

SYMPP - (18671) - STRAND 2: INITIAL TEACHER EDUCATION AND TEACHERS' COMPETENCES FOR THE FUTURE OF SCHOOL

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Short Abstract

It is recognized that fundamental values and professional standards, which should be constitutive elements of teachers' practices, are increasingly expressed in terms of 'duties' and 'profiles' that have a normative nature and often consider (and place) the teacher outside its context of practice. It is important that teachers, as they become progressively aware of the unique characteristics of their profession, recognize and consolidate their professional identity. The path that needs to be taken - so that the teacher as professional be consolidated and acquires an adequate social, legal and material framework - must be fundamentally traced by the teachers themselves and by their forms of activism in and within the schools. This encapsulates the principle that teachers in the future school are autonomous actors that take their professional development as part of the job. But this principle requires that in initial training programs the school should be the privileged context for teachers to start the process of developing their professional identity through a strong connection between educational background ideas and professional and social practice.

In this strand we present and discuss research-based principles for initial teacher education taking as a baseline the key competences pointed out by European and international frameworks.