

Times of Change and Changing Times: a Study of the Relationship Between Curricular Autonomy and Teacher Involvement and Well-being

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Abstract:

The changes in education systems brought about, among other reasons, by digitalization and the societal changes connected with it, have been taking hold in all countries.

In 2016, in the form of "pilot projects", Portugal began a curricular and organizational curricular and organizational changes aimed at encouraging the autonomy of schools to better respond to different audiences in different contexts.

These experiences contributed to the publication in 2018 of Decree-Laws no. 54 and no. 55/2018 of July 6, which refocus the curriculum and school organization. curriculum and school organization.

In 2020, for unforeseeable reasons - the Covid-19 pandemic - schools, in the course of this ongoing process, had to adapt, from one day to the next, to remote to remote learning, a previously unknown modality. This project, which is intended to cover the years 2016 to 2023, aims to aim of studying the relationship between curricular autonomy and teacher engagement and well-being.

To carry out this study, quantitative and qualitative methodologies will be used as follows:

- i) Extended questionnaire to teachers;
- ii) Participatory and collaborative research in 3 schools using action research procedures.

Carrying out this research could contribute to a better knowledge of the processes of construction and involvement in curricular autonomy, from its most direct actors - teachers and schools - as well as the relationships between curricular autonomy and teacher involvement and well-being.

In this context, the innovation factor lies in the contribution to the building knowledge through research carried out by teachers in schools and based on their professional experience and perception of the policies that underpin their activity.

Partners:

