

Becoming a Teacher in Portugal - Initial Teacher Training: a Review

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1. Education and Teacher Training in Portugal: From Reform Veiga Simão (1973) to the Law on the Education System (1986)

The last quarter-century of Portuguese educational history and, therefore, the initial teachers training, must be interpreted under the influence of two variables that we consider crucial:

- 1) On the one hand the conservative movement (of more than forty years), inherited from the dictatorship that, in a small period, influenced the decision-making after 25th April 1974;
- 2) And, secondly, the strong movement of innovation in education that the democratic revolution (April 1974) spurred.

We are going to analyse these political, economic, social and cultural contexts separately. It will be impossible to understand the evolution of education in Portugal and its system of teachers training, without contextualising a complex web that involves the knowledge about the behaviour of political and social structures.

Portugal lived for over than forty years, steeped in a long dark night of dictatorship against the democratic movements, the intellectuals, the trade union and the free expression of thought through the press, radio and television. The most basic freedoms have been restricted. The country ended up on the outside (except for the emigration, whose cheap labour-fed provided the markets of more developed countries of Europe, for more than a decade), the most well-known national thinkers have been persecuted or incarcerated. In the sixties the colonial war in Africa has been initiated.

Convulsions and successive crises that have systematically faced the First Republic (1910-1926), led to the coup d'état and a "military dictatorship", which quickly won the

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support of conservative sectors. In 1933 a new constitutional text sought to give the nation a fundamental nationalist status, corporative and authoritarian. Political stability was supported by the personality of the head of government, Oliveira Salazar, who until 1968, was the true driver of the Portuguese politics at the internal and external levels. After the Second World War opposition to the military dictatorship intensified: the middle classes, supported by the social regime policy, hoping to restore democratic freedoms; outside, the country faced a sentence of instances that did not recognise the multicultural and multi-racial theory sustained by the Portuguese government." (Saraiva, 1983: 135).

In this context the effects of the colonial war led, gradually, to the spread of popular discontent which led to the fall of the dictatorship in the mid-seventies. Indeed (Saraiva, 1983) the protest against the colonial war would become the central theme of the political attacks to the regime. The growth of military expenses, as required by the expansion of operations, led to a slowdown in the pace of investment in public sector and thus an obstacle to overall development. There was a strong hostility to war and militarism. A lot of people left the country and study in foreign schools.

A situation of fatigue with a war whose end was not reached crept within the professional army. The government itself began to have a little space of manoeuvre between a right and a left democratic movement that was extending its influence.

The educational system could not avoid reflecting this social-political framework. In Portugal (Clímaco, 1971) the majority of the population lives in a context of weakness of resources. In the rural and industrial areas families needed to use as early as possible the labour-force of adolescents and children. There was lack of schools in a large number of rural villages, which were at a great distance of the secondary education establishments. The cost of this level of education was too high. All these reasons are more than enough to explain why, in the early seventies, almost 70% of children did not continue their studies beyond basic school (1st Cycle) and only 2% enter higher education.

Relevant opinion can be found in Fernandes (1979: 141) when he says that "it is understood, therefore, that from the point of view of teacher training, regular higher schools and basic schools (1st Cycle) have been dismantled, falling as much as possible the level of training."

The dictatorship regime then left, with regard to education, a trail of delay compared to other democratic countries of Europe.

Indeed, during the dictatorship, the minimisation of education and teacher training has been resulted from respect of protection of an educational system marked by the conservative ideology of "God - Nation - Family", and the presumption that "a unenlightened people is a submissive people."

In this dark period of the Portuguese national history we observe (Carvalho, 1986; Ruivo, 1998, 2003), for instance, the decline (1926) of compulsory education from five to three years. The programmes and contents of primary education were reduced (1928). The government set up the criterion (1931) that to open an elementary school it would require a minimum of 45 students per teacher. The public school for children became extinct (1936), and that task was delivered to "Mother's Work for Education". The Higher Teacher Training Colleges were closed (1930). Between 1936 and 1942 the Teachers Public Schools were closed too. With the absence of the initial teachers training, the number of teachers was quickly reduced. Government was obliged to create the figure of the 'Regents', people who could teach in primary schools, provided they had elementary school education, ideology of power and political trust (the Regents remained in the system until 25th April 1974). In the 40's only 4.5% of the students were able to pass from the primary to the secondary school, and from secondary to the higher the transition rate was fixed at 30%.

