

The Teaching and Learning Advisor Role

National Report

Portugal

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INDEX

<u>Subject</u>	<u>Page</u>
Introduction	3
The National Approach to Teaching and Learning	4
The Current Situation	5
Issues	7
Existing Support for VET Teachers and Trainers	7
Conclusion	9
Annex: Questionnaire	11

INTRODUCTION

The role of a teaching and learning advisor (TLA) is to research and investigate pedagogical issues to develop teaching strategies to be delivered in workshops to support teachers.

The TLA model of the City of Wolverhampton College (CWC), UK, states that the TLA as the following key responsibilities:

- Contribute to the development and delivery of curriculum area Teaching and Learning Improvement Plans
- Take a key role in the introduction of License to Practise across the College
- Deliver training programmes within the College CPD Plan to all teaching staff across the College
- Provide line management and leadership for allocated Learning Coaches, supporting them to meet targets set
- Work with curriculum managers and Learning Coaches to raise standards of teaching, training and learning through coaching strategies and sharing good practice
- Participate in the follow-up process for the College Lesson Observation Scheme, providing development opportunities for staff graded satisfactory e.g. reflective discussion, developmental observation and personalized individual support
- Establish learner focus groups in line with outcomes from College student surveys
- Keep up to date and promote new developments in teaching, training and learning throughout the College and embed in the curriculum management and development
- Ensure that health and safety are integral to teaching, training and learning across the College
- Promote the development of strategies to improve teaching and learning, including the Strategy to Create a Learning Ethos, the Skills for Life Strategy and Every (Child) Learner Matters
- Implement the College ILT Strategy including the development of the College intranet in order to enhance learner accessibility to teaching and learning resources and materials and the use of the College VLE, e-learning and maximizing the use of existing and new technologies
- Develop strategies to introduce ITQ across the College for teaching staff to a minimum standard of level two

- Develop opportunities to support staff in the preparation of classroom resources and their delivery and in the use of resources and materials accessible via the internet and College intranet in order to support the development of their teaching
- Develop the skills of teaching staff associated with delivery techniques to meet employer needs
- Co-ordinate the Peer Development Scheme within the College
- Co-ordinate the College Mentor Scheme together with undertaking a mentor role
- Seek ways to facilitate sharing good practice across the College
- Assist with the induction programme for new teaching staff to the College or for those promoted within the College to new roles with a teaching commitment
- Contribute towards marketing the Teaching and Learning Service internally and externally
- Support the development of tools to monitor and evaluate the quality, effectiveness and impact of the Teaching and Learning Service towards improving the provision of teaching, training and learning at the College
- Work to promote and contribute to the College's equality and diversity policies
- To undertake other duties and responsibilities commensurate with the post as determined by your line manager

The aim of this national report is to provide an overview of existing TLA practices in each partner country, taking into account the following aspects:¹

THE NATIONAL APPROACH TO TEACHING AND LEARNING

In Portugal, the education policy of the Ministry of Education (ME) involves the management of resources and the design, planning, regulation, assessment and inspection of the education system from pre-primary education to compulsory and secondary education, including special education and extracurricular education, aiming to promote the development and modernisation of the education system, as well as the autonomy of school administration and management, in order to improve efficiency levels and effectiveness of established objectives, especially those regarding the quality of teaching and learning.

¹ All numbers in this report are taken from the programme's initial survey.

The new Basic Law on Education states that the administration and management of schools must be governed by criteria of efficiency in the use of human, material and financial resources, which must in turn be directly guided by criteria of pedagogical and scientific quality.

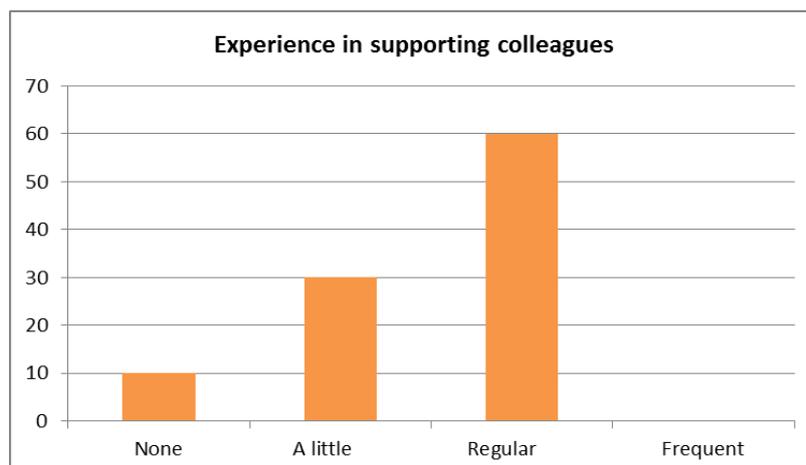
From this perspective, the schools executive bodies have an essential role in the modernisation and qualification of education system. And for this, it is essential to obtain increases in competencies, specialization, transparency, independence and responsibility.

