

NATIONAL PROJECT OF TRAINING, SUPERVISION AND RESEARCH IN CLASSROOM ASSESSMENT



PROJETO DE
MONITORIZAÇÃO
ACOMPANHAMENTO
E INVESTIGAÇÃO
EM AVALIAÇÃO
PEDAGÓGICA



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National Project of Training, Supervision and Research in Classroom Assessment (MAIA)

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Abstract

The MAIA Project is a national initiative that began in 2019 to help teachers improve their assessment, teaching, and learning practices through continuous training. The project is organized by a Core Team representing different regions of the country, and works with training structures, trainers, and representatives for curriculum autonomy and flexibility. It aims to build learning communities that promote sharing and critical thinking. The project is based on five founding ideas, including putting student learning at the core of pedagogical processes, and believes that the improvement of pedagogical realities must be based on knowledge. The project also analyzes and discusses the concepts of pedagogical evaluation through active teacher training.

Foreword

What's the point of school if I can't learn from my mistakes?

Asked by a child, this question summarizes the permanent and essential challenges of the teaching action and of the school institution: to give meaning(s) of life to the collective and individual commitment to school and education; to ensure that School is a place of learning for everybody; to learn to think as a central competence of the pedagogical processes.

Project MAIA is where these challenges come together and therefore, in line with the educational policy, within the scope of the curriculum, pedagogy, and assessment. It seeks to answer the question posed by the child, with humbleness and ambition, serving the schools and teachers to serve the students.

The challenges are demanding, but the inalienable commitment to the education of each student is the main goal of MAIA Project, trying to be open and dynamic, valuing collaboration and proximity, in the processes of qualification and training of the various educational agents, particularly teachers.

This brochure appears, therefore, to serve as a "business card" of MAIA Project, inviting everyone not only to know who we are, what we do, and where we want to go, but also and above all, to continue to improve the professional path of each one, but with the common goals that bring us all together.

Eusébio André Machado

(National Coordinator of Project MAIA)

Introduction

The MAIA Project - national project of training, supervision and research in classroom assessment- began in September 2019, with the main purpose of contributing to the improvement of assessment, teaching, and learning practices through the continuous training of teachers.

With a national scope and voluntary participation, this project was thought, conceived, and developed considering that the improvement of student learning is strongly related to the pedagogical practices developed by teachers in schools.

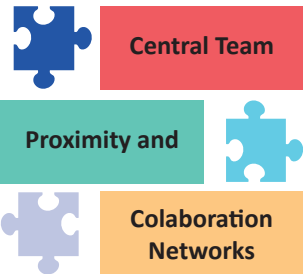
It is a multidimensional project for discussing curricular and pedagogical issues, theoretical and practical issues of teaching, learning, and assessment, issues of ongoing teacher training, and teachers as reflective professionals.

Project Organization

The MAIA Project organizes and develops its training dynamics based on a Core Team, consisting of the National Coordinator and representatives of the various regions of the country (North, Centre, Lisbon and Tejo Valley, Alentejo and Algarve), as well as a representative of the Directorate-General for Education (DGE), the National Agency for Qualification and Vocational Education and Training (ANQEP) and the School Association Training Centers (CFAE).

These Core Team Representatives liaise with the training structures formed by the CFAE, as well as the Trainers and Representatives for Curriculum Autonomy and Flexibility (AFC) of these regions.

The Directors of the CFAE and the Representatives for AFC associate with this organizational dynamic through their organic link with the Directors of the School Clusters (AE) or Schools (ENA) and the Trainees.



The Representatives of each region in the Core Team are in close communication with proximity and collaboration networks, which gather more concrete information from schools and CFAE, monitor training activities in the field, and develop initiatives that can support stakeholders, particularly by promoting reflection, discussion, and sharing of theoretical and practical issues related to educational assessment.

Through this team, articulated in networks of proximity and collaboration, and through periodic meetings and gatherings, formal and informal, we seek to build learning communities that promote sharing and foster critical thinking.

