would like to ask you the question number 5, how are tasks and responsibilities distributed across distributed across teaching and non-teaching staff?**

19 *VDS-7*: Como é que estão distribuídas as responsabilidades entre o pessoal docente e não docente.

20 **In front of the Ministry, you are the main responsible of the school for sure.**

21 *DS-7*: O pessoal docente tem autonomia para cumprir a sua tarefa principal, que é trabalhar com os alunos em sala de aula ou fora da sala de aula. Mensalmente, há reuniões para monitorizar o trabalho que é feito nas equipas de professores. E relativamente ao pessoal não docente, as tarefas estão distribuídas de acordo com a sua carreira, portanto temos centros operacionais, que há uns tempos atrás se chamavam auxiliares de ação educativa, que tem tarefas, como apoiar a organização da escola, portanto, limpeza das salas de aula, a manutenção dos equipamentos, limpeza dos espaços. Além disso, temos assistentes técnicos, que apoiam a organização administrativa da escola, nomeadamente na área dos vencimentos dos professores, na aquisição de material que é necessário.

22 *VDS-7*: But, for instance, when we talk about non-teaching staff, staff that aren´t teachers, and they are in charge, let's say of the cleaning of the school, etc. There is a person who is responsible for that, she reports directly to the director and we call her "encarregada de pessoal" and then she decides the tasks that everyone is going to do, so, not the director himself, of course, but the "encarregada operacional" says, well, "you are going to clean this part of the school, you are going to do that, you are going to work until, let's say, at the library, you are going to work at the bar", she does that. Also, in the secretaria there is also a person who is in charge and reports directly to the director, but he decides who is going to do what. With the teachers it's more or less the same, we have the Departamentos, okay, in the Conselho Pedagógico they meet and together with the director, but then they can decide inside the departments how they are going to approach certain subjects.

23 **So, this is an internal structure?**

24 *VDS-7*: Yes, yes.

25 *DS-7*: E há ainda, técnicos superiores, como psicóloga, terapeuta ocupacional e terapeuta da fala, que apoiam o trabalho dos professores em diferentes áreas, o psicólogo, além do apoio ao bem-estar dos alunos, também tem a orientação vocacional no 9ºano, trabalha com os alunos para verificar quais são as áreas em que eles estão ainda mais disponíveis para continuar os estudos.

26 **Okay. So, now, the next part is focused on the decision-making process and the participation of the school community in this process. My question is, are the decisions taken as a group, if so, by whom, or are they taken by you and then the school community is informed?**

27 *DS-7*: Relativamente à questão da tomada de decisão, ou, o processo de tomada de decisão, há uma parte que é financeira, que há um conselho administrativo que tem, portanto, o diretor, um diretor adjunto e o chefe da secretaria. Mas isso é para questões administrativas financeiras.

28 *VDS-7*: So, to decide the budget, what is going to be the budget each year and say, well, "this part of the money is going for this, we need this amount for that". That's the process of decision making in that *conselho administrative*, okay?

29 *DS-7*: Relativamente às questões pedagógicas, há o conselho pedagógico que define o plano de atividades e que depois saem para os departamentos, departamentos para os professores e a questão da tua, e aí eles têm, aí há um espaço de decisão dos professores. Os pais e os alunos participam na tomada de decisão apenas no Conselho Geral. No entanto, os alunos, no seu espaço de aprendizagem há um espaço para negociar com os professores ou o contrário, os professores negoceiam com os alunos aquilo que vão aprender, a questão da avaliação. Mas é um, mas têm noção que o espaço de decisão dos pais e dos alunos é muito pequeno, apesar de nós termos alguns espaços, como a

	Assembleia dos Delegados e Subdelegados de turma, que são um órgão de apoio à direção, e os pais, nós temos contactos com as associações de pais, mas, os pais, mais como consulta do que para decisão.
30	*VDS-7*: To summarize a little bit, pedagogical decisions are made by the Conselho Pedagógico, so the director does not say "its going to be like this, like this and like that", no. There's the meeting of the Conselho Pedagógico, they meet, they discuss, then the members of the Conselho Pedagógico then make some other meetings with the teachers and they discuss what has been discussed in the Conselho Pedagógico and reach a final decision, it goes back to the Conselho Pedagógico, there is a final decision. So, basically, pedagogical decisions are collective, let's say, the director and the Conselho Pedagógico. Basicamente, são decisões coletivas. The financial decisions are more for the Conselho Administrativo and the director is aware that maybe students and parents are not so involved in the decision making of the school. They are consulted, for instance, the parents, from time to time there are meetings with the Associações de Pais, and the students too, in the Assembleias de Turma and things like that, but he has the feeling that maybe parents and students are not so involved in the decision-making process. Portanto, não estão tão envolvidos na tomada de decisão mesmo.
31	**Okay, so there is the Association of the students and the Association of the parents?**
32	*VDS-7*: Yes. Students, no, because they are young, so we don't have a formal Associação de Estudantes, for parents we have Associação de Pais. This school and from each of the other schools, the 5 schools.
33	**So, each school has a parent's association?**
34	*DS-7*: Yes, a Associação de Pais.
35	**Okay, and what are the role of these Associations of the parents?**
36	*DS-7*: Qual é o papel, o papel é de serem consultados em algumas das decisões que são tomadas. Mas, é como eu disse ao bocado, são consultados para ficarem corresponsáveis.
37	*VDS-7*: They are asked their opinion and when they meet with the director and also the board of directors, they also bring their own problems, they say "well, this is not working very well, what are you going to do?".
38	**Okay. And how is the participation of the school community encouraged in decision making process? Okay for the parents and students, but, for example, for the teachers?**
39	*DS-7*: Portanto, a questão da participação é encorajada por apresentação de questões que são levadas ao pedagógico, ao Conselho Pedagógico, para depois descerem as estruturas intermédias, portanto, aos professores para serem discutidas e depois só o Conselho Pedagógico aprova ou não essas decisões. Por outro lado, nós temos pontualmente, vamos fazendo recolha de informação, a que é mais utilizada são os formulários, são tipo inquéritos de satisfação, para e com esses dados, nós tomamos decisões. Mas, essencialmente, digamos que esse veículo de pedido de informação para os professores sai do pedagógico e depois sobe outra vez para o pedagógico. Os restantes elementos, pais, alunos, fazemos recolha de informação.
40	**Ok.**
41	*VDS-7*: I have to go.
42	**Thank you so much, thank you. When the team disagrees on a decision you have made, how do you come to an agreement?**
43	*DS-7*: Portanto, quando não há acordo em determinada decisão, >vou dar 2 exemplos<. Anualmente, os miúdos do 4º ano fazem uma visita de estudo apoiada pela Câmara, portanto, vão de comboio à capital, Lisboa, visitar o Oceanário, e quem acompanha essa visita são os professores titulares dessa turma, dessas turmas. Tem acontecido, por vezes, que os professores dizem "não vou". E, o não ir, implica, da minha parte, organizar recursos humanos para que os alunos possam fazer a visita e vão à visita. Outro exemplo, por diversas vezes, eu tenho defendido no Conselho Pedagógico que os alunos

não deviam ter trabalhos para casa. E, o que é certo, é que os colegas não aceitam e, portanto, a minha proposta não é válida e os alunos continuam a fazer trabalhos de casa, apesar de eu considerar que não deviam fazer trabalhos de casa, porque eles já passam muitas horas na escola. Portanto, quando há discordância, nós tentamos resolver essas discordâncias. Negoceia-se para chegar a um acordo e como eu dei os 2 exemplos, há um que eu consigo resolver, porque arranjo mecanismos para que a visita possa acontecer. Mas, relativamente aos trabalhos de casa, que é também uma proposta de alguns pais, mas não vai à frente e, portanto, os alunos continuam a ter trabalhos para casa. E, pronto, é isso.

44 **Okay. The following section is about the Civic and Citizenship education, Cidadania, and the question is, are there any projects related to Cidadania that are taking place during this school year, if you know?**

45 *DS-7*: Portanto, os projetos, penso que o coordenador já falou das atividades todas. Uma das questões é que consideramos que a cidadania, apesar de ter uma disciplina, ela deve ser transversal. E, portanto, em todas as disciplinas, em todas áreas, contribuem para a estratégia nacional da cidadania. A cidadania vai estar ligada também a outros, ao bem-estar dos professores, dos funcionários, dos alunos. A questão da felicidade e acho que é aqui importante que o aluno assuma o seu papel ativo na escola, que depois isso também lhe traga ferramentas para trabalhar na, e para viver na sociedade. O clube, nós, há um clube de ambiente e, portanto, têm muitas tarefas, mas apesar de ser o eco-escolas, ela também está ligada ao projeto da cidadania do agrupamento, da mesma maneira que estão as disciplinas, independentemente, por exemplo, quando eu dou os "Descobrimentos", que eu sou de história, e quando se fala em "Descobrimentos", nós temos que ter a noção de que a descoberta, se calhar, é recíproca. Há uns anos até esta parte, nós dizíamos que "a Europa vai descobrir os outros, o outro mundo", mas, se calhar, mas, hoje já não dizemos isso, dizemos que vamos, tanto somos descobridores, mas também somos descobertos pelas pessoas das outras civilizações que aprecem nesta, na expansão marítima e isto também é cidadania.

46 **Okay. And are there any of these projects taking place in cooperation with the association?**

47 *DS-7*: Sim, nós fazemos parte da rede dos clubes do ambiente, do eco-escolas, por isso é que temos uma bandeira à entrada, que é uma bandeira verde, que é o símbolo que trabalhamos no ambiente na escola, que é um projeto com associações locais e nacionais.

48 **Okay. And is there a group responsible for making decisions on Cidadania or is it the responsibility only of the teachers of Cidadania e Desenvolvimento?**

49 *DS-7*: Não. Portanto, na Cidadania há um coordenador. Mas, depois, o coordenador trabalha com todos os diretores de turma e os professores titulares de turma, mas a tomada de decisão é de cada grupo. No primeiro ciclo, é de cada professor.

50 **Okay. Do the teachers have specific resources or promote Cidadania in the classroom?**

51 *DS-7*: Têm, portanto, é assim, o material necessário para a Cidadania ou para o outro tem que ser requisitado e depois nós fazemos a aquisição e digamos que é um meio, é uma questão, é a questão mais fácil, a aquisição de material, mas não, mesmo se for preciso ser uma visita a algum lugar, ou vir cá à escola qualquer especialista, não há problema.

52 **Okay. The following part is about the quality assessment of the school. How is the quality and effectiveness of school decision assessed? So, when you make the decision.**

53 *DS-7*: As atividades são, portanto, são todas avaliadas e, como eu disse ao bocado, os alunos são convidados a responder com o formulário e as respostas que eles dão, depois vão ser integradas no ano seguinte, ou, mesmo no próprio ano. Por exemplo, neste momento, decorre um formulário sobre como é que o aluno vê a sua avaliação. Portanto, é anónimo. Para os mais pequenos, eu, portanto, pedi para que os pais pudessem ajudar o aluno a responder, os do primeiro ano, que são muito, e os outros anos, a dos outros alunos. Vão responder a esse formulário, que vai permitir nós olharmos para a visão que eles têm da sua avaliação, para que a sua visão também entre na visão da avaliação pedagógica, na política, ou, dito de outra maneira, na política de classificação e na política da avaliação do agrupamento. Possa também ser suportada pela visão dos alunos.

54	**Okay. So, there are different questionnaires about the topics, in this case, it is about the evaluation, but there are different from? Okay. And what indicators do you use?**
55	*DS-7*: Para acompanhar os indicadores do desempenho escolar, temos as avaliações intercalares, portante de 3 em 3 meses, há uma informação. Os indicadores quais são? São da sua participação, a sua organização, que áreas têm dificuldade ou não. Essencialmente, indica, portanto, participação, responsabilidade. A participação é fundamental, porque é um dos itens que vemos se eles, portanto, se eles sabem ou não, no espaço em que eles vivem 5 a 7 horas por dia.
56	**And these questionnaires are also for the teachers or only for the students?**
57	*DS-7*: Os formulários estão, são para a comunidade toda. Nesta fase, a avaliação pedagógica foi só para eles, porque nós viemos de uma alteração da prática pedagógica e, portanto, é para perceber se aquilo que os professores desenharam resulta ou não, mas no final do ano os alunos são sempre confrontados com os alunos, os pais, os professores, com um inquérito, mais ou menos parecido. Mas, eu até vou buscar um exemplo, que é mais fácil.
58	**This is for students?**
59	*DS-7*: Yes.
60	**Okay. About the evaluation?**
61	*DS-7*: Portanto, isto, então. Pronto, isto ainda está, ainda está, mas, por exemplo. Portanto, o ano passado isto era para ( ).
62	**And this is for the teachers?**
63	*DS-7*: Não, isto era pessoal não docente. Depois, mas o mesmo aparece. Estes são para os mais pequeninos, que é de 1º ao 4º.
64	**So, these questionnaires are for students, teachers…**
65	*DS-7*: E encarregados de educação.
66	**Okay, a questionnaire of satisfaction. Okay, about the organization in general of the school?**
67	*DS-7*: Yes.
68	**Okay. And does the teaching and non-teaching staff suggest processes of improvements?**
69	*DS-7*: Sim. Sabem os, quer o pessoal docente, quer o pessoal não docente, nos seus balanços, são convidados a sugerir melhorias de funcionamento, porque isto são 5 escolas. Nós, de vez em quando, portanto, eu tento, de vez em quando, passo pelas escolas, há um representante da direção em cada escola, e são, nós promovemos essa possibilidade de ação.
70	**Okay, two questions more. First one is related to the professional development proposed by the school. And my question is, does the school promote courses or initiatives in general for the professional development of the teachers?**
71	*DS-7*: Sim, portanto, nós temos um plano de formação e motivamos que, motivamos que haja formação para o seu desenvolvimento pessoal e profissional, apesar dos professores muitas vezes estarem cansados, mas nós promovemos formação. Até porque a formação, há um número de horas que é preciso fazer por ano, 12 horas e meia, mas além disso, tentamos que a formação não seja só uma obrigação, mas, também, seja um momento de partilha para que sito realmente funcione.
72	**So, the last question is a little bit different from this one, because here I asked you if I can have a look, but it's a little bit different. Could you describe to me your normal week? If you could describe it to me, a typical week, in this school, of your typical week in this school. Without showing me the calendar, it's okay. Your normal week.**

73	*DS-7*: Portanto, em termos de compromisso. Portanto, vamos primeiro falar dos compromissos. Portanto, segunda-feira. Portanto, na Faculdade de Psicologia do Porto. Aqui 28, não está escrito, mas tive uma reunião do Conselho Municipal da Educação. Portanto, que é um órgão consultivo da Câmara que tem, que estão lá representantes e as associações de pais, os 18 diretores de Vila Nova de Gaia, mais 6 diretores das escolas privadas, a polícia da segurança, escola segura, representantes dos professores do 1º ciclo e um representante do 3º e secundário. Não, já menti. Não foi Conselho Municipal de Educação, foi a reunião com o Presidente da Câmara, com a vereadora, o diretor de políticas sociais e os 18 diretores. Porque faz um ano que estamos em descentralização, portanto, algumas competências do Governo passaram para as câmaras e foi a 31 de março, portanto, fez um ano e dia 28 tivemos uma reunião de trabalho. À noite, tive às 9 da noite, tive numa sessão pública com a Câmara do balanço desse descentralização para a comunidade toda. Dia 29, isto são os compromissos, 29 conseguimos, consigo, como era, tive seminários, neste caso, até um é da Católica. E, logo a seguir, tive uma reunião do Conselho Geral. Dia 30 tive formação no Centro de Formação Gaia Nascente, sobre as lideranças na promoção da educação inclusiva. Dia 31, à tarde tivemos aqui, a direção teve reunião para fazer a avaliação de pessoal não docente. Isso, em termos de compromissos, depois, em termos de organização, nós tivemos que responder a uma monitorização do Instituto de Gestão Financeira, ligada à promoção do sucesso escolar do ano 2020/21. E, fora isso, nós tivemos no dia 27, segunda-feira, reunião com os alunos. Não, minto, foi na semana 6. Na sexta tive aqui reunião com os alunos e tivemos depois a organizar a escola. Algum tempo para, pouco, para as questões pedagógicas, embora quando nós, quando eu me candidatei, referi que me ia dedicar mais ás questões pedagógicas, mas a questão administrativa é um peso muito elevado, na vida dos diretores, todas as semanas, há uma plataforma do Ministério para preencher apesar do Senhor Ministro já disse que ia alterar esta questão de prática, o que é certo é que todos os dias, temos coisas burocráticas e que ao entrar pessoal não docente para a Câmara, obrigou-nos a mais serviço, quer ontem, que era domingo, quer ontem, quer hoje, tive que analisar os pedidos de faltas para a próxima semana. Isso é uma situação, vamos imaginando se dia 10, portanto, é um dia para o Estado português, é um dia normal de trabalho nas escolas. Mas, para a Câmara de Gaia, deu uma tolerância de ponto, ou seja, as pessoas podem não vir trabalhar, só que eu tenho que ter a escola aberta e, portanto, preciso de pessoas, portanto, é preciso fazer uma escala e isto. Portanto, são dias sempre muito preenchidos e sempre com compromissos, porque nós fazemos parte depois da rede social da, porque também isso interessa-nos, em termos, enquanto organização, também interessa-nos ter redes que apoiem a escola, mas depois também temos que contribuir.
74	**Okay, we have finished. So, I would like to compare the data of my project with the data of the international surveys and for this reason I would be very grateful if you could give me 3 information. The first one, is your age. So, how old are you?**
75	*DS-7*: 65.
76	**The second one, what is the highest level of formal education you have ever completed?**
77	*DS-7*: Licenciatura e tenho um curso de especialização em Administração e Gestão.
78	**Okay, and the third one is, for how long have you been the principal in this school?**
79	*DS-7*: 7 years.
80	**Okay. Would you like to add something that you think is important for this study?**
81	*DS-7*: Portanto, considero que é importante esta temática da cidadania, a voz dos alunos é importante, considero que é um direito humano ter opinião e exercer a sua opinião, e acho que, vivendo nós num mundo global, mais europeu, é fundamental que tenhamos as visões dos diferentes países nesta área, apesar dos relatórios da OCDE e da UNESCO, da OCDE, mais da OCDE, relativamente à organização dos sistemas educativos, acho que é importante esta troca e eu esqueci-me de dizer que esta escola também tem projeto internacional, está ligado, tem o eTwinning, tem o Erasmus+ e o ultimo projeto do Erasmus era desde crianças dos 3, a faculdade da arquitetura de Alvar Aalto, portanto Finlândia. Portanto, tínhamos essa intervenção internacional. E pronto, bem-vinda.

Annex 11.3. Semi-structured interview with the Citizenship Education Coordinator (S-7)

1	**CCE-C-7**
2	**What educational goal would you like to achieve in the next five years? According to your vision on this school.**
3	É, eu gostaria muito que o objetivo educacional a atingir fosse que toda a comunidade educativa fosse feliz. Para isso, é preciso que atingir o sucesso, o sucesso educativo. Em princípio, o primeiro sucesso educativo e que que isso transporte depois para o sucesso na aprendizagem, o sucesso educativo é um bocadinho mais amplo que que esse tipo de aprendizagem. Se conseguirmos ser felizes aqui dentro. Isto, consegue-se, não é? Mas é um lema que eu que eu falo muito aos alunos que tem a ver com com a minha atitude de cidadania também. Aliás, escrevi num painel que está aí num painel de cerâmica que está aí na escola. Que diz "Aqui, eu quero ser feliz". Se formos felizes significa que o sucesso educativo e o sucesso na aprendizagem são conseguidos, é esse o objetivo. Embora não esteja cá mais 5 anos. Mas gostaria que fosse isso.
4	**Okay, and how does the school community work to achieve these objectives?**
5	Procuramos que a Comunidade trabalhe no processo colaborativo, no processo de entusiasmo, processo entusiástico. Não sei se estou a dizer bem entusiástico, com entusiasmo, embora isso não seja fácil e, nos dias que correm, não seja nada fácil, mas sobretudo que a partilha de procedimentos de atos de reflexão que seja de facto constante e persistente. É a única forma de alcançarmos os objetivos e entendermos que todos somos importantes neste espaço e nessa medida, todos temos uma voz e todos temos um pensamento sobre a coisa, independentemente do contraditório, independentemente de tudo, mas que implicando as pessoas no processo, isso é que é o mais importante.
6	**Okay, so the following part is focused on Cidadania, The first question, are there any projects related to CCE that are taking place during this school year?**
7	In this school, not in the agrupamento?
8	**As you wish, you can talk about the agrupamento and then you can focus on this school.**
9	Okay. Este ano nós temos sempre um tema que que motiva, não é? não é um tema que vincula, que obriga, mas que dá pistas, não é? E o tema este ano são as Nuvens Verdes, não é? A ideia da nuvem, a ideia da nuvem é qualquer coisa que que que nos faz peso, se estiver negra. A sociedade hoje carrega problemas, carrega situações que são muito negras. Pá, não sabia disso. É um peso, não é nós. Transportamos para um espaço mais positivo, nuvens verdes. Nuvens Verdes na expectativa de pensarmos nas coisas boas, pensarmos nas coisas positivas, pensarmos nas questões ambientais. Nós temos uma escola, eco-escolas, o projeto eco escolas. Portanto, temos que pensar nas questões que interferem com o nosso bem-estar, com a com a nossa felicidade, não é? E portanto, todos os projetos que fizemos têm, partiram deste título "Nuvens Verdes". Depois, o que é que tem acontecido? Nós temos projetos no pré-escolar a correr, temos no primeiro ciclo. Que depois posso enviar partilhar os projetos, até porque estou, estão a ser colocados no nosso... (2.0) Como é, como é que se chama o nosso campus digital? (3.0) Portanto, temos campo digital, fica lá tudo de acesso e depois no segundo e terceiro ciclo. Falando no terceiro ciclo, que é o que eu mais conheço, o segundo ciclo só começou a cidadania, agora, não é? Porque no primeiro período tanto divide-se semestralmente, portanto, o primeiro período foi tecnologia da informação, que agora começou a cidadania. Portanto, está a começar. No terceiro ciclo a cidadania tem sido trabalhada no âmbito dos projetos de turma interdisciplinares e nessa perspetiva há um conjunto de projetos a decorrer com este com este título em cima, "Nuvens Verdes". Quase todos os projetos foram partiram de um trabalho feito este ano diretamente com os alunos. Os alunos confrontados com a situação do que significaria para eles o "Nuvens verdes", foram fazendo propostas. Ideias do que é que queriam trabalhar, o que é que aquilo significaria e o que é que depois queriam trabalhar para aquilo. Curiosamente, o assunto da guerra porque o assunto é nuvem negra que NOS pesa o assunto da guerra e por oposição feliz oposição o assunto da paz, o assunto das questões ambientais são as questões que mais estamos a trabalhar no terceiro ciclo. Como é que esses projetos vão ser desenvolvidos? Aliás, vamos ter agora reuniões

quarta e quinta-feira. Vamos fazer o momento de avaliação, como é que estão esses projetos a decorrer? Mas aqueles que eu conheço diretamente, posso dizer que vou ver projetos de intervenção no espaço exterior da escola, os alunos e os professores terão e as disciplinas diferentes disciplinas terão espaço para manifestar o que pensam sobre o assunto, pela via de de texto, pela via de imagem, pela via de artes plásticas, pela via de dramatizações que estão que estão previstas, de e-prints, pequenos e-prints, que que está tudo previsto e, portanto, vamos ver o que é que que que vai dar. Portanto, não sei se respondi ou se, mas depois tem acesso, como são muitos terá acesso ou poderei enviar os diferentes, os diferentes projetos que entenderem. Desde o pré-escolar até o primeiro ciclo. Está bem, todos, muito, muito, muito envolvidos em diferentes projetos.

10 **And the Art project or some of these projects taking place in cooperation with the local associations, so the association of the territory where the school works in this sense and how this association is involved in school life?**

11 Não, não temos essa essa, de facto, essa ligação programada com associações locais. Okay, à exceção de um projeto que tem a ver com o pré-escolar, que está que está a ser desenvolvido com a "Casa da imagem", portanto, tem sempre uma ligação à "Casa da imagem". É uma cooperação que já vem de algum tempo e que continua e, portanto, que é uma instituição exterior à escola, não é? E nomeadamente ao, como é que se chama, a ESE, Escola Superior de Educação. Também há aí uma ligação do trabalho do pré-escolar com a Escola Superior de Educação e com esta "Casa da imagem", num determinado projeto. De resto, não tem sido muito fácil esta ligação, não é? Houve um ano que se fez que se fez um trabalho, nomeadamente com o lar de idosos, em que os alunos iam para lá um dia trabalhar, não iam trabalhar, iam viver, estar um bocado com gente idosa, não é? E aprender com eles histórias, ouvir histórias. Enfim aprender a ser feliz com os outros e dar algum bocadinho necessidade aos outros. Esse foi um momento que eu me recordo mais, mais ligado a associações exteriores à escola, não é? Estamos neste momento, por via do projeto cultural de escola que estamos a construir, tentar aproximar, aproximar-mo nos e aproxima e deixar que se aproximem essas associações, coletividades que há aqui que há aqui algumas empresas, vamos ver o que é que isso vai dar, não é? Mas que a escola quer muito isso? Quer.

12 **And is there a group responsible for decision on CCE or is it the responsibility of the teachers of Cidadania and Desenvolvimento?**

13 Sim, há um coordenador de cidadania, que sou eu, que nem tenho a disciplina de cidadania, mas o assunto da cidadania é transversal, nós temos no currículo um tempo para a cidadania, mas mesmo que não tivéssemos isso, é importante ter esse tempo. Mas mesmo que não tivéssemos, o assunto é transversal. Um exemplo na minha área, que é educação visual, todos os trabalhos que fazemos todos em termos de artes plásticas, tem sempre esta visão humanista e, sobretudo, de criar cidadãos responsáveis, cidadãos ativos, cidadãos que, cidadãos que questionam, que aprendem a questionar e, portanto, que não sejam passivos no seu modo de estar. Pronto, isso é transversal. Digamos que a decisão do assunto da cidadania é vertido depois no trabalho dos conselhos de turma, não é? Isto não fica fechado no grupo da dos professores da cidadania, apesar de haver reuniões de preparação do trabalho de Cidadania. Portanto, eu reuni-me com os colegas de Cidadania, apresentamos ideia, o projeto geral e a partir daí começamos a trabalhar no âmbito dos Conselhos de turma. No caso do primeiro ciclo, começa um professor, não é? Professor titular ou a educadora que está, que está com os pequeninos, não é? Mas é assim que funciona. Não há aqui um grupo fechado, só a pensar na Cidadania separado do resto, nem isso fazia sentido, não é?

