



TEPE

2018

Teacher Education Policy in Europe

TEPE Network

PROGRAMME AND BOOK OF ABSTRACTS

www.tepe2018.com

UNIVERSITY OF MINHO

17th

18th

19th

MAY

PROHETEU

WELCOME TO TEPE 2018

Welcome from the Chair of the Teacher Education Policy in Europe – TEPE Network



Honorable Guests,
Distinguished TEPE 2018 Delegates,
Dear Friends and Colleagues,
Ladies and Gentlemen,

I am delighted to welcome you to the 2018 TEPE Annual Conference “Recruiting and Educating the Best Teachers: Policy, Professionalism and Pedagogy”, held at University of Minho, Portugal, from 17 -19 May.

On behalf of the Members of the TEPE Board, I would like to thank you for attending and contributing to the sharing of ideas and the discussions that will take place here and to congratulate the University of Minho, and especially to congratulate Professor Maria Assunção Flores, Chair of the Organising Committee and every member of the Organising Committee for such a warm and generous

hospitality and their great cooperation with TEPE Board in organizing this conference.

The Teacher Education Policy in Europe (TEPE) network is an academic network that builds on the previous European collaborative projects in the field of teacher education policy – TNTEE and EUDORA. TEPE Network aims to advance research in and on Teacher Education, increase mobility and extending the European Dimension in Teacher Education, and enhance quality through the renewal of evaluation cultures in Teacher Education. TEPE annual conferences bring together educational researchers, policy makers, and educators from Europe, as well as many other countries around the world. Confering with such wide-ranging delegates offers a unique opportunity for the exchange of ideas and for fostering communication and collaboration on an international scale.

Given our quality of our excellent keynote speakers, namely, Professor Marilyn Cochran-Smith, the Cawthorne Professor of Teacher Education for Urban Schools and Director of the Ph.D. Program in Curriculum and Instruction at the Lynch School of Education, Boston College, United States; Professor António Nóvoa, Professor at the Institute of Education, University of Lisbon, Portugal; Dr. Shirley Van Nuland, an Associate Professor at the Faculty of Education at the University of Ontario Institute of Technology, Oshawa, Ontario, Canada, and Professor Flávia Vieira, Professor at the University of Minho, Braga, Portugal and a researcher at the Research Centre in Education (CIEd), we are sure that this year's TEPE conference will provide an opportunity for valuable and stimulating debates on teacher education and its dimensions, with a special focus on the key issues related to the recruitment, selection and education of the best teachers in the contexts of policy, professionalism and pedagogy.

I trust that you will enjoy the rich opportunities for discussion and debate the TEPE 2018 Conference offers, as well as the social and cultural aspects of the gathering.

Meanwhile, best wishes from TEPE Network for a very successful meeting.

Sincerely,

Professor Joanna Madalińska-Michalak
Chair of TEPE Board

Welcome from the Director of the Research Centre on Child Studies, University of Minho



Graça S. Carvalho

The Research Centre on Child Studies (CIEC) of the University of Minho, Braga, Portugal, has the great honour to host the TEPE 2018 Conference, from 17 to 19 May 2018, and welcomes all the participants coming from the various countries.

This conference focuses on the theme “Recruiting and Educating the Best Teachers: Policy, Professionalism and Pedagogy” and it will enable all participants to share their activities within this international research community and to engage in discussions about the pressing issues on teacher education and its links with educational policies and the wider socio-economic and cultural context.

We further hope the conference will be an enjoyable experience for all participants, and that they get the opportunity as well to enjoy the old, but also modern, town of Braga.

Welcome from the Conference Chair TEPE 2018



On behalf of the Organising Committee, it is my great pleasure to welcome you to the annual conference of the Teacher Education Policy in Europe (TEPE) network held at the University of Minho, Braga, Portugal, from 17 to 19 May 2018.

The theme of the conference ‘Recruiting and Educating the Best Teachers: Policy, Professionalism and Pedagogy’ enables the discussion of teacher education policy in Europe and beyond. In many countries, teachers’ work has been marked by demanding and sometimes contradictory school contexts characterised by performative cultures but also by the need to meet the increasingly diverse expectations and backgrounds of student populations. This has implications for teacher education which in

turn is related to the policy environment and to the wider social, cultural and economic context in which it is embedded. Cultural differences, traditions and historical and social factors must be taken into account in order to fully understand how teacher education has evolved historically across different contexts.

This event brings together a number of experts from universities, governmental and non-governmental institutions together with policy makers, researchers, teacher educators, teachers and all those interested in teacher education policy, research and practice. Participants from all continents will share their ideas and experiences related to the key themes of the conference.

The University of Minho is the gracious host of the TEPE 2018 conference in the historic city of Braga. Braga is more than two thousand years old but with a dynamic and modern atmosphere. One of the most beautiful cities in Portugal, Braga is known for its Roman remains, its baroque churches and splendid 18th-century houses. Whilst the old city is resplendent in its antiquity, industry and commerce have brought to it a vibrant life style, with its universities, modern neighbourhoods, bars and restaurants.

The attractive venue, the wide range of topics included under the conference theme, as well as the social programme will ensure that your participation at TEPE conference 2018 will be most enjoyable, professionally rewarding and that you will return home with many memories to cherish. Also, find some time to experience a bit of Braga and its surrounding area.

I would like to express my gratitude to the members of the Scientific Committee and to the TEPE Board for their support. I am also grateful to all members of the Organising Committee for their work and endless attention to the details of the conference. They have worked tirelessly to bring this conference to fruition.

I extend a warm welcome to all delegates participating in TEPE Conference 2018!

Conference Chair

Maria Assunção Flores, University of Minho, Portugal

Organising Committee

Maria Assunção Flores, University of Minho, Portugal (Chair)
Carlos Silva, University of Minho, Portugal
Cláudia Pinheiro, University of Minho, Portugal
Cristina Parente, University of Minho, Portugal
Diana Mesquita, University of Minho, Portugal
Diana Pereira, University of Minho, Portugal
Eva Fernandes, University of Minho, Portugal
Fátima Vieira, University of Minho, Portugal
Fernando Ilídio Ferreira, University of Minho, Portugal
Francisco Cristóvão, University of Minho, Portugal
Lurdes Carvalho, University of Minho, Portugal
Marco Bento, University of Minho, Portugal
Maria Teresa Vilaça, University of Minho, Portugal
Patrícia Santos, University of Minho, Portugal
Teresa Sarmento, University of Minho, Portugal

Scientific Committee

Ana Isabel Andrade, University of Aveiro, Portugal
António Nóvoa, University of Lisbon, Portugal
Björn Åstrand, Karlstad University, Sweden (Past Chair, 2007-10)
Brian Hudson, University of Sussex, England (Past Chair, 2010-14)
Erika Löfström, University of Helsinki, Finland
Eve Eisenschmidt, Haapsalu College, Tallinn University, Estonia
Flávia Vieira, University of Minho, Portugal
Francesca Caena, University of Venice, Italy
Hannele Niemi, University of Helsinki, Finland (Past Chair 2014-16)
Jens Rasmussen, Danish Pedagogical University, Denmark
Joanna Madalińska-Michalak, University of Warsaw, Poland (TEPE Chair, 2016 -)
Juana Sancho-Gil, University of Barcelona, Spain
Judith Harford, University College Dublin, Ireland (Co-Ordinator)
Marco Snoek, Hogeschool van Amsterdam, Netherlands
Maria Alfredo Moreira, University of Minho, Portugal
Maria Assunção Flores, University of Minho, Portugal
Pavel Zgaga, University of Ljubljana, Slovenia
Teresa Moran, University of Dundee, Scotland
Teresa O'Doherty, Mary Immaculate College, Ireland

INVITED SPEAKERS



Marilyn Cochran-Smith
Boston College, USA

Teacher Educators as Reformers: Understanding Competing Perspectives

In the US, as in many countries over the last two decades, initial teacher preparation has been the focus of multiple large-scale reforms and new accountability regimes. With many of these, teacher educators—and their programs—have been positioned as the objects of reform. This paper takes a different direction by exploring the phenomenon of teacher educators working as *reformers* rather than being positioned as the objects or targets of other agents' reforms or as the local implementers of larger policies. The paper analyzes this phenomenon in terms of three broad approaches, which we refer to as: *entrepreneurial reform*, *managerial reform*, and *democratic reform*. These are not types of reform, but rather approaches that capture the intersections of: who teacher educator reformers are; what they perceive to be “the problem” of teacher education; what they promote as the solution to the problem—that is, the actual reforms they advocate and implement; and the larger policy and political agendas or reform movements to which these teacher education reforms are attached. The paper unpacks these three by focusing on key examples of each. For entrepreneurial reform, we consider new teacher educators founding and/or leading teacher preparation programs at “new graduate schools of education.” For managerial reform, we take up the example of new accountability and assessment tools created “by and for” the teacher education profession. For democratic reform, we consider a loose collection of new initiatives led primarily by university teacher educators and intended to democratize and reclaim the profession. The analysis takes a policy studies approach, drawing on a collection of policy documents, tools, and media items; it uses ideas from frame theory, particularly the key concepts of diagnostic and prognostic frames.



FLÁVIA VIEIRA
University of Minho, Portugal

Teacher education: why pedagogies matter

If teacher education is to have a transformative effect upon schools, it needs to take into account that equipping (prospective) teachers with specialist and pedagogical knowledge and a number of techniques is not enough. Teacher educators further need to build empowering pedagogies that encourage the development of competences necessary for challenging and reshaping dominant school practices, often in adverse settings. Based on my experience and research as a teacher educator, I would argue that we need to develop inquiry-based approaches whereby teachers' ideas and practices are problematized, their concerns and aspirations are shared and built upon, and opportunities are provided for them to learn about, experience, reflect upon and narrate innovative practices. Teacher education pedagogies can enhance teachers' awareness of the complexities of teaching and the situated nature of change, their willingness to take risks by challenging dominant practices, their ability to base teaching on humanistic and democratic values, and their sense of agency as educators. All this is integral to professional autonomy and transformative educational change, and that is why pedagogies matter.



SHIRLEY VAN NULAND

University of Ontario Institute of Technology, Canada

The New Landscape of Teacher Education in Ontario, Canada

In Canada, the Government of Ontario mandated that, in 2015, a revised four-semester teacher education program be instituted to replace the two-semester program; to date each faculty of education has completed two iterations of the new setting. This presentation will provide the rationale for the new plan, what the actual change has meant for faculties of education in terms of curriculum, funding, and practicum, some innovative ways that the faculties have developed to work with the revisions, and how these variations have been implemented. While the Ontario

Government determined that this revision would occur, the Ontario College of Teachers, which accredits faculties of education, determined the three broad areas of curriculum knowledge, pedagogical and instructional strategies knowledge, and teaching context knowledge to be applied to each program. Each faculty determined its expertise, local circumstances, and regional differences to develop a program within the set parameters. The enhanced program, as the Government dubbed it, has transformed the landscape of teacher education.



ANTÓNIO NÓVOA

University of Lisbon, Portugal & Federal University of Rio de Janeiro, Brazil / Ambassador of UNESCO

To build a position as teacher

Teachers live today a difficult situation with the return of deprofessionalization policies. The field of teacher education has even been described as "an industry of mediocrity".

At this lecture, I will defend the need to think of teacher education programs as the place where each one can build his/her position as a teacher.

For this, it is necessary to assume that:

1. Teacher education is "the education of professionals";
2. Teacher education needs to be located in a new institutional

place, a "third place" that brings together the field of training and the field of the profession.

In this new institutional place, each student can build his/her position as a teacher, through five developments: personal disposition, professional interposition, pedagogical composition, research recomposition and public exposition.

GENERAL INFORMATION

WIFI

UserName: ie@guest
Password: ie2018

Where to Eat

A light lunch will be provided on Friday 18th May.

There are restaurant options nearby for those delegates who want to have warm food.

Option 1: Canteen of the University of Minho

Option 2: Bar in CP2 building

Option 3: Restaurant of the University of Minho

Option 4: Staffroom at CP2 building (Floor 2)

Option 5: Bars, coffee shops and restaurants outside the University campus (2 minutes away).

Gala Dinner

Friday 18th May
Meliã Hotel - Minho Room 7.30 p.m.

The conference dinner is not included in the registration fee. If you are interested in participating in the dinner, please purchase your ticket at the registration desk until Friday at noon.

For any other questions, please do not hesitate to contact the members of the TEPE Organising Committee 2018!

GENERAL PROGRAMME

Thursday 17th May		Friday 18th May		Saturday 19th May	
09.00 a.m. – 12.30 p.m. TOUR TO GUIMARÃES	Meeting Point Meliã Hotel (entrance)	8.30 a.m. – 7 p.m. Registration for late arrivals	CP2 Hall B1	8.30 a.m. – 12 p.m. Registration for late arrivals	CP2 Hall B1
		8.30 a.m. – 10.30 a.m. Parallel Sessions 1	Check Rooms	8.30 a.m. – 10 a.m. Parallel sessions 4	Check Rooms
		10.30 a.m. – 11. a.m. Coffee Break		10.10 a.m. – 11.10 a.m. Keynote 4 - António Nóvoa	Auditorium B1 CP2
		11.00 a.m. – 12.00 a.m. Keynote 2 - Flávia Vieira	Auditorium B1 CP2	11.30 a.m. – 1 p.m. Workshop & Symposia	Check Rooms
		12. a.m. – 1.00 p.m. Presentation of Posters	Hall CP2	1 p.m. – 1.30 p.m. Closing	Auditorium B1 CP2
		12. a.m. – 1.00 p.m. TEPE Board Meeting	ROOM 2.02/CP2 (302)		
1 p.m. – 2 p.m. LUNCH - TEPE Board and Local Org. Committee		1 p.m. – 2.15 p.m. LIGHT LUNCH			
2.15. – 6.30 p.m.	CP2	2.15 p.m. – 3.45 p.m. Parallel Sessions 2	Check Rooms		
Registration	Hall B1	3.45 p.m. – 4.15 p.m. Coffee Break			
4.30 p.m. – 5 p.m. Opening ceremony	Auditorium B1 CP2	4.15 p.m. – 5.15 p.m. Keynote 3 - Shirley Van Nuland	Auditorium B1 CP2		
5 p.m. – 6 p.m. Keynote 1 - Marilyn Cochran-Smith	Auditorium B1 CP2	5.15 p.m. – 6.45 p.m. Parallel Sessions 3	Check Rooms		
6.10 p.m. – 7.45 p.m. Panel Discussion <i>Teaching as High Quality Profession</i>	Auditorium B1 CP2	FREE TIME			
7.45 p.m. – 8.45 p.m. Welcome Reception Sponsored by the Mayor of Braga City	Hall CP2	7.30 p.m. Gala Dinner Best Poster Award and Book Launch	Meliã Hotel		

Thursday 17th May		
1 p.m. – 2 p.m.	LUNCH TEPE Board and Local Org. Committee	
2.15. – 6.30 p.m.	Registration	CP2 Hall B1
4.30 p.m. – 5 p.m.	Opening ceremony	Auditorium B1 CP2
5 p.m. – 6 p.m.	KEYNOTE SPEAKER 1 Marylin Cochran-Smith (Boston College, USA) <i>Teacher Educators as Reformers: Competing Agendas</i>	Auditorium B1 CP2
6.10 p.m. – 7.45 p.m.	PANEL DISCUSSION <i>Teaching as High Quality Profession</i> Panelists: Maria Assunção Flores University of Minho, Portugal Brian Hudson Karlstad University, Sweden University of Sussex, England Hannele Niemi University of Helsinki, Finland Research Director UNESCO Chair on Educational Ecosystems for Equity and Quality of Learning Joanna Madalińska-Michalak University of Warsaw, Poland TEPE Chair Anna Sullivan University of South Australia, Australia David Imig University of Maryland, USA Panel moderator: Marco Snoek Amsterdam University of Applied Sciences, The Netherlands	Auditorium B1 CP2
7. 45 p.m. – 8. 45 p.m.	Welcome Reception Sponsored by the Mayor of Braga City	Hall CP2

Friday 18th May		
8.30 a.m. – 7 p.m.	Registration for late arrivals	CP2 Hall B1
8.30 a.m. – 10.30 a.m.	Parallel Sessions 1	
	A	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers ROOM Auditorium B1 CP2
	B	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers ROOM ANF. 0.01/CP2 (101)
	C	Sub-theme 2. Professionalism and the Education of the Best Teachers ROOM 2.02/CP2 (302)
	D	Sub-theme 3. Pedagogy of Teacher Education ROOM ANF. 0.07/CP3 (102)
	E	Sub-theme 4. Research and Practice in Teacher Education ROOM 1.17/CP1 (210)
	F	Sub-theme 5. Teacher Evaluation and Professional Development ROOM 2.11/CP1 (307)
10.30 a.m. – 11 a.m.	Coffee Break	
11.00 a.m. – 12 a.m.	KEYNOTE SPEAKER 2 Flávia Vieira (University of Minho, Portugal) <i>Teacher education: why pedagogies matter</i>	Auditorium B1 CP2
12. a.m. – 1.00 p.m.	Presentation of Posters	Hall CP2
12. a.m. – 1.00 p.m.	TEPE Board Meeting	ROOM 2.02/CP2 (302)
1 p.m. – 2.15 p.m.	LUNCH A light lunch will be provided. There are restaurant options nearby for those delegates who want to have warm food. Please see instructions for further details.	
2.15 p.m. – 3.45 p.m.	Parallel Sessions 2	
	A	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers ROOM Auditorium B1 CP2
	B	Sub-theme 2. Professionalism and the Education of the Best Teachers ROOM ANF. 0.22/CP1 (A2)
	C	Sub-theme 2. Professionalism and the Education of the Best Teachers ROOM ANF. 0.04/CP1 (A5)
	D	Sub-theme 3. Pedagogy of Teacher Education ROOM 1.17 / CP1 (210)
	E	Sub-theme 3. Pedagogy of Teacher Education ROOM 1.25 / CP1 (217)
	F	Sub-theme 4. Research and Practice in Teacher Education ROOM 2.17 / CP1 (319)
3. 45 p.m. – 4.15 p.m.	Coffee Break	

4.15 p.m. – 5.15 p.m.	KEYNOTE SPEAKER 3 Shirley Van Nuland (University of Ontario, Institute of Technology, Canada) <i>The New Landscape of Teacher Education in Ontario, Canada</i>	Auditorium B1 CP2
5.15 p.m. – 6.45 p.m.	Parallel Sessions 3	
	A Symposium 1 - Global education and the preparation of pre-service teachers: Challenges and opportunities	ROOM Auditorium B1 CP2
	B Sub-theme 1. Policy in Recruiting and Educating the Best Teachers	ROOM ANF. 0.22/CP1 (A2)
	C Sub-theme 2. Professionalism and the Education of the Best Teachers	ROOM ANF. 0.04/CP1 (A5)
	D Sub-theme 3. Pedagogy of Teacher Education	ROOM 1.17 / CP1 (210)
	E Sub-theme 4. Research and Practice in Teacher Education	ROOM 1.25 / CP1 (217)
	F Sub-theme 5. Teacher Evaluation and Professional Development	ROOM 2.17 / CP1 (319)
7.30 p.m.	Gala Dinner (not included in the registration fee)	Meliã Hotel Minho Room

Saturday 19th May		
8.30 a.m. – 11.30 a.m.	Registration for late arrivals	CP2 Hall B1
8.30 a.m. – 10 a.m.	Parallel Sessions 4	
	A	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers ROOM Auditorium B1 CP2
	B	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers ROOM 1.01/CP2 (201)
	C	Sub-theme 2. Professionalism and the Education of the Best Teachers ROOM 1.03/CP2 (220)
	D	Sub-theme 3. Pedagogy of Teacher Education ROOM 1.05/CP2 (203)
	E	Sub-theme 4. Research and Practice in Teacher Education ROOM 1.07/CP2 (204)
	F	Sub-theme 4. Research and Practice in Teacher Education ROOM 1.12/CP2 (208)
	G	Sub-theme 4. Research and Practice in Teacher Education ROOM 1.16/CP2 (302)
10.10 a.m. – 11.10 a.m.	KEYNOTE SPEAKER 4 António Nóvoa (University of Lisbon & Federal University of Rio de Janeiro / Ambassador of UNESCO) <i>To Build a Position as Teacher</i>	Auditorium B1 CP2
11.10 a.m. – 11.30 a.m.	Coffee Break	
11.30 a.m. – 1 p.m.	Workshop & Symposia	
	Workshop - To educate the best teachers we need to have the best teacher educators- A Conceptual model of teacher educators' professional development (Kari Smith, Paul Conway and Maria Assunção Flores)	ROOM 1.12/CP2 (208)
	Symposium 2 - Initial teacher education programs for Spanish primary teachers: strengths and pending challenges	ROOM Auditorium B1 CP2
	Symposium 3 - Perceptions About Creativity: Studies With Elementary And Highschool Teachers	ROOM 1.07/CP2 (204)
1 p.m. – 1.30 p.m.	Conclusions, recommendations and close of the conference	Auditorium B1 CP2

PARALLEL SESSIONS

PARALLEL SESSIONS 1		
Friday 18th May - 8.30 a.m. – 10. 30 a.m.		
A	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers	ROOM Auditorium B1 CP2
Chair: Teresa Moran (University of Dundee, Scotland)		
ID 018	INITIAL TEACHER EDUCATION POLICIES IN ITALY: RECENT TRENDS AND FUTURE PROSPECTS	Francesco Magni University of Bergamo, Italy
ID 019	REDESIGNING TEACHER EDUCATION IN SCOTLAND – A MODEL FOR THE FUTURE?	Neil Taylor & Teresa Moran University of Dundee, Scotland
ID 042	CREATIVE ROUTES AND NEW OPPORTUNITIES INTO TEACHING	Mary Knight & Paola Sangster University of Dundee, Scotland
ID 081	NATIONAL TEACHER EDUCATION POLICIES AND THEIR ALIGNMENT WITH INTERNATIONAL GUIDELINES	Marilde Queiroz Guedes Universidade do Estado da Bahia, Brazil Luís Alexandre da Fonseca Tinoca Universidade de Lisboa; Portugal
B	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers	ROOM ANF. 0.01/CP2 (101)
Chair: Terese O’Doherty (Mary Immaculate College, Ireland)		
ID 055	INITIAL TEACHER EDUCATION RECRUITMENT: CONFLICT OR COLLABORATION?	Sarah Worton University College London, UK
ID 072	RECRUITING AND EDUCATING THE BEST TEACHERS: REFLECTIONS FROM IRELAND ON THE CURRENT CRISIS IN TEACHER RECRUITMENT AND RETENTION	Judith Harford University College Dublin, Ireland Teresa O' Doherty Mary Immaculate College, Ireland Tom O' Donoghue University of Western Australia, Australia
ID 083	CONTEXTUAL COHERENCE IN TEACHER EDUCATION	Jonathan Lilliedahl Jönköping University, Sweden Sven-Erik Hansén, Tom Wikman Åbo Akademi University, Finland
ID 097	FIRST RESULTS FROM A LONGITUDINAL STUDY OF BEGINNING TEACHERS IN SPAIN	Bianca Thoilliez, Lucía Sánchez-Urán, Soledad Rappoport, Héctor Monarca Universidad Autónoma de Madrid, Spain
C	Sub-theme 2. Professionalism and the Education of the Best Teachers	ROOM 2.02/CP2 (302)
Chair: Margery McMahon (University of Glasgow, Scotland)		
ID 084	PROBLEMATISING THE POLICY-PRACTICE DISCONNECT: ENGAGING STUDENT TEACHERS IN THE FOUNDATION STUDIES IN IRELAND	Aimie Brennan & Angela Canny Mary Immaculate College, Ireland
ID 114	SCHOOL OF EDUCATION OF POLISH-AMERICAN FREEDOM FOUNDATION AND THE UNIVERSITY OF WARSAW – A CASE STUDY ON AN INNOVATIVE TEACHER TRAINING PROGRAM	Magdalena Swat-Pawlicka & Katarzyna Znaniecka-Vogt University of Warsaw, Poland

ID 134 THE QUALITY OF STUDENT TEACHERS' REFLECTION ON THEIR PRACTICE THROUGH THE USE OF GUIDED REFLECTIVE NARRATIVE METHOD		Esmaeil Azimia Tarbiat Modares University(TMU), Iran Elina Kuusisto , Kirsi Tirrib University of Helsinki, Finland Javad Hatami Tarbiat Modares University(TMU), Iran
ID 143 FIT FOR PURPOSE, FIT FOR THE FUTURE? THE REVIEW OF THE PROFESSIONAL STANDARDS FOR TEACHING IN SCOTLAND		Margery McMahon University of Glasgow, Scotland Charlaine Simpson General Teaching Council Scotland
D	Sub-theme 3. Pedagogy of Teacher Education	ROOM ANF. 0.07/CP3 (102)
Chair: Derek Robertson (University of Dundee, Scotland)		
ID 002 A STUDY OF PRE-SERVICE PRIMARY TEACHERS' ENGAGEMENT WITH AN ELECTRONIC PORTFOLIO TO SHARE IDEAS AND REFLECTIONS IN THE DIGITAL SPACE		Carrie McLennan & Derek Robertson University of Dundee, Scotland
ID 005 WHAT STEPS CAN WE TAKE TO HELP REALISE THE PROMISE OF ICT TO EFFECT TRANSFORMATIONAL CHANGE IN TEACHER EDUCATION?		Derek Robertson University of Dundee, Scotland
ID 014 PREPARING TEACHERS TO TEACH LITERACY IN THE CONTEMPORARY SECONDARY SCHOOL CLASSROOM: HOW HAS INITIAL TEACHER EDUCATION RESPONDED TO THE CHALLENGE?		Brian Murphy University College Cork (UCC), Ireland
ID 109 TEACHER AND ADMINISTRATOR OPINIONS ON THE CHARACTERISTICS OF THE PRESCHOOL EDUCATION PROGRAM		Neriman Aral, Figen Gürsoy Ankara University, Turkey Burçin Aysu Ahi Evran University, Turkey
E	Sub-theme 4. Research and Practice in Teacher Education	ROOM 1.17/CP1 (210)
Chair: Samia Khan (University of Dundee, Scotland)		
ID 022 DEVELOPING THE BEST TEACHERS: SCHOOL LEADERS' NEEDS IN THE INDUCTION PROCESS OF BEGINNING TEACHERS IN PORTUGAL		Marta Almeida, Estela Costa & Ana Sofia Pinho University of Lisbon, Portugal
ID 041 NO MAN'S LAND: A STUDY INTO THE HIGH DROP-OUT RATE OF MALE PRIMARY STUDENTS IN INITIAL TEACHER EDUCATION PROGRAMMES		Paola Sangster & Mary Knight University of Dundee, Scotland
ID 063 OPPORTUNITIES AND CHALLENGES OF STUDENT TEACHING ABROAD: PERSPECTIVES OF FORMER TEACHING ASSISTANTS		Anna Czura University of Wrocław, Poland
ID 066 PRESERVICE SCIENCE TEACHER'S ADAPTATION OF MODELING STRATEGIES IN THE FIELD		Samia Khan University of Dundee, Scotland
F	Sub-theme 5. Teacher Evaluation and Professional Development	ROOM 2.11/CP1 (307)
Chair: Mary Lynne Derrington (University of Tennessee, USA)		
ID 006 TEACHERS' COGNITIVE AND AFFECTIVE RESPONSES TO SCHOOL INSPECTION FEEDBACK		Amy Quintelier Universiteit Antwerpen, Belgium

ID 013 DIFFERENTIATED EVALUATION AND PROFESSIONAL LEARNING: POLICIES AND PRACTICES THAT PROMOTE TEACHER GROWTH	Mary Lynne Derrington University of Tennessee, USA Jim Brandon University of Calgary, Canada
ID 094 TEACHER APPRAISAL PROCEDURES AND PROFESSIONAL DEVELOPMENT IN ITALY: A COLLABORATIVE RESEARCH-TRAINING	Loredana Perla & Viviana Vinci University of Bari Aldo Moro, Italy
ID 107 THE ROLE OF SCHOOL LEADERS IN THE PROCESS OF EVALUATION OF TEACHERS, TEACHERS' PROFESSIONAL DEVELOPMENT	Joanna Kosowska-Pikos & Elżbieta Mach The Jagiellonian University, Poland

PARALLEL SESSIONS 2

Friday 18th May - 2.15 p.m. – 3.45 p.m.