Framework within the public educational policies

In 2017, the Students' Profile by the End of Compulsory Schooling (PASEO) was published, a curricular document that defines Principles (Humanistic Basis, Sustainability, Learning, Inclusion, Stability, Adaptability, and Boldness, Coherence, and Flexibility), Competence Areas (Languages and Texts, Information and Communication, Critical Thinking and Creative Thinking, Reasoning and Problem-Solving, Scientific, Technical and Technological Knowledge, Interpersonal Relationships, Personal Development and Autonomy, Well-being, Health and Environment, Aesthetic and Artistic Sensitivity, Body Awareness and Control) and Values (Freedom, Responsibility and Integrity, Citizenship and Participation, Excellence and Demand, Curiosity, Reflection, and Innovation), which all students are expected to develop throughout their school path.

In 2018, two governmental decrees were published, Decree-Law no. 54/2018, of 6/07, and Decree-Law no. 55/2018, of 6/07, intended to address essential issues for the democratic deepening of the Portuguese school system, presenting the foundations of inclusion and the framework of the curriculum for primary and lower secondary (1st to 9th grade) and upper secondary (10th to 12th grade) education.

More recently, given the impact of the pandemic on education, namely in the inequalities of access to learning and skills recommended in the curricular documents, from 2022 on, the MAIA Project has been highlighted in the scope of the Plan 21|23 School+ (Resolution No. 90/2021 of the Council of Ministers), regarding the Specific Action " Training to evaluate", of the Teaching and Learning Axis

Project Purpose and Rationale

The main purpose of MAIA Project is to contribute to the improvement of pedagogical assessment and teaching practices, from pre-school to the end of secondary education, with beneficial effects on the quality of students' learning.

The project has been developed so that all participants (e.g., trainers, trainees) have the chance to discuss issues related to current perspectives on education, curriculum and curriculum development, teacher education, as well as issues around the relationship between learning, teaching, and assessment. Under these conditions, a curriculum idea is developed in which students' learning should be at the core of the pedagogical efforts in teaching and assessing of schools and teachers, based on the following five underlying ideas.

Five Founding Ideas

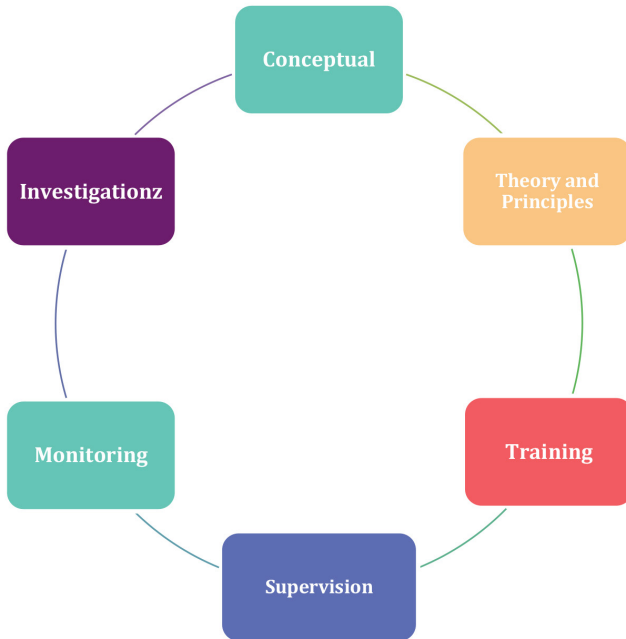
Although MAIA Project was oriented towards the specific domain of pedagogical evaluation, the truth is that this effort could not be properly put into practice without considering founding ideas arising from the vision of education it advocates, as well as from current knowledge about the education and training of children and young people, such as:

- ◆ **Student Learning** must be at the very core of all pedagogical processes.
- ◆ **Learning to Think** is one of the essential educational processes and products of a critical and democratic education.
- ◆ **Curriculum Development** is a process in which all students have opportunities to learn and to develop their most complex thought processes through their active participation in solving a wide variety of tasks.
- ◆ **Assessment, Teaching, and Learning** are fundamental, articulated, and inseparable pedagogical processes.
- ◆ **Quality Feedback**, especially of an informal nature, at the service of student learning, is the main purpose of pedagogical evaluation.

The 6 dimensions of the MAIA Project

MAIA Project assumes that the transformation and improvement of pedagogical realities must be based on knowledge.