After the World War II there was a need to oppose a rural and conservative ideology, by a new ideology closer to the needs of industrialisation. Thus some measures were taken as the ban on employment of minors under 18 without the examination of basic primary education (3rd grade); the demand of the 4th grade to join the public service; the prohibition of assigning driving licenses to those who did not have the 3rd grade; the prohibition to militaries to go back to civilian life without obtaining the 3rd grade; the creation of courses for adults in prisons and evening classes in primary schools. It is the country's preparation for a retard 'take-off', a precondition to start industrialisation, which required a labour-force minimally qualified, and the migration of labour-force from farm to city.

As a result of these pseudo increases came. In 1973, the reform of the minister of education, Veiga Simão, proposed to renew the whole educational system, through the extension of compulsory education to six years, the institutionalisation of pre-school education, the foresight to increase one year in secondary education, the diversification of higher education and the implementation of a formal system of teachers training. Coming from the University of Lourenço Marques (Mozambique), Veiga Simão became Minister of Education at a time that the system has made great efforts to increase their support, both internal and external. Presented as liberal, his main task was to undertake a major reform of education (Teodoro, 1976: 50).

The draft of that reform showed the essence of his proposals, many similarities with the Ley General de Educación, published in Spain in 1970.

From the innovations contained in this Act we must highlight the following (Fernandes, 1973; Carvalho, 1986): the institutionalisation of pre-school education, the extension of compulsory education from six to eight years, more versatility to secondary schools and

the increase of one year in its duration, the expansion and diversification of higher education, the establishment of post-graduate courses, a new framework for vocational training, the organisation of the in-service education and the clear establishment of the principle of democratisation of education.

The system would cover the pre-school education, school education and life long learning. One of the major initiatives of this Act referred to the proposal for the creation, in the higher education network, of Polytechnic Institutes and Teacher Training Colleges, having in mind the decentralisation of higher education and a more effective teacher training.

Concerning teacher training, the Law established (Fernandes, 1973) that it will take place in the Public School for Teachers, in Higher Education Schools and in Higher Institutes of Science Education. The first type should prepare teachers for primary education, the second type for the other levels of basic education, and the third type for teaching in secondary education.

Being implemented this law constituted a real break with the traditional system of teacher education that, until then, and with the exception of primary education, trained their teachers only in universities, without any concern for vocational training. Until then, the licenciates and bachelors that entered the teaching system, should complement their training with the frequency of a course on "Science Education", to attend in universities, complemented, then, with a traineeship (called by "pedagogical stage"), now managed by professional teachers ("professionalised"), to be held in the Training Centres, located in some basic and secondary schools.

However, in the opinion of Teodoro (1976: 52) "Most of the innovative aspects introduced in the school system did not see its implementation over the four years of minister Veiga Simão".

In this climate of growing unrest the internal and external protests arose the conditions for the fall of the dictatorship and the implementation of a democratic system that, unlike what happened in Spain, was only possible through the intervention of the military, in coordination with civil movements of the democratic opposition.

In this context it will be important to determine two distinct periods that would mark the Portuguese society after 25th April 1974.

First, the "revolutionary" period, strongly stimulated by the leftist military forces, allied to social movements and parties further to the left of the political spectrum.

The second period, which followed the movement of 25th November 1975, in which more reformist sectors of the military instilled a movement of democratic standards towards the smooth functioning of the institutions and the approximation of the European model of political, economic and social development.

Still, the first constitutional text approved in 1976, was considered, by the more relevant constitutionalists, the most progressive of all democratic Europe, especially in the field of teaching, education and culture.

We can therefore say that, from the second moment of the April Revolution, the political country does not stop: "gradually, but in very few years, democracy was established. All traditional freedoms of the Western world were established. In the middle of the eighties, Portugal joined the EEC. The integration of the country in this economic area became the main focus of policy and economy (Barreto, 1996: 28).

In the education domain (Teodoro, 1976) the programme developed by the military during the First Interim Government drew the outlines of a democratic and progressive policy in education, culture and scientific research.

It was considered a priority to mobilise efforts for the eradication of illiteracy, the cultural promotion of the populations, particularly in rural areas, the creation of a national system of continuing education, the development of educational reform, taking into account the role of education in creating a genuinely democratic national conscience and the need of introducing the school into the problems of Portuguese society, the review of the professional teachers status and the improving of their pre-service training.

