



Quanto ao financiamento e ao funcionamento da escola, o governo já tem implantação para aumentar o Subsídio de Escolaridade Gratuita e o Subsídio de Propinas, e reforçará o financiamento de melhoria do rácio turma/professor e do rácio professor/aluno, a fim de se esforçar para recrutar mais professores para as escolas ou criar condições para reduzir os tempos lectivos dos docentes.

O "Quadro geral do pessoal docente" é o resultado dos esforços conjuntos do governo e do sector da educação, e valorizamo-lo muito. Embora não seja possível a lei resolver todos os problemas da educação nem satisfazer toda a gente, se tivermos uma atitude de

tolerância e com apreensão e uma postura de mudança positiva, acreditamos que o quadro legislativo presente e a série de novas disposições por ele trazidas devem promover gradualmente a construção do corpo docente, mudar as condições de trabalho do pessoal docente e estimular a paixão pelo trabalho dos professores, promovendo finalmente o aumento das qualidades pedagógicas.

Leong Lai (Directora da DSEJ)

Extracto da "Revista de Professores", N.º 36, Abril de 2012

01 Implementing the "Private School Framework" comprehensively, Enhancing Education Quality

The "Private School Framework" (Law No.3/2012 "System Framework for Private School Teaching Staff of Non-Tertiary Education") has been passed in the Legislative Council and is about to be implemented. This is the outcome of the joint efforts of the Macao SAR Government, the education sector and the Legislative Council. It is also the embodiment of the importance attached to education, care and respect for teachers by the Macao society. This law is an important milestone in the development history of non-tertiary education in Macao, building a protection system for the future teaching team. We believe that the implementation of the Law not only improves the remuneration and welfare of teaching staff, but more importantly, it promotes their professional development, builds up professional school leadership and management team, develops a professional management mechanism of self-restraint for teaching staff and ultimately promotes the overall enhancement of Macao education quality.

(1) The basic principles for the legislation of "Private School Framework"

Since the 1990s, non-tertiary education in Macao has already achieved great development under the vigorous promotion of the SAR Government. In recent years, it enters into an important stage with quality enhancement as the core task. Quality education must be based on excellent teachers, otherwise no matter how much funding the Government puts in or how advanced the facilities are in the school, the growth of students cannot be fundamentally guaranteed. Therefore, "The Ten-Year Plan for the Development of Non-tertiary Education" proposes to build a high quality teaching team with noble morality and professional skills. The legislation of "Private School Framework" is one of the important steps to achieve this goal.

The fundamental purpose of "Private School Framework" is to build a team of high quality teaching staff through the provision of a security system in order to promote further development of Macao's non-tertiary education. Therefore, in the drafting process, the following principles are adhered to:

First of all, take into account both the improvement of working conditions and professional quality enhancement for teaching staff. The experiences from all around the world show that in order to build a high quality teaching team, we should take the road of professional development, including rigorous training before taking the career and sustained in-service professional development, so that teachers have good professional quality and their performances are recognized by the society. This requires the education industry to have sufficient attraction, which includes remuneration, welfare and good working

conditions. Hence, on one side, the "Private School Framework" sets up the levels of rank and promotion system; reduces the weekly teaching hours appropriately; establishes mandatory provident fund system and regulates the proportion of the cost on teaching staff's remuneration and provident fund to the "fixed and long term school revenues"; provides legal guarantee of free access to health care for teaching staff and adjusts teacher subsidy to professional development subsidy. Meanwhile, it elevates the entry qualification for teaching staff; requires work performance evaluation every year and specifies the requirement of a certain number of hours of professional development for promotion. It also stipulates the establishment of "Teaching Staff Professional Committee". All teaching staff are required to comply with a set of professional standards set by the Committee.

Secondly, firmly regard teachers as professionals. Since education and teaching are professional work in nature, teachers need specialized training and all of us believe that professional experience is of great importance to the effectiveness of teachers' work. Therefore, we must recognize the value of teaching staff's seniority and working experience, including remuneration differentials between teachers of different levels of rank and seniority. However, due to historical reasons, basically there is no difference between the remuneration of senior experienced teachers and young teachers; some schools adopt the system of "Payment by session". This is obviously different from Hong Kong, Taiwan, Mainland

Continuação Pág. 9





China and other advanced regions. It is unhealthy for the stability and sustained development of teachers. Therefore, the “Private School Framework” firmly regards teachers as professionals. The most outstanding embodiment is to pay the remuneration of school teachers and professional development subsidy from the Government according to teachers’ levels of rank so as to recognize the value of teacher’s seniority and professional experience. After adequate consultation with the education sector, the difference of professional development subsidy between teachers of Level 1 and Level 6 will be 1.8 times; and the difference of school remuneration will start from a factor of 1.3 times and will be implemented from 1st September 2013. This is an important security system to stabilize the teaching team and to attract quality talents to engage in long term educational career.

