
INTERNATIONAL
HANDBOOK
OF TEACHER EDUCATION

Revised and Augmented Edition

eds

K.G. KARRAS - C.C. WOLHUTER

Foreword
MICHAEL APPLE

Scientific Advisor of the edition
Prof. Pella Calogiannakis

NICOSIA 2019

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EDITORS

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Introduction

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HM Studies and Publishing
Λευκωσία, Κύπρος
<http://www.hmstudies.org>
Email: info@hmstudies.org
E-shop: www.hmstudies.org

ISBN 978-9963-2415-5-2 (VOL 1)
978-9963-2415-6-9 (VOL 2)
978-9963-2415-7-6 (VOL 3)

Απαγορεύεται η αναδημοσίευση και γενικά η ολική, μερική ή περιληπτική αναπαραγωγή και μετάδοση έστω και μίας σελίδας του παρόντος βιβλίου κατά παράφραση ή διασκευή με οποιονδήποτε τρόπο (μηχανικό, ηλεκτρονικό, φωτοτυπικό κ.λπ. – Νόμος 2121/93, άρθρο 51). Η απαγόρευση αυτή ισχύει και για δημόσιες υπηρεσίες, βιβλιοθήκες, οργανισμούς κ.λπ. (άρθρο 18). Οι παραβάτες διώκονται (άρθρο 13) και τους επιβάλλονται κατάσχεση, αστικές και ποινικές κυρώσεις σύμφωνα με το νόμο (άρθρα 64-66)

Pakistan	
Teacher Education in Pakistan	675
KHAMIS ANIL	
Papua New Guinea	
Teacher education in Papua New Guinea	693
MARGARET ZEEGERS	
Paraguay	
Teacher education in Paraguay	707
RODOLFO ELÍAS	
GABRIELA WALDER	
ANA PORTILLO	
VOL 3	
Foreword	
MICHAEL APPLE	15
Introduction of the Editors	
KONSTANTINOS G. KARRAS	19
C. C.WOLHUTER	
Philippines	
Philippine teacher education	53
LORRAINE PE SYMACO	
ROGER CHAO JR	
Portugal	
Teacher Education in Portugal	75
JOÃO RUIVO	
HELENA MESQUITA	
PAULO AFONSO	
Qatar	
Teacher Education In Qatar	99
MAHA ELLILI CHERIF	
HADEEL A H M ALKHATIB	
Romania	
Teacher Education in Romania: history, policies and challenges	117
HORGA, I. –	
APOSTU, O.	
MIULESCU, M.	
Rwanda	
The development of teacher education in Rwanda	135
NZABALIRWA, W	
São Tomé and Príncipe	
Teacher Education in São Tomé and Príncipe: conceptions, practices and challenges	149
MARIA ANTÓNIA BARRETO	
FILIPE SANTOS	
MARIA JOÃO CARDONA	
Saudi Arabia	
Teacher Education in Saudi Arabia	167
FAROOQ ALTAMEEMY	
FAHAD ALSAHLI	

Teacher Education in Portugal

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Introduction

The teacher education is a period of great moments of rupture, which relate to the need of giving voice and working conditions to the movements of innovation and pedagogical renewal, who pretend to transmit new representations and positive expectations.

Train teachers for the millennium and the knowledge society, where combat digital illiteracy is assumed to be urgent concern is a task that motivates educational reform movements that cross the world. However, this reform movement, should also mean that believes not only in the initial training - first step to permanently downgrade - which must be exhausting efforts personal, professional, institutional, political, budgetary and financial these new winds of reformism educational and systemic.

Should mean, above all, a commitment to the teacher education, in response to the challenge of breaking the commonplace to recognize in theory its importance but simultaneously attend to the placing of obstacles to its implementation in schools.

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Contextual background

Geographical description

Portugal is a country located in the southwest of Europe, being part of the Iberian Peninsula, having, just as neighbor country, Spain, with which borders on the east and north, being limited on the west and the south by the North Atlantic Ocean.

According to data from The World Factbook (2016), its total area, including the Madeira Archipelago and the Azores Archipelago, is 92090 km², with 91470 km² being land (99.33%) and 620 km² being water (0.67%).

