

Teaching practices and school climate:

The Portuguese students' views

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Theoretical framework

- Climate
 - corresponds to what organizational actors mostly represent and feel of their organization
 - Classrooms , have climates that directly or indirectly are influenced by the wider school climate
- Educational practices
 - a shared images framework that allows you to interpret and see the world in a particular manner, and will enable to envisage school as a particular climate setting

School climate dimension

- Teaching and learning
 - Quality of instruction;
 - social, emotional and ethical learning;
 - professional development and
 - leadership
- dimension that reflect the teachers' dual responsibility to maintain conditions in which students can learn and to provide effective support for them

Educational practices

- **involves**

- the ability to transform teachers' information into knowledge through out communication in the classroom;
- make the interactive global management of information flows and events in class,
- conduct a predetermined activities and methodology planning;
- manage the class progression and interactive decision-making .

Educational practices dimensions

- teaching
- support on learning control
- lack of support on individual work
- discovery methodology
- expository method

Teacher as a leader

- In the classroom
- Lewin and Lippitt's typology
 - Autocratic
 - lack of support on individual work and
 - expository method
 - Democratic
 - Teaching,
 - support on learning control,
 - discovery method

- The sample
 - 3860 students of Portugal Mainland and Madeira

By age:	10 to 12 years 20.57%	13 to 15 years 36.84 %	16 to 23 years 40,76 %
By gender:	Boys 52.28 % ,	Girls 47.72 %	
Per cycle of schooling :	2nd cycle 13.62 %	3rd cycle 40.51%	secondary 45.88 %
By type of education	General Studies 50.14 % ;	Professional/ Vocational 49.86 %	
By Family Education Level :	up to 9 th grade 38.09 %	from 9 th to 12 th grade 63.6 %	university education 31.52 %

Democratic leadership educational practices

- majority of respondents said
 - teachers often use support on learning control and care about teaching practices.
 - rarely or few teachers use the discovery method in their classrooms
 - students' opinion is mostly favorable on the use by teachers of democratic leadership in the classroom

Democratic leadership educational practices

- who points it very significantly?
 - boys
 - Youngest
 - 5th and 6th graders
 - Professional/vocational students

Autocratic leadership educational practices

- a slim majority of students believes that teachers use autocratic leadership ,
 - 10.84 % admit that all or most of the teachers are lacking of support on individual work ,
 - 27.34 % that most use an expository method

Autocratic leadership educational practices

- who least points it ?
 - Boys
 - 13 to 15 years old
 - Secondary education students
 - Higher education level of family education

Teixeira's school climate dimensions

- relationships with
 - teachers,
 - Class Directors,
 - Colleagues
- equity,
- safety and
- working conditions

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	Teaching	support on learning control	discovery method
Indicators	p-value		
Colleagues' relationship	<0,0001	<0,0001	0,0126
Teachers' relationship	<0,0001	<0,0001	<0,0001
Class director's relationship	<0,0001	<0,0001	<0,0001
Equity	<0,0001	<0,0001	<0,0001
Security	<0,0001	<0,0001	<0,0001
Working conditions	<0,0001	<0,0001	<0,0001

Democratic leader educational practices and school climate

- students who find very satisfying any of the climate indicators are the ones who further claim that in class they experience educational practices that arise from a democratic style of leadership
- equity, security and working conditions climate indicators
 - students who view it in a very positive way stress democratic educational practices indicators

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Indicators	Lack of support in individual work	Expository method
	p-value	
Colleagues' relationship	<0,0001	0,15
Teachers' relationship	<0,0001	<0,0001
Class director's relationship	<0,0001	0,21
Equity	<0,0001	0,0068
Security	<0,0001	0,0002
Working conditions	<0,0001	0,0064

Autocratic leader educational practices and school climate

- the more positive students' opinion is toward climate indicators the lower is the consideration that autocratic practices are used

To conclude

- the existence of a positive school climate has a close relationship between classroom climate and educational practices .
- The better the quality of the relationship with teachers and the Class Directors the more positive is the classroom and school climate perception

To conclude

- there is a strong relation between a positive school climate and practices that lie at the level of democratic leadership
- Teachers need
 - to develop a range of strategies, practices that foster a positive classroom climate
- School leaders need
 - to promote conducive spaces for collaborative work