CURRICULUM CONTEXTUALIZATION IN A NETWORK OF PORTUGUESE SCHOOLS: A PROMISE OR A MISSED OPPORTUNITY?

MARIA DO CÉU ROLDÃO
SÍLVIA DE ALMEIDA
TRANSLATED BY Fernando Effori de Mello

ABSTRACT

In the 1990's, international educational policies, as well as the theoretical field of curriculum studies, gave centrality to the debate on curriculum. This led countries with a centralist tradition to shift from the paradigm of a uniform and prescriptive curriculum towards a paradigm based on curriculum contextualization. Following the latter, new curricular policies were introduced in the Portuguese system which determined that schools should develop their own curriculum plan. Since then, the literature on the subject has shown that the construction, implementation and evaluation dynamics of these curriculum plans have been conceived as bureaucratic documents, obeying a logic of normativity and being mostly designed to suit external evaluation panels that proved unable to implement change in curriculum practices. In this paper, the method of content analysis was used to present the results of the evaluation of 12 curriculum projects implemented in a collaborative network of Portuguese schools.

KEYWORDS CURRICULUM CONTEXTUALIZATION • CURRICULUM ASSESSMENT • CURRICULUM PROJECTS • EDUCATIONAL POLICIES.

CONTEXTUALIZAÇÃO CURRICULAR NUMA REDE DE ESCOLAS PORTUGUESAS: PROMESSA OU OPORTUNIDADE PERDIDA?

RESUMO

Na década de 1990, as políticas educativas internacionais e o campo teórico dos estudos curriculares conferiram centralidade ao debate sobre o currículo, conduzindo, nos países de tradição centralista, à passagem do paradigma do currículo uniforme, prescritivo, para um paradigma de contextualização curricular. Em Portugal, a introdução deste paradigma pelas políticas curriculares determinou a necessidade de prescrever às escolas a elaboração de um projeto curricular. A partir de então, a literatura tem demonstrado uma conceção das dinâmicas de construção, implementação e avaliação de projetos curriculares como documentos burocráticos, obedecendo a uma lógica da normatividade decretada, elaborados sobretudo para os painéis de avaliação externa das escolas, incapazes deste modo de implementar mudanças nas práticas curriculares. Neste texto, apresentam-se os resultados da avaliação de 12 projetos curriculares de uma rede colaborativa de escolas portuguesas com recurso à análise de conteúdo.

PALAVRAS-CHAVE CONTEXTUALIZAÇÃO CURRICULAR • AVALIAÇÃO CURRICULAR • PROJETOS CURRICULARES • POLÍTICA EDUCACIONAL.

CONTEXTUALIZACIÓN CURRICULAR EN UNA RED DE ESCUELAS PORTUGUESAS: ¿PROMESA O OPORTUNIDAD PERDIDA?

RESUMEN

En la década de los 90, las políticas educativas internacionales y el campo teórico de los estudios curriculares debatían por encima de todo el currículo, lo que condujo en los países de tradición centralista al paso del paradigma del currículo uniforme y prescriptivo a un paradigma de contextualización curricular. En Portugal, la introducción de este paradigma por las políticas curriculares determinó la necesidad de prescribir a las escuelas la elaboración de un proyecto curricular institucional. Desde entonces la literatura ha demostrado una concepción de las dinámicas de construcción, implementación y evaluación de proyectos curriculares como si fueran documentos burocráticos, obedeciendo a una lógica de la normatividad decretada, elaborados sobre todo para los paneles de evaluación externa de las escuelas, incapaces de este modo de implementar cambios en las prácticas curriculares. En este texto, se presentan los resultados de la evaluación de 12 proyectos curriculares de una red colaborativa de escuelas portuguesas realizada teniendo en cuenta el análisis de contenido.

PALABRAS CLAVE CONTEXTUALIZACIÓN CURRICULAR • EVALUACIÓN CURRICULAR • PROYECTOS CURRICULARES • POLÍTICA EDUCATIVA.

INTRODUCTION

In Portugal, as in other European nations and countries within the Organization for Economic Cooperation and Development (OECD), the educational and curricular policies developed since the 1990's have emphasized the role of school as the central space of educational action, as well as the role of the teacher as the main actor in this process, by means of curriculum contextualization measures since the introduction of the Flexible Curriculum Management Project (PORTUGAL, 1997). This plan, a ministerial initiative, yet launched for the entire system, started a reflection to harmonize the national curricular prescription (National Curriculum) with schools empowered to decide how to contextualize this curriculum and adapt it to their particular situations according to a School Curriculum Project (PCE). The curriculum has thus been increasingly understood in political discourse as a construction process involving the participation of various social actors, at least from a rhetorical point of view, with schools receiving more autonomy to create, develop and evaluate their PCEs in articulation with the national curriculum.

In the Portuguese context, the literature has presented a rather negative balance of the dynamics of construction, implementation and evaluation of these PCEs (ROLDÃO, 2005a, 2014; PACHECO; PEREIRA, 2007; MORGADO; MARTINS, 2008; MORGADO, 2011; GONÇALVES; MORGADO, 2013), underscoring the consequences thereof in terms of school autonomy development and teacher practice adjustment, as well as the intended improvement in student learning.

Today, 20 years after the Flexible Curriculum Management Project was introduced, and with the current resumption of curriculum flexibilization policies by Portuguese authorities, it is important to reflect again on school curriculum management practices. Hence the opportunity to focus on the importance of the PCE as an instrument for renewing and innovating pedagogical practices, as well as practices for building teacher and school curricular autonomy. After all, it is in the field of concrete curricular actions and teaching practices that educational quality and learning success are defined.

In this article, we present the results of the content analysis we conducted with 12 PCEs of a collaborative network of Portuguese schools. These are part of the results of an investigation about the curriculum management practices expressed in their respective PCEs project.

Considering the centrality that this guiding document has taken on as a contextualized curriculum management tool both in the literature and in curricular policies, we start with the following questions: how did schools with a PCE in place build (or in what way did they not build) a curriculum management model? What theoretically founded components and principles can we identify in order to build a guiding model for developing PCEs?

HISTORICAL-CONCEPTUAL FRAMING

CURRICULAR POLICIES: FROM UNIFORMITY TO CONTEXTUALIZATION

The international educational policies of the late 20th century (SKILBECK, 1990; ORGANIZATION FOR ECONOMIC

CO-OPERATION AND DEVELOPMENT – OECD, 1991, 1993, 1994, 1998, 1999) put the curriculum at the center of the educational debate, which was supported in the theoretical field (CARMEN; ZABALA, 1991; SACRISTÁN, 1994; ZABALZA, 1992; HUTMACHER, 1992; ROLDÃO, 1995, 1998, 1999b, 1999c, 2000). This led countries with a centralist tradition to shift from the paradigm of a uniform, prescriptive curriculum towards a paradigm based on curriculum contextualization.

