



## **Building professional capacity for dealing with diversity in education: an example of Cerco's School Cluster in Porto**

Report of the NAOS study visit November 2016

Kristi Aria

Elo-Kai Kurel

Eve Mägi

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## **NAOS: the project background and goals**

Countries face challenges in catering for the diverse needs of migrant students and narrowing the gaps in education outcomes between native students and immigrant students. (Inter)national evidence (OECD 2010 Reviews of Migrant Education) suggest that strategies to raise education outcomes for migrant students need to focus on school level and system level, such as:

- preparing school leaders and teachers to meet the needs of diverse student groups;
- increasing student opportunity to learn language (mother tongue as well as language of instruction) in regular school lessons;
- encouraging schools to build capacity in the area of dealing with diversity;
- making collaboration between school and community more effective.

The central topic in NAOS is professional capacity concerning dealing with diversity related to migration (in all its different forms). Professional capacity includes innovative forms of cooperation between educational professionals and other professionals dealing with children. Bender Sebring, Allensworth, Bryk, Easton and Luppescu (2006) who view professional capacity as one of the fundamentals of school improvement define it as follows:

*“Professional capacity encompasses the quality of the faculty and staff recruited and maintained in a school, their base beliefs and values about responsibility for change, the quality of ongoing professional development focused on local improvement efforts, and the capacity of a staff to work together as a cohesive professional community focused on the core problems of improving teaching and learning.”* (p. 12).

The objective of NAOS is to strengthen professional capacity in the partner countries and their respective schools. With the ultimate goal to increase educational attainment, reduce dropout and unemployment among groups of migrant children. NAOS is a star that refers to the fundament of a Greek building. By choosing this name, we emphasize the idea that professional capacity is the fundament of good quality education.

The OECD country reviews in “Closing the gap for immigrant students” (2010) shows that developing policies and curricular adaptations at the national level is not enough for closing the achievement gap between native and immigrant students. It also needs institutional changes, made within every school, including changes in school leadership, teaching methodologies and school-home co-operation. NAOS wants to take a deeper look at what kind of institutional changes inside schools are needed by looking at the professional capacity in schools.

NAOS is complementary to the SIRIUS policy network carried out from 2012 - 2014. SIRIUS has promoted and enhanced knowledge transfer among stakeholders in order to

improve the education of children and youngsters from migrant background. One of the focal points in SIRIUS was professional capacity. The difference between the SIRIUS activities in this area and the NAOS activities concern the specific focus on pre- and in-service modules for professional development as well as the inclusion of schools in the network.

The current project partners (see below) have been chosen on the basis of complex migration histories (Netherlands and Belgium), language instruction (Estonia and Lithuania), a variety of strategies for building professional capacity (Norway and Lithuania), economic crisis in combination with educational issues (Portugal and Greece) and new EU-countries facing future immigrants and educational challenges (Croatia and Cyprus). All partners in the NAOS network are centres of expertise which will yield critical, theoretical and empirical contributions to the development of knowledge and practice on professional capacity. In each of the countries, the centre of expertise will connect to a set of schools and support the NAOS activities.

The NAOS partners:

Name of the Organisation
Risbo B.V.
Forum za slobodu odgoja
UNIVERSIDADE DO PORTO
Public Policy and Management Institute
Tartu Rahvusvaheline Kool Tartu International School MTÜ
PAIDAGOGIKO INSTITOUTO KYPROU - CYPRUS PEDAGOGICAL INSTITUTE
University of Patras
UNIVERSITEIT ANTWERPEN
Algemeen Pedagogisch Studiecentrum
HOGSKOLEN I OSTFOLD

### 1.1 The study visit: content and procedure

A review of the literature (Severiens, Wolff & Van Herpen, 2014) shows that strengthening professional capacity with the aim to stimulate school success among diverse groups of migrant students asks for expertise in five content areas.

1. Urban teachers (or teachers in classrooms with diverse student populations) should first of all know about language development in classes of pupils whose first language is not the language of instruction.
2. These teachers should be competent in using pedagogic and didactic resources that support the learning of all their pupils. Diverse classes need different didactic resources and different types of instruction than homogeneous classrooms. If schools and teachers are

committed to encouraging the talents of all their pupils they should have knowledge of the use of teaching materials, methods and types of instruction designed for diverse classes.

3. Urban teachers should know about social psychology issues such as stereotyping, teacher expectations and ethnic-identity development issues.