From a geographic point of view, Portugal has an important river, the Tejo River, which divides the continental part into two large zones, the north and the south. In morphological terms, the relief in the north component is mountainous, whereas the south is characterized by vast plains, with a warmer and drier climate than the north. In turn, the center of mainland Portugal is characterized by its plateaus, from which stands the Serra da Estrela, with a maximum altitude of 1993 meters. However, it is on the island of Pico (Azores Archipelago) that it is located the highest Portuguese mountain range, with 2351 meters of altitude.

At the climatic level, Portugal is identified with the designation of temperate oceanic climate, in the north, and Mediterranean, in the south. As a rule, average temperatures are 13°C in the north, while in the south there is an average annual temperature around 18°C.

Demographic description

Taking into account recent data from Pordata (2016), the Portuguese population is around 10401100 inhabitants. The same data source indicates that the aging rate of the Portuguese population increased from 125.8 elderly people per 100 young people in 2011 to 138.6 elderly people per 100 young people in 2014, thus evidencing a trend towards aging, a trend that has been taking place since the eighties of the last century. This trend is confirmed by the 2011 Census, which highlights the increase in the elderly population when compared to the data collected in the 2001 Census. From a rate of about 16% in 2001, the rate was 19% in 2011. At the same time, the young population, in the same period, decreased from about 16% (2001) to 15% (2011).

As regards the average life expectancy, this has been increasing. Data for 2014, compared with data for 2011, confirm this trend, as the average life expectancy, without gender discrimination, increased from 79.8 years to 80.4 years, and in the male gender increased from 76.7 (2011) to 77.4 years (2014) and in the female gender increased from 82.6 years (2011) to 83.2 years (2014).

It is concluded, therefore, that Portugal is increasingly older and with an average life expectancy tending to increase in both genders.

Social system

According to the Caritas Europe Report, entitled "The European crisis and its human cost", presented in Athens on 27th March 2014, Portugal had a risk of poverty or social inclusion rate of 24.9% in 2009. This rate has been increasing from year to year, increasing in 2010, decreasing in 2011 and increasing again in 2012, standing at 25.3%, slightly higher than the average of the countries of the European Union. Taking into account that this indicator concerns measures: (a) people at risk of poverty, (b) people with severe

material deprivations, and (c) people in households with very low labor intensity, the recorded amount corresponds to about 2.6 million people, or about a quarter of the total population.

The unemployment rate for the year 2015 was 12.4%, which means that for every 100 active people, 12.4 were unemployed, corresponding to about 646 thousand people. This figure, when broken down by gender, points out that in the case of women the unemployment rate (12.7%) is slightly higher than that of men (12.2%), corresponding respectively to 323,500 women and 323 thousand men.

If the level of analysis of the unemployment rate takes into account the age groups: (a) under 25, (b) between 25 and 54 and (c) between 55 and 64, the following can be observed: 32% in the first case, 11.2% in the second case and 12.4% in the third case. These data are therefore of particular concern in the under-25 age group.

Economic System

Turning to the Caritas Europe Report as a reference, it points out the economic fragility of Portugal and its taxpayers. In fact, the sharp rise in public debt which, according to the report, was in 2012 the largest of the European Union's states, which has contributed to the creation of instability in investors, so that economic activity only showed signs of positive change at the end of 2013.

The same Report highlights the need for financial assistance to Portugal to face the country's discrediting within the community of potential investors: "An excessive deficit procedure was initiated in 2009. In 2011, Portugal requested financial assistance, and an adjustment Program Background and Government Finances was negotiated with the Troika of the European Commission, the European Central Bank and the IMF. The Economic Adjustment Program for Portugal includes a joint financing package of some € 79 billion for the period 2011-2014 "(p.50).

In fact, only in 2014 the cycle of inversion of the decrease in the employment rate began, whose decline had begun in 2009 (Pordata, 2016), reaching the figure of 51.2% in 2015. From the point of view of the number of men and women employed, over the age of 15, the employment rate in the first case was of 56.2%, in the year 2015, and 46.9%, in the case of women. With regard to the present moment, and taking into account the Economic Bulletin of October 2016 of the Bank of Portugal, entitled "Projections for the Portuguese economy in 2016", it is foreseen a decrease of the Gross Domestic Product (GDP) of 1.6%, from 2015, to 1.1%, for the year 2016, contrary to European Central Bank, which stood at 1.7%. This reduction in GDP, in 2016, "should reflect a smaller contribution of domestic demand, in particular investment, while exports of goods and services are expected to make a contribution close to that registered in 2015" (Banco de Portugal, 2016, p.95).