The curricular measures implemented since then have reinforced the reorientation of curricular decision loci as a result of the complexity of the contexts and populations that universal education has brought into the school in democratic societies. This increases the pressure in terms of curricular and pedagogical contextualization and differentiation, as well as in terms of reinforcing a common core curriculum embodied in the so-called national curriculums (OECD, 2013, 2014, 2016).

The debate about the school's increased responsibility due to managing its curricular work has thus focused both on articulating this level of decision with the central level (previously the only one in administratively centralist countries like Portugal) and on issues of contextualized organization/management, which is carried out in each school's own projects, preferably designed to suit each group of students and their respective contexts, in order to improve curricular learning quality for all (ROLDÃO, 2008).

THE CORE CURRICULUM AND THE CURRICULAR BINOMIAL
The organizational implications of this process of school curricular work management, with clearly increased initiative and responsibilities for the school and teachers, however, have been less discussed in the teaching community, largely marked by a prescriptive culture and poorly socialized in a culture of initiative and self- and hetero-regulation.

One must therefore remember that the curriculum is, in its genesis and mutability, a social construct (GOODSON, 1988, 2005, YOUNG, 1998). However, having emerged within an institution that is curricular in its very nature – the school –, the curriculum is also, in its modus operandi

(which actually shapes it and regulates its content and how it is transmitted), an organizational product, one that is largely shaped by and imbricated in the organizational mechanisms that configure the school (ROLDÃO, 2000, 2001, 2016, BARROSO, 1995, 1997, PERRENOUD, 1997, 2000).

The 1990's brought along the need to distinguish between two major levels of curricular decision-making: the central level, which defines the core curriculum; and the contextual level of decision-making, based on schools' increased autonomy to operationalize and contextualize curriculum management. This process has been designated the curricular binomial (ROLDÃO, 2000, 2003a, 2003b, 2005a). However, its configuration varies for countries with a centralist tradition and countries with a history of great local autonomy. Hence, one must avoid the temptation to generalize by equating the terms national curriculum and core curriculum. In traditionally centralized countries, the national curriculum was, from the very beginning, the only one. The novelty in these contexts is schools' curricular autonomy, which causes disturbance precisely because it breaks the singleness of the nationally prescribed curriculum. In countries with great local autonomy, like the Nordic and Anglo-Saxon countries, the opposite is true: the national curriculum emerges as a regulating factor common to the traditional diversity of options schools could choose from, which were normatized only by external assessments, and therefore appearing as more restraining to schools.

Malcolm Skilbeck (1994, p. 93) thus defines the concept of core curriculum, historically situating its political necessity in the face of universal education and its consequent audience diversity:

- In sum, the core curriculum consists of education that is considered basic and essential to anybody: basic because it provides a foundation that subsequent education can build on, as well as mastery of the methodological tools that allow each person to proceed with his own learning.
- They are essential in that they equip learners for a satisfactory, effective participation in social and cultural life.

- It is the dimension of the overall curriculum that is generally common to all schools, jointly defined by central and local decision-makers, and then reinterpreted by each school.

The core curriculum's dimensions necessarily refer to the maximum to be guaranteed in terms of common learning, rather than the simplifying idea of a minimum that would impoverish the curriculum. In a text by the Australian Curriculum Development Centre (1980[1] apud SKILBECK, 1994, p. 97), it is stated that this common denominator – the core curriculum – must contain the national prescription of common aspects regarding:

- areas of knowledge and experience to approach;
- learning processes to master;
- learning situations and contexts to experience.

THE COMPLEX OPERATIONALIZATION OF THE CURRICULAR BINOMIAL

The curricular and political debate about the proclaimed shifting of decision levels towards the school and teachers has been failing to clearly situate the two factors that absolutely determine this shifting: on the one hand, the very nature of curriculum contents and the work to develop them (in other words, the *how*, the teaching methods, the dominant modes of teaching practice, the act of *teaching* and *teaching* what, as it is experienced in schools, as well as the apparatus – or the lack thereof – for students' work); and, on the other, the unavoidable structuring of the curriculum by the organizational skeleton of the school, which, as an institution, has remained amazingly immutable for almost two centuries: the organization of times, spaces, school production, the act – in fact, the segmental acts – of teaching (ROLDÃO 2003; BENAVOT; BRASLAVSKY, 2007).

Thus, the political-curricular aspiration that allows understanding the policies we have previously designated as structured in terms of a "curricular binomial" was oriented in order to induce the following changes:

- a balance between the core curriculum – the central guidance – and schools' autonomy to promote this

core curriculum in a *variety of contextual formats* related to the diversity of students and their contexts – i.e., adopting a *curricular binomial* (ROLDÃO, 2003b);

- changing from a *single, uniform curriculum* to be "fulfilled" (centralist tradition) or from a *diversity of curriculums of unequal quality* corresponding to schools' levels and contexts (decentralized tradition) to "a core curriculum common to all schools [...] *reinterpreted by these schools*" (SKILBECK, 1994, p. 96, emphasis added);
- organizing the curriculum by competencies in order to allow a diversity of approaches.

Competency is understood here as the integrated mobilization of knowledge, experience and dispositions that enable the learner to confront and respond to complex and contextual situations (TARDIF, 1996; LE BOTEER, 1994).

The role of competencies in building the curricular binomial, which situates curriculum decisions at these two levels (common central and diverse local) in an articulated way, translates into the following dimensions of competency within the curriculum:

- competency as a curricular organizer of knowledge – as opposed to mere sequences of themes or lists of contents;
- competency as a mobilizer of various subject knowledge areas around the construction of the curriculum as a whole;
- competency as the transformation of static bodies of knowledge into knowledge-in-use (ROLDÃO, 1995).

In the Portuguese case, this paradigm change produced the prescription of a curricular binomial, which translated into the definition of common essential curricular knowledge – the core curriculum (SKILBECK, 1990), which was expressed in what was termed the *Currículo Nacional do Ensino Básico – Competências essenciais* [National Basic Education Curriculum – Essential Competencies] (PORTUGAL, 2001b, revoked in 2011) in articulation with the diversity of PCEs created by schools and corresponding to different contexts (ROLDÃO, 1999b, 2000, 2003a).