4. Urban teachers that succeed in engaging the parents of their diverse pupils as well as

5. Cooperate with community organisations on a basis of equality will further support school achievement in their urban schools.

The review by Severiens et al concludes that if schools are committed to increasing achievement among migrant groups, and closing the achievement gap, they should facilitate high levels of professional capacity in these areas of expertise.

NAOS organizes ten study visits in a period of three years. The general aim of these study visits is to collect and exchange good practices between schools. These good practices concern one of the areas of expertise as described above. In this way, each area of expertise will be the topic of two separate study visits.

Each of the ten partners was asked to choose an area of expertise and indicate two schools with a good practice in this area. During the kick-off meeting the distribution of areas of expertise was made as follows:

<b>Organizing Partner</b>	<b>Visiting partner 1 (writers)</b>	<b>Visiting partner 2</b>	<b>Theme</b>
Belgium	Netherlands	Greece	School-community relationships/parent participation
Greece	Croatia	Norway	Social psychology
Norway	Netherlands	Cyprus	Language/pedagogy/social psychology
Croatia	Portugal	Lithuania	School - community relationships
Cyprus	Belgium	Netherlands	social psychology/School - community relationships
Estonia	Greece	Belgium	Pedagogy
Lithuania	Cyprus	Estonia	Language/pedagogy
Portugal	Estonia	Netherlands	School-community relationships/pedagogy
Netherlands	Lithuania	Croatia	School-community

			relationships/language
Netherlands	Norway	Portugal	Pedagogy

Some partners indicated that whereas the distinction in the five areas of expertise could be made on a conceptual level, in practice many schools combine different areas and conduct activities in several areas at the same time. For example, oftentimes parent participation and school-community relationships are combined, but other combinations are also possible. In the schedule above it becomes clear how the areas of expertise are combined in each of the study visits.

### Procedure

The focus during the study visits is on the good practice itself, but especially on the in-service training or professional development activity that supported the development of the good practice. **Two general questions guide the study visit:**

1. What does the good practice entail?
2. How were the teachers prepared for this good practice?

In the first session of the study visit, these general questions are translated to more detailed questions that refer to the specific area(s) of expertise and are relevant given the context of the study visit. In general, a distinction is made between questions regarding the context, the goals of the good practice, the activities, the results and the professional development activities.

A more specific set of questions guides the school visits as well as the reflection during the final session of the study visit.

During interviews all participants in the study visit take turns taking notes (observations and notes of interviews), which are shared with the partner responsible for writing the report. The writing partner analyses the notes and writes the report according to the general questions and the basic categories (context, goals, activities, results and professional development).

## 2. Study visit to Porto

### 2.1. Participants in Porto study visit

The study visit to Porto took part on 16th and 17th of November 2016. The team of the visit consisted of participants from Estonia and the Netherlands. The representatives of the

leading organisation of the project - Risbo, also participated in the visit. The two-day study visit started with a welcome and presentation of the city and its educational system by an



organising partner - the University of Porto, the Faculty of Psychology and Educational Sciences. The team of the organising partner had planned and made a schedule for two school visits. They accompanied the visits and provided participants with initial information about the schools, organised transportation, also helped to translate interview questions and respondents' answers. In total, a group of six visiting participants took part in the study visit, representing teachers, teacher educators, educational consultants and researchers with expertise in education and migration.

*Participants in the study visit. Elo-Kai is taking a photo.*

## 2.2. Content of this report

This report describes a NAOS project study visit that took place in November 2016. In the introductory chapter of this report an overview of the NAOS project is given as well as participants of the study visit are introduced. The second chapter gives some contextual information about educational system in Portugal and background information of Porto. The third chapter describes school visits and delivers information that was gathered through the interviews. The report ends with some general reflective notes

