

School Association Teachers' Training Centres

The Portuguese Case



José L. Diogo
dir.almadaforma@aecaparica.pt

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AGENDA

1. Introduction
2. School Association Training Centres (CFAEs): brief portrait;
3. The CFAEs as structures of CPD, educational change and innovation;
4. Debate

2. School Association Training Centres (CFAEs): Brief Portrait



School Association Training Centres (CFAEs)



Teachers and educational staff training entities, created in 1993, that in the EU context just can be found in Portugal;

In-service professional education training entities;

CPD entities that have the purpose of create contexts for education professionals and school organizational development;

Associations of public and private schools belonging to the same geographic area

School Association Training Centres (CFAEs)



There are 91 CFAEs that cover the Portuguese continental territory;

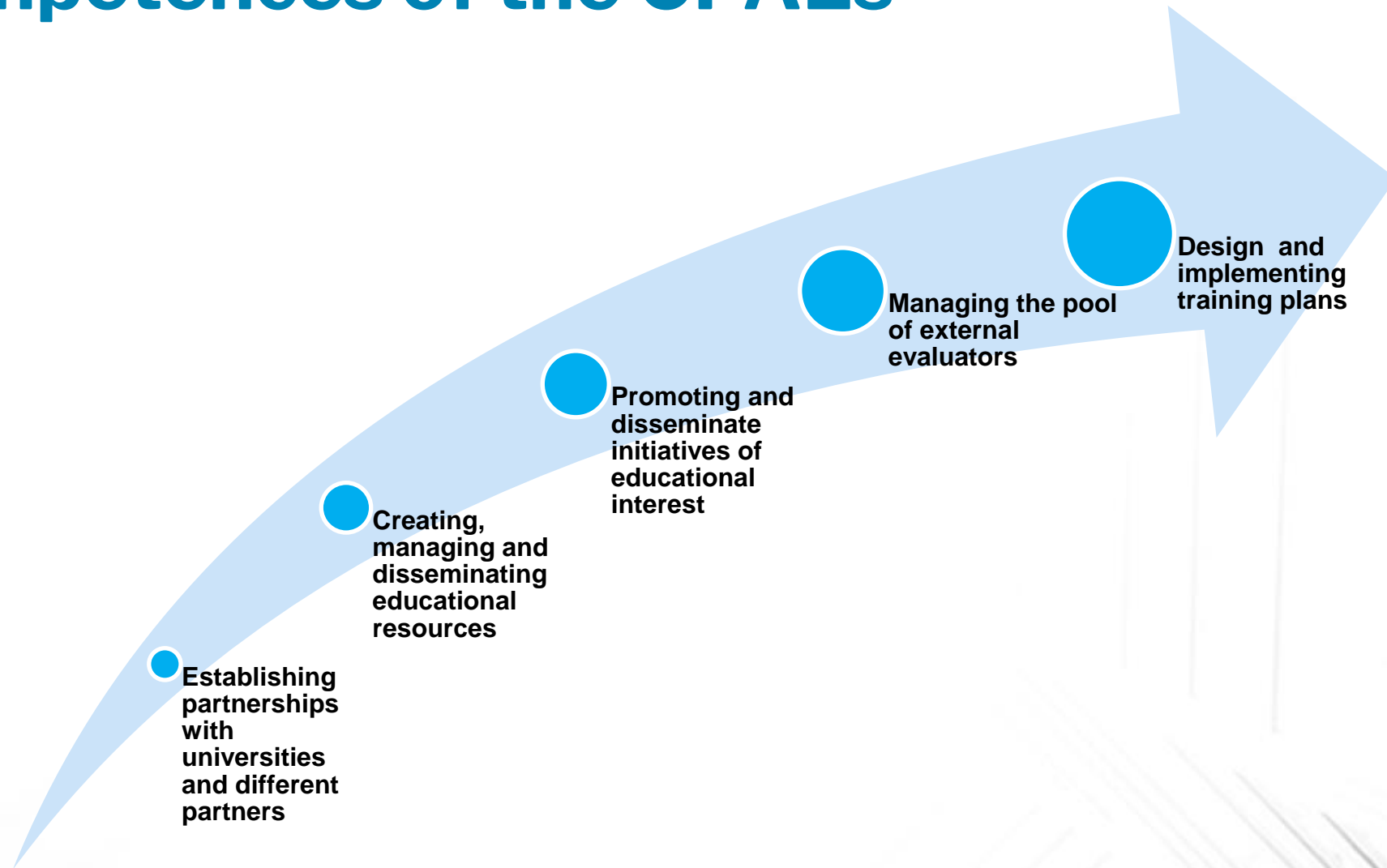
CFAEs are responsible for 70% of in-service teacher training in Portugal;

Assures the management of the pool of external evaluators in the process of teacher evaluation;

A Brief Portrait of CFAEs: organisation and functions

- AlmadaForma is one of the biggest CFAEs of the country, covering Almada municipality – South Bank of Tagus River
- Composed by 15 organic units (13 school clusters and 2 secondary schools) – Total of 58 primary and secondary schools;
- Serving around 2500 teachers, 42 specialized technicians, and 715 non teaching educational staff (548 Operational assistants and 125 administrative technicians).
- Small and flexible structure (5 people) located in one associated school (head school) where there are the CFAE facilities;