THE DIFFICULTIES FACING CURRICULAR BINOMIAL POLICIES DUE TO THE PERSISTENCE OF THE SCHOOL'S ORGANIZATIONAL FORMAT – RECENT DEVELOPMENTS

Today, after two decades since the advent of the policies earlier characterized as curricular binomial, there is a double effect which is identified in international documents (UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION – UNESCO, 2015; OECD, 2014): on the one hand, national curriculums with the core curriculum format (those of countries with a localistic curriculum tradition, particularly Nordic countries) show some tendency, in successive revisions since the early 1990's, to become more extensive and detailed (FINNISH NATIONAL BOARD OF EDUCATION – FNBE, 2016). However, in these systems, particularly the Nordic ones, this reinforcement – also expressing the pressure of competition in international assessments, among which the successive editions of the Program for International Student Assessment (PISA) stand out – did not translate into any significant loss of the autonomous tradition of schools as the actual managers of their own curriculums, even as they grew heavier. The school and teaching cultures in these societies are strongly founded on the autonomy of local curriculum management by means of the local powers which are put into action by the schools and their teachers. In Finland, from 2015 to 2016, we saw another advance in this process of management autonomy, establishing that, for primary education (grades 1-9), the national curriculum management is to be organized around thematic curriculum project managed by teacher teams, in articulation with curricular subjects that remain in the curriculum, but in a smaller percentage (FNBE, 2016). On the other hand, in countries with a centralized management tradition (Portugal, Spain, France, Italy), the attempts to create dynamics of contextualized curriculum management by schools did not succeed as expected in actually making a local curricular decision-making level operational within schools. In the Portuguese case, this decision level translated into the creation of the PCEs referred to earlier (which we evaluate in the study described in this text), which were

further developed into PCTs – class curriculum projects (DL 6/2001). However, the traditional framework of the school organizational grammar (TYACK; CUBAN, 1995; CUBAN, 1990) absorbed or rendered ineffective the attempted decision processes described below. This diminishment was accompanied by central political decisions of the next political cycle in the party rotation, which devalued this line of curricular autonomy to reinforce the central control dimension, particularly via external examinations for all basic education phases; these policies are situated between 2011 and 2015.

However, it is worth stressing that these levels of school curricular decision were largely questioned, even before the partisan political turn in central power, by the schools and teachers themselves, who turned the curriculum projects (PCE and PCT) into mere bureaucratic documents, devoid of their purpose of contextualized curriculum management and their development into teaching practices, as defined in their stated purpose (ROLDÃO, 2005a). It is also worth highlighting the role of teachers' action in the curriculum process, which became an issue requiring future curricular intervention (OECD, 2014; HATTIE, 2009).

While the designation of National Curriculum for the common essential curriculum made much sense, for example, in Nordic countries because of its novelty, in Portugal it was never understood as one of the parts of the curricular binomial, since the only model in the Portuguese curricular culture – a very centralized one – has always been, by definition, the national model, from which came the prescriptions that are deep-rooted in teachers' and schools' actions and thoughts.

Today's Portuguese political decision-makers – again in the context of partisan political rotation, with its regrettably excessive weight on the country's educational macropolicy, which should be determined by social consensus and developed in the medium term – are once again advocating an up-to-date curricular policy in line with the international trends that reinforce the contextual dimension, as well as the need to ensure higher quality levels of teaching and

successful learning (OECD, 2015; UNESCO, 2014, 2015; ANANIADOU; CLARO, 2009). Therefore, since 2015, they have put back on the political agenda the curriculum management issue, as well as its correlative curriculum contextualization and flexibilization. The resuming of this path in Portugal is bringing about various developments, which are facing an identical resistance on the part of schools' and teachers' culture, as international research has also evidenced (OECD, 2013, 2014; HATTIE, 2009).

At the international level, it is also worth considering that the most recent developments resume the same problematics (UNESCO, 2014, 2015, OECD, 2017), i.e., discussions are largely focused on the essential dimensions of curriculums and the strategies to make them "slimmer" (OECD, 2017), thus configuring once more the discussion on core curriculum and the most effective policies for contextualized curriculum management by schools, as documented in the working papers of the Future of Education and Skills: Education 2030 project (OECD, 2017).

Today, within the OCDE and other curriculum research centers, the reconfiguration of curricular policies is being discussed. Central subjects in this debate are:

- the search for increased learning success;
- selecting essential curricular learning, with the consequent "curriculum slimming";
- combining curriculum and transversal competencies;
- making the curriculum more adapted to the new social, political and economic needs (OECD, 2017; UNESCO, 2015, 2016; ANANIADOU; CLARO, 2009);
- giving a greater centrality to teacher action and professionalism in building a successful curriculum (OECD, 2014).

Part of the permanence, in the second decade of the millennium, of the problematics of curricular contextualization, which originated in the 1980's and 1990's, can be explained by the relative immutability of the organizational structures in which the curriculum develops. The school has kept to this day the organizational structure and teaching logic that established it in the past, when its

publics were much more restricted and homogeneous and its goals less ambitious for the majority, although more selective for a small part of the population. It is in this logic that the whole organics of the school still works, as well as its corresponding views on teachers' actions and dominant teaching methodologies (ROLDÃO, 2012). This domain is also where we find all the theorizing and multiple contradictions associated with educational policy orientations, largely consensual at the discourse level, in terms of the so-called "inclusive school" (CLARK, 1999; AINSCOW, 1991).

In the last decade, there emerged movements that initiated consistent approaches to this rupture in the organizational and pedagogical way of transmitting the curriculum – with the efficacy that should legitimize it, which it fell short of achieving, as evidenced by the persistent failure rates (ROLDÃO, 2016). Here, it is worth highlighting the Project 2020, developed by a network of schools in Catalonia and the developments of Finland's curriculum mentioned earlier (RED JESUÏTES EDUCACIÓ, 2015; FINNISH NATIONAL BOARD OF EDUCATION – NBFE, 2016).

It is this web of contradictions that we address here. We found it relevant to conduct a study focusing on the evaluation of 12 PCEs presented by a network of schools in the 2016-2017 school year. In this study, we conduct a consistent evaluation of the PCEs, accompanied by interviews with the actors involved, not only to clarify in what ways this theoretical-curricular and political framework was appropriated by teachers, but also to produce useful knowledge for the current development of renewed school curricular autonomy policies.

SCHOOLS' AUTONOMY: FROM EDUCATIONAL TO CURRICULAR PROJECTS

From the late 1990's to the early 21st century, in Portugal, Spain, and France, the literature on curriculum management and PCEs, including curriculum models for schools, was very fruitful. It is important to situate the emergence of, and meanings assigned to the ubiquitous concept of project,

which is explicitly designated in Educational Project (PE) documents, as well as the concept of autonomy associated with it, as both concepts originate the PCE, which is the subject of the present study. A conceptual definition is necessary, given the plurality of meanings that these concepts enclose.

