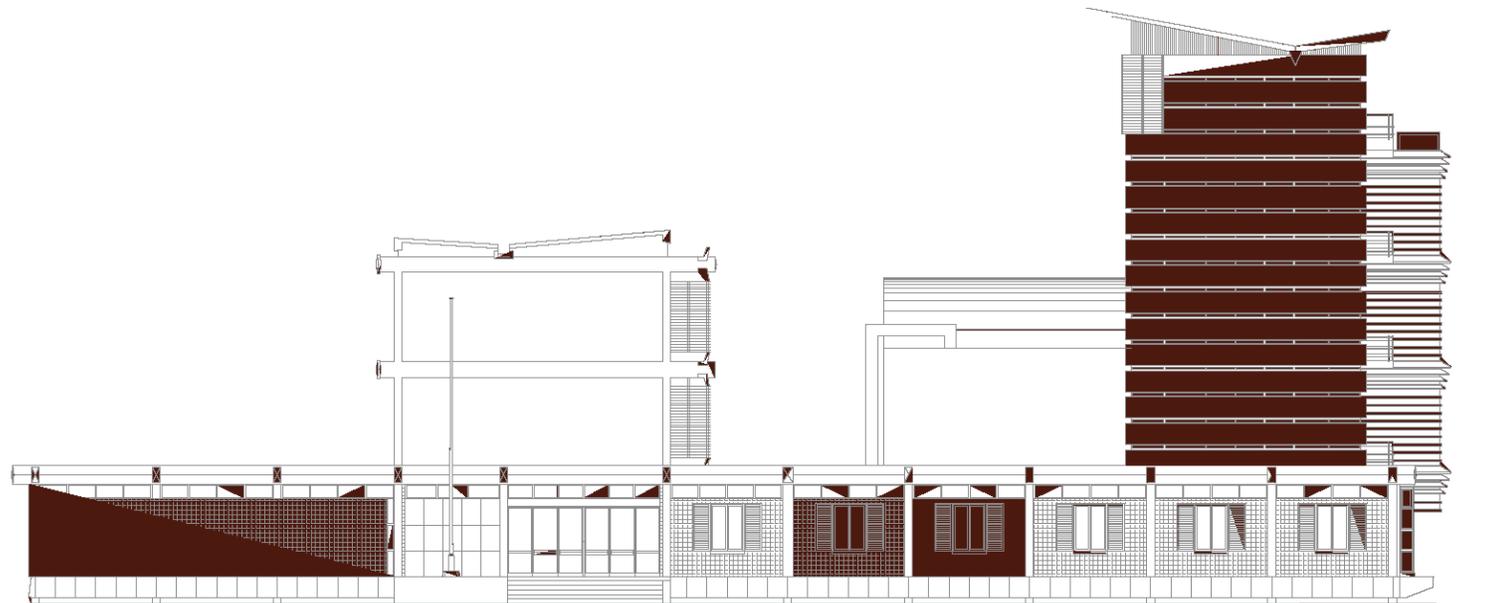




IMPROVEMENT PLAN



The external evaluation of the Portuguese School of Macau (EPM), carried out in December 2012 by the *Inspeção Geral da Educação e Ciência* (IGEC) focused on three main domains: results, provision of educational services and leadership and management, obtaining an excellent in all three domains. Though proud of this result, it represents an enormous challenge since the educational community naturally wishes to maintain the recognized quality standards obtained under this evaluation. However, along with the strengths indicated, which should remain an object of continued monitoring/evaluation, the external evaluation has identified areas for improvement, namely:

- Strengthen student participation through meetings of delegates to stimulate activities within the scope of health education and environment for an all-round student development.
- Greater emphasis on implementing differentiated instruction to foster the enhancement of teaching and learning
- Strategic and systematic planning for training focused on the professional development needs for the effective scientific consolidation and renewal of methodological practices of teachers, taking into account the mission and identity of the school.
- Formalize the self-evaluation project involving the entire school community in order to achieve greater viability to the development and implementation of plans to improve and maintain the sustainability of the project.

Thus, in order to ensure the success of this plan, it is important to define the actions to be developed within a five-year horizon, which will serve not only as an instrument of intentionality and systematization of the improvement efforts to be carried out over the referred period, but also an instrument of subsequent fulfillment of the objectives of the educational project of the Portuguese School of Macau.

AREA – STUDENT PARTICIPATION

Within this area, it is important to encourage students to organize themselves in a Student Association, making them understand that the development of their organizational skills will result in a greater representation in the school and, consequently, a greater capacity to intervene.

Given that a Student Association has never been established at the EPM, it is important to captivate, encourage and support the students and see that they understand the benefits that may arise from such association.

In a first phase, the Student Association may be organized in two groups: a group will be established for students from the 2nd and 3rd cycles (primary and intermediate levels) and another group for the secondary level students. Two teachers, one for each group, will be available to help these students in drafting the regulations, defining the general principles, [democratic participation of all students, election by direct and secret voting for all offices, independence at all levels] defining the statutory bodies, elaborate and monitoring of projects, etc..