14 **And do teachers have specific resources, for example, books, materials archives, to promote CCE in the classroom?**

15 Eu, eu esta pergunta já me tem sido feita por inclusivamente por alguns colegas, não é? Que recursos que, eu digo que os recursos, primeiros, são os humanos, logo temos, não é? E os recursos são humanos, porque são de facto o, servem de exemplo, não é? Mostrando-se, revelando-se aos alunos o que é ser cidadão. Isso logo é o primeiro recurso, eu quando, como professor estou à frente dos alunos, eu tenho que ter uma postura de eu ser cidadão responsável e, portanto, e mesmo quando leio não dou aulas de política aos meus alunos, mas falamos de contextos e de alguns problemas que estão à nossa volta, não é? Portanto, nesse me dito, é um recurso que nós estamos a disponibilizar para

aprendizagem. Depois temos a nossa biblioteca e hoje há recursos, muitos recursos, porque sei que há muitos professores. Por Exemplo, o professor *nome*, que me informou para esta reunião o que é que estava a fazer tem recorrido muito de trabalhos de conteúdos da Internet. Aliás, ele trabalha muitas instituições internacionais, a ONU e, portanto, faz recurso de desse material ou disponibiliza esse material para que os alunos possam com ele refletir sobre os assuntos. Portanto, não há falta de materiais, mesmo quando os materiais, se pensarmos materiais para resolver, para construir trabalhos não há, não há falta de material desde trabalho material para atividade plástica, desde material, outro tipo de material que for necessário e se houvesse alguma coisa de extraordinário que fosse necessário, a escola sempre esteve aberta a isso? Não, não, não, não há por aí. Não há problema absolutamente nenhum.

16 **Okay and is Cidadania assessed? So, what aspects are considered and tools do you use?**

17 A cidadania no espaço da disciplina de cidadania tem os critérios que foram aprovados pelo agrupamento que foram aprovados pelo Conselho Pedagógico, não é? Há um documento básico, é este documento que está aqui. A estratégia para a Cidadania e Desenvolvimento, porque têm os, onde têm os princípios, os fundamentos, estratégia e os processos de avaliação. Portanto, há critérios que são comuns, transversais a todas as disciplinas e a todo o agrupamento, depois há fundamentalmente, para efeitos de avaliação, a avaliação formativa o acompanhamento da aprendizagem regulado pelo aluno e pelo professor. Isto é fundamental nesta nova perspetiva de escola que difere de professor para professor, não é, cada professor tem a sua estratégia da avaliação, o seu modo de avaliar, mas tem que ser focado, focado na avaliação formativa e depois verter porque somos obrigados, infelizmente, a fazê-lo, no final de cada semestre, transferir isso para um valor numérico, avaliação sumativa, não é? Mas, agora em Conselho de turma, quando falamos de cidadania, quando falamos dos trabalhos projetos é pressuposto que essa avaliação da cidadania seja partilhada com o Conselho de turma que não fique limitado ao professor. Ainda não conseguimos plenamente isso, mas é o caminho que estamos a traçar.

18 **Okay, now let's speak about the distribution of task and responsibilities. How are the tasks and responsibilities distributed across the teaching and non-teaching staff in this school?**

19 (2.0) Para mim é difícil responder a isto, que eu tenho uma noção e a perceção de como isto é feito, que só aqui a direção é que sabe, me distribui as tarefas entre o pessoal docente e não docente. Portanto, eu tenho a perceção de como é que as coisas são feitas, não é? Não sei exatamente, posso criar equipa, pode ter algum equívoco na minha resposta, mas a distribuição de tarefas é decidida pelo diretor, pela Direção e pouco mais, portanto, é aquilo que eu vou acompanhando na, no, não há, não há dúvida nenhuma neste processo, que é a direção e diretor que faz esta distribuição de tarefas. Por exemplo, no meu serviço, é no princípio do ano, é distribuído pela direção. Eu sei que tenho os x turmas, sei que sou diretor de turma, eu sei que sou coordenador disto ou daquilo, não é? O serviço é distribuído pela direção. Não sei se era esta a resposta que, pois.

20 **The question is how are task and responsibilities distributed across teaching and non-teaching staff? Are there commissions for example?**

21 Por exemplo, há grupos de trabalho. Há desde logo o Conselho Pedagógico é, eu sei pedagógico. Depois há o trabalho de equipas educativas, por exemplo. Por ano de escolaridade, isso, por ano de escolaridade, nós temos equipas educativas, que neste caso até tem sido por si, como tem sido por ano, começou por ser de ano equipa do 5º, equipa de 6º. Os professores reúnem-se todos e pensam no trabalho que vão desenvolver com aquele ano, não é? Este caso ultimamente tem sido por ciclo. Tem sido em termos orgânicos, em termos de organização, tem sido mais simples, não é? todos os professores de segundo ciclo, professores de terceiro ciclo reúnem-se e conversam, fazem uma reflexão sobre o trabalho a desenvolver com esse grupo, não é? Portanto, equipas educativas. Depois, há que outro tipo de situação? Há os conselhos de turma, também e pouco mais, não é?

22 *[Assistant Professor: Eu também não sei se há, como é que se chama? Uma Comissão, mesmo da própria da Cidadania, dos professores que lecionam Cidadania, não?]*

23 Mas não há uma Comissão não, não, quer dizer há os professores e há, quer dizer, eu coordeno com o bloco uma reunião para conversarmos, mas não há instituído uma comissão de Cidadania.

24 *[Assistant Professor: Mas reúne o coordenador com os professores que lecionam cidadania]*

25 Sim, sim, sim, sim. Estou sim, estou sempre, pode não ser em reunião, mas estou sempre em contato desde com os professores, desde os pequeninos até ao terceiro ciclo que me vão enviando, me vão enviando para eu partilhar com os outros colegas, via Campus digital, o trabalho que vai ser vai sendo feito.

26 **Okay, now let´s move on to speak about the decision-making process, how in this [school…**

27 Excuse me]. Independentemente de haver uma pessoa a coordenar, isso é pouco relevante, porque no fundo, é só para dar uma organizaçãozinha à questão. O importante é que cada professor e, por exemplo, no primeiro ciclo há um professor com a classe, não é? No segundo e terceiro ciclo somos 11 ou 12 professores, com a classe, com a turma, não é? O importante é que depois, no Conselho de turma ou na turma do 1º, ou da pré, do trabalho se faça com muita liberdade e com muita possibilidade de fazer experiências. Fazer, não há aqui uma regra de atuação, não há aqui uma regra de procedimento, nem isso fazia sentido para uma, para uma disciplina como a Cidadania. Como outras, porque, como outro para outras, mas a Cidadania em particular só.

28 **Ok, so this part is on the decision-making process, how do you in this school take decisions, the organizational ones and the teaching ones, so you can speak about what you want. So, the first one, are the decisions taken as a group, if so by whom, or are they taken by the principles and then the teachers are informed?**

29 Há decisões que têm que ser tomadas pelo diretor. Há decisões estruturais que têm que ser tomadas pelo diretor e a direção que eu acompanho e há outras decisões que são partilhadas em grupo, não é? Por exemplo, há o Conselho Pedagógico, toma decisões. Os de nós estamos diferentes, disciplinas, estamos constituídos também departamentos. O meu departamento tem educação visual, tem educação física e tem educação artística, educação tecnológica tem estas 4 disciplinas. E musical. 5 disciplinas, não é? Música, portanto, e há decisões que são tomadas dentro das reuniões do departamento, que são muito importantes, não é? Muitas vezes as decisões, o diretor coloca ao pedagógico, faz uma determinada pergunta, o pedagógico leva aos departamentos essa pergunta que depois é devolvida a resposta até chegar ao diretor outra vez, via pedagógicas e ao diretor, portanto, há coisas que são assuntos que são estritamente da direção do diretor. Depois, há um conjunto de tomadas de decisão que são colaborativas, portanto, são no espírito de pedagógicas. As questões pedagógicas normalmente são tomadas em Conselho pedagógico e nos departamentos, por exemplo, os critérios de avaliação, os critérios de avaliação são definidos, há um documento estrutural que o pedagógico construi-o e aprovou, que são os critérios transversais do agrupamento, mas depois dentro desta linha, os departamentos adaptaram o documento à sua especificidade e é essa especificidade que depois é só ao Conselho Pedagógico e é dado conhecer à comunidade, portanto, normalmente é assim.

30 **Okay, the first part of the question. How is the participation of the school community encouraged?**

31 Temos um grande problema. Porque no nível da pré-escolar e a nível do primeiro ciclo, os pais são muito mais envolvidos. À medida que o escalão sobe, os pais vão reduzindo a participação. Temos um problema há anos, estrutural, tivemos, mas conseguimos mobilizar os pais com algumas atividades, atividades que envolvam os filhos, não é? E recordo-me de quando aqui cheguei a esta escola há 25 anos, faz 25 anos este ano, havia o dia, a "Noite da poesia". Foi uma coisa que a mim sempre me espantou. Como é que, num contexto de social, de grande dificuldade, uma noite de poesia entusiasmava tanta gente? E isso envolvia os pais também, portanto, por via das atividades, nós conseguimos trazer os pais. Fora isso, os pais não se mobilizam muito nem tem muitas condições, digamos, para ser claros, a vida hoje das famílias não é fácil, não é? Os empregos não facilitam muitas vezes a vinda à escola dos pais, a participação mais ativa dos pais. Eu vou dar um exemplo de um trabalho de cidadania que estou a fazer com a minha direção de turma, porque desafiei os pais, desafiei os alunos a desafiar os pais, que fizessem um subtema da turma, que é paz. Simples, escrevessem uma

	frase sobre o que é que eles sentem para os pais, que sentem para tem que ter o que dizer aos alunos, o que é que sentem e vão ter que escrever no, num pano deste tamanho, 20 por 20, mais ou menos assim, o que é que eu vou escrever e bordar, não sei se sabe o que é bordar? Com agulha okay, okay. Depois vamos fazer um painel coletivo dos pais da turma, tanto com as frases, vamos expor desse. A recepção que eu tive, a minha expectativa era muito baixa,muito, muito, muito baixa, mas sou atrevido, atrevi-me e mandei, e tenho tido os pais a perguntar-me quando é para entregar. Portanto, começar eu pensei que eu preciso disto até Maio, porque em Maio, é o dia da família, 15 de Maio, salvo erro, e queria montar painel até e como eles começaram a perguntar, "quando é que é para entregar?", eu comecei a me entusiasmar mais, não é? Porque é um sinal positivo que os pais, se puder, participam, se puderem, participam, mas muitas vezes não podem, não participam porque a vida lá fora não é assim tão fácil. Nós gostaríamos que fosse, não é, portanto. Digamos que a escola tudo fez para que o tudo tem feito para que os pais se envolvam com reuniões com nós temos reuniões com os pais, não é? Todas as direções de turma.
32	*[Assistant Professor: E os alunos, por exemplo, reunião com os delegados de turma e isso também. Diretor ou diretor com delegados de turma]*
33	Sim, sim, sim, mas isso é com o diretor. Neste caso é a família, não é? Portanto, nós temos reunião. Estou, depois das reuniões de avaliação, falamos com os pais sobre a aprendizagem dos alunos. Temos a marcação semanal para falar com os pais também. Que está um horário fixo, mas que é todos os professores. Penso que todos os professores, poderei falar nisso abertamente, têm aqui, nunca usaram esse horário fechado, não é? Porque eu tenho a consciência de que os pais trabalham e, portanto, a hora que eu tenho oficial, não tinha cá pais nenhuns e, portanto, estou sempre disponível para falar com eles depois das 6:30 ou quando me entender e agora que ouvia, habituaram-se. A Internet ou online? Tudo facilitou, não é? Porque rapidamente falamos, havia um ano uma conversa curta e dá, me passamos a informação, não é isso? Veio melhorar a proximidade dos pais à escola, aparentemente parece que não, mas por via do virtual, digamos assim, as coisas, parece que têm melhorado.
34	**And are the parents involved in school governance, so in the process of decision making and school life in general?**
35	Sim, aqui há 2 momentos muito importantes. O Conselho Geral tem representação de 2 alunos. Olha, estou, estão a ser eleitos agora, penso eu, ou o processo está a ser feito agora. Há uma reunião de, extraordinária que não sei de quanto em quanto tempo com o diretor, os delegados para tal, ao delegado e subdelegado de turma para 2 alunos, representantes de turma que se reúnem com o diretor a opinar sobre as questões da escola, as questões da aprendizagem e, portanto, isso é um momento muito importante. Depois, há reuniões da Assembleia de turma, em que o diretor de turma, eu como diretor de turma, marcamos uma reunião da Assembleia só para falar das questões relacionadas com a organização, com as questões pedagógicas, com aquilo que lhes interessa, não é? Para eles, para que as manifestem aquilo que desagrada, por exemplo, que chamava Assembleia de turma. Okay, portanto, é assim que os alunos estão a ser de alguma forma, envolvidos na administração, digamos, neste espaço escolar.
36	*[Assistant Professor: Os pais.]*
37	(3.0) Não percebi.
38	*[Assistant Professor: Os pais, a questão também era dos pais. Faz-se Conselho Geral, não é, têm representantes.]*
39	Pois, os pais também estão representados no Conselho de escola, os pais, a autarquia. Depois há instituições que eu agora já não sei, porque eu estive lá durante muitos anos na Assembleia de escola, não sei quais são, mas penso que é a Saúde Escolar que está envolvida no Conselho de Escola. Portanto, há um conjunto de parceiros que fazem parte desta estrutura, que está acima da organização, digamos, global do agrupamento.
40	**And for the students, are they involved in school governance in terms of the decision-making process and school life in general?**

41	*[Assistant Professor: Foi o que acabaste de dizer. He has just mentioned the students have meetings with their diretor de turma every week in the so called Assembleias de turma, where they discuss the problems and also, they are elected to that Conselho geral, they have 1 or 2 students that are members of Conselho Geral, so in fact they are involved in the decision making.]*
42	**Okay, I'm sorry.**
43	*[Assistant Professor: It's normal, Portuguese is not easy for you.]*
44	Quando equipa é?
45	*[Assistant Professor: Descorda que não chega a dificuldade.]*
46	Estamos a falar de alunos, professores?
47	*[Assistant Professor: The students.]*
48	**Teachers.**
49	Sim, sim as opiniões não têm que ser iguais, não é? Até porque estamos em democracia e, portanto, uns pensam de uma forma, outros poderão pensar de outra forma. Esse contraditório é gerido no âmbito normalmente, no âmbito dos departamentos, não é? Quando se, quando nos reunimos a pensar nas questões pedagógicas ou nas questões mais de organização, da organização escolar, há divergências de pensamento, há uns que pensam de uma forma, uns que pensam de outra, uns que pensam que devia ser organizado desta forma ou daquela e, portanto, os consensos são feitos, em primeiro lugar, a nível de departamento, não é? E depois quando chegamos ao pedagógico, a possibilidade de eu, não é? Contestado, de eu pensar diferente também me é garantida e, portanto, ao pensar diferente, eu tenho que expor porque é que penso diferente e depois os consensos funcionam num processo absolutamente democrático, garantidamente democrático, não é? É assim que as coisas se resolvem.
50	**Okay, so the following section is about the quality assessment, and my question is how, so, the quality and effectiveness of school decisions are assessed? So, if you, I don't know, made a decision in terms of teaching or organizational matter, how do you know if the decision worked or not?**
51	So basically, you are talking about things that affect the students, if they are happy with the decision-making.
52	**Yeah, more or less. For example, you have this strategy for Civic and Citizenship education, how do you know if it works?**
53	*[Assistant Professor: Pronto, então, da minha avaliação dos aspetos positivos, se há alguma ferramenta para avaliar se, no caso dos alunos, se eles se interessaram, se sim, vamos repetir.]*
54	Não há, quer dizer, há pontualmente. Okay, eu disse, eu disse ao bocado que não há uma estrutura de, há momentos, em que a escola tem que se autoavaliar, não é? A escola tem que se auto avaliar e vai criando a noção, não é? Anualmente, digamos, que esse processo de avaliação é.
55	*[Assistant Professor: Neste momento, está um bocadinho afastado.]*
56	Pois, não é uma coisa sistemática. Não é uma coisa sistemática, mas, normalmente, coincide com os ciclos de direção. Vamos pôr assim as coisas para facilitar, facilitar. Depois, há autorregulação dos processos de turma ou dos projetos. E como é que se faz isso? Faz-se no espaço do Conselho de turma. Nós avaliamos a aprendizagem e se as coisas estiverem a correr bem, significa que aquilo que propusemos funcionou bem. No espaço, no espaço da Cidadania, por exemplo. Nestes projetos, como eu já disse, os projetos não são só da disciplina de Cidadania, são do Conselho de turma. Como é que eu avalio o interesse dos meus alunos? Eu, de facto, faço um formulário, um pequeno formulário, okay, online que coloco, aliás, acho que eu faço muitas vezes para pequena para aferir mesmo os meus procedimentos enquanto professor na minha disciplina de educação visual, emito um formulário para perceber se eles gostaram ou se não gostaram da atividade e o que é que sugerem. Normalmente eles opinam sempre, se gostaram ou não gostaram. Há aqui uma dificuldade ainda. Raramente dão uma

	opinião, o que é que gostariam de fazer? Ainda não percebi porquê, talvez pela questão da escrita, não é? Da dificuldade de comunicar através da escrita, mas isso ainda não, não percebi porquê, porque sempre faço esta pergunta "o que é que gostariam de propor ao professor para que fosse feito?", e aí as coisas no site, mas conseguem dizer o que é que gostaram e o que é que não gostaram, não é? Portanto, esse é o procedimento que eu pessoalmente utilizo, sei que há colegas que que utilizam também, pode não ser exatamente desta formulação o tipo de formulação, mas basicamente isto é aferido no espaço das assembleias de turma, no espaço do contato direto, diretor de turma com a turma. Eu penso que esse até é o espaço mais, se calhar mais importante, porque é no contato direto com o diretor de turma com a turma que se vai apercebendo, no dia a dia, que se vai apercebendo se aquela disciplina está a correr bem, se aquele projeto está a correr bem, se aquilo, que é que falta para aquele projeto? Portanto, é no contato direto que que as coisas para mim funcionam mais, mais limpas, digamos assim, e depois é como eu disse, no espaço das assembleias de turma ou nos contactos nas reuniões com o diretor. Eles têm oportunidades, alunos terão toda a liberdade para dizer o que é que gostaram e o que é que não gostaram. Não é? Portanto, aqui eu passasse, digamos que falta.
57	*[Assistant Professor: Ou seja, o mecanismo é mais ou menos informal.]*
58	É um mecanismo informal, não é? Mas também é aquele que eu acho que é mais eficaz, pessoalmente, eu acho que é mais eficaz, construir um documento muito científico, muito carregado, tem o seu valor, tem a sua importância, mas o olhar, o acompanhar, o estar perto ou perceber "Estás triste, porquê? Não gostaste disto? Não, não te está a interessar isto. O que é que, o que é que falta aqui?" Isto para mim é indispensável.
59	**Okay, so these questionnaires is for teachers or students?**
60	Which one? The one I talked about?
61	**Yes.**
62	*[Assistant Professor: Aquele que falaste quando o formulário etc, era para os alunos?]*
63	For the students.
64	**For the students, to know if they are happy or not, for Cidadania.**
65	Yes, if they are liking it. Sim, cidadania ou educação visual, não é? As coisas são tão ligadas, não é?
66	**Okay, and for this question on Cidadania, maybe you have already answered, I don't know, but what indicators do you use? So, participation, interests…**
67	*[Assistant Professor: In this specific subject, Cidadania?]*
68	**Yes, for the questionnaire.**
69	*[Assistant Professor: No fundo, se tens uma avaliação de um um, se é se tens um formulário, enfim, uma avaliação mais ou menos formal da questão específica da cidadania. De facto, os alunos gostam, não gostam, é feita uma avaliação específica.]*
70	É feita pelos próprios professores. Aliás, eu, eu pedi, antes de vir para essa reunião, informação sobre isso e pedi aos professores da pré, os professores do primeiro, do primeiro ciclo, como disse, o segundo ciclo, que é a que é *nome*, só começou agora, portanto, no só no final do semestre, que será feita a avaliação, mas no terceiro ciclo falei com a Professora *nome* e com o Professor *nome*, que fala italiano, fala italiano e como, aliás, na reunião inicial, é pensado a maneira como avaliar, okay? Portanto, há critérios, há, os professores têm documentos de referência para avaliar. Aprendizagem em cidadania, tal como nas outras disciplinas, temos que apresentar os resultados dessa avaliação, não é?
71	**Ok and regarding the organizational decisions, does teaching and non-teaching staff suggest, I don't know, some initiatives for improvement in areas in general?**

72	Com os professores sim, não é? Se sugerem melhoria dos processos, professores sim, como como eu já expliquei, quer nos departamentos, quer no Conselho Pedagógico, há sempre a possibilidade de manifestar e dar opinião sobre os procedimentos de análise, de refletirmos. Eu penso que a direção aqui já não, sei que reúne com o pessoal não docente e, portanto, com o mesmo objetivo.
73	*[Assistant Professor: Há reuniões regulares também e além disso, eles também têm, estão representados no Conselho Geral, portanto.]*
74	Portanto, no pessoal não docente, a reunião com a Direção para os para fazer exatamente essa auscultação e depois fazem-se representar no Conselho de Escola também o Conselho Geral. E aí também tem a possibilidade de opinar e lhe dizer como é que, como é que as coisas que deveriam funcionar melhor.
75	**Okay, last question. This is about professional development of the teachers, proposed by the school and my question is, does the school promote courses or initiatives in general for the professional development of teachers?**
76	Fácil de responder, a escola hoje organiza-se em termos de formação, está organizada da seguinte forma, há um centro de formação que organiza a formação de vários, de várias escolas. Nós estamos associados ao centro de formação aqui perto, Gaia Nascente, que agrega várias escolas, o plano de formação tem a participação de cada uma das escolas, portanto, é pedido no pedagógico e nos departamentos que os professores indiquem quais são as suas necessidades de formação e depois o diretor ou quem representa a direção no pedagógico, neste caso, penso que até é a professora *nome*, representante do Conselho no centro de formação, leva as propostas e o centro de formação com os formadores com a carteira de formadores que tem, organiza a formação que é necessária para as escolas. Nós como temos obrigatoriamente que fazer 25 horas de formação anual, não é? Esta gestão é fácil, não é? Independentemente de haver outras possibilidades, outros recursos de formação que as que os professores muitas vezes recorrem e que eu recorro. Por exemplo, se a minha faculdade de formação fizer uma formação que me interesse, eu não me vinculo, não preciso de estar vinculado ao centro, posso ir à faculdade de Belas-artes fazer a formação, não é? Aliás, há conferências, há uma data de atividades formativas. Hoje não falta, não faltam atividades, não falta motivo para que as pessoas nos atualizem, não é? E, portanto, isto, esta é uma ferramenta ao dispor de cada um dos professores. Lá está, aqui a página.
77	*[Assistant Professor: There is a long list of courses and so organized by the Centro de Formação, so as you can see there a lot of them.]*
78	**And they can choose what they want? Okay, with 25 hours?**
79	Or more.
80	**Or more, yes.**
81	*[Assistant Professor: At least 25 hours each year.]*
82	**Okay, we have finished. I would like to compare my data, so the data of my project with the data of the international surveys, and for this reason I would be grateful if you could give me 3 informations. First of all, how old are you?**
83	Vou fazer 65 tenho 64, vou fazer 65 e reformar-me.
84	**Interviewer: Okay, and the second one is, what is the highest level of formal education you have ever completed?**
85	Licenciatura.
86	**Okay, and how long have you been in this school?**
87	Faço este ano 25 anos, vou ter aqui uma, uma medalha, não é?

88	**Okay, and would you like to add something that you think is important for the purpose of this study?**
89	Nada a acrescentar, que os estudos são muito importantes para podermos refletir e caminhar no sentido positivo da das coisas. Pensar na cidadania ou refletir sobre a cidadania. É um momento muito importante na escola. É um momento que não, que nem sempre é pacífico na sociedade, não é? Depende muito da política, das políticas governamentais. Uns investem mais na cidadania, outros menos na cidadania, mas o importante é que, ou tenhamos a disciplina ou não tenhamos a disciplina, que se continue a falar de cidadania e, portanto, estamos aqui para preparar se os alunos para serem cidadãos ativos e, sobretudo, cidadãos europeus. Já agora, cidadãos europeus, para que um dia possam ir por esse espaço fora e dizer, eu estive em Portugal, eu aprendi isto em Portugal e sou capaz de estar em Itália, em França. Bem sentir-me bem.
90	**Thank you so much.**

Annex 11.4. Focus group (S-7)

1 **FG-7**

Date	14 June 2023
Number of teachers	6 (5 until the end)
Moderator	Francesca Fioretti, Beatriz Pratas
Observer	Matias Cabral

2 *B: Boa tarde a todos e obrigado por terem aceitado participar neste grupo de discussão. O projeto de investigação que estou, que a Francesca está a desenvolver incide sobre o papel da liderança distribuída do diretor e dos professores na implementação de competências da educação cívica e cidadania dos alunos do oitavo ano. O projeto centra-se nas figuras do diretor da escola e dos professores para definir diferentes perfis de gestão e de líder estratégico, visando o desenvolvimento de abordagens educativas escolares que correspondam às necessidades do contexto socioeconómico específico em que a escola se insere. Antes de começarmos, gostaria de vos dar 3 informações. Em primeiro lugar, são livres de dizer o que quiserem e de intervir em qualquer em qualquer altura. Em segundo lugar, a participação é voluntária, pelo que são livres de abandonar o grupo da discussão a qualquer momento, se assim o entenderem. Por último, a reunião será gravada para permitir uma melhor recolha de informação e posterior transcrição, pelo que ao permanecer na reunião, concorda em participar e ser gravado. Contudo, apenas os investigadores terão acesso à gravação, que será destruída após a transcrição para preservar o anonimato dos participantes. Obrigada. Obrigada por terem vindo a esta reunião e por partilhar os interesses, os conhecimentos e experiências connosco, uma vez que a sua opinião é muito importante para nos ajudar a atingir o objetivo desta investigação.*

3 **Então, começando com umas perguntas de aquecimento, queria, por favor, que se apresentassem e descrevessem brevemente a vossa experiência no ensino nesta escola.**

4 *T-48*: Olá, eu chamo-me *nome*, sou professora de Geografia, leciono nesta escola pela primeira vez, portanto, sou professora do terceiro ciclo e secundário. A como experiência profissional, já lá vão quase 20, cerca de 20 anos e como contratada, não é? Geralmente, já estive no terceiro ciclo, também já estive no secundário. Não tenho muito mais a dizer acerca disto.