Since the late 1980's, it has been affirmed in the literature that we live in a civilization of project (BARBIER, 1991) that have become a kind of everyday "micro-ideology of action" (BARROSO, 1992). The term project originates in management theories, when strategic planning and management started to be considered essential practices for business success.

Strategic planning was created as a "process of conceiving a desired future, as well as the actual means to achieve it" (GODET, 1985, p. 80). Planning is associated with foresight as "a reflection to illuminate present actions in the light of possible futures" (GODET, 1989, 80). The pressing need to prepare the future has determined that, in the first phase of planning, a project be established for the company, starting by conducting a diagnosis to identify the threats and opportunities in the strategic environment, as well as the strengths and weaknesses in the company (human, technical, commercial and financial resources) (GODET, 1985, p. 171).

Realizing the project implies the coexistence of a logic of desire which values the symbolic dimension (mission, vision, values) and a logic of action which emphasizes the operational dimension (BARROSO, 1992, p. 28) after conducting a diagnosis to determine short and medium-term implementation strategies.

Management theories have passed into the educational world. In the 1980's, in countries in the OECD, as well as in the European Communities (BARROSO; SJORSLEV, 1990, p. 121), authorities associated school autonomy to the creation of a project, in this case the PE.

In the Portuguese context, the Decree-Law 43/89, which establishes schools' autonomy, relates it to the creation of an EP:

> The autonomy of the school is realized through the creation of its own educational project, constituted and executed in a participatory manner, with accountability for the various actors in the school, as well as adaptation to the characteristics and resources of the community it is situated in. (PORTUGAL, 1989, Preamble)

Thus, the PE is "a long-term planning tool comprising the definition of management strategies, a tool from which medium and short-term operational project derive" (BARROSO, 1992, p. 30).

The emergence of the PCE (2001) as a normative instrument within the scope of Decree no. 6/2001 (PORTUGAL, 2001a), which managed the desired new curricular policy, theoretically as a binomial, proved to be lagging behind the prescription to produce a PE (1989) within the scope of school autonomy management. This has doubled the difficulty to understand the PCE both as the core of the PE and embedded in it. In fact, and although the rules recommended it, the PCE was viewed in schools as a dyadic document, rather than a single, integrated document.

Among the guidelines to design the PCE, one feature stands out since the outset, which is compliance with the EP in order to "contribute to the continuity and consistency of the educational performance of the school's entire teaching staff" (CACHAPUZ et al., 2004, p. 81; COSTA; RAMOS, 2004, p. 88).

The PCE should operationalize the central part of the PE, which is the pedagogical-curricular guidance, given the nature of the school as *a curricular institution* in the way its very existence is justified: by a *curricular purpose*, i.e., to ensure the transmission/appropriation of knowledge deemed necessary for a certain type of skills in a given period and context; and by its specific procedures/methodologies in conducting *the curricular development of this purpose* by choosing and structuring the ways of causing one to learn (teaching methods and organization) what is socially considered important for one to learn (ROLDÃO, 2000, p. 4). Thus, we can see the PCE's centrality, since it constitutes, in combination with the PE, a fundamental means to build schools' and

teachers' curricular autonomy, in order to improve the quality of students' learning and educational success, since it is precisely adapted to their respective contexts. This document strengthens curricular management by schools/ teachers in order to share and establish common strategies on what, when and how to evaluate (GIMENO, 1989, p. 14). Therefore, one can see the importance of this instrument for schools' autonomy in that it implies the curricular decision-making process at the level of each school as conducive to learning improvement (MORGADO, 2003, 2011).

In the literature, the PCE is conceived as a contextualizing pedagogical-curricular management instrument which combines at least two characteristics: it reconstructs the national curriculum in the sense of adapting it to the characteristics of its local contexts of application; and it fosters a culture of reflection on teaching processes, which is only possible through cooperative work among teachers (CARMEN; ZABALA, 1991; PACHECO, 1998; ROLDÃO, 1999b; PACHECO; MORGADO, 2002; RODRIGUES; SÁ-CHAVES, 2004; COSTA; RAMOS, 2004).

These are the key ideas that pervade the definitions, for example, of Carmen and Zabala (1991, p. 16) as they describe the PCE as a

> [...] set of interconnected decisions shared by a school's teaching staff, which tend to give greater consistency to their performance by realizing national-level curricular guidelines into global pedagogical-didactic intervention proposals to suit a specific context,

or of Roldão (1999a, p. 44) as she affirms that

> [...] a curriculum project is to be understood as the particular way in which, in each context, a curriculum is reconstructed and appropriated in the face of a real situation, defining its own options and intentionalities, and building specific modes of curriculum organization and management to suit the achievement of learning that constitutes the curriculum for that context's concrete learners.

Curriculum management as a decision-making process, as affirmed earlier, includes two major levels of curricular decision-making: the central level, related to the national curriculum and teaching methods outlined by the central administration; and the school level, which concerns the school's curricular contextualization, guided by the national curriculum, which materializes in a PCE. At these two curriculum decision levels, one can identify six decision-making domains that are common to both, though conducted at different levels of operationalization as described in Chart 1.

CHART 1 – Levels and Domains of Curriculum Decision-Making

DECISION-MAKING DOMAIN	CENTRAL LEVEL	SCHOOL LEVEL
1. Distinctive philosophy and educative offer	The school's social and educative role.	- Based on the diagnosis and identity described in the PE: to provide foundations to educative philosophy and offer.
2. Options and priorities	Curriculum options and priorities at national level (e.g.: improving mother tongue performance by 30% in the system or prioritizing scientific and technological learning).	- What curricular aspects - core curriculum - to emphasize, considering the characteristics and necessities of the population; - What non-core learning contents to include and why. Learning in areas not covered by the national curriculum.
3. Learning organization	Skills to be mastered by the time the student leaves the system. Body of learning required to mastering these competencies, i.e., learning that must be achieved by all students in the disciplines (or other formats).	- Articulation between the attitudes and values, abilities and skills and knowledge defined in the Student Profile: (e.g., writing a scientific report on these competencies – therefore, some classroom time should be devoted to it); - Modes of organization of diversified learning: discipline areas and multidisciplinary spaces; (i.e. professional or traditional practice workshops).
4. Teaching and evaluation methods and strategies	Teaching methodologies emphasized considering the socially necessary skills. Guidance on evaluation procedures and modalities.	- Teaching strategies that the school prioritizes according to the values comprised in its educational proposal (methods, techniques, resources); - Principles/Guidelines on student learning evaluation (modalities, instruments, fields).
5. Modes of school and class functioning	Guiding principles on learning organization decisions.	The school's organizational choices regarding the framework of learning activities: Pedagogical criteria to form classes, with a flexible organization of times and spaces within the classes (e.g., temporary groups of students); variation of the time devoted to support; Justifying the standard time unit and creating mechanisms to flexibilize it; Organization of schedules and allocation of teaching service in terms of student learning maximization; Recommendations and criteria on communication with parents and parent meetings. Principles structuring the organizational choices about teaching: - Establishing times and spaces for collaborative work.
6. Results assessment for each option in the curriculum project	Evaluation of the core curriculum learning achieved at national level through suitable external instruments. Reformulation of the core curriculum when it proves inadequate, insufficient or rigid in relation to citizen's educational needs.	- Evaluation of the learning proposed in the school's curriculum project (internal and external); - Building appropriate assessment tools; - Evaluation – by intermediate and management bodies – of the curricular work developed with classes.