So, we may assert (Fenprof, 1998) that, although very late regarding most European countries, Portugal has also developed some policies due to the need to widen access to school for a growing number of young people. This enormous growth of the school population has been achieved in conditions particularly difficult: lack of facilities, shortage of teachers, difficulties in upgrading programmes, lack of investment, and only the extraordinary dedication of a broad number of teachers made it possible for the system to perform.

From 1986 the system had a solid legal basis to sustain - the Law on the Education System (LBSE), text agreed among the major parties then represented in the Republic Assembly, which entrusted the State obligations in building a public democratic and qualified school, with a plurality of ways after the common and compulsory schooling of 9 years.

This law is therefore the first structure and the first text frame of reference in education and training of teachers of Portuguese democracy.

As regards the scope of LBSE, it should be stressed that this determined the teachers and their training. Thus, in the text of the Act, we can see the general principles on the training of educators and teachers:

- a) Initial training at higher level, giving teachers and educators at all levels of education and training the information, methods and techniques of scientific and edu-

cational base, as well as appropriate personnel and social training regarding their duty;

- b) Continuous training to supplement and update the training in terms of continuing education;
- c) Flexible training allowing retraining and mobility of educators and teachers of different levels of education and teaching, including the necessary additional training;
- d) Integrated training both in scientific and educational preparation, and in the theoretical-practical articulation;
- e) Training based on methodological practices like those of the educator and the teacher will use in teaching;
- f) Training, which, referring to social reality, may encourage a critical and active attitude;
- g) Training that encourages and stimulates innovation and research, particularly in relation to the educational activity;
- h) Shared training leading to reflexive and continuous practice of self-information and self-learning.

Pre-primary educators as well as teachers of basic and secondary education obtained their professional qualifications in specific courses, according to the curricular needs of their level of education and teaching, in schools of higher education or universities that have suitable training units for the following purposes:

- The training of children educators and teachers of the 1st and 2nd cycles of basic education (compulsory education of nine years) was divided into three cycles: a primary, four years, a complementary of two years and a terminal, three years more, followed by secondary education - not compulsory - with a duration of three years) which was to be held in schools of higher education.
- The training of educators and teachers above basic education level would be carried out in universities, which, to this end, attached the same qualifications as those of schools of higher education.
- The training of teachers of the 3rd cycle of basic education and teachers of secondary education takes place in universities.
- The training of teachers of vocational subjects and the arts in basic and secondary education is acquired in appropriate professional courses, which are given in high schools, supplemented by a pedagogical training.
- Graduates with skills required for scientific access to professionalism in education, may also acquire professional qualifications for teachers of the 3rd cycle of basic

education and for teachers of secondary education, if they obtain the necessary pedagogical training in an appropriate course.

- It recognised the right to a continuous training to all educators, teachers and other professionals in education.
- The training must be sufficiently diversified to ensure the addition to deepening and updating of knowledge and professional skills, and to allow the mobility and career advancement.
- The training is provided, primarily, by their institutions for training in close cooperation with the establishments where the educators and teachers work.
- Periods will be allocated to teachers especially for training which may take the form of sabbatical years.
- Educators, teachers and other education professionals were to be entitled to remuneration and career opportunities compatible with their qualifications and professional, social and cultural responsibilities.
- The career should be linked to the evaluation of all the activities, individually or in groups, the educational institution, in terms of education and teaching and the provision of other services to the community as well as professional, educational and scientific qualifications.
- To educators, teachers and other professionals in education it recognised the right of appealing against assessment decisions.
- Particularly important is the determination of LBSE on the definition of the scope and operation of two subsystems of higher education - the university and polytechnic - since the second is to integrate the schools of higher education, schools which will promote a major innovation in training teachers in Portugal.

The Act specifically stated that it is urgent to decentralise and to diversify the infrastructure and education, to provide an adaptation to reality, a high sense of people's participation, an adequate integration in the community and efficient decision-making levels, as well as to contribute and correct the imbalances in regional - and local development, increasing, in all regions of the country, an equal access to the benefits of education, culture and science.

Thus, higher education includes university education and polytechnic education. So, the university teaching seeks to ensure a solid scientific and cultural preparation and provides a training technique that enables the exercise of professional and cultural activities and promotes the development of the conception skills, innovation and critical analysis.

Polytechnic education should provide a solid cultural and technical training at a superior level, develop the capacity of innovation and critical analysis and provide scientific

knowledge of theoretical and practical nature and its implications for the pursuit of professional activities.