## 3. Context of the visit

### 3.1. Porto

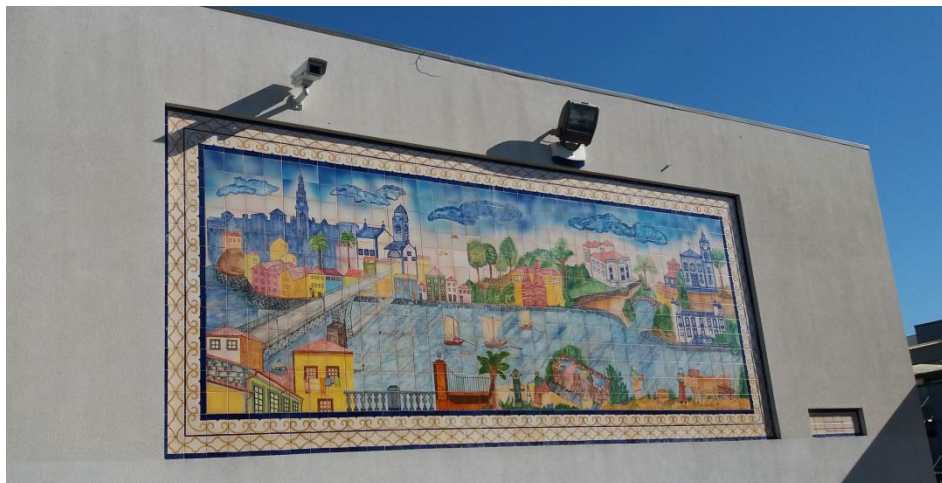
Porto, also known as Oporto in English, is the second largest city in Portugal. The early references of Porto date back to the 4th century<sup>1</sup>. Being a reference point for commercial activity, Porto was an important and big city in the 14th and 15th centuries, monopolizing the regional economy. The population of Porto is approximately 237 600 inhabitants,

<sup>1</sup> <https://www.oporto.com/v/history/>



however the urban area of Porto, which extends beyond the administrative limits of the city, has a population of 2.1 million<sup>2</sup> (census of 2011). The historical centre of Porto was

proclaimed a  
World  
Heritage Site  
by UNESCO  
in 1996.



*Porto - a piece of art at the entrance to Cerco's Cluster School.*

Portugal has long been predominantly a country of emigration. Fairly recently Portugal has become a country of immigration since the mid-1970s when the African and Brazilian inflows were linked with colonial, historic and linguistic ties<sup>3</sup>. The 1990s brought along a boom in construction, and several new waves of Ukrainian, Brazilian, people from the former Portuguese colonies in Africa and other Africans have settled in the country.

The country also has a resident Romani (Gypsy) population of approximately 40,000 people.

According to the statistics of Portuguese Immigration and Borders Service 22 972 legal immigrants lived in Porto area in 2015, the largest groups being from Brazil (34%), Ukraine (10%), China (9%) and Spain (5%)<sup>4</sup>.

### 3.2. Portuguese educational system

<sup>2</sup> Census of 2011

<sup>3</sup>Policy In Portugal: Trends And Prospects. Peixoto, J, and C Sabino. Portugal: Immigration, The Labour Market And Prospects.

<sup>4</sup> SEFSTAT – Portal De Estatística.



Compulsory education lasts for 12 years in Portugal. It starts at age of 6 and ends at age 18, or with the conclusion of secondary education. The Ministry of Education is responsible for general education. Public education is free. From mid-2000's the school network is organized in **school clusters** which are made up of schools that offer all education levels from pre-school education to secondary education. Agrupamento de escolas or School Cluster is an organizational unit, constituted by schools of the several education levels (from Pre-school Education until Upper Secondary Education) that share a common pedagogical project and that have autonomous management and administration bodies<sup>5</sup>.

The Portuguese education system is very centralized in terms of organization and funding. Pre-schools, basic and secondary schools have some autonomy, namely at pedagogical level, as well as with regard to timetables and non-teaching staff management. Teachers in general education are required to have a Master's degree.

The school system in Portugal is divided in pre-school education (until the start of basic education), basic education (6 to 15 years old) and secondary education (15 to 18 years old). Pre-school education is not compulsory. The basic education system is divided into three cycles, organised as follows: — 1st cycle, with a duration of four school years, providing a rounded education, with students taught by a single teacher (who may however be assisted by others in specialist areas). — 2nd cycle, with a duration of two school years, in which the learning process is organised into interdisciplinary areas (basic level), mostly with one teacher for each area. — 3rd cycle, lasting three school years, organised around a unified curriculum, including a variety of vocational areas, with one teacher for each subject or group of subjects. Secondary education courses have a duration of three years (corresponding to the 10th, 11th and 12th grades), and is open to students who have obtained the basic education diploma<sup>6</sup>.