Competences of the CFAEs

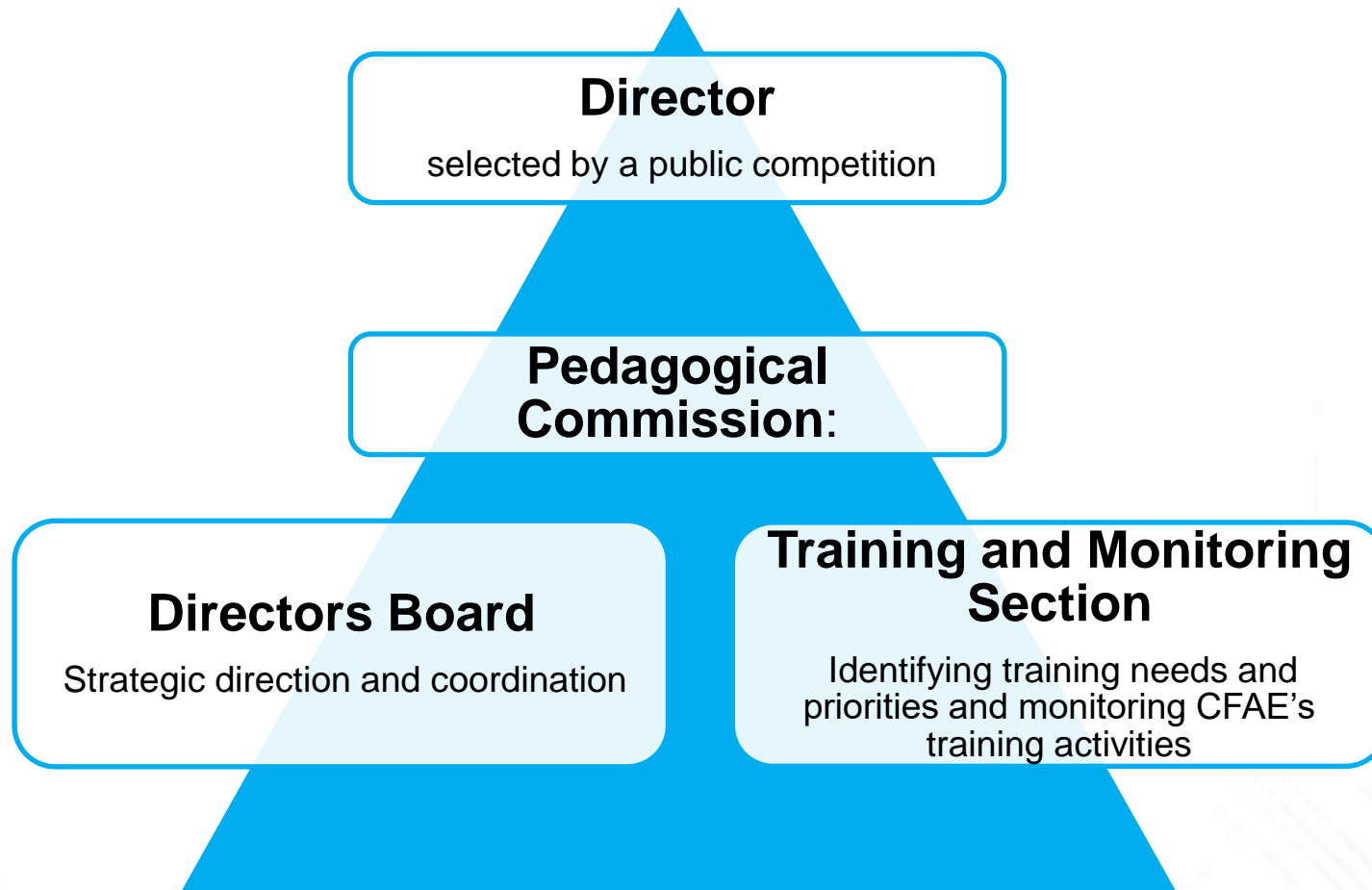


Teacher Training National Programs implemented by the CFAEs

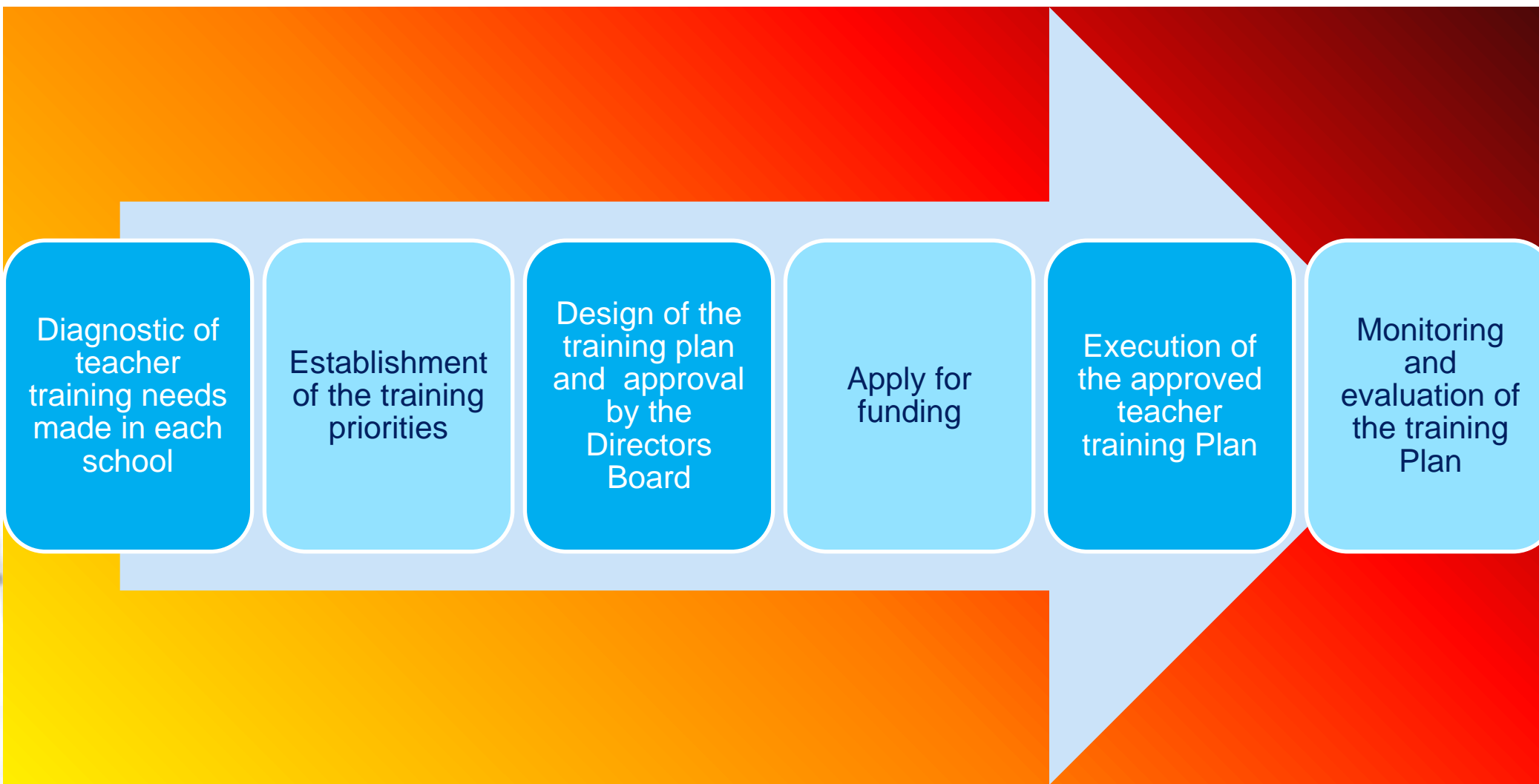
- National Reading Plan (since 2006);
- Action Plan for Maths (2006-2007));
- Experimental Teaching of Sciences (2006-2010),
- Technologic Plan of Education (2007-2008);
- National Training Plan for Teacher Evaluation (2008 – 2009;
- National Plan for the Promotion of Quality Learning (since 2017)
- School autonomy, curricular flexibility and inclusion (since 2018);
- MAIA Project (Monitoring, Follow-up and Research in Pedagogical Evaluation), (since 2019);
- Teacher's Digital Capacitation (2021-2024).



