

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Portugal



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

Following a rigorous evaluation over ten years, a new decree-law on inclusive education entered into force.

The legal framework for inclusive education ([Decree-Law No. 54/2018, 6th July](#)) establishes the principles and regulations that ensure inclusion, as a process which responds to the diversity of needs and capabilities of each and every student, through increased participation in the learning processes and educational community.

The above-mentioned Decree-Law:

- *does not use student categorisation systems, including the “special educational needs” category;*
- *is not a model of special legislation for special students;*
- *establishes a continuum of provision for all students;*
- *focuses on educational responses rather than student categories;*
- *foresees the resource mobilisation (as a complement, whenever necessary and appropriate) in the areas of health, employment, vocational training and social security.*

[...] The methodologies underlying Decree-Law No. 54/2018, 6th July, are based on the universal design for learning and the multilevel approach to accessing the curriculum.

The multilevel approach is based on flexible curricular models for systematic monitoring of the effectiveness of successive interventions for each student to acquire a common set of key competences, focussed on their abilities and interests.

The different measures supporting learning and inclusion are divided into three areas: universal, selective and additional:

- *Universal measures are those the school uses to promote participation and improved learning for all students, such as (i) pedagogical differentiation; (ii) curricular adaptation; (iii) curricular enrichment, among others.*
- *Selective measures meet the learning support needs not achieved by the application of universal measures, such as, (i) differentiated curricular pathways; (ii) non-significant curricular adaptations; (iii) psycho-pedagogical support; (iv) forecast and consolidation of learning; tutorial support.*
- *Additional measures focus on significant and persistent difficulties in communication, interaction, cognition or learning and which require*



Wider policy context

specialised resources, namely, (i) grade attendance per subject; (ii) significant curricular adaptations; (iii) individual transition plan; (iv) structured teaching methodologies and strategies; (v) development of personal and social autonomy competences.

(Eurydice, National Education Systems, Portugal, [Special Educational Needs Provision within Mainstream Education](#))



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	–
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	2.1.2.1 The kindergarten, class or head teacher (depending on the learner's grade) co-ordinates the implementation of the measures proposed in the technical pedagogical report. Each school shall have a multidisciplinary team to support inclusive education. This team consist of permanent members (one teacher who assists the school director; a special education teacher; three members of the pedagogical council with functions of pedagogical co-ordination in the different levels of education and teaching; a psychologist) and of variable members (individuals related to the learner being discussed: the head teacher; the learner's other teachers; technicians from the resource centre for inclusion and other technicians who intervene



Policy priorities	Findings
	<p>with the learner; assistants; parents). (Decree-Law No. 54/2018, 6 July; Law No. 116/2018, 13 September)</p> <p>2.1.2.2</p> <p><i>To support mainstream schools, two national networks of resource centres have been created:</i></p> <ul style="list-style-type: none">• <i>National Network composed of [93] Resource Centres for Inclusion (RCI) created from former special schools (Notice No. 5834-A/2013 [and Notice No. 5032/2017 on Application for accreditation and accreditation renewal of RCI]). These centres aim to support mainstream schools and have been a key lever for the development of inclusive schools.</i>• <i>National Network composed of 25 Information and Communication Technology (ICT) Resource Centres whose mission is to assess and prescribe assistive technology. They also have a key role in teaching the use of technology to teachers and parents.</i> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 3)</p> <p>2.1.2.3</p> <p>RCIs support and intensify the schools' capacity to promote the educational success of all pupils. RCIs work in a pedagogical and developmental partnership with schools. They provide specialised services as facilitators for the implementation of inclusive education policies and practices.</p>



Policy priorities	Findings
<p>2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners</p>	<p>2.1.3.1</p> <p>Policy provides training for external evaluators of teachers' performance, installing a longer assessment cycle:</p> <p><i>Established in 2012, the teacher performance assessment system introduced changes to previous models, such as the simplification of procedures, longer assessment cycles and the introduction of an external aspect focussed on classroom observation. As a result of legislation, and in order to strengthen and consolidate the specific skills of the teachers involved in classroom observation, between 2013 and 2016, the DGAE [Direção-Geral da Administração Escolar, Directorate-General for School Administration] implemented training programmes for the external evaluators of the scientific and pedagogical aspects of teacher performance. This nationwide training, provided by the CFAE [Centros de Formação de Associações de Escolas, School Association Training Centres], covered around 5,000 external teachers' evaluators in its four editions (Eurydice, National Education Systems, Portugal, Continuing Professional Development for Teachers Working in Early Childhood and School Education).</i></p> <p>2.1.3.2</p> <p>In 2018, the DGAE promoted in-service training sessions to update the knowledge of the external evaluators of the scientific and pedagogical aspects of teacher performance.</p>