In this respect, the unfavorable behaviour of some important international markets, such as Chinese or Angolan, is highlighted. Thus, despite the considerable increase in exports at the tourism level, there should be a drop in the export of other services (Banco de Portugal, 2016).

In terms of inflation, a slight increase is expected concerning to 2015, from 0.5% to 0.7%, in 2016.

Political system

The April revolution, of 1974, promoted by the Armed Forces Movement (MFA) gave Portugal the status of a Democrat country. The organization of Portuguese political power is based on the following organs of sovereignty, resulting from the Constitution of the Republic of 1976: President of the Republic, Assembly of the Republic, Government and Courts.

Both the President of the Republic and the deputies of the Assembly of the Republic are elected through direct suffrage and secret ballot. The latter are elected by plurinominal lists, with strong party ties, according to a system of proportional representation by the Hondt method, for periods of four years.

According to Article 182 of the Constitution of the Republic, the Government "is the governing body of the general policy of the country and the highest body of public administration." The Prime Minister is appointed by the President of the Republic after hearing the parties sitting in the Assembly of the Republic. In turn, the other elements of the Government are also appointed by the President of the Republic, but on proposal of the Prime Minister.

In order for the Government to be formed it is not necessary to have a majority of the Members of the Assembly of the Republic, however, it cannot have against it a majority of these deputies. In turn, the Assembly of the Republic is the legislative body of the Portuguese State, which comprises 230 deputies.

In short, as a democratic country it is, national politics is based on a diversified, pluralist party structure that meets diverse and plural ideologies.

Religion and philosophy

The Portuguese population is mostly Catholic. From the 8989849 residents in Portugal aged over 15 years covered by the 2011 Censuses, 7281887, which is 81%, stated they were Catholic (INE, 2016). If we consider that 615332 respondents (6.84%) reported not being affected by any type of religion and that 744874 (8.29%) did not express themselves on this topic, it means that the affectation of the remaining respondents to another type of religion is merely residual.

Education System

Education ladder and challenges

The organization of the Portuguese educational system is governed by the Basic Law on the Educational System, Comprehensive Law 46/86, October 14. In its Chapter II it can be read that "The Portuguese educational system comprises pre-school education, school education and extracurricular education" (Law 46/86).

In this document it is defined that pre-school education is, from a formative point of view, an important complement to the family's action. In turn, school education covers basic, secondary and higher education. Finally, out-of-school education "encompasses literacy and basic education, cultural and scientific upgrading and refresher activities and initiation, retraining and professional development, and takes place within an open framework of multiple, formal and non-formal initiatives." (Law 46/86).

With regard to pre-school education, it is intended for children between the ages of 3 and the age of entering primary school. For its operability there is a pre-school education network that consists of institutions linked not only to the central power, but also to regional or local power, or to private entities of an individual or collective nature and social solidarity institutions. Regardless of their status as a public or private school, the Ministry of Education is responsible for defining the educational policies to be implemented, despite the fact that this level of education is not compulsory.

The compulsory to start attending school only occurs at age 6, except for children who enter 5 years, but who complete the 6 years in the year of entry. Compulsory schooling ends when the student completes 18 years of age, which implies a compulsory education of 12 years (Law 85/2009, of August 27).

With regard to school education, namely its first stage, which is basic education, it is structured in three cycles: 1st Cycle, 2nd Cycle and 3rd Cycle.

Thus, the 1st Cycle of basic education lasts 4 years, covering children between the ages of 6 and 10 years. Its organization is based on disciplinary curricular areas (e.g., study of the environment), non-disciplinary curriculum areas (e.g., Accompanied Studies) and optional subjects (e.g., Moral and Religious Education).

The 2nd Cycle of basic education has the duration of 2 years, covering children between the ages of 10 and 12 years. Its organization is also based on disciplinary curricular areas (e.g. Mathematics and Sciences) and non-disciplinary curricular areas, such as Civic Training. The same happens with the 3rd Cycle of the basic education, with lasts 3 years, covering children between the ages of 12 and 15 years.