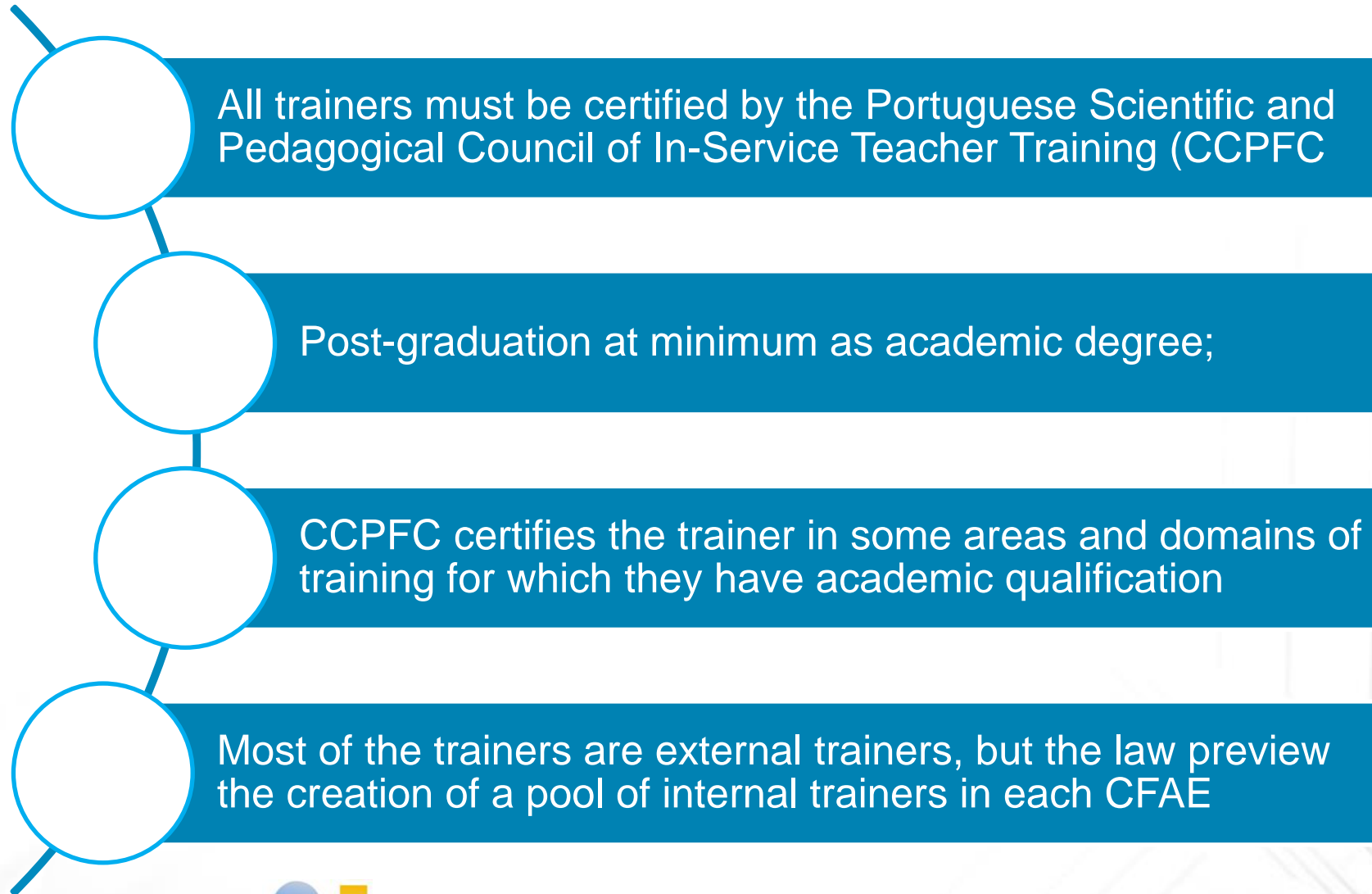
Management and administration of the CFAEs