Evaluative comments for 'Policy vision'

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2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	–
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	2.2.2.1 <i>Initial teacher education includes a generic and introductory approach to issues related to inclusion, as well as understanding and supporting learners with diverse characteristics and additional needs and working with families</i> (European Agency, Country information for Portugal, Teacher education for inclusive education).
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.3.1 <i>In Portugal, there is no programme specifically designed to place teachers in schools at the beginning of their teaching careers. However, in the regulations for teachers' access to careers in state schools (2007), a probation period lasting at least one school year was stipulated.</i> <i>It is undertaken in the school where the teacher is working, focussing on capacity and integration, adaptation and participation in educational community activities, as well as the didactic, pedagogical and scientific abilities required to achieve high levels of proficiency that inexorably contribute to the success of students and the educational system.</i> <i>The teacher on probation is accompanied by another teacher to assist him with didactic, pedagogical and scientific plans. Whenever possible, this teacher is from the same recruitment group, positioned at scale 4 or higher, and has a minimum of a Good grade</i>



Policy priorities	Findings
	<p><i>for their last performance review, subject to the provisions of paragraphs a) and b) no. 4 of article 31 of the Teaching Career Statute (Estatuto da Carreira Docente – ECD).</i></p> <p>(Eurydice, National Education Systems, Portugal, Conditions of Service for Teachers Working in Early Childhood and School Education)</p>
<p>2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.4.1</p> <p>‘All teachers should do some training in their area of intervention regularly. (Decree-Law 22/2014, 11 February)’ (European Agency, Country Policy Review and Analysis, Portugal, p. 29).</p> <p>2.2.4.2</p> <p><i>Continuing education is ensured as a right and a duty and has the aim of up-grading and up-dating the teacher’s professional knowledge and competences, his/her professional mobility and career advancement.</i></p> <p><i>[...] The School Association Training Centres (CFAE) draw up an annual or multiannual training plan, taking into account the priorities indicated by the associated schools [...] A few nationwide continuing training programmes have also been designed in agreement with national training priorities.</i></p> <p>(Eurydice, National Education Systems, Portugal, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p> <p>2.2.4.3</p> <p>Dispatch No. 778/2019, 18 January, states priority areas for the development of continuing education training sessions:</p> <ul style="list-style-type: none"> • the promotion of school success;



Policy priorities	Findings
	<ul style="list-style-type: none"> • the basic and secondary education curriculum, the guiding principles conception, operationalisation and assessment of learning, pursuant to Decree-Law No. 55/2018, 6 July; • the legal regime for inclusive education, approved by Decree-Law No. 54/2018, 6 July. <p>2.2.4.4</p> <p>In in-service training, ‘Most teachers reported greatest need for professional development in teaching learners with special educational needs’ (European Agency, Country information for Portugal, Teacher education for inclusive education).</p>
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1</p> <p><i>Decree 212/2009, 23 February, establishes two conditions to become a special education teacher:</i></p> <ul style="list-style-type: none"> • <i>Professional qualification;</i> • <i>Specialisation training (implies at least five years of previous experience in mainstream education).</i> <p><i>Decree 95/97 [23 April] establishes the basis for specialised training in special education (among other areas). It must be a programme of at least 250 hours with general training in educational sciences (20%), specific training (at least 60%) and research training.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, pp. 32–33)</p>



Policy priorities	Findings
<p>2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy</p>	<p>2.2.6.1</p> <p><i>The teaching staff in initial teacher education courses in higher education institutions (HEIs) should be duly qualified and in adequate number. The majority of the teacher educators should hold a PhD or be deemed a specialist of recognised experience and professional competence.</i></p> <p><i>Teachers in cooperating schools who are helping out as teacher-training supervisors, called cooperating supervisors, should be chosen by the lawful, legally-competent body in the HEI on the basis of having obtained the prior agreement of the teachers and the approval of the cooperating school's leadership body. The cooperating school-supervisors should comply with all the following requirements:</i></p> <ul style="list-style-type: none">• <i>Training and experience suitable for the duties to be performed;</i>• <i>Teaching practice at the respective education, teaching and subject levels and cycle of a minimum of five years.</i> <p><i>When choosing the co-operating supervising, factors of preference, such as post-graduate training in the respective teaching area, specialised training in pedagogical supervision and professional experience in supervision should be considered.</i></p> <p>(Eurydice, National Education Systems, Portugal, Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>2.2.6.2</p> <p><i>For the development of practical classroom supervised activity, including academic practice, protocols are established between academic institutions and co-operating schools [...] The teachers from co-operating schools who collaborate in the training as mentors are chosen according to the following requirements: having appropriate skills and teaching practice in their subject areas or disciplines, for no less than five years. The</i></p>



Policy priorities	Findings
	<p><i>programme has given preference to teachers with specialised training in educational supervision and training of trainers and/or supervisory experience.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 32)</p> <p>2.2.6.3</p> <p>In addition, policy introduced a train-the-trainer model for CPD:</p> <p><i>At each School Association Training Centre, there is a focus on creating groups of internal trainers that boost the level of qualifications of existing education professional in schools and allow quality training to be given in the areas identified as priorities by the schools themselves. The quality of training is guaranteed via a variety of regulation mechanisms, via monitoring by the DGAE and external evaluation, which is the responsibility of the Inspectorate-General of Education (Inspeção-Geral da Educação – IGE). This new model of continuing professional education involves short training courses (recognised and certified by training bodies) that last a minimum of three hours and a maximum of six hours.</i></p> <p>(Eurydice, National Education Systems, Portugal, Continuing Professional Development for Teachers Working in Early Childhood and School Education).</p>

Evaluative comments for 'Main principles'

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
<p>3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda</p>	<p>3.1.1.1</p> <p><i>Decree-Law no. 79/2014, 14th May, amended by Declaration of Rectification no. 32/2014, 27th June, determines that a professional teaching qualification is essential to teach in public, private and cooperative education and teaching establishments that provide pre-school, basic and upper secondary education. The same qualification level is demanded for all teachers – Master’s degree – in conformity with the principle adopted when changes were made in 1997 to the Fundamental Law on the Educational System.</i></p> <p><i>For teachers recruited for special education purposes, in conformity with Ruling 212/2009, 23rd February, it is necessary to have a teaching qualification in any other recruitment group plus specialised training in the area of Special Education according to the terms foreseen by the legal framework of specialised training.</i></p> <p>(Eurydice, National Education Systems, Portugal, Initial Education for Teachers Working in Early Childhood and School Education)</p> <p>3.1.1.2</p> <p><i>Kindergarten/pre-primary, primary and secondary education teachers can specialise in some areas (e.g. special education, counselling, pedagogical supervision, school administration, curriculum development, and so on). This type of training lasts for one or two years and takes place at public or private colleges of higher education. It is equivalent</i></p>



Policy priorities	Findings
	<p><i>to a post-graduate degree and awards professional qualifications to teachers, allowing them to work in specialised areas.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 29)</p> <p>3.1.1.3</p> <p><i>VET teachers and regular school teachers need the same academic qualifications: a Master's degree (following the Bologna process). Trainers need to have completed a specific VET course that provides them with a Pedagogic Certificate (CAP – Certificado de Aptidão Pedagógica de Formador or CCP – Certificado de Competências Pedagógicas de Formador) and at least the same academic grade that learners will achieve at the end of the VET course.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 29)</p>
<p>3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)</p>	<p>3.1.2.1</p> <p><i>Decree-Law no. 240/2001 [30 August] defines the performance profile of mainstream teachers, according to the following dimensions and competencies:</i></p> <ul style="list-style-type: none"> • <i>Professional and ethics: encourage the development of learners' autonomy and their full inclusion in society, taking into account the complex and differentiated learning process.</i> • <i>Development of teaching and learning: promote meaningful learning in the context of the objectives of the class curriculum, developing core competencies.</i> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 17)</p>