The university and polytechnic education were linked together by mutual recognition of the value of training and skills acquired in each unit and also through a system of credits based on the analysis of study plans.

The Law stressed, finally, that university education will be carried out in universities and non integrated academic schools.

As for the polytechnic education it determined that it will be held in higher schools specialising in areas of technology, arts and education, among others.

In this context, and according to our point of view, the creation of schools of higher education (ESEs), at the dawn of the 1980s, broke with the old tradition of promoting the training of teachers in a disjointed way, in institutions almost and exclusively universities, and geographically located on the coast.

The spread of ESEs by different regions of the country, broke the monolithic models of teacher training through their curricular autonomy; persuaded them to appoint young teaching staff, linked them to schools where teachers really work; boosted educational research, made available to the school community, human and material resources essential to the development of the educational process and implemented a broad framework of permanent and specialised training as desired before, but not possible to achieve yet.

2. The School of Education, the Polytechnic Higher Education and Innovation in Teacher Education in Portugal

According to Almeida (1981: 423) we could say that "April '74 [i.e. the April 1974 revolution], with its load of release and potential change, could not deal immediately with the renewal of teacher training. It seemed more important to ensure, now in a more consistent position with the new spirit, a new reality, the functioning of existing structures. At the end of 1973-74 the State Examination was eliminated, both for public teaching schools and for the primary stages of preparatory and secondary. Student teachers also won the right to participate in the final assessment process. The effectiveness of the system had not been complete and the moment had been suitable for some opportunism. The activities of Higher Teacher Training Colleges, after a stage of uncertainty, was suspended. Meanwhile, the Science Education section ceased in the Faculties of Letters, an argument that, beyond the violent criticism lead to the abolition of that demand for access to trainings. By a ministerial decree of 31st July 1975, the training of children educators were to be in schools which offered teaching conditions. So, except for the training of teachers

for primary and pre-school education, which were made "entirely" in specific institutions - the School of Primary Teacher or Teacher Training for Children Educators, the new Faculty of Sciences (Educational branch), the University of Aveiro, the University of Minho and the Higher Institutes of Physical Education, the majority of teachers were trained as follows: obtaining an academic qualification (bachelor or graduate) in any institution of higher education, and without any concern for pedagogical training, which followed it, after enrolling in school, a teaching training of one year in training centres, located in basic and secondary schools selected for this purpose.

Training underwent by professional staff (training/pedagogical supervisors) of those schools/centres that after its completion, allowed the trainees to obtain their professional qualifications, which qualified them for a teaching position education and to apply for the teacher workforce, depending on the vacancies in the national network of basic and secondary schools.

With this method of training the number of professional teachers increased significantly and there was a greater spread of the training centres. The number of training centres in schools rose from 33 in 1973/74 to 48 in 1974/75 and 84 in 1975/76. The amount of professional teachers rose from 2137 in 1973/74 to 6 565 in 1977/78. In secondary education, the number of trained teachers which was in 1973/74 of 4239, will be 10 640 in 1977/78 (Sampaio, 1980).

In 1977 Decree-Law N° 427-B, dated 14th October, foresaw the creation of higher education of short duration, that the Decree-Law N° 513-T, 1979, has extinguished by foreseeing the creation of schools of higher education, included under the Higher Education Polytechnic. It was desired, that the training of teachers of primary education, children educators and preparatory teaching would be conducted in those schools, in an "integrated" way (Almeida, 1981). Those higher schools would open, under an installation regime, with the implementation of the national network of polytechnic education, caused, among other reasons, by the approval of the Law on the Education System and, accordingly, led to the extinction of the Teaching Primary Schools and Teacher Training for Children Educators.

However, with the Decree N° 513-T/1979 of 26th December, the higher education of short duration will be designated Polytechnic Higher Education, stating that "the polytechnic education is to be given a status equal to the university." Thus, the purposes of Higher Education Polytechnic are defined and, among others we distinguish: a) to form at a top level, childhood educators, teachers of primary and preparatory and skilled technicians in various fields of activity, b) to promote within its framework, research and experimental development, establishing the connection of education with productive and social activities.

Finally, it was published on 14th October 1986, the Law N^o. 46/1986 (Law on the Education System), which became the benchmark of education in Portugal (Mesquita, 2001), particularly with regards to teacher training.

