



ESCOLA DOUTORAL LISBOA 2019

PUBLIC POLICIES
AND TEACHERS' WORK

4 - 8 NOVEMBER 2019
INSTITUTO DE EDUCAÇÃO DA UNIVERSIDADE DE LISBOA

DOCTORAL SCHOOL

PUBLIC POLICIES AND TEACHERS' WORK

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PRESENTATION

The Doctoral School Public Policies and Teachers' Work aims to encourage the training of postgraduate students who are interested in the study of educational policies and policy-related teachers' work and profession issues.

The School was especially designed for PhD students and emerging researchers participating in the research project 'Public policies for the improvement of secondary education: scientific socialization, translation and transfer of results'¹, as well as for IE-ULisboa postgraduate students participating in studies on educational policies within [UIDEF's](#) 'Change Forces in Education' research theme. The School aims to continue the work carried out in the first edition of the Doctoral School, which took place in 2018 at the Universidade do Estado da Bahia².

The School's scientific cooperation and academic exchange activities aim to contribute to: the construction of conceptual frameworks on the circulation of educational policies and on the restructuring of the teaching profession; the addressing of theoretical and methodological issues related to educational policies analysis and to changes in the teaching work and profession, namely with regards to training and socio-professional trajectories, profiles, modalities of admission, evaluation and career progression.

¹ This research project is coordinated by Dalila Andrade Oliveira (UFMG) within the Study Group on Educational Policy and Teachers' Work (GESTRADO) and funded by the Brazilian National Council for the Scientific (CNPq). This project has involved a network of cooperation between researchers from different universities in Latin America and Europe (Universidade do Estado da Bahia; Universidade Federal de Minas Gerais; Universidade Federal de Pelotas; Fundação Joaquim Nabuco; Universidade Federal Rural de Pernambuco - Brasil; Universidade de Strasbourg - França; Universidade de Lisboa - Portugal; Universidade de Málaga - Espanha; Universidade de Buenos Aires - Argentina; Pontificia Universidade Católica de Valparaíso - Chile), who have been studying educational policies, their transnational transfer and circulation, as well as their effects on the restructuring of the teaching profession, within an International Research Network linked to the World Educational Research Association (WERA).

² This Doctoral School was jointly organized by the Postgraduate Programme in Education and contemporaneity (PPGEduC/UNEB) (as part of the research project "Educational policies and the restructuring of the teaching profession" (coord. Elizeu Clementino de Souza) and funded by FAPESB, within Edital 04/2015 – Cooperação Internacional, TO n. INT0014/2016) and by the research project "Public policies for the improvement of secondary education: scientific socialization, translation and transfer of results".

OVERVIEW

The Doctoral School includes diverse working methods, which translate into the following activities:

- Thematic conferences – for the presentation of theoretical and methodological contributions for the ongoing studies within the research project “Public policies for the improvement of secondary education: scientific socialization, translation and transfer of results”;
- Research workshops – to offer participants a space for the reflection on methodological issues which are transversal to the ongoing studies;
- Thesis seminars – for the presentation of participants’ works, these seminars are hosted by the project researchers;
- Text discussions – to bring participants closer to research developed in international contexts (the selected texts will be discussed with the respective authors, researchers who will be present at the Doctoral School);
- In parallel to these activities, work meetings are also planned, as well as the participation on the “IX Simpósio de Organização e Gestão Escolar “(Re)pensar a qualidade das organizações educativas: olhares sobre a educação básica, secundária e superior” at Universidade de Aveiro on November 7th.

PROGRAMME (PROVISIONAL)

4th NOVEMBER

10 a.m. – Doctoral School opening, participant reception and presentation with Luís Miguel Carvalho (Director of IE-ULisboa), Dalilla Andrade Oliveira (Coordinator of the research project “Public policies for the improvement of secondary education: scientific socialization, translation and transfer of results”) and Sofia Viseu (Doctoral School Organizing Committee)

2 p.m. – Inaugural Conference with Dalila Andrade Oliveira (UFMG) and João Barroso (IE-ULisboa).