Any student, from the age of 13 who has two retentions in the same cycle of studies, or more than two retentions in different cycles, also has the option of attending vocational courses in basic education. They have a modelling structure and, as a rule, have links to business enterprises or to other institutions in the region, in order to allow a strong practical component in the training of young people. These vocational courses give equivalence to the 6th or 9th year of schooling and students who have passed the national tests of the 9th grade may continue their studies in general education. Those who have taken advantage of all the training modules can enter into vocational education. There is also a third way of continuing the studies for students who have completed 70% of the modules of the general and complementary components, which is the path of secondary vocational education.

The second stage of school education, secondary education, lasts for 3 years and has a very differentiated organization, "contemplating the existence of courses predominantly oriented to the active life or to the continuation of studies, all of the components of formation of Technical, technological and professional sense and of Portuguese language and culture appropriate to the nature of the various courses" (Law 46/86). Thus there may be courses related to Languages and Humanities, Science and Technology, Visual Arts and Professional Courses, Technological Courses or Specialized Artistic Courses, the latter with a strong training component in the work context.

There are also vocational courses at secondary level, whose target audience is young people from the age of 16, who show a strong tendency to drop out of school or who seek certain professional output. These courses confer the level 4 of qualification, equivalent, therefore, to the 12th of schooling with certification.

The third stage of school education is higher education. Portugal has this education sector divided into two sub-systems: university education and polytechnic education. Both subsystems confer the degrees of "Graduate" and of Master, but only the university superior education confers the degree of Doctor.

Finally, out-of-school education covers all initiatives aimed at lifelong learning, with the aim of complementing school education.

Regarding school buildings in the public school, the Portuguese educational system took over Decree-Law 75/2008, of April 22, and with its amendment, by Decree-Law 137/2012, of July 2, of several pre-school education establishments and schools of other levels of public education to be grouped into organizational units, as "school boards" (Decree-Law 137/2012). This reorganization of educational institutions, among other objectives, aimed to "guarantee and reinforce the coherence of the educational project and the pedagogical quality of the schools and pre-school establishments that integrate it, in a logic of articulation" (Decree-Law 137/2012).

Thus, public schools are now organized by groups of schools, which include various levels of education, from pre-school to secondary school. However, there is still a large number of non-grouped schools.

Enrolments

According to the most recent report of the National Education Council, data on the number of students who attend, in the 2014/15 school year, the Portuguese educational system, from pre-school to secondary education was of 1366000 in public education and 334 thousand in private education. As regards pre-schooling, the number of children enrolled in 2014/15 was of 264660, with 141571 attending public education and the remaining 123089 enrolled in private education (CNE, 2016).

Regarding school education, in primary education, data for 2014/15 show a total of 1041698 students enrolled, 418145 on the 1st Cycle, 238582 on the 2nd Cycle and 384971 on the 3rd Cycle. According to the same data source, secondary education had 393618 students enrolled in that school year and higher education had 349658 students.

As far as this last level of education is concerned, in the academic year 2015/16 the total number of students enrolled increased to 356399, with the Social Sciences, Commerce and Law areas having the highest absolute attendance (11,300 students). The area of Engineering, Manufacturing and Construction, with 75889 students and the area of Health and Social Protection, with 55,406 students.

Teacher Education

Beginnings and historical development

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:

- 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;
- 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 contextualizing 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 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 has been 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, p.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 for investment in public sector and thus an obstacle to overall development. There was a strong hostility to war and militarism. A lot of people leave 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, p.141) when he says that "it is understood, therefore, that from the point of view of teachers training, regular higher schools and basic schools (1st Cycle) have been dismantled, falling as much as possible the level of training."

Back, 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 teachers 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, to the decline (1926) of compulsory education from five to three years. The programs and contents of primary education are 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 School 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 militarys 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 increase comes. 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.

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 institutionalization 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 his duration, the expansion and diversification of higher education, the establishment of post-graduate courses, a new framework for vocational training, the organisation of the teacher education and the clear establishment of the principle of democratization of education.

The system would cover the pre-school education, school education and lifelong 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 the teacher training, the Law establishes (Fernandes, 1973) that it will take place in the Public School 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 types 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, p.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 arises 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 militaries, 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 are established. In the middle of the eighties, Portugal joined the EEC. The integration of the country in this economic area (...) become the main focus of policy and economy. (...). (Barreto, 1996, p.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 preservice 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 of widen the 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 programs, lack of investment, and only the extraordinary dedication of a broad number of teachers, made possible the system to perform (Ruivo & Mesquita (2010a).