5 **B: *Nome*, por favor, se puder continuar.**

6 *T-51*: É que nesta escola este é o primeiro ano letivo que estou, que estou a lecionar. Embora já leciono desde 2002, portanto, passei já por várias escolas. Mas, nesta escola, este é o primeiro ano letivo.

7 **F: What is your subject?**

8 *T-51*: História.

9 **B: Professora *nome*.**

10 *T-49*: Olá novamente, boa tarde a todos, eu chamo-me *nome*, sou professora de Português. Também dou aulas há cerca de 20 anos. Já trabalhei no ensino superior, agora estou no terceiro ciclo e secundário. Nesta escola também é o meu primeiro ano de serviço e tinha turmas do sétimo e oitavo ano na disciplina de Português. Obrigado.

11 **B: Obrigada. Professora *nome*.**

12 *T-47*: *nome*, estou na nesta escola, não sei se há 34 ou 35 anos. Entrei em 88/89 e hoje foi o meu último dia de aulas. E despedimos de alguns alunos. Portanto, a minha experiência nesta escola tem-se, tenho passado por muitas experiências com todas as transformações, tais como outras escolas, todas as transformações, porque esqueci-me de dizer, sou professora de Inglês. Este ano, tive oitavos e o novo ano. E foram muitas e variadas as experiências que foram ocorrendo ao longo destes 30 e tal anos, e dos 43 que lecionei.

13 **B: Obrigada. Professor *nome*.**

14	*T-46*: Boa tarde a todos. Eu sou professor de Cidadania há uns anos, a esta parte. Mas a minha formação é em Teologia e sou professor de EMRC, que quer dizer Educação Moral, Religiosa Católica desde 1988 nesta escola. Já passei por várias experiências e também por várias direções de escola. Mais recentemente, há de facto esta disciplina nova, que nem sempre é bem compreendida, mas há professores a dá-la e eu sou um deles e estou atualmente no terceiro ciclo.
15	**B: Obrigada. Professora *nome*.**
16	*T-50*: Ora bem, eu sou professora de Matemática, leciono matemática há cerca de 28 anos. Também já dei no secundário. Nesta escola, estou há 5 anos. Então fiquei efetiva nesta escola há 5 anos e continua.
17	**B: Obrigada. Agora gostaria de vos pedir que se recordassem do momento em que preencheram o questionário, os aspetos analisados no questionário, prática e desenvolvimento da educação para a cidadania, colaboração e participação no processo da tomada de decisão sobre a vida escolar são vos familiares ou referem-se a questões que que vos são mais distantes?**
18	**F: Is the question clear?**
19	*T-47*: Sim. Importa se de repetir a questão, os aspetos, não tomei bem atenção.
20	**B: A prática e desenvolvimento da educação para a cidadania, colaboração e participação no processo de tomada de decisão sobre a vida na escola sobre a vida escolar, sim.**
21	**F: These are the 2 main areas of the questionnaire. But, we will go on depth with the next questions. So, it's a [kind of…**
22	*T-47*: Eu penso] que são aspetos que nos são, então, nos últimos anos nos são bastante familiares.
23	*T-46*: Eu creio… Eu creio ter respondido que são familiares, sim. mas são de alguma maneira, incompreendidos até por alguns setores da sociedade. Até temos aqui e ali algum pequeno conflito, porque os pais não entendem a existência da disciplina no seio do sistema educativo português.
24	*T-47*: Sim, sim já houve uma séria situação em Portugal sobre esta, sobre esta questão da cidadania que chegou à Assembleia da República, se bem me lembro, o ano passado ou há 2 anos.
25	*T-46*: Correto.
26	*T-47*: Sim, existe a disciplina de Educação para a Cidadania, mas penso também que em cada uma das nossas disciplinas, essa é uma área que nos preocupa e que também nos debruçamos sobre ela ao longo do ano, quer nos conteúdos que abordamos, quer também naquilo que transmitimos aos alunos a nível de valores e de comportamentos.
27	*T-46*: [Ocorre-me, ocorre-me…
28	*T-47*: Sim, é transversal.]
29	*T-46*: Ocorre-me dizer mesmo a propósito do que a colega *nome* acaba de dizer que a disciplina não tem nenhum caráter confessional, não é, digamos, a propaganda de qualquer tipo de religião. O Estado considera a disciplina como importante para o crescimento, o desenvolvimento da criança, do adolescente, do jovem, o Estado investe em alguns setores, não tanto quanto seria desejável. O Estado pretende que haja num âmbito de, no foro de liberdade, no foro de escolha, num foro de afirmação daqueles que são os valores que nós consideramos importantes para a humanidade hoje e há de facto, esta preocupação, mas há que dizer, primeiro, não é, a disciplina não é propaganda de qualquer tipo de religião, não é propaganda de qualquer tipo de filosofia. Há algumas estratégias delineadas para que, em liberdade, seja o, digamos, a criança, o adolescente e o jovem sejam <u>bem</u> formados quando chegarem à vida adulta.
30	**F: Okay, thank you. *nome*, *nome*, do you agree? Or do you want to add something?**
31	*T-51*: [Sim, porque…

32 *T-48*: Não], eu concordo. Peço desculpa, *nome*. Eu concordo com o que foi realmente abordado, quando a *nome* falou que realmente esta foi uma discussão que veio do, foi discutida, penso que na Assembleia em relação a ser uma disciplina até opcional. Portanto, essa discussão. Eu acho, eu concordo exatamente com o que o *nome* disse. Eu acho que cada vez mais se deve apostar na cidadania. Portanto, e na forma do ser e do estar do cidadão e, portanto, nem sempre é em casa que se aprende. Às vezes, o exemplo, muitas vezes que se tem em casa não é o melhor, portanto, é na escola muitas vezes, com os professores, que se aprende também e, portanto, a cidadania é extremamente importante para o desenvolvimento social do aluno.

33 *T-51*: Pegando na ideia que a *nome*, que a *nome* acabou de abordar. Uma das razões para a incompreensão e os conflitos que às vezes surgem em torno desta disciplina é haver famílias e pessoas que consideram que a cidadania se ensina em casa, no seio da família. Ora, sabendo nós que os índices de cidadania variam muito de contexto para contexto, eu acho que a disciplina assume um papel mais importante ainda no currículo escolar. No meu caso específico da História, a cidadania está sempre presente quanto mais não seja por uma questão comparativa. Ou seja, os próprios valores, também têm a sua história e aquilo que hoje é verdade, ontem não era verdade, era mentira. Portanto, é sempre interessante também abordar os temas de cidadania numa perspetiva histórica.

34 **F: Okay, now we will talk about it.**

35 **B: Passando à área de discussão sobre os métodos de implementação da educação cívica e cidadania na sala de aula. Embora a estratégia nacional de educação cívica de 2017 introduza a disciplina autónoma de Cidadania e Desenvolvimento, verificou-se que a educação cívica é tratada como uma disciplina transversal ao currículo. Como é que organiza o ensino transversal da educação cívica e cidadania na escola e como é que incorporou a educação cívica e para a cidadania nas suas aulas?**

36 **F: So, I think we can start with *nome* that, he was talking about it.**

37 *T-51*: Ora, era precisamente isso que eu estava a abordar. Portanto, efetivamente na minha disciplina, a cidadania está sempre presente, portanto, a propósito de diversos temas, como as questões de género, igualdade de género, sabemos que o estatuto da mulher ao longo da História foi evoluindo, não foi sempre o mesmo, portanto é uma questão que está sempre presente. As questões ambientais também estão presentes quando abordamos, por exemplo, o início da industrialização nos séculos XVIII, XIX. Portanto, há sempre forma na minha disciplina de incorporar os conceitos e os conteúdos de cidadania. Por exemplo, no 9º ano, quando abordamos as guerras, os conflitos de ideais, as ideologias totalitárias, portanto, tudo isso está presente e as pontes estabelecem-se com muita naturalidade.

38 *T-48*: Em relação aquilo que o *nome* estava a dizer, eu acho que, por exemplo, em Geografia as questões relacionadas com a diversidade cultural e a aceitação da cultura dos outros. Portanto, as questões relacionadas com o ambiente, que em Geografia também é um Tema muito desenvolvido, mas quando nós também falamos de cidadania também, em relação com os nossos alunos, também podemos falar do facto quando eles entram na sala de aula dizer um "bom dia", isso também é cidadania. O terem regras na sala de aula, a educação, saber estar, isso é cidadania. Eu acho que em toda, todos nós, dentro da sala de aula, conseguimos ou tentamos transmitir-lhes o que é <u>isto</u> da cidadania, okay? Portanto, às vezes poderá não especificamente se calhar em conteúdos que podemos desenvolver. Mas, até na própria questão da educação do saber estar, portanto, conseguimos ter presente a cidadania de certeza em todas as nossas aulas.

39 *T-47*: Eu concordo com a *nome*, e também ao nível de que nós tentamos que haja um clima de sala de aula favorável à participação e à aprendizagem, isso tem a ver com as atitudes dos alunos. E ao nível, e a Francesca acho que pôde testemunhar isso, os conteúdos de inglês também alguns deles vão no sentido de sensibilizar os alunos para de educação, para ambiental, para as alterações climáticas, anteriormente, para a aceitação do outro, independentemente da imagem. Foi um tema que também foi trabalhado, a imagem corporal, os estilos de cada um. Tentar com que os alunos aceitem a diferença, se aceitem a si próprios e que mudem hábitos relativamente ao planeta, ao presente e ao futuro, ao nível do… são temas que estão presentes sobretudo no 8º e no 9ºano.

40 **B: Obrigada. Professor *nome*.**

41 *T-48*: Peço desculpa, eu não queria estar a interromper, mas eu vou ter que sair daqui a um bocadinho, algum tempo, porque eu tenho agora uma cerimónia em que vou tentar assistir online. Portanto, okay? Portanto, é a cerimónia de entrega do quadro de honra do meu filho e, portanto, tem hora marcada. Eu vou tentar depois fazer a ligação através do telemóvel, está bem?

42 **F: Okay.**

43 *T-48*: Está, desculpem.

44 *T-48 leaves the FG at 5:15 p.m., after 17 minutes.*

45 *T-46*: Se eu puder ajudar, queria dizer que, em relação à transversalidade, que é o conceito que está aí implícito na pergunta que acaba de projetar, penso que todas as disciplinas, aliás, o *Perfil dos alunos à saída da escolaridade obrigatória*, quer para o segundo ciclo, quer para o terceiro ciclo, apontam no sistema educativo português para esta experiência e esta afirmação e esta vivência da cidadania. E, claro, está que temas como aqueles que já foram aqui referidos, a da preservação, defesa, preservação e proteção do ambiente, temas como direitos humanos, conhecimento dos direitos humanos, afirmação de defesa e preservação, observatório, por exemplo, dos direitos humanos. As instituições e a participação democrática. Tentar que os nossos alunos percebam que instituições os rodeiam. Qual o papel dessas instituições. De que lhes serve, de que lhes servem estas instituições que os rodeiam? Compreender o funcionamento destas, defender os valores da liberdade, da democracia, da participação, são preocupações de todos os professores e creio estar a dizer bem se, como os colegas que aqui estão, julgo que concordarão.

46 **B: Obrigada. Professora *nome*, se quiser acrescentar alguma coisa.**

47 *T-50*: Pronto, eu acho que já foi assim dito, em geral, tudo. Pronto, nós nas aulas tentamos, não é, está sempre presente, não é, a cidadania. E também como o *nome* disse, nós temos as disciplinas, a cidadania é uma cidadania transversal a todas estas disciplinas, não é? Aliás, mesmo agora, por exemplo, com os nossos programas da matemática, nós temos projetos que podemos fazer ligados a isso, que são, sei lá, da cidadania, que são transversais, e que podemos utilizar com várias disciplinas e que também tem a ver com isso, com a cidadania, com tudo isso, com o ambiente, a preocupação com todas essas situações, não é? Que tem a ver com, pronto, ser um cidadão responsável, ser muitas coisas relacionadas, sei lá, com o ambiente, com as causas humanitárias, com tudo isso. Pronto, esta nossa disciplina. Pronto, nós tentamos sempre fazer tentar com que eles façam esses trabalhos. Pronto, por acaso, a Francesca não teve a oportunidade de apreciar essa parte, mas, eu, por acaso, fiz um trabalho com eles sobre isso, pronto, mais até na parte da estatística. Pronto, e tentamos sempre, claro. São temas que têm que estar sempre presente na vida de cada vez mais na vida de… eles são críticos, não é? E cada vez mais na vida destes jovens, não é? Destes, tem que estar sempre presente, não é? Por isso, [( ).

48 *T-47*: Aliás, como a *nome* disse], nós hoje em dia há uns anos para cá, o nosso documento base é o *Perfil do aluno à saída da escolaridade obrigatória*, portanto, é que se pretende desenvolver o espírito crítico, colaborativo, portanto, está lá e cá diz que deve ser desenvolvido em todas as áreas disciplinares, a ser trabalhado em todas as áreas disciplinares.

49 *T-46*: Já agora, completando o que a *nome* está a dizer, circula entre nós sempre um documento, que é oficial entre todas as turmas, ao qual se dá o nome de "Trabalho interdisciplinar", onde todos e cada um dos colegas, na sua respetiva disciplina, dá o seu contributo em interação com os alunos das respetivas turmas.

50 *T-49*: Falto eu, não é? Eu vou só acrescentar aqui um outro aspeto e indo ao encontro do que os meus colegas disseram sobre o *Perfil do aluno à saída da escolaridade obrigatória*, que deve ser um aluno que seja um cidadão pleno, com atitude crítica e interventiva, portanto, na minha aula, que é português, eu tento a fazê-los entender que a capacidade de usar a língua, linguagem com à vontade e discernimento também dá poder e, portanto, no mundo que, em que somos rodeados por informação, eu tento que eles avaliem criticamente a informação a que têm acesso, que saibam construir um

	discurso claro coerente, que saibam expressar um ponto de vista, argumentar. Portanto, isso também lhes dá uma outra capacidade em que, enquanto cidadãos.
51	*T-47*: Eu concordo com a *nome*, mas, às vezes, temos aqui um pequeno problema ou constrangimento, que é que os nossos alunos, apesar de estarmos na sociedade da informação, eles não estão atentos à informação, não estão para poderem ter uma opinião. Eu digo-lhes "ouçam, pelo menos um, vejam pelo menos um telejornal", porque às vezes eu apareço com assunto, ( ) do que é que se passou, de tal modo eles estão virados ao telemóvel e aos próprios, não é, hoje em dia é um bocado difícil [devagarinho…
52	*T-49*: É uma dificuldade], é uma dificuldade que eu noto, é que eles são capazes de reproduzir aquilo que ouvem, um ponto de vista, mas não são capazes de deter uma opinião [pessoal…
53	*T-47*: Espírito crítico].
54	*T-46*: E eu permito-me dizer que ainda ontem, na comunicação social, um estudo divulgava que os portugueses eram pouco consumidores da informação, sobretudo aquela informação que é adquirida, comprada e então a maioria dos portugueses escapa de alguma maneira este sistema, frequentando imensas redes sociais e trocando formação e informação nesse, nesses ambientes, não propriamente nos ambientes ligados à comunicação propriamente dita, ou seja, as dificuldades que a colega *nome* acaba de enunciar são autênticas, são reais e ocorrem no nosso quotidiano. Acresce, acresce dizer, acresce dizer o seguinte, nós preocupamo-nos todos como professores e eu creio que na nossa escola isso é visível, preocupamo-nos com a leitura e a compreensão do quotidiano da nossa sociedade, particularmente a Europa, mas sabemos das dificuldades que enfrentamos logo à partida neste domínio.
55	**F: Thank you. So, we can pass to the question nº2, that is really connected to the first one.**
56	**B: Então, quais são, na sua opinião, os aspetos da sua prática pedagógica diária que melhor promovem a cidadania?**
57	**F: So, if the first question, it was focused more on topics and something related to the subject, here I would like to know from you, what do you think is the aspect of your teaching practice that promotes citizenship? So, not Civic Education, but Citizenship. One aspect and one reason.**
58	**B: Professora *nome*, se não se importar de começar.**
59	*T-50*: Sei lá, tanta coisa. Prontos, o respeito, pelo menos, uns com os outros, por exemplo, dentro da sala de aula, passamos a vida a fazer isso, a chamar atenção. Pronto, nestas turmas, não é? Principalmente nos oitavos anos, nos oitavos, sétimos, todos, são turmas complicadas. Por exemplo, acho que é uma coisa que hoje em dia lhes falta muito. O respeito, não é? Estarem sempre a acusar uns aos outros. Acho que nisso, eu pelo menos tento ter muito cuidado, não é? É uma forma de, dentro da sala de aula, tentarmos promover essa disciplina, não é? E eu estou-lhes sempre a chamar a atenção, não é? Que eles se prejudicam sempre uns aos outros, não é? Nas aprendizagens, porque se estiverem a perturbar a aula, estão a perturbar os colegas, não é? A perturbar as aprendizagens dos colegas. Prontos, e isso é uma forma de a cidadania, penso eu, não é? Educação, cidadania, sei lá o que quiserem chamar, não sei!
60	**B: Obrigada. Professora *nome*.**
61	*T-47*: Eu, eu, eu, eu sou muito focada na responsabilidade. Pronto, se calhar, concordo se calhar com algum exagero, mas penso que o desenvolvimento da responsabilidade do eles, os alunos, aprenderem a ter a própria, serem responsáveis pelos seus, os seus atos, serem responsáveis por aquilo que lhes é pedido. Para, para mim é bastante. Também o aspeto do respeito, da cooperação e a responsabilidade poderá passar pela cooperação e pela colaboração entre eles, quando se trata de trabalho de grupo, onde normalmente a responsabilidade falha bastante, porque trabalham um ou dois e os outros não fazem. Mas é um dos aspetos que eu valorizo bastante, o da responsabilidade de cidadãos responsáveis.
62	**F: So, one way to promote the development of responsibilities of the students is the work in group? The cooperation?**

63 *T-47*: Por exemplo, o trabalho de grupo ou o trabalho autónomo que cada um tem de desenvolver, em sala de aula ou extra, fora da sala de aula. E, pronto, são dois aspetos.

64 **B: Obrigada, professora *nome*.**

65 *T-46*: Se eu puder falar, a seguir à *nome*, se me permite gostaria de dizer o seguinte. Não há dúvida nenhuma que o respeito é uma das características importantes da nossa atividade pedagógica, mas há outros, como o conhecimento, como o diálogo e a interação, o intercâmbio de experiências, fazer do local da aula em si, o tal trabalho, do trabalho de grupo e fazer a experiência da partilha de saberes, partilha de saberes entre os próprios alunos e o professor, como mero promotor, mero promotor do trabalho ou dos trabalhos de grupo e sobretudo numa perspetiva de afirmar, afirmar valores ou vamos ser assim, primeiro conhecer os valores e depois tentar que a aula seja o palco e a experiência, domínio da partilha destes valores.

66 **F: Okay, thank you.**

67 **B: Professora *nome*.**

68 *T-49*: Sim, nas minhas aulas também valorizo o trabalho. Eu penso que estavam a falar também de práticas pedagógicas, não é? O que é que fazemos concretamente nas aulas. Por exemplo, as apresentações orais dos alunos em que eles abordam temas ligados à sociedade atual e dão a sua opinião, por vezes também peço aos alunos para trazerem alguns textos, podem ser literários ou não, e que sejam também ligados à atualidade e a um conjunto de valores que comentamos. Tivemos também um projeto na aula de português, que foi o "Rimar na escola", em que os alunos, através da música, da criatividade, imaginação, construíram uma letra para uma canção que depois foi musicada e tiveram também direito a um espetáculo final. Penso que isso também criou ali laços de solidariedade entre eles de cooperação. E depois a nível dos tipos de texto, por exemplo, eles fizeram dramatizações na minha aula e também treina outras competências. A poesia, por exemplo, que apela à sensibilidade. Tudo isso, acho que tem a ver com a cidadania.

69 **B: Obrigada. Por último, professor *nome*.**

70 *T-51*: Ora, >para além dos aspetos que já foram mencionados pelos meus colegas<, nomeadamente o respeito pelos valores. Para além desses aspetos, há na minha disciplina uma preocupação muito, muito marcada pelo pela informação e pelo conhecimento do mundo que nos rodeia e o desenvolvimento de uma consciência crítica relativamente a esse conhecimento. E através de pequenos trabalhos de pesquisa, portanto, operacionalizamos muitas vezes estratégias tendo em vista a aquisição desse conhecimento e o desenvolvimento dessa consciência crítica relativamente ao mundo atual. Portanto, isso é essencial para uma cidadania ativa e consciente.

71 **B: Obrigada. Passando agora para a [terceira…**

72 *T-46*: Excuse me], excuse me. From my personal point of view, I should say that the time, the spare time available for this kind of subjects should be greater that it is. Because we only have just 6 months and I have already said so to Francesca that we should have more time to put it in practice, that's it.

73 **B: Obrigada. Passando agora para a terceira e última questão esta área de discussão. Como são avaliados os alunos no que respeita à área da educação cívica e cidadania?**

74 **F: So, what instrument and what indicators do you use to assess Civic and Citizenship Education?**

75 **B: Professora *nome*, se não se importar de começar.**

76 *T-49*: Portanto, é nas nossas disciplinas, nós avaliamos essa dimensão da cidadania, quase como que dissolvida nas outras, portanto, nós temos determinados critérios de avaliação em cada departamento que temos de seguir, o meu é o departamento de línguas, Letras. Portanto, eu ao avaliar, por exemplo, a comunicação, ao avaliar a leitura, ao avaliar a escrita, vou também contemplar essa dimensão, portanto, nesses domínios. Vou estar também a valorizar a dimensão da cidadania e, claro, também na

	relação com os alunos, não é? As intervenções na aula, portanto, está, é no fundo também, é transversal, como estávamos a dizer à pouco.
77	**F: And how do you assess these criteria? What do you use to assess these criteria? I don't know, test, observation, project…**
78	*T-49*: Sim, não é? Projetos e na observação, digamos que, na avaliação formativa, não é, ao longo do ano, não propriamente com instrumentos objetivos, porque acho que é muito difícil avaliar uma dimensão destas, com testes, com, até na observação dos alunos, digamos assim.
79	**F: [And what…**
80	*T-47*: [Acho que temos
81	*T-46*: ( )]
82	*T-47*: Peço desculpa. Temos grelhas de observação que nos permitiram, de certo modo, eu sou do mesmo departamento da *nome* e portanto nós avaliamos o conhecimento, a comunicação, a resolução de problemas, as estratégias que os alunos utilizam para solucionar situações problemáticas que têm de enfrentar e usamos grelhas de observação que confessamos que não são fáceis de elaborar. Não é fácil, objetivamente, não sei o que é que pensam os outros colegas presentes, avaliar esta pronto, este item este parâmetro, [tentamos fazê-lo da melhor maneira.
83	*T-46*: *nome*], eu acrescento, eu acrescento àquilo que a *nome* está a dizer, o que ela, o que ela estava a referir é que existem 3 critérios transversais de avaliação de toda a escola e todo o agrupamento. E eles estão na página da Internet lá da escola. Ou seja, os critérios [são…
84	*T-47*: Desculpa, é o tal conhecimento, comunicação e resolução de problemas.]
85	*T-46*: Comunicação e resolução de problemas.] E as tais grelhas de observação mais não são que instrumentos prévios para chegarmos a uma percentagem atribuída a cada um destes critérios que depois vão dar origem a um nível de 0 a 5.
86	**F: Okay, so all the subjects have to follow these three criteria.**
87	*T-47*: Sim, que são…] Desculpa *nome*. Que surgiram na sequência, lá está, da nossa bíblia, que é o *Perfil do aluno à saída da escolaridade obrigatória*. [Tendo sempre por base isso.
88	*T-46*: That's good, that's good.] But we should say another thing about this system of evaluating students. What we do is that when we gather together, the teacher of Citizenship says a proposal of a mark to give to the student and the whole, the whole of the… the other teachers, the other teachers, <u>all together</u>, decide what should be the final mark that the student gets.
89	**F: Okay, so, if I understand correctly, I am trying to summarize, you have these three criteria that you have to assess in your subject at the end, in the final reunion, we can call it that, <u>all together</u>, present your proposal and you decide the <u>only</u> mark for Civic and Citizenship Education.**
90	*T-46*: <u>Correct</u>. Yes, but what we have done as a practice is that, <u>I</u>, as a teacher of Citizenship on the 7th, 8th and 9th, what we do is that I propose a mark and the others, if they are not, <u>if they are not in favor of this mark</u>, they can also [say…
91	*T-47*: Suggest].
92	*T-46*: Suggest their own view and we can, all together, change that mark.
93	*T-47*: But, I must say that this happens with all the subjects. Not just with Citizenship. It can happen with any subject.
94	*T-46*: >Good, good, good, good, [good<…

95	*T-49*: Yes], because we have ( ). We have Citizenship as a subject itself and then we have the other subjects that also consider this dimension in their own criteria or evaluation.
96	*T-46*: I am sorry if I am always talking, it's just because I remember or recall [certain things.
97	*T-47*: And *nome* is practicing his English, his very good English. [It's his opportunity.
98	**F: And *nome*], would you add something on this part, or do you agree?**
99	*T-46*: I agree with everything…
100	*T-50*: Não, é mesmo isso. Todos nós contribuímos, portanto, apenas um professor, neste caso, é o *nome* e a *nome*, se não me engano, dois professores que dão Cidadania, lá na escola, certo? Mas, em geral, todos já demos, não é? Em outras escolas ou assim, eu também já dei Cidadania. Em geral, todos já demos, portanto, sabemos como é que funciona, mas em geral nós participamos também nos trabalhos que eles vão fazendo, ou não. Algumas disciplinas não participam ao longo do ano. Depois, na reunião que temos em conjunto, claro que decidimos, não é? E são esses aspetos da responsabilidade, da comunicação, tudo isso que são, em que avaliamos o aluno, certo? Em que o professor propõe a nota e nós avaliamos. Exatamente, é isso.
101	**B: Obrigada. E, por último, o professor *nome*.**
102	**F: Do you agree?**
103	*T-51*: Não tenho mais nada a acrescentar.
104	**F: Okay, so we can move on to the discussion area number 2.**
105	**B: Exatamente, passando à área discussão nº2, sobre os desafios e limites na promoção da educação de cidadania e cívica e cidadania. Surgiram questões relacionadas com as políticas educativas, como mais formação inicial de professores, mais orientação ao nível dos objetivos e competências e mais ênfase na cidadania ao nível das políticas educativas. Ao mesmo tempo, foram destacadas áreas de melhoria mais internas à escola, como mais projetos dedicados à educação cívica e cidadania, um maior envolvimento dos pais e maior cooperação com professores de diferentes áreas disciplinares. Presumo, portanto, que estas são áreas que atualmente faltam na sua escola, não são? Se sim/não, porquê?**
106	**F: So, we are speaking about these 3 areas inside the school, that are more projects inside Civic and Citizenship Education, a better involvement of parents and a better cooperation of professors of different subjects. So, these are the 3 areas.**
107	*T-51*: Sim. Posso começar?
108	**F: Yes, of course.**
109	*T-51*: Eu por acaso tenho uma ideia diferente como funciona isto, acho que realmente faltam muitos projetos, devia haver projetos relacionados até com Câmaras, voluntariados, muitas… sei lá, tanta coisa que se pode fazer. Eu vejo até pelos meus filhos, os voluntariados que eles fazem agora com animais, mas, prontos, as mais diversas áreas, acho que realmente a cidadania nos devia fazer, devia começar logo, deviam ensinar, porque eu, na minha opinião, todos nós devíamos fazer pelo menos 1 hora de voluntariado por semana, não é? Todos os cidadãos deviam fazer isto. E é nestas idades, em pequenos, que se aprende e, portanto, todos estes nossos alunos deviam aprender que devemos pelo menos 1 hora por semana dedicar a ajudar os outros. E, portanto, eu acho que havia de haver entidades com a Câmara, com outras coisas que existe, até do ambiente, projetos, tudo, há tanta coisa em que os alunos podem participar e não chega às escolas. A escola limita-se à sala de aula, que é muito difícil para nós fazermos trabalhos com os alunos, não é? O *nome* já disse que fazer trabalhos de pesquisa, pesquisa, pesquisa, pesquisa, não é? São importantes, mas não só, devia haver a parte prática e a parte prática deviam ser estas entidades externas, prontos, neste caso, nomeadamente, a Câmara, que manda agora em tudo, que devia fazer protocolos com diversas entidades, que há tantas, sei lá, Cruz Vermelha, UNICEF, sei lá, tantas que existem, não é? De animais, de crianças, de isto e daquilo, do

ambiente, pronto. Eu já estive em escolas que por acaso faziam, olha, uma, por exemplo, era ( ), na zona do Vale do Ave, tínhamos muita cooperação, nessas escolas mais do interior. Por acaso, eu acho que aqui não há tanto, nas escolas mais do interior existem muita cooperação nesse aspeto e os alunos participam em muitas atividades dentro da escola, mas extraescola, certo? Prontos, eu acho que é realmente, a cidadania devia estar virada para essa área, sem dúvida, uma parte prática, porque a gente vai avaliar, como é que nós vamos avaliar numa sala de aula a responsabilidade da cooperação? É difícil e avaliamos, nós damos uma nota, não é? Mas, é muito difícil fazer isto. Portanto, eu acho que era bom era responsabilizá-los, eles terem uma prática. Muitos miúdos, muitos alunos até já começavam a ter uma ideia do futuro, sei lá, coisas que poderiam fazer e que poderiam orientá-los, que hoje me dia é muito difícil, porque os pais não fazem isto. Eu vi agora pelos alunos do 9ºano, que a maior parte, estão num ano tão importante a sair da escola, a maior parte não sabe o que quer seguir, o que é que quer ser, para onde é que vão, "vou para ali porque os outros também vão?". Pronto, isso eu acho que era fundamental. Okay, não digo mais nada.