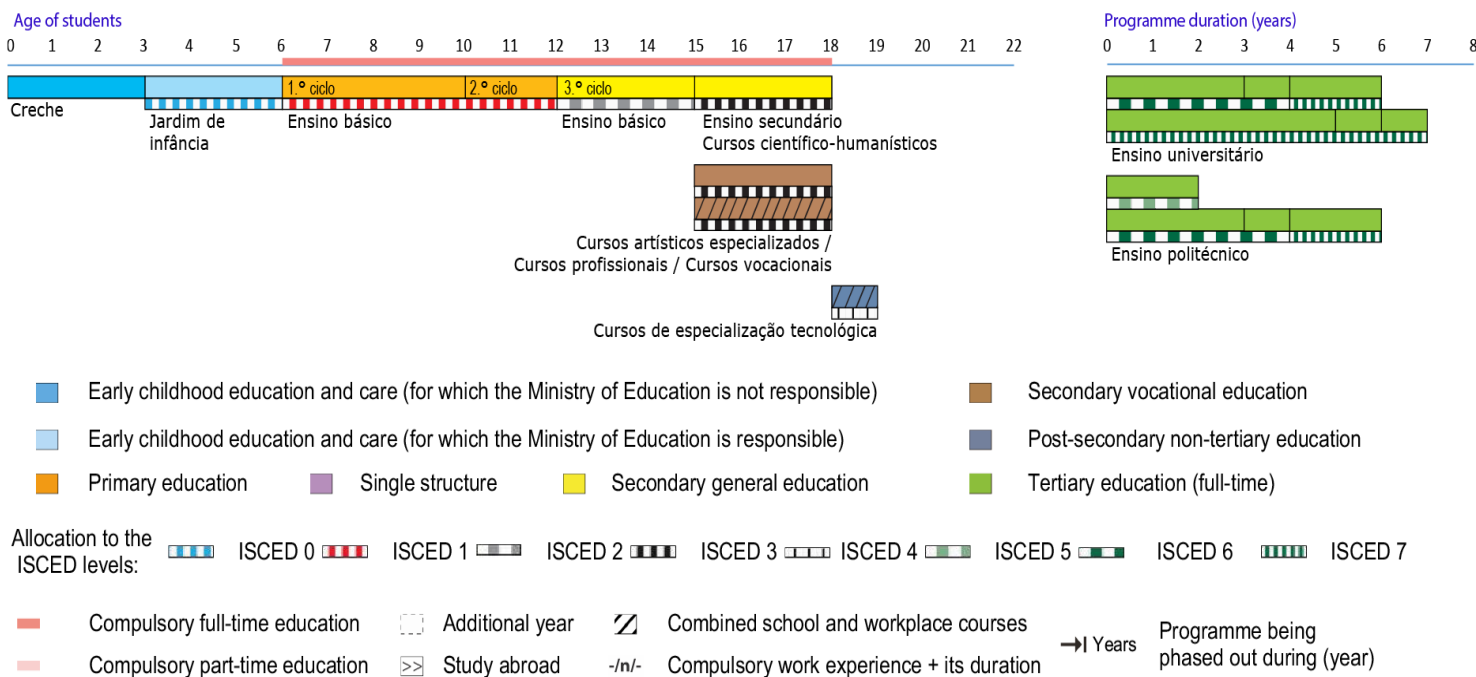
A special programme called TEIP (**Priority Intervention in Education Territories**) is implemented in Portugal in order to address several problems in education. TEIP Programme is a Governmental initiative, implemented on 137 schools clusters and in schools located in social and economic deprived areas, with poverty and social exclusion, where some violence, indiscipline and school failure are more visible. The main goals of the programme are to prevent and reduce early school-leaving, reduce indiscipline and promote educational success of all students<sup>7</sup>.

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<sup>5</sup> Eurydice Network.

<sup>6</sup> [http://www.ibe.unesco.org/International/ICE/natrap/Portugal\\_1.pdf](http://www.ibe.unesco.org/International/ICE/natrap/Portugal_1.pdf)

<sup>7</sup> Study Visit Info. Estonia and the Netherlands visit Portugal. Sofia Marques da Silva and Daniela Silva



*The Portuguese Educational System (Eurydice 2016).*

## 4. School visits

### 4.1. Context of the school cluster

During the study visit to Porto on 16th and 17th of November 2016, the Estonian and Dutch teams of the NAOS project visited two schools in one school cluster called **Cerco's School Cluster** (Agrupamento de Escolas do Cercorior). Structurally, the Cerco's Cluster School is composed of six kindergartens, six primary schools and one basic and secondary school. Prior the visit organising team of Portugal provided us with contextual information about the cluster. Cerco's Cluster Schools is situated on an oriental area of Porto, on Campanhã civil parish.