A	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers	ROOM Auditorium B1 CP2
Chair: Anna Sullivan (University of South Australia, Australia)		
ID 020	APPRENTICESHIP: A NEW, BUT FRAGILE, ROUTE TO INITIAL TEACHER EDUCATION?	Rosalyn Hyde University of Southampton, UK
ID 090	ATTRACTING AND KEEPING THE BEST TEACHERS - PROBLEMS AND POSSIBILITIES	Anna Sullivan, Bruce Johnson University of South Australia, Australia Michele Simons Western Sydney University, Australia
ID 095	RECRUITING AND EDUCATING TEACHERS OF LANGUAGE FOR SPECIFIC PURPOSES: AN EMERGING PAN-EUROPEAN ISSUE	Marie-Christine Deyrich Université de Bordeaux, France
B	Sub-theme 2. Professionalism and the Education of the Best Teachers	ROOM ANF. 0.22/CP1 (A2)
Chair: Terese O'Doherty (Mary Immaculate College, Ireland)		
ID 004	CHILDREN'S TRANSITIONS TO SECONDARY SCHOOL: GETTING IT RIGHT FOR THE TEACHERS TOO	Dianne Cantali & Divya Jindal-Snape University of Dundee, Scotland
ID 045	THE CHALLENGE OF SCIENTIFICALLY FUNDAMENTING TEACHER TRAINING	Carmen Álvarez Álvarez Universidad de Cantabria, Spain
ID 096	NEW CHALLENGES IN TEACHER EDUCATION IN TIMES OF SOCIO-CULTURAL CHANGE IN MOBILE AND MIGRATING EUROPE. POLISH CASE-STUDY	Elżbieta Mach & Joanna Kosowska-Pikos The Jagiellonian University, Poland
C	Sub-theme 2. Professionalism and the Education of the Best Teachers	ROOM ANF. 0.04/CP1 (A5)
Chair: Sandy Schuck (University of Technology Sydney, Australia)		
ID 016	CHALLENGING GENDER INEQUALITY IN EDUCATION THROUGH DEMOCRATIC RESEARCH DESIGNS	Suzanne O'Keeffe Mary Immaculate College, Ireland
ID 028	PREPARING STUDENT TEACHERS TO USE EMERGING MOBILE PEDAGOGIES	Matthew Kearney, Sandy Schuck University of Technology Sydney, Australia Kevin Burden University of Hull, UK
ID 029	TEACHING THE 'GOOD' CITIZEN IN A DIVERSE CLASSROOM: TEACHERS' CONCEPTUALIZATION AND APPROACHES TO CITIZENSHIP EDUCATION IN AUSTRIA AND PORTUGAL	Shaima Muhammad Innsbruck University, Austria

D	Sub-theme 3. Pedagogy of Teacher Education	ROOM 1.17 / CP1 (210)
Chair: Hannele Niemi (University of Helsinki, Finland)		
	ID 052 MENTORING THE MENTORS	Lauren Boath & Jill Shimi University of Dundee, Scotland
	ID 092 BECOMING AN EXCELLENT TEACHER – PRINCIPALS’ PERCEPTIONS ABOUT SUPPORT NEEDS OF NEWLY QUALIFIED TEACHERS	Vilhelmiina Harju & Hannele Niemi University of Helsinki, Finland
	ID 098 “IT DEPENDS...” - A STUDY OF PRESERVICE TEACHERS’ PERCEPTIONS AND PRACTICES OF BEHAVIOUR MANAGEMENT STRATEGIES	Mary Knight University of Dundee, Scotland
E	Sub-theme 3. Pedagogy of Teacher Education	ROOM 1.25 / CP1 (217)
Chair: Diana Mesquita (University of Minho, Portugal)		
	ID 058 EMPLOYMENT-LED INITIAL TEACHER EDUCATION: OPPORTUNITIES, CHALLENGES AND IMPLICATIONS FOR TEACHER EDUCATORS	Polly Glegg University College London, UK
	ID 102 WORK FOR UNDERSTANDING’ AS INNOVATION IN INITIAL TEACHER EDUCATION PROGRAMS	Inés K. Miller, Maria Cristina Góes Monteiro & Beatriz de Castro Barreto PUC Rio de Janeiro, Brazil
	ID 129 INFORMAL EDUCATION SOURCES OF TEACHER CANDIDATES	Gülten Yıldırım Pamukkale University E. Özlem Yiğit Abant İzzet Baysal University
F	Sub-theme 4. Research and Practice in Teacher Education	ROOM 2.17 / CP1 (319)
Chair: Pete Boyd (University of Cumbria, UK)		
	ID 039 RE-CONCEPTUALISING INITIAL TEACHER TRAINING AND EARLY CAREER DEVELOPMENT IN THE UK	Lynne McKenna University of Sunderland, UK
	ID 060 BRIDGING THE POLICY-TO-PRACTICE GAP IN PROFESSIONAL DEVELOPMENT FOR INCLUSIVE SCHOOL EDUCATION WITH THE DEVELOPMENT OF AN IN-SERVICE TRAINING PROGRAMME: THE GERMAN COLLABORATIVE RESEARCH PROJECT ‘SCHULE TATSÄCHLICH INKLUSIV (STIEL)’	Uwe H. Bittlingmayer, Jürgen Gerdes University of Education Freiburg, Germany Paulo Pinheiro Bielefeld University, Germany Martin Dege University of Potsdam, Germany Ullrich Bauer Bielefeld University, Germany Christian Jäntsich University of Potsdam, Germany Sandra Kirchhoff Bielefeld University, Germany Michel Knigge University of Potsdam, Germany Andreas Köpfer, Martina Lins University of Education Freiburg, Germany Sanja Markovic Bielefeld University, Germany

	Gözde Okcu, Katja Scharenberg University of Education Freiburg, Germany
ID 110 REALISTIC CLINICAL PRACTICE: AN INQUIRY-BASED PEDAGOGY FOR TEACHER EDUCATION	Pete Boyd University of Cumbria, UK

PARALLEL SESSIONS 3

Friday 18th May - 5.15 p.m. – 6.45 p.m.

A	ID 101 Symposium 1 - Global education and the preparation of pre-service teachers: Challenges and opportunities	ROOM Auditorium B1 CP2
Chairs: Mónica Lourenço University of Aveiro, Portugal Co-chair: Ana Isabel Andrade University of Aveiro, Portugal Discussant: Maria Alfredo Moreira University of Minho, Portugal		
GLOBAL EDUCATION AND CURRICULUM (RE)DESIGN: THE VOICES AND EXPERIENCES OF TEACHER EDUCATORS		Mónica Lourenço University of Aveiro, Portugal
BELIEFS OF FUTURE TEACHERS ON GLOBAL EDUCATION AND ITS IMPLEMENTATION		Cristina Manuela Sá University of Aveiro, Portugal Luciana Mesquita Instituto de Ensino Superior Franciscano, Portugal
INTRODUCING GLOBAL CITIZENSHIP IN A TEACHER EDUCATION PROGRAM: EFFECTS ON PERSONAL AND PROFESSIONAL DEVELOPMENT		Ana Raquel Simões & Carlota Tomaz University of Aveiro, Portugal
EDUCATION FOR GLOBAL CITIZENSHIP AND PROFESSIONAL KNOWLEDGE: REFLECTIONS OF PRE-SERVICE TEACHERS FROM ACTION RESEARCH PROJECTS		Ana Isabel Andrade & Filomena Martins University of Aveiro, Portugal
B	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers	ROOM ANF. 0.22/CP1 (A2)
Chair: David Imig (University of Maryland, USA)		
ID 021 POLICIES AND PRACTICES OF PROFESSIONAL INDUCTION AT SCHOOL: PERSPECTIVES OF SCHOOL LEADERS IN THREE EUROPEAN COUNTRIES		Estela Costa, Marta Almeida & Ana Sofia Pinho University of Lisbon, Portugal
ID 115 ESSA AND EDUCATOR PREPARATION IN THE US: NEW EFFORTS AND OLD CHALLENGES		David Imig University of Maryland, USA
ID 133 BARRIERS OF IMPLEMENTING LESSON STUDY IN PRACTICUM COURSES TO IMPROVE THE QUALITY OF REFLECTION OF STUDENT TEACHERS		Esmail Azimi, Javad Hatami, Hashem Fardanesh, Omid Noroozi Tarbiat Modares University(TMU), Iran
C	Sub-theme 2. Professionalism and the Education of the Best Teachers	ROOM ANF. 0.04/CP1 (A5)
Chair: Linda la Velle (University of Plymouth, UK)		
ID 075 GREEK PRE-SERVICE TEACHERS' MULTICULTURAL COMPETENCE: TOWARDS AN EXPLANATORY MODEL		Penny Sotiropoulou Loughborough University, UK
ID 099 MESH INTERNATIONAL: IMPROVING THE QUALITY OF TEACHING VIA A KNOWLEDGE MANAGEMENT SYSTEM/MOBILISATION STRATEGY TO DEVELOP EVIDENCE-INFORMED PRACTICE		Linda la Velle University of Plymouth, UK Sarah Younie, Marilyn Leask De Montfort University, UK

D	Sub-theme 3. Pedagogy of Teacher Education	ROOM 1.17 / CP1 (210)
Chair: Katariina Stenberg (University of Helsinki, Finland)		
ID 017	THE DIFFERENCES BETWEEN THE FIRST YEAR AND THE FOURTH YEAR STUDENT TEACHERS' TEACHER IDENTITY BASED ON THEIR PRACTICAL THEORIES	Katariina Stenberg, Katriina Maaranen University of Helsinki, Finland
ID 037	CRITICAL, CREATIVE AND ETHICAL THINKING IN TEACHER EDUCATION IN PHILOSOPHY WITH CHILDREN AND YOUNG PEOPLE	Elsa Biscaia Machado, Isabel Pimenta Freire University of Lisboa João Amado University of Coimbra
ID 040	INTERCULTURAL PRACTICES AND TEACHER EDUCATION: THE ITALIAN PERSPECTIVE	Lisa Stillo Roma Tre University, Italy
E	Sub-theme 4. Research and Practice in Teacher Education	ROOM 1.25 / CP1 (217)
Chair: Brian Hudson (University of Sussex, UK)		
ID 073	DEVELOPING SELF-AUTHORSHIP THROUGH REFLECTIVE PRACTICE IN INITIAL TEACHER EDUCATION	Martin Hagan St. Mary's University College, Ireland
ID 093	THE DEVELOPMENT NEEDS OF TEACHER EDUCATORS: PERSPECTIVES FROM SCOTTISH EDUCATORS	Yvonne Bain University of Dundee, Scotland Donald Gray University of Aberdeen, Scotland
ID 113	FOSTERING CRITICAL REFLECTION IN STUDENT TEACHERS	Melanie Ní Dhuinn, Jennifer Liston, Mark Prendergast Trinity College, Ireland
F	Sub-theme 5. Teacher Evaluation and Professional Development	ROOM 2.17 / CP1 (319)
Chair: Dianne Cantali (University of Dundee, Scotland)		
ID 003	A COMPARATIVE STUDY OF TEACHERS' WORKING CONDITIONS IN STATE AND INDEPENDENT SCHOOLS IN ENGLAND (PRELIMINARY FINDINGS)	Jude Brady University of Cambridge, England
ID 012	SUPPORTING THE DEVELOPMENT OF TEACHERS' REFLECTIVE PRACTICE THROUGH A MASTER OF EDUCATION DEGREE	Dianne Cantali University of Dundee, Scotland
ID 085	EVALUATION OF A TEACHER EDUCATION POLICY PROPOSED TO STRENGTHEN THE CONNECTION BETWEEN UNIVERSITIES AND SCHOOLS	Marli Andre, Neusa Ambrosetti, Laurizete Passos PUC-SP, Brazil

PARALLEL SESSIONS 4		
Saturday 19th May - 8.30 a.m. – 10 a.m.		
A	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers	ROOM Auditorium B1 CP2
Chair: Marco Snoek (University of Applied Sciences Amsterdam, Netherlands)		
ID 026	MAINTAINING A PARTNERSHIP APPROACH TO TEACHERS' PROFESSIONAL LEARNING IN CHAOTIC TIMES: AN ENGLISH PERSPECTIVE	Michael Jopling University of Wolverhampton, UK David Littlefair, Irenie Lowry Northumbria University, UK
ID 033	IMPACT OF IN-SERVICE MASTER OF EDUCATION PROGRAMMES ON TEACHERS AND THEIR SCHOOLS: EVALUATING A DUTCH NATIONAL POLICY	Marco Snoek, Dubravka Knezcic University of Applied Sciences Amsterdam, Netherlands Emina van den Berg Institute of Statistical Economic Research Yolande Emmelot University of Amsterdam, Netherlands Arjan Heyma Institute of Statistical Economic Research Henk Sligte University of Amsterdam, Netherlands
ID 061	EXAMINING THE OPERATIONALISATION OF THE SCHOOL PLACEMENT GUIDELINES IN RELATION TO THE ROLES OF COOPERATING TEACHERS IN THE SCHOOL PLACEMENT EXPERIENCE	Catherine Furlong, Alan Gorman Dublin City University, Ireland
B	Sub-theme 1. Policy in Recruiting and Educating the Best Teachers	ROOM 1.01/CP2 (201)
Chair: Kate Reynolds (Bath Spa University, UK)		
ID 008	TRAINING CENTERS AND UPDATING OF BASIC EDUCATION PROFESSIONALS: MAPPING OF CONTINUED TRAINING OFFERED TO TEACHERS IN MATO GROSSO	Ângela Rita Christofolo de Mello , Albina Pereira de Pinho Silva & Cleuza Regina Balan Taborda Universidade do Estado de Mato Grosso – UNEMAT, Brazil
ID 034	THE MISSING LINK: TEACHER LEARNING FOR DIVERSITY IN AN AREA-BASED INTERVENTION IN PORTUGAL	Nikolett Szelei & Inês Figueiredo Alves University of Lisbon, Portugal
ID 100	THE DITE PROJECT EXPLAINED	Linda la Velle, Kate Reynolds, Caroline Whiting Bath Spa University, UK
C	Sub-theme 2. Professionalism and the Education of the Best Teachers	ROOM 1.03/CP2 (220)
Chair: Joanna Madalińska-Michalak (University of Warsaw, Poland)		
ID 059	COMING TO TERMS WITH CULTURAL AND LINGUISTIC DIVERSITY AS A PREREQUISITE FOR INCLUSIVE EDUCATION	Joanna Pfiingsthorn Carl von Ossietzky Universität Oldenburg, Germany

ID 118 TEACHERS' VALUES, GOALS AND LIVES: CONTEXT MATTERS		Wanda Drózka Jan Kochanowski University, Poland Joanna Madalińska-Michalak University of Warsaw, Poland
ID 121 THE RESPECT FOR GENDER DIFFERENCES. FROM THE INTERNATIONAL POLICY TO THE TEACHER' PROFESSIONALIZATION		Loredana Perla & Laura Agrati Università degli Studi di Bari, Italy
D	Sub-theme 3. Pedagogy of Teacher Education	ROOM 1.05/CP2 (203)
Chair: Evelien van Geffen (University of Applied Sciences Amsterdam, Netherlands)		
ID 048 LESSON STUDY IN INITIAL TEACHER EDUCATION		Evelien van Geffen University of Applied Sciences Amsterdam, Netherlands
ID 053 TEACHER IDENTITY CONSTRUCTION IN THE PROCESS OF FOREIGN LANGUAGE TEACHER EDUCATION		Anna Klimas University of Wrocław, Poland
ID 057 CONTENT AND WORKING METHODS IN TEACHER EDUCATION SUBJECT DIDACTICS		Annelie Andersén, Hamid Asghari & Maria Petersson Karlstad University, Sweden
E	Sub-theme 4. Research and Practice in Teacher Education	ROOM 1.07/CP2 (204)
Chair: Fisun Bozkurt (Pamukkale University, Turkey)		
ID 032 THE RESEARCH DIMENSION IN THE MASTER'S DEGREE IN EARLY CHILDHOOD EDUCATION: PERSPECTIVES AND PRACTICES		Joana Dias & Ana Sofia Pinho University of Lisbon, Portugal
ID 046 THE LEARNING OF TEACHING IN THE INSTITUTIONAL PROGRAM OF SCHOLARSHIP FOR INITIATION TO TEACHING - PIBID BRASIL		Giseli Barreto da Cruz, Cecília Silvano Batalha, Felipe da Silva Ferreira, Fernanda Lahtermaher Oliveira, Pedro Henrique de Castro & Talita da Silva Campelo Universidade Federal do Rio de Janeiro, Brazil
ID 077 STUDENT TEACHERS' CONCERNS ABOUT IMPLEMENTATION OF EVIDENCE-BASED LEARNING		Fisun Bozkurt Pamukkale University, Turkey
F	Sub-theme 4. Research and Practice in Teacher Education	ROOM 1.12/CP2 (208)
Chair: Susan Edgar (University of Sunderland, UK)		
ID 030 WHAT ARE THE ELEMENTS OF ITT PROGRAMMES WHICH DEMONSTRATE EFFECTIVE CONNECTED PRACTICE BETWEEN ITT PROVIDERS AND SCHOOLS THAT RESULT IN GOOD OUTCOMES FOR PRIMARY TRAINEE TEACHERS WHICH COULD INFORM A PEDAGOGY FOR ITT?		Susan Edgar University of Sunderland, UK
ID 054 TEACHERS' ROLE, ATTITUDES, COMPETENCES, AND PEDAGOGICAL LEADERSHIP IN SUPPORTING STUDENTS' LEARNING WITH DIGITAL STORYTELLING		Shuanghong Jenny Niu & Hannele Niemi University of Helsinki, Finland
ID 123 THE RESEARCH IN HISTORY EDUCATION IN THE SUPERVISED PEDAGOGICAL PRACTICE AT UNIVERSITY OF MINHO (PORTUGAL)		Glória Solé University of Minho, Portugal

G	Sub-theme 4. Research and Practice in Teacher Education	ROOM 1.16/CP2 (302)
Chair: Pavel Zgaga (University of Ljubljana, Slovenia)		
ID 038	STUDENT TEACHERS' SENSE OF PROFESSIONALISM THROUGH OBSERVATION AND REFLECTION	Filomena Rodrigues & Maria João Mogarro University of Lisbon, Portugal
ID 105	TEACHER EDUCATION: PROFESSIONALISM VS. DEPROFESSIONALISATION	Pavel Zgaga University of Ljubljana, Slovenia
ID 108	CONNECTING THEORY AND PRACTICE IN TEACHER EDUCATION: A CASE FROM TURKEY	Dilek Canlier, Ümran Yazıcılar & Gülsen Ünver Ege University, Turkey

WORKSHOP AND SYMPOSIA

Saturday 19th May - 11.30 a.m. – 1 p.m.

ID 147 Workshop - TO EDUCATE THE BEST TEACHERS WE NEED TO HAVE THE BEST TEACHER EDUCATORS- A CONCEPTUAL MODEL OF TEACHER EDUCATORS' PROFESSIONAL DEVELOPMENT	ROOM 1.12/CP2 (208)
<p>Kari Smith Norwegian University of Science and Technology (NTNU) on behalf of the International Forum for Teacher Educator Development (InFo-TED), Norway</p> <p>Paul Conway University of Limerick, Ireland</p> <p>Maria Assunção Flores University of Minho, Portugal</p>	
ID 015 Symposium 2 - INITIAL TEACHER EDUCATION PROGRAMS FOR SPANISH PRIMARY TEACHERS: STRENGTHS AND PENDING CHALLENGES Jesús Manso - Autonomous University of Madrid, Spain	ROOM Auditorium B1 CP2
How are we training future primary school teachers? The degrees in Primary School Education in Spanish universities	Lucía Sánchez-Urán & Lucía Sánchez-Tarazaga Autonomous University of Madrid James I University, Spain
Who are the student teachers? Expectations of Spanish Universities about the personal and professional profiles	Tania Alonso Autonomous University of Madrid, Spain Fernando Gil Complutense University of Madrid, Spain
Sense and scope of the field of Educational Theory in initial teacher education programs for Spanish primary teachers	Bianca Thoilliez Autonomous University of Madrid, Spain
Practicum integration in pre-service education of Spanish primary teachers: contribution and main challenges	Jesús Manso Autonomous University of Madrid, Spain

ID 035 Symposium 3 - PERCEPTIONS ABOUT CREATIVITY: STUDIES WITH ELEMENTARY AND HIGHSCHOOL TEACHERS Fátima Morais – University of Minho, Portugal	ROOM 1.07/CP2 (204)
Self-perceptions of creativity and creative performance in school: An exploratory study with teachers	Maria de Fátima Morais Universidade do Minho, Portugal Lúcia C. Miranda Universidade da Madeira, Portugal Alexandra Costa Instituto Superior de Engenharia do Porto, Portugal Gisela Cortés Marías Universidade de Morelos, México
Creativity and motivation for work in teachers: An exploratory study	Lúcia C. Miranda Universidade da Madeira, Portugal Maria de Fátima Morais Universidade do Minho, Portugal Alexandra Costa Instituto Superior de Engenharia do Porto, Portugal Gisela Cortés Marías Universidade de Morelos, México
Climate for creativity: adaptation to the school context of a scale of perceptions of climate indicators for creating in the working place	Ana Teresa Almeida, Maria Fátima Morais Universidade do Minho, Portugal Fernanda Martins Universidade do Porto, Portugal Maria de Fátima Bruno-Faria Universidade Federal do Rio de Janeiro, Brazil Heila Magali da Silva Veiga Universidade Federal da Uberlândia, Brazil
What barriers do the classroom put to creativity in teaching? Perceptions of elementary education teachers	Ana Teresa Almeida, Maria Fátima Morais Universidade do Minho, Portugal Fernanda Martins Universidade do Porto, Portugal
The creativity of students perceived by the teachers: methodologies and results of evaluation of creative products	Carla Leite, Maria Fátima Morais Universidade do Minho, Portugal Fernanda Martins Universidade do Porto, Portugal Lúcia C. Miranda Universidade da Madeira, Portugal

POSTERS	
Friday 18th May - 12. a.m. – 1.00 p.m.	
ID 009 THE CONTINUED TRAINING OFFERED TO MATO GROSSO TEACHERS AND THE INNOVATION OF TEACHING PRACTICE	Cleuza Regina Balan Taborda, Ângela Rita Christofolo de Mello & Albina Pereira de Pinho Silva Universidade do Estado de Mato Grosso – UNEMAT, Brazil
ID 010 TEXTURE OF MULTILITERATE PRACTICES THROUGH THE USE OF DIGITAL TECHNOLOGIES IN THE CONTEXT OF PROFLETRAS/CENTER-WEST REGION	Albina Pereira de Pinho Silva, Ruberval Franco Maciel & Ângela Rita Christofolo de Mello Universidade do Estado de Mato Grosso – UNEMAT, Brazil
ID 023 TEACHER EDUCATION AT UNIVERSIDADE FEDERAL DA BAHIA, BRAZIL: THE CURRICULUM OF THE NIGHTTIME COURSES	Renata Meira Veras, Wilton Nascimento Figueredo, Sayuri Miranda de Andrade Kutarani & Erika Silva Chaves Universidade Federal da Bahia, Brazil
ID 027 ARTISTIC PROJECTS: TOOLS FOR THE FORMATION AND DEVELOPMENT OF THE COMPETENCES OF TEACHERS AND EDUCATORS IN FACE OF THE NEW CHALLENGES	Rosário Santana & Helena Santana Universidade de Aveiro, Portugal
ID 036 THE THEORY-PRACTICE RELATIONSHIP IN PSYCHOLOGY TRAINING FOR EDUCATION MAJORS	Sayuri Miranda de Andrade Kuratani & Renata Meira Veras Universidade Federal da Bahia, Brazil
ID 043 THE TEACHING PROFESSION AND THE ATTRACTIVENESS OF PEDAGOGICAL STUDIES AS SEEN BY STUDENTS	Anna Dudak Maria Curie-Skłodowska University, Poland
ID 044 SOLUTION-FOCUSED APPROACH AS A MEANS OF ENHANCING PROFESSIONALISM OF THE TEACHERS	Katarzyna Klimkowska Maria Curie-Skłodowska University, Poland
ID 047 DIFFERENTIALS OF THE TEACHING PRACTICE OF INITIATING TEACHERS	Giseli Barreto da Cruz, Cecília Silvano Batalha, Felipe da Silva Ferreira, Fernanda Lahtermaher Oliveira, Pedro Henrique de Castro & Talita da Silva Campelo Universidade Federal do Rio de Janeiro, Brazil
ID 056 HUMOUR IN THE CLASS ROOM – HOW TO USE LAUGHTER TO EDUCATE IN XXI CENTURY	Handerson Aguiar Engrácio Instituto Politécnico da Guarda, Portugal
ID 064 CONTINUOUS TRAINING OF LITERACY TEACHERS IN BRAZIL AND PORTUGAL: QUESTIONS, TENSIONS AND RESSIGNIFICATIONS ABOUT LITERACY IN TWO TRAINING PROGRAMS (PNAIC AND PNEP)	Virna Mac-Cord Catão CIEd-University of Minho / UERJ, Portugal and Brazil
ID 070 HOW TO EVALUATE THE IMPACT OF CONTINUOUS TEACHER TRAINING? CONTRIBUTIONS TO AN EVALUATION MODEL	Marta Alves & Eduardo Figueira CENFORMA- Centro de Formação de Professores de Montijo e Alcochete Universidade Lusófona de Humanidades e Tecnologias, Portugal

<p>ID 076 PRESCHOOL TEACHERS' SPEECH AND PRACTICE: THE PATH FOR CHILDREN AUTONOMY</p>	<p>Janete Silva Moreira, Ana Margarida Veiga Simão University of Lisbon, Portugal Isabel Piscalho Polytechnic Institute of Santarém, Portugal</p>
<p>ID 078 CREATING OPPORTUNITIES TO PROMOTE SELF-REGULATED LEARNING IN CHILDREN: THE APPLICABILITY OF AN INSTRUMENT TO SUPPORT THE PEDAGOGICAL PRACTICE IN THE INITIAL TRAINING OF EDUCATORS AND TEACHERS</p>	<p>Isabel Piscalho Polytechnic Institute of Santarém, Portugal Ana Margarida Veiga Simão University of Lisbon, Portugal</p>
<p>ID 079 FOR A REFLECTION IN NEUROEDUCATION – BRAIN-BASED LEARNING METHODS PRINCIPLES AND ITS APPLICATION IN HIGHER EDUCATION LEVEL</p>	<p>Maria Augusta R. Veiga-Branco & I. Ribeiro Instituto Politécnico de Bragança, Portugal</p>
<p>ID 080 COMPARATIVE ANALYSIS BETWEEN GOOD TEACHER IDEALIZED PROFILE, AND NEURO-DIDACTIC GUIDELINES OF THE BRAIN-BASED LEARNING AND EDUCATIONAL NEUROSCIENCE METHOD</p>	<p>Maria Augusta R. Veiga-Branco & I. Ribeiro Instituto Politécnico de Bragança, Portugal</p>
<p>ID 082 CRITICAL INCIDENT ANALYSIS AND THE ROUTE TO CHANGE</p>	<p>Susana Caetano Domingos Polytechnic Institute of Tomar, Portugal Ana Margarida Veiga Simão University of Lisbon, Portugal</p>
<p>ID 086 ACTION-RESEARCH AS A FOUNDING ELEMENT IN THE FORMATION OF MANAGERS AND TEACHERS IN SPECIAL EDUCATION</p>	<p>Mariangela Lima de Almeida, Eldimar de Souza Caetano & Maria José Carvalho Bento Universidade Federal do Espírito Santo, Portugal</p>
<p>ID 104 THE TRAINING OF TEACHER TRAINERS FOR THE BASIC SCHOOL IN THE CONTEXT OF POSTGRADUATE EDUCACION</p>	<p>Laurizete Ferragut Passos & Marli Andre PUC-SP, Brazil</p>
<p>ID 116 TRAINING OF TEACHERS ON SEXUALITY EDUCATION FOR STUDENTS WITH DISABILITIES: A THEORETICAL-PRACTICAL PROPOSAL</p>	<p>Ana Cláudia Bortolozzi Maia São Paulo State University, Brazil Teresa Vilaça University of Minho, Portugal</p>
<p>ID 117 CONSTRUCTION AND GROUNDS OF EARLY CHILDHOOD TEACHERS' PERSONAL PRACTICAL THEORIES - CREATING CONDITIONS FOR DEVELOPING BETTER TEACHERS.</p>	<p>Helena Luís, Maria do Céu Roldão & Gracinda Hamido Instituto Politécnico de Santarém, Portugal</p>
<p>ID 124 TEACHERS' DRIVING INNOVATION AND STUDENTS' LEARNING STRATEGIES IN OCCUPATIONAL MEDICINE</p>	<p>J. M. Castellote, G. Hervás U. Complutense de Madrid, Spain R. Martín Riga Business School, Latvia</p>
<p>ID 125 EDUCATIONAL RESEARCH RELATED TO WORKLOAD AND LEARNING APPROACHES IN OCCUPATIONAL MEDICINE</p>	<p>J. M. Castellote U. Complutense de Madrid, Spain R. Martín Riga Business School, Latvia G. Hervás U. Complutense de Madrid, Spain</p>

ID 126 PEDAGOGICAL GAME AND PLASTIC EXPRESSION IN THE MOTIVATION OF SCHOOL LEARNING – THE INTEGRATED CURRICULAR PROJECT CONTRIBUTIONS	Joana Abreu & Carlos Silva University of Minho, Portugal
ID 127 PLAYING WITH THE NARRATIVE: EXPRESSIVE AND PLAYFUL WRITING IN THE DEVELOPMENT OF WRITING SKILLS AND IN STIMULUS OF IMAGINATION AND CREATIVITY. CONTRIBUTION OF INTEGRATED CURRICULAR PROJECT	Bruna Cunha & Carlos Silva University of Minho, Portugal
ID 128 THE PRACTICUM COMPONENT IN THE 3ND YEAR OF “BASIC EDUCATION” HIGHER EDUCATION DEGREE – THE CASE OF THE UNIVERSITY OF MINHO	Carlos Silva University of Minho, Portugal
ID 131 DIDATIC-PEDAGOGICAL TRAINING IN THE GRADUATE PROGRAMS: THE CASE OF THE PUBLIC HEALTH AREA IN BRAZIL	Renata Meira Veras, Wilton Nascimento Figueredo, Gilberto Tadeu Reis da Silva, Naiara Jussara dos Santos Vieira UFBA, Brazil
ID 132 TRAINING TEACHERS EXPERIENCE IN SCENARIOS OF MOBILE LEARNING	Marco Bento, José Alberto Carvalho & Íris Susana Pires Pereira University of Minho, Portugal
ID 136 THE CITIZENSHIP EDUCATION AND GENDER QUESTIONS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT OF TEACHERS	Maria João Cardona, Isabel Piscalho & Marta Uva Instituto Politécnico de Santarém, Portugal
ID 137 AN INVESTIGATION ON THE OPINIONS OF SPECIAL TEACHERS REGARDING INCLUSION	Neriman Aral, Figen Gürsoy Ankara University, Turkey Burçin Aysu Ahi Evran University, Turkey
ID 139 INSERVICE TEACHER EDUCATION IN ANGOLA: FINDINGS FROM A MIXED-METHOD STUDY	Amália Helena de Vasconcelos Maiato Secção Municipal de Educação em Benguela, Angola
ID 140 TEACHER EDUCATION IN ANGOLA: CHALLENGES AND OPPORTUNITIES	Ermelinda Monteiro Silva Cardoso Universidade Katyavala Buíla, Benguela, Angola
ID 141 TEACHER RECRUITMENT AND EDUCATION: CHALLENGES FOR ENHANCING THE QUALITY OF CHILDREN’S LEARNING IN MOZAMBIQUE	Moisés Manuel Cau Instituto Superior de Estudos de Defesa, Mozambique
ID 142 IMPLICATIONS OF TEACHER PERFORMANCE EVALUATION IN TEACHER LEARNING AND PROFESSIONAL DEVELOPMENT: TEACHERS OF ENGLISH PERSPECTIVES.	Maria Manuela B. Rosa Gamero Universidade de Évora, Portugal
ID 146 DESIGNING JOB TRAINING PROGRAM: MASTER COURSE IN TEACHER EDUCATION	Aydar Kalimullin, Roza Valeeva & Tatiana Baklashova Kazan (Volga Region) Federal University, Russia
ID 148 THE ROLE OF CRITICAL THINKING DISPOSITIONS AND POWER DISTANCE ON TEACHERS’ AUTONOMY	İbrahim Çolak, Yılmaz İlker Yorulmaz & Yahya Altinkurt Muğla Sıtkı Koçman University, Turkey
ID 149 WHAT DO SCHOOLS TEACH STUDENTS WITHIN 21ST CENTURY SKILLS?	Hilal Bilgin & Bilal Duman

	Muğla Sıtkı Koçman University, Turkey
ID 153 MATHEMATICS TEACHING PRACTICES AS CURRICULAR COMPONENT: WORKING TOGETHER FOR THE INTEGRATION AMONG CONTEXT, PROCESS AND ITS EVALUATION	Vivif Maria Silva Gomes Universidade Federal do ABC (UFABC), Brazil
ID 154 TEACHERS' COLLABORATIVE LEARNING: A CASE STUDY IN A PUBLIC SECONDARY SCHOOL	Eva Ribeiro, Diana Mesquita & Maria Assunção Flores Universidade do Minho, Portugal
ID 155 PROFESSIONAL LEARNING AND TEACHER COLLABORATION IN PORTUGAL AND CHILE	Diana Mesquita, Diana Pereira & Maria Assunção Flores Universidade do Minho, Portugal
ID 156 CHILDREN'S PERSPECTIVES ON THEIR LEARNING: A DIFFERENT WAY OF QUESTIONING TEACHING AND TEACHER TRAINING	Fernando Ilídio Ferreira Universidade do Minho, Portugal Marta Miranda Casa do Professor, Portugal Andréa Duarte Inst. das Comunidades Educativas, Portugal Ana Paula Silva Agrup. de Escolas de Maximinos, Portugal Isabel Candeias Agrupamento de Escolas Dr. Francisco Sanches, Portugal
ID 157 THE PROFESSIONAL PRACTICE: ON THE WAY TO THE PROFESSIONAL WORLD	Maria de Lurdes Carvalho Universidade do Minho, Portugal José Tejada-Fernández
ID 158 THE PROFESSIONAL PRACTICE IN TEACHER TRAINING: LIGHTS AND REFLECTIONS	Lurdes Carvalho, Teresa Sarmiento, Carlos Silva, Cristina Parente, Fátima Vieira Universidade do Minho, Portugal

ABSTRACTS

ID 002 - A study of pre-service primary teachers' engagement with an electronic Portfolio to share ideas and reflections in the digital space

**Carrie McLennan
Derek Robertson**

Electronic Portfolios and the use of digital technology are increasingly seen as effective means to enable pre-service teachers to engage with reflection and the digital space as part of their professional development (Donaldson, 2010; Oakley, Pegrum and Johnston, 2013; Scottish Government, 2016). This study involves action research using a questionnaire and focus group to explore the nature of students' engagement with their ePortfolios in terms of digital-literacy, digital-connectedness and how the ePortfolio supports professional development. Perceived opportunities and barriers to engagement are also explored. Participants were drawn from Years 1 and 2 undergraduate primary education students at the University of Dundee. Findings show that the majority of students engage with the ePortfolio when they complete specific tasks set by tutors. A minority of students are very engaged and make regular posts beyond the scope of their coursework. This is because they see the value in engaging with the wider digital community and are typically involved in other digital networks. All students felt that they would benefit from more tutor engagement with their posts. A lack of time and the extent of the relevance to coursework were perceived to be barriers. The embedded use of the ePortfolio is not widespread. Those, who engage regularly and of their own volition, see the value of the ePortfolio in enhancing their professional development and connecting them with the digital educational community. Work needs to be done to move mindsets from performing tasks for coursework or assessments so that students see the intrinsic value in sharing practice and reflection among the digital community.