110 **F: Thank you.**

111 **B: Professor *nome*.**

112 *T-46*: I have already said to Francesca in a short interview, that I tried to speak in Italian, and I talked about this thing that *nome* was talking about. I think that students would have something to gain with this exchange between the school and the reality outside the school. The institutions, whatever the institutions are there and wherever you like.

113 **F: Thank you.**

114 **B: Obrigada. Professora *nome*.**

115 *T-47*: Eu concordo com o que disseram os colegas *nome* e *nome*, ( ) vão-se desenvolvendo alguns projetos, embora nunca seja, o suficiente e na realidade, o contacto com a realidade, extraescola, parcerias são sempre, seriam uma mais valia para o desenvolvimento do aluno. Devo dizer também, da minha experiência de anos, que já fizemos mais do que atualmente fazemos. Em tempos passados, tínhamos outras áreas para além de… ainda não existia a Cidadania e Desenvolvimento, que é recente, e havia outras áreas, como a ( ), como projetos, em que eu me lembro que havia um enorme envolvimento dos alunos. Temos agora uma grande dificuldade em envolver todos os alunos em projetos. Há a parte deles também, não há logo adesão às atividades e projetos que lhes são propostos, às vezes corre bem, outras vezes não corre tão bem.

116 **F: And what about the involvement of the parents and the collaboration with teachers od different subjects?**

117 *T-47*: Eu falo por mim, atualmente, é pouca. O envolvimento é pouco, o envolvimento dos pais.

118 **F: Okay. *nome*, would you add something, please? Specifically, on these [two aspects, so…**

119 *T-49*: Sim, destes aspetos]. Depende, de facto. Eu já trabalhei em muitas escolas, portanto, nós professores em Portugal, enquanto contratados, estamos sempre a mudar de agrupamento, portanto, eu tenho conhecimento de realidades muito diversas. Por exemplo, a escola onde eu estava o ano passado, existia, em toda a escola, um projeto de voluntariado, em que todas as turmas se podiam inscrever e o projeto de voluntariado incluía coisas como, cada grupo definia depois um projeto individual, em específico, poderiam, por exemplo, visitar os idosos num lar, envolver-se com, por exemplo, as organizações amigas dos animais, fazer trabalhos a favor do ambiente, tínhamos mesmo esse projeto específico. Por exemplo, eu vejo no ensino secundário, onde também já tenho trabalhado, que as pessoas estão mais preocupadas com o programa, os conteúdos, a avaliação externa dos alunos e depois falta tempo também para participar nestas atividades. E dá impressão de que o objetivo principal, primordial, é, então, o conhecimento e não tanto esta abertura da escola ao meio, mas depende de facto da, dos agrupamentos, até mesmo dos conselhos, difere.

120 **B: E mais em relação aos pais e à cooperação entre os professores, ou seja… está a entender a minha questão? Não… Como é que é o envolvimento dos pais e a cooperação dos professores neste aspeto?**

121 *T-49*: Acaba por ser complexo, agora chamar as famílias a entrar aqui nos nossos projetos educativos.

122 *T-47*: *nome*, deixa-me só dizer que nós até há uns anos atrás tínhamos na escola anualmente uma atividade que era um sucesso, que era a Feira da Primavera, o *nome* deve lembrar-se, que normalmente decorria ao sábado de manhã, depois ia-se estendendo até às 14h, 15h da tarde e em que aí, participação dos encarregados de educação era de quase 100%, havia uma… Depois, não percebemos porquê, começou a esmorecer, a esmorecer, até que acabou esta atividade que era um sucesso, em que a comunidade vinha à escola, a comunidade participava na escola e, na realidade, havia um envolvimento de professores, alunos e encarregados de educação. Também já tivemos ( ), voluntariados na altura do Natal e não só, também já tivemos.

123 **F: Professor *nome*.**

124 *T-46*: I must say that, once a year, we used to go to the Portuguese Parliament with one, one form, all together, to get to know the places of power in Portugal, down there in the capital of Lisbon. But, about the medieval fair, we used to do that, and various papers and the television wanted to know about this event of our school and the parents went there enthusiastically to get to know what was it the medieval fair. And, a few years later, we realized we made it in the exterior space of our school and people enjoyed it so much and students in every form had each own place to sell their own products.

125 **F: Okay, and could you tell me something more about the collaboration with teachers? Because this is one of the areas of improvement that emerged in the questionnaire, so I would like to know a little bit more about this part.**

126 *T-46*: I think, I think that our parents, our parents, are growing up for that kind of participation and I think that we all have to extend our hand to go, to go near them and understand what they want of the school as a reality where their children are. I think that it is a little bit fake, sometimes we get, we reach the goal of getting together, parents, teachers and other agents of education, getting them together, sometimes we think we are a little bit far from reaching that goal.

127 **F: Okay, thank you.**

128 **B: Professor *nome*.**

129 *T-47*: I can say as a form teacher, that I have all the collaboration possible from my parents. Sometimes it works, other times it doesn't. But most times I would say it's a positive, it's positive. As a form teacher.

130 **F: Okay.**

131 **B: Professor *nome*, se puder adicionar alguma coisa.**

132 **F: Something related to the collaboration, to this part.**

133 *T-46*: Não sei bem mais o que hei de dizer, mas como sou de História, talvez um sinal dos tempos. Acho que vivemos tempos paradoxais, porque por um lado estamos aqui afalar sobre as questões de cidadania, do envolvimento da comunidade, por alguma razão. É porque também notamos que há um movimento oposto em que as pessoas se isolam cada vez mais também e é por isso que estamos precisamente aqui a discutir estas questões e esta tensão que existe acaba por se manifestar na própria escola e nas próprias organizações. Ou seja, aquela preocupação das escolas e das instituições se abrirem ao exterior, se abrirem à comunidade, de criarem parcerias. Porque também há este movimento social contrário em que as pessoas se refugiam muito em si próprias, portanto, e temos de viver, digamos assim, com esta tensão que é própria dos tempos contemporâneos. Não sei se respondi à questão em concreto, acho que não. Acho que foi mais uma reflexão.

134 **B: Okay, obrigada. [Passando agora para…**

135 *T-46*: A colleague of mine], a colleague of mine used to organize every year, by this time, a dancing party for the finalists of the 9th year and many people, parents, teachers and others, would come to the school to participate in this event, am I talking right, *nome*?

136 *T-47*: Of course.

137 **B: Obrigada. Passando agora para a terceira área de discussão sobre a participação dos professores na governação da escola. De acordo com o questionário, a escola dá ao pessoal docente a oportunidade de participar nos processos de tomada de decisão. Sentem-se envolvidos e incentivados a participar na vida da escola? Se sim, podem dar exemplos concretos de boas práticas no que se referem a formas de participação eficazes? Ou, se não, poderiam explicar o que poderia ser melhorado?**

138 **F: So, this question is focused on the involvement of teachers in the decision-making process and school governance, in general. So, in the questionnaire that this school gives to the teachers this opportunity to participate in the decision-making process. So, I would like to know from you, if you feel involved and, if yes, what encouraged this participation? If not, why?**

139 *T-47*: Acho que sim, porque todos os documentos estruturantes não são aprovados sem nos ser pedida uma opinião e não só opinião, para contribuirmos para a sua construção também. Penso que critérios de avaliação, projetos educativos, estratégias da escola. Portanto, sempre… Eu não sei se me estão a ouvir, que agora acho que estou com problemas. Acho que é sempre pedida a nossa opinião antes de serem aprovados, quer no Conselho Geral ou em sede de Conselho Pedagógico, dependendo do tipo de, do tipo de documento que são documentos chamados, nós chamamos-lhes documentos estruturantes. Sim, somos envolvidos. Às vezes sentimos uma certa dificuldade em como é que nos vamos envolver na construção da, por mim falo, na construção daquele documento que vai ser tão, vai ser importante para o agrupamento, mas penso que somos sempre ouvidos.

140 **B: Obrigada. Professor [*nome*…**

141 *T-49*: E também temos], nós temos, no início do ano, por exemplo, eu que venho de fora, pela primeira vez no agrupamento, também tive a oportunidade de participar na elaboração dos documentos orientadores da vida da escola, desde logo, sempre na, numa planificação que é já uma interpretação, não é? Uma planificação anual para uma turma e já interpretação das indicações do Ministério da Educação aplicadas à nossa realidade concreta ou, por exemplo, no plano anual de atividades, eu posso propor atividades que promovam essa abertura escola-meio, ligação entre os pais e a escola, e mesmo os próprios valores e a cidadania. Por isso, acho que sim, que temos essa capacidade de intervir.

142 **B: Obrigada. Professor *nome*.**

143 *T-51*: Não tenho muito mais a acrescentar, portanto, em geral, sim. As escolas em geral costumam ser instituições democráticas em que os professores são ouvidos. No âmbito, nos âmbitos que já foram referidos pelas minhas colegas.

144 *T-47*: Depois, só um à parte. Depois se a burocracia é muita, a questão é outra.

145 **B: Obrigada. Professor *nome*.**

146 *T-46*: Eu devo dizer que existem na organização da escola, do agrupamento, existem órgãos, o órgão de direção é constituído pelo diretor e 3 adjuntos. Existe um órgão que é o chamado Conselho Pedagógico, onde estão os representantes de todos os departamentos e eles são 7. No nosso caso, departamento de expressões, departamento das línguas, etc. São 7 departamentos. E existe um outro órgão que é o Conselho Geral. E pronto e todos eles exercem o seu papel. O caso dos docentes, os docentes dialogam no seio dos departamentos e apresentam, através do coordenador, com licença de cada departamento, apresentam tudo o que é propostas à direção. Quer a direção, quer o Conselho Pedagógico, decidem e deliberam sobre essas propostas. Portanto, democracia há que chegue e eu isso posso dizer, estou à vontade para o dizer. E mais, ao longo de vários anos a escola, a escola elegeu

sempre o seu Conselho Geral. O Conselho foi sempre eleito, eleito pelos professores. E, portanto, julgo que há democracia que chegue.

147 *T-47*: Oh *nome*, desculpa interromper-te. Há documentos importantes que são discutidos em agrupamento, mas também há outros que estão para discussão pública. Portanto, não só em departamento, mas cada um de nós pode, no caso do regulamento interno do rolamento, do projeto educativo.

148 *T-46*: Correto, o apêndice, o apêndice "burocracia", muitos papéis, muito trabalho. Ele não deixa de ser real, é real, mas não é, é real em todos os contextos escolares deste país.

149 **B: Por último, professora *nome*.**

150 *T-50*: Pronto, também concordo, não é? Nós temos várias, várias, participamos sempre, todas as decisões, tudo isso, chega ao departamento e é no departamento, cada departamento, que nós decidimos, não é? E nós partilhamos e discutimos e, portanto, eu acho que sim, que a escola dá oportunidade, não é? Prontos, começa de cima, não é? Conselho Geral, Concelho Pedagógico, chega sempre, e depois é o contrário, não é? Passa dos departamentos para o Conselho Pedagógico, depois para o Conselho Geral, acho eu ( ), mais ou menos, não é? Mas, eu acho que sim, que a escola [dá…

151 *T-47*: Deixa-me] também dizer, e o *nome* com certeza, que é diretor de turma também, como diretor de turma, nós realizamos com alguma regularidade, assembleias de turma com os alunos, onde são discutidos. Às vezes levamos uma ordem de trabalhos, outras vezes são os alunos são os alunos que constroem a ordem de trabalhos e, já me têm surgido em assembleias de turma, sugestões de funcionamento ou de alterações que eu levo à direção. Portanto, os próprios alunos são ouvidos, eu lembro-me que numa das assembleias de turmas que eu realizei este ano, foi sugerida a hipótese de haver, uma vez que nós somos uma ( ), não somos uma secundária, haver uma associação de estudantes. E eu fui transmitir essa informação ao diretor. Os alunos também são ouvidos.

152 *T-50*: Claro, sabes porquê? Porque eles começaram, isso foi na minha aula, que eles começaram a dizer que eles queriam fazer uma festa, que queriam fazer não sei quê e eu disse "Então, se houver uma Associação de Estudantes, vocês podem começar a organizar essas coisas". Então, eu disse… "E a professora ajuda-nos?" e eu disse "Não, isso têm que falar com a [diretora de turma…

153 *T-47*: Falaram comigo, falaram]. Eu vim para casa ver…

154 *T-46*: Só uma coisa, gostaria de dizer uma coisa mais. Local bureau, local bureau, about budget for education, sometimes, they, democratically, they share some amount of money for us to spend on the school. It's called… Como é que se diz isso, Orçamento discutido e… como é que é? [Diz, diz…

155 *T-47*: Orçamento participativo].

156 *T-46*: Exatamente, Orçamento participativo. And it is a democratic form of being near the schools.

157 *T-47*: Sim, mas o Orçamento participativo pressupõe… já uma vez uma turma minha ganhou. Pressupõe o desenvolvimento de um projeto pelos alunos, ou melhor, pelas turmas. E aí é uma competição saudável, porque ganha a melhor, não é? E que reverte a favor da escola.

158 *T-46*: Só estava a lembrar.

159 **F: Thank you. Two more questions and then we finish.**

160 **B: Passando para a última área de discussão, que é referente à colaboração entre os professores. Embora a escola ofereça oportunidades para os professores participarem na vida escolar, no questionário aparecem opiniões contraditórias sobre a participação dos professores em atividades mais organizacionais da escola (tais como atividades de orientação e aconselhamento, planeamento da melhoria e desenvolvimento da escola, assumir tarefas para além do ensino, tais como tutoria). Na sua opinião, qual é a causa desta fraca participação? Professora *nome*, se quiser começar.**

161 *T-47*: Olha, eu não me posso queixar, porque tive muitas horas este ano, tenho tido. E este ano foi porque me voluntariei a muitas horas de coadjuvação, a professora *nome* é testemunha, a professora *nome* também, estive com elas num acompanhamento específico de um aluno, a volta e meia, dois, na minha direção de turma, e agora para o final foi-se estendendo à turma toda, porque os alunos foram ganhando alguma autonomia. Eu pessoalmente não posso falar porque tenho, aliás, tenho vindo cada vez mais a utilizar esta metodologia da partilha e estar com outros colegas em sala de aula também.

162 **B: Obrigada. Professor *nome*.**

163 *T-51*: Importam-se de contextualizar novamente a questão?

164 **B: Sim, sim. Qual é que acha que é a causa pela fraca participação dos professores em atividades mais organizacionais da escola?**

165 *T-51*: Talvez tenha a ver com a própria organização, porque as escolas têm recursos humanos que têm de ser geridos e nem sempre esses recursos são suficientes ou são os adequados para as necessidades.

166 *T-47*: O professor *nome* tem razão, porque eu, por exemplo, posso fazê-lo uma vez que já sou mais idosa, tenho menos aulas e mais horas para poder estar alocada como recurso humano para outras atividades. A nossa escola tem, e também este ano, nota-se, colegas que têm o horário todo ocupado só com aulas, com prática letiva. E, portanto, não resta muito mais [tempo para fazer outras coisas, não é?

167 *T-49*: É o meu caso].

168 *T-47*: Nós, pessoalmente, nesta altura do campeonato, digamos, peço desculpa, posso fazê-lo e voluntariei-me para o fazer.

169 *T-46*: De qualquer modo, eu permito-me dizer que no final do ano, a entrega de pequenos prémios, chamados de "Quadros de honra", ou a entrega de pequenos prémios de desempenho escolar aos alunos… a Francesca esteve no nosso auditório e sabe que tem capacidade para 76 pessoas, lá sentadas, 76 pessoas. Nos dias em que ocorre, em que acontece a distribuição destes prémios, a sala está repleta, está cheia. Portanto, não é de todo em todo verdade que haja uma fraca participação. Existe em algumas, algumas sim, algumas atividades é evidente que se calhar não tenha a participação desejada. Mas, não é de todo em todo fraca, eu não acho que consideraria fraca.

170 **F: Okay.**

171 **B: Professora *nome*.**

172 *T-50*: Sim, eu também concordo aqui com o *nome*. Também acho que, prontos, tem a ver com isso, com processo organizacionais, que não há mesmo horas, prontos, para… (3.0) por acaso a *nome*, que a gente agradece muito, está nas nossas aulas, que é uma mais-valia porque, realmente, tem horas. Mas de resto, depois para fazermos até atividades, prontos, agora, por exemplo, falando noutra parte, às vezes queremos fazer uma atividade extra com os alunos, uma visita de estudo ou assim. E isto, na nossa escola, prontos, cortou-se um bocado. Porquê? Porque sempre que tínhamos de fazer isso, depois temos que repor as aulas, certo? Prontos, e depois não há espaço para repor as aulas… é difícil, portanto, às vezes, situações em que a gente tem que ir com os alunos a qualquer sítio, sair ou assim, acaba por não haver essa possibilidade, pronto, porque, pronto, isso é coisas externas, não é? Temos que sair com eles, temos que fazer uma visita de estudo ou assim. Agora, tirando isso, realmente não há muitas mais possibilidades porque as pessoas têm aqueles horários definidos e não têm mais horas para, eu por acaso também faço uma ou duas, faço duas acessórias, por exemplo, noutras turmas, mas a maior parte das pessoas não tem isso, não é? Não têm… porque é assim, por exemplo, cá em Portugal, prontos, é assim, um professor efetivo pode ter um horário reduzido, por exemplo, como a *nome*, que tem 14, são 14 horas, não é *nome*? Letivas, letivas. Mas, depois tem que dar as 20 e tal para completar com as letivas, por isso é que ela tem aquelas horas disponíveis. Mas, por exemplo, se vier alguém substituir a *nome*, imagina que a *nome* estava doente e vinha alguém substituí-la, essa pessoa que a vem substituir só vai dar as 12 horas letivas, não vai dar, não lhe dão mais horas.

173 *T-47*: 14.

174 *T-50*: Não é? Não lhes dão as 14, que é o que acontece com a maior parte dos nossos colegas que estão neste momento lá na escola. Apesar de estarem a substituir alguém que tem um horário completo, mas só está a substituir, só dão a parte letiva, não dão a outra parte..

175 *T-47*: Não têm um horário completo.

176 *T-50*: Não têm um horário completo, portanto, deviam dar, não é? Por exemplo, no meu grupo de matemática, temos a *nome* que está a substituir no 8ºA, penso que a Francesca também foi lá, está a substituir a *nome*, mas a *nome*só tem 12 horas letivas, prontos, ela também só tem 12 horas letivas, claro. Que a *nome*, se estivesse na escola, estava como a *nome*, estava mais não sei quantas assessorias ou outras turmas ou apoios aos alunos e assim. Mas, como não é chamada a componente letiva, certo? Portanto, essas pessoas não têm essa componente, o que é mau, não é? É por isso que em Portugal isto já está mau a [nível dos professores…

177 *T-47*: Isto já seria um aspeto] a ser tratado pelo Ministério da Educação.

178 *T-50*: Exato, ( ) isto é um aspeto que ultrapassa a escola um bocado, não é? Também não tem só a ver com a escola, não é?

179 *T-46*: Há pouco, há pouco quando eu referia a propósito da participação dos pais, há um aspeto que não podemos esquecer. Há hoje empresas que facilitam e justificam a vinda do encarregado de educação à escola, mas há outras [que não facilitam…

180 *T-50*: Exato, exato, é isso].

181 *T-46*: Portanto, em termos mesmo laborais, a questão do diálogo escola-família, escola-encarregados de educação, em específico, não é fácil e a *nome* sabe que muitas vezes o próprio diretor de turma tem de disponibilizar o seu próprio tempo para acolher estes pais.

182 *T-47*: Oh *nome*, mas é assim, hoje nós, isto foi uma das consequências da pandemia, o nosso contacto com os encarregados de educação deixou de ser presencial para passar a ser à distância. Ainda ao bocado estava a falar ao telefone com uma encarregada de educação e aí não é difícil, não é? Presencial será mais difícil, através de outros canais, é sempre possível.

183 **F: Professora *nome*, do you want to add something?**

184 *T-49*: Sim, eu vou só dar o meu exemplo pessoal, porque eu sou uma das professoras que de facto tem um horário completamente preenchido com atividades letivas. Aliás, até tenho duas horas extraordinárias. E há de facto alguns entraves, porque, por exemplo, eu fiz visitas de estudo, eu articulei com a biblioteca de escola, eu envolvi-me num projeto da câmara, mas acabo por dispor do meu tempo, muito, algum do meu tempo pessoal para fazer essas atividades, não está incluído no meu horário. Portanto, muito daquilo que fazemos para articular e para promover esse envolvimento acaba por ocupar o nosso tempo pessoal.

185 *T-46*: Posso só dizer mais alguma coisa? Posso só dizer mais alguma coisa?

186 **F: Yes.**

187 *T-46*: Queria dizer que nós, como escola, temos sido uma escola bastante aberta a tudo que é projetos que vêm do exterior e a prová-lo está que a Francesca não foi a única pessoa que veio à escola neste 2ºsemestre. Tivemos connosco uma mestranda, *nome*, da Universidade do Porto, e já temos tido outros, inclusive do Centro de Saúde local, portanto, o diálogo da própria escola com instituições e com pessoas vai-se realizando, e quem dera que seja melhor no futuro.

188 **F: Okay, thank you. So, if I understand correctly, the big problem, if we can call it that, is the time, so, the big issue is the time that you have of work, and it depends on the activities. So, the participation changes regarding to the [activities…**

189 *T-46*: According to…]

190 **F: Okay, perfect. We can move to the last question.**

191 **B: Então, o questionário revelou a existência de uma boa cultura de colaboração na escola. Concorda com as conclusões? Na sua opinião, o que é que incentiva ou desincentiva a colaboração e a participação na escola?**

192 **F: So, we are speaking about the collaboration among the teachers, okay?**

193 **B: Professor *nome*, se quiser começar.**

194 *T-51*: Estamos a partir do princípio, então, que há boa colaboração e é verdade. O que é que incentiva e o que é que desincentiva essa boa colaboração? Eu penso que a boa colaboração é um incentivo em si mesmo, como é que eu hei de explicar isto? Se há, digamos assim, essa cultura organizacional, em que os professores se revêm nessa cultura, essa colaboração quase que nem precisa de ser, não direi imposta nem sugerida, mas ela flui naturalmente. Não sei, não sei muito bem o que mais hei de dizer, porque, realmente, nesta escola constato que há uma boa cultura, nesse sentido da colaboração, pelo trabalho interdisciplinar.

195 *T-47*: Eu penso que o *nome* ainda se lembra, aqui há alguns anos, quando tivemos inspeção na escola, nós tivemos várias ações e uma delas era a partilha das boas práticas, em que todos os professores, de todo o agrupamento… eu era na altura a coordenadora dessa ação. Todos os professores participavam, e em que assistíamos às aulas uns dos outros, no 1º ciclo as colegas do 1ºciclo, no pré-escolar, nós no 2º e no 3º, depois tirávamos conclusões, aproveitávamos ideias que considerávamos boas quando víamos as aulas dos colegas e, quando eu tinha de fazer os relatórios finais, o balanço era sempre positivo. Portanto, era um trabalho colaborativo que, na altura, foi bastante profícuo e que se realizou durante, penso eu, uns 3 anos, se eu bem me lembro.