5th NOVEMBER

10 a.m. Workshop on discourse analysis with Jorge Ramos do Ó (IE-ULisboa) and Elizeu Clementino de Souza (UNEB)

2 p.m. Workshop on the study of media in education with Benedita Melo (IE-ULisboa)

4 p.m. Thesis Seminar I

6th NOVEMBER

10 a.m. Text discussion with Romuald Normand (Université de Strasbourg)

2 p.m. Workshop on the study of policy networks with Álvaro Hypolito (UFP)

4 p.m. Thesis Seminars II and III

7th NOVEMBER

Parallel meetings and working sessions on the research project “Public policies for the improvement of secondary education: scientific socialization, translation and transfer of results”.

Participation in the IX Simpósio de Organização e Gestão Escolar “(Re)pensar a qualidade das organizações educativas: olhares sobre a educação básica, secundária e superior”, at Universidade de Aveiro³

8th NOVEMBER

10 a.m. Text discussions with Antoni Verger (UAB) and Jaakko Kauko (Tampere University) [parallel sessions]

4 p.m. Round table on Quality assurance policies in education with Antoni Verger (UAB), Jaakko Kauko (Tampere University) and Romuald Normand (Université de Strasbourg). This is a joint initiative between the Doctoral School, the Instituto de Educação and the Forum Português de Administração Educacional, this will be open to the public.

PARTICIPATION AND ENROLMENT

Students who want to join the Doctoral School may contact the research project coordinators at their own universities and research groups to assess their participation’s relevance and feasibility. The coordinators will notify the Organizing Committee of a provisional number of participants by 22nd July (to be sent to sviseu@ie.ulisboa.pt). Registrations shall be completed by each participant on an online form until 25th August (a link for this form will shortly be sent, as soon as the organising committee receives information on the participants’ research coordinators). Enrolment in the Doctoral School is free of charge (travel and accommodation expenses are not covered). A certificate of attendance and presentation will be issued for all participants.

ORGANIZING COMMITTEE

Coordination: Dalila Andrade Oliveira (UFMG), Luís Miguel Carvalho (IE-ULisboa) and Sofia Viseu (IE-ULisboa)

National organization (IE-ULisboa): Ana Luísa Rodrigues, Benedita Melo, Catarina Gonçalves, Estela Costa e Marta Almeida. International organization: Álvaro Hypólito (UFPel), Cibele Rodrigues (FUNDAJ), Elizeu Clementino de Souza (UNEB), Mauro del Pino (UFPel) e Romuald Normand (Université de Strasbourg).

³ The Doctoral School Organizing Committee is in contact with the Symposium’s Organizing Committee. The participation in the Symposium must follow the modalities described in <http://simposiooge.web.ua.pt/2019/>

INVITED PROFESSORS

Álvaro Moreira Hypolito is full Professor at the Faculty of Education of the Federal University of Pelotas. He is academic director of a research group on School Governance, Curriculum and Educational Policies, and his research focuses on Teachers' Work, Evaluation Policies, Curriculum and Educational Policies. He is co-editor of "Currículo sem Fronteiras" (www.curriculosemfronteiras.org).

Antoni Verger is a senior researcher at the Department of Sociology of the Universitat Autònoma de Barcelona, and deputy director of the Erasmus+ Master 'Education Policies for Global Development' (GLOBED). A former post-doctoral fellow at the Amsterdam Institute for Social Science Research, Antoni Verger's research has specialized in the study of the relationship between global governance institutions and education policy, with a focus on the dissemination, enactment and effects of public-private partnerships, quasi-market policies and accountability systems in education. Currently, he coordinates the research project REFORMED—Reforming Schools Globally: A Multiscalar Analysis of Autonomy and Accountability Policies in the Education Sector (ERC StG, 2016–2021).

Benedita Melo is Assistant Professor at IE-ULisboa, member of the UIDEF, a collaborator at the ICS/UL Permanent Youth Observatory and the Vice President of the Portuguese Association of Sociology. Since 2011-12, Benedita Melo has been working as an external expert in a school cluster in Lisbon, within the Priority Intervention Educational Territories programme. She researches within the field of sociology of education, childhood sociology and educational policies. She has been involved in different research projects funded by the FCT and is currently coordinating a project with the University of the Azores and the University of Porto on the fabrication of school success in the early school years entitled *De pequenino se torce o menino: a fabricação do sucesso escolar nos primeiros anos de escolaridade*.