Source: Adapted from Roldão (1999a, p. 60-61).

METHODOLOGY

We chose a qualitative and interpretative methodology with a few characteristics of action research for this study of the logics that schools assign to the construction and use of their PCEs – whose data are partially analyzed herein.

In a first phase, the PCEs of a Portuguese network of schools were collected. Of a total of about 40 schools, only 12 had developed the PCE, on which we conducted content analysis.

In a second phase, to further examine curricular management practices, we selected three schools with more developed PCE in order to conduct focus group interviews. The groups were formed by teachers in intermediate leadership positions such as section and/or cycle coordinators (in this case, primary education cycle), class teacher coordinators and a few class teachers. One of the roles of intermediate leaderships is to lead the teams responsible for, among others, implementing the PCE in the daily life of school clusters.

Based on the results of the content analysis, focus groups and a review of the literature on curriculum management, we are updating the book *Gestão curricular: fundamentos e práticas* [Curriculum management: fundamentals and practices] (Roldão, 1999b) to provide guidance for the development of PCEs. The present text provides only a partial evaluation resulting from our content analysis of the PCEs.

CONTENT ANALYSIS

For the content analysis of the PCEs, we used a system of mixed categories of deductive and inductive type, which we defined based on existing theory on the subject at hand and on a fluctuating reading of the corpus studied. The book *Gestão curricular: fundamentos e práticas* (ROLDÃO, 1999b) allowed identifying a set of curricular decisions (see Chart 1) that guided the construction of the system of categories for the PCEs of the schools analyzed.

To define the categories, we applied the two roles of content analysis enunciated by Bardin (2006 [1977]), i.e., the role of "administration of proof", in the form document

reading guidelines, and the heuristic role deriving from both document reading and the goals of our investigation. We chose a semantic-level approach as our record unit, and the sentence as our context unit. With regard to the system of enumeration of our thematic categories, we chose presence/absence.

The system combines a total of 31 categories (Appendix 1), and the analysis was facilitated by the use of MAXQDA 12.3.1 software, which contains mixed methods functions, thus allowing for introduction/management, besides a category system and a base with qualitative and quantitative "document variables" with more descriptive information about the corpus analyzed. The most common way of using these variables is with a mixed methods function (KUCKARTZ, 2014). Thus, one can "activate"/select certain quantitative variables and analyze results according to them. For example, by "activating" the variable "number of students in the school", we could see what distinguished schools with more from those with fewer students in relation to the categories analyzed.

In this case, we used these "document variables" (Appendix 2) by mobilizing them as information related/ additional to the system of categories in order to complement the analysis.

RESULTS

A CRITIQUE OF THE SOURCE

In general, the written record of the PCEs is closely linked to the legal documents under which they are created, and they may include long quotations of legislation or reproduce parts thereof. Concepts of international curriculum policy discourse, which are replicated in the legal norms of national curriculum policy, such as "collaborative work", "contextualized curriculum management" or "pedagogical differentiation", are not developed into concrete measures in the PCEs, and seem to refer to a rhetorical discourse, possibly induced by schools' external assessments, since those concepts are not supported, in most cases, by concrete measures. This lack of operationalization can

also mean the fallacious "transformative effect" of "good principles" (BARROSO, 2014) which constitutes a recurrent misunderstanding in educational practices, i.e., the belief that certain concepts/principles enunciated in regulatory documents can bestow on their target audience a capacity for action.

Also noteworthy is that the PCEs accumulate a list of information/definitions, which sometimes includes normative provisions on teachers or on the elaboration of pedagogical documents, such as guidelines for the PCT; at other times, they cover particularly school organization issues, such as descriptions of the School Psychology and Guidance service (Chart 2). This inscribes the PCEs on a record between that of regulation and that of reports, to show more senior management or the educational community, for example, the services and educational support that the school offers.

CHART 2 – List of Information/Definitions of School/School Cluster Curriculum Projects

PROVISIONS ON TEACHERS	PROVISIONS ON SCHOOL ORGANIZATION
- Criteria for appointing educational guidance coordinators (e.g., criteria for appointing the class teacher, the vocational course coordinator, etc.). - Job profiles (e.g., profiles of teachers/class teachers/section coordinators, etc.). - Educational guidance coordination positions and classroom and non-classroom time (positions and decreased classroom time). - Guidelines (e.g., for developing the Class Curriculum Project, the Pedagogical Report on Vocational Courses/Education and Training, etc.).	- Educational guidance structures (e.g., list of curriculum sections and their roles). - Services (e.g., description of the functioning of the Psychology and Vocational Guidance Service, etc.). - Special education (e.g., definition of NEE, support units, evaluation process adjustments, etc.). - Family support component (pre-school) (e.g., opening hours). - Center for Qualification and Vocational Education (e.g., activities and roles). - Parent Association (e.g., their existence by cluster school and activities). - Description of spaces (e.g., computer room description). - Operational and technical assistants (e.g., job description). - National assessment (e.g., description of assessment years). - School calendar (e.g., description of school year beginning and end, and holiday periods). - Lesson replacement (e.g., procedures in case of exchange). - Class or cluster school change (e.g., procedures and acceptance criteria). - Transfer requests from other schools (e.g., acceptance criteria). - Educational support (e.g., description and goals). - Cycle transition and retention (e.g., criteria).

Source: 12 School/School Cluster Curriculum Projects in a network of Portuguese schools.

DISTINCTIVE PHILOSOPHY AND EDUCATIONAL OFFER

Curricular decisions on the schools' distinctive philosophy and educational offer are virtually absent from the PCEs. Most of them do not present a critical reflection on the PE's diagnosis in terms of the school's pedagogical-curricular action regarding its context. They start by describing the curricular templates per school cycle or the school's calendar. Only one PCE reproduces two tables of its PE – showing the school population per education cycle and school unit, the number of teachers per cycle and teaching position and the number of technical and operational assistants – which are not accompanied by any critical text.