196 **F: Thank you.**

197 **B: Obrigada. Professore *nome*.**

198 *T-50*: Deixa-me situar… sei lá. O que é que incentiva os professores…

199 **F: Yes. According to your experience and your idea.**

200 *T-50*: Acho que aqui até há uma boa colaboração, sei lá. ( ), os horários, não sei, a falta, é mesmo a falta de tempo por vezes, que nós temos, prontos, hoje em dia, ainda agora… reuniões, tudo online, é tudo online, quer dizer, acho que… não sei. Não sei, eu acho que perdemos um bocadinho, não é? Isto, o pós-pandemia… e acho que perdemos um bocadinho esta parte, não é? Claro que é agradável estar em casa, não é? Nas reuniões, ainda agora vamos ter não sei quantas reuniões seguidas, não é? Mas, e calhar, perdeu-se essa, essa parte de estarmos juntos, de falarmos… porque quando estamos no online, a gente quer que seja tudo mais rápido, mais a correr, não é? Não sei, se calhar isto, não sei muito bem o que dizer mais, mas eu penso que terá a ver com [isto…

201 *T-47*: Oh *nome*], desculpem. Mas, eu também acho que por outro lado foi uma realidade tão nova, que, eu por mim falo, o trabalho colaborativo foi bastante positivo. [A realidade da pandemia foi tão nova…

202 *T-50*: Sim, sim, sim.]

203 *T-47*: Que se me dissessem que eu iria usar as tecnologias, como as uso hoje e na sala de aula, eu diria "Nem pensar!".

204 *T-50*: Exato, exato, [mesmo.

205 *T-47*: Por isto], houve um grande trabalho colaborativo, uma grande entreajuda e [que ainda hoje continua a haver nesta escola.

206 *T-50*: Ainda continua, exato], sim, sim, sim. Aliás, daqui a um bocado, vou estar aqui com uma colega a ajudar a preencher grelhas.

207 *T-46*: Eu penso que o dinamismo, a energia, a vitalidade do professor vai diminuindo conforme se aproxima a carreira do fim.

208	*T-47*: Mentira, *nome*! Mentira!
209	*T-46*: Eu tenho 62 anos…
210	*T-47*: Eu tenho um bom bocado mais!
211	*T-46*: Eu acredito que há colegas, que se sentem com vitalidade, quanto baste, para estarem mais 10 anos no sistema, enquanto há outros que já não têm [nem a vitalidade…
212	*T-50*: É verdade, é verdade, é.]
213	*T-46*: Nem a energia, nem a pedalada, nem a disponibilidade individual para aparar todos os convites que o sistema lhes sugere. E, talvez, por isso é que há para uns um incentivo e para outros… cada vez que vêm uma coisa nova, é um desincentivo. Também é importante dizer que os professores em Portugal, desde 2008, que andam no conflito permanente com o seu próprio Ministério da Educação. Não por razões, vamos dizer, programáticas, mas por outras razões que nos fere a nossa suscetibilidade.
214	**B: Obrigada.**
215	*T-47*: Oh *nome*, pode ser mais estressante, porque é. Mas não é isso que nos faz desistir, penso eu.
216	*T-46*: Claro que não, claro que não! Eu apetece-me dizer isto e acho que não fiz mal nenhum em dizê-lo, nós não temos todos a mesma vitalidade sempre. Nem a mesma disponibilidade.
217	**B: Obrigada. Por último, professora *nome*.**
218	*T-49*: Então, ainda relativamente à cooperação, eu acho que de facto aquilo que incentiva é mesmo, porque a partilha de ideias entre pessoas, por exemplo, com idades diferentes, já que estávamos a falar da idade, idades diferentes, experiências diferentes, práticas e métodos diferentes, é sempre super enriquecedora e, de facto, quando falo com os outros colegas aprendo muitas coisas que posso depois utilizar para as minhas próprias aulas e isso é uma mais valia para a aprendizagem dos alunos. Relativamente àquilo que o professor *nome* disse, também não concordo muito, porque eu vi de facto que nesta época da pandemia, até às vezes os colegas com mais tempo de serviço foram os que mais esforço fizeram para se atualizar e que, hoje em dia, até dominam as novas tecnologias como ninguém.
219	**B: Obrigada. Agora, vou passar ao Matias, que vai fazer uma pequena recapitulação daquilo que foi dito.**
220	*The word is given to Matias Cabral to synthesize the focus group. All confirm what said.*
221	**B: Agora, para comparar os dados com os critérios internacionais, era necessário saber a idade de cada professor.**
222	*T-46*: 62.
223	*T-49*: 44.
224	*T-50*: 52.
225	*T-47*: 65.
226	*T-51*: 47.
227	**F: Do you want to add something that you think is important for this research? It's a free question.**
228	*T-46*: Just one. We had an event here at school, 3 years, follow-up of 3 years, we called it "Paddy paper", and we used to go from our school to Porto and it had, say… what we say, not a roundabout, we walked on to the streets of town, Porto, locating places and historical monuments, and telling a story in a different way of our beloved Porto. That's it.

229 **F: Thank you for sharing.**

230 *T-49*: Também me ocorreu algo, entretanto, não sei se… é também uma pergunta para os meus colegas, porque eu não sei se isso também existe aqui na zona do Porto. No Minho, eu sou natural do Minho, os deputados que estão eleitos na Assembleia da República deslocam-se às escolas e fazem assembleias com os alunos para ouvir as suas preocupações e levar, também, essas ideias e dúvidas e questões ao poder, aos representantes políticos.

231 *T-47*: Já lá tivemos o deputado que também era presidente da freguesia de Mafamude, não foi? Mas eu penso que não esteve, não me lembro se só esteve com professores ou também com alunos…

232 *T-46*: Foi a propósito da construção da escola.

233 *T-47*: Então já foi há muito tempo!

234 *T-46*: Já.

235 **F: I think that we are finished. Thank you.**

Annex 12. The school S-8

Annex 12.1. Document analysis of S-8

School information	• The institution consists of two kindergartens, three first cycle, one second cycle and one third cycle schools; • S-8 school is attended by a total of 1,015 students, of whom: pre-school education - 172 children divided in 8 classes, with an average of 21.5 students per class; first Cycle - 304 students divided in 16 classes, with an average of 19 students per class; second cycle - 138 students divided in 7 classes, with an average of 19.71 students per class; and third cycle - 401 students divided in 20 classes, with an average of 20.05 students per class; • The area has been criticized for school dropout and low skill level of the population; • Students come from a disadvantaged family background, as evidenced by the fact that in the 2019-2020 school year, the majority of students received social school support; • Characteristics of families: alcohol addiction, which leads to family aggression; low cultural level of most parents and guardians; a considerable number of students live with their grandparents; fathers and guardians are mostly secondary sector workers and mothers are housewives; education level is limited to the first cycle, with the second cycle ranking second in percentage terms; a significant number of students have a computer at home, although the number of Internet connections is decreasing; • School dropout and student absenteeism; • Several reasons have contributed to maintaining a low dropout rate, such as the creation of vocational courses, education and training courses and alternative curricular paths, the student and family services office, collaboration with the EPIS/APPIS project, and the development of activities to motivate students to attend school and to bring parents and guardians closer to the school, especially A.F.E.T.Os (Educational Training Activities and Occasional Tutoring), Theme Weeks and the INCLUD-ED project.
Mission	• Promoting educational success; • Reduce social differences; • Create a culture of assessment to achieve continuous improvement; • Build a more just, fraternal and happy society.
Civic and citizenship education	• Students should develop civic behavior that prioritizes equality in interpersonal relationships, integration of difference, respect for human rights, and appreciation of the concepts and values of democratic citizenship; • Citizenship education should be assessed as part of the core curricular matrices; • Domains divided into three categories: cognitive domain, socio-affective domain, pragmatic domain; • Domains of *Cidadania e Desenvolvimento* divided among RICs classes; • The EECE defines that the cognitive domain is tested through written tests and oral presentations, after a first meeting where learning goals and assessment criteria are clearly explained to the students; the socio-affective and pragmatic domains are tested through written texts or practical work, observation, oral presentations, self-assessment, and project work.
School organization	• The school has a Board of Administration, a Pedagogical Council and a General Council, an Educational Project Coordinator, two Institute Coordinators, a Technical-Pedagogical Services Coordinator, and six curricular department coordinators; • The school also has a school library coordinator, a secretariat for exams and midterms, and a Quality Observatory coordinator.

Additional information	• The Educational Project is structured following the school's inclusion in the TEIP program promoted by the Ministry of Education • Innovation Plan; • The school identified a number of problems, including: high dropout rates, high failure rates in mathematics in the third cycle, a certain detachment of families from the school, and a lack of consistency in the articulation between monitoring and pedagogical supervision; • The school has developed a multi-year improvement plan to address these problems. • The school has implemented a number of partnerships with local entities to support student learning.

Annex 12.2. Semi-structured interview with the Principal (S-8)

1	**DS-8**
2	**Could you describe me the school context, such as school target, land resources, school structures, partnership?**
3	Okay, first of all, we have about 1008 students here, from kindergarten to 12th grade, and all the teachers teach in three different schools. There is a main school that is from 5th grade until 12th grade, and two other schools with kindergarten and the 5th grade, and first grade until 4th grade.
4	In addition to this, we have a lot of projects, and our curriculum is very integrated because our subjects work on many projects that integrate the curriculum. And these projects have additional partners, not just ( ) partners, but partners from other schools, even ( ) and other schools from other countries, cities, and countries. Our school is fully committed to Erasmus+, so we have a lot of students out of the country, and students from other countries come to our school too. There are these stakeholders that make this net from each other that brings us growth in our knowledge and competences along the years, most of all, since 2016; we have this knowledge and this interpretation about curriculum from 2016 about that.
5	Our school is in a territory that is socioeconomically low, and our students have every project with this help to meet their necessities. Part of this, we have about 70 students with special needs, and we have to improve our knowledge and our methodologies to go to different pedagogical approaches with them to help us help them. Our families are very committed to the school, and they come to our school, I wouldn't say that every day, but every week we have many activities that they are part of, and they are very committed, as I said. This project, this Innovation Project - that's how we call it - is in areas like robotics and programming, is about inclusion, is about citizenship education, is about critical thinking, and is about collaboration. And all the projects that we have in our curriculum, we develop creative problem solving with our students or collaborative problem solving. But all teachers have the autonomy to do projects with their students, and with this autonomy, they can work with project-based learning or another methodology.
6	This is a school with a lot of autonomy, including the teachers and the students, but the autonomy extends throughout the school. I don't know if you understand my English.
7	**Yes, absolutely, yes. I have a question regarding the activity with the parents, what kind of activities do you refer to?**
8	Yes, we have these weeks…(2.0) our school calendar is divided into eight weeks. Okay, eight weeks, then we stop for one week, and then more eight weeks, and we have four weeks along the year. Okay? So, four weeks. And each eight weeks, we have one week when all communities come to school and work with us. The parents come to school and work with us on various activities in the classroom with teachers and students, and they have the opportunity to bring their knowledge to school and practice their knowledge with us too. Apart from this, we have also a project that we call "INCLUD-ED": this is a Catalan project and it was developed in Catalonia, Barcelona; it is a project that brings our community together to talk about literature, music, arts, but also to participate in collaboration groups, where the adults can bring attention to the group and focus on all students. This participation of the adults, the parents or uncles or another agent of the community, can bring us this mix with our community, bringing them to the school. Okay. A part of this project "INCLUD-ED" the collaboration of parents, because they have the opportunity to develop activities with us in other activities, like one that happened in November that we call *São Martinho*: it is a popular activity that we have here in our school, and all parents participate with us in that month.
9	**And regarding the parents, what about the school governance? So, are the parents involved in decision making process and school governance?**
10	Yes. We have in all schools, all schools in Portugal - >like in Italy, like another countries< - we have school governance that is organized in steps. There is a council, the General Council, where the

principal is elected. Who is in that General Council? There are students, one student, teachers, non-teachers, the local council, and other partners of our community that are elected later. Okay? These components of this General Council elect the principal. So, there is the General Council, and then in the governance, there is the principal, who has to present the results to the General Council. Do you understand this organization? So, the principal has to choose, among the different teachers, the teacher who will coordinate the other teachers. There are departments, several departments, six departments that organize all the school, and these six departments have one teacher that is the coordinator of each department. So, there are six department coordinators that coordinate each of their departments. There is a kindergarten department, a first cycle department, and then there is a department for languages, a department for social and human sciences, the social and math department, and the arts and expression department. Okay, so we have a General Council, a principal, department coordinators, and then, in this structure, we have headteachers in different classes: there is one teacher that coordinates other teachers from the same class; we call them the headteacher. And this headteacher has the function to coordinate all the work we do with the different teachers in that class, and this headteacher has to communicate with parents, okay? He makes the bridge with the school and parents. Then we have several teachers that coordinate some areas, some areas from curricula. This governance is done formally in this form, right? We have an Innovation Plan, and in this plan, we have coordinators for citizenship, so citizenship coordinators that coordinate all the subjects that work with citizenship education, but we also have some coordinators that coordinate some teams that work together with people, with parents, and with teachers too, because we have a mix of several teachers, several people, several parents, and other partners from society.

11 **Okay. So, this is also the way through which the teachers attend the school governance in this organization, in this step, isn't it?**

12 Yes. Yes.

13 **And for the students, are they involved?**

14 Yes, students are involved because their voice, the students' voice, is very important to us. And we have the assemblies - >from citizen assemblies< - when they have to speak about the problems that we have here in school but also about their ideas, the ideas that they have to change or even improve something in the school. And these assemblies are very important not only to me, but to all teachers and members of the community in order to improve our governance. Apart from that, we also have students that develop projects with their autonomy, and they can put their ideas into improving school governance or even in a project that they have to make here in this school. But they have other ways to make their voice heard, like participating with a budget, and with this budget they can develop a project with the financial budget that we have to give them. And they have the opportunity to go to the Parliament with other students from other schools, where they can bring their ideas to them or give their ideas to them. There are several activities that make it possible to listen to their voices and develop their ideas.

15 **This Parliament is the Parliament of the Country or is a school Parliament?**

16 No, it's a Young Parliament, they develop here in school and they can go and they can give their ideas to other young people, and to other schools. And they can go in another phase, another stage of this project, they can go to national Parliament and speak to the politicians of the national Parliament.

17 **Okay. And how is participation encouraged? How do you encourage the participation of the school community in school activities?**

18 How do I encourage?

19 **Yes.**

20 Okay. I can say to you that my job here is to facilitate the participation of our community. So, we have to think of the projects that will improve this communication with our partners, our families, our parents, and our community, and this Innovation Plan that we have here in this school makes this participation very easy for our community because they have many more opportunities to come here

to school, to participate in the curriculum, in classes, and in many projects. And it is easy for them to participate with us in these projects because we have lots of opportunities on our calendar to make the parents participate in these activities.

21 **So, the decisions are being made in groups, aren't they?**

22 Yes. We have a lot of workshops, and in these workshops, we talk about each other with parents, with students, but also with teachers and non-teachers. And we have our communication, our discussion in group, and the group will decide what is the better way, what is the better road that we have to take, and we will go down the road as they choose.

23 **And when the team disagrees on a decision to be made, how do you come to an agreement?**

24 It's very good to disagree. When we disagree, we find different ways to get to the better way. Do you understand what I'm saying? Because it's very important, we don't have all agreements in our first decision, because we have to balance the advantages of our decisions. And when someone disagrees, we have to go back and reanalyze our decisions, our previous decisions, and make another one, a better one. And when it happens, the balance with what we have to improve makes our decisions better. So, when someone disagrees, I want to go there; I want to know their reasons, and with those reasons, we can make better decisions.

25 **And how are tasks and responsibilities distributed across teachers and non-teaching staff?**

26 Apart from the coordinators that I have mentioned before, we have this discussion in finals, which we have to do in each of the two months, and when we discuss everything and, when our decision is made, we can choose what we are going to do next. And when we decide what we are intending to do next, we claim we make a plan, and with this plan we organize what is our commitment to one another. And with this commitment, we choose who is going to make each part of the plan, and when we can organize these stages of the plan, each stage is dedicated to some person. That person can be a group, or it can be a team, and that team is responsible for making that part of a plan and realizing that they have to do that at some point. So, when this part is over, we pass to another stage. When we pass another stage, there is another group, another team, that will be committed to this part and will concretize that part of the plan. And so on and so on. Okay? So, in the main plan, we have two different parts, different stages with different commitments, and different teams that are committed to each part of our plan.

27 **Okay.**

28 It's very important to say to you that I'm a principal who believes that we have to bring autonomy to our school, but we have to give that autonomy to our teams. Our teams have to be autonomous to do everything they want to do. This transformation of the leadership can make some things go better than if I imagine that I give orders to each other. I think that the decision wasn't so good that they have this autonomy.

29 **Now, let's speak about the educational vision. And my question is: what educational goal would you like to achieve in the next five years in this school?**

30 In the next five years. In five years, I will not be here anymore. But I can answer your question. Make this projection for the future. Okay? I believe that in the next five years, this school will achieve the autonomy that I desire, where each student, each teacher, and even the parents can bring their knowledge to this school and continue to bring it to this school, but doing so... It was something they liked to do... it was something they did all the time; it is a routine. I see that autonomy to bring every one of these teams to our school to work with each other, to bring the knowledge and the competition that we develop here in school, but also as like a routine that we make every day. Not only in projects, but also in something that is becoming routine. Do you understand what I said? So, my goal in five years, I could say to you, is if we can make this school like a school that is completely open to the community, and the community will bring their knowledge to this school, and they will share it with us with different competences and different knowledge, but make this like a routine every day, not only in projects. So, this is my dream school. A school where all children, all people, all students can

learn, learn the knowledge of different areas, of different subjects, but also develop competences and skills that they are developing with the parents, with the community daily, not just on some days along the year.

31 **Okay, and what is the main part of your action that is taking place in order to achieve this goal?**

32 Well, my actions nowadays are more about coordinating this plan to achieve this dream. So, what can I say to you? I think the teacher's capacitation is the best way to achieve this goal. Yes, because we have to have teachers who are truly committed to this goal, whose minds have to be open to the community, and who have to be open to receiving the community daily in their classrooms. And they have to open their minds to share with one another, but they also have to share their skills and knowledge, and they can use their knowledge to improve each other's knowledge. And the skills that they are developing in their students are the same skills that another student can develop in other students. When we can work in this kind of networking, we can do much better than if you work individually, if you stay in your classroom and we don't know what is happening in another class. So, my job here is to bring the teachers, non-teachers, students, and parents together to mix them in every activity, talk with each other, and make them part of this great project that brings the school to the community and the community to the school.

33 **Yes, I understand. And regarding the teachers, does the school promote courses for the professional development of the teachers?**

34 Yes, one of our targets is to promote workshops that develop many skills in different areas, such as critical thinking, and robotics, programming. We also have to discuss the governance, the internal governance, to achieve our goals. And this promotion of capacitation, the teacher's capacitation, can make many things happen much faster. So, we have our education project, and this main Innovation Project can bring the formation plan, the capacitation plan, to the teacher, and the teacher can develop this capacitation plan with the goals that the education project has; so, we can do it every month. Every month we have workshops, and every month we have to develop these goals in the teachers. A part of this, we have the formal capacitation of the teacher, because they have to do some formal capacitation, and they choose the capacitation that they want to do. All the teachers here in this school, but I think in all of Portugal, have to do some digital capacitation nowadays, because our Country is deeply committed to making the digital reality in all schools. In this school, this digital capacitation is very developing in the fast way. So, we have much capacity in this area, digital capacity, but we also have many activities, methodological activities, that we have to do with several teachers to make them teach in other forms, modern forms, future forms, because they have to forget the old routines that they had in the past and make this change, to do some change in their own activities, in our own methodologies, and change them to modern ones. So, our capacitation plan is much concentrated in digital capacitation but also includes modern activities to transform our classroom.

35 **Okay. Now I would like to ask you something regarding the quality assessment. My question is: how does the school assess the quality of the decision? So, how do you know if a decision that you made was good or not?**

36 I think the best way to know that is in the results. What is the impact of our decisions? We assess our quality by concentrating on the results of our decisions. Okay? So, we have an observatory, Quality Observatory, that is very concentrated not only on the results, but also on the process. How can we do better to achieve more and better results? How can we do? And who do we have to call? What are the people that we have to call? What are our partners that we have to call to help us achieve better results? So, when we have a decision of a governance, internal governance, or educational nature, we have to note if that decision brings us better results than the one we had before. So, this team, Quality of Observatory, will study these indicators, and they have to base their decisions on these indicators, in order to know if we have achieved our results or not. And if not, what are we going to do to do better, to make it better, to improve those things that are not as good as we wish.

37 **And this quality observatory what indicator use?**

38	It is based on the three points: the results; the process, >the process that is related with the teachers, how can they teach, what are their methodologies, what are their relations with another part of community<; and <how can leadership promote the better results and better process>. So, >results, process and leadership<. And these three main parts of the Quality Observatory are studied by three teams and that three teams can bring to us different indicators and they will measure these three parts of our activity in the school and they are very attentive to the results that we have made in different parts.
39	**Okay. Also, regarding the results of the students in terms of knowledge and academic results?**
40	This observatory, the Quality Observatory, is regarding the results... when I'm talking about results, I'm talking about academic results, but also social results, because we have different part of results: the social results are very committed to the behavior, the social behavior of our students; on the other hand, the academic results are very committed to the external results, with exams, national exams, but also internal results, results that the people, the students, have here in the school, with the projects in which they are involved, but also with the assessment they have in the different subjects. And the quality observation is observing in continuous form these results in the different students and comparing them with each other, but also with themselves, okay? To see the evolution in each student. Comparing with themselves to see the evolution they have in the lecture, in critical thinking, in collaboration, but also in oral comprehension. And the different parts of the knowledge and skills of the students are being assessed by the Quality Observatory.
41	**Is this a national center?**
42	No, it is a team.
43	**Okay, perfect. So, they compare the classes of the same grade with each other.**
44	And external results too.
45	**Okay, perfect. And do the teachers and non-teaching staff suggest the process of improvements?**
46	Yes. When we are together in the finals that we have had for two and two months, the non-teachers and the teachers have much or many opinions with the different activities that we have developed here in school. And they have suggestions that they present to us, and we do with those suggestions what we have to do in order to improve our school.
47	**Okay. Now the last section is regarding civic and citizenship education. And my first question is: are there any projects related to civic and citizenship education that are taking place during this school year?**
48	Yes, there are different citizenship education projects because our citizenship education is very mixed with other subjects. In each eight weeks, we develop a project. Every eight weeks, we develop a project. This project has to have a strong presence in citizenship education. I will give you some documents that present this plan. And in this planification, we have to present the ( ), the different subjects, but in citizenship education, education is also present and has some areas that we have to develop in this project. And these themes, the themes of each project, are divided into several years; in the 5th grade, for example, there are some themes that they have to develop; in the 6th grade another themes; eight themes in the 7th grade; and so on and so on.
49	**And are there any projects related to civic and citizenship education that are taking place in cooperation with external associations?**
50	Yes, we have some projects that we are developing with universities, and they are focusing on environmental education. There is with the programming, robotic programming, but the citizenship education is also present in the projects that we have to do with our community and with the parents, as well as with other partners that we have here in our community. Because the subject and project are chosen by the students, and because the students must analyze and solve the problem, they must plan to complete it within the eight weeks.

51	**Okay. Is there a group responsible for citizenship education, or are the decisions taken only by the teachers of the subject, of *cidadania*?**
52	No, there is coordination of the citizenship education by a coordinator who is *name*, but in different areas, in different teams, there are several teachers that are responsible for developing citizenship education, and they develop citizenship education that is coordinated by one person in each team. In each team, every team has one teacher who is coordinating another teacher.
53	**Okay. And the last two questions. The first one is: do the teachers have specific resources for the promotion of citizenship education, like materials, books, archives?**
54	Yes, they have several documents and several resources that they have to consult when they develop citizenship education. Those resources are primarily focused on digital offerings. When we develop our projects, we choose digital resources as our principal type of resource. Do you understand? But a part of that, we have a lot of books and a lot in our library, a lot of sites that we have to consult, but also other resources that we have to share with each other, that we have to bring to our school, that our partners bring their resources too, and even the students can bring other resources that we have to practice and that we have to work with.
55	**Okay. Could you describe to me your typical week at school?**
56	My week. Okay. My week is… (3.0) I don't have a week equal in every week because they are all different. But I will try to describe a normal week. In a normal week, I have to bring to school this capacity to get the community to talk with each other, and I have to be prepared to solve some problems, of course, but I like to prevent the problems. So I plan my week by considering what problems I will encounter this week and what problems I will encounter next week. So, I prepare myself to work with these challenges. What can I do to solve the problems that haven't happened yet but could be problems in the future? So, my work is to prevent problems. So, I make everyone work, the students and the teachers, to make them feel well-being in this school and to feel comfortable in this school. Because I truly believe that my teachers and my students can be emotional, sickle, physical, and comfortable in this group, they work better and they learn better too. So, my week is all spent thinking about how I can make the teachers' and students' lives better, how I can make their lives better, and how I can resolve their problems without being a problem. So, by preventing problems, I can resolve all the problems.
57	**Okay, we have finished. For compare the data of my project with the international data, I will be grateful if you give me three information. The first one is your age, so how old are you?**
58	52.
59	**The second one is: what is the highest level of formal education that you ever completed?**
60	Master's degree.
61	**And the last one is: how long have you been the principal of this school?**
62	Since 2007.
63	**Okay. Would you like to add something that you think is important for the study?**
64	I don't know if it is important to say this, but I already said it another day, but I want to say it again. I think these opportunities that schools have to be involved in the investigation with the universities are very important to the schools. This knowledge that universities can bring to the schools and the opportunity to make the teachers speak with investigators, like you, can bring much better things to the school. And it is very important to make this union with universities and schools. So, I want to congratulate you and thank you, because it's very important to us. So, I'm grateful to have this opportunity, to have this conversation with you, and to have your investigation in our school. Thank you. Thank you very much.
65	**No, thank you so much to you. Thank you.**

Annex 12.3. Semi-structured interview with the Citizenship Education Coordinator (S-8)

1	**CCE-C-8**
2	**What educational goal would you like to achieve in the next five years according to the vision that you have of this school?**
3	*CCE-C-8*: Que a disciplina de Cidadania seja trabalhada de uma forma transversal. Que os alunos sejam cidadãos ativos e interventivos na comunidade.
4	**And how does the school community work to achieve this goal?**
5	*CCE-C-8*: Nos projetos que são desenvolvidos aqui na escola e a articulação também com os parceiros.
6	**Could you say something more? Some activities that you are doing for achieve this goal? For example, external partnership: what kind of partnership do you have in this school?**
7	*CCE-C-8*: Sim, por exemplo, os "Jovens Promotores de Saúde", que fazem a articulação com a Liga Portuguesa Contra o Cancro.
8	*T-34*: I will translate a few what she is thinking. *Young promoters of health*: it's a project that we have here in school that articulates with Cancer Portuguese League, and they work very close with them and they promote many actions of sensibilization and many workshops in the community to prevent diseases and to promote health. So, it's an example of a project that is working in the community.
9	*CCE-C-8*: Se calhar aquelas parcerias com a Rota do Românico, com a Câmara, a intervenção no meio.
10	*T-34*: They also have a partnership with Romanic Roots: it's a project from the City Hall. It's promoted by the City Hall, but we have students that also articulate with them and promote some actions in that romanic road that is most related with history, with the region history and they show all the places and they talk about it to all community.
11	*CCE-C-8*: Estava a pensar naqueles projetos que a escola participa a nível de solidariedade, promovidos até pela Educação Moral.
12	*T-34*: Also, we have projects, solidarity projects. For example, last year a group of students went with a frequency of two in two weeks to…how can I say, a center of old people, I don't know what to say, and they passed their afternoons there talking with the elders in a voluntary project. They were acting in the community.
13	**And now, at the moment, are there some projects related to civic and citizenship education in the school?**
14	*T-34*: These three are actually in this school year.
15	**Okay. And are that any projects that are developing in cooperation with local association?**
16	*T-34*: Yes.
17	**Okay. And is there a group responsible for making decision on civic and citizenship education or is it a responsibility only of the teacher of *Cidadania*?**
18	*CCE-C-8*: Sim, é da Cidadania, mas também da responsabilidade dos professores que estão a desenvolver, não é? Por exemplo, da Saúde, não é? A *nome* faz parte do grupo da Saúde, não é?
19	*T-34*: There's a group that thinks about the project and also presents the projects to the teachers, but yes, there's a responsible group, but the teachers have to approve the project and develop the project. So, it's a shared… ( )
20	*CCE-C-8*: Aquela que é transversal a todos os professores.