Dalila Andrade Oliveira is Professor at the Faculty of Education and of the Graduate Programme in Education of the Federal University of Minas Gerais in the area of Public Policy and Education. She develops studies and research with an emphasis on education policy, school management and teaching in Latin America. She was Coordinator of the Working Group "Education, policy and social movements" in the Latin American Council of Social Sciences (CLACSO) between 2006 and 2009, and International Cooperation Director at the National Association of Educational Policy and Administration (ANPAE) between 2007 and 2009. She was Vice President (2005-2009) and President (2009-2013) of the National Association of Graduate Studies and Research in Education (ANPEd). Currently, she holds the overall coordination of the Latin American Network on Teachers' Work Studies (RedEstrado). She is the author and co-author of several books and articles in national and international journals.

Elizeu Clementino de Souza is researcher 1C CNPq. Doctor in Education (FACED/UFBA). Post-doctorate in Education, University of Paris 13 and University of São Paulo. Full Professor of the Postgraduate Program in Education and Contemporaneity, State University of Bahia (PPGEduC-UNEB). Coordinator of GRAFHO (Research Group (Auto) biography, Training and Oral History). Research Coordinator "Policies for education and restructuring of the teaching profession", financed by FAPESB. Associate Researcher at EXPERICE Laboratoire (Université de Paris 13-

Paris 8). Member of the Board of Directors of the Association Internationale des Histories de Vie en Formation et de la Recherche Biographique en Education (ASIHIVIF-RBE).

Jaakko Kauko, PhD, MSocSc, is Professor of Education Policy at the Faculty of Education and Culture, Tampere University, Finland. His research focuses on politics and policymaking in education and comparative education. His latest publications include a final report from a comparative research project, edited together with Risto Rinne and Tuomas Takala, *Politics of Quality in Education: A Comparative Study of Brazil, China, and Russia* (Routledge, 2018), and the monograph *Dynamics in Education Politics: Understanding and Explaining the Finnish Case* with Hannu Simola, Janne Varjo, Mira Kalalahti, and Fritjof Sahlström (Routledge, 2017).

João Barroso is a retired Full Professor at IE-ULisboa, who was Vice Rector of the University of Lisbon (2011-2013), Coordinator of the University of Lisbon Social Sciences Strategic Area (2009-2011) and Chairman of the Board of Directors of the Faculty of Psychology and Educational Sciences of the University of Lisbon (2005-2009). Professor João Barroso researches and teaches in the field of educational policy and administration and is the author of an extensive work that has been published mainly in Portugal, Brazil, France and Belgium. He was awarded the Rui Grácio Prize in 1996, by the Portuguese Society of Educational Sciences and the Calouste Gulbenkian Foundation.

Jorge Ramos do Ó holds a Doctorate in History of Education from the University of Lisbon and a Master's Degree in Contemporary History from the Nova University of Lisbon. He is Associate Professor at IE-ULisboa. Jorge Ramos do Ó has been writing on discourse analysis, policy history and cultural history, especially during the Estado Novo period, as well as on the history of education and pedagogy, focusing on the period from mid-nineteenth century to mid-twentieth century. Currently, his research interests relate to the pedagogy of higher education and his last book is titled *Fazer a mão: Por uma escrita inventiva na universidade*. He conducts a post-graduate seminar on the articulations between reading and writing, is a member of the Scientific Committee of the PhD in Arts (Performative Arts and Motion Picture Arts) of the University of Lisbon and the Polytechnic Institute of Lisbon, is co-director of the PhD in Artistic Education offered by the Universities of Porto and Lisbon and coordinates the post-graduation in Pedagogy of Higher Education offered by the IE-ULisboa.

Romuald Normand is Professor of Sociology at the University of Strasbourg, Faculty of Social Sciences, France (Research Unit SAGE: Societies, Actors and Government of Europe). He works on comparative education policies and politics, Europeanization and lifelong learning, higher education and research. He is Convenor of the network 28 "Sociologies of European Education" at the European Educational Research Association. He is Member of the editorial board of the British Journal of Sociology of Education and Co-Editor of the Routledge series "Studies in European Education". His recent publications include *Shaping of European education. Interdisciplinary Approaches* (with Martin Lawn, Routledge, 2014); *A European Politics of Education. Perspectives from Sociology, Policy Studies and Politics* (with Jean-Louis Derouet, Routledge, 2016), *The Epistemic Governance of European Education. Towards Homo Academicus Europeanus* (Springer, 2016) and *Education Policies and the Restructuring of the Educational Profession: Global and Comparative Perspectives* (Springer, 2018).