

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181200871] Organização e Administração Escolar [3181200871] School Organisation and Administration		
Plano / Plan:	2017/2018		
Curso / Course:	Ensino de Educação Visual e Tecnológica no Ensino Básico Teaching of Visual and Technological Education on Basic Schooling		
Grau / Diploma:	Mestre		
Departamento / Department:	CA - Comunicação e Arte		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Área Educacional Geral - Ciências da Educação		
Ano Curricular / Curricular Year:	1		
Período / Term:	S2		
ECTS:	3		
Horas de Trabalho / Work Hours:	0081:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0037:50	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

Docente Responsável / Responsible Teaching

[2039] Henrique Manuel Pereira Ramalho

Outros Docentes / Other Teaching

[2039] Henrique Manuel Pereira Ramalho

Learning Outcomes of the Curricular Unit

«Learning Outcomes of the Curricular Unit»

- ¿ Understand the contribution of the School Organization and Administration to the characterization of the educational phenomenon
- ¿ Analyze the organizational structure of basic and secondary school in a critical perspective
- ¿ Reflect on the administration of schools.
- ¿ Promote the development of a personal style of leadership in times of reform and innovation
- ¿ Develop knowledge and critical contact with some school management instruments
- ¿ Deepen knowledge about the dynamics and complexity of the system

Portuguese educational

- ¿ Recognize the importance of parents' participation in school life, assuming an effective participatory administration of educational establishments
- ¿ Recognize the importance of knowing how to manage conflicts in the organizational structure of the Portuguese school

Learning Outcomes of the Curricular Unit (Lim:1000)

¿ Understand the contribution of the School Organization and Administration to the characterization of the educational phenomenon

¿ Analyze the organizational structure of basic and secondary school in a critical perspective

¿ Reflect on the administration of schools.

¿ Promote the development of a personal style of leadership in times of reform and innovation

¿ Develop knowledge and critical contact with some school management instruments

¿ Deepen knowledge about the dynamics and complexity of the system

Portuguese educational

¿ Recognize the importance of parents' participation in school life, assuming an effective participatory administration of educational establishments

¿ Recognize the importance of knowing how to manage conflicts in the organizational structure of the Portuguese school

Syllabus (Lim:1000)

«Syllabus»

1. Historical evolution of the concept of organization
2. Research on school organizations in Portugal
3. School organizational theories.
4. The profile of a top manager;
5. Principles that should guide the manager of an organization
6. Administration regimes in Portugal: Decree-Law no. 769 /76; 172/91; 115 A/98; 75/2008
7. Participatory administration of educational establishments; The importance of parents' participation in school life;
8. The role of parents at school: General Council, Pedagogical Council, Class Council; Parent training for real participation in school life
9. Educational leadership; leadership processes; leadership theories; basic principles of leadership and strategic directions
10. Conflict management: concept and types of conflicts; conflict resolution techniques
11. Negotiation; Confrontation; Dialogue

Demonstration of the syllabus coherence with the curricular units' learning objectives

«Demonstration of the syllabus coherence with the curricular units' learning objectives» The contents included in the syllabus of the School Organization and Administration curricular unit intend to contribute in a critical and reflective way to the issues that today determine the policies and practices of organization and management of school organizations, whether from a national or an international perspective, giving an account theoretical and empirical contributions already mobilized in the academic framework of reference. Its relationship with teaching knowledge, its professionalization and its established and emerging professionalism are considered. It also refers to a perspective of the school as an organization, referencing this curricular unit at the heart of what is the organizational work of teachers and educators.

Teaching Methodologies (Including evaluation; Lim:1000)

«Teaching Methodologies»

The classes will be theoretical and practical, especially of document analysis and reflection, using, when necessary, audiovisual supports that allow us to understand the main themes under analysis. Continuous assessment uses group discussion in which the teacher's role is fundamentally that of conducting debates and coordinating information. The use of pedagogical and didactic methodologies that favor frequent interaction and encourage individual and group work is foreseen. The assessment of students in the Curricular Unit is based on different elements, in order to assess the skills acquired:

1.1 - Individual assessment exercise (50%)

1.2 - The execution of a group work on one of the themes of the contents

programmatic (50%)

Demonstration of the coherence between the teaching methodologies and the learning outcomes

«Demonstration of the coherence between the teaching methodologies and the learning outcomes» Through the proposed methodologies, we seek to provide knowledge and deepen themes related to School Organization and Administration, critically analyze the constraints, but also the opportunities associated with the policies and practices of leadership, administration, management and autonomy of schools, in their relationship with the professional action of teachers and educators. In addition, it will be pertinent to broaden the conceptualization and perspectives of School Organization and Administration, according to a configuration of typically school educational contexts, in which the school appears as a hinge organization responsible for promoting processes of personal and social development, of teaching and learning, on the basis of social, cultural, organizational, curricular, pedagogical and didactic dynamics.

Bibliografia / Bibliography (Lim:1000)

Lima, L. C. (2017). Sobre o governo das escolas. In L. C. Lima & V. Sá (Orgs.). *O governo das escolas. Democracia, controlo e performatividade* (pp. 8-22). HÚMUS.

Lima, L. C. (2018b). A gestão democrática das escolas como referencial político, educativo e simbólico: entrevista com o Professor Licínio Lima. *In Movimento Revista de Educação*. Niterói, 8(8), 244-256.

Lima, L. C. (2018c). Por que é tão difícil democratizar a gestão da escola pública? *Educar em Revista*, 34(68), 15-28.

Lima, L. C. (2018d). Democracia, participação e autonomia: sobre a direção das escolas públicas. *Revista de Administração e Emprego Público. Número Temático. O Contributo da autoavaliação no processo de transformação das escolas*.

Lima, L. C. (2018e). Algumas notas sobre democratização e desigualdades na educação em Portugal (1974-2018). In S. Gomes, V. Duarte, F. B. Ribeiro, L. Cunha, A. M. Brandão & A. Jorge (Orgs.). *Desigualdades sociais e políticas públicas*. (pp. 329-345). HÚMUS.

Lima, L. C. (2017). Sobre o governo das escolas. In L. C. Lima & V. Sá (Orgs.). *O governo das escolas. Democracia, controlo e performatividade* (pp. 8-22). HÚMUS.

Lima, L. C. (2018b). A gestão democrática das escolas como referencial político, educativo e simbólico: entrevista com o Professor Licínio Lima. *In Movimento Revista de Educação*. Niterói, 8(8), 244-256.

Lima, L. C. (2018c). Por que é tão difícil democratizar a gestão da escola pública? *Educar em Revista*, 34(68), 15-28.

Lima, L. C. (2018d). Democracia, participação e autonomia: sobre a direção das escolas públicas. *Revista de Administração e Emprego Público. Número Temático. O Contributo da autoavaliação no processo de transformação das escolas*.

Lima, L. C. (2018e). Algumas notas sobre democratização e desigualdades na educação em Portugal (1974-2018). In S. Gomes, V. Duarte, F. B. Ribeiro, L. Cunha, A. M. Brandão & A. Jorge (Orgs.). *Desigualdades sociais e políticas públicas*. (pp. 329-345). HÚMUS.