21	*T-34*: Yes, there's a group that is more focused on the project, but the responsibility is shared with the teachers that improve the activities. And with the students, of course: sometimes the students can also say “if it was like this, can we make this?”. Sometimes we do that. All are listeners, okay, all the voices in the projects.
22	**And do teachers have specific resources to promote civic and citizenship education in the classroom, like books, materials, archives?**
23	*CCE-C-8*: Temos orientações, não é? Mas, não temos livro, temos artigos e vão pesquisando também.
24	*T-34*: We have guidance documents from the Government. I don't know to say... "referential", I don't know if it's like that; it's a document for all schools. Then we analyze here and we select the most aspects that our community needs. But we don't have manuals; they produce the materials or they search in articles, in the net, and so on; they don't have any manual, physical manual, they don't have.
25	**Okay, and how is civic and citizenship education assessed?**
26	*CCE-C-8*: Pelos domínios, não é? E estão sempre em articulação com outras disciplinas, por causa do RIC.
27	*T-34*: The evaluation, the assessment, is always done… the projects are articulated with [some…
28	*CCE-C-8*: Se falares no RIC].
29	*T-34*: Do you know what is ( )?
30	**No.**
31	*T-34*: Okay. We have subjects, and we try to work citizenship into the subjects. So, it's not separated from the subjects; we always try to articulate citizenship with all subjects, and some of our subjects are projects that are also where we also evaluate the citizenship. Many time it's made ( ). In those projects that we said are in the community, the community is also invited to share its experience and also contributes to the evaluation. So, it's from various areas.
32	**And what tools do you use?**
33	*CCE-C-8*: Temos a PAI, sim, ( ).
34	*T-34*: We have an electronic platform that has many evaluation rubrics, and it has a part for evaluating the rubrics of citizenship. It is online, so every teacher, every student, and every mother and father can consult at any time. And we also have a LMS, do you know what that is?
35	**No.**
36	*T-34*: Google Classroom. In the Google Classroom, they have to put all the projects that they construct there. They have a digital portfolio that they will elaborate on, and the teacher is also going to monitor all the work that they do.
37	**Okay, and what aspect do you consider when you do the evaluation?**
38	*CCE-C-8*: A criatividade, o conhecimento e o empenho.
39	*T-34*: Creativity, knowledge, the commitment with the project, with the people.
40	*CCE-C-8*: O aspeto, em termos de relação.
41	*T-34*: The relation with the others and the way they work with other students. So, the way they work in group.
42	*CCE-C-8*: E, depois, a apresentação do projeto também.
43	*T-34*: And also, the presentation of the project and the way they can express themselves, like that.

44	**Okay. And how are tasks and responsibilities distributed across the teaching and non-teaching staff in this school?**
45	*CCE-C-8*: Em articulação com a direção, não é? E as vias intermédias, não sei.
46	*T-34*: So, there's an articulation between teachers and non-teachers. They have many leaders. There is an intermediate leadership, so the master and his team are on top, but they have meetings with all the intermediate leaders, who can be teachers, non-teachers, or even both. We have some reunions that are teachers, non-teachers, and students, all of them in the same place. And people can sometimes know what is going to be made, but sometimes we decide what it's going to be doing next.
47	**Okay, and these intermediate leaders are teachers and non-teachers related to specific organization field?**
48	*CCE-C-8*: Sim, pré-escolar, 1º ciclo, não é? Porque há 3 escolas, depois aqui acho que não.
49	*T-34*: Yes. We have divided them into some areas, the departmental areas: we have the kindergarten; the first cycle, that's primary school; then, from the 5th to the 12th grade, we have them divided into departments that have many subjects inside, so we have the Mathematics and Experimental Science Department, we have the Languages Department, we have the Expression Department that has physical education, sports, and arts, we have Humanity and Social Science. So, we have divided those departments. Then we have others like me - I coordinate the tutors, the classroom tutors, I don't know what to say - one of the teachers is the tutor of the class, and many others. We have lots of intermediate coordinators. And also, we have the chief of the non-teachers and the other chief of the non-teachers, who are more administrative. So, we have a lot of… It's distributed to many people for those jobs.
50	**Okay, now let's talk about the decision-making process and how it works in the school. My question is: are the decisions taken as a group - and if so, by whom - or are they taken by the principal and then the school community is informed?**
51	*CCE-C-8*: É em grupos, sim, em departamentos e depois quando são convidados a participarem em questionários, em reuniões, em painéis, em workshops, em vários momentos ao longo do ano.
52	*T-34*: The majority of the decisions - >not all, but the majority< - are made in groups. Who enters those groups? Those intermediate leaders. But other times we have also big groups, like finals, I don't know how to say that…(2.0) in reunions, everyone is there and then we are separated into smaller groups, and everyone in those smaller groups discusses those things and those problems, and then we go back to the big group again and we transmit the small group's decisions and we try to get to an agreement.
53	**Okay. Which members of the school community are involved in the decision-making process and how is their participation encouraged?**
54	*CCE-C-8*: São os coordenadores, não é? Os membros também do, não sei se faz sentido falar do Conselho Pedagógico, do Conselho Geral.
55	*T-34*: Nós falamos de tudo que podemos falar das várias, até daquelas coisinhas dos cafés, tudo que se passa que envolva as opiniões das pessoas, acho que podes falar.
56	*CCE-C-8*: Pronto, é um bocadinho isso, não é? Pelos coordenadores. Pelo trabalho que se vai desenvolvendo em departamentos, propostas de trabalho que vão sendo discutidas.
57	*T-34*: As we told you before, we have these meetings, and everyone is invited to them, not all of them, but even students and the parents of the students, are invited, depending on the meeting. All of the school community is listened to, but some people are more involved than others; those intermediate leaders are always, I think, in all meetings, but I think all of the school community is listened to.
58	**Okay. And how are the parents involved in the school governance? They participate in these meetings…**

59	*CCE-C-8*: São convidados a vir para a escola para as reuniões, são convidados a participar em algumas atividades.
60	*T-34*: They are invited to those meetings, they are invited to collaborate on some projects, they are invited to participate in students' activities that occur many times throughout the year.
61	*CCE-C-8*: Sim, nas reuniões também. Também através da Associação de Pais.
62	*T-34*: And also, by the Parents Association, which is an organization that we have in school, and they are sometimes the organizers of some meetings, so they invite us to be there; so sometimes they are invited, other times they invite us. And I think there's a very good relationship. This is not a big school, so it's an environment that facilitates day-to-day relationships. I say that our non-teachers almost know every student's name, so you can see how the environment is very familiar.
63	**Okay. Regarding the students, how are they involved in the school governance?**
64	*CCE-C-8*: Também participam nas reuniões, nos questionários e no dia-a-dia quando são convidados a promover algumas atividades
65	*T-34*: They also participate in some meetings, respond to some questionnaires, answer some inquiries that are made at some regular times, give their opinion about things, and are invited to talk in small groups that include students, parents, teachers, non-teachers, and the headmaster.
66	*CCE-C-8*: Os projetos.
67	*T-34*: The project that they have the autonomy to do, they propose, and if it's a good project they can do, I think that's it.
68	**Regarding these questionnaires, could you tell me something about them? For instance, what aspects do you ask to students?**
69	*CCE-C-8*: Algumas preocupações que eles têm com a gestão da escola, com a avaliação.
70	*T-34*: E têm os inquéritos do observatório, também temos que fazer.
71	*CCE-C-8*: Sim, que também são monitorizadas, não é? E acho que é isso.
72	*T-34*: Some examples: we have a structure here at school called, how can I say it, "OQ", Quality Observatory, which is a team that monitors all that happens in school and makes inquiries of students to evaluate the service of the school. They evaluate everything: not only classes, but how the library works, how the bar works, all the spaces, all the services in school; they are also inquired about classes, how classes work, their relationship with teachers, and how they think something could be improved. (3.0) She said more than this, and I forgot. Others from that ask about their evaluation, others about ( ) that they have in school, like projects, like mentors… I don't know if you know about mentors: there are students that are mentors of other students.
73	**Like tutors?**
74	*T-34*: Like a tutor, yes, but between students. They have interviews, the questionnaire is about that, how it's going, if it's okay, if it's not, why it's okay, why it isn't, if they have suggestions. So, we have a lot of inquiries to know: if the students are satisfied, what the school has to give them.
75	**And those questionnaires of satisfaction are also for teachers, parents, and non-teaching staff?**
76	*T-34*: Some of them, yes, it depends: for the service, yes, to all teachers and non-teachers and to parents; for participation in activities, also to everyone. Specifically, for projects, it's more for the students, but the other ones that are evaluating everything are for the whole school community.
77	**Okay, so this is your way to assess the quality of the decision that you made?**

78	*T-34*: Yes, one of them, because, as we said, we have meetings where we also talked about that, but the questionnaires are a way to get to everyone, everyone responds to them, so we have the opinions of everyone.
79	**Okay. So, the ways to assess the quality of the decision are questionnaires and meetings that you do as a team?**
80	*T-34*: Yes, mostly.
81	**Are there any tools for quality assessment?**
82	*T-34*: Those inquiries are completed, and a report is made with all the results of the inquiries. And what is important is that the report is open to everyone, that it's shared with everyone, and that everyone knows what the results of those inquiries were.
83	**Okay, and what indicators do you use to track school performance?**
84	*T-34*: We use the same indicators that are used in the external evaluation. What is the external evaluation? When a team from outside comes in, that is our "boss", and they focus on certain aspects, we make questionnaires on those same aspects, because those are the most important things that the school has to take care of, including its students and all. So, because it's that thing that is going to be our evaluation in the external, we try to know internal how we are, what we have made, what are the problems and how can we solve them.
85	**Okay, and what are these aspects?**
86	*T-34*: The results, <the academic results, the social results>.
87	*CCE-C-8*: São os professores também.
88	*T-34*: Yes. The teacher's capacity, the formation that they have, the educational service… the service that the school gives to the students, the self-evaluation is another aspect that is evaluated, and the leadership.
89	**The leadership, the principal?**
90	*T-34*: The aspect is leadership. There is evaluation of the leadership from the headmaster and the smaller leadership.
91	**Okay. And do the teachers and non-teaching staff suggest any proposals to improve these areas?**
92	*CCE-C-8*: Sim, mesmo em estratégias e instrumentos.
93	*T-34*: Yes. They can suggest some strategies to solve some problems; they can say "We are going this way, but maybe it would be better if we went that way". They can bring ideas that no one has thought of before; the resources that we use, we can talk about that too. I think all the things… the opinion is always validated, sometimes it's not going to be like someone said, but other times there are many things that are changed because someone suggests something to be better.
94	**Okay. When the team disagrees on a decision to be made, how do you come to an agreement?**
95	*CCE-C-8*: Discutindo, partilhando, aceitar sugestões, sempre em grupos.
96	*T-34*: Discussing, sharing, accepting suggestions, and then, always in group, we come to an agreement. It's never just one person, and it's never just one person's decision; it's always made by a group, and what the majority decides is what happens.
97	**Okay, last question regarding the professional development of the teachers. My question is: does the school promote courses or activities for the professional development of the teachers?**
98	*CCE-C-8*: Sim, temos o Centro de Formação que nos dá formação, no entanto, o agrupamento internamente consegue sempre arranjar alguma.

99	*T-34*: Sempre pedir o plano de formação para procurar menos, não é?
100	*CCE-C-8*: Sim, o plano de formação, as propostas dos professores e depois mesmo utilizando os recursos que têm internamente, há alguns professores que podem sempre dar formação aos colegas.
101	*T-34*: We have a formation center that articulates with a group of schools that are nearby, and the school asks teachers what other formations they want to have besides the one that the school already knows the teachers need, and they send that plan to the center, which then dynamizes formation according to that plan. Also, we have internal formation. What is that? If some teacher is good at something internal, we open some hours, and he can share that good practice with others. We do that a lot; we do workshops.
102	*CCE-C-8*: E podes dizer também que são recetivos e recebem outras entidades para partilhar…
103	*T-34*: Yes, and sometimes these people come from the outside, including from universities or even from foreign situations, and they also make formation to teachers.
104	**So, can the teachers also choose which courses they want to attend?**
105	*T-34*: Yes.
106	**It isn't imposed by the school, like "you have to follow this, this, and that".**
107	*T-34*: No, some things… (3.0) It's never imposed, but in some areas the school is always making those offers because it's an area that we are not very good at, but no one applies to, so the school always makes that proposed offer of that course. However, most people conduct a self-evaluation of their needs and suggest that needs, that type of information, and the school attempts to arrange someone who can do that formation.
108	**Okay. We have finished. In order to compare the data that I collected in this project with the international data, I would be grateful if you could give me some information. The first one is your age, so how old are you?**
109	*CCE-C-8*: 50.
110	*T-34*: 42.
111	**The second one. What is the highest level of formal education you ever completed?**
112	*CCE-C-8*: Licenciatura.
113	*T-34*: Currently I'm making the master's degree, I'm in the first year, but I have the license degree. So, I'm in process of being a master's degree.
114	**Okay. And how long have you worked in this school?**
115	*CCE-C-8*: 4.
116	*T-34*: She 4 years. Me… I have to count because I been here and I left and I went back. 15, maybe.
117	**Okay. Would you like to add something that you think is important for the studies?**
118	*T-34*: No, we invite you, if it's important, you are very nice and we are expecting you here, you will be very well treated!
119	**Thank you so much. May I add something? I would like to describe how this interview went and I need to know your role as a professor. You are a professor of biology, aren't you?**
120	*T-34*: Yes, I am a biology teacher.
121	**Okay. And I have another question: how many schools form this *agrupamento*?**
122	*T-34*: Three schools, but the other two schools don't have the degree that you are studying.

Annex 12.4. Focus group (S-8)

1 **FG-8**

Date	7 June 2023
Number of teachers	12 (9 until the end)
Moderator	Francesca Fioretti, Ana Beatriz Michels
Observer	Matias Cabral

2 *A: Professores, eu vou, só me vou apresentar rapidamente. Eu sou do sul do Brasil, sou colega da Francesca então também estou a fazer uma parte do meu Doutorado aqui na Católica Portuguesa e ela me convidou para coordenar esse grupo focal com vocês. Eu vou estar seguindo todo o protocolo dela, então, primeiramente, eu quero dar boa tarde para vocês e agradecer pelo aceite em participar em este grupo de discussão. E, só para relembrar, que o projeto de investigação que ele está desenvolvendo é sobre o papel da liderança distribuída do diretor e de vocês profesorres. Entao, vou trazer só 3 informações. Em primeiro lugar, vocês podem dizer o que quiserem e intervir em qualquer momento, em segundo lugar, a participação de vocês é voluntária, então vocês são livres para abandonar a discussão a qualquer momento, se vocês assim entenderem, e aí por último, informar que a reunião está sendo gravada para permitir uma melhor recolha de informação e posterior transcrição a tudo que a gente correr na reunião e aí vocês concordam também em participar dessa gravação e só os investigadores vão ter acesso à gravação, que vai ser eliminada, destruída após a transcrição para preservar o anonimato de todos vocês participantes. Agradeço, novamente, por terem vindo a esta reunião e partilhar os seus conhecimentos, experiências connosco. Alguma questão?*

3 **Agora já vou entrar nas perguntas orientadoras. A gente vai iniciar com umas perguntas só de aquecimento para conhecer, eu sei que vocês se conhecem, mas para a investigadora também. Pedimos que cada um se apresente, diga seu nome e descreva brevemente sua experiência de ensino aí na escola.**

4 *T-62*: My name is *nome*, I'm teacher in *S-8*, it's my first year in *S-8*, but I have been teaching for 20 something years. I worked 11 years in Africa, 5 years in Europe, in France, mostly, and I am Portuguese teacher, I teach Portuguese.

5 *T-58*: Olá, eu sou a *nome*, sou professora de Geografia e Educação Especial. Na escola estou a fazer um bocadinho os 2 trabalhos. Não estando na Educação Especial, estou a apoiar alguns alunos com dificuldades de aprendizagem. Trabalho há 20 e alguns anos, não é a primeira vez que estou em *S-8*, já estive em *S-8* há mais ou menos 18/20 anos. Pronto, muita coisa mudou, não é? Penso que é só isso, não sei se têm mais alguma questão?

6 *T-54*: Eu sou o *name*, eu sou o mais novo na escola, estou lá há 24 anos. Sou professor de História, *History teacher*, e a minha experiência é boa, dou-me bem na escola e gosto muito de lá estar, uns dias melhores, outros piores. Mas, não sei o que hei de dizer mais.

7 *T-56*: O meu nome é *nome*, sou professor de Matemática, este é o meu 23º ano, mas estou em *S-8* há 2. Portanto, este é o 2º ano que cá estou. E pronto, não acho que há assim mais nada a dizer.

8 *T-53*: Olá, eu sou *nome*, sou de Francês, eu dou aulas há 25 anos, já passei por muitas escolas, é a 2ª vez que estou nesta escola, estive o ano passado e estou este ano. Também sou professore de Português, mas, agora, entrei este ano para os quadros e entrei para o grupo de Francês. E, pronto, tenho muitas turmas e sou diretora de turma, mas gosto de estar na Escola

9 *T-57*: Olá, eu sou o *nome*, estou há 2 anos na escola, dou aulas há mais ou menos 21 anos, gosto da escola, acho que tem um ambiente espetacular, os professores são todos amigos uns dos outros, que acho que é fantástico, para além de colegas de trabalho, são amigos também. Isso faz com que se torne mais fácil. Mais alguma coisa? Está bom? Sou professor de Físico-Química.

10 *T-61*: Sou professora de Ciências Naturais, sou diretora de turma de uma das turmas de 8º ano, sou tutora. Acho que, gosto imenso de estar em *S-8*, pelos meus colegas e pelos amigos que lá tenho. Uns

	dias somos um bocadinho mais amigos, outros dias arrancamos um bocadinho mais cabelos, por isso é que o *nome*, que está lá há 24 e está com a cabeça como está. Mas, pronto, gosto muito da escola.
11	*T-55*: Olá, eu sou professora de Físico-Química, sou professora há 26 anos, mas estou na escola há 8 anos. Este ano estou a lecionar o 8º e o 9º ano, e é isso. E gosto de estar na escola, uns dias mais, outros dias menos. É isso.
12	*T-52*: Olá. Eu sou o *nome*, então. Sou de Educação Física, estou aqui pelo 2º ano, já dou aulas há 20 ou 21 anos. Já percorri muitas escolas, que é normal em Portugal os professores andarem com a mochila às costas e eu andei nessa vida. Agora, estou mais perto de casa e, em relação à escola, é uma escola que tem uns projetos diferentes das outras, que requer muita adaptação da nossa parte, muito trabalho, alguma confusão e alguma inovação, mas nós vamos talhando o nosso caminho e temos coisas boas para apontar, também, aqui.
13	*T-63*: O meu nome é *nome*, sou professora de Matemática, sou professora há 19 anos, já percorri muitas escolas, ainda sou contratada, ou seja, ainda vou andar aqui mais uns anitos e estou, é o segundo ano que estou nesta escola também, ando a ter esta experiência nesta escola, por causa dos projetos.
14	*T-59*: At last. Hi everyone, I'm *name*, I'm an English teacher, an English and French teacher by the way. I've been teaching for 20 and many years, 27 I think and it's my 16th year in *S-8*. I have been in *S-8* for 16 years, yes. I don't know if there is any other question.
15	*T-60*: Boa tarde, eu estou nesta escola há 2 anos, é uma escola diferente, ( ) passar de integração a todos os níveis superior, em termos de recursos, em termos de resposta, diversidade, estratégias, eu estou a gostar bastante e aqui está mais um exemplo de algo que eu nunca tive oportunidade de participar e para mim é novo. Obrigado.
16	**F: May I ask you the subject and how many years you stay here in *S-8*?**
17	*T-60*: Estou cá há 2 anos. I have been here for 2 years at this school. I teach for 27 years.
18	**F: And what's your subject?**
19	*T-60*: Arte.
20	**F: Okay, thank you.**
21	**A: Obrigada. Então, a primeira grande área de discussão envolve os métodos de implementação da educação cívica e cidadania na sala de aula e aí já vou para a primeira questão abordando que, embora a estratégia nacional de Educação Cívica de 2017, ela está introduzindo uma disciplina autónoma intitulada "Cidadania e Desenvolvimento", verificou-se que a educação cívica é tratada como uma disciplina transversal ao currículo. Como é que organizou o ensino transversal da educação cívica e cidadania na escola e como é que incorporou a educação cívica e para a cidadania nas suas aulas?**
22	*T-61*: Eu posso começar?
23	**A: Pode ser, *nome*.**
24	*T-61*: No caso da minha disciplina, nós não precisamos de introduzir rigorosamente nada porque as aprendizagens essenciais que são passadas pelo Ministério da Educação já definem as áreas da cidadania a serem trabalhadas na minha disciplina. A única coisa que eu defino, eu e os meus colegas penso eu, enquanto diretora de turma, as áreas da cidadania que eu vou trabalhar em Código de Conduta, que é uma das aulas que a Francesca foi assistir, quer minha, quer do *nome*, quer da *nome*, penso eu, em que nós definimos as temáticas a trabalhar com a turma, de acordo com os problemas que os alunos fazem questão, os problemas que estão a atravessar ou as áreas de interesse dos próprios alunos. Portanto, as nossas aprendizagens essenciais já definem quais as temáticas da cidadania a serem trabalhadas na disciplina de Ciências.
25	**A: Perfeito, obrigada.**

26 *T-60*: Nós este ano tivemos um projeto de pintura de um mural, no recreio. Também veio a reforçar essa capacidade de ter que se trabalhar em grupo e ter que se planear em grupo e ter que se criar laços de interajuda. Ter que se incluir alunos com incapacidades ou menos capacidades, portanto esse trabalho. Nesta escola, também, é comum o trabalho em grupo, porque noutras escolas as carteiras são individuais, aqui é normal haver grupos nas salas de aula. Eu estive 11 anos numa escola em que eu tinha que juntar as carteiras no princípio e separar as carteiras no fim, e aquilo era uma trabalheira e fazia muito barulho. Nest escola, já há grupos e isso, a disposição da planta de sala de aula, já é por si só uma mais-valia. Depois, a questão do trabalho no espaço público, fez também com que eles ganhassem algum envolvimento com trabalho e, até agora, não houve ainda algum risco, um autógrafo, um graffiti, coisas que eles costumam ter prazer… está tudo intocado, portanto acho que houve aí um trabalho também de cidadania espontânea, acabou por ser uma coisa em que eles se envolveram e, espontaneamente, ganharam respeito por uma coisa onde eles meteram algum esforço deles.

27 *T-58*: Eu posso falar?

28 **A: Claro, *nome*.**

29 *T-58*: A Francesca também teve oportunidade de estar nas aulas de Geografia. Tal como a colega de Ciências disse, a *nome*, os conteúdos da Geografia têm tudo a haver com a cidadania, aproveitei para trabalhá-los de uma forma diferente. Em grupo, tal como o *nome* disse, aproveitando o trabalho colaborativo e explorando um bocadinho, que é uma mais-valia sem dúvida, os alunos se poderem ajudar uns aos outros. Sempre que o conteúdo me permitia ir mais além, desenvolvia um bocadinho mais e aproveitava para trabalhar e reforçar essas áreas no âmbito da cidadania. Para além disso, não podemos esquecer que em RIC, que já explicaram à Francesca mais ou menos o funcionamento, a área da cidadania é transversal, exatamente, é trabalhado por todos, não é? E tudo no mesmo sentido.

30 *T-59*: Eu ia reforçar precisamente, também, o que os meus colegas disseram, nomeadamente, o trabalho de grupo, principalmente em RIC. Por exemplo, no RIC, num dos RICs tivemos oportunidade de trabalhar, na cidadania, o empreendedorismo e, também, a inclusão, por exemplo, os direitos humanos são muito trabalhados, também, e os alunos têm oportunidade de pesquisar e apresentar os seus pontos de vista e no final, portanto, trabalhar essa competência e desenvolvê-las e apresentar, também, os trabalhos, portanto. Queria falar que também tocam a minha disciplina. Na minha disciplina, tanto nas línguas, eu penso que também a professora *nome* irá concordar, no que diz respeito a algumas tradições, quando é o *St. Valentines Day*, também trabalhamos os afetos, trabalhamos também os valores, que também fazem parte da cidadania. Acaba por ser transversal nesse aspeto também.