Aims/Objectives

The constitutional text of the portuguese republic

The first Constitution, approved in 1976, and has maintained, since its essence, was considered by most relevant constitutionalists as the most progressive of all Europe in the field of culture and education, in particular, within teacher training. (Ruivo & Carrega, 2011)

Already in its Article 9 refers, as one of the fundamental tasks of the State "Ensuring education and valuation permanent defend the use and promote the international dissemination of the Portuguese language."

In Article 43 states that:

- It is guaranteed the freedom to learn and teach.
- The State cannot plan education and culture according to any philosophical, aesthetic, political, ideological or religious.
- Public education is not confessional.
- It is guaranteed the right to establish private schools and cooperatives.

And in Articles 73 and 74 it is noted that:

Article 73

- Everyone has the right to education and culture.

- The State shall promote the democratization of education and the other conditions for education, both at school and other means, to contribute to equal opportunities, overcoming economic inequalities, social and cultural development of the personality and spirit tolerance, mutual understanding, solidarity and responsibility for social progress and democratic participation in public life.
- The State shall promote the democratization of culture, encouraging and ensuring access for all citizens to cultural enjoyment and creativity, in collaboration with the media, associations and foundations for cultural purposes, the local cultural and recreational association's protection of cultural heritage, neighbourhood organizations and other cultural agents.
- The creation and scientific research and technological innovation are encouraged and supported by the State in order to ensure its freedom and autonomy, strengthening competitiveness and the connections between scientific institutions and enterprises.

Article 74

Everyone has the right to education with the guarantee of the right to equal opportunities for access and success in school.

In carrying out the policy of teaching the State must:

- Ensuring universal primary education compulsory and free;
- Create a public system and develop the overall system of preschool education;
- Ensure the continuing education and eliminate illiteracy;
- Ensure that all citizens, according to their capabilities, access to the highest levels of education, scientific research and artistic creation;
- Establish stages, free from all educational levels;
- Insert the schools in the communities they serve and establish interconnection education and economic, social and cultural rights;
- Promote and support the access of citizens with disabilities to education and support special education when necessary;
- Protect and promote Portuguese sign language as an instrument of cultural expression and access to education and equal opportunities;
- Ensure that the children of migrants learning the Portuguese language and access to culture;
- Ensure that the children of immigrants adequate support to implement the right to education.
- Finally, and also according to the Constitution, the teachers and students have the right to participate in the democratic management of schools.

The law on the education system

Only from 1986 the educational system started to have a solid legal basis for support - Law of the Education System (Education Act), consensus text between the major parties then represented in Parliament, and committed obligations to the state in the construction of a democratic and public school with quality, and with a plurality of paths after compulsory schooling common and 9 years.

This Act is therefore the first text structuring and the first benchmark in education and training and further training of teachers in Portugal. (Ruivo & Mesquita, 2010 b)).

As regards the scope of the Education Act, it should be emphasized that this determines on teachers and their training. Thus, the text of the Act, we note the general principles on the formation of educators and teachers (Mesquita, 2001):

- Initial training of higher level, providing educators and teachers at all levels of education and training information, methods and techniques of scientific and educational base as well as personal and social education appropriate to the exercise of the function;
- Ongoing training to complement and update the initial perspective of lifelong learning;
- Flexible training that enables conversion and mobility of educators and teachers of different levels of education and teaching, including the necessary complement of vocational training;
- Integrated training both at the level of scientific and pedagogical preparation, either theoretical and practical;
- Training based on methodological practices similar to those that the teacher and the educator come to be used in pedagogical practice;
- Training, in reference to social reality, fosters an attitude both critical and active;
- Training that fosters and encourages innovation and research, particularly in relation to the educational activity;
- Training participated leading to reflective practice and continuous self-information and self-learning.