As a result, no description of educational offer adjustments based on the PE's diagnosis appears in the PCEs analyzed. Except for four PCEs, the educational offer is only deduced from the presentation of curricular templates, which, in some projects, occupy a substantial part of the space (up to 14 pages).

The symbolic dimension of the PCE, particularly the school's values and vision, based on its PE, is completely devalued in the corpus analyzed. Thus, questions remain to be asked, such as: what does this school intend to achieve in the short and medium term? What does it wish to improve in its image and service? What "school face" does it wish to see itself with in the future?

However, the schools' teaching philosophy and methodologies, which they chose as the general strategy for curriculum departments and class teachers, are somehow conceived in five PCEs which emphasize curricular differentiation as the organizing principle of the curriculum to be transmitted.[2]

In the remaining PCEs, curricular differentiation is still invoked, but in specific contexts, and their operationalization is made to depend on these contexts, i.e., on their diagnostic evaluation and/or educational support, one PCE being noteworthy for adding the pedagogical supervision to these two contexts.

[2] We do not cite excerpts from the text of the results analysis to ensure the anonymity of the schools examined in the present study.

OPTIONS AND PRIORITIES

The schools' options/priorities in improving educational action, preferably combined with those in the PEs, are not included in most PCEs, except for four, since two reproduce in full their PE priorities. The other PCEs focus their intervention on the learning environment, collaborative work, the valuing of the school-community relationship – i.e., the building of partnerships or families' involvement in the school –, human resources training and the improvement of school results. Thus, and proceeding with this line of thought, the lack of articulation between PCEs and PEs is an aspect to be underlined, as only six schools refer to their PE in defining their curricular priorities.

The curricular aspects to be prioritized according to the characteristics and needs of the population are present in most of the PCEs (eight) in articulation with the need to ensure the learning of the core curriculum. In this respect, they emphasize reinforcing teaching and the competencies to be developed both around structural knowledge areas, namely Portuguese or Mathematics, and the areas of citizenship and Information and Communication Technologies (ICT) (PORTUGAL, 2012).

Measures to promote student academic achievement proliferate in all PCEs in a variety of ways. However, in most cases, they are understood as remedial measures, apparently due to prior, deterministically perceived limitations of students and their contexts, rather than possible changes at the level of pedagogical work or school organization.

In this respect, the PCEs in question seem to indicate some difficulty on the part of the schools to conceive themselves as possibly responsible for the reproduction of educational inequalities, although the whole literature, since *The Heirs*, by Bourdieu and Passeron (1964), empirically demonstrates their contribution to the maintenance of social inequalities translated into educational inequalities. Indeed, the PCEs seem to lack a sociological reading of school and pedagogical practices that could overcome what appears to be a conception of measures to promote school outcomes, understood merely in terms of students' cognitive deficit.

The following stand out among the measures to promote school success: educational support, the formation of relatively homogeneous groups, study support activities (such as study rooms) and curricular differentiation only in the context of these remedial measures. The most frequently mentioned pedagogical measure for improving school results is teaching assistance, in the form described in legal documents (PORTUGAL, 2012).

LEARNING ORGANIZATION

With regard to education offer in fields not covered by the national curriculum, schools can introduce, in any of the 3 cycles of primary education, a Complementary Offer discipline and, in addition to this, in grades 7 and 8, the School-specific Offer discipline (Order No. 10-A/2015 of June 19, 2015), in combination with Information and Communication Technologies. Only two PCEs do not specify the Complementary Offer discipline, but nearly all of them selected Citizenship with a wide range of denominations (Civic Education, Education for Citizenship, Education for Health and Citizenship, Education and Citizenship, Development of Personal and Social Skills, Sociability, Literacies and Citizenship). The exceptions are two PCEs, which offer Introduction to Programming and Experimental Science Education in cycle 1, and three PCEs that offer German Language and Culture, English and a Writing and Communication Workshop, besides Citizenship, in some year/years of cycle 3. The most common justification, whether expressed or implied, for selecting these knowledge areas is that they complement the curriculum prescribed or the principles enunciated.

The schools' preference for Citizenship may stem from recommendations by the central administration level, as the Decree-Law n. 139/2012 suggests:

> [...] it is intended that education for citizenship as a transversal area be possibly approached in any curricular area, rather than being imposed as an isolated, compulsory discipline, but enabling schools to determine their offer

With the School-specific Offer discipline, the selection focuses on the Expressions area (Technology Education and Arts), except for European Studies and Projects (European citizenship), Robotics and Image and Animation Production, in three PCEs, respectively. This means that only two PCEs select knowledge areas not included in the national curriculum. Moreover, in the case of Robotics, it is a weak approximation on the part of the school towards the area of its municipality, due to its proximity to a Polytechnic Institute which invests heavily in this field.

In selecting knowledge for their curriculum, the schools seem to privilege knowledge which derives from or complements the curriculum prescribed.

In the non-discipline areas that include curriculum enrichment activities, the PCEs mostly list a wide range of projects and clubs/workshops offered. These are not subject to evaluation and seek to enhance students' personal, scientific, athletic, and social development. The justifications for the selection of these activities are centered around complementing the prescribed curriculum. However, they are still inscribed, albeit tenuously, in curricular contextualization, seeking adaptation to certain professional or play activities in the community (Chess Club, Robotics Club), while being also a pretext for building identity bonds or a form of support for disciplines with poor school results.

With regard to the competencies to be acquired by students, few PCEs outline a set of competencies that they should master when leaving primary (one PCE) or secondary education (two PCEs), or even a set of competencies transversal to the education cycles (one PCE). However, one fact that may have added to this situation is that Portugal has not had a profile of competencies at the central administration level since 2011, when the National Curriculum was revoked (Order No. 17169/2011, of December 23). In the Portuguese system, the prescriptive character of the central administration culture and its naturalization in schools are

very strong, which explains this dependence on centralized curriculum prescriptions.

TEACHING AND EVALUATION METHODS AND STRATEGIES

The teaching philosophy and methodologies presented as strategic, but later operationalized in the disciplines/grades/education cycles, which the school prioritizes according to the values it takes up as its educational proposition, are present only in one PCE that emphasizes active methodologies, yet including expository teaching in the 3 cycles of primary education and in secondary education.

Pedagogical techniques are only mentioned in three PCEs, which include group work, experimental activities and project work.