Thirdly, consider the overall present situation of Macao’s non-tertiary education development and the future development needs, as well as take into account the coordination of related policies of different areas of the society. Many situations of the education sector in Macao are the results of long term historical evolution. For example, there is no unified career regime; the entry requirement is lower than that of the advanced regions; the number of teaching periods for each teacher is more and the school remuneration system is unreasonable, etc. Hence, the «Private School Framework» adjusts the system in a positive and sound manner. In regard to teaching staff’s retirement security and health care, the “Private School Framework” not only embodies the society’s recognition and attention for the education sector, but also considers the coordination of the SAR Government’s related policies and the balance between industries.

(2) The positive impact of «Private School Framework» on Macao’s Non-tertiary Education

The essence of the “Private School Framework” can be regarded as the “Teachers’ Law”. In fact, it not only helps to raise the remuneration, improve the welfare and other benefits of teaching staff; more importantly, it promotes the professional development of teaching staff in terms of the regime, assists the building of professional school leadership and management team and develops the professional management system and self-restraint of teaching staff.

1. Enhancing teacher’s entry requirement, ensuring the professional standards of teachers

The experiences from all places in the world show that professional standards of teachers are closely related to their pre-service training. Taking into consideration the education development needs of non-tertiary education of Macao Special Administrative Region and the current conditions owned by teaching staff, the “Private School Framework” appropriately raises teachers’ entry qualification and other related requirements: teachers of infant education and primary education should at least have the qualification of higher diploma or above, teachers of secondary education should have the academic qualification of a bachelor degree or equivalent. In the meantime, it emphasizes the importance of pedagogical training for teachers’ work. Teachers of primary education and infant education must have the qualification of pedagogical training and teachers of secondary education must possess pedagogical training then can they be promoted. The above provisions help to enhance the professional standard of teaching staff before serving and build up a professional certification system for teachers.

2. Promoting the professional development of teaching staff

In-service training is an important aspect for the professional development of teaching staff. Therefore, the “Private School Framework” explicitly states that professional development is one of

the three important conditions for teaching staff’s promotion. It specifies in detail the needed hours of professional development for promotion in each rank (an average of 30 hours per year). In addition, after the coming into effect of the “Private School Framework”, the SAR Government changes teaching staff’s “direct subsidy” to “professional development subsidy”. There is a difference of 1.8 times in the subsidy amount between teachers of the highest Level 1 to the lowest Level 6. The above provisions will promote the professional development of teaching staff through the two aspects of career regime and financial support.

3. Building professional school leadership and management team

The professional quality of school leadership and management team affects the school development and quality of non-tertiary education directly. “The Private School Framework” stipulates that “the qualification of principals should not be lower than that required for teachers teaching in the highest education level of the school”; the qualification of other middle and senior school management staff in schools should not be lower than that required for teachers teaching in the education level he/she manages. Furthermore, principals and other middle and senior management staff of schools have to complete the related professional courses required and recognized by the Education and Youth Affairs Bureau prior to taking up the post, ensuring that the respective personnel have the professional abilities to lead and develop the school, specially the abilities for school administration, teaching management and financial management. The above provisions help to enhance the professional quality of principals, as well as the entire leadership and management teams of private schools in Macao.

4. Promoting the self-restraint and professional management of teaching staff

Learning from the experiences of other countries and regions, the “Private School Framework” stipulates the establishment of the “Teaching Staff Professional Committee” in the area of non-tertiary education. The duties and competence of this committee are to set the professional standards for teaching staff and the verification criteria for the number of hours of professional development activities, to assess “Distinguished Teacher”, to provide the Education and Youth Affairs Bureau with opinions on rank promotion in advance and various related complaints from students and parents. The Committee will operate in the form of plenary meeting. The Education and Youth Affairs Bureau provides the Committee with administrative and financial supports.

The operation of “Teaching Staff Professional Committee” helps to enhance the professional status of teaching staff, solve the education related professional issues, and gradually establish the self-restraint of teaching staff and the professional management mechanism in non-tertiary education areas.