ID 003 - A comparative study of teachers' working conditions in state and independent schools in England (preliminary findings)

Jude Brady

This multi-methods project centers on comparing accountability structures in independent and state maintained schools in England. It explores the ways in which these structures interact with workload, teacher stress and job satisfaction. The aim of the research is to identify the conditions that are optimal for teacher job satisfaction in both sectors, and by extension – retention. Intensive and well-documented regimes of accountability have long been linked to workload, stress, and identify dissonance in the state maintained sector (Perryman et al., 2011; NFER, 2016; Hobson and Maxwell, 2016). However, there is little research into the ways in which accountability is enacted in independent schools. This research aims to address this gap in knowledge. Specifically, it works to identify: which methods are used to hold teachers in the independent sector accountable; how these practices impact on workload, stress and job satisfaction, and teachers' perceptions of the accountability operations that they experience. The preliminary research findings from questionnaire data (n = 647) indicate that independent school leaders use similar procedures to state school leaders to monitor teachers. However, compared to state school teachers, those in independent schools are significantly less stressed ($p < 0.001$), experience higher job satisfaction ($p < 0.001$), and work significantly less hours ($p < 0.05$). Furthermore, interview data at this stage (n = 10) suggest that independent school teachers typically perceive accountability practices as supportive and directed towards teacher development. This contrasts to the state maintained sector where some practitioners speak of a 'culture of fear'. These findings are framed within the national context and considered in relation to the manner in which each sector interacts with government policy.

ID 004 - Children's Transitions to Secondary School: getting it right for the teachers too

**Dianne Cantali
Divya Jindal-Snape**

The University of Dundee has delivered a research project "Stakeholders' experiences of Primary to Secondary School Transitions" which has been carried out in partnership with a cluster of one secondary school and 6 primary schools in a Scottish city. The views of children, their parents and professionals from the primary and secondary schools were sought in the two year study. These focused on stakeholders' views of the transition process both during the period prior to starting at secondary school and after the move; also their views of the systems put into place by the primary and secondary schools to support the transition. In this presentation, the views of primary and secondary school professionals collected during Stages 2 and 3 of the four stage study will be discussed, including their views of the systems put into place by the primary and secondary schools during the transition period. The views of whether parents and professionals also make a transition will also be discussed. Recommendations from the study relating to teacher education and policy will be considered, particularly those relating to the inclusion of transitions in initial teacher education and continuing professional development once in-service. There should be systems to record informal support and professional learning, for example Scotland's 'Professional Update' system. The emotional impact of the children's transition for teachers should be recognised and supported through the transition process. Further research into teachers' transitions, especially the conceptualisation of whether they view this as a transition for them too, and why, is also needed.

ID 005 - What steps can we take to help realise the promise of ICT to effect transformational change in teacher education?

Derek Robertson

The past two decades have seen the rise of digital tools and spaces to the extent that their ubiquitous presence permeates many aspects of our teacher education programmes. From cloud computing to shared document authoring to online submission and marking the digital is here, there and everywhere. The backdrop to this rise is one that has long promised that our investment in the myriad of technology would deliver in terms of transformed practice (Cuban, 2001; Buckingham, 2007; Selwyn, 2016) however, is it the case that this promise has been realised in teacher education or is that beneath this image of change, technology still hasn't proved to be the revolutionary force that it was said to be? (Conlon, 2006; Edgerton, 2006) In this this presentation a narrative of how the use of digital tools and spaces in the teacher education programmes at the University of Dundee has developed over the past few years will be offered. It will explore just how individual professional staff development has played a part in effecting change in practice and how a more strategic approach is also contributing to this change. It will also discuss how the teacher education institutes from across Scotland are collaborating to explore how a shared digital experience, mapped to Scotland's National Digital Learning and Teaching Strategy (2016) can be imagined, discussed and developed.

ID 006 - Teachers' Cognitive and Affective Responses to School Inspection Feedback

Amy Quintelier

Studies have shown that, despite the developmental perspective of school inspections, teachers in inspected schools are not always willing to accept the school inspection's feedback and use it for the improvement of their own teaching and learning processes. Literature distinguishes several aspects of feedback that stimulate or hinder the acceptance of feedback, such as

recipient's cognitive and affective responses to feedback. In terms of cognitive responses, the source's perceived credibility, the perceived fairness of feedback processes and outcomes, and characteristics such as sign, constructiveness, and accuracy are distinguished. With regard to affective responses, positive affective responses to feedback increase feedback acceptance, while negative affective responses (anger, anxiety, or sadness) decrease this chance. This study investigates cognitive and affective responses of teachers during feedback reception in a school inspection context, and their influence upon feedback acceptance. The study draws on data from 21 in-depth interviews with teachers in eight primary schools. Interviews were administered until three months after the inspection. Beside the inspector's positive attitude and teachers' perceived procedural fairness, results also indicate that specific, constructive feedback is more accepted than vague, generalized feedback. Under these circumstances, emotions of joy, such as happiness and relief, are expressed. Conversely, respondents reject feedback more easily when inspectors are perceived to be inadequately informed, arrogant, or disrespectful. When negative feedback is rated as unfair, negative emotions, that evoke during feedback reception, interfere with feedback acceptance. This study enlarges the knowledge base on the relationship between teachers' emotions and professional self-understanding in the inspection visit context and illustrates the different emotional reactions of teachers. This study highlights the importance of better communication between inspectors and teachers to exceed the summative aspect of a school inspection.

ID 008 - Training centers and updating of basic education professionals: mapping of continued training offered to teachers in Mato Grosso

**Ângela Rita Christofolo de Mello
Albina Pereira de Pinho Silva
Cleuza Regina Balan Taborda**

This paper reports on a research funded by the State of Mato Grosso Research Support Foundation, State Education Induction 011 / 2016-2, with the objective of analyzing the performance of the Training and Updating Centers for Education Professionals (CEFAPROs) in response to the demands and training needs of the teachers who work in Basic Education, as well as their actions in face of the current expectations, aspirations and acceptability of these. The case study was based on the qualitative method, with information collected through questionnaires including objective and subjective questions and interviews conducted with semi-structured script. The Content Analysis technique was used to systematize and analyze data. The study included teachers from the state network served by CEFAPROs from the municipal centers of Juara, Juína, Sinop and Cáceres. This paper analyzed information linked to continuous training actions offered in the last ten years by CEFAPROs. Thus, in addition to identifying the profile of the respondents, it analyzed which continuing training events they participated in; which of these events provided greater and lesser contribution to their teaching performance. The answers justified by the respondents were analyzed and grounded in research on the initial and continued formation of teachers, as well as on educational public policies in the neoliberal context. The conclusions show that CEFAPROs' continuous training activities have partially met the training needs of teachers. Thus, there are still many expectations of this public that recognizes the importance of this training provided that its offer responds to the anxieties of educators who look for, through continuing education, responses to the challenges experienced inside the classrooms.

ID 009 - The Continued Training Offered to Mato Grosso Teachers and the Innovation of Teaching Practice

**Cleuza Regina Balan Taborda
Ângela Rita Christofolo de Mello
Albina Pereira de Pinho Silva**

The purpose of this paper is to analyze what motivate the teachers of the state education network of Mato Grosso / Brazil to participate in the ongoing training projects promoted by the Training

and Updating Centers for Primary Education Professionals (CEFAPROs) of the poles of Juara, Juína, Sinop and Cáceres, as well as to evaluate this policy in the last ten years. These aspects were investigated in the context of a research funded by the State of Mato Grosso Research Support Foundation, State Education Induction 011 / 2016-2, with the objective of analyzing the performance of CEFAPROs in response to the demands and training needs of teachers that act in Basic Education, as well as their actions in face of the current expectations, aspirations and acceptability of these. The case study was based on the qualitative research method, with information collected through questionnaires with objective and subjective questions and interviews conducted with a semi-structured script, directed to the teachers of the state education network of this state and to the teachers who form the respective Centers of Training covered by the research. The Content Analysis technique was used to systematize and analyze information. The information was analyzed and based on researchers of initial and continuing teacher education, as well as public educational policies and neoliberal ideologies. Partial considerations show that among the factors that motivated teachers to participate in continuing education actions, the following stand out: requirement, need, pedagogical innovation, better performance and points counting. In general, everyone recognizes the importance of this policy and wishes to improve their professional performance through continuing education.

ID 010 - Texture of Multiliterate Practices through the Use of Digital Technologies in the Context of Profletras/Center-West Region

**Albina Pereira de Pinho Silva
Ruberval Franco Maciel
Ângela Rita Christofolo de Mello**

The vertiginous changes brought about by the presence of digital technologies in the different social contexts affect human activities and, therefore, social practices. In this scenario of complex social demands, there is the challenge of minimizing the expressive index of elementary school students in Brazilian schools that meet the linguistic-discursive abilities that are lower than expected. In view of this reality, several public educational policies aimed at the continued formation of teachers were instituted with the aim of producing a repertoire of new theories and practices that support pedagogical innovations, especially in Portuguese language teaching (hereafter LP). It was from this context that the Professional Master's Program in Literature (PROFLETRAS) - Postgraduate level *Stricto Sensu* - was idealized. Among the various perspectives: theoretical, conceptual and methodological, in the formative trajectories of the teachers entering the Program, the pedagogy of multi literacies is shown as one of the viable alternatives to strengthen new literacies both in teacher training and in the process of appropriation of the literacy capacities of students. The multi literacies have two specific characteristics of multiplicity present in the literate society, namely: the multiplicity of cultures and the constitutive semiotic multiplicity of the hypermedia texts. The research is qualitative in alliance with the interpretative analysis. The analysis corpus integrates a cut of the multilevel practices, woven with support of the digital technologies, made feasible in the works of conclusion of course (TCF) of the first two classes of two PROFLETRAS units, located in the Center-West region of the country. The research indicated that the reading and writing practices, from the perspective of the Multi literacies, woven within the pedagogical practices of LP teachers, graduated from the Program, translate and potentialize conceptions, reflections and practices that signal innovations in the field of studies of language, in times of digital culture.

ID 012 - Supporting the development of teachers' reflective practice through a Master of Education degree

Dianne Cantali

This paper explores the importance of reflective practice in a Master of Education degree offered by the University of Dundee. Supporting teachers to develop as reflective professionals is embedded within the General Teaching Council for Scotland's Professional Standards (GTCS,

2012, p.4) and is a key factor in 'The most successful education systems...' (Donaldson, 2011, p.4). The importance of reflective practice for 21st century teachers will be discussed and the role that the programme plays in both developing early reflective practice and extending this as teachers progress in both their studies and their professional development. The possible barriers to reflective practice will also be discussed. A reflective analysis to evaluate the inclusion of, and support for the development of, reflective teaching practice in the MEd programme is currently underway and the findings so far will be discussed. Early recommendations for policy and practice are that teachers' reflective practice should be seen as a strength in their professional development; that teachers need ongoing support and training in how to reflect with appropriate critique and professional confidence to do so honestly, and that reflection on practice needs to be embedded into a range of continuous development programmes, with links being made to relevant professional Standards so that engagement with CPD contributes directly to schemes such as Scotland's GTCS Professional Update for registered teachers.

ID 013 - Differentiated Evaluation and Professional Learning: Policies and Practices that Promote Teacher Growth

**Mary Lynne Derrington
Jim Brandon**

This paper explores the differing needs of teachers for evaluation and professional development in order to reach their optimum potential. The authors argue that policies must consider differentiation in order to contribute to the continuous growth of competent teachers. Providing the rationale and theory for differentiated evaluation and professional learning, the presenters also acknowledge that issues making differentiation difficult to implement must be explored as well. Drawing on their co-edited book, with chapters written by authors from multiple countries, the presenters raise key ideas and themes that allow for a rich and thought-provoking discussion. The various themes and aspects of differentiation include teacher levels of experience from pre-service to veteran that require varying evaluation strategies and policy components that support or inhibit differentiation. An additional theme probed is an examination of school administrator practices as they supervise and evaluate staff with differing teaching experiences and content expertise. For example, recent research informs us that supervisor credibility is important to teachers before they will act on feedback provided. Yet in secondary schools, feedback is complicated as a school administrator must evaluate and provide actionable advice to teachers in all subject areas. In summary, the paper delineates key themes and discusses differentiation as a concept in teacher evaluation. Questions for discussion and further research are raised. For example, should new and veteran teachers be evaluated differently and in what ways? Can differentiated evaluation be fair or is a uniform procedure applied to all teachers the best method of evaluation? Should evaluation be different for grade levels especially secondary schools with subject area specialists and departmental structures? Do policies exist that support a fair yet differentiated method of teacher evaluation? Teacher evaluation is an important topic yet unexamined is the policy aspect of differentiation in a variety of contexts. This paper begins to fill this research gap.

ID 014 - Preparing teachers to teach literacy in the contemporary secondary school classroom: How has initial teacher education responded to the challenge?

Brian Murphy

Few commentators dispute the very obvious link between effective teacher education and its corresponding positive impact on teachers' practice in the classroom. Despite this very evident assertion and reality, this paper outlines that the response of initial teacher educators of secondary school teachers internationally appears to have been slow to embrace the vital role initial teacher education in literacy development pedagogy must play in the development of the literacy pedagogical practice of student teachers in secondary school classrooms. This issue

appears to have its roots in the enduring traditional subject expertise and subject discipline focus of secondary school teachers, which often relegated the responsibility for the literacy development of students to the primary school or to the secondary language teacher or literacy specialist teacher in many contexts. Recent international research has problematised this belief and practice and has strongly advocated the clear reality that literacy development is the responsibility of all teachers in all schools at all levels, irrespective of subject discipline. This paper discusses some of this international and Irish research and policy, which has called for a greater awareness and acceptance that literacy is an imperative responsibility of all teachers. It proceeds to illustrate the very real impact and effect such international developments on initial teacher education programmes in Ireland. Such programmes have evolved to include a clear focus on the pedagogy of literacy development in the secondary classroom for all student teachers, in line with international research and national policy developments and requirements. The vision that such change would be reflected in all initial teacher education programmes nationally and internationally is outlined, drawing from a clear conviction of the need to enhance secondary teachers' capacities to support literacy development in all contemporary classrooms to maximise the educational opportunities and outcomes of all school students.

ID 015 - Initial teacher education programs for Spanish primary teachers: strengths and pending challenges

Jesús Manso (COORD.)

This symposium proposal is a result of a competitive national research project titled The initiation in teacher professional development in compulsory education: from supranational policies to professional trajectories (Ref. EDU2015-65743-P). More specifically, it is in the framework of an objective that aims to analyze the processes of organization and design of the itineraries of initial teacher education carried out by Spanish universities; in this case, focused on teachers for Primary Education. In 2009, initial teacher education system changes because European Higher Education Area and Bologna Process begin in Spanish universities. Those who want to be a teacher for Primary Education must to study a degree of 240 ECTS (four years). Universities have to define different curricula that include basic, didactic, disciplinary and practical training. This entire symposium proposal is organized from the curriculum given in the websites of the 90 public and private universities that in Spain offer Primary Education Teacher Degrees. It is composed for four contributions with the following titles, authors and brief summaries:

HOW ARE WE TRAINING FUTURE PRIMARY SCHOOL TEACHERS? THE DEGREES IN PRIMARY SCHOOL EDUCATION IN SPANISH UNIVERSITIES

Lucía Sánchez-Urán
Lucía Sánchez-Tarazaga

Our objective is to build a global and dynamic perspective about the initiation into teachers' professional development that is carrying out in the Spanish universities. A wide and complete vision about the main characteristics, elements and organization of study program. There will be established the singularities and differences and the common models of teaching planning that would help us to identify the primary school teacher's profile.

WHO ARE THE STUDENT TEACHERS? EXPECTATIONS OF SPANISH UNIVERSITIES ABOUT THE PERSONAL AND PROFESSIONAL PROFILES

Tania Alonso
Fernando Gil

This contribution aims at discovering the image that Spanish Universities, which offer Teacher Education programmes, promote from their entry requirements, entry profiles and output profiles.

That image is analysed from the information given in the websites of 90 private and public universities. The Universities, in order to share in their websites their expectations, collect from the social imaginary the ideal traits of newcomers and graduates of Teacher Education programmes.

SENSE AND SCOPE OF THE FIELD OF EDUCATIONAL THEORY IN INITIAL TEACHER EDUCATION PROGRAMS FOR SPANISH PRIMARY TEACHERS

Bianca Thoilliez

Spanish universities have recently suffered a series of changes that have affected the very structure of their studies. A consequence, perhaps not entirely anticipated, that has followed these changes, is that we are also witnessing changes in the traditional ways of understanding the disciplines. This paper addresses the analytical study of these changes within the field of the discipline of Educational Theory (ET) and, more specifically, within the curriculum of the Spanish universities training primary teachers during the academic year 2016- 2017. In addition, the paper will offer a content analysis of the syllabus of the subjects identified as being related to the disciplinary field of ET. This will allow us to determine which competences, learning outcomes, and contents the field of ET is bringing into the initial training programs of the next generation of primary teachers in Spain. A panorama that allows to open a further discussion on the role of the theoretical-reflective training of future teachers.

PRACTICUM INTEGRATION IN PRE-SERVICE EDUCATION OF SPANISH PRIMARY TEACHERS: CONTRIBUTION AND MAIN CHALLENGES

Jesús Manso

The official regulations of the Primary Education Teacher Degrees determine that there must be a practicum of 50 minimum European Credit Transfer System (ECTS). However, universities have to make many other decisions about the practicum subjects. This contribution aims to describe precisely how they have finished organizing this practical phase. What is the role that practicum subject plays in initial teacher education programs? How many ECTS are dedicated to the Practicum? How is Practicum organized throughout the 4 years of the Degree? Are there differences between public and private universities? These are the main questions that we intend to answer in this contribution.

ID 016 - Challenging Gender Inequality in Education through Democratic Research Designs

Suzanne O'Keeffe

This paper is a call for academic research in teacher education that has transformative potential: intellectually, educationally, and socially. It is an argument to think differently, to produce knowledge differently, to produce different knowledge and to explore different ways of living in the world. Specifically, this paper examines the experiences of eleven Irish male primary teachers in Irish teacher education colleges. Whilst, Ireland has been an enthusiastic participant in all major reviews of teachers and teacher education, reviews such as Males into Primary Teaching (2006) and an extensive promotion campaign in 2006 to attract more men into teaching called MATE (Motivation, Ability, Teamwork, Excellence) have had little impact on the numbers of male entrants to teacher education colleges and on the lives of male teachers within the profession. This paper suggests that if we are to recruit and educate the best teachers, we must challenge gender disparity in education by moving academic research in the direction of long-term, sustainable social transformation. One practical way of achieving this goal is through democratic research designs. Democratic research designs facilitate long term change by challenging accepted forms of knowledge. The research design detailed in this paper consists of three rounds of interviews,

whereby collaboration, reflexivity, and feminist ethical perspectives are major considerations. Two key methodological points are focused on. First, it documents the importance of negotiation with participants: negotiation of description and interpretation. Second, it explores the textual possibilities in telling stories that do not belong to 'Us'. In totality, this paper suggests that if we are to recruit the best teachers, experts must place a growing appreciation on the need for research that advances a more equal world. Democratic research designs must be at the forefront of this movement.

ID 017 - The differences between the first year and the fourth year student teachers' teacher identity based on their practical theories

**Katariina Stenberg
Katriina Maaranen**

This study aims to understand teacher's professional development by investigating student teachers' teacher identity with the help of their personal practical theories. The study was conducted at the Department of Teacher Education of the University of Helsinki, Finland and it combines data from first and fourth year student teachers (N= 155). The focus was: What teacher identity positions do student teachers' practical theories reflect at the beginning and in the middle of their teacher education and what changes are noticeable student teachers' teacher identity positions? and What kind of qualitative differences first and fourth year student teachers' practical theories embody? The study showed that both groups of students emphasize values concerning teacher's work. There were only minor changes between the first and the fourth-year student teachers' teacher identities: the main difference concerned how they see themselves as teachers. If the effectiveness of teacher education is pondered, according to the results of this study, it seems that the understanding of the multifaceted and complex nature of the teacher's work becomes a visible. Although the effectiveness of teacher education for promoting student teachers' professional development has been questioned in various studies (see, for example, Korthagen 2010), this study reveals that qualitative change occur in student teachers' practical theories when teacher education progresses. The teachers need to be aware of their own values and beliefs in order to make high-quality pedagogical decisions, and the role of teacher education is pivotal in the process of promoting development of student teachers' teacher identity, and thus, their professional development.

ID018 - Initial Teacher Education policies in Italy: recent trends and future prospects

Francesco Magni

In our complex and global societies, the European education systems are facing tricky challenges. In the face of profound and "epochal changes", both the aims and the structures of the European education systems must be rethought from the roots. Even if the education policies drawn by EU Member States are greatly harmonized, it is not a secret that the European education systems (and, above all, the Italian one) leave many students behind intellectually, civically and morally. Educational leaders disagree about why this is so. Teacher Education policies could have a great impact to face the educational challenges: the topic is questioned in many EU countries where education policies are wondering even more frequently about the best ways to attract young prepared, and motivated graduates to the teaching profession. Rethinking how attract, educate and support teachers, is a pressing issue, with the teaching profession across Europe strongly affected by demographic trends. In particular, this topic is very up-to-date in Italy, where the government is trying to reform and modernize the school system (Law No. 107/2015 and Legislative Decree No. 59/2017, concerning the reform, adaptation and configuration of the initial teacher education system for secondary teachers). The paper, starting from the legislative reforms being implemented in Italy and with a comparative European perspective, aims to present an "experimental" model for secondary teacher training in Italy, around the "apprenticeship paradigm" and work-based learning. Only in this way will be possible overcome the separative

paradigm that puts first the theory and reflection and then, in a second – separated – moment, the practice and action, thus promoting circular recomposition between theory and practice.

ID 019 - Redesigning Teacher education in Scotland – a model for the future?

**Neil Taylor
Teresa Moran**

Due to the shortage of STEM teachers in Scotland, in January 2016, the Scottish Government asked universities to propose different routes into teacher education. This shortage of STEM teachers however, is not unique to Scotland as recognised in the European SchoolNet report (2016) which reports 70% of 30 European countries surveyed (including the UK) stated that STEM education is a priority. A number of countries are implementing initiatives to increase the numbers of teachers of STEM. Also, recently the Scottish Government publication: Science Technology Engineering Mathematics – Education and Training Strategy for Scotland (2017) states,

“We need to ensure our education system has the right number of practitioners, including teachers, with the appropriate STEM capability, delivering excellent learning and teaching to ensure children, young people and adults are encouraged to develop an interest in, and enthusiasm for, STEM that is reinforced throughout their lives.” (p4).

The Scottish Government’s report, ‘Teaching Scotland’s Future’ (2010) more commonly known as ‘The Donaldson Report’ recommends

“... extend available time by identifying opportunities for study beyond the conventional university year; and achieve much better integration and progression between initial teacher education and the period of induction during probation.” (p8).

This presentation will share will delegates the rationale, design, partnership working and challenges overcome to implement a radically different model of Initial Teacher Education which attempts to reduce barriers to entering initial teacher education whilst addressing several of the key issues outlined in the reports cited above. The presentation will also describe the underpinning model of coteaching (Murphy, 2016) which is essential to the successful retention of the newly recruited student teachers.

ID 020 - Apprenticeship: A new, but fragile, route to initial teacher education?

Rosalyn Hyde

Recently, government policy in England has shifted postgraduate initial teacher education from a model with universities leading most provision to one where groups of schools take the lead in educating beginning teachers. Some school-led routes are also ‘employment-led’, where prospective teachers are employed as unqualified teachers whilst undertaking initial teacher education. Most recently, teaching apprenticeships have been announced by the government. The extent to which apprenticeship provides a model for effective initial teacher education is therefore an important consideration. In an apprenticeship model for initial teacher education, modelled as situated learning, the school is placed as central with the classroom mentor acting as master teacher, or expert, and the school functioning as a community of practice. In this study, data from semi-structured interviews from 13 secondary teachers who had previously followed an employment-led route for their initial teacher education is analysed using Fuller & Unwin’s expansive/restrictive framework for apprenticeship. The teachers often had a strong sense of belonging and loyalty to their employing school and the analysis identifies that learning is likely to be highly contextualised and specific, and not always transferrable to other environments. Conflicts between the types of knowledge that were valued, replication of practice versus experimentation, and between the roles of employee and learner were also found. Apprenticeship is identified as a potentially limiting model for initial teacher education in terms of the development

of content knowledge, pedagogical content knowledge, reflective practice, engagement with research and evidence, and understanding of the breadth of the role of the teacher. The study identifies apprenticeship as a fragile, and potentially limiting, model for initial teacher education with indications as to the impact of a reduction of university influence on initial teacher education.

ID 021 - Policies and practices of professional induction at school: perspectives of school leaders in three European countries

**Estela Costa
Marta Almeida
Ana Sofia Pinho**

The project “Outstanding New Teachers Programme” (ONTP) (Erasmus+ Strategic Partnership, 2014-1-BE02-KA201-000474) set out to analyse the professional induction of teachers, regarding the teacher professionalism dimension, and the organizational dimension. The latter is still under-explored according to the literature review about the induction period, and is the focus of the study reported in present paper. Considering that teachers’ retention, and the demand to develop the best teachers is linked to the school’s capacity to create opportunities for teachers’ professional development, the present study intended to understand the needs and challenges reported by school principals, as pedagogical managers and leaders of the school, regarding the integration of beginning teachers and the development of induction support systems. Accordingly, school principals of three European countries – Portugal, Finland and Belgium (Flanders) – were questioned by means of a survey. The data, which were interpreted considering the national contexts under analysis, allow us to identify trends and specificities of the needs self-perceived by the school principals, organized in five dimensions: ‘Pedagogical leadership: personal and social dimension’, ‘Pedagogical Leadership: instructional leadership dimension’, ‘Professional development centred on the school context’, ‘Professional development centred on research and reflection on practice’, and ‘Work organization’.

ID 022 - Developing the best teachers: school leaders’ needs in the induction process of beginning teachers in Portugal

**Marta Almeida
Estela Costa
Ana Sofia Pinho**

In the context of the project “Outstanding New Teachers Programme” (ONTP) (Erasmus+ Strategic Partnership, 2014-1-BE02-KA201-000474), different dimensions of the beginning teachers’ induction processes in several partner countries were analysed. The partial study here reported intends to focus on the Portuguese context, and to inquire into the needs and concerns of school principals regarding the integration and promotion of the professional development of beginning teachers. This being an extensive study, an online questionnaire was applied to the school principals of school clusters and schools in continental Portugal. The data were analysed following two procedures. In a first phase, descriptive statistics were carried out to every item of the instrument, and to the dimensions of the needs of school principals, particularly: promotion of professional and organisational development, pedagogical leadership, and work organisation. In a second phase, a comparative analysis was run with regard to respondents’ characteristics, since these variables could justify variability in the answers. The results allow us to conclude that Portuguese school principals acknowledge the need to have support to be able to meet the challenges of their job, particularly regarding the integration of and support to the beginning teachers. They give priority to the needs that result from their action in terms of pedagogical leadership, these being followed by needs linked to the promotion of the professional and organisational development, whereas needs linked to the work organisation are perceived as less relevant.

ID 023 - Teacher education at Universidade Federal da Bahia, Brazil: the curriculum of the nighttime courses

**Renata Meira Veras
Wilton Nascimento Figueredo
Sayuri Miranda de Andrade Kutarani
Erika Silva Chaves**

The recent expansion of undergraduate night courses at UFBA motivated this study. Among the new courses and new classes created since 2009, 24 refer to teacher education offered in the daytime and 11 in the nighttime. Pedagogy of teacher education has changed, being necessary doing research to see if the new conceptions have been implemented in the undergraduate courses. Observing this development one question came up related with the teacher education offered in this expansion process mainly in the nighttime: how is the curriculums of nighttime teacher education courses structured? Therefore, this study aimed to identify and analyze, through a curriculum analysis, curricular components which have focus on teacher training specifically. The study was carried out through documentary research, with a qualitative approach by four researchers. It included 381 syllabus of 11 undergraduate courses offered in the nighttime curriculum. The analysis showed that Pedagogy course, followed by History and Computing, have a higher concentration of curricular components aimed at teacher education. The course of Languages, followed by the one of Languages with qualification in English, and Mathematics, had more number of curricular components with emphasis in the technical formation. In conclusion, there was an expansion of undergraduate teacher education courses at UFBA, with the opening of vacancies for the nighttime. However, the curricular structure found in these courses were lack of innovations and advances that could allow the student to develop a career with a consistent basis of the daily practices necessary to the teaching-learning process. We believe that this study can contribute to develop new understandings about the curriculum of teacher education.

ID 026 - Maintaining a partnership approach to teachers' professional learning in chaotic times: An English perspective

**Michael Jopling
David Littlefair
Irenie Lowry**

This paper focuses on the challenges involved in attempting to maintain a partnership approach to teacher education and teachers' professional learning between universities and local government. It explores teacher education in England, where government policy has in recent years promoted school autonomy through structural change at the expense of local oversight and partnership (Glatter, 2017). It builds on previous research in one university in the North East of England by examining how it has attempted to maintain a partnership approach to teachers' professional learning in leadership involving both university and local authority partners. The research questions are:

- How have university-based academics attempted to maintain a partnership approach to teacher education?
- What have been the mediating and moderating factors that have influenced this approach and its impact?
- What are the implications for teachers' professional learning and retention in England and other countries?