Pedagogical resources are also referred to by three PCEs, which emphasize the integration of ICT in the classroom. The manual as a specific teaching resource is out of the curriculum management record. This omission suggests some questioning to be developed in future investigations, since the manual is the basic, most used pedagogical resource in the practice of teachers and schools. The lack of reference to it may be understood as reflecting a naturalization that excludes other possibilities, or a perhaps involuntary intention to conceal the use of the manual as the main curriculum source.

Thus, in terms of teaching methods and strategies, the PCEs are extremely deficient. Teaching practices, which constitute one of the main elements of the curriculum and materialize its development, are practically absent, and that is a contradiction between the nature of the PCE and its use.

Student learning assessment occupies a central place in all the PCEs, due to the importance, recognized in some of these documents, of assessment as a structuring element of the teaching-learning process, whether as a regulating element of pedagogical practices or as a certification of student learning or the orientation of schooling. Such discourse is, in fact, a paraphrase based on legal documents (PORTUGAL, 2012).

Most of the PCEs establish mainly diagnostic, formative and summative assessment methods and, in terms of the fields assessed, knowledge, competencies and behaviors/attitudes/ values. They also provide examples of various assessment tools. When it comes to defining the field of behavior/attitudes/ values, the PCEs only mention items to be evaluated, such as student participation or attendance, and they are not always clear in defining what is intended with those concepts.

Thus, as assessment practices are susceptible to different interpretations, due to diverging ways of understanding the concepts, which leads to various forms of practically conducting the assessment, it would be necessary to find points of convergence facilitated by a conceptual clarification, whether in understanding the assessment modalities or in understanding what is meant by behaviors/attitudes/values and in what way they are incorporated into the evaluation (PACHECO, 2002; HARLEN, 2007; ROLDÃO; FERRO, 2015).

MODES OF SCHOOL AND CLASS FUNCTIONING AND ORGANIZATION

The curricular decisions about the modes of school functioning and organization, within the framework of learning activities, are one of the most developed parts of the PCEs, with subjects predominating over strategies in defining class formation, teachers' and students' schedules and the allocation of teaching. Here, most of the measures adopted can be found in legal documents, while only a few have been put forth by the schools.

Strategies oriented to families and the municipality are scarcer, possibly because they constitute a significant part of the PEs, as we could find from consulting them.

The strategic management of class space and time is practically absent from the PCEs. The classroom space is not conceived from a pedagogical, but mainly from a logistic perspective, judging by the measures listed in only three PCEs: establishing occupation limits for different classes in the gymnasium; ensuring the allocation of rooms devoted to more practical subjects; and assigning a room for each class.

The management of learning time is very uniform in all schools, being mainly organized in 45-minute periods, with hardly any learning time difference between cycles or between disciplines. However, in this respect, the Portuguese legislation is very flexible. The Decree-Law no. 6/2001, which set forth the guiding principles of basic education organization and management, established a school week organized in multiples of 45 minutes, especially 90-minute periods (PORTUGAL, 2001a). A decade later, the Decree-Law no. 139/2012 revised curricular design norms to allow schools greater autonomy in organizing their educational activities. Thus, for cycles 2 and 3 of primary education, it was no longer mandatory to organize class time in periods of 45 minutes or its multiples, as long as schools respected the school week foreseen in the basic education curriculum templates (PORTUGAL, 2012).

The uniform selection of these time units in the PCEs is in line with a recent study by the National Education Council (CNE) in partnership with the Monitor Curriculum Project, developed at the New University of Lisbon's Interdisciplinary Center for Social Sciences (ALMEIDA et al., 2017). From a representative sample of schools, covering grades 5 and 9 of primary education in mainland Portugal, for the 2015-2016 school year, that study shows that most of a total of 231 Organizational Units (OU) organized their school week in 45-minute periods (72.7%), followed by 50-minute periods (25.5%). As shown in Table 1, only two OUs organize their class time in 60-minute units, one in 70-minute units and another one in differentiated units for grades 5 and 9 and by discipline.

TABLE 1 – Class time unit at the organic units and for grades 5 and 9. 2015-2016

ORGANIC UNIT	CLASS TIME UNIT										TOTAL
	45 MINUTES		50 MINUTES		60 MINUTES		70 MINUTES		DIFFERENTIATED		
	N	%	N	%	N	%	N	%	N	%	
No contract autonomy	128	71.91	47	26.40	2	1.12	0	0.00	1	0.56	178
With contract autonomy	40	75.47	12	22.64	0	0.00	1	1.89	0	0.00	53
Total	168	72.73	59	25.54	2	0.87	1	0.43	1	0.43	231

Source: CNE and Projet *Curriculum Monitor*, 2017.

With regard to the justifications for choosing these time units, although the PCEs accumulate pages with curriculum templates including discipline time, only one PCE justifies its option for the 45-minute period: they chose it as a means to concentrate teaching activities in the morning (six units) and better manage the organization of time by discipline and subject area.

The principles that shape the options regarding teachers' work organization, particularly collaborative work – starting from vertical articulations – are mentioned by almost all the PCEs. In this respect, conducting/planning common activities, exchanging information about students' processes and ensuring learning sequentiality are the most mentioned practices, followed by their respective scheduling.

As for horizontal articulations, they are hardly present in the PCEs, and there is no scheduling whatsoever for the few measures put forth, which, in contrast with the vertical articulations, can mean a practice that is still not rooted in these schools' daily life. The horizontal articulations seem to refer mainly to a rhetorical discourse induced by the external evaluation of schools, since in most cases they are not founded on concrete measures and their respective schedules, but rather on expressions that imply the need for "Coming together for interdisciplinarity" (ALMEIDA, 2017); or they can refer to the fallacious "transformative effect" of "good principles" (BARROSO, 2014) which constitutes a recurrent misunderstanding in schools' and teachers' practices,

i.e., the belief that certain concepts/principles enunciated in regulatory documents (but not operationalized) can bestow on their target audience a capacity for action.

The measures for articulating school libraries and pedagogical work have some presence in the PCEs, possibly due to schools' adherence to the National Reading Plan launched by the government in 2006. In three PCEs, there is an articulation between the literary education developed in the classrooms and the initiatives developed by the school library under the National Reading Plan. Other forms of articulation with the school library are suggested through the offer of pedagogical support to teachers, as well as activities combined with teaching practices, such as support to current subjects in the classroom by providing students with updated reference materials.

The articulation between discipline and non-discipline areas is seldom recorded in the CPEs, and, like the articulation with the school library, no periodic meeting schedules are mentioned.

Teacher education is another seldom addressed area in the PCEs: only two schools define education areas to invest in, but provide no schedule for any of them.