It is this Act which stipulated that the university is to confer the degrees of graduate, master and doctorate and to award certificates and other qualifications, without prejudice to the possibility of giving, too, the degree of bachelor in the case of training children educators or teachers of the 1st cycle of basic education.

Already polytechnic education bestowed the right to grant the degree of bachelor and are assigned diplomas to specialised studies, as well as other certificates and diplomas for courses of short duration, without prejudice to the possibility of giving, too, the level of graduate training in teachers of the 2nd cycle of basic education.

Subsequently, Law N^o 115/1997 of 19th September, made two significant changes to the Law on the Education of 14th October 1986, both related to polytechnic education and the training of teachers: first, it stated that the polytechnic education will be given the degrees of bachelor and graduate, omitting the reference to the possibility of allocation of specialised diplomas of higher education, on the other hand, it stated that, in addition to the training of children educators and teachers of the 1st and 2nd cycles of basic education in polytechnic education can even take place to train teachers of the 3rd cycle of basic education, though only when their schools meet the requirements set by the Government, particularly with regard to human and material resources in order to guarantee the scientific level of training received. These decisions opened, although not regulated, a new perspective on growth and development for schools of higher education and training of teachers.

Portugal is a country with about ten million inhabitants where around two thirds of its population lives in a narrow geographical strip that is confined to the coast and situated between the metropolitan area of Lisbon and the city of Braga. In a country with these characteristics, it is not strange the importance, in terms of innovation and renewal of teacher education, we attach to the impact of decentralisation of education, embodied in the creation of ESEs in the national network of polytechnic education. From 1986 16 schools of higher education started up their activities, almost one for each district of Portugal, reversing a policy of training teachers almost exclusively at the university, located primarily in that narrow geographical range of the coast.

This approach enabled the training of teachers for the needs of the school network from each region, allowing each school to develop their own curricula and strategies for training, according to those perceived needs, provided the implementation of a unique dynamic to the basic and secondary schools in which students develop their educational and professional training; mobilised a significant number and variety of teachers, both of

ESEs, and the schools in which students conduct their internships (teachers, supervisors, workers of the teaching); allowed to offer specialised training to teachers in office, through the Specialised Higher Studies Courses; allowed a unique development in relation to increased training of teachers; boosted his teaching career in basic and secondary education, contributed to the qualitative improvement of set of teachers from schools in the region, with obvious benefits in what regards the increasing efficiency in the processes of teaching and learning, and improved the organisational culture of schools and the professional growth of its teachers.

They were further provided, to put in these areas a significant number of teachers in higher education and highly qualified researchers; to break the stigma of desertification, particularly of young people from the completion of secondary education, as thousands of them no longer needed to move to the major population centres in order to obtain a professional diploma.

The project of schools of higher education for the training of teachers under the Higher Education Polytechnic largely benefited from two loans, contracted by the Portuguese government with the World Bank, through its financial institution, the International Bank for Reconstruction and Development (IBRD), one of 21 million dollars (in 1977) and another of 40 million (in 1979), in particular with a view to finance facilities, equipment, furniture and technical assistance. Therefore, new buildings were constructed for ESEs of Bragança, Castelo Branco, Faro, Leiria, Porto, Viana do Castelo and Vila Real and proceeded to the adaptation of the premises of a former school for ESE of Santarém. Equipment was acquired through international tenders, to all schools.

In 1979 the basic objectives were set up, even today referred to ESEs, for the following purposes: (a) training of teachers for the 1st and 2nd cycles of basic education, (b) to in-service training of non professionalised teachers of basic and secondary education, (c) to support and to promote research in their own areas, (d) cooperate directly on the cultural development of regions in which they are embedded (e) provide services to the community, as a contribution to solving problems especially of regional character.

It should be stressed that the decentralised and regional nature of ESEs, particularly with regard to their contribution, was extraordinarily innovative for the development of the regions in which they were inserted, and the clear explanation that one of their strategic objectives related to the educational and social support of the local community, as Souta (1995, 61) states it "change, innovation, quality and regionalisation in the training of teachers are ideas conveyed by the project of schools of higher education and that justifies itself to the membership of teachers in this educational project".

Roberto Carneiro one of the Ministers of Education of Portugal Democratic and one of the largest specialists in Portuguese education stressed (Carneiro, 1998) the innova-

tive nature of some schools of higher polytechnic education, indicating that they have been taken as a strong alternative to university education. Indeed, stated the author, with the objectives they are committed, these are the only ones that can, within the current context of globalisation, offer proximity services.