Using a theoretical framework drawn from new social movement theory (Torres, 2011) and research into effective professional learning for teachers (Cordingley et al, 2015; Boylan et al, 2018) and school partnership working (Rincón-Gallardo, & Fullan, 2016), the research takes a broadly interpretative approach. This involves retrospective examination of the development of the partnership approach using course documentation and evaluation; semi-structured interviews with partners from local government and other universities; and reflections from three cohorts of teachers and school leaders (n=38) involved in the partnership's professional learning. The

paper's findings will explore the tensions created by an increasingly fragmented schooling landscape in England (Simkins et al, 2018) and its effects on those who deliver and participate in professional learning, and the implications for policy and practice in England and other countries.

ID 027 - Artistic Projects: tools for the formation and development of the competences of teachers and educators in face of the new challenges presented

**Rosário Santana
Helena Santana**

This paper aims to present an artistic project that strengthens the acquisition of skills in the area of musical creation and reinforces the development of artistic creation projects of a global and collaborative nature. This project aims to study how Expressions are fundamental for the development of competences and the relationship that the students of the teacher training courses establish between them. In this project typology, the actors can develop and optimize the different skills they acquire in the cognitive, creative, musical and performative areas in the various disciplines that encompass the curricula of teacher training courses. In this sense, teachers and students found themselves in close interaction and collaboration, allowing the creation of a didactic-pedagogical content where students had a fundamental role in determining their technical-expressive contents. In this sense, they are allowed to develop their theoretical, creative and expressive skills, not forgetting the contents learned in the area of educational sciences, especially in their personal, social and ethical training component. Therefore, with the application of this project, we intend to understand how this type of didactic-pedagogical approach develops cognitive, creative, musical and performative capacities, as well as how it develops motivation and content storage capacity of its stakeholders. On the other hand, we want to understand how motivation and memorization of content is shown and strengthened in the area of composition and performance, constituting in curricular development projects. In this sense, it was proposed the development of a show for which diverse contents of literary, scenic, dramatic and musical nature were created in order to develop technical-performative as well as didactic plays. The preparation of this project demands motivation, creativity, skills in the area of dramatic and musical expression, as well as didactics and education sciences.

ID 028 - Preparing student teachers to use emerging mobile pedagogies

**Matthew Kearney
Sandy Schuck
Kevin Burden**

As mobile technologies become more multi-faceted and ubiquitous in society, an urgent direction for teacher education research is to investigate how best to prepare student teachers for schooling in which mobile pedagogies are likely to become prevalent in the near future. A growing body of evidence shows that traditional pedagogies still dominate the educational field and are misaligned with the diverse learning opportunities offered by use of mobile technologies. There is an imperative to question traditional notions of education, including how, where and when teaching and learning are enacted; and the potential mediating role of new mobile technologies. Emerging pedagogies, which embrace the affordances offered by mobile technologies, have the potential to disrupt notions of schooling. There is a need for teacher education research to consider alternate visions of schooling from those that are bounded by traditional notions of authoritative teacher roles, fixed curricula, scheduled class times and formal learning spaces. In this presentation, we present research which examines the potential role of teacher educators in preparing their student teachers for this changing landscape. Some schools are leading the way in disrupting current practices through pioneering use of mobile pedagogies. Teacher education is in danger of lagging behind rather than leading in this area and can learn from such exemplary school initiatives. The presentation examines innovative examples of such practices and explores how teacher education programs can learn from these schools and their innovations. Implications for policy concerning teacher education are raised.

**ID 029 - Teaching the ‘good’ citizen in a diverse classroom:
Teachers’ conceptualization and approaches to citizenship education
In Austria and Portugal**

Shaima Muhammad

For the past few decades, there has been a worldwide interest in teaching about democracy and democratic citizenship. The rise and re-emergence of challenges, such as violent extremism, populism and apathy among young people has alerted to the need to provide the kind of education that is capable of safeguarding and sustaining peace, plurality and democracy. ‘Promoting equity, social cohesion and active citizenship’ through school education is one of the main objectives in the context of the Strategic Framework for European Cooperation in Education and Training (ET 2020). The current study targets two European countries that have recently reformed the curriculum of citizenship education in an effort to further strengthen its role and impact. Citizenship education has been taught as a cross-curricula theme in Portugal and the teaching of a new compulsory separate subject ‘citizenship and development’ in grades 5 to 9 is being piloted for the year 2017/18, in public and private school clusters. In Austria a new curriculum was piloted for the academic year (2015/16), with compulsory citizenship education modules stressing human rights and European and global outlooks (European Commission/EACEA/Eurydice, 2017). Many debates have characterized the discourses surrounding the curricula of citizenship education but little has been done to investigate what happens in the classroom. Working within a transformative education framework, the study aims to examine teachers’ conception of citizenship and democracy and the impact on their practice and decision-making in the classroom. The study will provide a critical examination of citizenship education, its goals and implementation, and highlight some of the tensions facing it in increasingly diverse contexts and the different ways the two countries envision education for democracy through policies and practice. The Research Question: How do (secondary) school social studies/ citizenship education teachers in Austria and Portugal view citizenship and democracy and how does that reflect on their pedagogy, approach to the curriculum, (including student’s assessment and it is considered as desired outcomes) in a diverse classroom? The research has been motivated by arguments surrounding the teaching of citizenship education. The first argument refers to the problematic issue of citizenship as ‘outcome’, which assumes that citizenship is something that someone can have after successfully finishing a path (Biesta & Lawy, 2006). This assumption is linked to the overemphasize on the notion of rationality that characterizes most of citizenship education discourse and assumes that new students’ identities will emerge after a guided pedagogical process. While in reality, “the process is ‘educationally’ unfinished project, an unsolvable tension that cannot be learned and understood through conscious rationality alone” (Fischman & Hass, 2014, p. 390). The second argument concerns the notion of nationalism and nationally bound membership, which proves inadequate and problematic in an increasingly globalized and diverse contexts. This current study will use a variety of data collection methods, including surveys, teacher interviews, analysis of documents (curriculum, class materials, etc) and classroom observations.

**ID 030 - Training to Teach in Primary Education: the case of the emperor’s
new clothes?**

Susan Edgar

Over the last 10 years, the system of Initial Teacher Training in England has been the subject of almost continuous government reform. In the face of the expense of this sustained reform to the taxpayer, the current DfE crisis in the recruitment of Trainees and serious issues related to the retention of serving teachers (DfE, 2017) are matters of concern for political, policy and educational professionals alike. In addition, there appears to be little if any empirical evidence to support the Government’s ongoing policy decision to continue to move ITT provision ever further away from HEI-based models of ITT, alongside an increased focus on the expansion of and further creation of School-led ITT routes; (DfE, 2017, DfE, 2016, Ofsted, 2015). The shift to School-led training can be traced back to the Conservative Government’s introduction of the Graduate Training Programme (GTP) in 1990, School Centred Initial Teacher Training (SCITT)

in 1994 and New Labour's introduction of Teach First in 2003. The Government's commitment to school based training is clearly seen in the Ofsted Framework for ITT (2015) in its focus on Partnership, together with, the promotion of the expansion of the School Direct and Teach First routes, the emergence of the Teaching School Alliances (DfE, 2016.) and more recently the Apprenticeship route into ITT (DfE, 2017). The increasingly upward trend in teacher shortages together with poor retention rates of teachers is demonstrated in the 11% rise in teachers leaving the profession and 28% of NQT's leaving within 5 years between 2011-14 (DfE, 2016.) Analysis by training route, however, reveals no significant differences in retention between School- led and HEI routes into ITT (IFS, 2017). This paper examines the provision for Primary ITT provided by a University in England. It focuses on both Higher Education Institution and School- led routes into ITT. The aim here is not to elevate one ITT route over another. To do this would be unfair and over simplistic. Instead the aim is to try to see the system of ITT for Primary Education as a whole in order to identify how it could be improved. In doing so this paper does not seek not to make direct comparisons between ITT routes but rather to gain insights from Trainees and School Mentors into what constitute successful aspects of practice, whilst also identifying perceived gaps in training. The preliminary outcomes of this study are analysed, presented and shared in order to invite further dialogue and discourse with a wider audience, of teacher educators, teachers, mentors and trainees regarding these issues. In the longer term the aim of the study is to use the findings of this research to inform the design and delivery of ITT programmes with the aim of developing strategies for effective recruitment, curriculum design and pedagogy for ITT for Primary Education in the future.

ID 032 - The Research Dimension in the Master's Degree in Early Childhood Education: perspectives and practices

**Joana Dias
Ana Sofia Pinho**

In reflection- and research-oriented teacher education approaches, it is considered that the development of reflective and research competences will enable future teachers to become more capable of analysing, questioning and facing complex social and educational situations, of acting more critically towards an education of quality, and of taking responsibility for their own professional learning. How initial teacher education (ITE) programmes shape such reflection and research dimensions into their curricula is still a current debate (Alarcão, 2001; Darling-Hammond, 2006; Esteves, 2001; Figueiredo, 2013; Flores, 2014; Kitchen & Petrarca, 2016; Ponte, 2002; Roldão, 2008; Zeichner, K. & Conklin, H., 2008). Focusing on the Master's Degree in Early Childhood Education, this study reports on a multiple case study, which comprises two public higher education institutions in Portugal, and intends to: (i) understand the perspectives of research and final (practicum) report that circulate in the discourse of teacher education; (ii) describe the teacher education scenarios that frame the development of such reports; (iii) understand the contribute of both the process of development of the report, and the research dimension to the professional knowledge development of kindergarten/preschool teachers. Methodologically, we resorted to a documental analysis (table of contents and abstracts) of the reports completed between 2010 and 2016, and to semi-structured and focal interviews to course coordinators, teachers/supervisors, and students. Preliminary findings point out to (i) an ambiguity in perspective about the concept of research in education and how it is or should be shaped into ITE programmes; (ii) the contribute of the practicum to the development of research competences; (iii) the presence of aspects associated to the research dimension in how the report is structured and organised; (iv) a connection between the topics chosen by future preschool teachers to be addressed in the final report, and the research lines embraced by the tutors/supervisors. Ultimately, this study aims to feed the on-going reflection upon the role of the research dimension in ITE and the purposes underlying the development of the final (practicum) report.

ID 033 - Impact of in-service Master of Education programmes on teachers and their schools: evaluating a Dutch national policy

**Marco Snoek
Emina van den Berg
Yolande Emmelot
Arjan Heyma
Henk Sligte**

The Bologna process has produced a variety of Master's programmes across the higher education including teacher education. Inspired by the Finnish policy, many European member states raised the expected initial teacher qualification to the Master's level under the assumption that it would lead to more effective teaching and learning in schools (European Commission 2007, ETUCE, 2008). Dutch government chose to raise not the initial but rather the in-service teacher qualification level. Since 2008, every teacher has been offered an education grant for a Bachelor or Master of Education in the same or an additional teaching area or learning and innovation and special educational needs. The grant covers study and study-leave costs of one day a week for two or three years. 40,000 Dutch teachers have applied ever since. Commissioned by the Dutch government, this study investigated the impact of Master of Education programmes on teachers and their schools. Teachers who attained a Master of Education (N=1,747) and their school managers responded to online surveys and participated in focus-group and in-depth interviews. The found effects on learners, teachers and schools were explained by means of realist evaluation. The study showed that Master of Education programmes had an impact on teachers and learners, and in some cases on schools. A two-tier mechanism appeared to be at work: the Master's informed teachers' judgement of learning and instruction and made them more discerning collocutors of their school leaders in developing school policy. Inspired by their Master's education, they continued learning and asking questions. They thus contributed to the culture of inquiry in their schools provided that following conditions had been met: a consistent school policy on teacher development, opportunities to adopt new roles, and like-minded colleagues open to change.

ID 034 - The missing link: teacher learning for diversity in an area-based intervention in Portugal

**Nikolett Szelei
Inês Figueiredo Alves**

As an attempt to promote educational success in socio-economically disadvantaged contexts, area-based initiatives (ABI, Kerr & Dyson, 2017) are often launched in Europe. Territórios Educativos de Intervenção Prioritária (TEIP) is an ABI in Portugal, that includes 137 schools/school clusters across the country. Some studies have explored the contributions of TEIP (Abrantes et al., 2011) but little is known about how teacher learning is addressed in the programme. Given the importance of teaching quality to enhance student learning (Hattie, 2003), and the fact that most "TEIP schools" present a considerable student diversity, this paper aims at exploring teacher learning opportunities in the context of TEIP, and more specifically, teacher learning connected to pupil diversity. Documentary analysis was conducted examining publicly available national and school policy documents related to TEIP (188 school documents from 95 school clusters). The analysis was guided by the following research questions: Does TEIP promote teacher learning? In what ways is teacher learning promoted? Does teacher learning address diversity? Findings indicate that TEIP policy has a limited focus on teacher learning. Nevertheless, teacher learning is supported in three main ways: the attendance of trainings through the teacher education centres or outside the school context, workshops organised by the TEIP consultants, and through experiences of collaborative work between teachers, such as co-teaching and peer class observation. Even though teacher learning about pedagogical differentiation seems to be more common, diversity seems to be largely missing from these initiatives. These results call for TEIP policies to incorporate teacher learning in a way that responds to the diversity of each area. The findings might serve as starting points to renew TEIP, as well as other ABIs in Europe.

ID 035 - Perceptions About Creativity: Studies With Elementary And Highschool Teachers

Maria de Fátima Morais

Creativity is considered as a 20th century skill (Soulé & Warrick, 2015) and the teacher plays an important role in its development (Ferrando et al., 2015). It is therefore relevant to listen to what teachers think about creativity - conceptions, self-assessment, obstacles and incentive, since representations affect practices (Moscovici, 2005). The objective of this symposium is to share research on perceptions of elementary and highschool teachers about creativity, addressing three concerns: a) self-evaluations of creativity by teachers can influence dimensions of their performance, specifically in conduction of creative teaching practices and in the motivation for professional practice - communications 1 and 2; b) if this is true, what facilitating conditions and barriers are perceived by teachers in their professional daily life concerning the possibility of expressing creativity (specifically taking the institutional climate and the classroom space) - communications 3 and 4, and c) how can teachers not only evaluate their perceptions about creativity but also the creativity of their students (specifically taking their daily productions) - communications 4 and 5. Sharing results will enrich the research and the practice on the education of more effective teachers in a demanding present of creative problem solving.

SELF-PERCEPTIONS OF CREATIVITY AND CREATIVE PERFORMANCE IN SCHOOL: AN EXPLORATORY STUDY WITH TEACHERS

**Maria de Fátima Morais
Lúcia C. Miranda
Alexandra Costa
Gisela Cortés Marías**

Creativity has been frequently required to teaching practices (Cropley, 2015), but this relationship has been recently evaluated (Slate et al, 2011). On the other hand, the concepts of creative person and creative teacher (who develops pupils' creativity regardless his own creativity) have been distinguished (Fryer, 2015), but that distinction has been most assumed in a theoretical level than supported by empirical research. This study wants to analyze the relation between self-evaluation of creativity and perceptions about creative teacher practices, considering Elementary and Highschool teachers. To evaluate creative teacher practices it was used the Inventory of Teaching Practices for Creativity in Education (Morais et al., 2014) and to evaluate self-perceptions of creativity, it was administered the Scale of Creative Personality (Jesus et al., 2011). Participants were 97 teachers, mostly women, from public schools of Portugal. They were aged between 31 and 61 years and. Data analysis showed of Teaching Practices for Creativity in Education and the one factor Scale of Creative Personality. A one-way Manova showed statistically significant differences in creative teaching practices according to self-perceptions of creativity in the dimensions of Climate for Expression of Ideas and Encouraging New Ideas. Teachers' self-perceptions of creativity also oscillated with the discrepant groups of teachers self-evaluated as been more and less creative, considering the two dimensions of teaching practices. It is important to attend to these results for teacher training and for research, namely about the concepts of a teacher with creative personality characteristics and the one who appeals to the pupils creativity.

CREATIVITY AND MOTIVATION FOR WORK IN TEACHERS: AN EXPLORATORY STUDY

**Lúcia C. Miranda
Maria de Fátima Morais
Alexandra Costa
Gisela Cortés Marías**

Creativity and motivation are related concepts. For example, being creative involves high motivation in what is done (Feist, 2017) This study aims to understand if the teachers that perceive themselves with different creative characteristics are also perceived with different motivational profiles for the work. The motivation for the work was studied from the results obtained in the Multi-factorial Scale in the Work (Ferreira, Diogo, Ferreira, & Valente, 2006) and the study of the perceptions of creativity used the one factor Creative Personality Scale, EPC (Jesus et al. 2011). The sample is made up of 97 teachers, mostly women, from schools in the county of Felgueiras, aged between 31 and 61 years and service time between 4 and 37 years. The results suggest moderate positive correlations with statistical significance among all dimensions of motivation with the creative personality. The multivariate analysis of variance (Manova one-way) points to statistically significant differences in motivation according to perceptions of creativity in the dimensions of Involvement with work, Power at work and Performance at work. The perceptions about the dimensions of Involvement with work, Work power, and Work performance also vary according to the contrasting groups of self-perceived teachers as more and less creative (located in the 25th and 90th percentiles). In the last dimension of motivation, Performance at work, the group located at the 50th percentile, in creativity, also contrasts with what is evaluated with greater creativity. It also reflects on the implications for future practice and research.

CLIMATE FOR CREATIVITY: ADAPTATION TO THE SCHOOL CONTEXT OF A SCALE OF CLIMATE INDICATORS FOR CREATING IN THE WORKPLACE

**Ana Teresa Almeida
Maria de Fátima Morais
Fernanda Martins
Maria de Fátima Bruno-Faria
Heila Magali da Silva Veiga**

The climate experienced in daily school life, external variables, have influence on teachers' promotion of creativity (Prieto, Soto & Vidal, 2013) and such promotion has become one of the most referenced educational goals (Sternberg, 2015). Thus it is important to listen to the teachers about the enablers and inhibitors to creativity in the school context. This study aims to adapt the Brazilian Scale of Indicators to Create in the Work Environment (Bruno Faria & Veiga, 2015) which is applicable in the organizational context, to the Portuguese teachers. It was applied to 313 teachers of the 1st and 2nd degree of Elementary Education and data analyzed (using IBM SPSS Statistics 22) allowed to obtain a Scale with 60 items, organized in 5 factors, corresponding to three elements that facilitate creativity (Facilitation of new ideas by the school, colleagues and tasks; Facilitation of new ideas by the hierarchy of the school; Adequate physical resources) and two elements that inhibit creativity (Difficulties with the hierarchy of the school; Overwork and shortage of time). The Scale presents a new structure in factors and items showing specificities of the school context, as well as good results of internal consistency and variance. The assessment instrument that was adapted will be also characterized, as will be referred the advantages for its use, namely for training outlines of different agents in the school institution, in order to prevent obstacles and promote potentialities, facilitating the creative expression of teachers with consequences on their pupils.

WHAT BARRIERS DO THE CLASSROOM PUT TO CREATIVITY IN TEACHING? PERCEPTIONS OF BASIC EDUCATION TEACHERS

**Ana Teresa Almeida
Maria de Fátima Morais
Fernanda Martins**

Obstacles to creativity have been identified in school context taking in account teachers and their environment (Alencar, 2015). This identification and their consequent resolution is fundamental to the improvement of teaching practices (Péter-Szarka, 2012). This study aims to analyze barriers to creativity that teachers perceive specifically in the classroom. The Checklist of Barriers to Teaching Practice (Alencar & Fleith, 2003) was used to assess 272 teachers of the first and second elementary education degree. Perceptions were analyzed taking in account the frequency of response to each item as well as differences in terms of the cycle, gender and age of the global sample. The frequency responses found indicate great diversity, but also polarizations in perception of obstacles to creativity in the classroom. Statistically significant differences were also identified for each of the three taken variables. Results may be useful for initial and ongoing teacher training in order to raise awareness of potential risks, problem solving strategies, and for the discussion of myths.

THE CREATIVITY OF STUDENTS PERCEIVED BY THE TEACHERS: METHODOLOGIES AND RESULTS OF EVALUATION OF CREATIVE PRODUCTS

**Carla Leite
Maria de Fátima Morais
Fernanda Martins
Lúcia C. Miranda**

Creativity has been evaluated not only by tests, but also by everyday productions (Henessey & Amabile, 2010). Different methodologies can be used in this last case, appealing to the perceptions of experts, that is, of judges who know the population and the products they evaluate (Kaufman et al., 2008). Teachers can and should then play a relevant role in this type of evaluation. This study presents the main methodologies for the evaluation of creative products and exemplifies such evaluation of the creativity of the students by the teachers' perceptions through a research work that compares the creativity of the students and the creative climate in the classroom. Seven teachers of the 1st degree evaluated the originality, effectiveness, expressiveness and subjectively perceived creativity of figurative products made by students of the 2nd and 4th years of elementary education. High levels of agreement between teachers were obtained in the different teachers' perceptions and this evaluation was significantly related to the students' perception of the creative climate of their classes.

ID 036 - The Theory-Practice Relationship in Psychology Training for Education Majors

**Sayuri Miranda de Andrade Kuratani
Renata Meira Veras**

Psychological knowledge is fundamental to early teaching instruction for Education majors, constituting one of the main knowledge bases of the field of education. Brazilian studies have identified some problems with current teaching method, among them, the difficulty of relating theory and practice, demanding further thought about how this teaching occurs and how it could be better developed. This teaching has been characterized as having a fragmented theory-practice relationship and being out of touch with social and educational realities. This study carried out interviews with 20 undergraduate Education majors at a public university in the interior of Bahia, Brazil, in order to describe and analyze how psychology is taught within the major, addressing the opinions and suggestions of the students and focusing on the issue of theory-

practice. We used a qualitative method, and it was used semi-structured interviews to collect data. The interviews were recorded, transcribed, and analyzed using content analysis theory as proposed by Laurence Bardin. The results indicated that the way in which psychology is currently taught allows for the consideration and association of theory and practice, but the students emphasize that there is still a need for a greater linkage of this dyad, suggesting that the psychology classes become integrated with the major's other classes, that spaces be created to facilitate discussion between psychology teachers and student teaching aids, and that new resources be employed, such as the use of play, films, scientific events, and the creation of elective classes in the field of educational psychology. Students consider the correlation of theory and practice to be extremely relevant to their profession and believe that educational psychology can offer important knowledge so that their professional activities can fulfill the social and political aims of education.

ID 037 - Critical, creative and ethical thinking in teacher education in philosophy with children and young people

**Elsa Biscaia Machado
Isabel Pimenta Freire
João Amado**

The teacher training under study assumes an articulation between theory and practice based on the encounter between teachers of different disciplinary groups in a reflection process of their practices and the possibilities of innovation and change. Philosophical practice aims to develop critical, creative and ethical thinking in teachers through collaboration, cooperative research and autonomy based on criteria, self-correction and the formulation of judgments in a community of inquiry. The paper that we will present is the result of an doctoral research funded by the Foundation for Science and Technology (FCT), which analyzes the relationships established between the training process and the teachers' conceptions about possible changes in their thoughts and beliefs as a result of the training. Methodologically, the research is set out in a case study about the teacher training program in philosophy with children and young people. The data collected is the result of participant observation, questionnaires and follow-up interviews. Content analysis is thematic and categorical. From the preliminary analysis of the data it is confirmed that the teachers, after the training, have a more transversal, dialogic and comprehensive conception of philosophy teaching. The idea of teaching philosophy centred on the transmission of historical and theoretical knowledge of the philosophers gives way to a perspective in which the teaching of philosophy is assumed as a practice that enhances the development of critical, creative and ethical thinking in teachers and students. It is significant that the teachers who applied the program developed their philosophical capacities, becoming more critical and creative, specifically questioning more and seeking alternatives to the problems. These conclusions are corroborated by studies carried out in the area (e.g. Trickey & Topping, 2004).

ID 038 - Student teachers' sense of professionalism through observation and reflection

**Filomena Rodrigues
Maria João Mogarro**

This paper is part of an ongoing doctoral study funded by Fundação para a Ciência e Tecnologia (SFRH/BD/111488/2015). Based on respectively Creasy (2015) and Helgoy and Homme's (2007) definition of professionalism and new professionalism, we will focus our approach on professional behaviours and actions that four Portuguese final year student teachers show on their school practice and on their final written reflections, particularly regarding their pupils. To account for their sense of professionalism, the following questions will guide our analysis: How do student teachers interact with pupils in class? Do they stimulate pupils' involvement? What are the professional competences they consider to have developed and need to work on? Do student teachers' reflections include recommendations for refining their subsequent teaching? Data

includes: (a) fieldnotes, which resulted from the observation of student teachers' lessons during their school practice; and (b) final reflections written by student teachers at the end of their initial teacher education (ITE) programme. Overall, student teachers show a sense of professionalism both in their practice and reflections. In class, they try to use student centred approaches. In the reflections, they refer pupils as their prime concern when planning and teaching. Although all student teachers show professionalism, not all student teachers show the same sense of it. This demonstrates that student teachers' sense of professionalism is not completely developed when they complete ITE. In Portugal, there is not a defined ethics code for the teaching profession. Hence, there is no clear sense of what constitutes the professionalism of this profession. ITE programmes pass on a sense of professionalism to student teachers. However, these programmes should clearly focus on exploring professionalism related concepts and discussing them with student teachers.

ID 039 - A new model for Teacher Training and Continuous Professional Development

Lynne McKenna

In the United Kingdom, around 30,000 students enter into Initial Teacher Training Programmes each year. Set against a backdrop of a multitudinous choice of routes into training to be a teacher, this paper briefly examines the confusion caused by the various routes and the effect this has on teacher recruitment and retention. More importantly, the paper explores the nature of teacher training with reference to recent policy developments in the UK and a new model for teacher training and continuous professional development is proposed. Routes into Initial Teacher Training in the UK include undergraduate and postgraduate training, University led training, school centred training (School Direct and Teach First) and can be salaried (School Direct, Teaching Apprenticeships) or funded through tuition fees. The National College for Teaching and Leadership (NCTL) is responsible for the awarding of QTS, and the award is usually made at the end of teacher training with teacher training providers recommending trainees for QTS. The Department for Education (DfE) launched a consultation in December 2017 on proposals to introduce a strengthened QTS. However, the consultation also seeks views on supporting teachers at the beginning of their career and how to improve career progression. The consultation suggests a potential model for teacher training which would enable teachers to access a framework for career development. However, this paper takes the proposal a step further and outlines a proposal which would provide an ongoing linking between academic and professional development. This would enable trainee teachers, newly qualified teachers and early career teachers to access supported academic development throughout the first five years of their teaching career, resulting in potential accessibility to doctoral study and Chartered Teacher Status.

ID 040 - Intercultural practices and teacher education: the Italian perspective

Lisa Stillo

In times of globalization and pluralism, people are surrounded by cultural differences, by plurilinguism and by a liquid concept of identity. Society is multicultural, as is the school. It is therefore called on to encourage, by adopting intercultural paradigms, respect, dialogue and contact between people, communities and countries. Although there are many studies and policies regarding intercultural education in the scientific literature, the paradigm of intercultural education is still not commonly shared among teachers and headteachers. In Italy there are many policies and guidelines regarding intercultural education and teacher education, but there is still not one single model. The aim of this paper is to understand the reasons for this "asystematic model" in Italian schools with regard to intercultural education, and to explore practices in schools and in teacher education. In Italy intercultural teacher education is not uniform: teachers have undergone many different training methodologies, as a result of which they think of intercultural education in

very different ways. This paper is based on the mixed methods analysis and examines practices in schools and the significance of these practices. I use a closed questionnaire, which I administer to my sample population, which consists of approximately 800 teachers and headteachers; I then use in-depth interviews on experts in intercultural education and teacher education and, finally, I conduct five focus-groups with teachers who work in different geographical areas of Italy and who have had experience of different forms of intercultural education. This research has evident limits: the data that are collected are not representative and the research not want give an exhaustive answer to such a complex question. However, it attempts to make a contribution to the scientific literature about intercultural education through teaching practices and teacher training.

ID 041 - No man's land: A study into the high drop-out rate of male primary students in Initial Teacher Education Programmes

**Paola Sangster
Mary Knight**

In response to national and international concerns about the underrepresentation of males in primary education, the Scottish Funding Council have tasked universities with addressing the issues. Work is being undertaken to tackle the imbalance in primary education through a newly established working group within the School of Education. Given the University of Dundee's particular focus on gender and recognising the relatively low recruitment and retention of male students on the PGDE Primary Programme, a study was carried out exploring the possible factors that may contribute to this. Findings suggest that male students are not forthcoming to seek advice, and seem to struggle more with aspects of academic work such as planning and preparation. They are often regarded by the schools and tutors as doing only the minimum. The perceptions of male primary students by teachers and university tutors which are seen as key factors influencing their progress, differ from the males' perception of themselves. Factors such as male students' concerns over child protection issues and the perceived pressure of being a 'male role model' were identified by the male students as being significant factors for them. The PGDE Management Team have used these findings to look at how best to address the retention figures for the male students on the PGDE Primary Programme and different strategies are currently being adopted. Retention figures increased for the male primary students in session 2016-2017 and it is hoped that this was partly as a result of the additional support that was put in place.

ID 042 - Creative routes and new opportunities into teaching

**Mary Knight
Paola Sangster**

In response to Scottish Government's drive for new and innovative routes into teaching, the University of Dundee has created and developed a part-time PGDE Primary Programme that allows people while still in full-time employment with their local council, to undertake the PGDE Programme on a part-time basis over a period of 18 months. This is a partnership model and students are supported by both the Local Authorities and the university. Beginning in January 2016, the Programme is now on its third cohort but has also grown and developed during this time. Originally an opportunity only for those local to Dundee, the latest development is now open on a National level across Scotland. A new method of delivery and structure of the Programme has been developed to facilitate this, with the introduction of Hub deliveries in three designated local authorities across Scotland, and a flipped learning approach has been adopted to make full use of the tutor-contact time and encourage fuller participation from the students. University of Dundee staff are working collaboratively with local authority educators across Scotland in the facilitating of the workshops, and students will benefit from Dundee on-campus sessions with specialist staff during two summer school weeks in July/August 2018. The blended learning model enables students to work independently and flexibly through using digital tools and to work collaboratively with peers. Workshops offer a range of practical experiences to build skills in classroom practice.

ID 043 - The teaching profession and the attractiveness of pedagogical studies as seen by students

Anna Dudak

There are numerous questions and discussions connected with the teaching profession and they concern mainly the challenges and tasks facing the teachers, the changing educational policy, and the need to improve one's professional competence. On the one hand, the majority of Poles perceive the teaching profession as easy, well-paid and involving many benefits. On the other, teachers fear losing their jobs and this fear arises from the lack of a coherent and long-term educational policy. The contemporary role of a teacher is defined as ambiguous as far as the following aspects are concerned: professional effectiveness, unclear criteria regarding the working methods, as well as schemes concerning time-task coordination. The specialists also vary in their opinions about the pedagogy programs that prepare students for the teaching profession. The study attempts to present students' opinions about pedagogy studies regarding the attractiveness of the program in the context of the image of a contemporary teacher. It offers the analyses of students' opinions about the following aspects: shaping personal competence, the attractiveness of the teaching process, the attractiveness of the degree on the labour market, and the attractiveness of pedagogy studies on the higher education market. The research revealed that the respondents' perception of the program is rather positive, however they consider easy access and the low level of difficulty to be the major advantages of the studies. The opinions of students about the attractiveness of the profession on the labour market are highly pessimistic. The comparison of the recent results with the outcomes of the study conducted five years before have not revealed any significant differences in the students' opinions regarding the attractiveness of this field of study.

ID 044 - Solution-Focused Approach as a means of enhancing professionalism of the teachers

Katarzyna Klimkowska

The teachers' development programs focus on the achievement of profession-related and pedagogical competence, as well as on the shaping of professional conduct and the culture of the profession. The teachers' work and the attainment of their personal and professional goals is affected by way the teachers perceive themselves as people and as professionals, and the way they see their students and the teaching environment. The teachers' acquisition of personal and professional competence may be supported by the inclusion of the solution-focused approach into the university curricula and teacher training. Solution-Focused Approach (SFA) is a developmental and therapeutic style created in the 1970s by Steve de Shazer and Insoo Kim Berg; it is known also as Solution-Focused Brief Therapy (SFBT) and Solution-Building Practice Therapy. It goes beyond traditional psychotherapy schemes and includes other, broadly understood, assistance and educational activities. The solution-focused approach concentrates on the client's future, their aims and finding solutions that guarantee the achievement of the goals as quickly as possible. The SFBT therapists emphasize that the exploration of the client's future and their resources instead of dwelling on the client's past and problems can be seen as "being on the light side of the force." The presentation will outline the SFA philosophy and offer its implications for the development of teacher's professionalism in the Polish context. It will explore the following aspects of Solution-Focused Approach: 1) a way one perceives the world and understands one's experiences, 2) a suggestion for the teacher training university programs, 3) a set of tools for education and upbringing, 4) a set of tools supporting teachers' self-development and achievement of their personal and professional success.

ID 045 - The challenge of scientifically fundamenting teacher training

Carmen Álvarez Álvarez

Nowadays, the interest in improving educational outcomes is generating an international debate in which the teaching training is questioned and it is required to be based on international scientific evidence. However, we are still far from achieving this challenge, this conference analyzes fifteen life stories of diverse professionals who have recently participated in training activities, some of which have met this premise. The results show that professionals reject training that is not scientifically proven because it has no impact on the improvement of teaching and the teaching profession. On the contrary, they consider the training quality is based on international evidence and allowed them to advance achieving the following aspects:

- Encourages teachers to further inquiring and documenting, trying to access to scientist sources, both to read and to lean, and also to contrast information.
- Increased teacher's expectations about the students and the families' possibilities and the education of all participants.
- Teachers start performing innovative and well-based education practices, finding a new horizon of improvement and transformation to walk, which also gives them more enthusiasm in their daily work.
- Helps professionals feel more confident in their decisions, take to implement work's forms and have argumentation to anyone to defend their practices
- Teachers change their formative practices: before enrolling in courses they document because they fear of losing time.

This study leads to the conclusion that it is urgent and important that initial and ongoing training for education professionals are increasingly based on scientific evidence available to advance towards achieving educational improvement and professional development. Until now he has dominated an ineffective model, with negative effects, but more and more professionals interested in reality the challenge of the scientific substantiation of all education professionals.

ID 046 - The learning of teaching in the institutional program of scholarship for initiation to teaching – PIBID Brasil

**Giseli Barreto da Cruz
Cecília Silvano Batalha
Felipe da Silva Ferreira
Fernanda Lahtermaher Oliveira
Pedro Henrique Zubcich Caiado de Castro
Talita da Silva Campelo**

This work aims to analyze the path of the learning of teaching in the context of a Pedagogy project affiliated with PIBID / BR. Theoretically, the process of initial teacher education is understood as part of a broader and more complex process of professional development, as a cycle of understanding the knowledge essential to the learning of teaching in contact with the professional culture (Shulman, 2014). The conception of learning practice itself rather than learning to practice (Cochran-Smith, 2012), by investing in investigative disposition, deprivatization of practice, lifelong learning and the potential of peer communities represents the leading concept that sustains the developed actions. The idea of a University / School partnership, in which both institutions are responsible for teacher education, and that the school teacher is a trainer with potential for hybridization (Zeichner, 2010) is a nodal condition for implementation. Methodologically, it considers two dimensions of intervention: i- Ethnography of school practice with records in the field notebook, logbook and ethnographic writing; ii- Filming of teaching activities with peer review and self-evaluation. The results indicate that the immersion in the classroom through the ethnographic way favors the comprehension of several aspects of teaching, regarding the sociocultural context of the students, the development of class learning and the knowledge and actions mobilized by the teachers in the exercise of the function. The creation and realization of teaching activities increasingly reveal the prevalence of

interdisciplinary proposals, anchored in literature, guided by the principles of diversity and inclusion, accentuating a pedagogy of differentiation.

ID 047 - Differentials of the Teaching Practice of Initiating Teachers

**Giseli Barreto da Cruz
Cecília Silvano Batalha
Felipe da Silva Ferreira
Fernanda Lahtermaher Oliveira
Pedro Henrique Zubcich Caiado de Castro
Talita da Silva Campelo**

This paper proposes to present the results of a research that analyzed the teaching of teachers beginning in the career, being the work challenged by the questioning about which conceptions and practices define the teaching that they carry out in the initial cycle of engagement with the professional exercise. How do beginner teachers evidence the learning of teaching? What differentials are combined into their practice? Three theoretical perspectives supported the study: i- the recognition of the ability of teaching as a professional specificity of teachers and as an epistemological object of Didactics (Roldão); ii- the need to mobilize knowledge from different sources in teaching practice (Shulman); iii- the understanding of the learning of teaching as a professional continuum (Cochran-Smith). Methodologically, it was developed through interviews with 16 teachers, observation of practices of four of them during a semester of classes and analysis of teaching cases. The observations allowed us to accompany the teaching practice of a History teacher, a Mathematics teacher, an English teacher and a primary school teacher who teaches children in public schools located in Rio de Janeiro / Brazil. The analysis of convergent aspects in the teaching of the investigated teachers revealed five differentials: i- initial training with teaching practices centered in the school and under the supervision of experienced teachers softens the clash with reality; ii- The choice of teaching as a professional option contributes to the coping of obstacles and the affirmation of the desire to be a good teacher; iii- school culture and relationship with peers act as provocateurs of attempts at teacher innovation; iv- the knowledge of the content to be taught is essential, but it is not determining; v- prevalence of active and interdisciplinary teaching contributes to the feeling of accomplishment with the profession.

ID 048 - Lesson Study in Initial Teacher Education

Evelien van Geffen

One of the key dilemmas in teacher education is how to bridge the gap between theory and practice. During teaching practice, student teachers often rely on intuitive notions on teaching and learning, making limited use of theories and concepts that have been provided within the university curriculum. Lesson Study is often seen as an effective method for professional development of teachers in which theory and practice are bridged during a collaborative lesson design activity (Dudley, 2011). Less attention has been given so far to using Lesson Study in initial teacher education. However, as Tsui and Law (2007) argue, Lesson Study can play a role in bridging the gap between the teacher education institute and the schools where the practical part of teacher education takes place. In this presentation the results of a Lesson Study project with student teachers will be explicated and some recommendations for (further) implementation are given. Key findings include that students are very positive of the collaborative nature of lesson study activities. However, for active connection between theory provided by the university and practice in schools, a facilitator is needed to support and guide students in their discussions.

ID 052 - Mentoring the Mentors

**Jill Shimi
Lauren Both**

This paper explores the use of a model of mentoring and coteaching as a means of support for student-inductees within a new route into secondary teaching in the STEM subjects, the Postgraduate Certificate in Education with supported induction route (PGCE(S) with SIR) launched by the University of Dundee in January 2018. The PGCE(S) with SIR, unique within Scottish teacher education, integrates the initial teacher education phase and the Teacher Induction Scheme, into a single programme, throughout which student-inductees are financially supported. Running for 52 weeks, including a total of 37 weeks on school placement, split into two modules of 18 and 19 weeks respectively, the course presents challenges and opportunities for qualified teachers acting as mentors in the school setting. The mentor, who we call school-based supporters, are required to engage with a University Masters-level module (30 credits) in mentoring and coaching, funded by Scottish Government, aligning with the aspirations of 'Teaching Scotland's Future' (2010):

“(to) allow real and sustained engagement on tasks which will lead to identifiable impact on learning... (the) culture should include greater encouragement for teachers to gain advanced qualifications... advanced study is part of the enhanced professionalism which runs through the Review’s recommendations, and that the quality and demands of CPD should reflect these expectations” (p. 10).

Student-inductees have the benefit of a school-based supporter in their subject specialism. Together, they implement a coteaching framework (Murphy, 2016) developing the mentoring relationship within the classroom space. This presentation considers the drivers, the challenges, the delivery and the benefits of mentoring the mentors within a coteaching model, as part of initial teacher education.

ID 053 - Teacher identity construction in the process of foreign language teacher education

Anna Klimas

The aim of this paper is to explore the concept of teacher identity and how it is reshaped by new knowledge and experience gained in the process of foreign language (FL) teacher training. FL teaching is one of the priorities of the Polish educational system, and compulsory FL instruction starts as early as on the pre-primary level. This, in turn, means a higher demand for FL teachers, especially those who are qualified in teaching English to young learners (TEYL). However, recruiting teachers is a challenging task as there are not enough university students of English who decide to enter the teaching profession. A remedy to such a situation might be to recruit from among experienced teachers from other content areas. The focus of the present study is on how such teachers construct their professional identity in the course of postgraduate studies preparing them to teach English as a foreign language (EFL) in primary school. The paper draws on the results of in-depth semi-structured interviews conducted via e-mail with pre-service EFL teachers and at the same time experienced in-service teachers of other subjects. The study results indicate that the transformation from a subject teacher to an EFL teacher is not only a matter of developing necessary skills and knowledge as a professional, but most importantly, it may redefine attitudes and beliefs that teachers hold about the nature of teaching and learning, thus changing their identity. The major source of psychological discomfort and identity conflict that such teachers experience is connected with their language proficiency. The paper concludes by giving some implications for teacher education and how EFL teacher training courses can address the concept of negotiating and developing teacher professional identity.

ID 054 - Teachers' role, attitudes, competences, and pedagogical leadership in supporting students' learning with Digital Storytelling (DST)

**Shuanghong Jenny Niu
Hannele Niemi**

DST is a pedagogical method which combines the essential elements of student-centered approach, collaboration work and ICT skill with digital stories. Learning collaboratively with digital tools in groups can increase students' motivation, engagement and joyfulness in learning. Even though DST is student-centered pedagogical method, teachers play essential roles in leading and guiding students' learning during the whole process. Therefore, Teachers' role, attitudes, competences and pedagogical leadership are extremely important in using DST method. The aim of this study is to find out what are the teachers' role, attitudes, competence and pedagogical leadership with DST method. The main research questions include: (1) what kind roles do teachers play? (2) what kind attitudes and perceptions do teachers have? (3) what kind competence do teachers need? (4) how do teachers lead and guide the students' learning? The research project was carried out in year 2016-2017. Four Chinese classes and two Finnish classes at the grade 4 and grade 5 participated in this study. We mainly focus on qualitative data from semi-structured interviews of teachers, researchers' observation, group discussion etc. The main findings are that (1) the role of teachers are the pedagogical decision makers, facilitators, coaches, acting as scaffolding; (2) attitudes and perception of teachers are igniting and inspiring learning; giving students choices; being supportive; believing in students; having encourage facing uncertainty; (3) the key competence needed for the teachers are professionalism; high competence of 21st century skills; accessible; (4) there is the strong pedagogical leadership needed in leading and guiding the students' learning. This study will provide useful and practical ideas, suggestions, strategies for teachers when using DST pedagogical method.

ID 055 - Initial Teacher Education Recruitment: Conflict or Collaboration?

Sarah Worton

The teacher shortage in England and Wales has resulted in policy reforms to deregulate the sector and introduce increasing market mechanisms in an effort to recruit more teachers. This response is viewed as being part of a neoliberal agenda affecting public education on an international scale. Neoliberal policies have sought to deal with the recruitment crisis by reworking the public sector to mimic aspects of the private sector. This can be seen through the deregulation of routes into teaching, incentivising and marketing particular training programmes, outsourcing aspects of training to the private sector and structuring recruitment for teachers in ways which sets providers in direct competition with one another. The aim of the research is to advance existing knowledge on policy relating to the recruitment of quality teachers in order to make recommendations, which can be translated to other neoliberal contexts found in many European nations. Leaders in ITE, from both schools and universities, were interviewed to understand their experiences of recruitment in this policy context. This paper will explore their responses in terms of the impact this is having on their ability to recruit a sufficient number of quality teachers into the profession. The research innovatively uses Bourdieu's (1992) theoretical frame to make sense of the current field of ITE and conceptualises the providers as 'agents' working in the field who use different forms of capital to improve their position in the market. Teacher recruitment remains in crisis, and findings suggest that current reforms, rather than solving recruitment problems, are creating complexity and confusion for both providers and applicants, which may be contributing to the continued crisis.

ID 056- Humour in the class room – How to use laughter to educate in XXI century

Handerson Aguiar Engrácio

Everyone loves to laugh. But why do we laugh? Following our work in master degree on humour in education, that can be consulted in the online repositories of Universidade Aberta, we propose to approach the role that humour can have in teaching. There are several studies that show positive effects of humour in health, socialization and communication. But the research of its use in the class room much rarer. Maybe because using humour is often seen as talking the serious out of education. We understand that using humour can improve attention, creativity, memorization and well-being in all the learning process. In that sense, our communication will cover humour evolution and theoretical fundamentals, education and pedagogy challenges in XXI century, and the benefits and dangers of humour in class room based on our research work and teaching experience. We will present humour strategies and tactics in education, having in consideration student age, gender, and other characteristics, as well as the latest digital trends and resources available so that teachers can use laughter to teach more efficiently.

ID 057 - Content and methods in teacher education aiming to frame specific subject matter (didactics)

**Annelie Andersén
Hamid Asghari
Maria Petersson**

In Swedish teacher education, there are differences in what specific qualities teachers and teacher educators in different subject matter areas aims to emphases. This presentation highlights the outcome of a case study of the short education program at Karlstad University (KUB). The research questions investigated are:

- What contents are highlighted in study guides in subject didactics?
- Which working methods are used?
- How are the study goals examined?

In order to answer these questions ninety study guides from six courses in the areas of SMD (subject matter) has been analyzed. The study guides are analyzed using qualitative content analysis. The aim of the content analysis is to find both clearly expressed and more latent elements. The (yet preliminary) results give us answers to questions about what the subject didactics contain in the different courses, and what differences and similarities exist between different subjects. We have also learned how the study goals related to the SMD are examined, what literature is used and how it is used. In addition, there is some difference about what is seen as important content as well as how the examinations are designed among the didactic teachers. The differences are explained by the educational level of the didactic teachers as well as if the didactic teacher normally works at the university or in upper secondary school. In summary, the results helps us to see the role of professional didactics in teacher education. It also gives some indications of what could be general differences and similarities within and between different didactics teachers and/or subject and provide indicators of further development of teacher education.

ID 059 - Coming to terms with cultural and linguistic diversity as a prerequisite for inclusive education

Joanna Pfingsthorn

Inclusive education aims at reducing barriers to learning and participation for all students. It presupposes that cultures, policies and practices in schools respond to the diversity of students and views differences in sociocultural background, home language, interests, knowledge, skills,

attainments or impairment of students as resources to support learning (Booth & Ainscow, 2002: 3). Yet, because sociocultural and psychological adjustment to differences has been shown to be mediated by self-construals, i.e. conceptualizations of the self (Searle & Ward, 1990; Yang, Noels & Saumure, 2018; Markus & Kitayama, 1998), the awareness of, reflection upon, and coming to terms with one's own cultural and linguistic self-concept in relation to others should constitute an important prerequisite for embracing diversity as an educational resource in the first place. This is a crucial step in the formation of foreign language teachers' professional identities, i.e. frameworks that provide them with ideas how to do their work and how to understand their place in society (cf. Sachs, 2005: 15), because of their obligation to instruct their students on the sociolinguistic and sociocultural diversity of the subject matter. The aim of the paper is to examine the ways in which foreign language student teachers envision the linguistic and cultural aspects of their self-construals in two different task frameworks: one that encourages a holistic perception of one's own identity and another that perpetuates divisions between cultures, languages and the domains of their use. The implications of the results are discussed in the context of perceived readiness to deal with diverse learning environments in the spirit of inclusive education.

ID 060 - Bridging the policy-to-practice gap in professional development for inclusive school education with the development of an in-service training programme: The German collaborative research project 'Schule tatsächlich inklusiv (StiEL)'

**Uwe H. Bittlingmayer
Jürgen Gerdes
Paulo Pinheiro
Martin Dege
Ullrich Bauer
Christian Jäntsch
Sandra Kirchhoff
Michel Knigge
Andreas Köpfer
Martina Lins
Sanja Markovic
Gözde Okcu
Katja Scharenberg**

The overall goal of the project 'StiEL' is to contribute to the professional development of teachers and other educational staff working at German secondary schools. The aim is to develop an evidence-based training concept for the inclusion of students with diverse abilities. The project is organized as a collaborative research effort of three partnering institutions and funded by the German Federal Ministry of Education and Research from 2018-2021. To support the on-going transition towards inclusive school practices, a multi-stage approach is envisaged. The first phase aims at a scoping review of existing literature and programmes on inclusion. The overview is supplemented by interviews with school staff members. Training modules are developed in the second project phase. Contents as well as didactic and methodological approaches of the modules will be derived from the findings of the first phase. During the initial phase, the modules are guided by preliminary themes ('inclusive didactics and diagnostics', 'multi-professional cooperation', 'school and community development', 'definitions of inclusion and heterogeneity', 'human rights education and social learning', 'differentiation of achievement and learning objectives'). The third phase of StiEL puts the newly developed training program into practice. The knowledge and skills acquired by the participants through the training as well as the teaching and management of inclusive classrooms after the training are evaluated through longitudinal and ethnographic approaches. The combination of two different evaluation approaches lives up to the complexity of the topic and aims at assessing various dimensions of effectiveness. The final project phase creates a best practice manual and makes the modules available via open access databases.

ID 061 - Examining the operationalisation of the School Placement Guidelines in relation to the roles of cooperating teachers in the school placement experience

**Catherine Furlong
Alan Gorman**

In 2011, Ireland witnessed a transformative reform agenda in teacher education, stemming from internal trends, increased emphasis on supranational ranking indicators, and recommendations from national and international reviews of existing teacher education. Within initial teacher education (ITE), higher education institutes were mandated to ensure that 25% of all ITE programmes would be dedicated to school placement. Drawing on commissioned research and review recommendations, the Council espoused models of HEI-school partnerships. This was further crystallised in Guidelines on School Placement (Teaching Council, 2013). Despite the development of such guidelines, this remains to be prioritised in the national policy agenda (DES, 2017). To further unpack and explore why school placement remains a national priority, a two tiered progressively focused research approach is adopted. First, the policy analysis framework of Taylor (1997) is employed to analyse the Guidelines on School Placement. Second, the outcome of this analysis forms the basis for semi structured interview schedules with twelve teachers to explore how these have been enacted at school level. Arising from the overall analysis, the paper contends that a model of HEI-school partnerships was driven in a wider education policy context where a culture of performativity and accountability was palpable. The intended consequence of this policy document was to provide a blueprint for HEIs and schools to build a model of partnership. Coupled with the demands for measurable outcomes, the lack of consultation from the Teaching Council, the absence of national coordination, and the conflicting expectations and demands of HEIs appears to have rendered schools as voiceless stakeholders with limited roles in this partnership process.

ID 063 - Opportunities and challenges of student teaching abroad: Perspectives of former teaching assistants

Anna Czura

Since study abroad programmes are commonly seen as unique opportunities for intercultural, linguistic and personal development, many institutions of higher education require student teachers to spend some part of their studies in a different country. However, recent research on study abroad experiences indicates that the benefits of such programmes are less straightforward than initially thought. Additionally, relatively little attention has been paid to exploring whether and to what extent international programmes involving student teaching contribute to the development of teaching competences. With this in mind, the present study intends to explore the main benefits and challenges of student teaching abroad as perceived by the participants of the Comenius Assistantship programme, a European Commission initiative that enabled student teachers and novice teachers to spend from a few months to a whole academic year in a different European country, serving as teaching assistants in local schools. The data in this qualitative multiple case-study was collected by means of written retrospective narratives and in-depth semi-structured interviews with former Comenius Assistants of Polish origin. Content analysis of the obtained data helped to draw inferences as regards the perceived impact of the teaching assistantship on the participants' intercultural, personal, linguistic and professional development as well as the obstacles they encountered at different stages of the programme. Given both the financial and organisational costs involved, it seems natural to expect that mobility programmes should bring tangible learning gains for the participants; therefore, based on the findings, several practical recommendations for policy optimisation and research-based design of mobility programmes addressed to future teachers will be put forward.

ID 064 - Continuous Training Of Literacy Teachers In Brazil And Portugal: Questions, Tensions And Resignifications About Literacy In Two Training Programs (PNAIC AND PNEP)

**Virna Mac-Cord Catão
Maria de Lourdes da Trindade Dionísio**

This work is a part of a study being conducted at the University of Minho in the scope of a PhD in progress at the State University of Rio de Janeiro. Its main objective is to discuss the concept of literacy and concepts embodied in two programs for the training of literacy teachers, the PNAIC – “Pacto Nacional de Alfabetização na Idade Certa” in Brazil and the PNEP – “Programa Nacional do Ensino de Português” in Portugal. First, we take a documentary approach, looking to the organization of these programs through official documents, and promoting a comparative analysis, with literacy as the pillar of the discussion. In order to foster a theoretical-practical discussion, interviews with the trainers were conducted, in order to detect how literacy has been treated in the training. For the discussion on "what literacies circulate and are mobilized" in these trainings, we have as theoretical foundation the conceptual studies about Literacy that were diffused, massively, in Brazil with the works of Kato (1986); Tfouni (1995); Kleiman (2005); Soares (2000), which we consider to be somewhat restricted in the face of the discussions raised by the new studies of Literacy (Dionísio, 2008, 2009, 2014, 2016 and Street, 1984, 1995, 2005). Finally, we present reflections on these training programs with reference to the "Identity Kits" and the "Pedagogy of literacy" (Gee, 2001).

ID 066 - Preservice Science Teacher's Adaptation of Modeling Strategies in the Field

Samia Khan

In this study, pre-service science teachers' (PSTs) strategies were analyzed to explore how PSTs adapted teaching strategies once in the field. The PSTs were enrolled in a teacher education course on model-based teaching (MBT) and taught high-school students in 15 hours of field work and a 2-week long practicum. The data collected from six PSTs included, in total, 144 pp. of questionnaires on MBT, 137 pp. of lessons, 4 hours of videotaped teaching, 10 pp. of field debriefs, and 50 pp. personal pedagogical statements. Theories on teacher learning suggest that activities that merge theory with concrete applications help PSTs adapt what they learn from the university to the field (Darling-Hammond, 2010; Zeichner, 2010); however, not always in ways that are consistent with knowledge provided in their courses (Fairbanks et al., 2010). A nuanced view of this theoretical process is applied in this research that explores PSTs selectivity and reflexive adaption of MBT in the field. Following a case study methodology (VanWynsberghe & Khan, 2007), portrayals of MBT were sought with intensive data collection in a semester-long course and its associated practicum. This science teacher education course was designed to discuss the nature of science, investigate research on childrens' conceptions, approximate MBT, and develop a personal pedagogy. Ranks were calculated regarding the course activities that had the greatest impact on their teaching. The qualitative data was analyzed to ascertain the MBT strategies PSTs selected and adapted once in the field. Evidence revealed that not only did particular course activities, such as research on children's conceptions enrich MBT, but PSTs reshaped their pedagogical strategies once on-site to encourage high school students to engage in MBT. The study concludes with recommendations for science teacher education.

ID 067 - Evaluation Preservice Science Teacher's Adaptation of Modeling Strategies in the Field

Olga Bombardelli

In this study, pre-service science teachers' (PSTs) strategies were analyzed to explore how PSTs adapted teaching strategies once in the field. The PSTs were enrolled in a teacher education course on model-based teaching (MBT) and taught high-school students in 15 hours of field work and a 2-week long practicum. The data collected from six PSTs included, in total, 144 pp. of questionnaires on MBT, 137 pp. of lessons, 4 hours of videotaped teaching, 10 pp. of field debriefs, and 50 pp. personal pedagogical statements. Theories on teacher learning suggest that activities that merge theory with concrete applications help PSTs adapt what they learn from the university to the field (Darling-Hammond, 2010; Zeichner, 2010); however, not always in ways that are consistent with knowledge provided in their courses (Fairbanks et al., 2010). A nuanced view of this theoretical process is applied in this research that explores PSTs selectivity and reflexive adaptation of MBT in the field. Following a case study methodology (VanWynsberghe & Khan, 2007), portrayals of MBT were sought with intensive data collection in a semester-long course and its associated practicum. This science teacher education course was designed to discuss the nature of science, investigate research on children's conceptions, approximate MBT, and develop a personal pedagogy. Ranks were calculated regarding the course activities that had the greatest impact on their teaching. The qualitative data was analyzed to ascertain the MBT strategies PSTs selected and adapted once in the field. Evidence revealed that not only did particular course activities, such as research on children's conceptions enrich MBT, but PSTs reshaped their pedagogical strategies once on-site to encourage high school students to engage in MBT. The study concludes with recommendations for science teacher education.

ID 070 - How to Evaluate the Impact of Continuous Teacher Training? Contributions to an evaluation model

**Marta Alves
Eduardo Figueira**

Knowing, measuring and understanding the impact of in-service training on development of teachers' skills is essential, among other factors, for improving the quality and effectiveness of teaching. This paper aims to contribute to the debate of the impact of the in-service training on the development of teachers' professional skills and on improvement of their teaching practices. The study on which this paper is based, starts from the observation that assessment of the impact of the continuing training on teachers' practices is rarely done in a systematic way. Therefore, how formal in-service training contributes to improving teacher's performance and, consequently, to the improvement of student's learning is not known and the return of the public investment made in the development of teachers' skills is unknown as well. There are several evaluation models of in-service teacher training that have been used over time. Some models are more focused on the final results, others on the processes of realization of the training, others still combine several perspectives. We aim to contribute to the construction of a reliable, generalizable and feasible evaluation methodology of the impacts of the in-service training of teachers. The theoretical framework of the research is based on the evaluation models of authors such as Stufflebeam (1971), Kirkpatrick (1978), Guskey (2000) and Killion (2008), among others. The study has been conducted under the activity of an in-service training Center of an Schools Association in the region of Alcochete and Montijo, and applied to some of their training activities. The methodology used is based on the post-positivist paradigm of qualitative and phenomenological research (Bogdan & Bilken 1994). In short, being an ongoing study, the present paper focuses mainly on the analysis of the various models of impact evaluation of the continuing training and on the proposed model that is currently being tested.

ID 072 - Recruiting and Educating the Best Teachers: Reflections from Ireland on the Current Crisis in Teacher Recruitment and Retention

**Judith Harford
Teresa O' Doherty
Tom O' Donoghue**

Teachers are widely recognised as the most powerful determinants of pupil achievement (Harford, Hudson and Niemi, 2012). Those countries the OECD considers to have high-performing education systems, such as Finland, South Korea, Canada and Singapore have all prioritised investment in initial teacher education. In the Irish context, teacher education programmes have always been high-status, over-subscribed, typically attracting a very high calibre of entrant (Harford, 2010; O' Donoghue, Harford and O' Doherty, 2017). Commenting on the high calibre of entrants to teaching in Ireland, a recent international review of initial teacher education noted that "the academic standard of applicants is among the highest, if not the highest, in the world" (Sahlberg, Munn and Furlong, 2012, p. 19). However, in the last two years, there is evidence of a significant fall in numbers applying to teacher education programmes, as well as a shortage in key subject areas, leading to what is being widely referred to as a 'crisis' in teacher recruitment and retention (Harford, 2016, 2017; Hyland, 2018). In part, this is the result of the financial challenges brought about by the introduction of master's level teaching which, while widely welcomed (Coolahan, 2013), has limited the pool of applicants now in a position to finance a two-year post-graduate teacher qualification (O'Doherty and Harford, 2016). Examining 'the contradictions and incoherences that are embedded within policy,' (Ball, 2013, p. 17), this paper examines the current 'crisis' in teacher recruitment and retention in Ireland, locating it within a wider socio-historical context.

ID 073 - Developing self-authorship through reflective practice in initial teacher education

Martin Hagan

When teaching as determined by past experience does not achieve what is intended, reflection is a recognised tool which teachers can use to help determine future action (Cochran-Smith, 1991). Reflective activity can help re-interpret pedagogy; fashion more successful strategies; and promote 'self-authorship' (Hodge et al. 2009) and personalisation of professional learning. This study explores the extent to which systematic, critical reflection can help student teachers enhance their professional knowledge, understanding and practice in this way. The study is interpretative and embedded within a co-constructivist paradigm. It considers the experience of a purposive sample of six students engaged on the first year of a four-year teacher education programme. Data were collected from individual episodic documents along with semi-structured interviews, conducted one year apart. Data were subjected to a thematic analysis, underpinned by a hermeneutical, dialectical and interpretative approach. At the outset, the participants found the concept of reflection difficult to comprehend as it conflicted with the highly structured, didactic experience they had as pupils in school. Structured reflective tasks helped the students see the value of reflective activity in helping them clarify their professional learning experiences. Greater challenge arose as less-structured approaches were adopted, which when combined with the practical demands of everyday teaching, meant that the students tended to reflect in less meaningful ways. If reflective activity it is to be more purposeful, neophyte teachers need to be given time to engage more effectively, along with appropriate support to balance the demands of classroom practice with what Hatton and Smith (1995) describe as the more esoteric dimensions of teacher development. The study makes a contribution to the understanding of reflective practice in the early stages of teacher learning and has the potential to contribute to the wider discourse on the continued professional development of teachers.

ID 075 - Greek Pre-Service Teachers' Multicultural Competence: Towards an Explanatory Model

Penny Sotiropoulou

One of the challenges faced by teacher training departments nowadays is the preparation of multiculturally competent teachers (PPMI, 2017), able to make educational experiences relevant to all students while taking into consideration their diverse backgrounds (Kumashiro, 2015). Despite the high importance given to the topic, teacher education seems to fall short in preparing teachers for diversity (Gorski, 2009; Lander, 2014) and teacher training departments are constantly challenged with finding effective practices to improve this shortcoming (Swazo and Celinska, 2014). Although most studies carried out so far focus solely on the impact of diversity-related courses attended during teacher training or on the impact of study-abroad experiences, the present study proposes a more holistic conceptualization of factors influencing multicultural competence. Inspired by sociocultural theories, according to which learning takes place on multiple timescales and spatial locations and is differentially experienced based on individuals' subjectivities (Robertson, 2010), this study aims at empirically consolidating qualitative findings, according to which the concept of 'accumulated experiences', understood as the cumulative impact of prior and present experiences and personal dispositions, across formal and informal educational spaces, seems to be more suitable in explaining the development of multicultural competence (Parkhouse et al., 2016: 280). Using self-completed questionnaires (N=354) and focus group discussions with senior-year undergraduate pre-service teachers in 3 departments of Primary Education in Greece, this study examined the extent to which sociodemographic characteristics, intercultural experiences and encounters across time, attachment to national homogeneity, attendance of diversity-related university courses and experience gained through teaching practice influence pre-service teachers' multicultural competence. Implications of the findings will be discussed so as to come up with evidence-based suggestions that would assist teacher training departments in preparing more multiculturally competent educators.