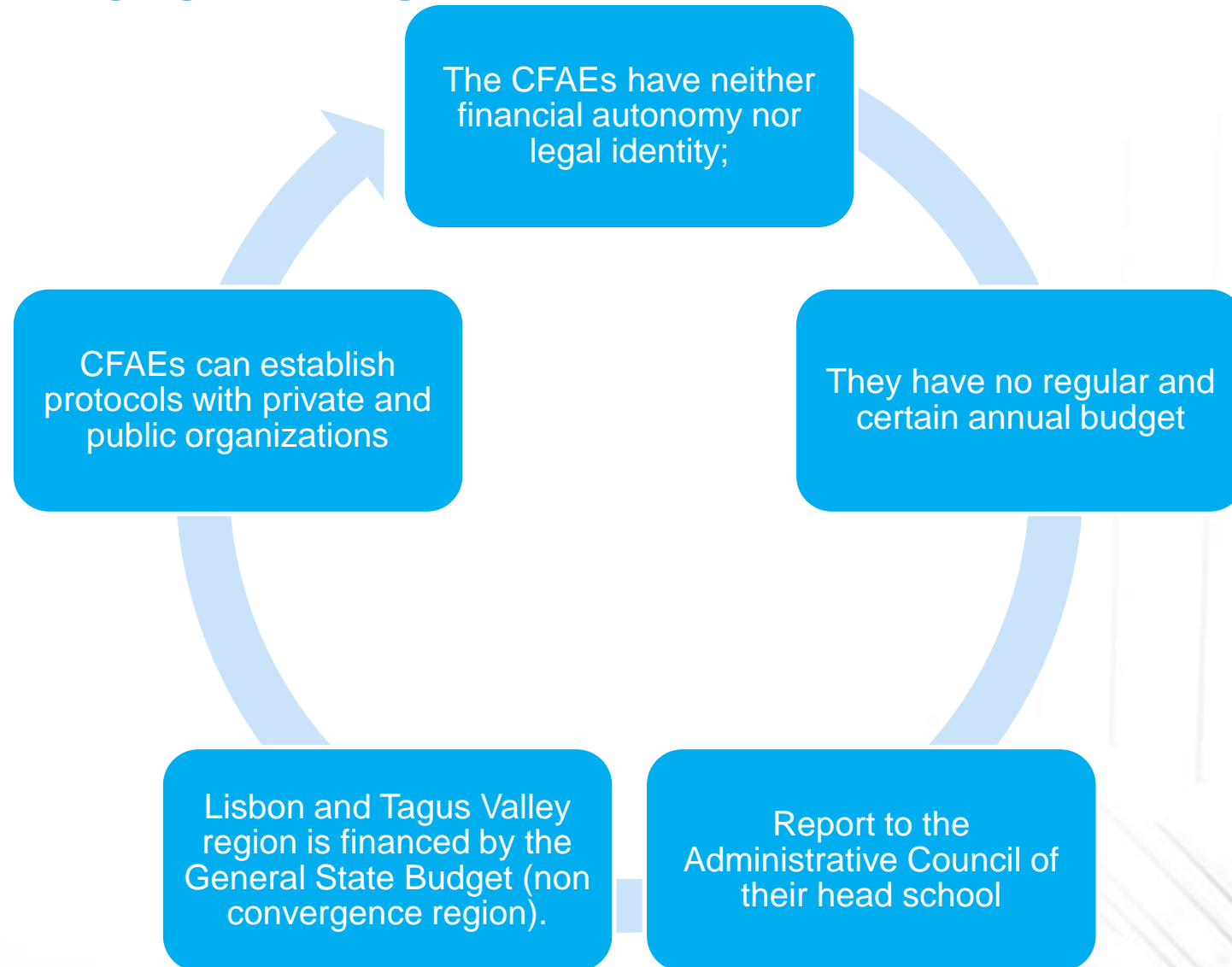
Teacher's Training Plans



The teacher trainer profile



Funding of the CFAEs





CFAEs emerged as important educational partners in the conception and implementation of teacher training programmes and they were authors and co-authors of local teacher training public policies:

- **making diagnostics of training needs;**
- **designing and implementing teacher training plans;**
- **monitoring and evaluating those plans.**