The ESEs were therefore created to meet the training needs of teachers in the context of an important set of reforms in education, including the implementation of the extension and renovation of school curriculum: From an organisational point of view, only the schools of education are 'institutions' of teacher training; the universities, in fact, have only 'courses' of teacher training" (Campos, 1995; 11).

3. Conclusion: The Current Legal Framework: The Initial Training of Teachers in Portugal in the 21st Century

The amendments set in the last amendment to the Law on the Education System (Law 49 of 2005) triggered (Alarcão et al, 2005) a lively debate on the institutions which must be held to train teachers as well as possible forfeiture of some types of training that came to be used by those same institutions (Ruivo, 2008). As we already pointed out, and those authors emphasised that the expansion and spread of compulsory education in Portugal, in the 60s, 70s and 80s, caused the emergence of a period of great shortage of teachers. However, with intensive training and recruitment of teachers in recent years and the declining birth rate, this problem would be, essentially, over. But another problem arose in his place - the quality of training, both for new teachers (who, although in smaller numbers, continue to be needed) and the teachers already in service (which in many cases could not have the most desirable initial training).

In the report in reference, the training of teachers is a task that in many developed countries are committed to the University. Also in Portugal is fitting to confer to universities an important role in this field. The National Institute of Physical Education (INEF then ISEF, and today, Faculty of Human Motricity) has pioneered courses. Following the establishment of Educational branches, some Faculties of Sciences (such as Lisbon) organised programmes specifically for teacher training. Some of the new universities (particularly Aveiro, Évora and Minho) took as one of its major objectives the renewal of teacher education. Later, the Faculties of Letters began to focus on teacher training as one of its areas of intervention. However, we must recognise that in many universities, there were no concerns in creating an appropriate organisation to conduct this training in the fields of science and letters and, with only rare exceptions, it seriously considered the question of teacher training in other areas – as a flagrant example the case of Art Education and

Technology Education. It should be also recognised that the action of schools of higher education in fields that were particularly targeted (pre-school, 1st and 2nd cycle of basic education) has fallen short of expectations regarding its intervention in training for the 1st cycle. With regard to the continuous training, after an initial promising start, there has not been a sustained intervention, perhaps for reasons that they are not fully comprehended. And last but not least, it should be pointed out that the work of private institutions of higher education, not being subject to any monitoring and being done with poor human resources in many cases, raises, of course, the most serious concerns (Alarcão et al, 2005: 1).

According to the political movement agitating for a renewal of teacher education, the legislation approved during this period precisely seeks to overcome the main difficulties encountered, identified and publicly discussed.

Thus, the first Act N° 49 of 2005 amending the Law on the Education System, intended in particular: 1 - The creation of conditions for which all citizens have access to lifelong learning, modifying the conditions of access to higher education for those who did not joined the age of reference, giving higher education the responsibility for selecting and creating conditions for the recognition of professional experience. 2 - The adoption of the model of organisation of higher education into three cycles: Bachelor, Masters and PhD. 3 - The transition from a system of education based on the idea of transmission of knowledge to a system based on the development of skills. 4 - The adoption of the European system of curriculum credits (ECTS - European Credit Transfer System), based on the work of students.

Moreover, the Decree-Law N° 74 of 2006 makes the regulatory changes introduced by the Law on the Education System for the new model of organisation of higher education with regard to education and is structured into five main titles concerning: the degrees and diplomas of higher education; the general principles of which constitutes the process of accreditation; the rules to apply to the reorganisation of courses in operation, the transitional rules to be adopted for the creation of new courses of study to the creation and entry into operation of the accreditation agency, to adopt the rules for registration of changes, especially those referring to plans for courses of study.

Accordingly, it also did a more detailed characterisation of each of the three cycles of study in the work developed under the Bologna Process. The most relevant aspects of this characterisation are: the organisation of higher education in three cycles, as enshrined by the Law on the Education System; The differentiation of targets between the university and polytechnic subsystems in the light of comparable European experience, in a context of equal dignity and demand but of different vocations; the definition of the objectives of each of the cycles of study in preparation to acquire the skills, adopting the

results of collective work performed at the European level and implemented in the Dublin descriptors, keeping in mind that a transition from an education system based on transmission of knowledge to a system based on the development of skills by the students is a critical issue across central Europe, with particular incidence in Portugal; the organisation of courses on the European system of transfer and accumulation credits.