ID 076 - Preschool teachers' speech and practice: the path for children autonomy

**Janete Silva Moreira
Ana Margarida Veiga Simão
Isabel Piscalho**

Opportunities in Preschool Education should allow children to decide with varying and progressive degrees of freedom what, why, how, where and with whom to execute their tasks. This argument requires a deep reflection about preschool teachers' practices and education conceptions. We interviewed four preschool teachers to understand their perceptions about the promotion of self-regulation. We also observed their practices with 58 children to identify the opportunities given to them to self-regulate preschool daily tasks. Following a sociocognitive perspective, there is a relation between four self-regulation dimensions (emotional and behavioral control, cognitive control, prosocial attitudes and self-regulation motivation), teachers' perceptions and the opportunities observed in context. Findings suggest how pedagogical intentionality plays a central role in the way contexts are organized, the type of activities that are developed and how childrens' interests are taken into account. Our investigation is relevant mainly because it supports teachers directly in their professional experience and practice, within an investigation-action perspective, and provides policy recommendations about authentic preschool incidents.

ID 077 - Student Teachers' Concerns about Implementation of Evidence-Based Learning

Fisun Bozkurt

This study aims to evaluate what the main obstacles are to implement evidence based learning in teacher education. The problem is investigated from the perspective of student teachers. Student teachers have evaluated how evidence based learning is applied and what the obstacles are to evidence based learning. This study is a descriptive study based on qualitative data and designed according to phenomenology which is the qualitative research designs. The sample group consists of 18 third grade social studies student teachers, who were randomly chosen from a sample of 90 students by selecting every fifth student on the classroom list of a semester-long course in the 2016-2017 academic year at a state university in Turkey. This is a qualitative research study based on three open-ended questions. The data were analysed qualitatively through content analysis. The results of the research show that there are seven dominant barriers identified by student teachers. Such as; noise, reliability of evidence, displacement of discussion, lack of time-superficial content coverage, student teachers' low expectations of students, large class size. The results clearly indicated that "Citizenship Transmission" tradition is still common as the goal and content of social studies. Implementations of evidence-based learning in social studies can be seen as an activity that will encourage students to work collectively as a group for a more democratic world by providing opportunities for them to expand their thinking and to grapple with issues of freedom, social responsibility, citizenship, and personal identity. Evidence based learning could be an alternative forms of instruction are necessary if the next generation of teachers is to appreciate and share with students an understanding of the interpretive nature of social science.

ID 078 - Creating opportunities to promote self-regulated learning in children: the applicability of an instrument to support the pedagogical practice in the initial training of educators and teachers

**Isabel Piscalho
Ana Margarida Veiga Simão**

In this paper we will present the Checklist of Independent Learning Development (CHILD) (Whitebread et al., 2009, adapted by Piscalho & Veiga Simão, 2014) used as an instrument to support pedagogical practice in the initial training of teachers for preschool and primary education. We will give an account of the research development course of three master's students who have used CHILD in their curricular stages in the context of kindergarten and school. Through the analysis of their narratives recorded in logbooks, we were able to ascertain the potentialities of this instrument in the investigation of the practice itself, reflection and formation. The students considered this formative approach important because it contributed to provide effective and essential opportunities for the development of self-regulation skills adjusted to the needs of children from 5 to 7 years of age in school transition. It is therefore suggested that future teachers should experience, during their initial training, the theoretical and experiential knowledge of the construct of self-regulated learning so that they intentionally promote it in the school context from an early age with the children.

ID 079 - For a Reflection in Neuroeducation – Brain-based learning method Principles and its application in Higher Education level

**Maria Augusta R. Veiga-Branco
I.Ribeiro**

Recent neuroscience literature has been progressively presenting studies with promising results concerning the Brain-based learning method and educational neuroscience (MB-BL/EN), (Tokuhamas-Espinosa, 2008, Willis, 2010, Liu & Chiang, 2014, Ramos, 2014, Edelenbosch et al., 2015) as pedagogical practice hypothesis in Neuroscience, as way of promoting learning and facilitating memories. To know the method Brain-based learning and educational neuroscience Principles, Tenets and Guidelines, and, recognize it as standard structures in Neuroeducation to a theoretical conceptual model at higher education level. A qualitative study was carried out through a systematic review of the literature, in Neuroeducation, from three databases, RCAAP, SCielo and Scopus, in articles and theses, published between 2008 and 2018, in English, Spanish language and Portuguese expression. The resulting analysis revealed: 1) the more recent the literature on neuroscience, the more frequent is the emergence of the principles of education based on neuroscience (brain-based learning); 2) The MB-BL/EN model presents 12 Standard Principles (PP), (Tenets) and 22 Neuro-Structural Principles (NAPs), that underlie 10 Neuro-Didactic Guidelines (ONDs); 3) These principles include respect for memories and their respective neurocognitive functions, basic human needs (food, hydration, socialization), humor and affective relationship; 4) Neuroplasticity is fundamental to learning and occurs in all stages of human life; 5) Emotion, motivation, moderate stress and multisensory stimuli are scientifically related to the promotion of learning, 6) The binomial time of attention / resting time, the multisensoriality in pedagogical techniques, insert the Neuro-didactic Orientations of this method. The concepts inherent to the 22 Neuro-Structural Principles (PNE), as well as the 12 Standard Principles (PP), (Tenets), and the 10 Neuro-Didactic Guidelines (OND) (Guidelines), presented in the paradigm of brain-based learning (MB-BL/EN), reveals that this model can be conceptually developed and applied in.

ID 080 - Comparative Analysis between Good Teacher idealized Profile, and Neuro-Didactic Guidelines (OND) of the Brain-based learning and educational neuroscience method (MB-BL/EN)

**Maria Augusta R. Veiga-Branco
I.Ribeiro**

Neuroscience literature presents contributions to pedagogical field, in emotion and motivation (Everaert et al, 2017), attention, learning and memory (Ma et al., 2018), with pedagogical practices proposals and teaching-learning strategies, arguing teachers should recognize brain functions to new methodologies, as knowledge promoters. The practical expression of these contributions, related to teachers practice training emerged in method of Brain-based learning and educational neuroscience (MB-BL/EN), (Edelenbosch et al., 2015), through 10 Neuro-Didactic Guidelines (NDG) present in this paradigm. This study compared the Profile of the "Good Teacher", idealized by the students, with the Neuro-Didactic Guidelines (OND) of the Brain-based learning and educational neuroscience method (MB-BL/EN). Descriptive, cross-sectional and observational quantitative study, through the Form application: "Learning Strategies and Memories: Neuroeducation Perspective" on a snowball sample of higher education students between March and November 2017, built for this purpose, available on Google Form with electronic sending. Sample consisted of 119 students who attended a course at the graduate and masters levels in scientific health areas (Nursing, Gerontology and Dietetics and Nutrition), in the academic year 2017/2018, in a public institution in the North, with 16% male and 84% female elements, ranged in age from 19 to 36 years. From descriptive analysis of results, it was verified that sample created a teacher profile, corroborating the Neuro-Didactic Guidelines (NDG) of Neuroeducation, perceiving as determinants of "competent teacher": knowledge, respect for neurodiversity with application of active and multi-sensory methodologies, ability to stimulate and self-motivate students. The profile selected by the students, in a personal and intuitive way,

corroborated 9 of the 10 Neuro-Didactic Guidelines (DND) (Guidelines), presented in the MB-BL/EN paradigm. This reflection shows that this model makes perfect sense, so, teachers training should be conceptually developed in this perspective.

ID 081 - National Teacher Education Policies and their alignment with International Guidelines

Marilde Queiroz Guedes
Luís Alexandre da Fonseca Tinoca

When discussing public policy, teacher education is often considered a key issue for debate, reflection and scientific analysis. It is recognized as a central topic for the promotion of quality in the educational system. However, it often lacks the development of a shared knowledge base concerning the factors influencing it, capable of successfully influencing national policies. Therefore, our main goal is to theoretically discuss how international documents and counsels (e.g. OECD, World Bank, European Commission) framed by international public policy frameworks (Barroso & Carvalho, 2007; Sguissardi, 2009) as well as teacher education recommendations (Hokka et al., 2010, Almeida, 2006; Alarcão, 1998; Cochran-Smith et al., 2008; Nóvoa, 1999; Korthagen et al., 2006) have been transposed into national policies. In a worldwide context of economic crisis over the last two decades, most countries have suffered tremendous budgetary cuts, with education often being one of the most targeted sectors (Canan, 2016). In the context of educational reform, teacher education is often the focus of a political discourse intending the improvement of quality of education. However, and in a contradictory manner, the implemented educational policies often disregard international guidelines, favoring lighter, massified and often of dubious quality, eminently economic, teacher education policies leading us to infer that it is subordinated to economic market interests. In this study, we focus on two countries: Brazil and Portugal; aiming to analyze recent teacher education reform efforts, over the last 15 years, and their alignment with international guidelines and teacher education experts' recommendations.

ID 082 - Critical incident analysis and the route to change

Susana Caetano Domingos
Ana Margarida Veiga Simão

The study presented is drawn upon the problematic of the relationship between personal and professional development, teacher training needs, professional identity and educational change, focusing in research and practice in teacher education. The current research about the feasibility on the use of the Critical Incidents technique as a methodology for pedagogical training was developed in a polytechnic institution in Portugal. We followed a qualitative approach, in which two teachers and two classes of undergraduate students were involved, and in which we have triangulated different instruments at different moments during the investigation. The main objective was to contribute to the creation of professional development programs, focusing on pedagogical activity. The intention to encourage the deepening of critical reflection, as well as to promote changes in teaching practices in higher education were also amongst our main goals. Through the study, teachers and students expressed themselves about the most likely issues to cause critical incidents, from the educational factors that participant teachers take into account when planning their teaching activities, to the perception of their own role and also the teaching approach they practice. We were also able to identify the emotions concerning their teaching. From a more analytical and interpretative perspective, the results show that the knowledge of students and teachers' perceptions by each other could be a valuable methodology, once it enhances the change in teaching practice, through a reflexive, analytical and critical process of those involved. In conclusion, the overall results point that the use of the Critical Incidents technique has potential for future application as a methodological tool of pedagogical training and therefore open way to a new look in teacher's high education practice.

ID 083 - Contextual Coherence in Teacher Education

**Jonathan Lilliedahl
Sven-Erik Hansén
Tom Wikman**

Teachers are expected to be able to work professionally in complex and differential circumstances, requiring a multidisciplinary and diversified curriculum that challenges the coherence of teacher education. Fragmentation, isolated courses, and perceived boundaries between campus and school-related studies are likely to counteract coherence and thus the quality of teacher education. On the contrary, connectedness within and between courses as well as relatively to strong relations to professional practices have been regarded as principles for improving quality (Canrinus, Bergem, Klette, and Hammerness, 2017; Hammerness, 2006; Hudson, 2017). Coherence may be conceptual and/or contextual (Muller, 2009). The former can be referred to verticality, principles of cumulative knowledge building, and how theories are combined and abstracted in critical practice. Contextual coherence, on the other hand, can be referred to horizontal connections, embedded in ongoing practices related to daily knowledge structures without any systematically expressed strategy. This paper aims at exploring how conceptual and contextual coherence are (a) exposed in policy documents at different arenas of teacher education, and (b) perceived by teacher educators and students in practice. The governmental regulations of teacher education in Sweden, together with evaluating studies (Hansén & Wikman, 2016, 2017; Lilliedahl, 2017), constitute the empirical base of the study. In this presentation, we focus on the educational core courses common to diverse programs of teacher education in Sweden. Findings indicate that the administrative organization and universities' different emphases concerning theoretical focus may affect conceptual coherence and the relative status of curricular content. Regarding contextual coherence, students complained that subject matter studies were weakly linked to educational themes, and the extrinsic relations to classroom practice were experienced as weak. The latter addresses a cracking issue in the design of teacher education nationally as well as in Europe.

ID 084 - Problematising the Policy-Practice Disconnect: Engaging Student Teachers in the Foundation Studies in Ireland

**Aimie Brennan
Angela Canny**

The importance of Foundation Studies within initial teacher education (ITE) in Ireland is acknowledged by its continued centrality in policy, curriculum, and programme development despite numerous educational reforms since the 1970s (Coolahan 2013; Teaching Council 2017). Nevertheless, as teacher educators, we have experienced significant disengagement of student-teachers when studying the Foundation Disciplines. Focusing on the Sociology of Education, this paper will advance research on teacher education by highlighting a disconnect between teacher education policy and student-teacher practices and perspectives. Graduates who face a rapidly changing educational landscape must appreciate the historical and philosophical underpinnings of education in an increasingly market-driven education system (Power *et al.* 2013). The core knowledge and competencies developed in the Sociology of Education are essential for educating the best teachers. We will argue that student-teachers' have a utilitarian approach to non-pedagogical subjects which has repercussions for their professional development. Our paper will begin by providing a brief overview of the position of Foundation Studies within education policy in Ireland. We will then present new findings from a mixed-method study involving more than 200 students of ITE. Analysed using a phenomenological lens, the data gathered from questionnaires and focus groups explores: student-teachers' engagement with the sociology of education during ITE; their perspectives on the relevance of sociology to issues in primary education; and their perspectives on the relevance of sociology to their role as primary-level teachers. Qualitative and quantitative data will be used to problematise student-teachers' engagement with the Sociology of Education and will raise questions for teacher educators concerned with preparing student-teachers to become flexible, equalitarian professionals who think critically and link theory to practice; a central tenant of initial teacher education (Sahlberg 2012).

ID 085 - Evaluation of a Teacher Education Policy proposed to strengthen the connection between universities and schools

**Marli Andre
Neusa Ambrosetti
Laurizete Passos**

One teacher education policy implemented in Brazil, in recent years, is the Institutional Scholarship Program of Initiation to Teaching (PIBID), proposed by the Federal Government, with the main purpose of enhancing quality of teacher education. The program is an attempt to strengthen the connections between academic knowledge and school-based knowledge, encouraging university teacher educators and school practitioners to work more closely. The prospective teachers are directed by their teacher educators to public schools where they can be involved in teaching activities under the supervision of an experienced teacher/ mentor. The PIBID Program awards scholarships to student teachers, university teachers, and school mentors. The student teachers should remain 20 hours a week in the schools to develop activities planned jointly by the students, their university teachers and the school mentors. This kind of arrangement implies that a partnership should be built between university and schools. This paper presents research data aiming to investigate which are the main contributions of the PIBID Program to professional development of its participants. The data were collected by focus groups involving 81 prospective teachers, 11 school supervisors, and 19 teacher educators, from five universities located in five different states of the country. Prospective teachers pointed out the value of making connections between theory and practice, developing new teaching methods and working collectively. The mentors emphasized that they had the opportunity to update their knowledge, improving their teaching and appreciated building a teamwork with the student teachers and teacher educators. Teacher educators stressed that working together with the schools led them to review their teacher education courses.

ID 086 – Action-Research as a Founding Element in the Formation of Managers and Teachers in Special Education

**Mariangela Lima de Almeida
Eldimar de Souza Caetano
Maria José Carvalho Bento**

This paper analyzed the knowledge constructed via critic-collaborative action-research, by a group of Special-Education managers, teachers and staff, from the Universidade Federal do Espírito Santo/Brazil. The paper discusses the way educators have been formed in the context of the neoliberal policies. Education professionals formation should focus on practical and political-theoretical discussions (Ball, 2001), requiring a conception of politics as a democratic practice that makes the subjects involved visible and embodies such conception in the everyday life. The Education Boards/Regional Super-intendances, in their more constant and close action are relevant to the investment in and organization of policies of valorization and formation of their professionals. In a research group who invest in the critic-collaborative research-action as an epistemology and methodology basis, constant challenges are a stimulus for the understanding of education under new perspectives. This movement grounds on the critic-emancipatory perspective and the collaboration between researchers and participants, focusing critical action-research after Habermas' (1987) concepts on critical self-reflection and emancipation interest. The bet on self-reflective groups presents the self-challenging proposal of creating and building up the necessary conditions for a continuous reflection between theory and social-educational, collectively emancipating practices (Kemmis; Wilkinson, 2002). After the reflection about the movement by a group of Special-Education public managers, university professors and undergraduates, aiming at assessing the continuous formation of education professionals under the perspective of school inclusion, the understanding was that managers can become mediators-articulators of political actions for teachers formation in their municipalities and super-intendances.

ID 090 - Attracting and Keeping the Best Teachers - Problems and Possibilities

**Anna Sullivan
Bruce Johnson
Michele Simons**

Internationally, governments are increasingly focusing on the importance of 'quality' teaching in the quest to improve student achievement (Flores, 2012). The focus on quality teaching places significant pressure on all teachers, but particularly on early career teachers who are subjected to close scrutiny from their earliest introduction to the profession. In many countries, few concessions are given to early career teachers as they negotiate complex roles during their transition to the profession. The focus has been on supporting them by providing induction programs, mentoring and extra-time release time from face-to-face teaching (Howe, 2006; Sullivan & Morrison, 2014). This type of support often positions early career teachers as 'lacking' key knowledge and skills. Such a focus on the individual teacher ignores the broader contextual and systemic influences that are playing out across the teaching profession and reflects a growing preoccupation with deficit views of early career teachers (Day & Sachs, 2004; Johnson et al., 2016). This presentation will provide an overview of research that challenges dominant thinking about early career teachers and their work. It offers a critical analysis of policies and practices related to the work of early career teachers and how they are supported during this period of their working lives. It will be argued that the process of retaining early career teachers is difficult to define, because it is multifaceted and complex. Additionally, rather than focusing on how to 'fix' new teachers, there is a need to reconsider the policies and practices that create the 'problem' and offer other ways forward. This research contributes to a greater understanding of how we can rethink the work of early career teachers so that they can transition to the profession successfully.

ID 092 - Becoming an excellent teacher – principals' perceptions about support needs of newly qualified teachers

**Vilhelmiina Harju
Hannele Niemi**

Developing into an excellent teacher is a long, even career-long process. First years in the teaching profession are often described as critical and they largely form the base for which teachership is built. This paper focus on principals' perceptions about support needs of newly qualified teachers. The data were collected by means of a questionnaire from Finnish principals in the autumn 2016. In their open-ended responses, principals were asked to freely describe, what kind of support they feel new teachers need in the beginning of their career as a teacher. In total 104 principals responded to the questionnaire, and the open-ended responses were analyzed using qualitative content analysis. Principals described that new teachers need support in working in the school community. They wrote that new teachers need support in adapting to the existing culture of a school community, but at the same time, in acquiring competence to develop it. Several principals also described that new teachers need support in facilitating students' learning and schooling for example by collaborating with student welfare services. Cooperating with parents and colleagues was also perceived as important. According to principals, meetings with parents can be challenging nowadays and thus require certain social skills and emotional strength from a teacher. It is essential to identify the professional competences in which new teachers need more support with in order to develop and organize supportive activities for them to develop into excellent teachers. In addition, this knowledge can be utilized already in initial teacher education when considering and choosing the relevant contents for study programs.

ID 093 - The Development Needs of Teacher Educators: perspectives from Scottish educators

**Yvonne Bain
Donald Gray**

There is an increasing demand internationally for further research into the professional learning needs of teacher educators (Loughran, 2014; Lunenberg et. al., 2014; Gleeson et. al., 2017, Korthagen, 2017, Czerniawski et. al., 2018). Whilst recognising that the role of a teacher educator is not a singular professional entity or construct, this paper examines the professional learning needs identified by teacher educators in Higher Education Institutions in Scotland, and explores some of the implications for the professional development of teacher educators more broadly. Data is drawn from a survey based research (Czerniawski et. al., 2018) and follow-up in-depth interviews with university based teacher educators (n=11) from different universities that provide teacher education programmes in Scotland. The initial survey was part of a European wide survey conducted by the International Forum for Teacher Educator Development (<http://info-ted.eu/>). Insights gained from the analysis highlights disparity in being research active, despite research and enquiry or scholarly activity being an embedded aspect of the professional standards and an expectation, although to varying degrees, within the professional role as a teacher educator in Higher Education. Other professional learning needs highlight the support required in becoming a teacher educator, with the recognition that this requires the development of a skill set different to that of the experienced classroom teacher which was often the basis upon which individuals gained employment in a Higher Education institution in the first instance. As the provision for teacher education in Scotland expands in terms of the diversity of routes for initial teacher education, implications for the professional learning and development of teacher educators is explored against the international challenges identified for teacher educators.

ID 094 - Teacher appraisal procedures and Professional Development in Italy: a collaborative research-training

**Loredana Perla
Viviana Vinci**

At international level there is an increasing interest for systems and tools of evaluation of the teachers performances, of self-assessment and appraisal (Middlewood & Cardno, 2001; Chow et al., 2002; Stronge, Tucker 2003; Avalos, 2004; Avalos & Assael, 2006; Flores 2010; Shinkfield, Stufflebeam 2012). As Flores underlines (2010), teachers evaluation and appraisal systems are tightly related with the professional development, with the quality of the teaching processes and the achievement of learning outcomes (Darling-Hammond 2010, 2017). Teacher evaluation and appraisal systems are always related to precise visions of the teaching (Sachs, 2003; Flores, 2005; Day, Flores, Viana 2007). In Italy, the appraisal procedure foresees the discretion of the Committee of evaluation and the Headmaster, which operate within suitable macro-areas in the law (art.1 par.129 Legs.107): 1) *quality of teaching*; 2) *innovation*; 3) *organization*. We describe the research "The continuous professional development of the teacher: from the Improvement Plan to the appraisal" (Perla 2018), conducted with a group of 33 schools in Southern Italy. The documents of the appraisal procedures used in schools were analyzed, according to a collaborative statute. The sharing of the materials has taken place through an online platform. A total of 56 documents were analyzed. Analysis has been conducted in a triangulated way among researchers according to two levels: a descriptive / structural level; a more analytical level. The analysis of the materials has shown a great differentiation of procedures, the difficulty of formalizing an univocal appraisal model transferable in all the school contexts. Moreover, the results have provided innumerable methodological suggestions that can act as "guidelines" in the definition of an appraisal procedure: for instance, to favour the criterion of evidence of impact, rather than quantitative criterion.

ID 095 - Recruiting and Educating Teachers of Language for Specific Purposes: an emerging Pan-European Issue

Marie-Christine Deyrich

This paper addresses the policy challenges of teacher education in the field of Language for Specific Purposes (LSP). Demand for language instruction directly relevant to the world of work has increased steadily to ensure further opportunities for international employment. As a result demand for qualified LSP teachers has raised significantly in Vocational Education and Training (VET) institutions in secondary and tertiary education. Paradoxically, in the French context, most LSP job offers tend not to be filled by qualified teachers. Pedagogical gaps in higher education and lack of university training focused on LSP teaching seem the most valid explanations of this mismatch. Another point emerged from comparative studies between French and British contexts: clear dividing lines in the language teaching landscape seem to foster a partitioning system which differentiates Modern Foreign Language (MFL) and LSP practitioners, in terms of careers and attitudes. Moreover, language teachers who accept a position or a lecture at a university on a LSP profile will have to surmount the complexity of the context and assume a wide variety of roles, without much support. To make up for the lack of preparation, LSP practitioners develop strategies mostly based on hands-on experience but find it difficult to cope with difficulties related to this prejudicial situation. Training programmes are exceptional in Europe and beyond. Our presentation will start with an overview of the issues raised to meet the challenge of high quality teaching in LSP settings. Teacher professionalization will then be discussed in terms of needs analysis and beneficial collaborations aimed at designing innovative training programmes in this highly specific context.

ID 096 - New challenges in teacher education in times of socio-cultural change in mobile and migrating Europe. Polish case-study

**Elżbieta Mach
Joanna Kosowska-Pikos**

Education is a powerful tool which can be used to form young people and in consequence to form societies. Thus education of teachers, especially elementary school teachers, is crucial when it comes to preparing students to encounter the ever-changing reality outside the school environment, to understand the process of social transformation and cultural transfer and to give them the ability to find their own place in the pluralistic society. It seems to be a difficult task to prepare teachers for the formation of social and civic competences in multicultural and liberal Europe. It is especially important in Poland, which, as a catholic country, is unfriendly towards minorities and migrants and does not keep up with the socio-cultural changes which are taking place in the European Union. A substantial role in this backwardness is played by the way in which teachers are trained. Therefore a question should be asked if Polish teachers obtain competences for: building open and tolerant attitudes towards social pluralism of Europe and complexity of Polish society (including religious, national and ethnic minorities); respecting human rights; formation of European / multiple identity; as well as student's self-image and their place in the society. The aim of this paper is to analyze the process of education of Polish elementary school teachers and to verify the usefulness of their competences. The research group is formed of practicing teachers as well students of pedagogy for elementary level who were interviewed and asked to fill in questionnaires. Further information was obtained by observing lessons and analyzing documents such as: teaching programs, scientific research, regulations and outlines of relevant ministries.

ID 097 - First Results from a Longitudinal Study of Beginning Teachers in Spain

**Bianca Thoilliez
Lucía Sánchez-Urán
Soledad Rappoport
Héctor Monarca**

Within the framework of a larger research project, we have been working on the definition of the theoretical foundations of the current contemporary discussion on teachers' professionalization (Monarca & Thoilliez, 2017). A major part of this discussion when it comes to the political arena has to do with the selection process and professional initiation of teachers. Unlike in other countries (NUT, 2017; HCEC, 2017; Sutchter, Darling-Hammond & Carver-Thomas, 2016; Cochran-Smith et al., 2012), Spain does not have problems to incorporate enough teachers into the education system, nor to get them to stay in their jobs. Difficulties are being identified more with the inability of the system to offer teachers an attractive career path, its incapacity for maintaining motivation and commitment to the teaching task over time, and the fatigue and exhaustion suffered by teachers due to certain working conditions. This set of difficulties is being animated by a political scenario in which teachers are placed at the center of any considerations about the need for a quality improvement in our education system (being this quality improvement understood fundamentally as an upgrade of students' performances) (Marina, Pellicer y Manso, 2015; Fernández-González, 2015). As a way of grasping the effects that this political debate is having on beginning Spanish teachers, we are trying to capture what is happening to them in those first teaching years and how are they facing the intrinsic novelties of the profession in a pretty tense environment where what means and implies being a teacher is being challenged and discussed. We are developing a two-year longitudinal study, starting September 2017 and ending by June 2019, in which we are carrying out bi-monthly interviews with a total of 15 beginning teachers currently working in Spanish compulsory education levels (students aged 6 to 16). In this paper, we will present our methodological design and the procedure followed during the preparation and development of the interviews. The first results of the data exploration in our first year of fieldwork will also be discussed, focusing on their personal accounts on how they experience their teaching tasks and the school life.

ID 098 - "It Depends..." - A study of preservice teachers' perceptions and practices of behaviour management strategies

Mary Knight

Research has found that preservice teachers tend to use corrective strategies to manage behaviour even when they report that preventative strategies are effective. Studies also show that behaviourist type strategies are employed more often than humanist type strategies, even when preservice teachers report that they are more humanist in their thinking. This longitudinal study aimed add to the body of research, to explore preservice teachers reporting of strategies and their effectiveness as they develop over the course of their four year undergraduate programme, in order to gain an insight into the extent to which preservice teachers develop their practices and thinking over time. Quantitative data were collected through a questionnaire, where participants identified strategies and rated their effectiveness. Qualitative data were collected in the form of additional comments. The same participants completed the questionnaire each year of their study. Although analysis of quantitative data indicates that preservice teacher do tend to employ reward and corrective type strategies, associated with behaviourist principles, rather than preventative and restorative strategies, associated with humanist principles, their thinking about the effectiveness of strategies seems to develop over time. Analysis of qualitative data suggests that as preservice teachers develop they actively make decisions about the type of strategies to employ as a function of a number of factors such as age and stage, the individual child, and environmental factors. This study has implications for the development of teacher education programmes and our understanding of how preservice teachers develop their thinking and practice.

ID 099 - MESH International: improving the quality of teaching via a knowledge management system/mobilisation strategy to develop evidence-informed practice

**Linda la Velle
Sarah Younie
Marilyn Leask**

MESH (Mapping Educational Specialist KnowHow) is a low-cost, international, educational research knowledge management system for evidence-informed practice. This project addresses the UNESCO SDG 4 for “*generating inclusive and equitable quality education and promoting lifelong learning opportunities for all in education*”, by creating a model for quality-assured knowledge for educators, offering connectivity and research summaries (MESHGuides). With international authors and a network of educators from 186 countries, MESH aims to share knowledge to support teacher professional development globally, to support the efficient use of existing resources and to give equitable access to knowledge for teachers and learners regardless of location. This paper presents the knowledge mobilisation strategy of MESH, focussing on approaches for maximizing the impact of research findings from doctoral research, plans for extending the reach of research and the challenges of translational research across contexts, particularly those of developing countries. Data from an international questionnaire developed using Google Translate to explore teachers’ current research practices are presented and discussed. In three months, 308 responses from twenty-four separate countries were gathered. These data show that teachers engage with research knowledge through practices such as reading and discussions within their worked-based settings, but they engage less on postgraduate studies and networking outside of their own institutions. Equally, respondents were positive about the MESHGuides approach to providing research knowledge and they reported use of this approach to support the development of their practices. An update will be provided on the work of the MESH Policy Committee, which is bringing the MESH system to the attention of policy makers and aid agencies.

ID 100 - The DiTE Project: Diversity in Teacher Education in England

**Anne Parfitt
Kate Reynolds
Caroline Whiting
Linda la Velle**

The UNESCO 2030 Sustainable Development Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” has prompted a major international policy debate about different approaches to initial teacher education (ITE) in the light of the challenges of preparing teachers for and retaining them in twenty-first century schools. Since 2011, UK governments have built on initiatives begun in the 1990s to develop the role of schools in recruiting and preparing teachers in a burgeoning range of school-led routes. This has increased the number of options candidates have to achieve qualified teacher status (QTS), and has led to some confusion about the distinctiveness of ITE courses and implications for recruitment and retention in the profession. This symposium comprises four papers arising from the project.

1.Linda la Velle, Kate Reynolds, Caroline Whiting: The DiTE Project Explained. This paper provides a project overview outlining the major strands of the Diversity in Teacher Education (DiTE) study, addressing the questions: What are the routes to QTS? Do the different routes to QTS produce different outcomes? What are the characteristics of the various routes and how are they experienced? What are we learning about the different routes and what can we conclude at this stage about the current state of ITE?

2.Caroline Whiting: Mapping Initial Teacher Training (ITT) in England in a time of diverse and dispersed provision. The diversification and dispersal of routes across many new organisations

and individual schools makes attempts to capture a clear picture of provision complex. This paper reflects on the challenges and outcomes of working towards a topography of the ITT landscape in the year 2015-16.