5. Establishing the career regime of teaching staff, encouraging teachers to contribute to education on a long term basis

To establish the levels of rank for teaching staff is the demand of the education sector for years. After repeated discussions, the “Private School Framework” establishes six levels of rank for teaching staff. It stipulates the conditions for the starting rank and the promotion condition in the three aspects of service time, work performance evaluation and professional development. It takes a new appointed teacher about 20-23 years for promotion to the highest level. After the implementation of the “Private School Framework”, the assessment of teaching staff will be mainly responsible by the school, and the education administrative authority will provide guidelines. The confirmation of levels of rank and promotion of teaching staff will be jointly collaborated by the school, education administrative authority and teaching staff. In order to inspire the working morale of the teaching team and emphasize the contribution of quality talents, the “Private School Framework” sets up a mechanism for rank promotion in advance and awarding the honour of “distinguished teacher”.

The establishment of the regime of levels of rank recognizes the professionalism and value of working experience of the teaching profession. It is a response to the request of the education sector over the years, which is beneficial for teachers to plan their career earlier and attracts teachers to engage in education career in a long run.

6. Reducing teachers’ teaching hours appropriately, creating conditions for improving the quality of education

The number of teaching hours of Macao teachers is generally more than that in other regions. The existing Law No.15/96M stipulates that the number of teaching hours of teaching staff is about 800 to 1200 minutes per week, i.e. about 20-30 periods. The “Private School Framework” reduces the weekly teaching hours appropriately. For example, the number of teaching periods for primary school teachers is 18 to 20 and that for secondary school teachers and teachers of special education class is 16 to 18. Besides, the existing decree-law does not distinguish the provisions of number of teaching hours between teachers of various education levels. In fact, there is a significant difference in the number of class hours between various education levels. Therefore, the “Private School Framework” differentiates the weekly teaching hours for teachers of various education levels. Furthermore, it specifies the evening teaching hours appropriately and sets up the related compensation mechanism for teachers’ overtime work and overtime teaching.

The above provisions help to reduce the workload of teachers, allowing them to have sufficient time to participate in professional development and to take care of the needs of individual students, so as to create conditions for enhancement of teaching quality.

7. Establishing a reasonable salary system, guiding schools to use public fund rationally

In regard to remuneration and fringe benefit, the “Private School Framework” referred to the experiences of other regions and repeatedly consulted with the education sector. It specifies clearly that schools have to ensure the remuneration and provident fund of teaching staff should account for 70% or above of the fixed and long-term school revenues for each school year. In addition, to embody the values of teaching staff’s education experience and the significance of teachers’ seniority, it is stipulated in the “Private School Framework” that schools must ensure appropriate differences in the basic monthly salary of teaching staff teaching in the same education level but at different levels of rank. There should be a difference or growth of 30% or more between the basic monthly salaries of teaching staff of Level 1 and that of Level 6 (to be effective from 1st September 2013). The above-mentioned provision helps to guarantee a reasonable salary system for teaching staff and guides schools to allocate resources effectively and to use public fund rationally.

8. Strengthening the retirement security for teaching staff

According to the present situation of the majority of schools and the general opinion of the education sector, the “Private School Framework” specifies that private schools must establish the provident fund for teaching staff. Provident fund contributions are borne by both the school and teaching staff. This helps teaching staff obtain the necessary retirement security.

9. Free health care for teaching staff is protected by the system

The “Private School Framework” stipulates that teaching staff can enjoy free health care provided by public health institutions. Teaching staff that have served in schools of Macao for 25 years can continue to get free health care provided by public health institutions after termination of service, till they are 65 years of age. This means that free health care currently enjoyed by teaching staff is protected by law.

(3) Implementing the “Private School Framework” with concerted effort

We deeply know that the promulgation of school remuneration not only signifies the completion of legislation, more importantly is to implement the legislation well, so as to enable the real establishment of the system and its effective operation. To implement “Private School Framework”, it is necessary to increase education investment, to understand the supply of teachers; to adjust teacher’s work schedule and school operations; to determine the levels of rank for all the in-service teaching staff and to verify and issue the professional subsidy. In addition, it is also necessary to develop the mechanism for evaluation, and professional development, to establish the Teaching Staff Professional Committee and to set professional standards for teaching staff. All these need the concerted efforts of the Government, school and teaching staff, including positive changes.

Next, the Education and Youth Affairs Bureau will first carry out a series of publicity and promotion work which includes visiting schools to offer explanation, organizing explanatory sessions and seminars of specific themes, publishing brochures, setting up special web page and enquiry hotline etc. The related work is being arranged to ensure the proper and effective implementation of the remuneration law in schools. In order to allow teaching staff to have a better understanding on the main contents of school remuneration, aside from printing the law text, the Education and Youth Affairs Bureau also organizes related staff to visit schools to explain and answer questions from teaching staff between March and May. In addition, special seminars for school principals, middle and senior management staff, as well as for teachers will be held, expecting to deepen the understanding of teaching staff on the legal provisions through different channels.

