

Linguistic Diversity in the Portuguese School

Maria Helena Mira Mateus

Various social institutions as well as the Ministry of Education acknowledge the sociocultural heterogeneity and linguistic diversity of the current school population. These represent a unique richness and require the creation of innovating conditions and strategies for teaching so as to both preserve the multicultural richness which stems from the contact between recently-arrived pupils from various contexts and, simultaneously, support these children in the acquisition of Portuguese as a second language and indispensable guarantee for their academic success.

In this paper we report on the *Linguistic Diversity In Portuguese Schools* project which was carried out between 2003 and 2007 and focussed on understanding the educational context of linguistic diversity. To do so, we began with a survey of the languages spoken by pupils during the first six years of education in primary schools within the greater Lisbon area. This study covered 410 schools and 74595 pupils originating from 75 different countries.

In parallel to this work we have developed another project – still underway until 2012 – titled *Bilingualism, learning Portuguese L2 and educational success*. This project is more centered on the study and proposal of methodologies which would result in a satisfactory command of the Portuguese language.

Keywords: linguistic diversity; bilingualism; learning Portuguese L2.

EU language teaching and learning policy.

Teresa Gonçalves

In several key documents (recommendations, action plans, frameworks, research / studies, reports, directives and communications), on educational policy, language policy and language teaching and learning policy (decision-

making in relation to language teaching in a State, in contexts of formal education and informal settings), especially those published from the summits of Lisbon (commonly referred to as the Lisbon Strategy, launched in 2000) and Barcelona (released March 2002), emanating from the European Commission, the Committee Director of Education of the Council of Europe Language Policy Division and the European Centre for Modern Language (CELV), the EU has been relaying guidelines on teaching and learning of languages in the same economic and sociopolitical. In this article we will pass in review some official EU documents that make explicit reference to these same guidelines, proceeding to their presentation.

Keywords: EU language policy; language learning and teaching; multilingualism; plurilingualism; ICT.

Prevalence of dyslexia between Portuguese children from elementary school.

Ana Paula Vale, Ana Sucena & Fernanda Viana

The purpose of the present study was to determine the prevalence of dyslexia among Portuguese 2nd, 3rd and 4th graders. A sample of 1460 children underwent an assessment process including two screening tests of reading and, in accordance with the established criteria, 155 of those children were further tested on general cognitive ability and phonological awareness. Children were tested collectively on the screening tests and individually on the other. Since this was the first study of the kind carried out in Portugal, strict criteria were used to select a child as dyslexic. Results show that 5.4% of children met all the criteria to be classified as dyslexic, a percentage that falls within the prevalence range recently reported in other countries.

Keywords: dyslexia; prevalence; Portuguese children.

Contributions to understand aesthetic experience

Marcos Villela Pereira

This article puts in question some views on art, artwork, aesthetic attitude and aesthetic experience in order to propose the exercise of aesthetic rationality extending subjective capacity to guide the perception and understanding regarding the infinite possibilities of existence. The aesthetic rationality for empower subjects to conceive not only worlds reduced at reference schemes, but *from* and *about* experience of presentification of being, the effects history and derealization establishments limits of traditional forms of rationality. I postulate the idea of aesthetic experience as an opportunity for expansion and disclosure of subjectivity in that it represents an opening to the collection of examples that are art and life. The aesthetic attitude is a selfless attitude, is an openness, a willingness not so much for the thing or event "in itself", what he has consistency, but the effects it can produce.

Keywords: Aesthetics; experience; aesthetic experience; art; subjectivation.

Access to higher education in the context of globalization. The cases Brazil and Portugal

Edineide Jezine, Vera Lúcia Chaves & Belmiro Cabrito

The text aims to explain the possible convergences and divergences in policies on access to higher education Brazil / Portugal, shows the influence of neoliberalism and globalization in the constitution of a global agenda that starts to structure regulatory pathways at the level of political and educational activities. The argument assumes that education constitutes a strategic policy for the achievement of economic hegemony, political, cultural and ideological business logic. In the Brazilian context deals with the analysis of the expansion of higher education from the Census of Higher Education and

Research of the National Household Sample Survey (PNDA) show that the expansion of the private sector. In the Portuguese case, supports the management of the European Union and demonstrates the centrality of enrollment in the public sector / state and decrease the number of enrollments in higher education, requiring policies that create new opportunities for study, for example the program over 23 years, intended for adults whose academic, social and professional can be subject to validation and certification, considering the promotion of equal opportunities in access to this level of education, attracting new audiences, a logic of learning throughout life.

Keywords: higher education; access; expansion; globalization.

Education and autarchies. Logics of action of the autarchical authorities in face of the central authorities and local micro-authorities.

António Baixinho

The tendency for the change of the State's role, or of a State-educator for a State-regulator is justified on the speech of rationalization, which is contradictory seeing that it is jointly the speech of recentralisation, creating own dynamics but also tensions between the local and the centre.

