

# SchoolcasesEuroPBS

Country: PORTUGAL

Name school: ESCOLA SECUNDÁRIA D. JOÃO II

Author: RAMIRO SOUSA



VU University  
Amsterdam



Windesheim

ESN  
European  
School  
Network



Lifelong  
Learning  
Programme

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## Description of the implementation of PBS

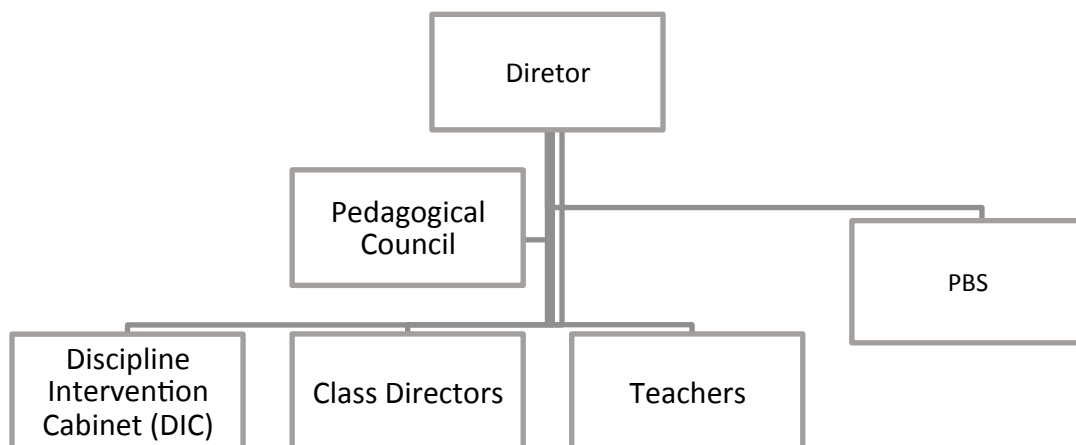
### Introduction

#### Context of the school

- Country: Portugal
- City: Setúbal
- Neighbourhood where the school is located:  
Middle and low middle class population. Some shops, restaurants, services and cafés in the surroundings; Primary and basic schools in the area with 2500 students; 1 church; 1 market; some social housing;

#### What does the school look like?

- Vision of the school: A motivated and entrepreneurial school which accepts challenges hand in hand with the technological progress and with experienced, available and dynamic human resources. A united, innovative and conscientious school.
- Organization of the school (organogram)



- Characteristics of the teacher
  - Mean age: 45 years old
  - Number of years of experience: 22 years
  - Female / male : 90% female and 10% male
- Characteristics of the student population
  - Ages: 12 – 18 years old
  - Social economic status: Middle Class and low middle class population
  - Levels / grades: 7<sup>th</sup> – 12<sup>th</sup> Form
- What is the support system for students with special needs
  - What is the support they receive: Direct Support of Special Needs teachers; Pedagogical support to the diagnosed areas; Curriculum & evaluation adaptation; Support on the transition to the active life with training experiences in partner institutions/enterprises.
  - Who provides the support: Two (2) Special Needs Teachers
  - Support structure: Special Needs Cabinet articulated with the Psychologist Orientation Services to support students and parents.


## 1. Motivation and expectations of PBS

- Why did your school want to start with PBS? What was the motivation?
  - Teachers: To improve academic results
  - Parents: To improve children's performance on education
  - Students: To have good academic results; to pass the year
- What were the expectations of the school before they started?
  - Teachers: To improve academic results
  - Parents: To improve children's performance on education
  - Students: To have good academic results; to pass the year

## 2. Implementation process

- Initial phase
  - How did you inform all stakeholders in the school  
We did four (4) Department Meetings at the end of the school year 2010-2011 and one (1) Parents' Meeting in June; One (1) General Meeting (120 teachers) in September 2011, beginning of the school year 2011-2012;
  - Installing PBS team (size, who were involved)

- Six (6) teachers and one (1) student
- Training of the PBS team
  - Two days in October 2011 with Dr. Reinder Blok
  - Planning the starting phase
    - Choosing the school values; Action to be taken at school;
- Starting phase tier 1
  - Training of the teacher team: Two (2) days in March 2011 with Dr. Reinder Blok and 22 teachers (Class Directors).
  - Establishing values: Team work – Respect; Responsibility, Trust
  - Expectation matrix:

	Expectations Matrix		
	RESPECT	RESPONSABILITY	TRUST
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>• I wait for my intervention time</li> <li>• I allow my colleagues to learn</li> <li>• I speak slowly</li> </ul>	<ul style="list-style-type: none"> <li>• I arrive on time</li> <li>• I leave the room clean</li> <li>• I do my homeworks</li> <li>• I participate in the activities committed</li> <li>• I bring the necessary materials</li> <li>• I have my exercise books updated</li> </ul>	<ul style="list-style-type: none"> <li>• I count on the teachers to overcome my difficulties</li> </ul>
<b>CANTEEN</b>	<ul style="list-style-type: none"> <li>• I speak slowly</li> <li>• I greet the the staff members</li> </ul>	<ul style="list-style-type: none"> <li>• I wait for my time</li> <li>• I put the tray orderly after the meal</li> </ul>	<ul style="list-style-type: none"> <li>• I trust in the higiene and safety of the facilities</li> </ul>
<b>SCHOOL YARD</b>	<ul style="list-style-type: none"> <li>• I interact with my friends in a cordial way</li> <li>• I accept the instructions of the staff and teachers</li> <li>• I keep the silence near the working places</li> </ul>	<ul style="list-style-type: none"> <li>• I put the litter in the litter box</li> <li>• I keep the facilities, equipment and works in exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• I use the adequate space to keep my school material</li> </ul>

- Behavior lessons: Four (4) video lessons done with students (Canteen, classroom, library and school hall)
- Adaptation physical environment:
- Systematic use of data: done by the Internal Evaluation Team – academic and discipline results

- Tier 2 interventions
  - Data collected: done by the Internal Evaluation Team (academic and Discipline results)
  - Intervention that was done: Check-in and check-out system with 5 students
  - Evaluation: poor – 2 out of the 5 students passed the year
- Pilot phase
  - Description of Pilot interventions: Check-in & Check-out System with five (5) students
- Evaluation phase
  - Data ( e.g. incidents, social emotional wellbeing, school climate)  
All academic results have been collected and analyzed by term and by school year (Internal Evaluation Team)  
All discipline data have been collected by term and by school year (Discipline Intervention Cabinet): number of classroom incidents; number of disciplinary processes;  
School climate is not measurable but visible (less incidents in the school yard among students and less conflicts among teachers in the teachers room). However the new school building and working conditions have provided that as well.

### 3. Role and tasks of the PBS team

- Meetings (frequency, agenda): 2010 = 2; 2011=13; 2012=15; 2013= 2
- Roles and functions (data manager, coordinator, etc. ) within the team  
Maria João Correia: Chairwoman; Adelaide Botelho: Planner; Arlindo Pereira: Data Manager; Ana Paula Gonçalves: Communication Manager; Fernando Tomé: Planner; Ramiro Sousa: Director/Coordinator
- Communication with stakeholders (how did you do that, communication channels)  
Newsletter: “the School in Numbers”; Information in the Pedagogical Council, General Council and Department Meetings; Parents Meeting;
- PR (Public Relations)  
School event at the end of the school year 2011-2012: D. Joao II has Talent (article in local newspaper); production of three (3) Roll Ups with PBS

orientations for students (Scholl Hall, A & B Blok); Information provided in the School Web page; regular Newsletter;

#### 4. Specific cultural aspects of PBS in our school

A closed relationship with students. Teachers are always available for students even during the breaks. Simplified bureaucracy among teachers (each teacher can exchange service with another teacher, since the students have lessons); focus on action rather than on paper;

#### 5. What were the roadblocks in the PBS process according to

- Teachers: some resistance and disbelief
- PBS team members: lack of time and find the appropriate rewarding system
- Parents: Few parents present in session; Lack of time
- Students: the rewarding system

#### 6. What were the benefits of the PBS process? According to

- Teachers: Better school identity; group team improvement
- PBS team members: better school climate
- Parents: it increased the students' interest towards school
- Students: made them realize they are better than they thought; they can perform better if they want

#### 7. Conclusions (overview of results)

More time is needed; Check-in and check-out system worked pretty well with motivated students and families; Teachers already committed to the job were easy to get aboard; It is good for the school identity, specially the production of the newsletter and roll-ups, because it is a physical and visible material which everybody has access to.

#### 8. Plans for the future

Continuation with the Check-in / Check-out system with a wider sample of students (2012-2013 and on);

Continuation with the positive attitude in school;

Rewarding system for academic results (Academic Board) by the Internal Evaluation Team; sports results (Sports Board) by the Physical Education teachers; and solidarity nomination (Solidarity Board) by the class council (all teachers);

Spread the word – the PBS project - in the city schools