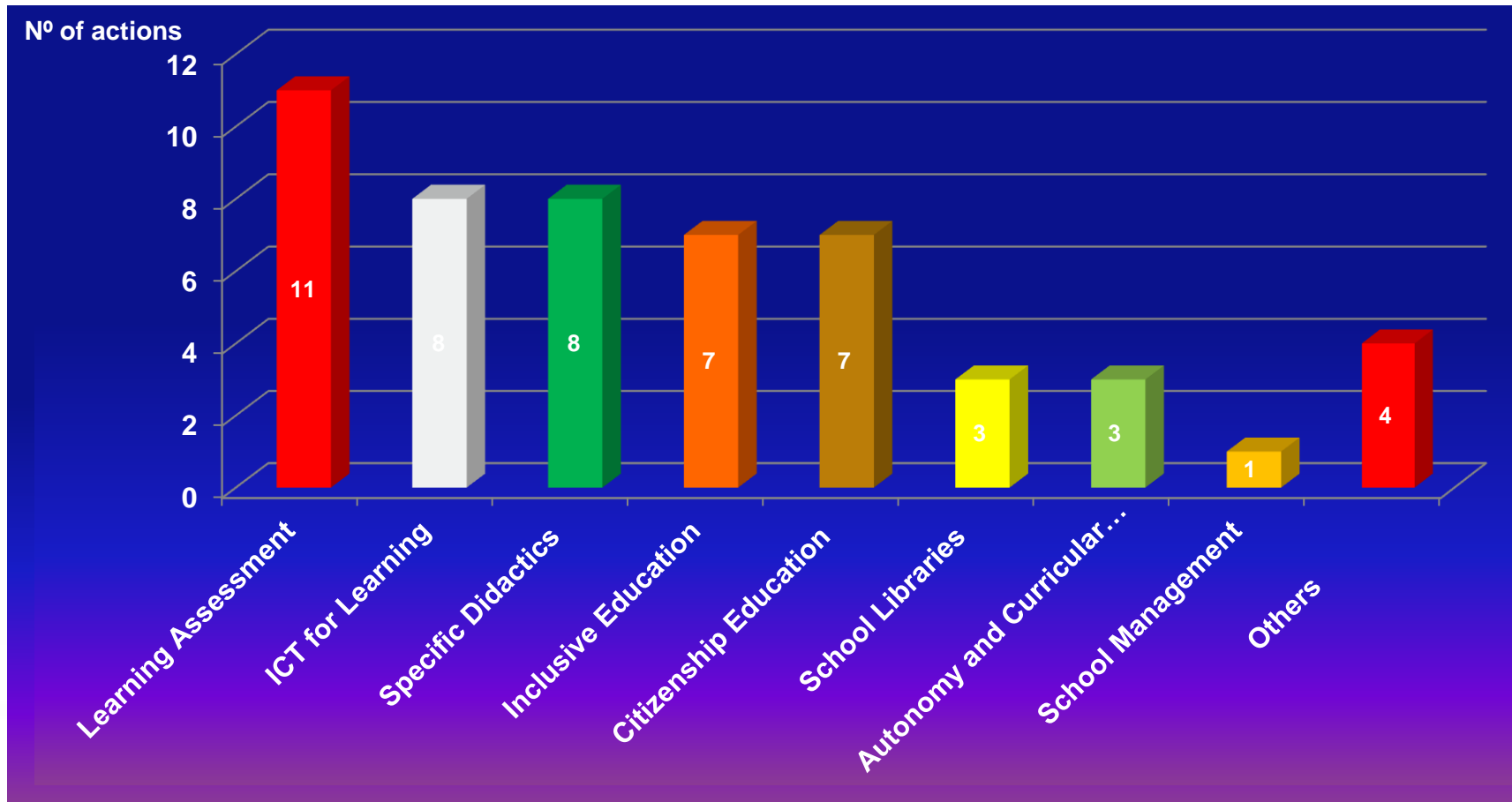
3. The CFAEs as local agencies of teacher's CPD, educational change and innovation;



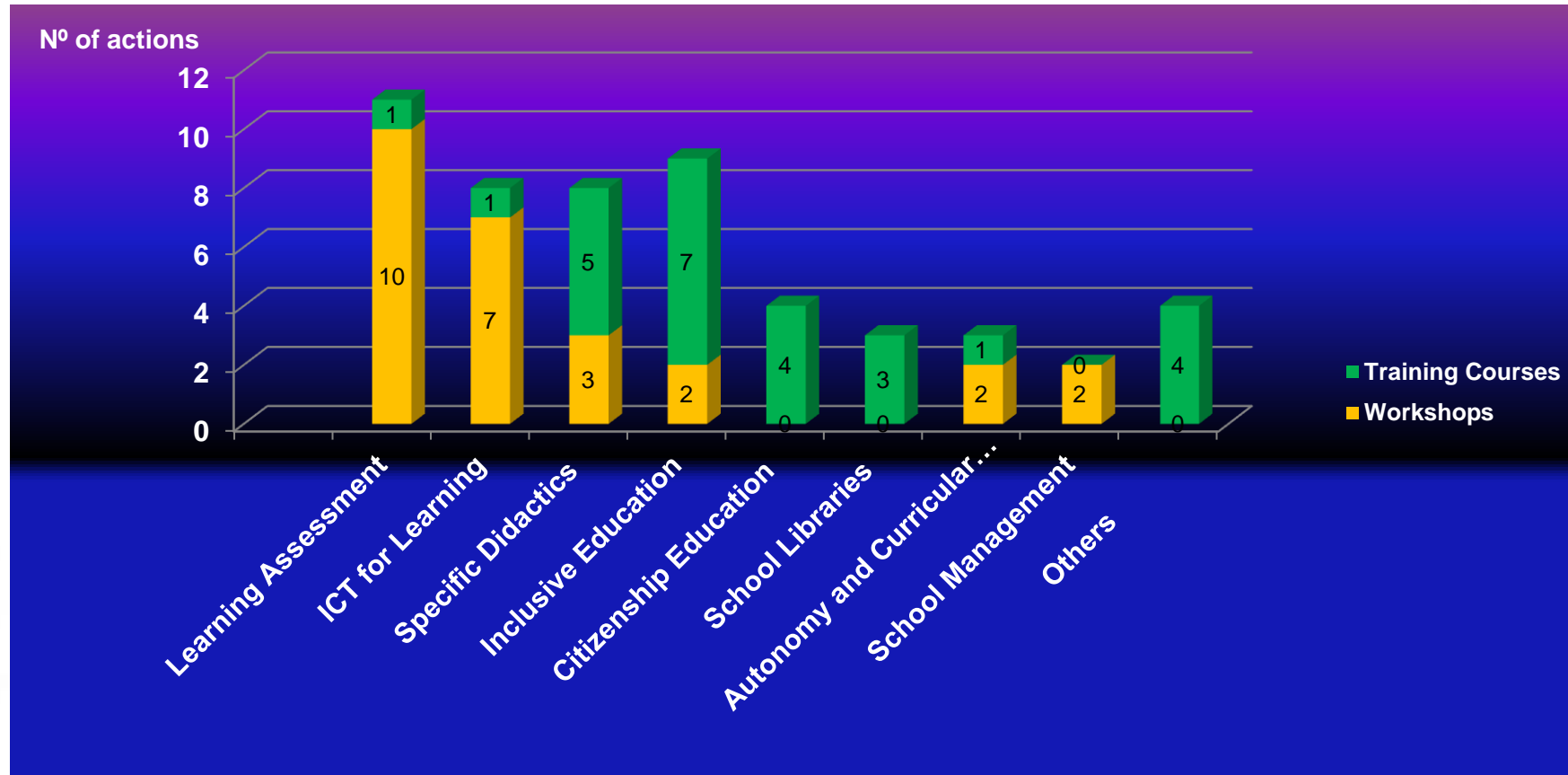
AlmadaForma - Number of actions per category - 2020/2021

