

SESSION « RESEARCH »

• *Propositions of Research in education: narratives of another human agency, intencionalized in an ethics of affection and relationship of attachment Education*

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In this communication we present the on-going work of articulation of Municipalities with collations/public schools of basic and secondary education in the North of Portugal, which is characterized by the adherence to another culture of humanization of relationships that there today we find dehumanized. We thereby present the research product of an action-research-action, implemented by the experience of participation and development of identities (Lopes, 2007) of school staff in reference to the uniqueness of their context (Ferreira, 2007, 2011) through building a narrative tool of significant educational practices – Manual of Care – resulting from a specialized training and joint construction in an area of relational corresponsability (Gergen, K., 1999), and professional qualification. We follow organizations as «human inventions» (Greenfield, 1993) and, particularly, we ambition for the transformation in feeling, acting and deciding within the educational organization in a perspective of collaborative research, associating its different actors in defending another ethics which claims for the educational processes the central role of affection and of human relationship. We join Correia (2011) in his understanding of the school as an interactive and unstable process, as an interim product of orders from both the political field and the scientific field, but also from social players linked to educational action, in a interactionist perspective that sees school as relationship between organised relations systems. Of all the actors in the school context, we identify the needs of human development and professional training of actors particularly situated on the fringes of political decision-making and administration school management – school staff, by realizing that their daily practice relies on relational trust (Ferreira, 2011), in the performance of a fundamental role of high responsibility in what contributes to promoting a fair educational service, of quality, and educational success for all. In this perspective, the urgent need for transformation of ways of being and making education, by observation of impossibilities of change and of inconsistencies of discourses and practices, we also follow an ecology of pedagogical relationship based on educational and relational processes of attachment education (Barbosa, 2011a, 2011b), i.e. educational processes referenced to the singularities of each educational context intencionalized in the performance of the role of Educator, Caregiver/attachment Figure (Bowlby, J., Ainsworth, M., Main, M., Bartholomew, K.) and qualities of sensitivity and responsiveness (Ainsworth, M., 1963-1989) to relational needs of children who, in this new context of life, require felt security (Bowlby, J., 1958-1988) in the beginning of their formal learning at school, which we aim to be of an enjoyable relationship with knowledge. Thus, we report, of how to speak of quality in education requires a serious personal investment and a political commitment that values all people in interaction, and strengthens their knowledge, skills and relational and communicational responsibilities as an human agency (Ferreira, e., 2007, 2010) in a recombinant of an action paradigm centered on a policy of enthusiasm, knowledge and rigor that makes the difference in school everyday life. That is, that it interrelates in permanent exercises of citizenship (Barroso, 2003) and promotes the inclusion of those traditionally excluded in the curriculum, in the success and the overall quality of the school.

• *Researching School Environment*

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Various recent theories on learning and teaching have influenced a different view on school environment. School environment is often discussed as a physical area for learning and teaching, but also as a third teacher, a three-dimensional textbook or a hidden curriculum. It is also argued that school environment reflects how pupils learn, what they learn and how they are being taught. Various researches reveal the influence of school environment on the motivation of teachers and pupils, they study the influence of school environment on the absenteeism at school, on school achievements and discipline and argue that the school environment affects the relationship to everything connected with education. The school environment is becoming an additional factor of instruction, as pupils are acceptant of the symbolic messages communicated by the school building and its surroundings. When planning new or renovating old school buildings, architects should consider the needs and wishes of the school's users and include pupils and other stakeholders in consensual planning, since they believe that children are natural builders and have an innate gift for planning and organizing. According to different views on school environment, our research first focused on primary school teachers. We focused on their opinion and how they asses the inside and outside school environment. For that purpose, we created an anonymous questionnaire. The research, conducted in 2011, included a group sample of systematically chosen Slovenian primary schools. We chose every tenth primary school in Slovenia and invited them to take part in our research. In case a chosen school did not wish to participate in our research, we included the next primary school from the alphabetical list of Slovenian primary schools. In the end, 36 primary schools and 251 educational workers participated in the