

TEACHER EDUCATION FOR INCLUSION

Porto, Portugal

5th to 7th May

Initial Teacher Education in Portugal: current policies and challenges

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- The Portuguese Education System

[StructureEUeducSyst09_10.pdf](#)

[NationalSummaryPortugal09.pdf](#)

Initial Teacher Education in Portugal: current policies and challenges

Higher education institutions and teaching levels for which they can guarantee teacher education programmes

Class Teacher IE – More close to a concurrent model –integrated approach to these components since bachelor degree

Subject Teacher IE – Consecutive model – also integrated approach mainly in the second cycle

Chart 1.doc

INITIAL TEACHER EDUCATION PROGRAMMES Policy Guidelines

- International Context and External Influences

[com392_en.pdf](#) (pages 12 -14)

- “Quality Assurance” and “Accountability” as
legitimation principles - The recover of Control by the
State

[Politica de Formacao Professores em Portugal EN.pdf](#)

(Cont)

- “Quality Assurance” of Teaching Staff Qualification is presented as twofold:
 1. “Quality Assurance” of ITE Programmes
 2. “Quality Assurance” of the “Professional Competence of Future Teachers”

(Cont)

- New regulatory instruments as a change in the control of ITE
 - Regulatory directions for HEIs to adequate ITE curricula to curricula in force in Basic and Secondary Education defining the training profile accordingly.
 - Accreditation of Master Degree ITE programmes (2nd cycle) by the newly appointed National HE Accreditation Agency (in what concerns the academic credential)

INITIAL TEACHER EDUCATION PROGRAMMES

Legal Framework

- Decree-Law 43/2007, 22 February*:

[DL43-2007.pdf](#)

A common higher level ITE model for all levels and stages of Education system at Master degree organised in accordance with the structure and principles of the so-called Bologna Process (180 + 60, 90 or 120 ECTS)

Evidence of high competence in Portuguese language (examination)

* Decree-Law 202/2009, ITE for vocational, technical and artistic subjects

A high Quality ITE

- Including:
 - Specific subject matter
 - Educational Sciences
 - Initiation to professional practice
 - Cultural, social and ethical syllabus
 - Education research methodology

Integrated approach of these components

- Practice in professional contexts supervised by highly qualified teachers in the scope of HEIs and schools partnerships.

Quality Assurance of the Competence of Future Teachers

- A “research based qualification” as a condition to a successful lifelong learning” thus enabling the teacher to cope with the diversity of educational situations:

“A permanent research attitude that helps to articulate through a reflexive practice, knowledge resulting from their educational experiences with research findings and theoretical knowledge”

(Ministry of Education, General Directorate for Human Resources of Education, 2007).

Access to teaching career

- **Exam:**
 - **subject knowledge;**
 - **teaching skills;**
- **“probationary year”**
 - **Supervision by a senior teacher;**
 - **Final evaluation;**

Current Challenges

- The Role of Higher Education Institutions, Teacher Centres and Schools;
 - Including the emergent senior teachers' training needs;
- Research based training programmes;



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