31 *T-62*: Em Português, também é muito fácil incorporar estes elementos, com muita frequência os alunos fazem apresentações orais, mas também trabalhos escritos, debates, também trabalhos individuais e trabalhos em grupo, portanto, todos estes instrumentos são usados com relativa frequência e os temas que são abordados também, não é muito difícil abordarmos temas como a interculturalidade, os direitos humanos, a igualdade de género, portanto são temas que com muita facilidade utilizamos em sala de aula. Como ( ) alguns desses instrumentos que são mais que usuais.

32 *T-53*: Era no seguimento do que disse a *nome* e também o que disse o *nome*, porque nós línguas temos essa facilidade, não é? Nas apresentações orais e também há temáticas, como a *nome* referiu, as tradições, os afetos, algumas festas que nós celebramos, que mencionamos mais no 7º e 8º, que já podemos falar desses valores. No 9ºano, a nível de Francês, é mais fácil, porque podemos falar dos Direitos Humanos, falamos das organizações internacionais, falamos do meio ambiente, porque são as temáticas próprias do Francês de 9ºano. No 7º e 8º o vocabulário ainda é muito básico, a casa, a família, mas no 9º muda completamente, por isso no 9º é fácil trabalhar a cidadania. Enquanto diretora de turma, a *nome* já falou por mim e eu já não digo mais nada. Nós na aula que a Francesca foi assistir, foi num projeto que nós já tínhamos feito nas línguas em colaboração com Ciências, que era um cenário de aprendizagem, juntamente com Geografia. E eu depois aproveitei, porque não tive tempo também de o fazer na aula de Francês, para o abordar na direção de turma.

33 **A: Obrigada. Eu vou desafiar os professores de Matemática a trazerem a sua visão, como é que é?**

34	*T-56*: Eu posso dar a minha opinião. Relativamente ao currículo em si, nós não utilizamos a cidadania como forma de elemento, ou seja, de trabalhar um tema específico da cidadania. Aquilo que é feito é basicamente no respeito mútuo dentro da sala de aula, da participação de todos, quer seja em trabalho individual ou em trabalho de grupo. Não é trabalhado um tema de cidadania habitualmente não é trabalhado no contexto da disciplina.
35	*T-63*: Pronto, eu subscrevo a que o que disse o meu colega de Matemática. Acrescento a que os meus colegas já disseram sobre o trabalho colaborativo, lá está, que é uma das rubricas que nós temos de avaliação. E também trabalhamos a inclusão, é um trabalho colaborativo, no dia-a-dia, nós temos alunos com necessidades educativas, não é? E nós temos que trabalhar, não diretamente temas, mas, sim, a inclusão diária e, contexto de sala de aula.
36	*T-52*: Para não confundir aqui a nossa reunião, assim trato já. Pronto, no caso da educação física, a Francesca na minha aula veio ver uma aula de RIC e não uma aula de Educação Física, portanto, ele nessa aula de RIC é um trabalho colaborativo, como já têm dito. No caso da Educação Física, pronto, a Educação Física por excelência trabalha muito os princípios da cidadania, nomeadamente no jogo, não é? Há quem o apelide como uma "microvida", onde eles aprendem a respeitar o outro e a respeitar os próprios materiais com que trabalham, a perceber o seu espaço, o seu tempo. Portanto, a Educação Física é o desporto, não é? É um lugar de excelência para trabalharmos esses princípios ligados à cidadania.
37	*T-55*: Eu trabalho a cidadania nas aulas de direçao de turma, Código de Conduta e também na minha disciplina de Físico-Química, tal como o *nome*, que somos os 2 da mesma área. É muito fácil na nossa disciplina também trabalhar temas de cidadania, Físico-Química.
38	**B: Okay, obrigada. E vocês também trabalham em grupos, com as equipas com os alunos como os outros professores, isso?**
39	*T-55*: Sim.
40	**A: Okay, obrigada. *Nome*.**
41	*T-54*: Ora bem, a minha disciplina é a mais fácil para trabalhar cidadania, porque os temas estão todos muito ligados com a cidadania e, portanto, não é difícil. Mais uma vez, agora, as turmas do 8ºano estão a trabalhar o século XIX e, portanto, os direitos do homem e tudo que tem haver com a industrialização. Mas, mesmo nos temas da antiguidade, a cidadania está sempre presente, portanto, a minha disciplina de História, minha e de quem a leciona, portanto, proporciona sempre a abordagem à cidadania. Depois, nos RIC, nós tentamos, no meu caso, que eu também trabalho com o *nome* num dos RIC, ligar, e com a *nome*, que também está aqui, peço desculpa, tentamos ligar o tema a um dos subtemas que nos é proposto trabalhar em cidadania. Portanto, não sei se eles já falaram nos temas que trabalharam, como eu não estive, não ouvi. Portanto, é dessa forma que trabalhamos a cidadania. Portanto, não é num momento específico que vamos trabalhar a cidadania. Quando ela surge, quando há oportunidade e, portanto, assim dessa forma até é melhor porque os alunos nem dão conta que estão a trabalhar esse tema e fazem-no muito mais livre.
42	**A: Okay, obrigada.**
43	*T-61*: Deixe-me só acrescentar uma coisa, porque fez uma questão. Na nossa escola não há outra forma de trabalhar sem ser em grupo. Em qualquer sala da escola, com exceção do auditório, todas as salas estão dispostas em grupo e os grupos são constituídos de maneira que os miúdos se ajudem no trabalho em sala de aula. Portanto, não há outra forma de trabalhar.
44	**A: *Nome*, vou aproveitar, então já fazer um gancho para a próxima pergunta que eu trouxe aqui também. Não tem outra forma de trabalhar, mas, na visão de vocês agora, na vossa opinião, os aspetos da tua prática pedagógica diária, quais aspetos que vocês consideram que melhor promovem a cidadania?**
45	**F: It's not regarding the subject, it's one aspect of your daily teaching practice. So, one word and one reason. Do you understand?**

46	*T-61*: É difícil. Mas, é difícil! É muito difícil colocar uma única palavra e um só motivo. Eu acho que a palavra é mesmo, e acho que se aplica, quer em sala de aula, quer em sala de professores, é "trabalho colaborativo", é "colaboração". Acho que é esta e o motivo é porque, o motivo é comprido, sozinhos vamos mais rápido, mas junto juntos vamos mais longe. E acho que não há outro motivo, pelo menos para mim.
47	**F: Thank you.**
48	**A: Vou trazer para a *nome* e vocês podem expandir, concordando ou não com os demais colegas estão dizendo.**
49	*T-58*: Sim, acho que uma forma interessante seria trabalhar situações concretas, casos reais. A Francesca assistiu exatamente a 5 situações reais que eles viram numa entrevista de cidadãos aqui em Portugal. E depois consegui que os alunos explorassem, em grupo, mais uma vez, essas situações, por isso, o trabalho de situações concretas leva-os de facto a pensar.
50	**F: Okay. *Nome*, please.**
51	*T-62*: Eu tenho muita dificuldade em realmente encontrar uma palavra…
52	**F: It could be also a context.**
53	*T-62*: Um contexto… sei lá. (3.0) Olha, o facto de nós trabalharmos em grupo, de os alunos trabalharem em grupo, não é só os professores, de os alunos trabalharem em grupo, permite que haja realmente uma forma, uma dinâmica diferente, quer em sala de aula, mas que também se prolonga para fora da sala de aula. Sei lá, e depois as temáticas são tantas, as problemáticas são tantas e o trabalho, enfim, o trabalho é um trabalho que se vai desenvolvendo ao longo do ano, dentro da sala de aula, fora da sala de aula, em diferentes contextos e penso que realmente é isso que contribui mais para o desenvolvimento dos alunos enquanto cidadãos, seres humanos integrais.
54	**F: Thank you.**
55	**A: *Nome*, please.**
56	*T-60*: Acho que há uma expressão em inglês, não sei se estou a pensar bem, o meu inglês ( ), "*role play*", que é eu saber-me colocar no lugar do outro. Do you understand?
57	*T-54*: Empatia!
58	*T-60*: Empatia. So that is for me the main…
59	*T-54*: I work with empathy in History!
60	**A: Você também *nome*, isso?**
61	*T-54*: Sim, eu faço muito com os alunos o trabalho da empatia, eles se colocarem no papel dos outros.
62	**A: Pode falar *nome*? Quer trazer algum exemplo?**
63	*T-54*: Não, não. Isto no fundo era para continuar o que o *nome* estava a dizer, ele adiantou e eu completei com o que faço, não é? Portanto, eles colocarem-se na, o trabalho da empatia neste caso de se colocarem no papel de uma personagem e quando é a parte da cidadania isso também é muito importante. Até porque nós temos alguns alunos que demonstram conhecimentos do currículo fora da aula, da escola… currículo oculto, no fundo não está ali na escola e que vem ao encontro dessas temáticas, é interessante.
64	*T-57*: Eu queria reforçar aqui a interajuda, a interajuda quer da turma em si, dos alunos, do grupo de turma, dos próprios docentes. O facto de ( ) terem que trabalhar com os outros colegas, que não os colegas da turma ( ).
65	**A: Obrigada. Vou seguir aqui na nossa ordem, vou passar para o *nome*.**

66	*T-56*: Quando pediu uma palavra, eu pensei logo na participação, mas na participação no sentido de que <potenciar de todos os alunos>, independentemente das suas capacidades, que tenham uma voz dentro da sala de aula, todos eles possam participar e colaborar. Essa foi a palavra que pensei de início.
67	*T-53*: Eu, a primeira palavra que me ocorreu foi, que eu gosto muito desta palavra em francês, que é "*partager*", "partilha" e à "partilha" junto a "participação", pronto, foi isso que me veio à ideia, pronto, vocês pediram só uma palavra e eu só arranjei a palavra.
68	*T-55*: Eu gosto pouco de falar, mas, 2 palavras: trabalho colaborativo.
69	*T-52*: Na Educação Física é a "cooperação", não é? A cooperação na equipa é o fundamental para se conseguir chegar a um objetivo comum, aquilo que eles produzem dentro de campo para atingir esse objetivo.
70	*T-63*: Eu uso a palavra "interajuda", não é? Porque na matemática eles têm muitas dificuldades, às vezes têm dificuldade em, têm vergonha de perguntar ao professor as suas dúvidas e muitas vezes recorrem ao colega do lado, que normalmente é um modelo positivo que está à beira dele ou um mentor, porque na nossa escola existe o par "mentor-mentorando", que o ajuda nessa tarefa, uma vez que eles têm dificuldade de expressar-se e vergonha muitas vezes de dizerem que erraram ou que não sabem.
71	*T-59*: Já foi dito tanta coisa, eu concordo com tudo, não é? Se calhar, acrescentaria "responsabilidade", acho que todos acabam por ter alguma responsabilidade, há uns que têm uma responsabilidade relativamente, como foi falado agora na mentoria, por exemplo, um aluno que tem, digamos assim, mais alguma capacidade, que tem mais alguma responsabilidade para com o colega, mas o colega que tem mais dificuldades também tem a responsabilidade de conseguir e tentar acompanhar as tarefas, não é? De dar o seu melhor.
72	**F: Thank you.**
73	*T-55*: Vou falar uma coisa. Na nossa escola o programa de mentorias é muito, muito bom, a interajuda entre os colegas, o mentor e o mentorando.
74	**A: Okay, obrigada por partilhar os programas interessantes que vocês têm aí na escola. Eu vou seguindo aqui. Agora a ideia é saber de vocês, como são avaliados os alunos no que diz respeito à área de Educação Cívica e Cidadania. Por exemplo, se vocês têm alguns instrumentos, indicadores que vocês consideram para avaliar esses conceitos nos alunos.**
75	*T-62*: De qualquer forma, nós registamos, fazemos sempre um registo das atitudes e dos comportamentos dos alunos, nas respetivas grelhas, naquilo que é necessário. Pronto, e depois a avaliação que eu faço, no que diz respeito à cidadania, também é uma avaliação, além deste aspeto comportamental, é uma avaliação mais, um pouco mais subjetiva. Nós vamos verificando e vendo de que forma os alunos vão correspondendo, vão colaborando, enfim, vão-se desenvolvendo e ajudando a desenvolver os outros. Há alguma subjetividade na própria avaliação.
76	*(T-55 leaves the reunion at 19:05 pm.)*
77	**F: So, it's a form of observation? You use observation to assess Civic and Citizenship Education?**
78	*T-62*: Observation, yes. Mostly.
79	*T-54*: Posso falar?
80	**A: Claro.**
81	*T-54*: É muito simples, pode parecer difícil, mas é muito simples. Nós usamos exatamente grelhas de observação, observamos o desempenho dos alunos, o comportamento, e temos também no projeto em que se encontra o RIC, a cidadania nos RIC, nós, pelo menos o grupo em que eu faço parte, tem lá uma parte de avaliação socio-afetiva, relacionada com os comportamentos, atitudes que eles desenvolvem nas aulas e a cidadania é vista em todas as aulas, pelo menos é isso que nós fazemos. Não é especificamente num momento de estudo de um assunto.

82	**F: Is it a rubric?**
83	*T-61*: É assim, nós na escola avaliamos os nossos alunos por domínios. Dentro de cada domínio existem vários instrumentos de avaliação e dentro de cada instrumento de avaliação nós temos diferentes critérios. Em todos os instrumentos de avaliação, com exceção das fichas de avaliação, há critérios que estão relacionados com a cidadania. Nomeadamente, a responsabilidade, a cooperação, que são avaliados através da observação. Portanto, em todos os domínios, nas ciências eu falo mais da minha, porque é a que domino melhor, nós temos 4 domínios: o conhecimento científico, o raciocínio científico, a comunicação científica e avaliação experimental. E em cada um destes domínios temos mais, até temos instrumentos demais, sendo que cada instrumento tem critérios e em todos existem critérios relacionados com a cidadania.
84	**F: Okay, does someone want to add something? No? Okay.**
85	**A: Então está, perfeito, a gente fechou aí essa primeira área de discussão e a gente está indo para a segunda que envolve os desafios e os limites na promoção da Educação Cívica e da Cidadania, e aí na primeira questão, no questionário que vocês responderam, foi perguntado o que vocês achavam que eram as áreas de melhoria na Educação Cívica e da Cidadania. Aí, dentro dessas respostas de vocês, surgiram questões relacionadas com as políticas educativas, como mais formação inicial de professores, mais orientação ao nível dos objetivos e competências, e mais enfâse na cidadania ao nível das políticas educativas. Ao mesmo tempo, vocês também destacaram as áreas de melhorias mais ligadas à própria escola, como uma melhor cooperação com a comunidade local, o maior envolvimento dos pais e uma melhor cooperação entre professores de diferentes disciplinas. Então, a gente presume que estas são as áreas que atualmente necessitam de ser melhoradas aí na escola de vocês. Vocês confirmam essa interpretação? Sim? Não? E, aí, a gente gostaria que vocês falassem porquê, trazendo exemplos também.**
86	**F: So, 3 aspects. Do you think that those 3 areas are, this one. Repeat.**
87	**A: As áreas que forma mais destacadas é: melhor cooperação com a comunidade local, o maior envolvimento dos pais e uma maior cooperação entre professores de diferentes disciplinas foram as áreas destacadas de melhorias ligadas à escola. Vocês concordam ou não com essas três? Eu vi que a *nome* já fez uma cara, podia justificar *nome*? Não concorda porque…**
88	*T-61*: Não, porque eu acho que de todas as escolas onde eu estive, esta é a escola em que maior envolvência com a comunidade local existe. O *nome* participou, por exemplo, o ano passado num projeto com, foi ele todo fora da escola, chamado de "*Healthy Waters*". Acho que é a escola onde eu estou onde há um maior envolvimento de todos os professores das diferentes disciplinas, das diferentes áreas nos projetos. Portanto, eu não acho que, há sempre caminho para andar, não é? Há sempre melhorias a fazer, mas eu não aponto nenhuma dessas áreas como sendo áreas, pontos fracos de escola, para assim dizer.
89	**A: Tu teria alguma melhoria que te enxerga para a escola que poderia trazer aqui ligado à Educação Cívica?**
90	*T-61*: Se calhar num nicho muito particular, os encarregados de educação, sim. Nós temos 2 grupos de pais. Temos pais que participam e que estão preocupados e depois aqueles que não estão presentes, se calhar por aí. É o único aspeto que eu ( ).
91	*T-57*: Eu vou dar aqui um exemplo, eu tenho uma filha, precisamente no 8ºano, e a minha filha está numa cidade, numa escola com 2500 alunos e a turma dela, ela é o número 29, não é? Conclusão, eu só vejo desvantagens nisto, no facto de a minha filha estar numa escola com 29 alunos, com 2000 e tal alunos onde há 300 ou 400 professores, talvez 500 até, em que é extremamente complicado e difícil, sem dúvida alguma, eles trabalharem em grupo, e nunca, nunca alcançarão aquilo nós conseguimos fazer na nossa escola, não é? Nós no palco do intervalo, no próprio recreio, seja no próprio espaço exterior à escola, estamos em contacto com os alunos, toda a gente conhece toda a gente, acho que só traz vantagens. Muitas vezes os miúdos precisam de mim ou precisam de um carinho ou de uma

	atenção até, e não só de um professor ( ) quando, se calhar, por exemplo, no caso que eu sei, em que ninguém conhece ninguém basicamente.
92	*T-60*: Eu também, ( ), não tenho nenhuma, assim, em termos de comparação, aliás, há tanta abertura nos colegas, em que haja tanta participação, há colegas que vão ajudar alunos noutras turmas, eu vou, tenho colegas que ajudam na minha e eu vou ajudar a outros ( ). Depois, a quantidade de atividades que existe nesta escola também é incomparável. Eu posso… (3.0) eu tive numa escola em que se fazia 6 reuniões por ano, e nesta escola há vezes em que tenho 6 reuniões por semana, portanto, é um bocado diferente, existe isto. Portanto, e a quantidade de projetos que há, também são um pretexto para as pessoas traçarem caminhos juntos e, portanto, eu acho que a relação entre professores é incomparável, incomparável. A abertura, não há aquela coisa da rivalidade, eu vou fazer para me parecer bonito, aquelas coisas que ( ), há um espirito de interajuda, eu sinto isso. A relação com os pais, também é incrível. Não era diretor de turma o ano passado, nunca vi tanta afluência dos pais nas reuniões, os pais aparecem, não é preciso…pronto, há sempre um caso ou outro mais complicado, como a gente sabe. Mas, a maioria aparece com uma grande fluência. Temos a sessão de católicos, eu posso lhe já dizer isso, a malta aqui vai à catequese, a malta aqui aparece nas aulas de religião e moral, é raro faltar às aulas de religião e moral. Nas outras escolas, normalmente, é raro ir à religião e moral. Portanto, tudo indicadores de que há aqui uma série de hábitos, adições que estes meninos vão conseguindo manter, se calhar porque ainda estão não muito urbanizados, mas têm a vantagem de terem a tecnologia e os alunos demonstram isso. Têm as duas coisas.
93	*T-54*: Eu não tenho muito mais a acrescentar. O que eu acho curioso é que, pelo facto, certamente, de eu já estar nesta escola há tantos anos, nem me dou conta destes pormenores que o *nome* consegue ver. Porque, para mim, já é normal. Eu já… pronto. Não tenho mais nada acrescentar e acho interessante o *nome* ter falado nisto a até o *nome* também, não é? Porque eu não me consigo ver de outra forma, ou seja, quando eu fui para esta escola, as turmas, *nome*, também tinham 28, 29 e 30 alunos. Tínhamos 10 turmas, 11 turmas de 5ºano. Agora, felizmente, as coisas alteraram-se, melhoraram e conseguimos trabalhar desta forma. Mas é engraçado que os mais, os que estão aqui há menos anos conseguem ver estes pormenores que a mim já me passam despercebidos, que eu acho que são normais e ainda bem. Não tenho mais a acrescentar.
94	*T-58*: Sim, pegando um bocadinho no que falou aí da parte, se calhar, da articulação com os outros níveis de ensino, foi essa uma das áreas que se ficou, não é? Para melhorarmos, certo? Eu acho que se poderia melhorar nesse sentido. Não nós, que estamos na básica e secundária, porque aí nós articulamos com os outros, partilhamos, fazemos trabalhos em comum, não é? Mas acho que, se calhar, podia-se melhorar um bocadinho a ponte, não é? Com o outro ciclo, não é? Com o 1ºciclo se calhar.
95	*T-61*: *nome*, desculpa intrometer-me, mas a ponte existe, só existe em determinadas áreas, nomeadamente, no inglês, nomeadamente, as ciências, nós temos experimentado as ciências, e as artes, em que somos nós que vamos lá trabalhar com os miúdos. Essa articulação é feita, só que só em determinadas áreas.
96	*T-58*: Exatamente. Eu estava a pensar, imagina, um tema que nós trabalhamos, não é? Com os nossos meninos do oitavo, estava a pensar exatamente se é extensível até ao 1ºciclo.
97	*T-61*: A minha direção de turma vai agora ao 1º ciclo fazer um trabalho sobre compostagem, são eles que vão dinamizar uma atividade com os meninos do 2ºano.
98	**A: Perfeito. Então, são mais essas áreas que vocês conseguem fazer essa ligação com os ciclos, não é?**
99	*T-61:* Nas ciências, nas artes e no inglês.
100	**A: Que foi levantado na escola de vocês, não é? Áreas de melhorias mais ligadas à escola que aqui destacaram: maior cooperação com a comunidade local, maior envolvimento dos pais e uma maior cooperação entre os professores de diferentes disciplinas. Vocês concordam ou não com esses três pontos que foram levantados como potenciais melhorias? Se sim, se não? Porquê?**

101	*T-63*: É assim, eu concordo com alguma melhoria, no entanto, acho que a nossa escola já tem várias atividades que englobam, por exemplo, a comunidade, como o "Café com tudo", como as semanas temáticas em que a comunidade pode vir à escola e interagir com os alunos e com os professores, os pais podem vir, o "Dia da Família" também e, relativamente, ao outro ponto que já não me recordo qual deles é que me falou.
102	**A: Da cooperação entre os professores das disciplinas também.**
103	*T-63*: Sim, eu acho que aqui nós trabalhamos quase sempre em grupo, a cooperação não nos falta. Ficamos todos bem integrados quando chegamos cá novos, que eu cheguei o não passado, está. E, isso aí, acho mesmo que há colaboração e cooperação. Acho que aí nesse espectro não penso que seja para melhorar, não é? Relativamente à comunidade, pronto, acho que é isso.
104	*T-52*: Na comunidade, nós tivemos o ano passado um projeto, que era o "Healthy Waters" , que foi com a *nome*, também, em que nós estudamos a qualidade da água, envolvemos a comunidade, investigámos em conjunto com a comunidade os locais onde a água estava em bom estado, mau estado, e, depois, até procedemos à limpeza de um tanque comunitário em conjunto com alguns locais. Portanto, aí nós conseguimos envolver com… depois, também temos o desporto escolar, onde há sempre algumas envolvências, também, com as outras escolas.
105	*(T-52 and T-63 leave the reunion at 19:32.)*
106	**A: Eu vou seguir para a outra grande área de discussão, que é a participação dos professores na governação da escola. De acordo com o que foi levantado, também, a escola dá ao pessoal docente a oportunidade, que vocês também trouxeram também, não é? De participar nos processos de tomada de decisão. Vocês sentem-se envolvidos e incentivados a participar na vida da escola? Se sim, não? E podem trazer algumas práticas em que se sentem ou não engajados nessa tomada de decisão?**
107	*T-61:* Nós somos ouvidos, mas as decisões são tomadas por cima. Do meu ponto de vista, muitas vezes quando nós somos ouvidos, já há uma decisão previamente tomada, mas, sim,somos ouvidos. Mas, as decisões são tomadas, não digo que seja em tudo, poderá haver situações em que têm em conta quilo que nós… a nossa opinião, mas, na grande maioria das vezes, o que acontece é mesmo isso, as decisões, nós somos ouvidos, mas as decisões são tomadas como têm de ser tomadas.
108	**A: *Nome*, já que trouxe esse seu olhar, não sei como é o olhar dos outros, mas tu sugeirias alguma, traria alguma sugestão de como podia ser melhorado isso?**
109	*T-61:* Ouvindo efetivamente as pessoas e, só depois, tomando decisões de acordo com aquilo que a maioria pensa.
110	*T-56:* Eu tendo a concordar com a *nome*, apesar de eu estar aqui apenas há 2 anos, portanto, eu ainda não tenho essa experiência vivida, não é? Mas, eu sei que a direção nos ouve, sei que a direção nos pede opinião. Lá está, muitas das vezes aquilo que eles nos perguntam, possivelmente, já tem uma resposta ou uma decisão prévia. Mas, lá está, também é o segundo ano que eu cá estou, não dá para ter uma certeza de que isso é realmente assim.
111	*T-62:* Eu estou cá há meia dúzia de meses, portanto, meia dúzia e um pouquinho mais, há 7 ou 8, de forma que não dá para ter uma visão muito assertiva sobre essa questão. A impressão que eu tenho é, realmente, que as decisões são tomadas, como disse a *nome*, e depois podem, eventualmente, perguntar-nos se estamos de acordo com a decisão que já foi tomada, tenho um bocadinho essa impressão. Mas, é como eu digo, ainda é muito cedo para realmente ter uma opinião mais fundada.
112	*T-59:* Nós somos, de facto, questionados, é nos colocado algumas perguntas que temos de analisar em grupo, em departamento. E, eventualmente, quando não estamos completamente de acordo, fica registado, damos essa opinião e, provavelmente, num espaço de tempo relativamente curto voltam-nos a questionar relativamente ao mesmo assunto, portanto, provavelmente já há uma visão sobre o que se deve fazer e provavelmente depois será tomada essa decisão, apesar de nem sempre estar de acordo com aquilo que nós sempre tínhamos decidido ou achado.