The territorialisation of the education policies determine an ideological and cultural rupture with the centralist and universalist tradition, and produces new ways of articulation between the national and local. It is associated with a double political will of the state, when redistributing the power between the centre and the suburbs, and to fight against the social differences.

So, certain municipalities develop (or try to develop) about its territory, on a subsidiary logic, the education policies which are the social policies of the compensatory kind. On the other hand, other municipalities through a leadership logic assume a liberal approach, without necessarily giving preference to the principles of competitiveness, of the competition or of the efficiency that justify it, but of the more consensual principles as the diversification,

the opening or the modernization of the school system.

Keywords: Decentralisation; local authorities; action logics; territorialisation; education letter.

Educational reform and production of ways of being and thinking: the experience of Rio Grande do Sul between the years 1930's and 1950's.

Claudemir de Quadros & Maria Stephanou

An intense educational reform conducted by the state of Rio Grande do Sul, Brazil, was carried out from the second half of the 1930's on. This reform included the proposal and execution of public educational politics, its norms and intervention towards the organization of education as well as the guidance of pedagogical activities of public schools. In this context, discourses that aimed at constituting a moral, cultural, social, and hygienic discipline in the population were produced and publicized. The learning of the curriculum contents should happen with the acquisition of moral values, whose daily repetition would inform the nature of everyone and each one. The presuppositions of Catholicism and the life example of heroes, who were presented as a foundation of the direction of schools and teachers, were also enhanced. Celebrations of the National Week, the Children's Week, the Economy Week were promoted, readings were requested, libraries and cooperatives were created and campaigns related to sanitary education were done. In this sense, discourses constructed about education are not, simply, languages about education, but productive processes of the society towards which problems are classified and practices are reviewed.

Keywords: History of education; educational reform; production of subjectivities.

Art in elementary school: corpor(eity), fragmented curriculum, versatility and multi-artistic team

Gilberto Aparecido Damiano & Tania Moreira

This study deals with issues concerning corpor(eity), curriculum (fragmented), versatility and multi-artistic teams on Art Education in Brazilian Elementary School (5th - 9th grades). It is understood that Art-Education is an area of knowledge or epistemology of art (Barbosa, 1998) and also the possibility of Aesthetic Education which (trans)forms the human uniqueness and the wider social relations, within a transdisciplinary perspective, and which promotes an alliance among artistic expressions, media, epistemo-aesthetic references and corpor(eity). Finally, Aesthetic Education which expands new cognitive, imaginative, emotional, creative and critical horizons. In such case, more than a concept, corpor(eity) is seen as a living organism which overcomes polarizations and dualities (Serres, 2004; Merleau-Ponty, 1996). Given a fragmented curriculum and a multipurpose exercise, the study also shows the idea of a cultural action with multi-artistic teams which are mediated by projects of work (Hernández, 2007).

Keywords: Primary education; corpor(eity); curriculum (fragmented); versatility; multi-artistic team; projects of work.

School: (also) a space of affectivity

Ana Maria Andeiro Granja, Nilza Costa & José Rebelo

"Estamos educando a nuestros jóvenes en la totalidad de su ser, em todas sus potencialidades?"¹ (Ramos, 2001, p.15).

This question, raised by the author in the introduction of his book "Educación Integral: una educación holística para el siglo XXI"², due to its importance and wide scope, deserves a deep approach by all those to whom the questions of education are part of their personal and professional concerns. This text

aims to give a contribute to this exercise.

If the education wants to promote the integral and balanced development of the individual, it is necessary to assume the common dependence between the cognitive and the affective processes and, as such, assess the role of affects in the pedagogic relation and in the teaching practice.

Keywords: affectivity; holistic education; teaching practice; pedagogic relation.

School satisfaction and psychological well-being in Portuguese adolescents

Helder Miguel Fernandes, José Vasconcelos-Raposo, Rosângela Bertelli & Leandro Almeida

Previous research has already shown the importance of the adolescents' school satisfaction on their levels of health and subjective well-being. As such, the present study intended to provide additional support to the available empirical evidence through the analysis of the effect of some sociodemographic variables (gender, age, place of residence, socioeconomic status and relationship with parents) on the levels of the adolescents satisfaction with their school context and also on their psychological well-being according to Ryff's model (1989a, 1989b). The sample comprised 698 adolescents (381 girls and 317 boys) between 12 and 18 years of age ($M=15.02$, $SD=1.83$). Main results showed no significant differences in satisfaction with school context considering gender, place of residence (rural versus urban) and socioeconomic status. On the other hand, satisfaction with school context decreased with age and was positively associated with a better relationship between parents and children. Moreover, satisfaction with school context positively correlated with all dimensions of psychological well-being and exerted a moderately positive effect on the levels of global well-being even after controlling for the influence of sociodemographic variables.

Keywords: school satisfaction; well-being; adolescence.

Notas

¹ "Are we educating our youngsters in the totality of their beings, in all their potentialities?"

² "Integral Education: a holistic education for the XXI century"