

School culture, organization and contacts between actors – challenges for teacher learning and development

Conceição Leal da Costa* y Isabel Cavas

Abstract

Introduction and Objective

With the initial curiosity to know and understand the organization and operation of the elementary level curricular department in a private College, we focus on social aspects, contextual intergroup dynamics and interactions of their teachers.

Methodology

In this research for the master's thesis, adopting a qualitative methodology, we have combined document analysis, focus groups and semi-structured interviews.

Results

We believe that the educational project is an advisory action, with a good knowledge and vision of the mission and objectives explained. We realize that there is a shared responsibility and we understand that the functions of each element are very well defined. We recognize the Pedagogical Director as key role in intermediate management, establishing relations with the other organizational members and families. Collaborative practices in the Department and between other Departments and the practices of professional development seemed relevant to us in the organizational development.

Conclusions

We conclude that school need some social spaces, where cooperation and dialogic experiences and dynamics will be the foundations, for the construction of joint projects and that will be good for teacher learning and development.

* University of Évora, Portugal
Email: mclc@uevora.pt

Keywords: Teacher learning; School cultures, Interactions and dialogic practices.