



Governance role school board/headmasters

Social ownership versus stakeholders

From the example of Early Childhood Education and Care (ECEC)

What is governance?

What is governance?

<http://en.wikipedia.org/wiki/Governance>

Governance is the act of governing. It relates to decisions that define *expectations*, grant [power](#), or verify [performance](#).

It consists of either a separate process or part of [management](#) or [leadership](#) processes.

(...)

In the case of a [business](#) or of a [non-profit organization](#), governance relates to consistent management, cohesive policies, guidance, processes and decision-rights for a given area of responsibility.

What is governance?

Internal process

associated to

- Leadership
- Accountability
- Sustainability

What is governance?

External influences

LEGISLATION

- Inspection
- Social responsibility
(ISO 26000)
- Other sources & influences

ECEC

PORTUGAL



Quality Matters in Early Childhood Education and Care

PORTUGAL

Miho Taguma, Ineke Litjens and Kelly Makowiecki



Early Childhood Education and Care

Common challenges countries face in enhancing quality in ECEC curriculum are:

- 1) defining goals and content;
- 2) curriculum alignment for continuous child development;
- 3) effective implementation; and
- 4) systematic evaluation and assessment.

WHAT ARE THE CHALLENGES AND STRATEGIES?

Early Childhood Education and Care

Portugal has made several efforts in tackling these challenges by, for example, **involving stakeholders** in the design process to ensure stakeholder buy-in;

aligning the guidelines with **international conventions** regarding children's rights;

carrying out a study to identify areas in need of materials to **support** the implementation of the curriculum guidelines by both **staff and parents**;

and

evaluating the implementation of the **guidelines**.

**... involving
stakeholders ...**

During a forum in June 2011, debates were organized with stakeholders discussing what should be included in the guidelines for ages zero to three and how the guidelines should be implemented.

**aligning the
guidelines with
international
conventions**

Portugal's Ministry of Education and Science is setting *Learning Outcomes for all education levels, aiming at aligning the outcomes for different education levels.*(...)

Additionally, the ministry is planning on developing guidelines for zero-to-three-year-olds and aligning them with the existing guidelines for three-to-six-year-olds.

**For effective
communication
and
implementation**

The Ministry of Education and Science and the Ministry of Labour and Solidarity published a brochure with guidelines for staff and parents on how to support families and how families are supported by ECEC.

The brochure presents information and strategies on how to incorporate socio-cultural development in ECEC and early learning.

Evaluating the implementation of the curriculum

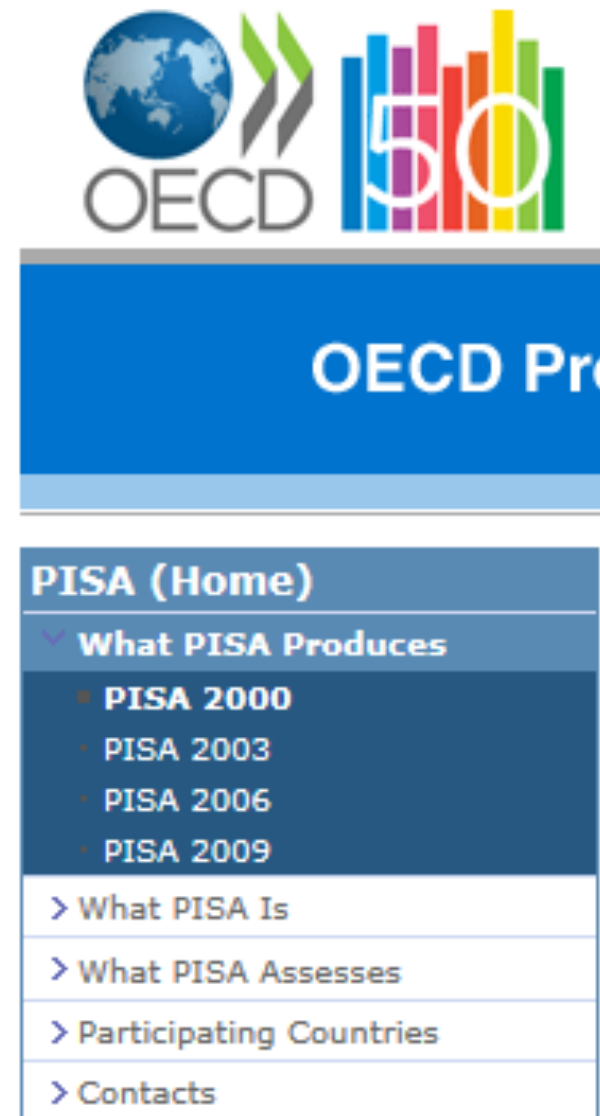
The Directorate General for Innovation and Curriculum Development hired the University of Oporto to carry out a case study with 20 kindergartens to collect data on the quality of actual practices of how the curriculum guidelines have been used.