Early childhood educators and teachers of primary and secondary gain qualifications in specific courses intended for their training, according to the curricular needs of their level of education and teaching in higher education schools or universities that have units training fit for the purpose, under the following describes:

- The training of early childhood educators and teachers of the 1st and 2nd cycles of basic education (compulsory education for nine years was divided into three cycles: one primary, four years a complement of two years and a terminal, three years more following secondary education - not required - with a duration of three years is held in higher schools.
- The training of educators and teachers mentioned above can also be carried out in universities, which for this purpose, assign the same qualifications as those of higher schools.
- The training of teachers of the 3rd cycle of basic education and secondary school teachers held in universities. The teacher training courses related to professional, vocational or artistic production of primary or secondary education is acquired in courses appropriate professionals, who teach in high schools supplemented by a pedagogical training.
- They can also acquire professional qualification for teachers of the 3rd cycle of basic education and secondary school teacher's licensees which have the scientific qualifications required for access to professional training in teaching, obtain the necessary pedagogical training on proper course.
- The all educators, teachers and other education professionals recognized the right to continuing training.

- Periods will be awarded to teachers specially designed for training which may take the form of sabbatical years.

Career progression should be linked to the evaluation of all 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 to professional, educational and scientific qualifications.

Access, programs, curricula and methods

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 again emphasize 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 (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 the intervention. However, we must recognise that in many universities, there were no concerns in creating an appropriate organization 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 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).

According to the political movement 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^o 49 of 2005 amending the Law on the Education System, intended in particular:

- 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.

- The adoption of the model of organization of higher education into three cycles: Bachelor, Masters and PhD.
- The transition from a system of education based on the idea of transmission of knowledge to a system based on the development of skills.
- The adoption of the European system of curriculum credits (ECTS - European Credit Transfer System), based on the work of students.

Moreover, the Decree-Law Nº 74 of 2006 makes the regulatory changes introduced by the Law on the Education System for the new model of organization 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 reorganization 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 organization 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 Nº 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 21s 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 Nº 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 Master's 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 Nº 43/2007).

According to the officials of the Ministry of Education, the system of professional qualification 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 programs 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 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 establishes 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.

Recognizing the value and impact of teaching in the quality of education, the preparation of educators and teachers should be developed by a rigorous process, reflecting a prestigious value for the teaching intervention. So, in May of 2014 with the publication of the Law-Decree 79/2014, a revision of the teaching qualification assessments was carried out, and approved by the 2007 Decree with the objective

of improve the qualification of educators and teachers, in the areas of teaching, particularly in specific didactics and professional practice initiation.

Consequently, we have then that under the new legal regime of qualification for teaching (Decree-Law Nº 79 of 2014), the cycles of studies (Bachelor and Master) for the training of teachers should include the following components of training:

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.

General educational training: it 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. It integrates developmental psychology, cognitive processes, in particular those involved in learning reading and mathematics, curriculum and assessment, school as an educational organization, special educational needs, and the organization and management of the classroom.

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.

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 competencies and duties entrusted to the teacher within and outside the classroom.

Training in cultural, social and ethical: it covers the awareness of the major problems of the contemporary world; the extension to areas of knowledge and culture 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. It also integrates contact with methods of data collection and critical analysis of data, hypotheses and theories. These contents are included in the previous training components.

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:

- Training general education - minimum 15 credits;
- Specific Didactics - minimum 15 credits;
- Introduction to supervised practice - minimum 15 credits;
- Training in the area of teaching - minimum 125 credits (minimum 30 credits in Portuguese, 30 in Mathematics, 30 in Natural Sciences and History and Geography of Portugal and 30 in Expressions)
- 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

The number of credits the course of study leading to master's degree of childhood educator is 90 credits.

The credits allocated are distributed by training components as follows:

- General educational training - minimum 6 credits;
- Specific Didactics - minimum 24 credits;
- Supervised practice of teaching - minimum 39 credits;
- Training in the area of teaching - minimum 6 credits.

Teacher of the 1st cycle of basic education

The number of credits the course of study leading to master's degree in Teacher of the 1st cycle of basic education is 90 credits.

The credits allocated are distributed by training components as follows:

- General educational training - minimum 6 credits;
- Specific Didactics - minimum 21 credits;
- Supervised practice of teaching - minimum 32 credits;
- Training in the area of teaching - minimum 18 credits.

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 120 credits.

The credits allocated are distributed by training components as follows:

- General educational training - minimum 6 credits;
- Specific Didactics - minimum 36 credits;
- Supervised practice of teaching - minimum 48 credits;
- Training in the area of teaching - minimum 18 credits.