113 *T-53:* Concordo com o que já foi dito, mesmo com a *nome* e com o *nome*, e com o *nome* também. Tenho a mesma opinião, por isso, podemos avançar. Realmente, nós somos ouvidos, nós temos a nossa opinião, mas…

114 ***A:*** **Deixa-me perguntar a vocês. Em algum momento vocês já passaram essa visão à direção que vocês estão compartilhando com a gente aqui ou não?**

115 *T-60:* Então, eu só estou aqui há 2 anos, no entanto, nunca mais me esqueço na primeira semana em que estive em que o diretor me deu o telemóvel ( ), eu nunca vi isso em lado nenhum. Normalmente para falar com o diretor é preciso uma cadeia hierárquica e bater à porta e fazer vénias. Este é o diretor que eu vi que trabalha mais e é aquele que é mais acessível, isto é a realidade. Agora, há uma questão que é que, o diretor é uma pessoa que tem dinâmica a mais, ou seja, nós temos um bocado de dificuldade em acompanhar o ritmo que este diretor é um bocado… assim, pronto. Nós entramos numa reunião de departamento ( ) coisas escritas que não estão atualizadas, depois, se uma coisa é reinventada de uma ano para o outro, o papel ( ) tempo de rescrever, depois aquilo fica desatualizado, porque, é isso, é o ritmo, essa escola tem um ritmo que não tem nada haver com ( ) a meio. Eu até lhe disse que na outra escola me sentia-me aturado, já nem era com ( ), eu estava podre porque não fazia nada. O *nome* esteve la e sabe como era aquilo, é tal 6 reuniões por ano e, de facto, aqui é muito, épreciso ser… no início dizia assim, "Isto primeiro estranha-se, depois entranha-se.", porque a gente tem um horário novo, mas, de repente, na primeira semana já é uma semana temática e já temos uma mudança de horário e agente ainda ( ) e foi um pandemónio para quem não está habituado, foi um bocado doloroso, mas que é melhor, é. Demora um pouquinho mais a entrar, a absorver.

116 *T-54*: Eu concordo, em absoluto, se, pronto, é a visão do nosso diretor. Quanto à acessibilidade, o *nome* tem toda a razão, mas é a visão do nosso diretor. Ou seja, se ele entender que deve ir por um determinado caminho, que acha que é o melhor, ele pergunta-nos, mas se nós não estivermos de acordo com ele, ele aceita, mas continua o seu caminho. Se não for à primeira, tenta à segunda, se não for à segunda, tenta à terceira. E isto está a acontecer com uma proposta de agregação de disciplinas, que nós já votámos duas vezes contra, e ele vai pôr uma terceira vez em consideração ou pensa pôr uma terceira vez em consideração. Isto é um exemplo. Outra situação, pergunta se nós já fizemos ( ), ora bem, há um local próprio para isso, que é o Concelho Pedagógico, em que, enquanto eu pertencia ao Concelho Pedagógico, e foram quase duas décadas, eu lá nesse local, contrariava o diretor e ele sabe disso, e levava as opiniões que eu não gostava e que aceitava. Depois, se ele alterava ou não, isso é a questão. Portanto, isso só depende dos nossos representantes, porque nós pessoalmente não podemos chegar à beira do diretor e dizer "Ouve lá, eu não estou de acordo com isto! Muda lá isso…". Não, não é assim. Portanto, os nossos representantes, que nos ouvem, como aqui foi dito, nas reuniões têm que fazer chegar lá essas situações e defender da melhor forma o que nós aprovamos, portanto, é no local próprio. Mas, que ele sabe disso, sabe.

117 *T-58*: Eu concordo com tudo o que foi dito aqui, também estou como o *nome*, é uma escola muito dinâmica, é extremamente dinâmica, em que o próprio diretor é uma pessoa acessível, mas sempre numa visão mais à frente, não é? Mas, eu digo que, o *nome* sabe, eu estive com ele há 20 anos, mesmo ele não sendo o diretor, a nossa escola já era uma escola bastante inovadora para a altura. Isto requer sempre uma aceleração que muitas das vezes não é possível atender a todos, não é? Pronto, eu acho que é mais nesse sentido, somos uma escola-piloto, não é? Com projetos muito distintos do restante território nacional e pronto a envolvência do diretor em querer inovar leva a que muitas vezes nem sempre, nem sempre consigamos lá chegar.

118 *T-61*: Para terminar só queria acrescentar uma coisa, nós dizemos que as decisões estão tomadas à cabeça quando nós somos ouvidos. Isto não é necessariamente mau, ou, não é mau em tudo. E os colegas com toda a certeza que ainda se recordam que, até ao ano passado ou até à 2 anos, com certeza que se lembrarão disto, as nossas salas não tinham disposição em grupo de trabalho e havia sistematicamente gente que fazia o contrário do *nome*, que quando entrava, separava as mesas. E o diretor voltava a mandar juntar as mesas e hoje em dia toda a gente chega à conclusão que as mesas em grupo de trabalho não é um ponto negativo, mas sim um ponto positivo. Portanto, quando nós estamos aqui a dizer que as decisões são tomadas, porque efetivamente há uma visão, elas já estão tomadas, agora isto não significa que em todas elas nós sejamos sempre contra, se calhar até vamos

admitir que aquilo que ele achava estava bem, portanto, queria acrescentar isto para não ficar a visão negativa de que tudo já está decidido e nós não somos ouvidos e que é tudo mau. Não, não é tudo mau, porque senão nós diríamos no início de que gostávamos de estar em *S-8*, não é?

119 **A: Obrigada. Estamos indo para mais uma área de discussão que é, vocês deixaram bem claro aqui, que é a questão da colaboração entre vocês professores, vocês têm realmente aqui que vocês falam uma boa cultura de colaboração na escola. Vou perguntar, mas já dá para ver, se vocês concordam com essa boa cultura e o que incentiva ou não essa boa colaboração na participação na escola entre vocês professores?**

120 *T-56*: Eu acho que são as pessoas, nós que somos colegas, acima de tudo. Havendo bom ambiente, trabalha-se logo com boa satisfação.

121 *T-60*: Há uma cultura de trabalho, eu já estive em muitos sítios em que eu era mal visto por trabalhar mais. Pronto, e aqui é normal trabalhar e as pessoas gostam do que fazem ( ) a gente também sente que está a trabalhar para quem merece. Eu costumo dizer que nas escolas normais há 5 alunos interessados e 20 desinteressados. Aqui é mais ao contrário, há 20 interessados e se houver 5 desinteressados já é uma coisa que vai ter de ser resolvida e resolve-se.

122 *T-58*: Acho que é mesmo a necessidade que nós temos, nós verificamos, aquilo que se passa com os alunos, que se falou ao bocadinho com o trabalho colaborativo é chave para o sucesso. Nós também se, na escola, quer as pessoas que vão chegando, quer os outros que já lá estavam, sentem esta necessidade de articularem uns com os outros, de partilharmos e fazer este trabalho colaborativo.

123 *T-57*: Eu concordo com o que já foi dito, não tenho muito mais a acrescentar. Estou há 2 anos na escola e o que sinto é mesmo isso, é que realmente há um trabalho fantástico entre o grupo de trabalho, digamos assim, e assim, sem dúvida, que se consegue chegar mais longe.

124 *T-53*: É realmente a colaboração e a camaradagem que existe entre os professores. E foi isso que me fez, até, ficar novamente nesta escola, porque eu tinha oportunidade de ir para outra e o ano passado entrei nesta escola e fiquei louca porque isto é um ritmo de trabalho de malucos. Mas, à medida que o tempo foi passando, este grupo que está aqui, que é o meu Concelho de Turma, praticamente, percebeu que eu fiquei nesta escola precisamente por causa deste trabalho que existe entre os colegas, esta colaboração. Nós fazemos parte dos mesmos Concelhos de Turma dos 8ºanos e as coisas funcionam, a meu ver, muitíssimo bem. E, depois, tem o que o *nome* diz, quem anda noutras escolas e chega a S-8, os alunos aqui são maravilhosos. Noutras escolas é os 5, aqui são praticamente todos.

125 *T-59*: É o que foi dito, são os colegas tanto como os alunos, não é? E mesmo aqueles 5 alunos que não estão interessados, também não são esquecidos, não é? Há aqui pessoas que fazem tudo, mas mesmo tudo por eles, não é? E, portanto, é bom. É bom essa coordenação e essa vontade de ajudar e de ultrapassar as dificuldades.

126 *T-62*: Eu não tenho tão más experiências como os meus colegas dizem de outras escolas. Talvez porque não tenha estado, enfim, estive muito tempo no estrangeiro, mas também já estou há algum tempo cá e, pelas escolas onde eu passei, não tenho visto esta falta de colaboração. Isto é, nesta escola há muita união, as pessoas trabalham muito em conjunto, há muita entreajuda, mas pelas escolas onde eu passei também havia, sinceramente. Eu lembro-me de uma escola onde eu estive, durante os últimos 3 anos, em que havia um computador na sala dos professores em que chegava lá e metia as minhas fichas para quem quisesse utilizar, por exemplo, e chegava lá e via "Deixa-me ver que fichas meteram aqui!". E se quisesse aplicava-as na minha turma porque eram dadas por uns aos outros. Portanto, também havia, não vejo, havia muita entreajuda também, como há nesta escola, mas não tenho uma má experiência passada, sinceramente, não tenho.

127 **A: Obrigada. Para fechar, *nome*. Você é um dos mais experientes na escola, gostaria de acrescentar algo?**

128 *T-54*: Não tenho… os meus colegas disseram absolutamente tudo e eu só tenho a agradecer eles gostarem de me ter lá no meio, só isso.

129 **A: Obrigada, eu vou passar agora a palavra para o Matias, que ele estava fazendo a observação, ele vai fazer um resumo do que foi dito por vocês e aí vocês têm oportunidade de confirmar, de refutar ou de acrescentar algumas informações.**

130 *M: Olá, boa tarde. Então, em relação à primeira área de discussão os "Métodos de Implementação da Educação Cívica e da Cidadania na sala de aula", o que foi possível entender é que vocês defendem a ideia de que a cidadania é trabalhada de uma forma transversal, em todas as disciplinas, particularmente através da colaboração e do trabalho de grupo. É um bom resumo das vossas respostas e do que vocês pensam?*

131 *((Everyone nods their head in agreement))*

132 *M: Em relação à área de discussão nº2, "Os desafios e limites na promoção", vocês concordam que há muita colaboração na comunidade, mas, no entanto, uma área de melhoria que podia haver é a parte dos encarregados de educação, alguns deles podiam ser mais colaborativos e mais presentes. No entanto, no que toca à colaboração, a escola já é bastante inovadora e não é preciso melhorar muito nesse aspeto. Em relação à área de discussão nº3, "A participação dos professores na governação da escola", vocês basicamente disseram que o diretor toma, muitas vezes, as decisões sem a vossa consulta. Apenas após ele ter tomado a decisão é que ele vos pergunta a vossa opinião.*

133 **F: *Nome*, do you want to say something?**

134 *T-61*: Não, não é bem isso. Nós somos auscultados, a decisão é tomada, mas nós somos auscultados, okay? Ele ouve a nossa opinião, depois toma a decisão, mas ele ouve a nossa opinião.

135 **M: Mas, vocês sentem que ele parece que toma a opinião ou toma a decisão antes de vos ouvir?**

136 *T-61*: Isso é uma forma de dizer, ele pode até tomá-la posteriormente. Ele já terá uma decisão, ele tem uma visão.

137 *T-53*: Eu acho que o nosso diretor está um pouco mais além, não é, daquilo que nós, pronto. E, depois, é o que a *nome* estava a dizer, ele ausculta-nos, ele ouve-nos, só que, realmente, se calhar nós acabamos por… mesmo esta coisa, é tudo isto que ele planeia, não é? É para… é sempre um projeto inovador, só que nós muitas vezes ficamos ali…

138 *T-61*: Deixe-me acrescentar uma coisa. S-8 é uma escola que é piloto, enquanto quase tudo o que são metodologias em Portugal, <é uma daquelas escolas que arranca sempre com as coisas>. Portanto, isto acontece porque o *nome do diretor* tem uma visão, em termos de um projeto de escola e de educação diferente da do normal. Se calhar, a grande maioria dos diretores e de todos nós que aqui estamos, que já passámos por muitas escolas, segue muito aquilo que já está legislado. O *nome do diretor* não. O *nome do diretor* está na ideia de <reformular as práticas educativas>. Tem muito a haver com isso e ( ) que eu ao bocado disse, por vezes nós dizemos as coisas, ele toma decisões, ele acha que determinada metodologia é melhor e nós não vemos logo que é melhor. Depois, acabamos por assumir que, efetivamente, ele tinha razão. É por aqui, é muito por aqui. Toda a gente sabe que nós somos muito formatados para ver assim, certo? Nós somos bastante resistentes à mudança e os professores, eu acho, enquanto a nós, enquanto a mim, falo muito mais, nós somos muito agarrados a nós, à nossa sala de aula, ao nosso método de trabalho e temos ali uma pessoa que nos motiva. <Se calhar S-8 é S-8 porque o *nome do diretor* é o *nome do diretor*>. Não sei, mas, se calhar, é.

139 **A: Não, a gente já entendeu a visão de vocês, realmente, era isso que vocês já tinham comentado também. O *nome* levantou a mão, queria acrescentar mais alguma coisa?**

140 *T-60*: Eu queria dizer que ele também é uma pessoa que tem uma capacidade de se autoatualizar fora de série. Ou seja, os diretores normalmente também estagnam um bocado, não é? E ele não, vai sempre à procura do que é que funciona melhor e, pronto, eu acho que o problema dele é mesmo estar em Portugal. Se nós estivéssemos na Finlândia ou noutro sítio, se calhar, ele conseguia implementar tudo muito mais depressa, mas a cultura que está à volta da escola não ajuda, é um peso contra tudo isto e, pronto, ele tenta lutar também, se tem de dar resposta ao Ministério, o Ministério também, às vezes,

	funciona um bocado como nos partidos, não é? E, portanto, tem que haver resultados, não é? E ele tem sempre que pesar entre a inovação e os resultados. Isso não é fácil.
141	**A: Sim, entendo. Obrigada.**
142	**F: Thank you.**
143	**A: Vamos fechar. Acho que falta só mais uma…**
144	*M: A 4ª área de discussão é sobre a colaboração dos professores, em que vocês disseram que o que incentiva a colaboração e a participaçao dos professores é o facto de as pessoas serem muito, serem boas pessoas com quem se trabalha facilmente, têm uma boa relação com elas e com os alunos é a mesma coisa. Correto?*
145	*((Everyone nods in agreement))*
146	**A: Professores, para a gente finalizar, como nós vamos comparar os dados com inquéritos internacionais, a gente precisa de saber a idade de vocês.**
147	*T-62*: 48.
148	T-58: 43.
149	*T-54*: 60.
150	*T-56*: 45.
151	*T-59*: 51.
152	*T-61*: 51.
153	*T-57*: 47.
154	*T-53*: 50.
155	*T-60*: 52.
156	**A: Para nós fecharmos agora, tem mais alguma coisa que vocês gostariam de discutir e que vocês pensam que seja relevante para o objetivo deste nosso grupo focal ou abordámos tudo?**
157	**F: As you prefer. No? okay, thank you very much.**
158	*No one had anything to add so the focus group ended at 7:45 p.m.*

Annex 12.5. Follow-up semi-structured interviews with the Principal (S-8)

1	**DS-8 - Follow up interview**
2	**How did the idea of adopting this Innovation plan come about?**
3	Okay, it's a great question because the idea to initiate the Innovation Plan came from the Ministry of Education. It was a challenge that they invited us to initiate this plan in 2016. So, with other schools from all over Portugal – six schools in Portugal – we initiated this project, this Innovation Plan, because we have the opportunity to do what we want to do in school. With these methodologies that we have to use, we could do anything about curriculum and implement any project that we want. So, this challenge was a great opportunity to make a difference in the curriculum, even pedagogical methodologies, and all the measures that we have. We turn those measures into innovation.
4	**Many teachers to whom I talked in the days told me that this is a "polo school". How did you become a "polo school" and what does be a polo school entail?**
5	I don't know if we are a polo school, okay? I don't know if we are a Polo School, indeed, but actually, we initiated this program before 2016. We are a school that has a program, a TEIP (Território Educativo de Intervenção Prioritária) Program, that is a project for the schools that have social economic issues, and we were invited in 2009 to initiate this program for the territories that have some social-economic issues, and our families are families that come from low socio-economic levels. And we start in 2009 with several methodologies, pedagogical methodologies, and we change the autonomy of the school. With this autonomy, we could implement some measures. And we work in network schools: we build some network schools, and we initiate working with each other. Then our school was a school that was listened to and seen by the Ministry of Education as a school on which they had to focus their attention. Probably we'll see, like, a Polo School, I don't know. So, in 2016, when we initiated the Innovation Plan, the Ministry of Education knew us like a polo school, a school that initiated some years ago, in 2009, some measures, some pedagogical measures, that were very successful in the schools, and we became a light for other schools. We have different measures that some schools have, and we turn the problems into solutions; we have solutions to some problems that several schools in this Country have had in that time. So, the schools start to see us like a polo school. Are you understanding?
6	**Yes. And what aspects characterize the innovation plan in terms of school and classes' organization?**
7	I think we can say that we have four domains or four axes. The first axis or first domain is the calendar, the school calendar. We follow our school calendar, and we organize all the year in different calendars, different from the other schools. The other schools from Portugal have three periods of classes; we have four periods: for instance, we have eight weeks of classes, then we interrupt one week... eight weeks-interruption-one week, then more eight weeks, one interruption, eight weeks, one interruption, and so on. Why did we feel the need to organize the year in a different way? We have our pedagogical organization organized with our RIC. Our RICs are <integrational pedagogical curriculum>: we integrate the curriculum with several subjects – you saw some of those RICs – and there are four RICs. So, we have four RICs, and we have four periods. That's why we need to organize the year into four periods. The second axis or second domain is thematical weeks, which are weeks that we organize curriculum in different ways based on people's profiles. We have soft skills, and they have to develop soft skills during the week. We invite all the community to come to school, and they interact with us in different activities, activities when they could visit people in class and they can interact with us, and school can interact with the community; >we can go to the universities, we can go to other places, other locals<, where we do some hours, activities, school activities. So, we can manage the curriculum in different ways during the year. This is the second axis, the thematic weeks. The third axis is monitoring, evaluation, and monitoring. We have several platforms, but we have online platforms that we use to manage all the curriculum, all the activities that people and teachers are doing. And those platforms allow teachers and all other people doing their assessments and self-assessments to assess all the things that they are doing. And we can see the evolution of not only the soft skills but even the

knowledge of the different subjects. The fourth axis is communication with the community. This communication is very important to us: we have several panels on which we join the students, the teachers, but we also join the parents that come to school, and we join the non-teachers that come to several panels. We meet in these panels, and we discuss our political education in school. So, four domains or four axes: first, the school calendar; second, the integration curriculum; third, the thematic weeks; and fourth, the evaluation and communication. These aspects characterize our Innovation Plan.

8 **Regarding the RIC classes, what characterize them?**

9 Nevertheless, we have an integration and innovation curriculum, but we also develop knowledge of the subjects where knowledge is integrated and articulated with one another, with the different subjects that constitute the RICs. But we also develop <soft skills, collaboration, critical thinking, and problem solving>, and we develop these soft skills during those eight weeks. The students come from different classes that work on other subjects, and in RICs they develop together this knowledge and these soft skills. These soft skills are the soft skills of people's profile, okay? This profile is developing in our Country. We have a Student Profile in our Country that all schools have to develop. So RICs not only develop knowledge, >knowledge integrated with several subjects<, but also the soft skills of that student profile.

10 **Okay. Another characteristic that I saw in the classes is that the classes consist of a maximum of 20 students and the desks are put in groups. What are the motivations behind these choices?**

11 It was very difficult to build this methodology. Nowadays, we work in collaboration with several students and teachers. This methodology that we have to collaborate with each other is the thing that characterizes the work form of everything; every subject works like this with the collaborative groups that work with each other to develop skills and knowledge with each other, and they can help each other in the classes. The students that have facilities to learn, they have more facilities to learn, they can teach other colleagues and other people, and they help each other to achieve more easily what we have to achieve. So, this collaborative form of working is very important to achieve our goals, not only in knowledge but also in soft skills.

12 **Another thing that I observed were lessons of the subject "Code of Conduct". Could you describe me this subject?**

13 The "Code of Conduct" is one hour per week that the headmaster of the class can have with their students. They speak of all things that worry students and that worry even the teacher, and they have this hour to not only develop citizenship but also to talk about everything that concerns the students' problems. They have this hour to talk about everything they want. Why do we call this our "Code of Conduct"? It' "Code of Conduct" because the students have to be very honest, and polite with the teacher, but also with the truth: they have to speak truly to their headmaster class because he or she is there to solve their problems, and it's very important because it builds relationships between headmaster class and students more deeply, stronger, and in this way we can say that "Code of Conduct" is very important for that strong relationship between one another.

14 **And how did the idea of this subject come about?**

15 This idea came about because of the problems that students have and because they didn't have much time with their headmaster. So, we thought that it was very important to build some time in the schedule when students and their headmaster class can be together and can talk together about the students' issues.

16 **Is this the reason why the headmaster teaches this subject?**

17 Yes, because what I think about this is that if students have some time with their headmaster, they can speak with them, with him or with her, and they can solve the problems at the right time, when they happen, and they can solve them more quickly. And then the problem is going to be the problem next day, next week, and so on and so on. So, it is very important to have an hour headmaster with the students, so the problems cannot go up.

18	**And is it present in all cycles or only in the third?**
19	In all cycles and in all the classes.
20	**How do you evaluate if this organizational feature has a positive impact on the students?**
21	As I said to you, the assessment, the evaluation, is one of our domains. We are very concerned about the impact of our measures, and we have to evaluate them - >all the organization measures, all the pedagogical measures, all the curriculum measures< - we have to evaluate them. We have to see if their impact on students is positive or negative. So, we have a Quality Observatory that is composed of different teachers and students too, but also parents, that has to evaluate these measures with the focus group, with interviews, in the focus group, with statistics, by analyzing data, outcome data, different subjects, and different projects, but also with the questionnaires that we build for all communities. So, <focus groups, outcome results, but also questionnaires>. So, when the Quality Observatory does this, they have all the data, they have to build and analyze these data, and then they produce some reports that we analyze. I analyze that report, but the Pedagogical Council also analyzes it too. And then the different departments. Departments are groups of teachers. Analyze that report, and then that report, after being analyzed with several teams, is communicated to the entire community. So, all the community sees that report and sees what the suggestions are to improve several measures. This is a cycle of monitoring that starts with students, goes to teachers, then goes to the Quality Observatory, then goes to the Pedagogical Council, and then comes to students again, and the cycle is closed.
22	**And what do you think is the main area for improvement?**
23	I think the main area for improvement was the Innovation Plan, but in the Innovation Plan is the RIC. RIC is the main area for this improvement we started in 2016.
24	**What do you think are the benefits of this Innovation Approach may have on student learning?**
25	Okay, this is a great question because I think we can do anything if it does not improve the students learning. We have to think that all the measures we develop in the school have a goal: the goal is the student learning. For me, if a measure doesn't improve the students' learning, it's not a measure we have to take. So, for me, the benefits of this organizational approach are that it matches more with the student learning. They are learning many things with more facilities and with a practical approach because they have to do something; they don't just hear the knowledge or the skills, they have to make something, they have to make knowledge, they will investigate, they have to go and transform the knowledge into something that is real for them. So, we transform theoretical knowledge and theoretical skills into practical knowledge and practical skills, so we transform the knowledge from what to do to how to do. So, we transform from what to learn into how to learn; it's very important to discover how to do not what to do, but how to do it. It is very important to us that our students learn how to do something, not what to do. The "what" to do is very important, but not as important as the "how" to do it. This benefit is very important because this critical thinking that we are developing in our students is very important to us: they have to learn to think and they have to learn to collaborate with each other, but they also have to learn how to communicate their knowledge and their skills. So, it is very important to do these things, and all the teachers have to develop these skills in their students because only by learning "how to do this" we can prepare our students for the 21st century.
26	**And what will be the next step? Do you think that this approach will be adopted by all schools? Because I saw during a lesson of Physics-Chemistry that they are working for a digital test. The professor told me that it would be useful for the Ministry of Education for change the way to evaluate the students.**
27	Yes, one of the steps is the digital evaluation. Of course, we are transforming the evaluation from paper to digital. And the Ministry of Education is transforming the form of evaluation in schools, but I think the future and the next steps in all schools are not just the digital transformation. No, I think it is much more than that. It is much more than digital transformation. We have to transform the schools to go discover the approach and discover how to learn, how to make the students more prepared for the 21st century. And we will have students prepared for the 21st century if we can make our students

more critical, more critical with their knowledge, more critical with their skills; not critical because they are critical, no, not critical because they don't have knowledge. They have to be critical in their knowledge, they have to be good citizens, they have to make choices, they have to have opinions, not only about politics but also about the war, and about values. They have to be very prepared for all the challenges that the 21st century brings, because we don't know what is coming in the future, and we have to prepare all the students for that. So, for me, digital transformation is not the main thing that we have to transform in schools. I think the digital transformation is just a strategy to go faster, but not the essential. I think the main things that will transform the school are collaboration with each other, with the teachers, with the students, but also with the parents. It's very important to bring parents into the schools and do with them several activities to encourage them to come to school and to understand better the school; I think the parents don't understand school, and they have to understand that the most important thing in the students' lives nowadays is the school. And the great challenge for the school is to prepare the students to be citizens, well prepared for the challenges that the future will bring. So, for me, I'm very worried about all the things that gravitate around students, all the contests are very important to me. And so, I think it's very important to see with great attention what is happening in the World, what the transformations are, robotics is very important, digital is very important, but also important is citizenship; what do students do with the digital skills, what the students do with the robotics, with the technology, what are they doing with this? Do they understand what they want to do? This question is very important for us. And this question is the challenge that schools have nowadays. So, it's a great work of all teachers. So, capacity is very important because the teachers have to be capacitated with this new knowledge and these new skills that they have to do to transform the school, to transform the school as an oasis between the community, so the school can transform itself into something that all the community sees as a positive institution.

28 **But I would like to understand better. Would the Ministry propose this Innovation Plan to the other schools?**

29 Yes, this Innovation Plan is something that is normative in our legislation, but not all the schools have to adopt it because they don't want to. This autonomy is not imposed by the Minister of Education, and any school can have Innovation Plan or not, depending on what they want, because the autonomy of each school is respected by the Ministry of Education.

30 **Okay, but if the Ministry wants to propose something new, it's already known to you, like this digital transformation.**

31 Yes, because we have been a pilot school since 2016. We are six schools here in this project, in this innovation project, and we are here... (2.0) we are experimenting something, some subjects, some methodologies, some activities that other schools have not implemented in that time. Okay, so the Ministry of Education has some experiences with these six schools, and then they spread that innovation plan to other schools in normative ways. There is a normative requirement in our legislation that all schools have an Innovation Plan.

32 **Okay, I understood. Thank you.**

33 But I think nowadays just 50 schools have this Innovation Plan, I think 54–58, I don't know.

34 **So, from the six of the beginning as pilot [schools…**

35 From] the six of the beginning and nowadays are 58, I think.

36 **But you are among the pilot schools.**

37 Yes, exactly.

38 **Okay, we have finished. Thank you so much.**