According to the principal of the cluster, the Cerco's cluster school serves the area of 45 000 people. This area aggregates a big number of social communities with a large number of individuals from Roma community. Cerco neighbourhood has a majority of population with low social and economic status, some of them with minimum income and high level of unemployment forcing these families to fight hard for survival, dragged them sometimes into deviance and criminality. High levels of social exclusion is mirrored in educational exclusion, the representative of the school says that this cluster has more minority students

than any school. According to the information from the Portuguese NAOS team, Cerco's school position on Portuguese school rankings is the 576th among 625 secondary schools. Cerco's School Cluster is part of the programme which is called Education Territory of Priority Intervention (**TEIP**).

The head of the cluster is a principal. The head of the cluster has a manager's role and there are separate coordinators (e.g. the Head Teachers, project coordinators) for each school in a cluster. Each school cluster has a four-year strategic development plan, this includes areas such as academic achievement, school violence, community development etc. Teachers are hired by the ministry of education.

Information about the Cerco's School Cluster was gathered from the introductory presentation by the colleagues from the Porto University, interviews with the principal of the cluster, teachers, head teachers of the clusters, project coordinators, parents, students, school board and partners of the school.



*Cerco's Cluster School - Basic and Secondary.*

## 4.2. Goals of the Cerco's Cluster School

The Cerco's Cluster School is known as an inclusive school which aims at providing equal opportunities for its students. The school has a culturally and socio-economically diverse student body, the parents and representatives of community organisations see diversity as an opportunity to develop their students.



According to the school's development plan and the kindergarten-primary and secondary school presentations

*Figure 3: Primary school students at Cerco's enjoying playing together.*

that were given by grade students, the main goals of the school are to improve quality of education and academic achievement of students; to reduce school dropout and failure; to promote a good transition from school to active life, and to intervene as an educational and cultural agent in community life. The presence of these objectives were supported by the information that was gathered through the interviews.

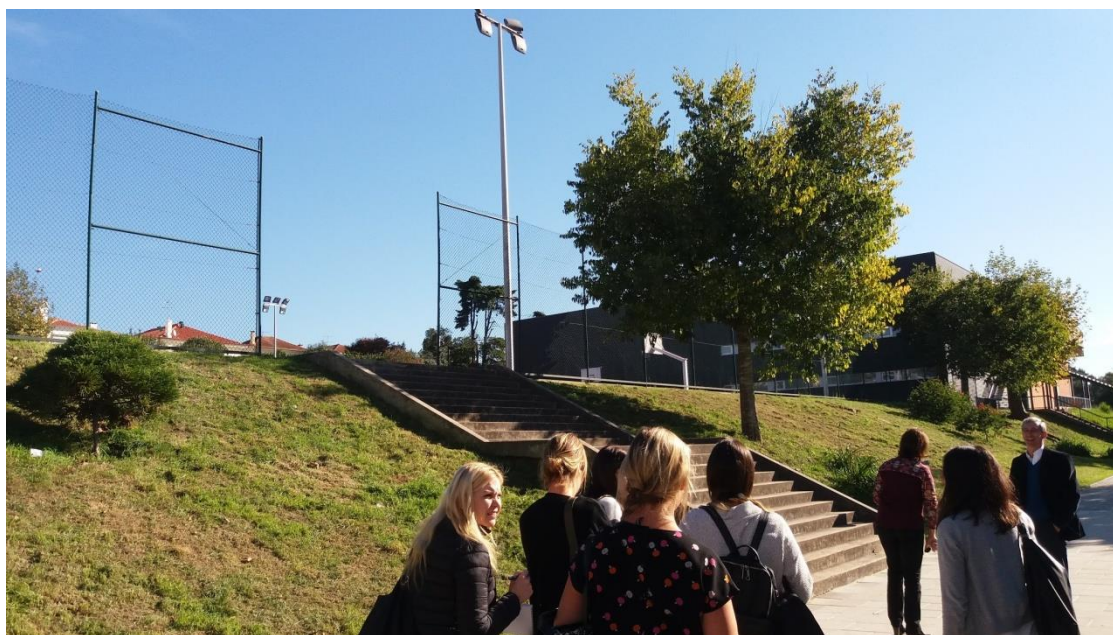
## 4.3. Visiting the basic and secondary school of the Cerco's School Cluster

### Introduction of the school

The first school in the Cerco's School Cluster that we visited was a basic and secondary school. This school is attended by students from grade 5 to grade 12. The school has 1 285 students, mainly coming from the Cerco neighbourhood which has social and economical difficulties.