Categories/Themes	Nº of Actions	Workshops	Training Courses	Nº of Trainees	Hours of training		
					Presential	Autonomous	Total
Learning Assessment	11	10	1	161	275	250	525
ICT for Learning	8	7	1	139	160	110	270
Specific Didactics	8	3	5	129	190	140	330
Inclusive Education	7	2	7	162	240	160	300
Citizenship Education	7	0	4	64	105	55	160
School Libraries	3	0	3	112	45	15	60
Autonomy and Curricular Flexibility	3	2	1	39	50	25	75
School Management	1	2	0	36	25	25	50
Others	4	0	4	86	75	0	75
TOTAL	52	26	26	928	1165	780	1845

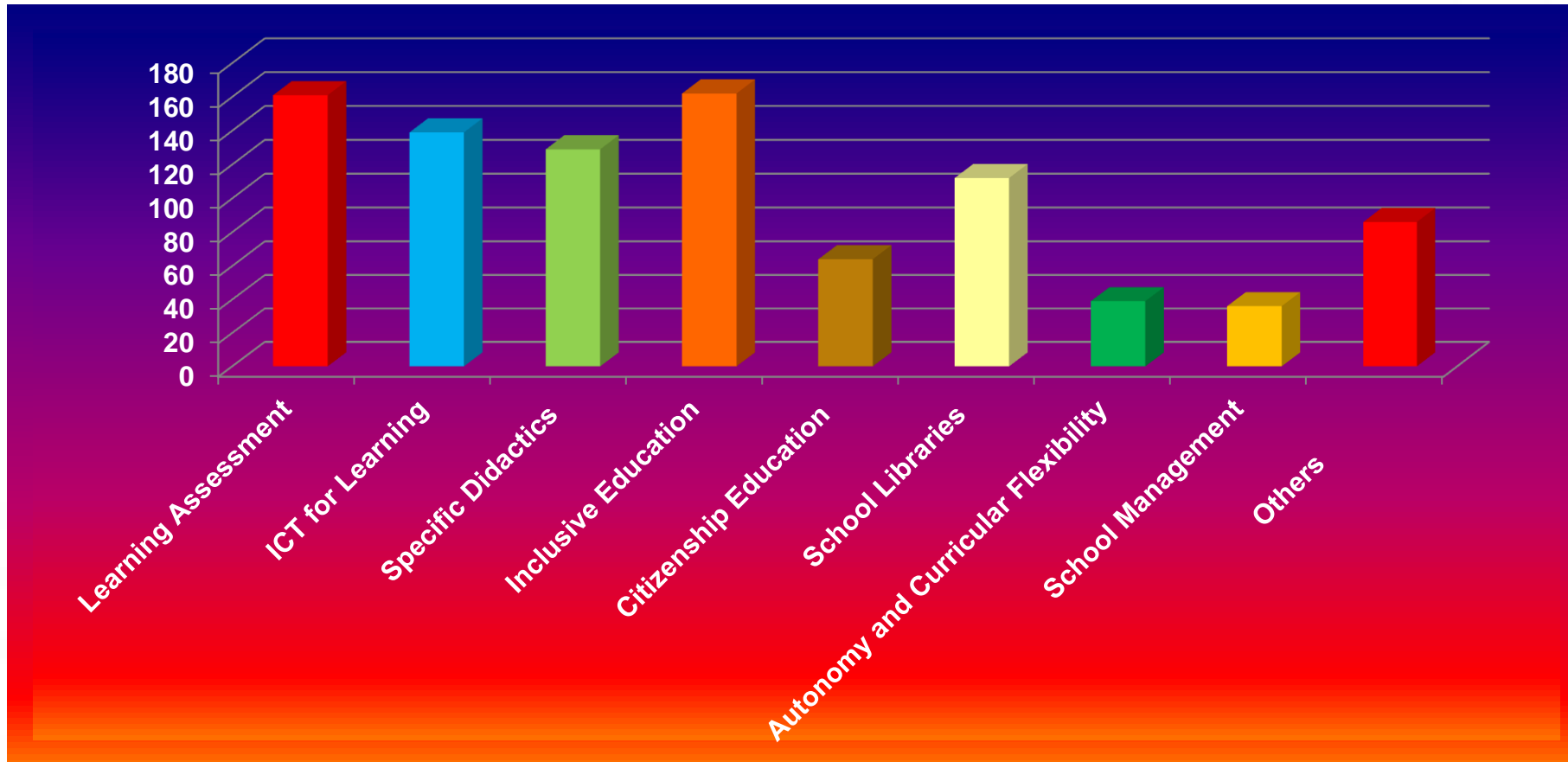
Distribution of the number of Training courses per category - 2020/2021



Distribution of the number of training actions by theme and type of action - 2020/2021