These laws will motivate and sustain the creation of a new legal regime of the Professional Qualification for Teaching in pre-school, basic and secondary education, through the Decree-Law N° 43 of 2007, which proposes a reform that will change the educational policy in the initial training of teachers and educators, in Portugal at the beginning of the 21st century. Until then there have been two qualifications to teach: "empowered qualification" and "sufficient qualification" but with this new system for teaching the skills are "exclusively Professional Empowerment." In this new training system priority is given to greater mobility of teachers across the different levels and cycles of education, which will allow the monitoring of students by the same teacher for a more extended period of time. Thus, the extension of areas of qualification of teachers shall include a general qualification for the simultaneous pre-school education and for the 1st cycle of basic education or the skills to both the 1st and 2nd cycle of basic education (Decree-Law N° 43/2007).

The ownership of the professional qualification for generalist teaching, in pre-school education and in the 1st and 2nd cycles of basic education is obtained through a Degree in Basic Education, common to four possible areas of competence in these cycles and levels of education and teaching, followed by a Masters in Education, in one of these areas. This is a result of the transformation of the structure of cycles of study in higher education in the context of the Bologna Process, as we have already referred to. Thus the level of qualification of teachers will now be the Master "which shows the effort of raising the level of qualification of teachers to enhance the quality of their preparation and recovery of their social and professional status" (Decree-Law N° 43/2007).

According to the officials at the Ministry of Education, the system of professional qualifications for teaching is based on a set of fundamental principles: the value of disciplinary knowledge of the component, the component of professional practice and a practice of teaching based on research.

The first principle –the component of disciplinary knowledge– implies that the performance of the teaching profession requires mastery of the scientific content, humanistic and technological disciplines in the curriculum area of teaching.

The second principle –component of professional practice– incorporates an element of education, teaching and a strong component of supervised practice of teaching (training), including the definition of conditions for schools and guiding cooperative.

The third principle –of the practice of teaching based on research– involves the development of methods of active learning by teachers to enable them to constantly update their knowledge in order to respond to a society in constant evolution.

To meet the requirements that are presented to the teaching profession, the master shall be the minimum level of qualification for access to the teaching profession, built up the initial training of teachers in two cycles:

A first round of training (graduate) focuses on the science specific to each area of qualification for teaching in order to ensure the content area of scientific, technological and humanistic of disciplines to teach.

A second round of training (master) includes supervised practice teaching, the specific teaching and general education, with professional qualification.

In order to reinforce the principle of equality among children educators and teachers of various levels of education in the same level of access to the profession, the qualifications of all teachers will thus be carried out through training at the second cycle of Bologna.

Under these proposals, the access to the teaching profession will require a minimum number of ECTS credits (measurement used in European education systems to measure the workload of the student), to ensure the domain of the scientific, humanistic and technological content of the subjects to teach.

For the purposes of recruitment, it will be also necessary to obtain approval on national examinations of valuation of knowledge and skills, which are an element of selection. These examinations, under the responsibility of the Ministry of Education, may be held at the end of training and are designed to assess the field of curriculum areas in which the applicants were formed, with reference to the programmes of basic and secondary education. The Ministry of Education seeks thus, to break the circuit training conducted at institutions of higher education (training) and access to the teaching profession (recruitment), which must take into account the benchmarks required to teach the curriculum of basic and secondary education. Moreover, it has gained the consecration of a probationary year in which the teacher is supported in the teaching, educational and scientific areas, by a qualified teacher who already holds, preferably, a specialised training in the organisation and supervision of curriculum development or teaching and training of trainers. While not designated as such, it seems that this reform established the period of induction for new professional development of teachers. However, being linked to the probationary year, the period of induction does not cover all new teachers, once there are various circumstances where there is exemption of the probationary year.