Who is governing?

- External influences: international organizations?!
 - Researchers?
 - **National Administration??**
- School boards?
 - School headmasters?
- The media?
 - Parents?
- Local stakeholders?

PISA

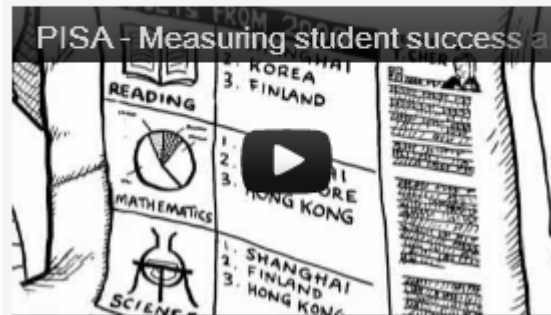
Launched in 1997 by the OECD, the Programme for International Student Assessment (PISA) is an international study which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students.



<http://pisa2000.acer.edu.au/index.php>

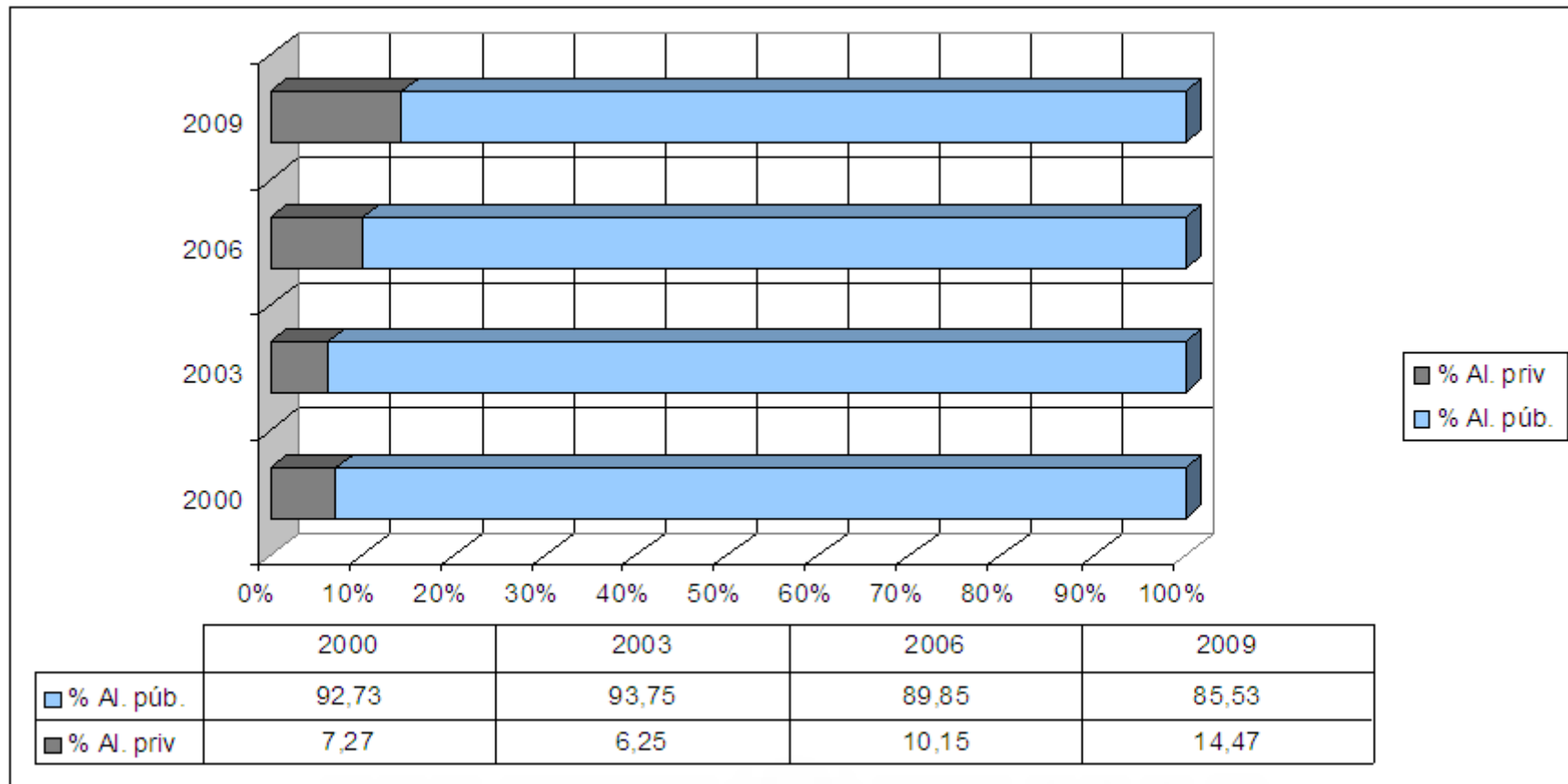
PISA

**PISA: Measuring student success
around the world**

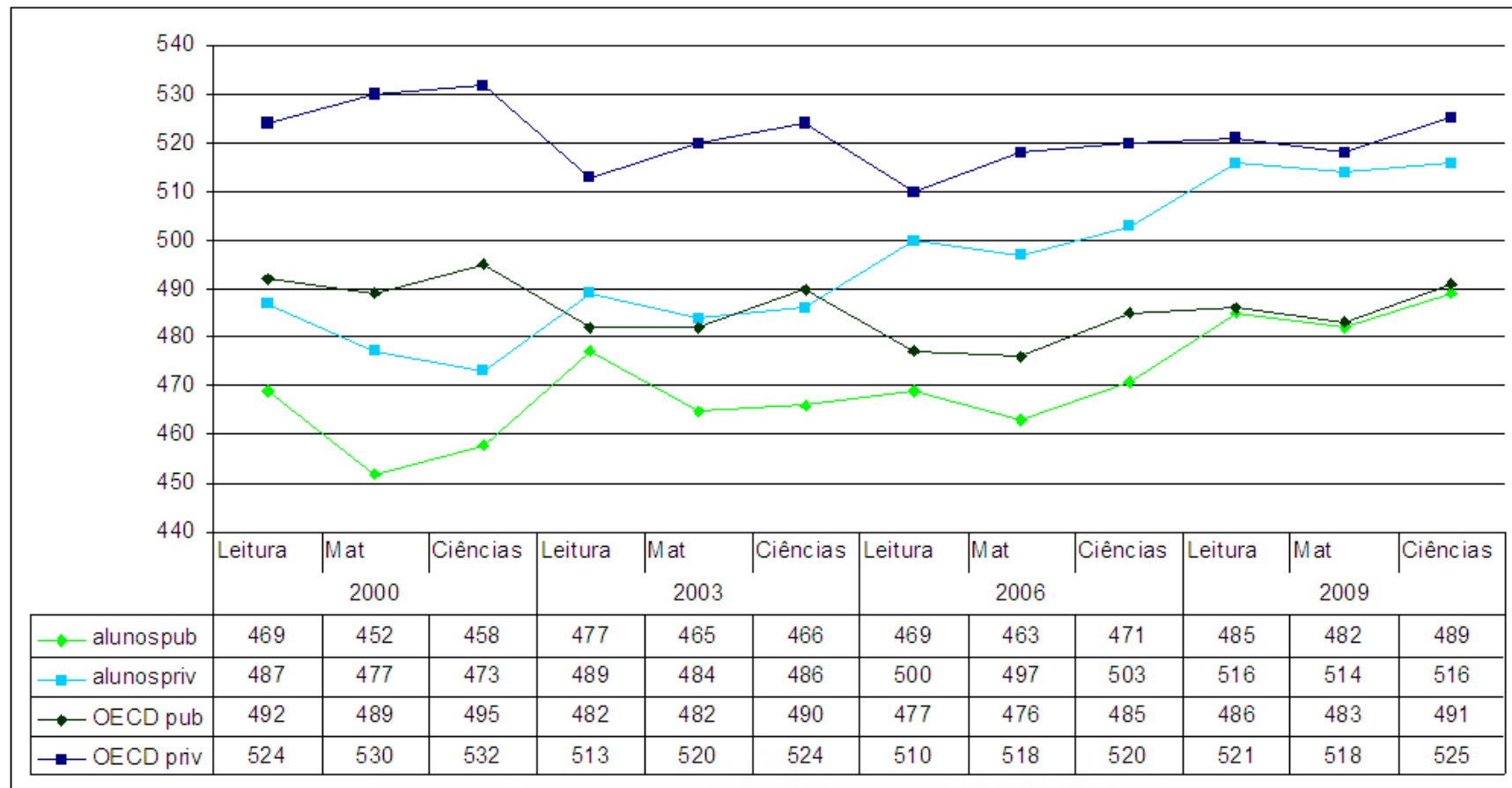


<http://www.oecd.org/pisa/>

Sample of Portuguese students



Portugal: results from 2000 to 2009



Social ownership?

What is the purpose of education?!

Who is served by the school??

- Values?
 - School headmasters?
- Social cohesion?
 - Boards?
- Stakeholders?
 - Parents?