Policy priorities	Findings
	<p data-bbox="763 308 860 336">3.1.2.2</p> <p data-bbox="763 363 1995 432">Decree-Law No. 54/2018, 6 July, states that each school shall recognise the added value of the diversity of its learners. They will:</p> <ul data-bbox="815 459 1935 683" style="list-style-type: none"><li data-bbox="815 459 1312 488">• find ways to deal with differences;<li data-bbox="815 515 1935 584">• adjust the teaching process to the individual characteristics and conditions of each learner;<li data-bbox="815 611 1935 679">• mobilise available means so that everyone learns and participates in the life of the educational community. <p data-bbox="763 707 860 735">3.1.2.3</p> <p data-bbox="815 762 1223 791"><i>Profile of kindergarten teacher:</i></p> <ul data-bbox="864 818 2007 1026" style="list-style-type: none"><li data-bbox="864 818 2007 930">a) <i>The kindergarten teacher observes each child, as well as small and large groups, according to planned activities and projects and according to the group and child's needs and the objectives of development and learning.</i><li data-bbox="864 951 2007 1026">b) <i>When planning and developing the process of teaching and learning, the teacher has to take into consideration the skills and knowledge that the children already have.</i> <p data-bbox="815 1046 1312 1075"><i>Primary teacher (professor first cycle):</i></p> <ul data-bbox="864 1102 2007 1310" style="list-style-type: none"><li data-bbox="864 1102 2007 1171">• <i>The teacher develops the curriculum in an inclusive setting, integrating the scientific knowledge and skills necessary to promote pupils' learning.</i><li data-bbox="864 1192 2007 1310">• <i>The teacher organises, develops and evaluates the teaching process based on the concrete analyses of each situation, namely the knowledge diversity, skills and experiences that each learner has when they initiate or continue learning.</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>The teacher develops interest and respect in learners, other people and cultures, and promotes the learning of other languages, mobilising the available resources.</i>• <i>The teacher promotes the active participation of learners and promotes collaboration, solidarity and respect for a democratic education.</i> <p><i>For all the other levels, teaching is the same. The biggest difference is that more importance is given to scientific knowledge.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 31)</p> <p>How is inclusive education supported by competence development for inclusion? For example, in the TE4I analysis of Portugal, many differences were found in units/courses on inclusion in Bachelor and MA degree programmes for teachers. Not all teacher education institutions include courses on inclusion. In Bachelor teacher education programmes:</p> <p><i>... inclusion is almost non-existent in the course plan. In a greater part of the courses, those subjects are optional. In the Master's degree for the third cycle and secondary teachers, only three programmes have [a credit unit on inclusion]. In the Master's degree for kindergarten teachers, first and second cycle teachers, there are 18 courses out of 33 (55%) of our sample that includes those credit units (optional or compulsory) (European Agency, Country Policy Review and Analysis, Portugal, p. 33).</i></p>
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	—



Policy priorities	Findings
<p>3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion</p>	<p>3.1.4.1</p> <p>The curriculum and learning outcomes are agreed for all ITE institutions and programmes:</p> <p><i>Study cycles are organised in the terms and conditions as stipulated in Decree-Law no. 79/2014, 14th May, amended by Declaration of Rectification no. 32/2014, 27th June, which includes the teacher-training components listed below. The trainee has to fully comply with the demands made in terms of his/her professional commitment/performance in:</i></p> <ul style="list-style-type: none">• <i>Teaching area;</i>• <i>General education area;</i>• <i>Specific didactics;</i>• <i>Initiating teaching practice;</i>• <i>Cultural, social and ethical areas;</i>• <i>Introduction to professional practice.</i> <p>(Eurydice, National Education Systems, Portugal, Initial Education for Teachers Working in Early Childhood and School Education)</p>
<p>3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education</p>	<p>–</p>



Policy priorities	Findings
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	3.1.6.1 <i>Recently, with the new legislation (Decree-Law no. 22/2014, 11th February) the new legal regime of the training of teachers was established. In-service training becomes geared towards improving the quality of teacher performance focusing the training system on priorities identified by the school and teachers' continuing professional development.</i> (Eurydice, National Education Systems, Portugal, Continuing Professional Development for Teachers Working in Early Childhood and School Education)
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

Evaluative comments for 'Goals'