Teacher of the 1st Cycle of Basic Education and Teacher of Portuguese and History and Geography of Portugal in the 2nd cycle of basic education or Mathematics and Natural Sciences in the 2nd cycle of basic education

In the event that the training covers an area of the joint clearance of this nature, the number of credits the course of study leading to master's degree is 120 credits.

The credits allocated are distributed by training components as follows:

- General educational training - minimum 6 credits;
- Specific Didactics - minimum 30 credits;
- Supervised practice of teaching - minimum 48 credits;
- Training in the area of teaching - minimum 27 credits.

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 (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 cycle and the 2nd cycle of basic education the credits allocated to a master degree (120) are distributed by training components as follows:

- General educational training - minimum 18 credits;
- Specific Didactics - minimum 30 credits;
- Supervised practice of teaching - minimum 42 credits;
- Training in the area of teaching - minimum 27 credits.

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.

Teaching practice

An experience of teacher training for teachers of special education

The Law on the Education System (Law 46/86) proposes an educational reform that significantly alters the educational policy in many aspects.

In this educational reform special education in the school system emerges as a special type of school education, which is governed by special provisions, particularly with regard to teacher training.

Under the Act, a policy of Teacher Training is governed by a set of references, including (Mesquita, 2001):

- training plans should ensure the integration of both aspects of the content of the disciplines of teaching and pedagogical aspects, such as theoretical and practical;
- Teacher Training complements and updates the Initial Training, so it is an indispensable dimension of teacher training;
- Training should encourage reflective practice and self-learning, foster research and innovation in relation to the educational activity and open possibilities of teacher mobility. (Cit. por Campos 1995, p. 9).

In the frame of reference of the Basic Law in 1989, it issued the Legal System of Education and Training of Early Childhood Educators and Teachers of Primary and Secondary Education (Decree-Law Nº 344/89) which fits a policy that seeks to articulate, in a sequential and coherent training professors of education of not higher levels. As regards the structure of curricula for initial training there was clear concern in trying to respond to emerging needs for integration of children with special educational needs, since it proclaims including 'initial preparation in the field of special education'(Article 15, nº2).

With regard to training, the Basic Law recognizes that training is a right of all teachers and educators, though not as a duty emphasizes Patricio (1994) by stating that it is a shame that the Act "has not declared a duty to all educators and teachers. A teacher consciously considering it will, by itself, a duty to perform, but also a taste to savor."(p. 36)

The Law refers to the institutions responsible for the initial teacher's training the responsibility of ensuring knowledge and skills but also enable mobility and career development (Article 35, nº 2) in-service teacher training (Article 35, nº 3). This training should aim to supplement, update and improve.

Later, with the Legal System of Teacher Education in 1989 (Decree-Law Nº 344), which sets the policy for teacher training, continuous training appears not only as a right but as a duty of all educators and teachers which aimed 'to promote updating and upgrading of professional activity, as well as applied research and dissemination of educational innovation "(Article 25th) and will now be a requirement for career advancement (Article 26, nº 4).

Following the educational reform initiated in 1986, is approved of the Legal Service Teacher Training in 1992 (Decree-Law Nº 249/92), with subsequent amendments (Law Nº 60/93, Decree-Law Nº 274/94 and with the changes introduced by Decree-Law Nº 207/96), which sets the objectives of the training, principles, objectives, areas on which to focus and levels that can assume. Special Education is one of the areas where we can and should develop training.

In the Basic Law has also expressed training for specialized functions, through Article 33, which provides that the qualification for teaching in Special Education and other educational functions (management and school inspection, socio-cultural and adult education) be acquired by early childhood teachers and teachers of primary and secondary education practice through courses and specialized courses, through Master's degrees.

Also the Legal System of Teacher Education (1989), in its Article 23, points out that the qualification for teaching in Special Education "is a specialization". The Teaching Career Statute of Early Childhood Educators and Teachers of Primary and Secondary Education (Decree-Law Nº 139-A/90, amended in 1997 by Decree-Law Nº 105, adjusted on qualification for the exercise of other educational functions) refers to specialized training as a form of training alongside the initial and in-service teacher training, assigning to him the purpose of qualifying teachers for the year other functions or activities acquired through specialized educational degree courses, specialized courses in higher education and specialized courses in institutions of higher education in several areas, particularly in Special Education.

In 1997 it legislated specialized training through Decree-Law Nº 95/97, which determines the Legal Training Specialist, and two years later (1999), the definition of profiles for training in specialized training of teachers in several areas (Decree Nº 198/99).