In this sense, new frameworks, such as the Teaching and Learning Advisor, can play a very important role inside Portuguese schools, in order to support the Directorate to identify and plan specific pedagogical needs, to incorporate initiatives driven by Government policy, such as the National Strategy for LLL, and in the promotion of teachers' continuous training and skills development.

THE CURRENT SITUATION

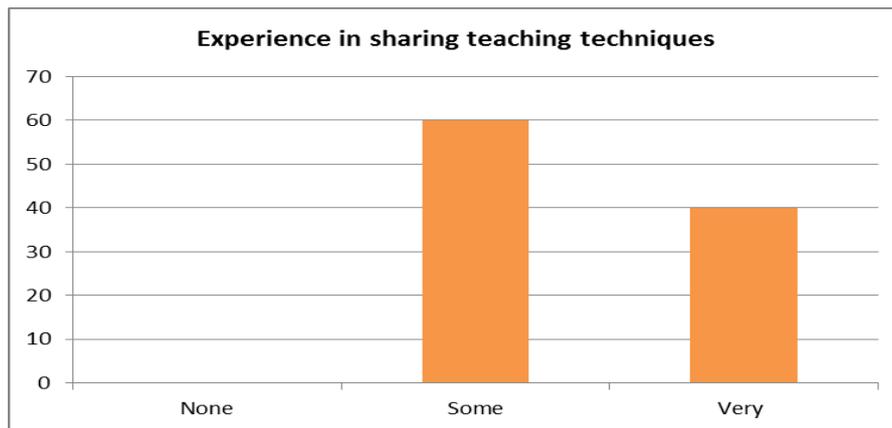
Experience in supporting and developing colleagues

In Portugal, the 60% of the VET teachers and trainers that answered to the questionnaire mentioned that have a regular experience do you have in supporting and developing colleagues, as showed in the char below.



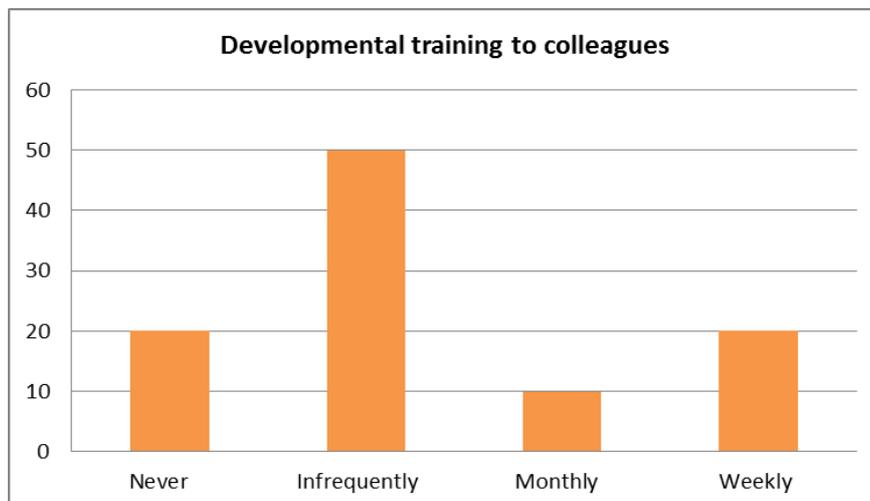
Experience in sharing teaching and learning techniques for supporting colleagues

Also 60% of the Portuguese VET teachers and trainers said that have also some experience in sharing teaching/training and learning techniques for supporting colleagues, as illustrated in the chart below.