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3.2 Continuum of support

Policy priorities	Findings
<p>3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work</p>	<p>3.2.1.1</p> <p>Before and after Decree-Law No. 54/2018 entered into force, the Directorate-General of Education provided training for teacher educators on the new inclusive education framework. It was cascade training, allowing a high percentage of school stakeholders to share and discuss the underlying concepts and methodological concepts of the new legislative diploma.</p>
<p>3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities</p>	<p>3.2.2.1</p> <p><i>Training for school leadership is a key area where launching training initiatives has followed the Ministry of Education strategic line of action. Under the Ministry’s directive and by means of the Directorate General for School Administration (Direção-Geral da Administração Escolar – DGAE) which has drawn up and formed different partnerships, training programmes have been designed to target mainly top-level school leadership. [...] Between 2016 and 2017, the DGAE focussed on training directors of training centres, as well as staff working in the training and monitoring sections.</i></p> <p><i>This plan aimed to empower these educational agents to meet the challenges of the new continuing training framework, as published by Decree-Law No. 22/2014, 11th February, in</i></p>



Policy priorities	Findings
	<p><i>relation to the implementation of a new training paradigm to improve the quality of teacher performance and focussed on the training needs identified by schools.</i></p> <p>(Eurydice, National Education Systems, Portugal, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p> <p>3.2.2.2</p> <p>Since 2018, the Directorate-General of Education has promoted several training sessions for inclusive education school leadership teams.</p> <p>3.2.2.3</p> <p><i>ECI guidelines (Decree-Law no. 281/2009, 6 October) establish the definition of a ‘case co-ordinator’ for implementation of the ECI Plan, which guarantees the articulation of the different supports provided to the child and family (European Agency, Country Policy Review and Analysis, Portugal, p. 16).</i></p> <p>3.2.2.4</p> <p><i>The national network of ICT Resource Centres for Special Needs (CRTIC) was created in the framework of the inclusion policy for pupils with permanent special needs in mainstream schools, dating back to 2007/2008.</i></p> <p><i>CRTICs aim to assess pupils with permanent special needs with regard to assistive technology and the use of ICT. [...] CRTICs also have an important role in disseminating information and training teachers, staff and families in using the devices they recommend, as well as in dealing with different kinds of disabilities.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, pp. 26–27).</p>



Policy priorities	Findings
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	–
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	<p>3.2.4.1</p> <p>In initial teacher education:</p> <p><i>the second cycle should also ensure overall educational training, such as specific teaching of the teaching area, training in the cultural, social and ethics areas and an introduction to professional practice, which culminates with the supervised practice.</i></p> <p><i>Within this context, institutions providing pre-school, basic and upper secondary education have a particular relevance owing to the fact that they are the places in which the trainee's pre-service teaching practice is perfected – they are the cooperating host schools – and in which the respective cooperating teachers are located.</i></p> <p><i>Higher educational institutions (HEIs) to organise and administer initial teacher-training programmes have to draw up cooperation agreements with schools willing to cooperate in the courses. Such agreements should take into account initial pre-teacher training activities including supervised teaching practice, and research and development in the field of education.</i></p> <p>(Eurydice, National Education Systems Portugal, Initial Education for Teachers Working in Early Childhood and School Education)</p>



Evaluative comments for 'Continuum of support'

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SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	<p>4.1.1.1</p> <p><i>Kindergarten/pre-primary, primary and secondary education teachers may apply to additional different training modalities to update and broaden their knowledge as well as their skills – training courses, action programmes, workshops, studies circle, conferences, etc. The duration depends on the type of training modality chosen. [...] All teachers should do some training in their area of intervention regularly. (Decree-Law 22/2014, 11 February).</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 29)</p> <p>4.1.1.2</p> <p><i>For many years, the Pestalozzi Programme (Council of Europe's training programme for education professionals that promotes respect and the defence of human rights, democracy and the rule of law in educational practices) provided continuing training for education professionals, so that they could act as multipliers, disseminating the experience and results of this training in their professional environment. The Pestalozzi Programme was cancelled in this format by the Council of Europe in late 2017, however, the resources</i></p>



Policy priorities	Findings
	<p><i>accumulated over the years (materials, tools, other publications, etc.) remain available to education professionals in the Member States.</i></p> <p>(Eurydice, National Education Systems, Portugal, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>
<p>4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all</p>	<p>4.1.2.1</p> <p><i>ICT training has been offered by teacher training centres. The ICT Resource Centres [...] have provided training in assistive technology on a peer-training basis and in partnership with teacher training centres and specialist companies (European Agency, Country Policy Review and Analysis, Portugal, p. 32).</i></p>
<p>4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education</p>	<p>4.1.3.1</p> <p><i>Decree 13/2014, 15 September, establishes a set of measures to address underachievement and promote educational success, namely: support to study, co-teaching, integrated education and training programmes, etc. (European Agency, Country Policy Review and Analysis, Portugal, p. 5).</i></p>
<p>4.1.4 There are guidelines that support all teachers to collaborate to support all learners</p>	<p>4.1.4.1</p> <p><i>Decree no. 192/2014, 26 September, has created an electronic platform that allows interconnection among professionals from different sectors (Education, Health and Work and Social Security) involved in the allocation of assistive technologies, in order to ensure the effectiveness of the process (European Agency, Country Policy Review and Analysis, Portugal, p. 5).</i></p>