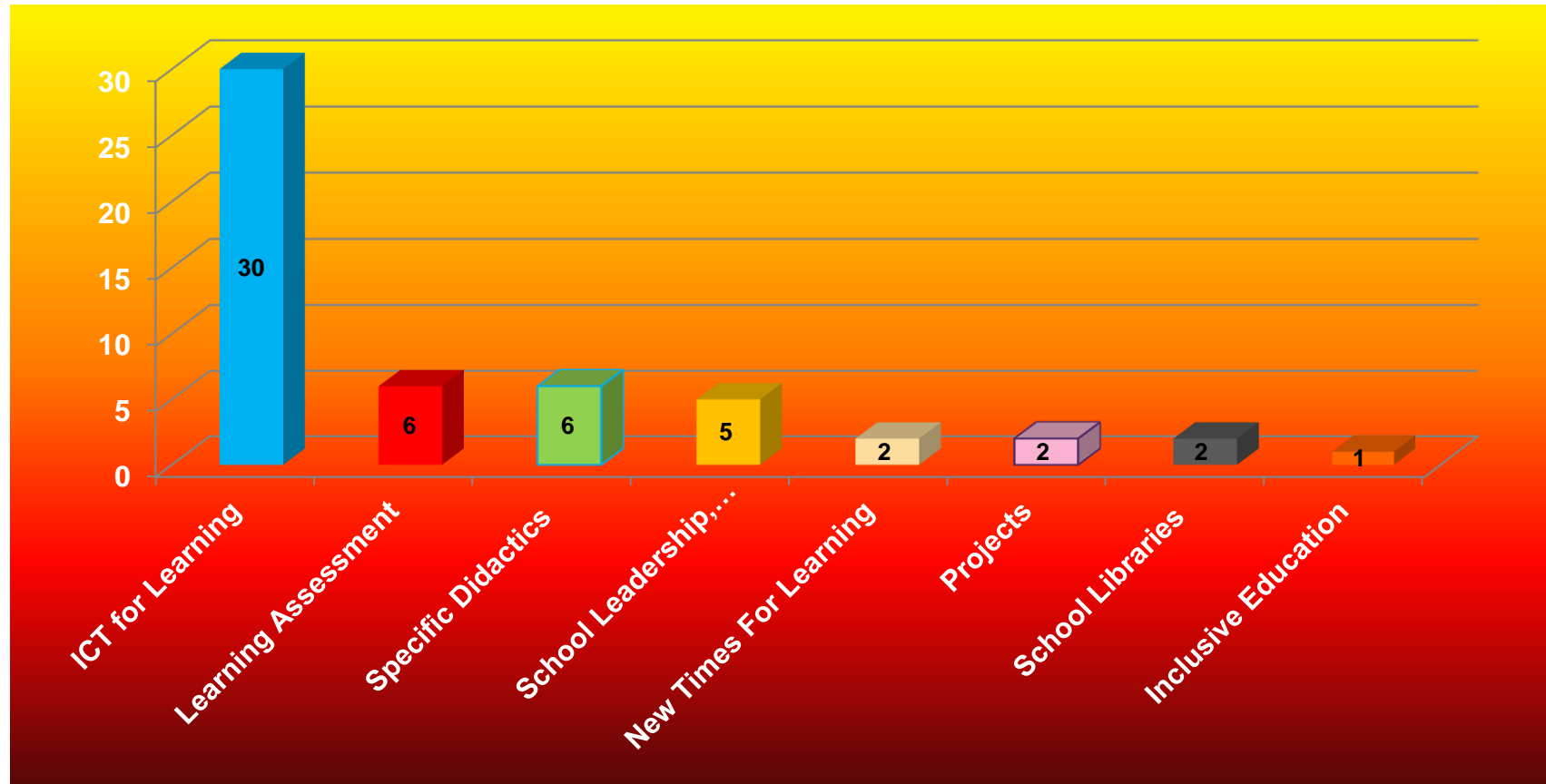
Number of Trainees per Theme - 2020/2021



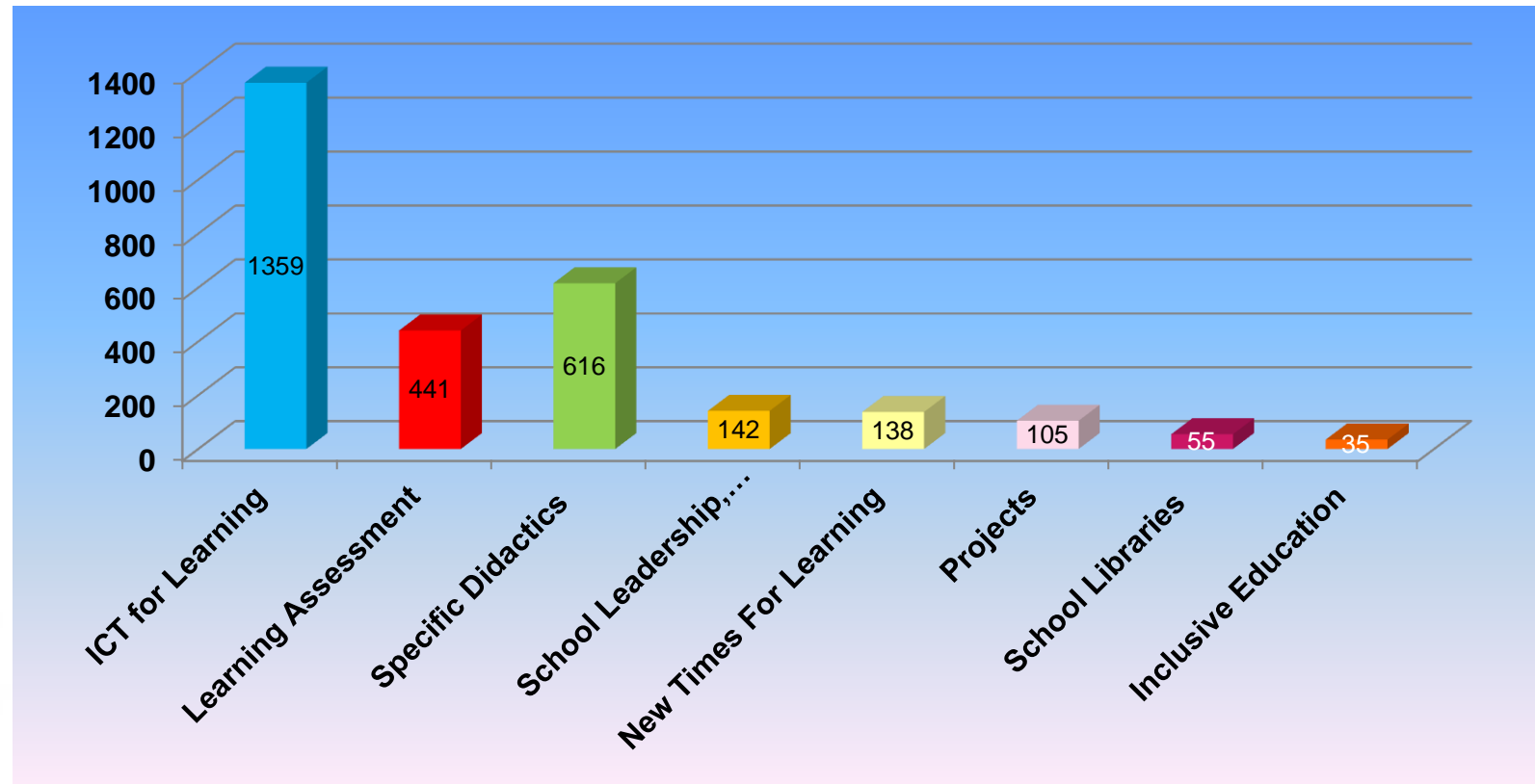
AlmadaForma - Number of Short Term Actions per Category - 2020/2021