3. Anne Parfitt: Individual Stories: retention of novice millennial teachers in STEM disciplines. The retention of newly trained staff in STEM subjects is a particular problem in some areas of England. Reasons for why individuals are likely to quit a career in teaching are not clear. Drawing on the narratives of two pre-service teachers debates on what millennials look for in the work place are explored..

4. Jermaine Ravalier: Stress and Wellbeing in Teachers. Chronic workplace stress has the potential to affect severely both the physiological and psychological health of employees. In the UK, the education sector has one of the highest levels of sickness absence due to stress of any sector. Stress experienced by teachers is argued to influence not only individual health but also teaching efficacy and thus, pupil attainment. This paper describes a cross-sectional survey study of over 6000 teachers that investigated the influence of working conditions and student/parent behaviour on wellbeing, in particular: stress, turnover intentions, and job satisfaction. The reported high levels of turnover intentions, poor satisfaction, and relatively high-perceived stress levels have implications for beginner teachers and the profession as a whole.

ID 101 - Global education and the preparation of pre-service teachers: Challenges and opportunities

Chairs: Mónica Lourenço

Co-chair: Ana Isabel Andrade

Discussant: Maria Alfredo Moreira

The field of teacher education has recently seen a surge in rhetoric advocating the need to include a 'global' perspective in teacher preparation (Quezada, 2012; Zeichner, 2010; Zhao, 2010). Such rhetoric arises from the perception that teacher education should not just be about training for the demands of professional practice in a local/national context but should prepare teachers to be 'worldminded educators' (Schwarzer & Bridglall, 2015). Indeed, in a globalized world characterized by increasing linguistic and cultural diversity, migration and mobility, environmental and social injustices, teachers can no longer aim at preparing students to be efficient workers in their local contexts. Instead, they should be able to respond to different academic and social needs and to teach students to tackle both local and global problems (Darling-Hammond & Lieberman, 2013; Schleicher, 2012; Townsend, 2011). This implies the need to design more effective teacher education programs that prepare 'better' teachers (i.e., critically aware and responsible) for a more inclusive and sustainable world.

Addressing this context and sub-theme 3 of this conference, Pedagogy of Teacher Education, this symposium shares the experiences of six teacher educators from a Portuguese Higher Education Institution who collaboratively designed, implemented and assessed action research-type projects in courses for prospective teachers. These projects aimed to develop pre-service teachers' knowledge and understanding about global education and global citizenship, as well as to build their confidence to integrate these perspectives into their teaching practice and professional identity. In this symposium, the results of these projects are discussed in order to shed light into the challenges and opportunities of integrating a global perspective in teacher education programs, as well as to pinpoint the implications for teacher education policy, practice and professionalism.

The symposium includes four papers. Paper 1, "Global education and curriculum (re)design: The voices and experiences of teacher educators", provides a contextualization of the projects, situating them in the scope of a collaborative workshop for teacher educators which sought to support them in (re)designing the curriculum from a global education perspective. Paper 2, "Beliefs of future teachers on global education and its implementation", analyzes the beliefs of future primary school teachers on global education and its implementation within the teaching of Portuguese as a mother tongue. Paper 3, "Introducing global citizenship in a teacher education program: Effects on personal and professional development", presents a study developed with

prospective teachers of a Basic Education degree, which aimed to promote their understanding of global citizenship education and support their professional and personal development. Finally, Paper 4, "Education for global citizenship and professional knowledge: Reflections of pre-service teachers from action research projects", aims to understand how pre-service teachers, attending a Master's degree, develop professional knowledge while designing, implementing and assessing action research projects on global citizenship and linguistic and cultural diversity.

GLOBAL EDUCATION AND CURRICULUM (RE)DESIGN: THE VOICES AND EXPERIENCES OF TEACHER EDUCATORS

Mónica Lourenço

Preparing prospective teachers to take their place as ethical citizens and professionals in a globalized world is complex and requires that academic staff is both engaged and committed to the task (Schleicher, 2012). However, academics often report feeling unprepared, underconfident and undersupported when it comes to (re)designing the curriculum to reflect a more global and intercultural perspective (Green & Whitsed, 2015). Considering these constraints, this paper presents a study, which aimed to support teacher educators in embedding a 'global outlook' in their teaching practice. The project was developed with twelve volunteer teacher educators and included nine collaborative working sessions, which spanned over a period of 15 months. All sessions were structured as participatory action research (Kemmis & McTaggart, 2007) according to which teacher educators designed, developed and assessed global education projects in their course units. Using the principles of thematic analysis, this paper analyzes the discourses of seven of these teachers, gathered through audio recordings of the sessions and individual written reflections, in an attempt to understand their perceptions on the possibilities and constraints of integrating a global perspective in teacher education programs and in their teaching practice. Results of the analysis suggest that teachers regard global education as an adequate educational perspective in the current context of globalization, and as a possibility to give moral meaning and direction to their practice and individual action. However, they consider global education to be complex and difficult to operationalize, requiring more preparation and time (i.e., more cycles of action research). Implications of these findings for pre-service teacher education and for the continuing professional development of teacher educators are highlighted.

BELIEFS OF FUTURE TEACHERS ON GLOBAL EDUCATION AND ITS IMPLEMENTATION

**Cristina Manuela Sá
Luciana Mesquita**

Adaptation to a globalized society is a major issue in 21st century education highlighted in EU education policies (European Commission, 2018). In Portugal, worth mentioning is the report Student Profile – Competences for the 21st century (2017) which focuses on the development of competences by socially responsible citizens for local/national/global contexts. To address these recommendations teacher education programs should help future teachers understand global education and its implications to their role as educators and to their classroom practice. These concerns led to an exploratory study that aimed to identify the beliefs of future primary school teachers on global education and its implementation within the teaching of Portuguese as a mother tongue. Data were collected through a questionnaire applied at the beginning of the semester (initial beliefs) and an individual written essay presented at the end of the semester after the theme had already been discussed (final beliefs). Data were submitted to content analysis, thus inscribing this study in a qualitative research methodology paradigm. The cross analysis of initial and final beliefs revealed that the students became aware of the nature and importance of global education and of strategies to promote it. Their final beliefs on which knowledge, skills and attitudes are related to global education included, in descending order: a) knowledge related with interdependence and globalization, identity and cultural diversity (issues studied in past courses), social justice and human rights, peace building and conflict resolution and, finally, sustainable development; b) skills in the field of communication (directly related to the teaching of the mother

tongue), collaboration and problem solving; c) attitudes and values of respect for human diversity, social responsibility combined with compromise with social justice and equity. Findings suggest that students need to reflect more on these issues through engaged participation in other projects and critical discussion.

INTRODUCING GLOBAL CITIZENSHIP IN A TEACHER EDUCATION PROGRAM: EFFECTS ON PERSONAL AND PROFESSIONAL DEVELOPMENT

**Ana Raquel Simões
Carlota Tomaz**

Teacher education programs have to tackle the ‘world of supercomplexity’ (Ling, 2017) we live in and prepare future teachers to develop students’ competences in/for a globalized world. Global citizenship education is one of the possible ways to address this challenge, as it seeks to “equip students with knowledge, values, attitudes and skills required to succeed in an increasingly globalized society” (Appleyard & McLean, 2011, p. 7) with the end goal of creating a more just, peaceful and democratic world (Lourenço, 2017). This paper presents a study involving two action research-type projects developed with six prospective teachers enrolled in the third and final year of a Basic Education degree in a Portuguese Higher Education Institution. The projects aimed to develop students’ understanding of global citizenship education, as well as to support their professional and personal development while they were designing and implementing group intervention projects in two different schools. Data were collected through an initial questionnaire and two reflective essays. Results from a preliminary analysis suggest that the students developed reflective and collaborative skills throughout the year, as well as knowledge on global citizenship education and its methodologies. Still, they found global citizenship education difficult to operationalize, namely due to curricular and time constraints and to the need to develop a more complex understanding of the different roles played by teachers in schools (see also Patrick, Macqueen, & Reynolds, 2014). These findings show the need to provide more support and knowledge to future teachers to help them integrate global citizenship education in their professional identity. Furthermore, more research should be conducted on ‘how’, and mainly ‘why’ (Zeichner, 2010), to integrate global citizenship education in higher education programs and degrees.

EDUCATION FOR GLOBAL CITIZENSHIP AND PROFESSIONAL KNOWLEDGE: REFLECTIONS OF FUTURE TEACHERS FROM ACTION RESEARCH PROJECTS

**Ana Isabel Andrade
Filomena Martins**

The aim of this study is to reflect about the construction of professional knowledge by two pre-service teachers from a Master’s program in Pre-Primary and Primary Education that included teaching practice in a school context and the development of action research projects on linguistic and cultural diversity within a framework of global education. Education for linguistic and cultural diversity is understood as a way of allowing transversal, interdisciplinary and global curricular innovation practices that enhance the professional development of those who design, implement and assess those practices (Andrade & Martins, 2017). This study, conceived as a case study (see also Andrade & Lourenço, in press), analyses the written reflections of two pre-service teachers, one in a primary school context and another in a pre-primary context, which were collected under a framework of action, research and training. The collected data were subjected to content analysis, according to three major dimensions of teacher education for linguistic and cultural diversity (De Carlo et al., 2015): a linguistic and communicative dimension; a pedagogical and didactic dimension; and an ethical and political dimension. The analysis of the results shows that both pre-service teachers developed the different dimensions of professional knowledge, albeit to varying degrees, showing planning, intervention and reflection competences on linguistic and cultural diversity in articulation with an education for global citizenship. They reveal a clear understanding of the importance of global and culturally responsive education (Lucas & Villegas,

2013), questioning the knowledge they have built and which they feel still needs to be developed throughout their professional careers. Findings suggest that future teachers need to go deeply on these topics through participation in in-service teacher education projects that have a global perspective in mind.

ID 102 - Work for Understanding' As Innovation in Initial Teacher Education Programs

Inés K. Miller
Maria Cristina Góes Monteiro
Beatriz de Castro Barreto

In this paper, we share how we integrated 'work for understanding', a central notion to Exploratory Practice (Allwright & Hanks, 2009), into (a) our first and foreign language initial teacher education program, at the Pontifical Catholic University of Rio de Janeiro (PUC-Rio, Brazil), and (b) into the recent Brazilian Government Grant Program for Initial Teacher Education at PUC-Rio (PIBID/ CAPES/ PUC-Rio). As teacher educators, we perceived that, despite our non-technicist philosophy, the teacher learners wished 'to be taught how-to-teach'. We also understood that this teacher learner attitude could be leading us to focus on 'performance' rather than on 'understanding'. So, we started to innovate by engaging future teachers and ourselves in practitioner reflexive processes and by bringing the critical, investigative, ethical and inclusive pedagogy of Exploratory Practice to our pre-professional context. We focused on such novel concepts as 'learning opportunities', 'planning to understand', and 'quality of (classroom) life', among others (Allwright, 2005; 2006; Gieve & Miller, 2006, respectively) and related them to traditional teacher-learning tasks, such as lesson observations, lesson planning, micro-teaching, teaching practice reports, etc. The second innovative integration of Exploratory Practice happened organically, as PUC-Rio joined PIBID. This program's main novelty was that participating future teachers would work *with* – not only *observe* – teachers and their learners in Rio de Janeiro public sector schools. We share here our successful experiences but we also present some of the challenges that we have faced. Our critical-reflexive understandings are that by adopting a paradigmatic change of perspective such as Exploratory Practice, which highlights the humanity as well as the complexity in teaching and learning processes, we have been generating challenging but worthwhile learning opportunities for all involved.

ID 104 - The training of teacher trainers for the basic school in the context of postgraduate in Educacion

Laurizete Ferragut Passos
Marli Andre

The objective of the paper is to discuss a training proposal for teacher trainers who work in the school context of basic education and / or in education systems, which are developed at the level of a Professional Masters in Education. Intending to create conditions for the professional development of these trainers who act directly in the accomplishment of pedagogical work and contribute to the improvement of their practices, the course organization is centered on disciplines and activities that offer opportunities of investigation of the pedagogical practice and its articulation with the theoretical foundations within the course. The curriculum is organized in order to meet the core of the course that is the training of trainers: pedagogical action and assessment of the research lines: professional development of the trainer and evaluative intervention in educational spaces, which include compulsory subjects, as well as elective subjects that approach specific themes related to them. Another compulsory subject is Research and Reflexive Practice which aims at helping students develop the research of professional practice as their end-of-course assignment. Emphasis is placed on the activity of academic tutoring as part of the course's curricular proposal which is developed by experienced doctoral students with the supervision of teachers and that has the intention of helping Master's Degree students in research. The tutors also have an intense participation in another curricular activity the Seminar of Practices. It is in this space that these students share their scientific work, a fundamental

condition to the learning of research. This course has been constituted as a space for the critical-reflective thinking and doing of teacher trainers.

ID 105 - Teacher Education: Professionalism vs. Deprofessionalisation

Pavel Zgaga

The contemporary discussion on the key determinants of quality education (systems) among educational researchers has increasingly emphasized the importance of teacher professionalism and the need to promote professionalism. These accents are based on extensive evidence provided by in-depth studies. In general, it is considered that a higher level of teacher professionalism coincides with the higher quality and positive impact of educational institutions on their environments. The results of research in this field have, in some cases, also affected policy makers, at least in rhetoric. The starting point of this paper, however, is that it is not possible to overlook the findings from another research field, i.e. the debates that point to the process of de-professionalization in contemporary societies. These studies have been conducted in a wider field of social sciences and humanities; the shifts in various traditional professions have been discussed, among them in the teaching profession. The potential that could be transferred from general debates on de-professionalization to a critical reflection on teacher professionalism is still quite untapped. A defining characteristic of a professional has traditionally been closely linked to the concept of professional autonomy. It seems, however, that in the "post-truth" age, characterized by populism and mistrust to experts, this concept is seriously challenged. What could these challenges mean when we talk about teacher autonomy and teacher professionalism? This paper is oriented theoretically and relies on ongoing critical debates in social sciences and humanities and at the same time raises some key teacher education policy issues.

ID 107 - The role of school leaders in the process of evaluation of teachers, teachers` professional development

**Joanna Kosowska-Pikos
Elżbieta Mach**

The vitality of professional and powerful teaching is increasingly important as standards for teaching and learning are now higher than they have been ever before. However schools are organised and whatever pedagogy they follow, students are ultimately dependant for their progress, both academic and social, on expertise and passion of the teacher to whom they are entrusted. Regardless of how well teachers are trained in any education system, consistent high educational performance requires good professional leadership at the school level (Sahlberg, 2011). This article examines how leadership relates to the establishment of professional learning communities and a learning climate in schools. It is aimed to investigate the relation between the instructional and distributed leadership with the development of a positive learning climate and creating a real learning community of teachers. It also tries to establish the importance of including teacher evaluation to everyday teaching practice. The article is based on a research carried out in the Małopolska region in Poland in 2017 by the author.

ID 108 - Connecting Theory and Practice in Teacher Education: A Case from Turkey

**Dilek Canlier
Ümran Yazıcılar
Gülşen Ünver**

Like in many other countries, the disconnect between theory and practice in teacher education has long been considered as a crucial issue and had a place in education policies in Turkey. Pre-service teacher education in Turkey is given either in education faculties undergraduate programs, or in alternative certification programs, in which the disconnect between theory and practice is observed to be far more obvious. To overcome this problem, Ege University School of Foreign Languages (SFL) has conducted a project, *Give Me a Hand*, which aims to help both the SFL's students and pre-service English Language teachers who attend the certification program at Ege University. In this seven-month project, teacher candidates having been given the opportunity to practice in real classrooms support the students with low academic achievement by giving remedial classes voluntarily. The purpose of this case study is to determine the impact of the activities performed in the project related to theory and practice. The data was obtained from four mentors, eight teacher candidates, and six students from SFL who participated in the project during the academic year of 2016-2017. During data collection process, the participants were interviewed at the beginning and at the end of the project in individual and semi-structured interviews. Throughout the project, 13 class observations were done. Content analysis was administered on all the data. It was found that some activities (mentoring, co-teaching, self and peer reflection) help teacher candidates to understand and explain the theoretical rationale of their practices and to create theoretical knowledge out of their practice. For more theory and practice connection, more mentor feedback should be provided. Also, cooperation should be formed between the (SFL) and Faculty of Education.

ID 109 - Teacher and administrator opinions on the characteristics of the preschool education program

**Neriman Aral
Figen Gürsoy
Burçin Aysu**

This study aimed to examine teacher and administrator opinions on the characteristics of the preschool education program. The phenomenological study was conducted with the participation of 5 school administrators and 35 preschool teachers employed at preschools located in Kırşehir. In the study, the "Demographic Information Form" and the semi-structured interview form developed to identify administrator and teacher opinions on the fundamental characteristics of the preschool education program were employed to gather information on the administrators and the teachers. The MAXQDA software program was used in data analysis. The study results revealed that the administrators were aware of the educational needs of the teachers regarding the Preschool Education Program updated and implemented in 2013 and that both the teachers and the administrators required additional training on the updated program. In view of the study results, the researchers recommend ensuring teachers, as well as, administrators who work with teachers are kept abreast of particularly program updates.

ID 110 - Realistic Clinical Practice: An inquiry-based pedagogy for teacher education

Pete Boyd

A coherent teacher education programme requires an explicit pedagogy shared across the team of teacher educators involved. An explicit pedagogy, still dynamic and contested, is important because teacher education programmes usually involve teacher educators working across boundaries between different workplace contexts, for example in the university or in schools, with a range of identities and expertise. Such a pedagogy will require a shared language that is recognised and valued across these boundaries. A 'clinical practice' pedagogy for teacher education emphasises clinical reasoning based on research evidence (Kriewaldt & Turnidge, 2013). Such a clinical practice approach also places a high value on work-based learning in schools and classrooms through 'enactment' of the core practices of a teacher (Grossman, Hammerness & MacDonald, 2009). A strength of the clinical practice approach is that it requires student teachers to critically evaluate those core practices through inquiry, including critical engagement with research evidence, and to question their impact on learning and on learners. There are international examples of successful teacher education programmes based on clinical practice approaches (Burn & Mutton, 2013). I argue that some stakeholders have a flawed understanding of the clinical practice model predicated on a mythical scientific field of 'medicine' and the implementation of top-down 'evidence-based' practice. The field of teaching is more like the complex, multi-paradigm and pragmatic field of 'healthcare' or even of 'mental healthcare' (Philpott, 2017). Student teachers benefit from responsive support as they struggle with the complexities of becoming a teacher (Korthagen, 2011). I therefore propose and set out an alternative, '*realistic clinical practice*', as an appropriate pedagogy for teacher education that prepares beginning teachers as proactive professionals able to develop 'research-informed' teaching. A realistic clinical practice pedagogy aims to build teacher professionalism and resistance to uninformed policy making and simplistic managerialist solutions.

ID 113 - Fostering Critical Reflection in student teachers

**Melanie Ní Dhuinn
Jennifer Liston
Mark Prendergast**

This paper is derived from empirical research conducted within an overarching Research and Practice in Teacher Education study exploring the overall impact of a reconceptualised teacher education model in Ireland. The 2009 PISA results heralded a crisis of confidence in educational standards in Ireland (Conway, 2012). One of the responses to the perceived national crisis was a focus on Initial Teacher Education (ITE). This response mirrored global responses and reforms in other jurisdictions. Other reforms were epitomised by "high-stakes accountability, market-based reforms and highly politicised questions about where and how teachers should be prepared" (Cochran-Smith, 2017). In Ireland, the reconceptualised ITE model signalled a paradigm shift in the ITE landscape and included new requirements and new praxis. The new model includes an accentuated emphasis on the Reflective practice of student teachers, on fostering Critical reflection and on the development of Reflective practitioners. Alongside this enhanced focus on reflection is evidence highlighting the difficulties of set down requirements (McGarr and McCormack, 2014) and the disappointing outcomes (Bruster and Peterson, 2013). This paper shines a spotlight on how teacher educators can support and enable student teachers to embed and foster Critical Reflection skills. In order to raise the levels of criticality within student teacher reflections the researchers designed and implemented a framework with student teachers in the fourth iteration of the new programme to scaffold the reflection process during School Placement. The paper offers a comparative insight into the effectiveness of a scaffolded Critical Reflection model underpinned by theoretical understanding and operationalised through various lenses (Brookfield, 1995). The paper presents a qualitative analysis of student written reflections with and without the scaffolding framework. Results indicate that scaffolding supports levels of criticality, but can be problematic for the sector as there are so many approaches to delivery.

ID 114 - School of Education of Polish-American Freedom Foundation and the University of Warsaw – a case study on an innovative teacher training program

**Magdalena Swat-Pawlicka
Katarzyna Znaniecka-Vogt**

Graduate schools of education – typically combining programs for teachers, principals – are a well-respected mainstay of Anglo-Saxon academia and public life. In Poland, however, teacher education is scattered between university departments, in none of them enjoying much attention or prestige. Polish-American Freedom Foundation (PAFF) established a partnership with the University of Warsaw (UW). In 2016 School of Education of the Polish-American Freedom Foundation and the University of Warsaw (SoE) was created in close cooperation with Columbia University Teachers College - a leading U.S. teacher training institution. SoE offers a postgraduate course of study to university graduates or career changers who have a relevant M.A. degree, or to those graduates who have a formal qualification but find it insufficient to go into teaching with confidence. It is a strongly *professional* program, whose curriculum is grounded in international best practice in the area of teacher education and aims at providing students with a well-defined set of skills they need to be good teachers as well as a *liberal arts* methodology applied throughout the curriculum to strengthen the students' general/transferable skills (literacy, numeracy, argumentation, information management, leadership) that teachers need in order to be role models and leaders in schools. Faculty consists of experienced in school work, active in education, looking at it from various perspectives – practicing teachers, academics, people with passion for education, who can credibly teach about teaching. They represent various universities and were trained by top American and European specialists in teachers' education. An innovative curriculum, eg. learning the teacher's practice through practice; courses in pedagogy relying on international research on high impact teaching practices and case studies; courses on moral, social and personality development of children and adolescents. Instruments, such as Student Development Standards, individual tutorials and individual development plans, the use of feedback and peer feedback, the use of self-assessment, formative assessment and promoting team-teaching, are focused on building up teacher professionalism.

ID 115 - ESSA and Educator Preparation in the US: New Efforts and Old Challenges

David Imig

The implementation of the *Every Student Succeeds Act* (ESSA) in the US has brought a renewal of interest in finding better ways to recruit more and more able candidates to teaching, prepare them in enhanced preparation programs, and ensure their placement and support in K-12 schools. This law, premised on a reassertion of federalist principles, drove policy making to the state level and created expectations that states would address a range of issues including educator preparation. Each state was required to create an ambitious plan to secure federal funding. Those plans describing the ways that would both respond to provisions in the law as well as offer ways they would implement and evaluate their successes offer a range of the options and alternatives states will use to implement the law. They also provide a basis for understanding ways proposed to meet educator preparation needs. These state plans were submitted to the US Department of Education over the course of 2017, reviewed, and, often, returned to the states for further explanation or additional detail. Resubmitted, all of the state plans have now been approved (2018) and are the focus of intense efforts by the states to be put into place for the 2018-2019 school year. Numerous policy groups in the US have tracked the content of these plans and provided analyses of the ways that states intend to implement provisions in ESSA. Some states have committed to addressing teacher recruitment, initial educator preparation and induction and professional support as an integrated and well coordinated whole. Other states have chosen to address only one of these provisions. This presentation will describe the full range of proposals intended to address a looming teacher shortage in the US, the persistent underrepresentation of minorities in the teaching force, the need to attract more able candidates to teaching, the efforts

to create a “seamless transition” from candidate to novice teacher, from beginner to seasoned professional, the demand for more embedded and sustained and subject focused professional learning, and the need for retention of both novice and experienced teachers. Much of the analysis will focus on one mid-Atlantic state that has set ambitious goals for ESSA implementation in this area, but the presentation will also offer descriptions of efforts by other states to address these and other challenges regarding educator recruitment, preparation, placement and support. At a time when the US is recasting its efforts regarding career and technical education, seeking to meet the needs of a more diverse and challenging student population, attempting to provide greater personalization of learning for all students, and reexamining every aspect of a standards-based school curriculum, there is recognition that educator preparation and renewal must be addressed. ESSA provides the impetus to do so. Given the Trump administration’s efforts to promote greater diversity in school offerings and more venues for learning, the challenges of recasting educator preparation at this time are enormous. This session will highlight those efforts and identify current and proposed policies and practices that address them.

ID 116 - Training of Teachers on Sexuality Education for Students with Disabilities: a Theoretical-Practical Proposal

**Ana Cláudia Bortolozzi Maia
Teresa Vilaça**

Teachers should be aware of the special educational needs of students with disabilities not only in the teaching and learning aspects, but also in the mediation of the students' personal and behavioral relations: attitudes of discrimination, prejudices, situation of exclusion, occurrence of self-injurious behavior, exhibitionism and harassment, among others. Thus, we defend the importance of teacher training on sexuality and sexual education of students with disabilities in the school context; a subject, in general, little approached and permeated with conceptions in common sense. The aim is to describe a continuous training with teachers in service on this subject. Theoretical aspects about education in sexuality, development of sexuality in childhood and adolescence and sexuality of people with disabilities were part of a 30 hour training. These issues were related to the practices through the application, before and after, the formation with projective situations so that the teachers would hypothetically report their attitudes. The results show that with the extended theoretical domain and the mediation of the trainers, the teachers felt more able to act. In addition, as a product of the training, teachers have developed and applied in their classrooms, sexuality education programs, considering the needs of their students with disabilities, presenting relevant and accessible proposals to all. It is concluded that the training proposed, based on motivating strategies, was satisfactory for the participants. It is important that public policies also consider emerging issues such as the relationship between sexuality and disabilities, which are not fully explored in the initial and ongoing formation of teachers, but which are part of the pedagogical practice of all of the educators working in inclusive education.

ID 117 - Construction and grounds of early childhood teachers’ personal practical theories - creating conditions for developing better teachers

**Helena Luís
Maria do Céu Roldão
Gracinda Hamido**

Teachers’ ability to construct their own professional knowledge is a fundamental condition for their autonomy and professionalism. Analyzing the construction process of professional knowledge in a group of early childhood teachers - trainees who participated in a community of practice – was the focus of the study we intend to present. These groups, “supervising teams”, were established as a pedagogical option in the Training Institution, and included (1) researchers/teacher educators, (2) early childhood teachers who cooperate in practice supervision, and (3) early childhood teacher trainees. The focus was the development of reflective educational practices and the construction of professional knowledge in this area. The role of practice in real work contexts, with cooperating teachers’ supervisors, has been underlined in research focusing on

the development of practical theories of teachers. Through a small scale qualitative study, with a longitudinal perspective, we carried a research that focuses on the personal practical theories of early childhood teachers. We assessed changes in their practical theories and identified the intervening and influential factors in their construction and modification. We did so in two different stages of professional development, in the final year of the initial training period and ten years after. The study allowed us to identify in what ways did the training program influence the beliefs and the practical knowledge of early childhood teachers, particularly in the way they organize the learning process of children, which is a central feature of their practice and therefore a relevant evidence of their practical theories. We conclude with some pedagogical implications for teacher education emphasizing the relevance of personal practical theories knowledge and the effective cooperation work and supervision in real educational contexts.

ID 118 - Teachers' values, goals, and lives: context matters

Wanda Drózka
Joanna Madalińska-Michalak

The paper makes a contribution to understanding the complexities of the work and lives of teachers. It offers a deep investigation of Polish teachers' work and lives in the contemporary educational context, which is full of changes and uncertainties. The paper presents the chosen results of a broader research on professional values, goals, and lives of teachers. The aim of research was to broaden the knowledge about teaching as profession in Poland and conditions that influence on teachers and their work. Research was based on the survey that was conducted in 2014 and 2015 among the group of 450 Polish teachers with different teaching experiences, and personal, autobiographical statement on "The meaning and dignity of my life and work". In total, 405 surveys and 112 statements were collected. The study shows the influence of politics on teachers and their perceptions of their work and the values and goals that are important for them in the contemporary times. At the same time the research results display the need of the development of such teachers' competencies as relational competencies and the competences to work under the pressure of changes. The study directs our attention to the issues of teacher professionalism in the changing times, and teacher education, its quality and complexity. The paper can be considered as an important voice in a debate on teacher education policy not only in Poland, but in the Europe and beyond it as well. It offers such a research area and the research goals and methods that can advance research on teacher education, which is one of TEPE Network central goal.

ID 121 - The respect for gender differences. From the international policy to the teacher' professionalization

Loredana Perla
Laura Agrati

The proposal addresses the respect for gender differences (v. *gender equality* - UNESCO, 2015, Istanbul, 2011) in the perspective of the professional teacher training. It aims to open a scientific discussion on some questions: what training model is most effective, which *syllabus* can be built (Liu, 2006; Aikman & Unterhalter, 2007), what specific skills should the teacher have in order to tackle such key-topic, which is ethically complex as well as ideologically exploitable? The proposal starts by analyzing the respect for gender differences as 'priorities' in the most recent national and international policies - UNESCO, 2015, Education 2030 Framework for Action; OECD, 2015; European Union, 2005). A comparative analysis of some policy documents, which address the specific issue of school intervention and teacher training, will be carried out: the international 'Connect with respect. Preventing gender-based violence in school' (UNESCO, 2016), the European 'Gender Equality Training' (EIGE, 2016) and the Italian 'Guidelines in respect for differences' (MIUR, 2017). The second part – after recalling some international research experiences (Sailburry & Riddeil, 2000; Wrigley, 2003; Lazarus Stewart, 2015) – the proposal describes the research-professional training 'We choose non-violence', carried out by the Department For.Psi.Com. of the University of Bari and involved 150 primary and secondary

schools teachers. Attention will be focused on the model of training, inspired by the Pedagogical Content Knowledge (Shulman, 1986; Cochran, 1997), the *syllabus*, that is the articulation of 'knowledge domains' (Ball et al., 2008 - *basic*, *special* and *pedagogical*), and the validation procedures of the whole process. The purpose is to open the scientific debate and carry out evidence-based researches that address the teacher professionalization initiatives.

ID 123 - The research in History Education in the Supervised Pedagogical Practice at University of Minho (Portugal)

Glória Solé

This paper aims to present the most recent research in History Education with children developed at the Institute of Education, University of Minho, focusing on the master's reports we have been targeting since 2012 in the Supervised Pedagogic Practice. It begins with a brief contextualization of the model of teacher training developed in our institution (University of Minho, Portugal), of the relevance attributed to the articulation between pedagogical practice and research. Some contributions of the research in History Education and Models of Progression of second order historical ideas and their application in supervised pedagogical practice are next discussed. In the third part, we present some empirical studies with children that focus on second order concepts (evidence, change, narrative and significance) related to the development of historical thinking and historical skills relate to History Education and Heritage Education, integrated studies in the line of historical cognition that has been developed in the University of Minho. This research implemented by the training teacher, based on theoretical and epistemological presuppositions of History Education, have been revealing relevant studies within the scope of research in the area of History Education in Portugal.