Our group was kindly welcomed by the principal of the cluster in front of the school, and we were given a guided tour in the school premises. The school was rebuilt six years ago, the architecture of the of the building was modern and spacious. The school is well-facilitated, including possibilities for practicing various sports and sciences.

The science labs (e.g. energy lab, astronomy classroom) are shared with the other schools in the Cerco's cluster, and also with other clusters in the city. The science lab was facilitated with the help of the foundation *Gluben Kian* - a foundation that invests into cultural and research projects. According to the principal, the improvement of the school facilities has helped to rise the credit of the school within its community and beyond it.



*NAOS team having a tour in the school grounds guided by the principal.*



*One of the science labs that is shared between the other schools in the cluster.*

*Sports facilities allow students to practice over 20 different sports.*

### Examples of school-community collaboration at Cerco's basic and secondary school

During this school visit the NAOS project researchers were concentrating on the topic of pedagogical practices and school-community relationship in relation with building teachers' professional capacity. The interviews gave a good insight into several excellent examples school-community cooperation that the school practices. Since Cerco's basic and secondary school is a TEIP school, several of their pedagogical practices are supported by external expertise and funding.

Cerco's basic and secondary school has a lot of experience in building school-community relations and involving community organisations. As stated by one of the interviewees this school sets and example for the whole country. It is common in Portugal that large companies have social tasks such as supporting schools. The school has appointed a teacher who helps to coordinate the school and community collaboration, this helps to give structure and maintain continuity in partnerships.

The examples of school-community cooperation vary from short-term projects to long-term partnership. For instance, the teachers described cooperation with a music organisation which gives intensive training programmes to students who are interested in learning music. The school is in partnership with a large multinational company Sonae, which goals at helping to make Cerco's basic and secondary school a school of reference. The partnership between the school and Sonae includes for example organising internships for students, bringing the company's experts into the classes to inspire students and sponsored development of the school's learning environment. The interviewees express that both Sonae and the school are extremely satisfied with the results of this partnership.

The teachers also mentioned several other good practices that involved expertise from the local community. For example involving the local health centre that gives presentation about healthy food, hygiene and vaccinations; the local municipality provides the school with transportation for field trips.

According to the teachers the biggest challenge of school-community relationship is how to involve the parents. The teachers expressed their concern that for some parents school is not important and education is not valued. The students see lots of social problems such as divorce, anti-social behaviour, and they do not get support with their studies at home. Losing family's social benefits is one of the administrative measures that the municipality has implemented in order to manage absences of the students. The representative of the municipality expresses that there is an open partnership between the school and municipality, the school asks for help with activities and other support. The municipality has for example helped with mediation of the issues with the Roma community (e.g. student attendance, stereotypes, authority). The teachers who were interviewed also point out that the school has had a contact person from the Roma community who has helped to deal with



problems among Roma students.

### Examples of good pedagogical practices at Cerco's basic and secondary school

Cerco's school cluster has a broad experience in activities that enrich pedagogical approaches for work with students of minority background. The school follows three principles: inclusion, integration and diversity. The principal says that the school invests into projects that help to develop and promote these principles.

According to the principal of the cluster there are 16 educational practices to reduce drop-outs. These practices take place during formal school hours or as **after-school activities**. The activities motivate students to come to school, the examples include a possibility to be part of the Orff orchestra and play more than 20 different sports. According to the principal more than 500 students participates in some kind of sports activity after the classes. The principal says, "They come because they want to be here!" He is not sure if these activities help to raise academic results of the students, but they motivate students to come to and stay at school.

The school has adopted several pedagogical practices which help to develop **students with different educational skills and needs**. The "Nest Class" is an educational approach for students who have difficulties with Portuguese language and Maths. This project helps to optimize their educational success. The "10X10" project teaches motivational strategies and fosters collaboration and friendship. The project "Class+" aims as supporting the enhancement of apprenticeships through creation of homogeneous groups of students who have various levels of skills.