Policy priorities	Findings
	<p>4.1.4.2</p> <p><i>The network of teacher training centres (about 90 associations of schools) has provided in-service training on ICT use for teachers in general. Educational Project Services/Educational Resources and Technology Unit (DGE) have also promoted several accredited ICT courses. SNE Services at the DGE have also promoted teacher training on inclusion and technology. Peer training in assistive technology has been guaranteed by the ICT Resource Centres for Special Needs and some courses on assistive technology have been organised in partnership with the teacher training centres and assistive technology companies.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 32)</p>
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	–
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–



Policy priorities	Findings
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	<p data-bbox="763 323 860 347">4.1.7.1</p> <p data-bbox="860 379 2029 643"><i>In-service training can be implemented by higher education institutions, by school clusters in training centres, by training centres of scientific or professional associations, and by central or local administration centres, all of them accredited by the Scientific Pedagogical Council for Teacher Training. Training boards are either of a public or private nature and teachers or others (with relevant experience in a particular area and suitable accreditation) can be chosen as trainers. Lifelong training modalities entitle those who attend them to a certificate and to some credits vital to progress in their teaching careers.</i></p> <p data-bbox="763 667 1688 699">(European Agency, Country Policy Review and Analysis, Portugal, p. 29)</p> <p data-bbox="763 722 860 746">4.1.7.2</p> <p data-bbox="860 778 2018 930"><i>Teachers do not have to pay for training if the Government education services have launched the initiative. Time off school to attend CPD is deemed work time and as such, is remunerated. Leave of absence in order to take a course may be obtained for not more than 5 consecutive or 8 random working days per year.</i></p> <p data-bbox="860 954 2018 1137"><i>Leave of absence for CPD launched or organised by central services (i.e. the Ministry of Education's central and/or regional Departments, the school/school cluster in which the teacher works), is preferentially given when training takes place during the non-teaching service hours of the teacher. [...] If the training course is upon the teacher's own initiative, it will have to be done when there is no teaching, during the school holidays.</i></p> <p data-bbox="763 1161 1939 1233">(Eurydice, National Education Systems, Portugal, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</p>



Policy priorities	Findings
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	–
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–
4.1.10 There are competences for professional learning in inclusive education for all teachers	–

Evaluative comments for 'Capacity building'

–



4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	4.2.2.1 The Directorate-General for Education Statistics (<i>Direção-Geral de Estatísticas da Educação e Ciência</i> – DGEEC) ensures the production and analysis of educational statistics and observes and evaluates the overall results of the education system. Schools enter data on an online platform. This data is made available on an online database and in report form. On the basis of data collected, the DGEEC also publishes education indicators: learners – registration/enrolment and results; human resources; facilities and technological resources, etc.
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

Evaluative comments for 'Funding'

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4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	–
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	<p>4.3.3.1</p> <p><i>Schools are required to perform self-assessment processes (Law 31/2002, 20 December) and to promote the improvement of efficiency, effectiveness and accountability. External evaluation is the responsibility of the General Inspection of Education, seeking to support the capacity-building of schools, self-evaluation practices and the participation of the educational community and the local society.</i></p> <p>(European Agency, Country Policy Review and Analysis, Portugal, p. 26)</p>



Policy priorities	Findings
	<p>4.3.3.2</p> <p>Decree-Law No. 54/2018 states that follow up of the application of the decree law on inclusive education is ensured at the national level by a team which includes elements of the services within this area.</p> <p>Schools shall include in their self-assessment reports the conclusions of monitoring the implementation of curricular measures, resources and support structures for inclusive education.</p> <p>The General Inspection of Education and Science monitors and evaluates the inclusive practices of each school.</p>
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–



Policy priorities	Findings
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

Evaluative comments for 'Monitoring'

–