ID 124 - Teachers' driving innovation and students' learning strategies in occupational medicine

**J. M. Castellote
G. Hervás
R. Martín**

In occupational medicine teachers' knowledge of learning strategies of students (occupational therapy, doctors in residence training) is essential to improve their competencies and standards. A convenience sample of 45 undergraduate students enrolled in occupational health topics participated filling the Study Process Questionnaire (R-SPQ-2F). We explored the kind of strategies reflected by students and the relationships with scores obtained at the end of the teaching period. Students expressed a significantly higher use of deep strategies (15±5) than surface strategies (13±4). Overall there were more students that showed meaning strategies than learning based in memory approaches. With respect to performance, there was a direct relationship between deep strategies score and results in the academic assessment. Our findings support that in occupational medicine teachers should know the learning strategies profile of students. To drive an improvement in teaching standards it is recommended to implement assessment systems to adapt teaching methods to resulting students' profiles and promote deep strategies among them.

ID 125 - Educational research related to workload and learning approaches in occupational medicine

**J. M. Castellote
R. Martín
G. Hervás**

In occupational medicine teachers' knowledge of students (OT, doctors in training) perception and learning approaches is a novel research field in active learning/flipped teaching. Students (n=40) enrolled in an occupational health module of active learning filled the Course Experience Questionnaire (CEQ) and the Study Process Questionnaire (R-SPQ-2F). We analyzed workload perception and learning approaches and their relationship. For the items included in the Workload and content Factor of CEQ students showed consistent appropriateness scores, and had a significantly higher deep than surface approach (R-SPQ-2F). There was a relationship between both. Our findings support that with active learning there is an appropriateness in workload perception and students' deep approach. To improve teaching competencies it is recommended to implement educational research assessments systems to check adequacy of active learning systems.

ID 126 - Pedagogical Game and Plastic Expression in the Motivation of School Learning - The Integrated Curricular Project Contributions

**Joana Patrícia da Costa Martins Abreu
Carlos Manuel Ribeiro da Silva**

Contemporary school faces the need to find new pedagogical strategies and teaching methods that contribute to the harmonious development of child and his school success. This requires teachers to reflect on its educational and pedagogical practices, focusing on differentiating pedagogical models that respect the individuality of the student, thus contributing to the enrichment of the learning environment and motivation for the learning process. Some of these differential teaching strategies, supported by researchers in this area, permeates the development of ludic educational and recreational activities, built in the form of educational games and plastic expression activities, which, when combined with the programmatic contents, motivate and mobilize students to the development of meaningful learning due to its practical and playful aspects. This study aims to analyse the potential of recreational and educational games and artistic expression on the motivation of school learning in a 2nd year class of the 1st cycle of basic education. Based on a action-research methodology of a qualitative nature, the results of this study suggest that recreational and educational games, as well as artistic expression, constitute potentiating factors of motivation and cooperative work, triggering a greater predisposition of the class group for the realization of new learnings. We conclude with a reflection that establishes a significant link between education and science and how this relationship should influence the presuppositions of teacher education, namely those that underlie the construct of integrated curricular project in the development of the experience of school learning and initial teacher training.

ID 127 - Playing with the Narrative: Expressive and Playful Writing in the Development of Writing Skills and in Stimulus of Imagination and Creativity. Contribution of Integrated Curricular Project

**Bruna Flávia da Silva Cunha
Carlos Manuel Ribeiro da Silva**

This work arises from an observation in which we realized the lack of textual production activities in terms of narrative in a class of the 3rd year of the primary school. The difficulty of children

regarding their writing skills was more evident when they were asked to write a composition. These compositions were presented with a great amount of grammatical and spelling mistakes, giving these texts a poor and inconsistent narrative without any structural appearance and distancing itself from the three moments of action: introduction, development and conclusion. These compositions even demonstrated a lack in the students' creative and imaginative ability. During this project, we tried to create different activities and learning strategies that promoted a diversified and playful connection between the children and their writing. Thereby, the development of their compositional ability along with creative and imaginative stimulation when regarding a creative type of writing was carried on with the integration of different mediators. Globally, we believe that this research project contributed to a better and positive attitude of those children regarding writing activities, which can be reflected through their growth both in terms of their compositional ability and in terms development of their creative and imaginative minds. We conclude with a reflection that establishes a significant relation between an educative/formative vision that is intended for the education of the children and the presuppositions of the initial teachers training, namely those that underlie the construct of curricular project integrated in the accomplishment of the experience of school learning and of teacher training.

ID 128 - The Practicum Component in the 3rd Year Of “Basic Education” Higher Education Degree - The Case of the University of Minho

Carlos Manuel Ribeiro da Silva

The curricular units “Interdisciplinary Projects of Research and Pedagogic Action I and II”, located in the 3rd year of the curriculum of the “Basic Education” of Higher Education Degree, were included in the component of Initiation to Professional Practice (IPP, practicum) and played a fundamental role in the integration and the training profile of the course. In the process of reformulation of the course, which took place in 2014, they cease to function and it is intended here to make a review of its operation and its results. The research project and field intervention focused on a context of Basic Education or on the articulation/transition between contexts. Through methodologies that ensure direct contact with students and teachers, and through an intervention on the ground, it was sought to reach a broad understanding of the educational issues that involve students and their professionals. In the context of these Projects, reflections were developed on the ethical dimension inherent to a professional action involving people and the consequent learning of deontological oriented attitudes and practices. It was hoped that pedagogical action on the ground would result in learning skills for concrete professional action involving students (and their families) and education professionals. In the first semester, it was intended to develop investigative and reflexive skills that allowed students to study basic education problems and situations through various strategies of observation and intervention in practice. In the second semester, it was sought to investigate the problems of Basic Education, through strategies of investigation and intervention in the field. It was intended to follow up the development of investigative and reflexive competences that allowed the students to prospect problems and situations of Basic Education, through several strategies of observation and intervention in the practice, taking into account the development of a project of intervention / interaction in contexts education.

ID 129 - Informal Education Sources of Teacher Candidates

**Gülten Yıldırım
E. Özlem Yiğit**

In general, informal education sources and experiences are important dimensions of learning for teacher candidates because of some reasons such as the ease of access to sources of information and the growing prevalence of civil society movements in the field of education. Undergraduate programs may be influenced by informal education sources and may play a role in shaping these resources. Awareness to be developed in this respect can present a more holistic view for teacher candidates' professional development. For this reason, the contribution of such sources, which have the potential to support teacher candidates in many ways, should be

examined carefully, especially by teacher educators. The purpose of this study is to examine the role and extent of informal learning sources in the professional development of teacher candidates studying social studies teacher education programs. The participants of the study conducted in accordance with the qualitative research method constitute 50 teacher candidates who are studying at two different universities. Data were collected through questionnaire and semi-structured interview techniques. Semi-structured interviews were conducted with 12 of the 50 teacher candidates surveyed. The data obtained were analyzed according to the content analysis procedure. In this context, the types of informal learning sources and experiences, the methods of accessing these sources, the experience gained in this process and the contribution of these experiences to teacher education have been tried to be described in detail. According to the first findings obtained in the research, teacher candidates view the studies especially done by non-governmental organizations in informal learning sources as an important learning tool. Teacher candidates think that teacher training programs need to be adapted to this evolving environment, that undergraduate programs are sometimes behind this development in teacher training, and that connections between undergraduate programs and informal learning sources must be established. These results indicate that teacher education undergraduate programs need to increase their interaction with the environment in order to provide professional development for teacher candidates.

ID 131 - Didactic-pedagogical training in the graduate programs: the case of the Public Health area in Brazil

**Renata Meira Veras
Wilton Nascimento Figueredo
Gilberto Tadeu Reis da Silva
Naiara Jussara dos Santos Vieira**

The research on the training of health professions in Brazil has increased significantly in the last decade. This expansion is a result of the didactic-pedagogical dimension has been seen as a priority in university education. Therefore, increasingly teacher knowledge about the pedagogy of teaching is required. This paper is the result of part of doctoral research: how does the didactic-pedagogical training occur in the graduate programs in the health area in Brazil? The objective is to identify the distribution of curricular components directed to didactic-pedagogical training in the graduate programs in Public Health in Brazilian universities. Descriptive, exploratory, documentary study carried out. The data were generated by the online access to the plataforma Sucupira of the Coordination for the Improvement of Higher Education Personnel (CAPES), the Brazilian graduate program regulatory agency. We analyzed the titles and course descriptions of the 87 curricular components related to teacher training in the 56 academic modality programs, linked to the Public Health assessment area. Of the 87 curricular components, 45 (51.7%) present themselves with the title of "teaching internship in the classroom", 8 (9.2%) aim to train the graduate student to plan, techniques and evaluation of teaching, the other 34 (39.1%) integrate disciplines focused on the theory and epistemology of education. We found that most of the components of the "teaching internship" have as their objective the insertion of the graduate students in the classroom without offering any previous training on the teaching-learning elements. We ask ourselves: how to become the best teacher without the knowledge of teaching pedagogy? We conclude that the priority space for this training, the graduate programs, does not concern itself with the development of didactic-pedagogical competence.

ID 132 - Training Teachers Experience in Scenarios Of Mobile Learning

**Marco Bento
José Alexandre Carvalho
Íris Susana Pires Pereira**

Teaching strategies should promote learning that integrates several senses: imagination, intuition, collaboration and emotional impacts (Kress, G. & Van Leuwwen, T., 2001). We also know that our students live in an age where learning can be done anytime, anywhere. The

massive use of mobile devices by the population meant that access to information did not depend on specific moments in which the teacher was expected to arrive. We see in the great ease of space-time access an advantage, we also perceive that the role of the teacher has changed radically and we believe that this not only is not extinguished but also acquires new characteristics in the present learning teaching process. We present in this article a small part of a larger research project, which aims to transform the pedagogical practices of teaching and learning of reading through the use of mobile devices, in the specific case of teachers of the Primary Education. We present and analyze the process of design, construction, implementation, evaluation and reflection of a teacher training module. Thus, after the state of the art on teacher training and the use of mobile devices in an educational context, we advanced to the design and construction of a training module of 50 hours to familiarize and prepare teachers with pedagogical skills to use the mobile learning and gamification, always articulated with reading activities in an educational context (Attewell & Savill-Smith, 2014; Kukulska-Hulme, 2012; Shum & Crick, 2012.) This research, which we are developing, presents a Development Research methodology (van den Akker & Plomp, 1993), because it is a mixed research model, combining quantitative and qualitative methods. With this methodological option, the dynamics between theory and practice takes place permanently, in a cyclical, spiral process, with intervention and feedback that allows to evaluate, reflect and re-intervene in order to improve the pedagogical practices related to the teaching of reading form to consolidate it, in an action-research logic. The ambition of this study is to facilitate the acquisition of pedagogical knowledge for teachers, so that they alter and innovate based on the use of mobile devices.

ID 133 - Barriers of implementing Lesson Study in practicum courses to improve the quality of reflection of student teachers

**Esmaeil Azimi
Javad Hatami
Hashem Fardanesh
Omid Noroozi**

Recently, teacher education programs have turned to prepare student teachers to think reflectively in their teaching profession. Lesson study is considered as a method to courage high quality reflection because it uses the capacity of collaboration and co-reflection of student teachers. This approach are used in teacher education programs in different Asian (e.g. Japan, Hong Kong, and Iran) and European countries (e.g. Sweden, and Norway). Nevertheless, researches indicated that this method was unsuccessful to improve the quality of reflection. This study was designed to qualitatively examine eight student teachers' experiences in implementing a lesson study approach in a practicum course. Data were collected through semi-structured interviews. Barriers to the implementation of lesson study approach in a practicum included team-working, dialoging, peer interacting and structural constraints. Suggestions for student teachers' professional development in practicum courses related to Lesson Study approach are provided in view of the study's findings.

ID 134 - The quality of student teachers' reflection on their practice through the use of guided reflective narrative method

**Esmaeil Azimi
Elina Kuusisto
Kirsi Tirri
Javad Hatami**

The present study investigates the qualitative level of Iranian student teachers' reflections in the context of teacher education practicum applying guided reflective narrative method. The guided reflective narrative method includes questions and prompts in a structured form that student teachers can use them to writing their narratives about their practice of teaching. The participants were student teachers (N = 41) enrolled in teacher education colleges at Farhangian University in Tehran, Iran. They have to pass four practicum courses to complete their degrees. These

practicum courses use guided reflective narrative method to encourage student teachers to reflect on their practice. A total of 422 reflective writing excerpts were coded using deductive content analysis at the end of the first and last practicum. To analyse the data, this study applied a rubric for evaluating student teachers' reflections developed by Ward and McCotter. The analysis also involved Wilcoxon test to compare the groups. The results show that routine levels of reflection significantly decreased through the use of guided reflective narrative method, while technical levels of reflection significantly increased. The higher levels of reflection, namely dialogic and transformative levels, were rarely found in student teachers' reflective writings across the practicums. This study discusses the need both to use and revise the guided reflective narrative method to guide student teachers in centralized contexts such as Iran and to investigate further aspects that enhance or hinder progress in the quality of reflection in teacher education.

ID 136 - The citizenship education and gender questions in the process of professional development of teachers

**Maria João Cardona
Isabel Piscalho
Marta Uva**

Addressing citizenship education and gender questions as a priority and essential condition for arriving at an effective citizenship made of choices without sexual prejudices, still a lacunar dimension in educational practices. Currently, the portuguese government, through the education departement, develop a new strategy for citezenship education and gender appears like a priorital issue to work in the curricular practices. Althought, in the last several years, through the creation and dissemination of the Educational Guides: "Gender and Citizenship" we developed – with the support of the Committee for Citizenship and Gender Equality - a whole process of continuous teacher training, whose evaluation of the results should be considered in the implementation of this new strategy. In this communication we intend to present the evaluation of some results of the training actions that were developed, linig up the motivations of the teachers for this work, how they integrate and manage the gender questions in their projects and curricular and disciplinar practices; their difficulties, training needs and perspectives of continuity to work in this field.

ID 137 - An Investigation on the Opinions of Special Teachers Regarding Inclusion

**Neriman Aral
Figen Gürsoy
Burçin Aysu**

This study aimed to investigate the opinions of special teachers on inclusion. Teachers who were employed at special schools in Ankara and who agreed to participate voluntarily were included in the study. The study adopted the interview technique, a qualitative research method. The semi-structured "Interview Form for Investigating the Opinions of Special Teachers on Inclusion" developed by the researchers with peer debriefing was used to gather information on the special teachers. The study results revealed that the special teachers mainly provided individual instruction to children by utilizing materials, that they organized parent-teacher meetings for families and participated in school meetings on inclusive practice with classroom teachers, that they were unable to intervene in some situations and experienced difficulty due to the negative perception of school staff, administrators and parents toward inclusion. In addition to decreasing the number of included students in classes, providing in-service training to classroom teachers, increasing the number of class hours, organizing parent-teacher meetings and instructional scaffolding, the special teachers also said they would maintain the existing inclusive activities without alteration and discontinue inclusive practice if they were authorized. Furthermore, the special teachers emphasized that special needs children were subjected to exclusion from diagnosis to inclusive education and that special needs children compared themselves with normally developing children, experienced anxiety and were traumatized throughout the process, while parents greatly struggled with acceptance.

ID 139 - Inservice Teacher Education in Angola: Findings from a mixed-method study

Amália Helena de Vasconcelos Maiato

This paper reports on findings from a broader piece of research on Continuing Teacher Education in Angola within the context of a PhD thesis. The goals of the research project are: i) to characterise teachers' working conditions; ii) to identify teachers' difficulties and challenges in their workplace in the light of recent reforms; iii) to get to know teachers' academic and professional qualifications; iv) to identify their training needs and professional development opportunities. For this purpose an investigation which combined qualitative and quantitative methods (surveys and interviews) with a group of primary school teachers was designed. In total, 25 teachers participated in this study through interviews (first phase of the study), 866 teachers responded to the survey (second phase of the study). The process of data collection also included interviews to five policymakers (third phase of the study), with the purpose of getting to know their perspective about teachers training policy' and the main political guidelines for the training of primary school teachers. Findings indicate the valorisation of in-service training from the part of primary school teachers in order to fill in the gap of their performance and qualification. Furthermore, most teachers have a positive opinion about the educational reform, although differences were also identified which relate mainly to the recognition of the contribution of educational reform to improve student learning. On the other hand, teachers admit they face many difficulties when implementing the educational reform, especially in relation to the assessment and lack of resources.

ID 140 - Teacher Education in Angola: Challenges and Opportunities

Ermelinda Monteiro Silva Cardoso

Teacher education is considered to be a crucial factor for the education development of any society. Nowadays, the formation and development of knowledge and skills for teaching are the aspects that most concern the political and educational systems, if we take into account the new roles that are required for schools as well as teachers. The goal of this study is to understand the process of training and developing skills and attitudes of preservice teachers, especially in the context of Superior Institutions of Education confined to the Academic region II, located in the central coast of Angola. A questionnaire to a sample of 275 student teachers of the 4th year of the course of Pedagogy was administered. A questionnaire to 47 teacher educators was done in order to analyze the kinds of professional knowledge and skills considered to be important during the training process in the context of the Superior Institutes of Science Education. Also, 13 interviews were conducted to teacher educators. The process of data collection also included interviews with 5 policy makers, with the aim of knowing the relationship between the model adopted for training teachers and the policies of initial training. From the data, a number of conclusions may be drawn: short term pedagogical practice; lack of coherence between training and practice expected of student teachers; subjectivity in the assessment of learning; too many students per teacher/advisor of Pedagogical Practice, lack of articulation between teachers of Pedagogical Practice I and II. Also there is a missing link between training policy and the adopted model, as the Superior Institutes of Education (ISCED) in charge of training teachers for Primary Education are not aligned with the policies of the Ministry of Education.

ID 141 - Teacher Recruitment and Education: Challenges for Enhancing the Quality of Children's Learning in Mozambique

Moisés Manuel Cau

Teacher Education in Mozambique is one of the biggest challenges to enhance the quality of education for all children. This paper presents data from a study aimed at examining teachers' motivations and expectations in regard to their education and professional development. Data were collected through questionnaires and focus groups in Matola municipality. Findings point to

the need to update teacher education programmes and to enhance the quality of teacher educators.

ID 142 - Implications of Teacher Performance Evaluation in Teacher Learning and their Professional Development: Teachers of English Perspectives

Maria Manuela B. Rosa Gamero

This research project, which was carried out in the framework of a doctoral thesis, intends to give voice to the teachers in order to find out whether, in their opinion, the teacher performance evaluation system in Portugal foments or restricts the teacher learning. Fundamentally, we intend to conclude if there is a real contribution of the performance assessment to the professional development of the teacher, if the improvement of learning and professional development of the teacher tends to contribute to the increase of their "quality" of teaching. Therefore, our research line combines a quantitative and qualitative approach based on the questionnaire and critical incident analysis techniques and the participants are teachers of Basic and Secondary English, members of the Portuguese Association of Teachers of English. From the analysis of the results we conclude that this research constitutes, mainly, a reflexive pause in the evolution of the subject study, from which we can undoubtedly derive several contributions to the understanding of the complicated and deep problematic we have analysed, especially concerning: the relevance of the evaluation supported in the self-evaluation; the relevance of teacher-centred training; the learning in cooperation with other professionals, and the learning through exchanges with national or international educational institutions, among other aspects. These contributions may undeniably provide clues to future investigations.

ID 143 - Fit for purpose, fit for the future? The review of the Professional Standards for Teaching in Scotland

**Margery McMahan
Charlaine Simpson**

In Scotland, a review of the professional standards for teaching is currently underway, as part of a five-year cycle of review. This is taking place in the midst of period of significant change in governance arrangements for Scottish education, with a commitment from Scottish government to move towards a 'school and teacher-led system' (Scottish Government, 2017). It is against this backdrop that the General Teaching for Scotland is leading the review of professional standards, working closely with all major stakeholders in Scottish education to discern and determine the nature and extent of the change required to the existing standards.

This paper reports on this process thus far, exploring some of the questions and challenges, as well as opportunities, afforded by the new governance arrangements. Central to this is the maintenance of a set of professional standards that preserves and develops teacher quality, are owned by the profession and gives assurance to wider society about teacher professionalism across the education system. As part of the review process a series of national conversations have been held to engage directly with teachers. Separately, an independent research study explored the purposes and uses of professional standards as well. The responses to both of these elements will be examined as part of this paper which concludes by considering the extent to which the review is progressing towards the realisation of a refreshed set of standards that are both fit for purpose and fit for the future.

ID 146 - Designing Job Training Program: Master Course in Teacher Education

**Kalimullin Aydar
Valeeva Roza
Baklashova Tatiana**

Actualization of transformation process of the national teacher education system is the result of socio-economic changes both nationally and globally. The transformation in Russia is associated with the implementation of the state "Integrated program for professional development of teachers of educational institutions" that combines general goals, objectives and events in professional development of teachers of educational institutions which are aimed at testing and implementation of teacher's professional standard, modernization of teacher education, the shift to performance-related pay and promotion of the scholastic profession which are set out in the approved federal program and special documents. Teacher education transforming affects as theoretical background as practical training. On designing job training programs in the context of master course in teacher education at the initial stage of goal-setting process we focused on: the development of psycho-pedagogical competence of a graduate, the real-life experience in educational institution, formation of competencies which are needed for the research and design of the educational process, formation of the competencies in pedagogical management, development of student's personal and professional qualities during communication and joint activities with the students and teaching staff of the educational organization. Implementation of the challenges faced by graduates during job training is aimed at transforming the pedagogical consciousness of students into scholar and pedagogical one; mastering general and professional competencies needed for the design, management and research of the educational process; developing networking experience with the participants of the educational process and social partners of the educational institution; improving the analytical and professional reflexive activities.

ID 147 - To educate the best teachers we need to have the best teacher educators- A Conceptual model of teacher educators' professional development

**Kari Smith
Paul Conway
Maria Assunção Flores**

We need the best teacher educators to educate the best teachers. However, teacher educators' competence is not widely discussed by the research community, nor by policy makers. When reforming teacher education it is mostly about structure and content of the education, not about the professionals who teach the teachers. The International Forum for Teacher Educator Development (InFo-TED) is a group of teacher educators and researchers from Belgium, Ireland, Israel, Netherlands, Norway, UK and associated representatives from USA and Australia. Our aim is to promote and contribute with new and extended knowledge about teacher educators, their professional knowledge, practices and professional development needs (Lunenberget al, 2017 ; Kelchtermans et al, 2017; Vanassche et al, 2015). InFo-TED has developed a conceptual model for teacher educator development and in this workshop the aim is to present the model and discuss teacher educators' professional development with leading teacher educators and policy makers in Europe.

- Presentation of the conceptual model, the resource material provided and the summer school programme.
- Group discussions of the various building blocks in the model (accessible on the internet-<http://info-ted.eu/>).
- Brief sharing of outcome of group discussions in plenum
- Panel discussion- How does Europe proceed to strengthen teacher educators' professional competence? (panel members will be announced)
- Summary

ID 148 - The Role of Critical Thinking Dispositions and Power Distance on Teachers' Autonomy

**İbrahim Çolak
Yılmaz İlker Yorulmaz
Yahya Altinkurt**

In the effectiveness of school systems, the quality of human resources is of crucial importance. Though teachers' competences have a key role in education, education systems are also required to enable teachers to employ their qualifications by allowing autonomous behaviors. Within the correct and appropriate usage of this autonomy, their personal characteristics such as their critical thinking dispositions and their perspectives regarding the power relations in schools might come into prominence. In this regard, the purpose of this study is to determine the role of critical thinking dispositions and power distance perceptions on teacher's autonomous behaviors. The study is designed in the survey model. The sample of the study, identified by disproportionate cluster sampling, consists of 395 elementary, lower secondary and upper secondary school teachers working in the schools at the county of Mugla in Turkey. The data of the study is obtained through the administration of the Florida Critical Thinking Dispositions Scale, the Power Distance Scale, and the Teacher Autonomy Scale". In the analysis of the data, descriptive statistics, t-test, ANOVA, and multivariate regression analysis is used. The expected results of the study are that teachers' critical thinking dispositions and power distance perceptions are predictors of their autonomous behaviors. In this sense, it is foreseen that an increase in teachers' critical thinking dispositions and a decrease in their power distance perceptions may lead to an increase in their autonomous behaviors.

ID 149 - What Do Schools Teach Students within 21st Century Skills?

**Hilal Bilgin
Bilal Duman**

Since the beginning of the 21st century, the development of science and technology has affected societies in terms of many fields at an ongoing basis. When considered specific to education, this effect is indicated as a necessity to take steps oriented at the goal of training an intellectual human model required by the current age. When the fact that it is not possible to adapt developing and advancing social structure through the existing human model is taken into consideration, it becomes a requirement for students to attain some high level knowledge and skills by means of education. Partnership for 21st Century Skills (P21) has classified these aforementioned skills in three main themes; namely learning and innovation skills, media and technology skills, life and career skills. Hereby, the purpose of this study is to determine to what extent students attain these 21st century skills through current curriculums with the applications of teachers, and what they learn at schools in real terms. This present study is designed in mixed model and sample of the study consists of teachers and students at secondary and upper secondary schools. The data is collected through a questionnaire and a semi-structured interview form. Quantitative data are analyzed through descriptive statistics whereas content analysis is employed for the analysis of qualitative data. Results of the study are expected to contribute to the related literature with regards to providing information concerning the effectiveness of teachers, current curriculums and educational activities from the perspectives of teachers and students.

ID 153 - Mathematics Teaching Practices as Curricular Component: Working Together for the Integration among Context, Process and its Evaluation

Vivilí Maria Silva Gomes

This poster is about the application of university classroom actions to elementary and secondary school classroom, which aims at bring closer formative elements, structurally distant and historically constituted this way: theory and practice. The collaborative group meetings took place

during the classes of Mathematics Teaching Practices at UFABC, in the years between 2013 and 2017, following the respective official program of the Mathematics Teaching Course. The meeting discussions were planned by the teacher, but oriented according to the ethnomathematical approach, in which the future teachers had an active participation, bringing their previous knowledge to the collective work in order to solving some pedagogical problematics. The students' participation involved, in a prospective way, virtual and physical presence conversations with individual and group suggestions of activities for elementary or secondary school classes. In a retrospective way, the students, as future teachers, produced portfolios with self-assessment and evaluation of the process. It allows a collaborative environment amongst students, authors and actors of the process, coordinated and monitored by the teacher. In a qualitative investigation approach through participative observation, the results are analysed and discussed from the point of view of integration between research and formation and understood as a model experience for the collective work to be developed in basic education. The teaching research methodology brought, as data, the students' information, production and narratives. The collaborative analysis of data and the assessment of results offer a reorientation of the collective work in the university classrooms in future actions.

ID 154 - Teachers' Collaborative Learning: a case study in a public secondary school

**Eva Ribeiro
Diana Mesquita
Maria Assunção Flores**

This poster is part of an ongoing international project (Chile and Portugal), focusing on teachers' collaborative learning in the workplace. This poster presents findings from a case study, in a public secondary school in Portugal. Preliminary results will be presented, considering how the teachers describe the formal and informal opportunities for collaborative professional learning in school. Data were collected through a survey (n=83) and interviews (n=9). Findings point to a number of critical issues, in terms of school culture, leadership, communication and dialogue among teachers, the process of decision-making and peer work at the school (e.g. planning learning activities). These dimensions were identified not only at the institutional level, but also at other levels (e.g. department or subject matter group).

ID 155 - Professional Learning and Teacher Collaboration in Portugal and Chile

**Diana Mesquita
Diana Pereira
Maria Assunção Flores**

Collaborative work is one of the most complex forms of professional development, but also one of the most rewarding experiences. Based on research by De Vries et al. (2013, 2014) and taking into account the concept of "professional capital" (Hargreaves & Fullan, 2012), this study focuses on teachers' beliefs and experiences. These were analysed, mainly regarding teaching and learning, professional motivation and the participation in collaborative activities developed in informal contexts. This poster is part of an ongoing project aiming at understanding how professional learning and teacher collaboration are developed in different schools in Portugal and Chile. In this poster an overview of the project will be provided, considering three main dimensions: 1) methodological approach; 2) case studies in Portugal; 3) results and dissemination. The findings point to the relevance of teacher collaboration for professional development and learning but also to the ambiguity and ambivalence of teachers' discourses and practices.

ID 156 - Children's perspectives on their learning: a different way of questioning teaching and teacher training

Fernando Ilídio Ferreira

This paper presents partial research results of the NESTT Project (New European Scenarios for Teachers and Teachers), funded by the Erasmus+ Program - Strategic Partnerships for Innovation. Data were collected in 2017 using a questionnaire survey in two Portuguese schools, involving approximately 200 students aged between 10 and 15 years. It was structured around three main questions – What do you like to learn? How do you learn more and better? and Where do you learn more and better? – aiming at analysing children's perspectives both on school and out-of-school learning. Knowing the children's perspectives was considered a potentially fruitful strategy either to give voice to these social actors, who are often not sufficiently listened on these and other issues that concern them, or to provide information on how schools and teachers teach. The questionnaire results reveal a strong identification with the school culture (*habitus*). On the one hand, children tend to confine the notion of learning to the school context and subsume their role as students; in the other hand, they show a less internalized recognition of non-formal educational situations and contexts as sources of learning. Also, they emphasise children's critical views of teaching, especially in relation to the predominance of lectures. Working in groups, in pairs and in projects at school; studying and learning in their own and their friends' home; and learning by traveling, visiting museums, listening to music, among others issues related to out-of-school learning, are considered by children as more significant and enjoyable ways of learning. Implications for teacher education are discussed, considering constraints and possibilities of pedagogical innovation in challenging times schools and teachers have to deal with.

ID 157 - The professional practice: on the way to the professional world

**Maria de Lurdes Carvalho
José Tejada-Fernández**

The aim of the article is to analyze the perceptions about the Practicum in the process of acquiring professional competences and in the construction of a professional identity within the initial teacher education program of pre-primary and primary teachers of Universidad Autònoma de Barcelona, UAB. We present the results of a case study from a descriptive and interpretative stance. Data were collected through interviews conducted with tutors (university and centres of the childhood education and primary education of the UAB), and triangulated with a questionnaire answered by students who attended the last year of the training course. The results focus more on organizational aspects than reflecting on Curriculum in Higher Education. We conclude that there is a fragile collaborative work and a weak coordination among tutors, as well as little observation and *in situ* guidance of the professional practice. We value individual and collective reflection, mediated by the university tutor.

ID 158 - The Professional Practice In Teacher Training: Lights and Reflections

**Lurdes Carvalho
Teresa Sarmiento
Carlos Silva
Cristina Parente
Fátima Vieira**

This poster presents the viewpoint of the authors, integrating sharing and reflection on transversality and multidimensionality of organizational model of professional practice in the initial training courses for pre-school educators and primary school teachers at the University of Minho. The poster deals with the elements, both explicit and implicit, of professional practice, oscillating

between a reflection on the professional knowledge and skills student teachers learn in the professional practice and the knowledge developed in the context of the university. The sharing of knowledge between contexts requires a reflection about who / what is on this side of the line and on the other side of the line (Sousa Santos, 2007), as well as on consistency, centrality and complementarity (Zabalza, 2013) necessary for teacher education. Reflection on professional practice is a formative strategy (Tejada, 2013) organized in a time and space built by and in action (and emotion) and mediated by processes of professional socialization among the actors involved. Moreover, our reflection also includes the interdisciplinary profile inherent in professional practice, which enables opportunities, challenges and good practices of articulation, flexibility, autonomy and curricular and pedagogical innovation, but which depend, largely, on the role of tutoring in higher education and in the professional contexts.

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