In this sense, it is necessary to analyze and discuss the founding and structuring concepts of pedagogical evaluation, such as Formative Evaluation, Summative Evaluation, Criterial Evaluation, Classification, Criterion, Descriptor, Feed up, Feedback, Feedforward. Such concepts are discussed and analyzed in the processes of active teacher training, which establish formal and informal networks of collaboration, cooperation, and communication.



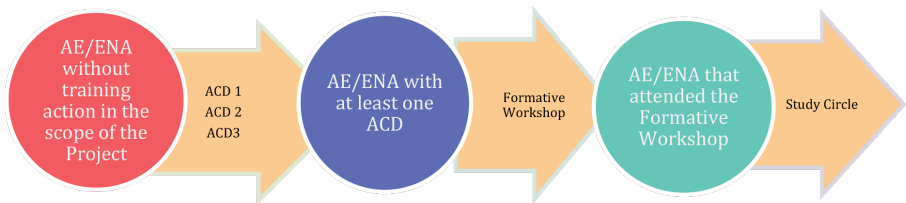
The fundamental products developed in the scope of the Training Workshops are the Intervention Projects (PI), which have contributed to the collaborative problematization of pedagogical evaluation theories and practices in schools, through the design of strategic, situated, and intentional intervention plans that aim to promote improvement in the evaluation cultures of the schools. Simultaneously, in addition to the various follow-up and monitoring devices that support the work of the training, an investigative dimension is developed, consisting of data collection according to a matrix, which is then analyzed to enable considerations and conclusions to be drawn about teaching, learning, and student assessment practices.

Training Referential

Training courses for teachers are accredited by the Scientific-Pedagogical Council for Continuous Training, except for Short-Term Courses, which, under the terms of the law, are certified by the promoting entities.

The training offer aims at being diversified and meeting the different needs of trainees and school organizations in the context of pedagogical evaluation. Thus, MAIA Project promotes:

- ◆ **Short-term actions/courses (ACD)**, aimed at raising awareness and introducing central issues about the nature and fundamentals of evaluation and at sharing formative experiences.
- ◆ **Formative workshops and study circles**, which establish a deeper relationship between theoretical and conceptual dimensions, classroom educational practices, and research.



Production of Support and Study Materials

Based on a demanding and up-to-date review of the literature, resulting from research and studies produced in the most prestigious academic world in Educational Sciences, members of the MAIA Project Core Team have produced Webinars, Support Texts, and Thematic Sheets on key topics of Educational Assessment.

These documents, conceptually clarifying, accessible and synthetic, have been an added value for formal and informal training processes, for study, reflection, and discussion in the pedagogical structures of the schools, and also for individual study by teachers.

Both the texts and the thematic Webinars, which aim to reach a wider number of teachers, are free and open access for the educational community on the MAIA Project's microsite: <https://afc.dge.mec.pt/projeto-maia/documentos-do-projeto>

The production of these materials has contributed to the theoretical-conceptual clarification and its relationship with praxis, shared reflection, discussion, and analysis of the concrete reality of schools, the classroom, subjects, and the curriculum. The purpose of the Project is to trigger greater collaboration among teachers through continuous teacher training, with effects on the improvement of teaching and student learning, in accordance with the principles of inclusive, quality, and equitable Education.

It is the aim of the MAIA Project that the training processes that take place from North to South of the country, the handouts, the support texts, and other strategic documents produced, as well as the thematic webinars, can contribute to clearing up misconceptions between assessment and grading, which often reduce the assessment to a metric, or a bureaucratic technique, and establish in the educational communities a conception of assessment as a participatory and judicious pedagogical process, integrated into the curriculum and articulated with the didactic practices of the classroom.

Testimonials from training participants...

The time in schools is not always for reflection and discussion, unlike the time in the training - ideally there should be mobilization of what is learned and reflected in this context into the educational context - this carry-over is very important and can allow contamination to other teachers and thus enable a real community of new pedagogical evaluation practices.

“The feedback from the trainees has been extraordinary, it was a process of transformation - to think about what they were doing.”

It has been possible to create work networks within the schools themselves, true 'learning communities' around the processes of teaching, learning and assessing, thus contributing to the involvement in the intended changes.”