ASSESSMENT OF THE OUTCOMES OF CURRICULUM PROJECT OPTIONS

With regard to the assessment of the curriculum management indicated in the PCEs, it seems to remain unfamiliar to the culture of these schools. The fields assessed are mentioned by half of the schools and are characterized by their limitation, being restricted to the pedagogical work developed with the classes or merely to PCE recommendations not followed by the educational actors. Most PCEs mention their need for periodic assessment, but they rarely specify a schedule, indicators or who is responsible for their assessment.

Indeed, PCE assessment is a weak part of the curricular decision areas, which, due to their not being essentially conceived as a set of strategic actions, are difficult to assess.

First of all, the written record of the PCEs shows that these schools still have not appropriated the concept of project. This is illustrated in part through the list of information/definitions in the PCEs, now with normative provisions for teachers, now with provisions on school organization, as shown in Table 2, oscillating between the written records of regulation and report, both of which occupy a substantial part of these documents, as shown in the following examples of Document Portrait (Figures 1 e 2).

FIGURE 1 – Document portrait:
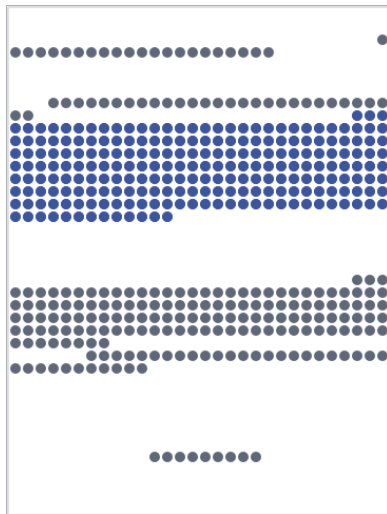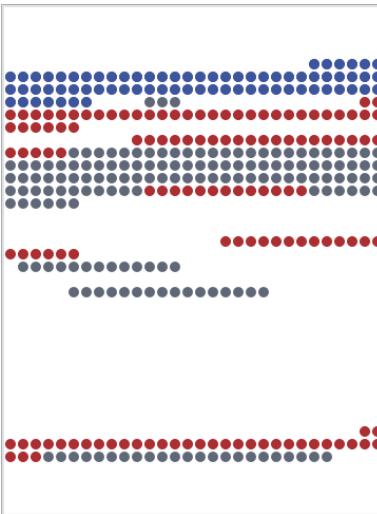Curriculum plan n. 3

Figure 2 – Document portrait:
Curriculum plan n. 5

Code
● Provisions for teachers
● Provisions on school organization
● Curriculum matrices

Source: 12 School or School Cluster Curriculum Plans of a network of Portuguese schools. Performed using MAXQDA 12.3.1.

In sum, our evaluative analysis of these PCEs, which were intended and prescribed as strategic management documents, reveals scarce strategic potential, particularly due to the following characteristics that the content analysis of these 12 PCEs allowed to highlight:

- the descriptive character of the organization, drawing from it neither the foundations nor implications at the pedagogical and curricular level;
- proximity to normative documents due to the

inclusion of rights, time allocated to tasks and other measures of a regulatory nature;

- an almost complete invisibility of decisions by the school concerning the curriculum, decisions being limited to adopting transversal areas in the field of citizenship, the inclusion of some complementary areas and additional school hours for students with difficulties in structural areas such as Mathematics and the Portuguese;
- decisions regarding teachers' working modes or teaching and learning strategies are mostly absent;
- scarce guidance on the regulatory role of assessment in curricular learning development and improvement, yet naming the formative and summative diagnostic methods, and referring generically to the fields to be assessed
- insufficient contents addressing the evaluation of the PCE, which is partly explained by the fact that the actions and strategic options are scarcely operationalized;
- the difficult identification of effective uses for this instrument in improving school and teacher performance

The prescriptive way in which this type of documents is issued, combined with a scarce tradition of autonomy in how teaching is conducted by schools, and the predominant tradition of an individual logic in teachers' work, provide possible explanations for this scarce strategic value of contextualized curriculum management tools. However, developing them requires a great deal of time and effort, without corresponding evidence of its impact on the transformation of school routines and on improving their curricular effectiveness.

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MARIA DO CÉU ROLDÃO

A research professor at the Center for Human Development Studies (CEDH/UCP), Porto, Portugal

mrceuroldao@gmail.com

SÍLVIA DE ALMEIDA

A research professor at the New University of
Lisbon's Interdisciplinary Center for Social Sciences
(CICS.NOVA-UNL) and a visiting assistant professor at the
New University of Lisbon's Faculty of Social Sciences and
Humanities (FCSH-UNL), Lisbon, Portugal
silvia.almeida@fcsh.unl.pt

APPENDIX 1 – System of Categories

CURRICULUM DECISION FIELDS	CATEGORIES
1. Distinctive philosophy and educational offer	Specificity concerning educational offer
	Specificity concerning teaching methods
2. Options and priorities	Aspects of the core curriculum to focus on
	References to curricular guidance/programs/goals
	School success promotion measures
3. Learning organization	Selection of a profile of competencies
	Justification for the complementary offer
	Justification for the school-specific offer
	Justification for the projects selected
	Justification for the clubs/workshops selected
4. Teaching and assessment methods and strategies	Pedagogical methods
	Pedagogical techniques
	Pedagogical resources
	Assessment guiding principles
	Assessment purposes
	Learning assessment modalities
	Fields assessed
5. Modes of school and class functioning	Class formation strategies
	Teacher schedule-building strategies
	Student schedule-building strategies
	Teaching service allocation strategies
	Family-related strategies
	Municipality-related strategies
	School time unit strategies
	Space-related strategies
	Articulation of discipline and non-discipline areas
	Horizontal articulations
	Vertical articulation
	Articulation with the school library
	Teacher education
6. Results assessment for each option in the curriculum plan	Curricular work assessment fields

Source: 12 School or School Cluster Curriculum Plans of a network of Portuguese schools.

APPENDIX 2 – Document Variables

DOCUMENT VARIABLES
Critical reflection about PE diagnosis
PE priorities operationalization
Number of pages with curriculum templates
Educational Offer Indication
Complementary Offer designation in cycle 1
Complementary Offer designation in cycle 2
Complementary Offer designation in cycle 3
Complementary Offer designation in secondary education
Complementary Offer designation in grade 7
Complementary Offer designation in grade 8
Number of projects
Number of clubs/workshops
Conception of curricular differentiation
Horizontal articulation: schedule of meetings
Vertical articulation: schedule of meetings
Articulation of discipline and non-discipline areas: schedule of meetings
Articulation with the school library: schedule of meetings
Curriculum management assessment indicators
Curricular management assessment schedule
Factors affecting the curriculum management assessment process

Source: 12 School or School Cluster Curriculum Plans of a network of Portuguese schools.