

<b>ID</b>	612
<b>Curricular Unit</b>	Management and Organizational Culture School
<b>Regent</b>	António José Mendes Rodrigues
<b>Learning Outcomes</b>	<p>Discipline Management and Organizational Culture of the sociological looks on education for the proposition modes of intervention in school organization; favors the meso-level of sociological analysis (around the subject "school property"), but it articulates with the analysis of macro areas (educational institution) and micro (pedagogical relationship). Aims to: (a) promote understanding of the phenomena of school massification of school inequality and school failure; (B) promote knowledge about schools as organizations and processes that then contribute to the changing educational practices, contributing to the jurisdiction of contextualizing school practices, innovations and educational reforms; (C) contribute to the skills of analysis and intervention in the context of activities of educational management of schools.</p>
<b>Syllabus</b>	<p>Education 1 -. Society and Democratization in the School SystemThe phenomenon of school massification, their causes and their resulting. The crisis and the challenges of mass schooling and democratic. Change, reform and educational innovation.</p> <p>The school inequality: access, survival and outcome of school attendance. The sociological critique of 60-70 years to a multi-dimensional analysis of the production of (in) school success: the social, institutional, organizational and pedagogical relationship factors. Social inclusion and exclusion through school.Sociological perspectives on students. School cultures and youth subcultures: pathways, trajectories and attitudes towards school.</p> <p>2. Educational institutions as Study ObjectResearch on the school as an organization. Cultures and climates of schools. Micropolitics of schools.</p> <p>The change in school organizations: the technical, cultural and political perspectives.The participation of teachers in school administration. Departments and f</p>
<b>Evaluation</b>	<p>Students access to two lanes for success in the course: the way of the Final Examination and the route of an "over half" proposed by the teacher. The model of an "over half" means: a written work, individual reflection from the reading and analysis of texts 3 (minimum) focusing on one of four themes developed in lectures (3-5 pages - approx 7000. characters, not counting the ref literature, Times New Roman 12, 1 ½ space) (25% final grade), group work (3-6 elements): critical reflection on one of the 4 themes developed in lectures (5-8 pages - approx 10000 characters, not counting the ref bibliographical. Times New Roman 12, 1 ½ space) (25% final grade), group work (3-6 elements): field work on one of four themes developed in lectures (8-12 pages - approx. 15000 characters, not counting bibliographic ref, Times New Roman 12, space 1 ½) (50% final grade).</p>

**Bibliography**

- Barrere, A. & Sembel, N. (1998). Sociologie de l'éducation. Paris: Éditions Nathan.
- Barroso, John (Eds.). 1996. Study School. Port: Porto Editora.
- Canary Rui (Ed.). 1992. Innovation and School Educational Project. Lisbon: Educa.
- Domingo, Ana Maria et al. 1986. Bernstein's theory in Sociology of Education. Lisbon: Gulbenkian Foundation.
- Dubet, François & Martuccelli, Danilo. . L'École 1996 A: sociologie de l'expérience scolaire. Paris: Seuil.
- Carvalho, Luís Miguel. 1992. Stability Climate and School Teachers. Lisbon: Educa.
- Formosinho, John 1992. Organizational dilemma of mass schooling. Pp: Portuguese Education, Vol 5 (3) magazine. 21-48 ..
- Gomes, Rui. 1993. Cultures and Identities of Teachers College. Lisbon: Educa
- Grácio Sergio. 1997. Dynamics of Schooling and Individual Opportunities. Lisbon: Educa.
- Lima, Licinius. 1992. School as Organization and Participation in School Organisation. Braga: University of Minho.
- Nóvoa Antonio (Coordinator). 1992. Schoolnets