Frequency in delivering developmental training in your organisation

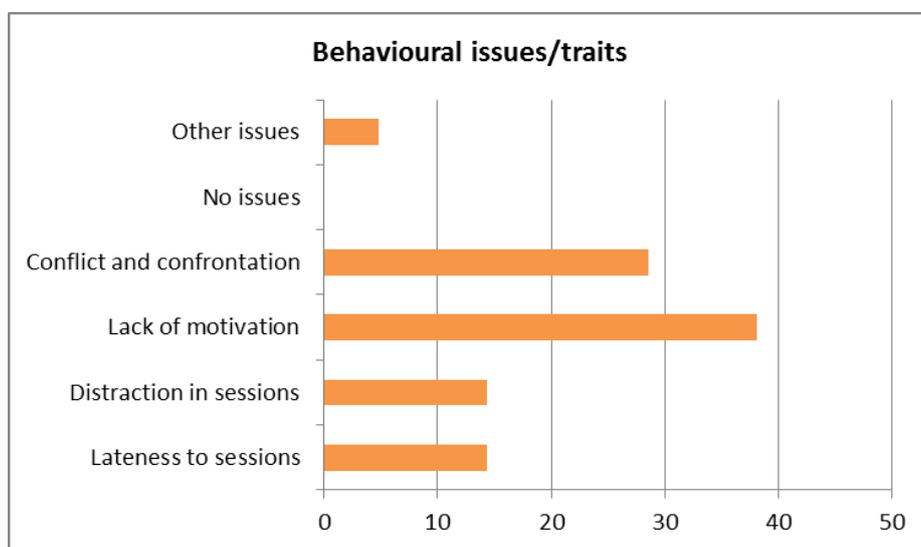
The chart below show that in Portugal, 70% of the VET teachers and trainers never or infrequently delivered formal developmental training for colleagues in their organisations



ISSUES

The behavioural issues/traits which you encounter on a regular basis in your organizations

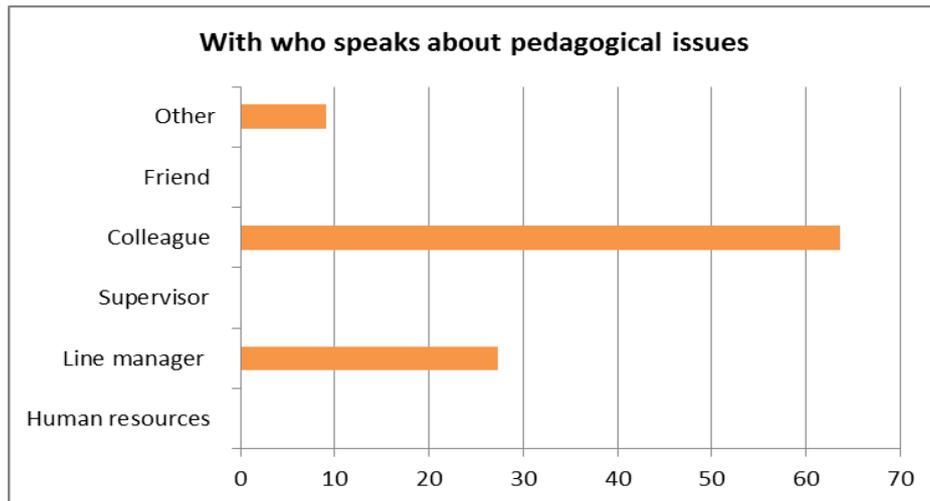
In Portugal, the most common behavioural issues/traits that VET teachers and trainers identify in their organisations are lack of motivation (38,1%) and conflicts/confrontations (28,1%), as illustrated in the chart below.