Categories/Themes	Nº of Actions	Nº of Trainees	Nº of Hours
ICT for Learning	30	1359	98
Learning Assessment	6	441	44
Specific Didactics	6	616	16
School Leadership, coordination and Pedagogical Supervision	5	142	16
New Times For Learning	2	138	9
Projects	2	105	6
School Libraries	2	55	3
Inclusive Education	1	35	12
Total	54	2891	204

Distribution of the number of Short Term Actions per Theme - 2020/2021



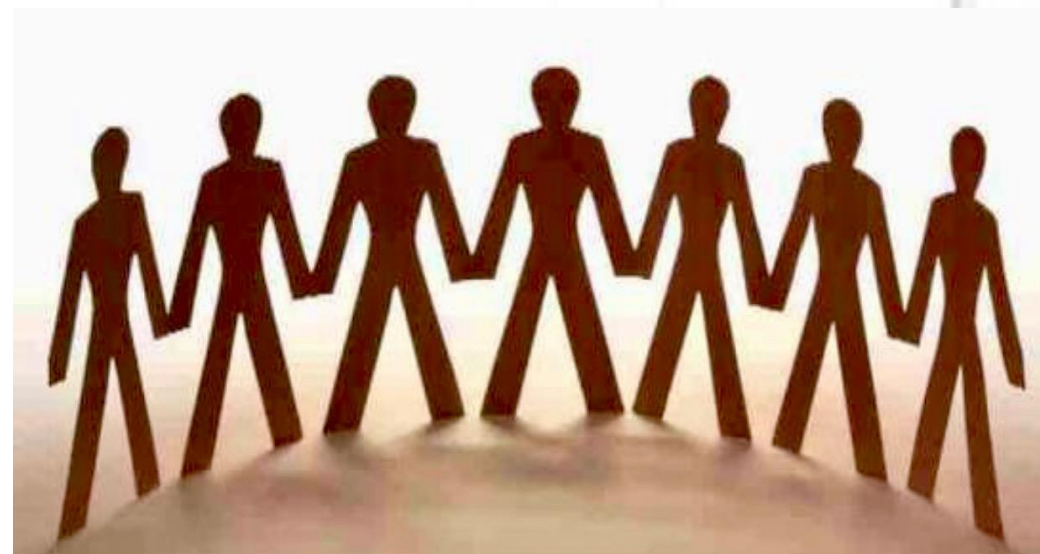
Short Term Actions: Distribution of the number of trainees - 2020/2021





One of the most powerful ideas that better characterize the CFAEs is the **concept of association**: a **free organisation** of people or institutions, without profit and aiming to **achieve common objectives**.

The association concept is also inspired in the principle of free and **voluntary adhesion**, as well as in the ideas of **participation, autonomy, interaction** and **interest for the common good**.



The CFAEs have created sustainable contexts of teachers training





Three decades of direct contact with the field, showed extraordinary examples of good, excellence and innovation practices with clear impact in the improvement of:


- Schools organization and leadership;
- Teaching practices;
- Quality of learning.



The dark side of the moon

Step by step the CFAEs have lost some of their initial autonomy and the central administration has been a major role in define the priorities and the financing of CFAES training activities .

the CFAEs have been progressively converted into executors and managers of training programs conceived and designed by the central administration, especially by the Directorate General of Education, and they have been losing autonomy and capacity to influence policy-making in education.

The background of the slide features a vibrant sunset sky with warm orange and yellow tones. In the foreground, the silhouettes of two people are captured in mid-air, jumping joyfully with their arms raised. The ocean is visible at the bottom of the frame, with gentle waves. The overall mood is one of celebration and optimism.

**Portuguese
Educational system
have much to gain from
giving a more active
role of CFAEs as
partners in supporting
education policies!**

CFAEs must be part of the solution!

THANK YOU



José L. Diogo
dir.almadaforma@aecaparica.net