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Abstract submission template

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<b>Title of presentation</b>	Schools' External Evaluation: What is changing in the early childhood curriculum practices? <sup>3</sup>
<b>Abstract</b>	
<p>In Portugal Law No. 31/2002 has approved the Schools' External Evaluation (SEE) which has been implemented since 2006 by the Portuguese General Inspection of Education and Science (IGEC). Until now there are two cycles of SEE and the one that is occurring now is in its final stage of implementation. For the IGEC (2015) this evaluation system of non-higher education has the purpose of providing "an important contribution to the schools' development".</p> <p>This presentation addresses the issue of whether kindergarten teachers effectively use the information provided by the SEE to act upon curricular processes and develop their practices. Data was collected in six Portuguese public schools through semi-structured interviews (Bogdan &amp; Biklen, 1994; Bardin, 1994; Esteves, 2006) with six kindergarten teachers which preliminary results we present.</p> <p>By the perceptions of the kindergarten teachers, the interview analysis revealed that kindergarten teachers do use the results from the SEE to perform some improvements, but mostly on a superficial level. Kindergarten teachers tend to argue that the SEE is a schools' valuable macro-perspective, but does not address important feedback for curriculum practices. For the interviewees, the SEE effects are typically related to documents as well as plans, reports and other supporting documentation in which kindergarten teachers register the work that is being planned and developed by their group of children. Simultaneously the kindergarten teachers manifest the most evident effect from the SEE about curriculum practices that corresponds to curriculum articulation practices between different groups and school years.</p>	
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