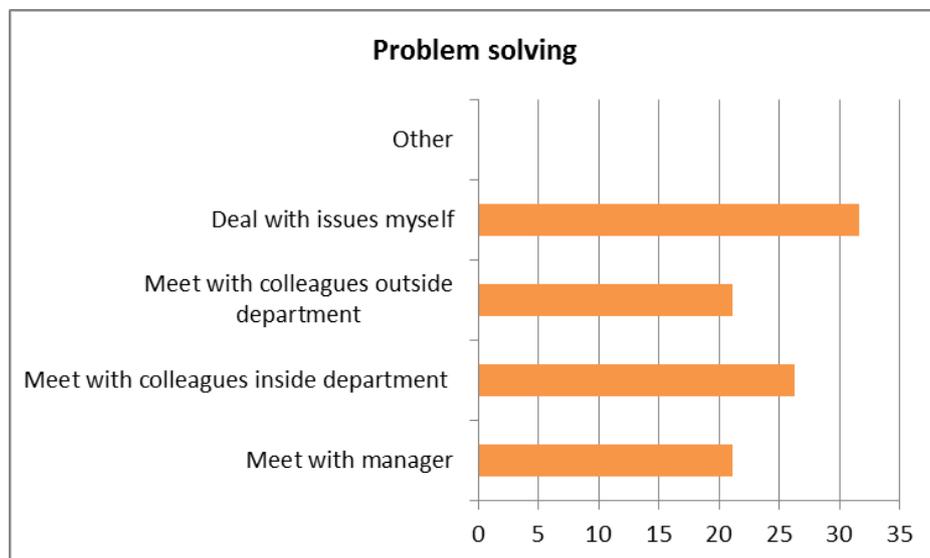
EXISTING SUPPORT FOR VET TEACHERS AND TRAINERS

Approach of different organizations to problem solving when teaching and learning issues arise

Most of the Portuguese VET teachers and trainers, around 65%, prefer to talk with a colleague when need help regarding to teaching and learning issues, as illustrated in the chart below. 30% mentioned that talk directly to the line manager and 10% look for other help, not specified.



The chart below shows that regarding to the way how VET teachers and trainers solve problems related with teaching/training and learning issues, different strategies are privileged: 32% say that deal with issues by himself; 26% prefer to meet with colleagues inside the departments; 21% choose to meet with manager or to meet with colleagues outside the department.



CONCLUSION

Expectations/motivations for the Teaching and Learning Advisor training programme

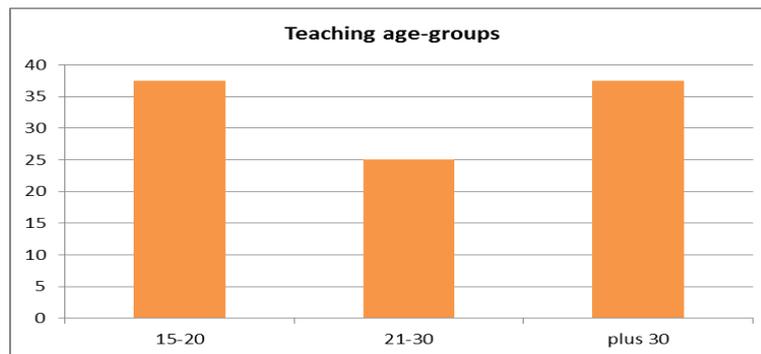
In Portugal, VET teachers and trainers pointed the following aspects that should be covered by a Teaching and Learning Advisor training programme:²

- ✓ Mentoring skills
- ✓ New methodologies and techniques
- ✓ How to help new colleagues that are in internship
- ✓ Know better TLA role and English model
- ✓ Understand how to apply TLA role in my national context
- ✓ Share experiences
- ✓ Learn new concepts
- ✓ Share best practices
- ✓ Motivate and share the educational community for this topic
- ✓ Improve school relationships
- ✓ Planning
- ✓ Developed team work
- ✓ Meeting and team management
- ✓ Conflicts mediation and management
- ✓ Leadership skills
- ✓ Persuasion
- ✓ Strategic vision
- ✓ Understand better national and European education policies
- ✓ Development of a common school project

² The following points are answers given by prospective participants for the National Pilot Session

Other aspects

In Portugal, the VET teacher and trainers that answered to the questionnaire, teach the following age-groups presented in the chart below.

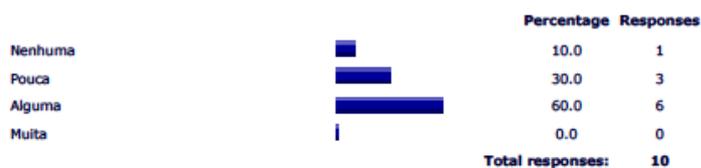


In summary, the role of a teaching and learning advisor will be an add value for improve practices and performance in Portuguese schools In Portugal, ISQ will pilot the TLA training programme in collaboration with the Teachers Training Centers and Schools Managers.