In general, the basic and secondary school of the Cerco's school cluster are known as inclusive schools. The school uses several strategies to motivate and include Roma students. The project coordinators described that the school has an **adaptive approach** in order to accommodate the Roman population in education. For example there are classes for Roman girls where they learn skills that are important in their culture (e.g. beauty procedures, cooking). This attracts girls to come to school and they become more open to education. The school is very adaptive in order to accommodate the needs of the Roma students, for example the teenage Roma girls are taught by female teachers, different subjects are taught in integration with music. One of the teachers explains how one of his Roma students was not motivated to learn maths. The teachers integrated it with music, when teaching notes, he included fractions; and asked the student to write lyrics for a song and by doing this cooperated language learning.

### Professional development of teachers at the Cerco's basic and secondary school

The interviewees described different approaches how the school helps teachers to improve their capacity as a teacher who works with students of minority background. These approaches include both formal and non-formal teacher development:



**Teachers' formal education.** The school employs teachers with proper formal qualification, it is expected that the teachers have received preparation for dealing with diversity during their formal teacher training.

**Teachers' profile.** The school tries to match the teachers and the students by the teacher's profile. As illustrated by one of the teachers - all teachers at the Cerco's school cluster have "colourful" not "gray" profile.

**Sharing and collaborating.** The school is implementing internal strategies that help to share teaching materials and experiences (e.g. using Moodle, allocating meeting time for teachers).

**Shared goals and objectives.** The staff of the school expressed that they love what they're doing and school development is very important for them. They see themselves learning in cooperation with the students, the teachers work in the best interest of students. The school's reputation is raising, but it's still seen as a difficult school to work at, however the teachers express that they "will not give up on their students" and say that they love what they do.

**Support from the colleagues.** The teachers described how they feel support from the colleagues. Teachers know all students by their names, they feel solidarity from their colleagues.

**Learning by doing and experimenting.** Teachers experiment and share their successes in non-formal way with their colleagues.

**Support from community.** The interviewees described various partnership and collaboration projects with the community. School-community collaboration helps to develop the school, its students and teachers.

**Supportive physical environment.** The basic and secondary school of the cluster have modern and well-functioning facilities which support and motivate the teachers. Renovation of the premises has risen the reputation of the school.

The students described their school as a school where teachers trust their students. You could feel that it was important for the teachers what they do, and what will happen to their students in the future.

The teachers wished for more parent participation, motivation raise among the students and more time to talk to students. The students wished to renovate the old school to have more space, to redo the football field so that it would not be out of concrete, and would employ more people to work with and help the teachers.



*NAOS team interviewing the staff members.*

#### **4.4. Visiting the Kindergarten-Primary School of the Cerco's School Cluster**

##### **Introduction of the school**

The school was visited on the second day of our stay in Porto. Cerco's Kindergarten-Primary school was established in 1963 to cater for students from challenging socio-economical background. It is a school with a high level of dropout and absenteeism. From the presentation by two students and the head teacher we learned that 58% of the students are of Roman origin, and 77% of the children get financial help. The school building has two rooms for kindergarten and eight rooms for primary education, also a playground for outdoor activities and physical education. The school gates are closed and parents wait for their children behind the fence surrounding the school. Altogether 159 students from age 3 to 14 attend this school. The school does cooperation with the Cerco's basic and secondary school and many students who graduate from primary continue their education in the neighbouring Cerco's basic-secondary school.



*Cerco's Kindergarten and Primary school.*

### Examples of school-community collaboration

The examples of school-community collaboration at the Cerco's kindergarten-primary school are similar to those that were described during the interviews at the basic-secondary school.

The teachers expressed that it's challenging to involve Roma families in the school activities. Nevertheless the school tries to collaborate with the neighbourhood in traditional ways (e.g. celebrations organised by the school). One of the interviewees described that the school has made contact with the leader of the local Roma community. This has helped to deal with problems with Roma students (e.g. absences). Since there are different groups of Romas in the neighbourhood, this is still not the most effective strategy.

The teachers also give examples of the field trips that are financially supported by the municipality, also the community members come to talk about healthy living and safety. There's close cooperation with the Cerco's Basic-secondary school. The students are able to use the science labs in the basic-secondary school. Some extra-curricular activities are held in the other building also. The teachers of the two school units do cooperation to ensure smooth transition from primary to secondary. There is a cooperation present with an IT company that trains teachers for free to how they can help students to use computers, they also provide free devices.

