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El modelo de formación docente en la universidad Alberto Hurtado

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Resumen: Una de las tensiones más fuertes que experimentan los formadores de futuros docentes se relaciona con encontrar los dispositivos adecuados que garanticen una formación conceptual consistente y una iniciación sólida a la práctica pedagógica. En el trabajo se describe y fundamenta una experiencia de formación inicial inspirada en el sistema de enseñanza dual que busca conciliar ambos aspectos, reconociendo los desafíos que dicho modelo implica. La primera etapa de formación se centra en la adquisición y construcción de conocimientos básicos para adaptarse a la comprensión del mundo actual, sus desafíos educativos y las implicancias para el futuro docente. La segunda etapa de formación se realiza mediante la iniciación paulatina y progresiva al trabajo escolar en instituciones educativas variadas mediante una actividad permanente de reflexión sobre la misma experiencia laboral que se vive.

In-Service teacher training In Portugal; assessing the (Im) pact of the formative paradigm (of the training)

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The purpose of this presentation is to share some preliminary research results of the project Avaliação do Impacto da Formação Continua de Professores em Portugal (Assessing the
Impact of In-Service Teacher Training in Portugal. This is a one-year project (2007-2008) which aims to study the impact of in-service teacher training in Portugal since its early institutional implementation at the beginning of the 1990s. Specifically, the aim is to generate knowledge of the aspects of in-service teacher training, namely with regards to educational contexts, teaching practice and the training-learning processes. The assessment rests, essentially, on these aspects, although, from a more general point of view, we aim to contribute to the in depth knowledge of training paradigms and philosophies developed. In this approach, we expect to find at least two viewpoints: one following, essentially, a logic of "technical and regulatory rationality", and another following a "critical and reflexive rationality, with an emancipatory tendency". We therefore expect to understand the different expectations and levels of mobilisation of the participants; assess, on the one hand, the general formative impact, as well as the pact (the partnerships) established between trainees, trainers and training policies; assess and identify the different effects of in-service teacher training and support new decisions made on policies related to teacher training.

This project involves various stages, as well as various methodological components. In a first stage, we analyse studies which have already been carried out in this area and collect new data, using questionnaires; in a second stage, the aim is to deepen the information collected through case studies. In this paper, we will be presenting the partial results of this project, regarding the "state of the art" of the study of the in-service teacher training system in continental Portugal, both with regards to its formative impact and the personal pact of teachers (degree of authorship and involvement) in their in-service training.