ANNEX: QUESTIONNAIRE

Results for: TWO o'CLOCK (PT) | Teaching and Learning Advisor - Questionário de Diagnóstico

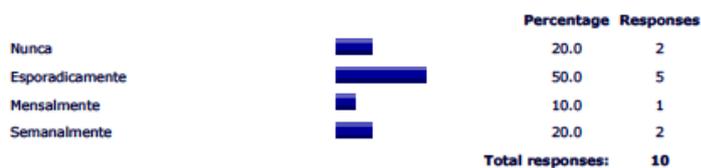
1) Tem experiência ao nível da orientação de colegas?



2) Tem experiência ao nível da partilha de técnicas de educação/formação com os seus pares?



3) Com que frequência dá formação a outros colegas?



4) A nível pessoal, a quem recorre na sua organização para o ajudar a desenvolver as suas práticas pedagógicas e/ou andragógicas?

		Percentage	Responses
Recursos Humanos		0.0	0
Responsável	■	27.3	3
Supervisor		0.0	0
Colega	■	63.6	7
Amigo		0.0	0
Other	■	9.1	1

5) Qual é a abordagem da sua organização ao nível da resolução de problemas relacionados com as questões da educação/formação?

		Percentage	Responses
Reunião com o responsável	■	21.1	4
Reunião com os colegas do departamento	■	26.3	5
Reunião com os colegas for a do departamento	■	21.1	4
Lidar com a situação sozinho	■	31.6	6
Other		0.0	0

6) Na sua organização, quais os aspectos comportamentais que identifica com mais regularidade?

		Percentage	Responses
Atrasos	■	14.3	3
Distracções	■	14.3	3
Falta de motivação	■	38.1	8
Conflitos e confrontação	■	28.6	6
Nenhum aspecto		0.0	0
Other	■	4.8	1

7) Identifica alguma competência no papel de orientador que gostasse mais de desenvolver?

(all results shown)

- Ligadas à vertente do ensino e formação entre pares
- todas as inerentes

- aprofundar a temática da motivação
- não
- não
- aprender novas técnicas
- Ter mais formação
- visão estratégica; planeamento; liderança; cooperação;
- Gestão de conflitos.
- Como persuadir as pessoas a trabalhar para o bem comum?

8) Perfil Profissional

1. Nome:
2. Experiência enquanto professor(a)/formador(a):
3. Certificações na área da educação/formação:
4. Área de especialização:
5. Certificações na área da educação/formação:
6. Experiência na área da educação/formação (síntese curricular):
7. Quantos colegas trabalham no seu departamento:

9) Eu trabalho com os seguintes grupos etários:

		Percentage	Responses
15-20		46.7	7
21-30		20.0	3
+30		33.3	5

10) Por favor indique pelo menos 3 expectativas/motivações para uma acção piloto sobre este tema:

(all results shown)

- Trabalhar competências de mentor
- Aprender novas técnicas e metodologias
- Ajudar os colegas estagiários

- Adquirir conhecimentos
- Partilhar experiências
- Aumentar competências
- perceber melhor o papel do TLA e como aplicar no meu contexto
- conhecer outros contextos educativos europeus
- partilhar experiências
- aprender metodologias novas, partilhar experiências, aplicabilidade em contexto real
- partilhar experiências, trocar metodologias, aprender novos conceitos
- Conhecer o modelo inglês
- Partilhar boas práticas
- Aprender novas metodologias e técnicas
- Motivar e dar conhecimentos a todo o pessoal docente sobre este tema
- Mediar conflitos
- melhorar as relações na escola
- visão estratégica; planeamento; liderança; cooperação; gestão de grupos/equipas
- Aprender mais; partilhar experiências; melhorar o meu CV.
- Aprender a formar um grupo forte e unido; a desenvolver grupos de trabalho funcionais; a organizar reuniões e equipas.

11) **Gostaria de referir mais algum aspecto relacionado com a sua experiência profissional em relação a este tema?**

(all results shown)

- não
- não
- não
- não
- não
- nada a acrescentar
- A formação na area da literacia emocional ajudou muito a minha pratica
- desenvolvimento de programas/formas de coaching especificamente aplicadas às organizações de ensino/formação
- Não.
- Gostaria de aprender como fazer com que os outros respeitem a nossa liderança

12) **Outros comentários:**

(all results shown)

- nada