Continuing on P.11





Besides, due to the need of deciding the rank of teaching staff, the related specific verification procedures will be set up in the form of the Chief Executive's dispatch. The Education and Youth Affairs Bureau will gradually issue the rank confirmation letter to teaching staff between March and April. For teaching staff who have overseas teaching experiences, the Education and Youth Affairs Bureau will publish guidelines and state clearly the requirements for related types of verification documents. Before the confirmation of the level of rank, teaching staff will continue to receive the direct subsidy. If there is a difference between the professional development subsidy and the existing subsidy, the Government will re-issue the difference later.

In regard to funding and school operation, the Government has planned to raise the free education and tuition subsidies. It will also increase subsidy for optimizing the class-teacher and teacher-student ratios so as to create conditions for schools to employ more teachers or to reduce the teaching hours for teachers.

The "Private School Framework" is the outcome of the concerted efforts of the Government and the education sector, which we should jointly cherish. Although we can neither solve all problems by law, nor satisfy everyone, as long as we hold the attitudes of tolerance and understanding, harbour a stance of positive changes, we believe that the existing legal framework and the related series of new regulations can promote the establishment of the teaching team step by step and change the working conditions of teaching staff gradually to inspire teachers' working enthusiasm and consequently promote the enhancement of education quality.

Leong Lai (Director of the Education and Youth Affairs Bureau)
Excerpted from: «Teacher's Magazine» 36th Issue, April 2012

02 澳门职前与在职数学教师专业发展的合作教学尝试——“同课异构” 公开课：设置一个教师专业发展的平台

老师是不是越教越好？不断进步？这是学校管理层的期待，家长、社会各个阶层的盼望，也是老师自己的理想；然而，现实当中，不少的老师认为学生需要学习是理所当然，但教师自己的学习关注则远远逊色，不少教师认为，澳门老师工作量大，经过一些师资培训项目，师范院校的培养便足够应付教学了，专业学习似乎并无那么迫切。然而对比大中华地区两岸三地，内地、香港、台湾风风火火的教师发展（主要包含在课程改革中）热潮，澳门的教师专业发展还在安静地探索当中。

2011年11月19日星期六，澳门大学教育学院实习老师胡龙成与东南学校黄侨俊老师分别上了一节指数与指数幂运算的课，各自进行“同课异构”教学活动，澳门大学教育学院江春莲老师和孙旭花老师带领十八位三年级数学专业学生，与澳门东南学校数学科长荣老师带领五位数学老师，共同观课，讨论热烈。讨论气氛达到高潮，这次实习老师和经验教师“同课异构”，引发更多的专业发展的思考，“同课异构”公开课，为什么可以变为专业发展的工具呢，笔者认为以下几个方面至关重要。

一、改变专业社群组织的平台

一个有趣的事实是“同课异构”公开课，迅速改变教师的组织结构，东南学校数学科组教师由原来的孤军奋战，单打独斗，因为“同课异构”公开课任务需要，老师们共同备课，共同观课，共同反思，共同讨论，改变了教师的社群文化，社群组织转换为学习型组织。虽然很多澳门老师愿意，共同备课，同行观课，共同反思，共同讨论，但是苦于各个老师忙于各自工作，缺少一个共同任务，共同的话题，合适的场合，合适的组织，而处于孤立当中，学习型组织社群可遇而不可求，公开课的第一功能就是改变学校文化，老师立刻变成一个学习型组织社群的一员。

二、设置专业发展的平台

实习生和专业老师教学对比，突出专业教学瞬间

“同课异构”公开课活动，本是近年来内地比较不同地域教师上课特点的一种新的教学模式，这里“同课异构”公开课，是实习生和专业老师教学对比，不仅仅体现了大学与学校合作，理论与实践的联系，职前与在职教师专业发展的一条龙发展，更为重要的是，这个对比更容易把握专业教学的瞬间，突出数学教学的专业在哪里？大学里的教学法课堂，因为缺少真实的学生，缺少真实的教材，教学专业缺乏真实背景，专业知识难以被深刻理解，本次“同课异构”公开课，通过没有任何教学经验的实习生和有经验的专业老师，同时教同一内容，真实的学生，真实的教材的讨论，老师们真正专注于：引入问题的选取，如何关注学生思维？如何使用教材？如何培养数学阅读能力。如何发展知识结构，这些真实对比，突出了数学教学专业学习的瞬间，对于教育学院教师培养则多设置一个基于“真实课堂”的专业学习的平台，难能可贵。