Consequently, we have then, under the new legal system of qualification for teaching (Decree-Law N° 43 of 2007), the cycles of studies (Bachelor and Master) for the training of teachers which should include the following components of training:

- a) *General educational training*: this covers the knowledge, attitudes and skills in education relevant to the performance of all teachers in the classroom, in the Kindergarten or at school, in relation to the community and the analysis and participation in policy development and education of teaching methodologies.
- b) *Specific Didactics*: covers the knowledge, attitudes and skills related to teaching in curriculum areas or subjects and cycles or levels of education in their area of qualification for teaching.
- c) *Introduction to professional practice*: Includes the observation and collaboration in situations of education and training and supervised practice of teaching in the classroom and in school and provides students experience in planning, teaching and assessment in accordance with competences and duties entrusted to the teacher within and outside the classroom.
- d) *Cultural, social and ethical training*: this covers awareness of the major problems of the contemporary world; the extension to areas of knowledge and cultures different from their area of qualification for teaching; the preparation for non-disciplinary curricular areas and the reflection on the ethical and civic dimensions of teaching activity.
- e) *Training in methods of educational research*: this incorporates the knowledge of their principles and methods to enable future teachers to adopt an attitude of research in professional performance in the specific context, based on understanding and critical analysis of relevant educational research.
- f) *Training in the area of teaching*: this ensures an adequate education to the demands of teaching in curriculum areas or subjects covered by their area of qualification for teaching.

The number of credits of the stage of study leading to the degree of Graduate in Basic Education is 180 credits and the number of credits leading to the degree of Master depends on the level of education it is to train, as we shall see further ahead.

For the course of study leading to the degree of Graduate the 180 credits are distributed as follows for each component of training:

- a) General Educational training - 15 to 20 credits;
- b) Specific Didactics - 15 to 20 credits;
- c) Introduction to supervised practice - 15 to 20 credits;

- d) Training in the area of teaching - from 120 to 135 credits (minimum 30 credits in Portuguese, 30 in Mathematics, 30 in Study of Environment and 30 in Expressions)

The components of training on cultural, social and ethics education and methodologies of educational research are included on the components a), b) and c).

For the course of study leading to the Master degree, the credits awarded vary depending on the field of qualification for teaching.

Thus we have:

Childhood educator and Teacher of the 1st cycle of basic education

Where the areas of childhood educator or teacher of the 1st cycle of basic education, the number of credits the course of study leading to the Master degree is 60 credits. This situation has an exceptional dimension as a result of a consolidated international practice.

The credits allocated are distributed by training components as follows:

- a) General Educational training - 5 to 10 credits;
- b) Specific Didactics - 15 to 20 credits;
- c) Supervised practice of teaching - 30 to 35 credits.

The components of training on cultural, social and ethics education and methodologies of educational research are included in these components.

In case that the training covers an area of the joint qualification of childhood educator and teacher of the 1st cycle of basic education, the number of credits at the stage of study leading to the Master degree is 90 credits.

The credits allocated are distributed by training components as follows:

- a) General Educational training - 5 to 10 credits;
- b) Specific Didactics - 25 to 30 credits;
- c) Supervised practice of teaching - 40 to 45 credits;
- d) Training in the area of teaching - from 0 to 5 credits

Here the components of formal training on cultural, social and ethics and methodologies of educational research on the components are included in a), b) and c).

Other levels of education

The professional qualification for teaching in one or two areas, on one of the other areas of empowerment is given to those who obtain this qualification in a specific field through a Master in Education (between 90 and 120 credits) whose access is conditioned on one hand, by the possession of the graduate degree at the level of higher education (with 180 credits), on the other hand to the acquisition of a number of credits in the subject area, or in each of the subject areas covered by it.

So when the training covers a joint qualification in the teaching of the 1st and the 2nd cycle of basic education the credits allocated to a master degree (between 90 and 120) are distributed with the following minimum percentages:

- a) General Educational training - 5%;
- b) Specific Didactics - 20%;
- c) Supervised practice of teaching - 45%;
- d) Training in the area of teaching - 25%.

In other cases the credits (between 90 and 120) are distributed with the following minimum percentages:

- a) General Educational training - 25%;
- b) Specific Didactics - 25%;
- c) Introduction to professional practice, including supervised practice of teaching - 40%;
- d) Training in the area of teaching - 5%.

Also in these cases the components of formal training on cultural, social and ethics and methodologies of educational research on the components are included in a), b) and c).

According to the Law-Decree one of the characteristics of this system is "the enhancement of knowledge in education, assuming that the performance of the teaching profession requires the control of the scientific, humanistic, technological or artistic content of the subjects of the curriculum area of teaching".

This recovery is reflected in two ways: on the one hand the need for a set of credits for the qualification of the teacher of the subject and the general teacher and on the other hand that those credits are appropriate to the responsibilities of teacher performance, to entry the Master degree.

This new system of training is in the second year of implementation, so there are still no qualified teachers in this new legal regime. Therefore, an evaluation of results would not be possible at this stage.

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