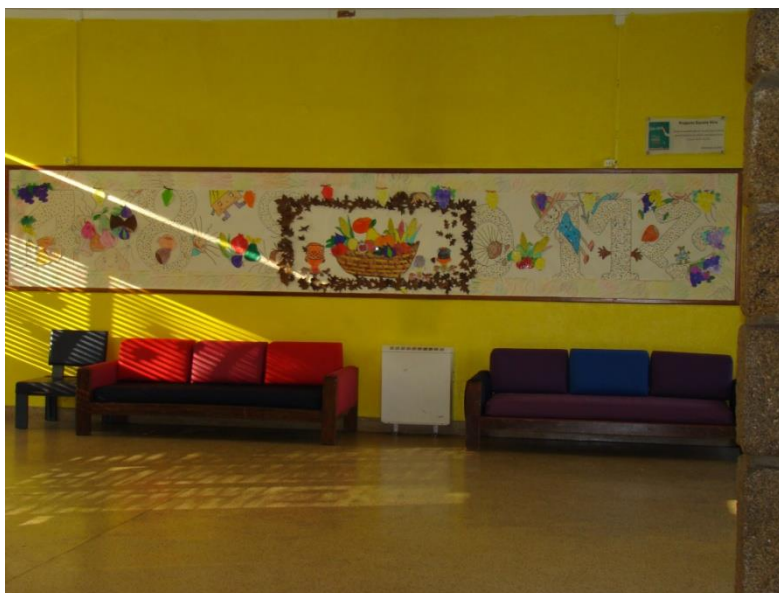
### Examples of pedagogical practices

The project coordinators point out a pedagogical approach for integrating Roma students better. The students are divided between different classes. This helps to integrate and deal

with possible problems and difficulties more effectively. In order to help the Roma children achieve the required learning outcomes, the school may prolong their stay in the primary level. In this case the students who are older are placed in the same class.

Another pedagogical approach that was described how the school deals with learning difficulties that have occurred due to high level of absenteeism. When the children come to school, the school starts from offering basic elements of education in order to keep the level of motivation (e.g. basic reading skills, calculations).

The primary school is implementing a project called “Include to Emerge”. This project promotes, in classroom context, consultancies between Portuguese and Maths teachers.



*Rest area and students art works.*

### Professional development of teachers

The head teachers (called coordinators by the interviewees) of the kindergartens and primary schools in the Cerco’s cluster described different formal and non-formal professional development opportunities for teachers. Most of them were similar to those described by the staff of the Cerco’s basic and secondary school (e.g. exchange of information and ideas, learning from the colleagues etc).

According to the staff of the kindergarten-primary school has **a certain procedure** of how to attend a professional development course. A teacher can express their interest, the head teacher finds out if there are courses available in the teacher development centres. The

teachers of the kindergarten-primary school said that there's no specific training on how to work with the Roma students.

The teachers mainly **learn by practice**. They meet on a regular basis, and **share the ideas** and strategies that are used in all Cerco's school cluster. The teachers expressed that they would need help from the school management with recognizing what kind of professional development is needed for them. Reflections on each individual teacher's development would be useful here.



*NAOS team at the Cerco's kindergarten-primary school.*

## 5. Summary

NAOS study visit to Portugal took part in November 2016. The visiting team very much appreciated the opportunity to interview a broad group of school community members - principal of the cluster, school management team members, school board members, teachers, students, representatives of the school partners and parents.

The interviewees shared their experiences and expertise in the field of school-community collaboration and pedagogy. Portugal has adopted a cluster schools system, one cluster is composed of several schools in the same area. By its content, the cluster schools system expects lots of cooperation between the schools. We could see how management, school facilities, pedagogical approaches and ideas were shared between the cluster schools.

The visiting team received some information and examples of teachers' professional development for dealing with diversity. From the interviews with the teachers we learned that formal teacher development opportunities are rather limited. The teachers described,



however, various non-formal development opportunities, such as sharing information, supporting each other, discussing school matters during breaks etc.

The Estonian and Dutch teams would like to thank the Cerco's kindergarten-primary, basic and secondary school for their hospitality. Many thanks to the Portuguese colleagues for organising and coordinating the study visit.

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