In order to develop new extracurricular skills, support will be given to all projects addressing the participation of students in different initiatives covering social issues such as:

- Health education;
- Citizenship education
- Art education;
- Science education.

The importance and responsibility that the Association has in the student's education should be strongly supplemented by:

- Sporting activities;
- Cultural activities;
- Solidarity activities;
- Leisure activities;
- Debates on important and appealing topics to different age levels.

The range of activities which may be developed by the Association in the future is certainly much broader. Upon its establishment, it will be up to the Association to present the respective activity plan to EPM's administration to jointly study the feasibility of implementing the various projects presented.

AREA - DIFFERENTIATED INSTRUCTION

One of the guiding values of the EPM's Educational Project is the "Primacy of the Person." In fact, it is understood that the promotion of knowledge is only possible when it is grounded in a deep respect for the human person in all its dimensions, starting with the acceptance of diversity, which ought to be seen as a valuable asset in the education of young, not just in terms of attitudes and values, but also in terms of knowledge.

It is important to emphasize that differentiated instruction has been a practice at the EPM through the adoption of pedagogical practices appropriate to the potential of each student. Examples are:

- Tutoring classes at primary level for Portuguese, mathematics and English;
- Study rooms, attended by teachers of all disciplines for the primary level, and teachers of most subjects, particularly those with national examination for the secondary level;
- Reading room next to the library, where different classes are taught and the love of reading is fostered;
- Room outfitted with computers next to the biology, chemistry and physics labs, intended to help students do research "online" on various topics related to those areas of knowledge. This space also allows students to keep abreast of the latest news from the world of science and the most recent findings, thus increasing their scientific literacy. Students may review and work out national exams of different disciplines and comment on the respective correction criteria;
- Computer rooms for learning new technologies and for use in other disciplines not related to the field of computing: different projects such as a yearbook and a scientifically oriented magazine aimed at younger students among others, have already been developed.

It is fair to say that many of these conditions have only been possible because of the great support that the Director of the Education and Youth of Macau has given to the Portuguese School of Macau since its inception.

However, there is always room for improvement and as such we shall continue to focus on:

- an effective management of time and teaching space;
- the adequacy of the pace of learning needs of students, taking into account the different learning abilities;
- stimulate the interest and curiosity of students, relating classroom content to relevant facts of their daily lives;
- active learning allowing students to participate in the various types of the decision process;

With a view to a different management the teaching space, a renovation of furniture as well as its disposition will be carried out in different classrooms in order to enhance the practice of collaborative and cooperative pedagogy.

AREA – PROFESSIONAL TRAINING

In this area, we will continue to train teachers with their professional development in mind, essential to a continued improvement of teaching and learning.

This July, training activities were already held in the areas of evaluation of teachers and special educational needs, open to the entire faculty of the EPM, as well as to teachers from other schools and professionals of the Education and Youth Affairs Bureau, conducted by Portuguese instructors, totaling 30 hours each.

Within this area and after listening to teachers, training activities for the school year 2013-2014 were also proposed in order to meet the needs expressed by the respective departments.

It is important to emphasize that following the implementation of Law No. 3/2012 of the MSAR, defining the general framework of the teaching staff of private schools (not

including higher education), a minimum of 30 hours annually of scientific and/or educational training is required for all teachers, starting next school year 2013 - 2014, accredited by the Education and Youth Affairs Bureau of Macau. Thus, the EPM will continue to strive to achieve continuous professional training of its faculty, which may be accomplished through trainers coming from different higher education institutions in and outside Macau, including Portugal.

AREA – SELF- EVALUATION PROJECT

The IGEC report points to establishing a self-evaluation project involving the entire school community.

Therefore, the EPM is proposing for the next school year, the establishment of a team of teachers, students and non-teaching staff, whose responsibility is to formalize a self-evaluation plan in the following areas:

- Educational Project;
- Teaching and learning:
 - knowledge and skills acquisition on the part of the students;
 - curriculum organization and articulation;
 - strategies and teaching practices;
 - evaluation of learning;
 - didactic and pedagogical material;
- School Environment:
 - overall environment of the school;
 - security;
 - leadership;
 - human relations
 - discipline;
- Infrastructures.
- School management.
- Parents and community.

EVALUATION OF THE IMPLEMENTATION OF THE IMPROVEMENT PLAN

The implementation of this improvement plan will be carried out over the next five years. It will be up to the established self-evaluation team to carry out the follow-up of the entire process, as well as the preparation and submission of an annual report which will assess the level of achievement and success of the measures adopted and its necessary readjustments.

This team shall also produce the instruments to be used, to define the criteria and evaluation indicators and to set the schedules for the same.

The Portuguese School of Macau will do everything to maintain the level of excellence by introducing the measures necessary to achieve the proposed objectives.

This document was approved at a meeting of the Coordination Committee.

Portuguese School of Macau, July 2013

THE ADMINISTRATION