On Legal Regime of Specialized Training areas were defined for specialized training, the general principles and requirements to be met by courses, particularly in the area of curriculum organization.

In this diploma specialized training means?

Acquisition of skills and scientific knowledge, pedagogical and technical, as well as the development of skills and attitudes of critical analysis, innovation and research in the specific field of science education (Article 2)

The specialization areas considered are (Article 3): a) Special Education b) School

Administration c) Socio-Cultural d) Counselling; e) Organization and Curriculum Development; f) Supervision and Training of Trainers g) Management and Animation Training, Educational Communication and Information Management.

The training in Special Education aims to qualify teachers for the performance of duties of support, monitoring and socio-educational integration of children / young people with special educational needs.

The skills developed are focused in four spheres (Despacho Conjunto N°198/99):

Skills of critical analysis.

Skills intervention.

Skills training, supervision and evaluation. Skills consultancy.

The courses are taught by institutions of higher education devoted to the initial training of teachers, and can only be attended by early childhood teachers and teachers of primary or secondary professionalized and with at least five years of teaching (Article 4). Specialized training is titrated by a certificated of higher specialized studies for a degree in a specialized course of postgraduate or diploma of specialization courses of short duration, for a certificate of completion of the master's degree curricular area of specialization concerned, or even through the bachelor's degree, master's or doctoral degrees (Article 5).

Currently, the curriculum organization of these courses are governed by Article 6 of this Decree-Law, which states that the courses of specialization cannot have a duration less than the 250 hours broken down by:

- A component of general education in Education, which should not exceed 20% of the total workload;
- A component specific training in the areas of specialization already mentioned above, not less than 60% of the total workload;
- A component geared to the design, development and evaluation of a project in the area of specialization.

In the organization of the courses must be ensured:

Respect for the rule of scientific and pedagogical training on purely technical or administrative training and taking into account the specificity of the levels of education that shall be performed the tasks for which it is given to specialized training (Article 6, n° 2).

The Higher Education tried to respond to emerging changes of the Law on the Education System and subsequent regulations regarding the training of educators and teachers of primary and secondary, creating specialized courses, integrating in their initial training courses contents under special educational needs and developing continuous training in order to respond to the challenges posed by new roles of teachers serving children with disabilities.

Felt in the evolution, we must emphasize the importance of the introduction of the concept of "special educational needs" (SEN), on the recommendation of the Warnock Report (1978), brings to school integration in the training of teachers.

The appeal to DE categorization disability and transition to a focus on the identification of educational needs of each student accentuates individuality and begin to focus on the educational needs of each student, a corresponding action of the teacher-centered educational process. Give Thus, the primacy to the problem of teaching / learning, cooperative management of the classroom, differentiated pedagogy, among others, at the expense of re-education, operationalized methodologies and compensation techniques used to remedy a particular disability.

New perspectives in education, aimed at the development of the human being, appealing to the right to difference, come to radically alter the forms of care for children with special educational needs. And,

consequently, the continuous preparation of educators and teachers who will deal directly or indirectly with them.

A school for all, where the right to difference meant to be a real right, necessarily implies the existence of teachers able to respond to the real educational needs of each student, in particular, and the class group in general.

Challenges

Practical and reflective teachers: challenges and pathways

Perhaps because the movement in favor of reflective practice has been converted, in recent years, a flag in most countries that have engaged in educational reforms, it has also produced between researchers and teachers, between teachers and students, some confusion about the true meaning of the concept of "reflection", especially when confronted with other concepts such as "teacher research", "empowerment" and "restructuring".

Hence the "popularity" which reached movements advocating a change from the "basics" and teaching practice that emerged under the motto of reflection in and on action.

Maybe so Zeichner (1992), since the last decade of the twentieth century, called attention to the fact that, especially in the United States, they spend disproportionately funds, questionable in terms of cost / effectiveness, in training programs and development of teachers, based in "prefabricated solutions", based exclusively on research developed by researchers in universities.

Situations that, from the perspective of the author, contradicts the core of the concept of a "reflective teacher", not only because that recognizes the richness and efficiency enclosing the practices of "good" teachers, but also because the whole process of understanding and improving the act of teaching should start from the very exercise of the teaching function, "pulling out" of this practice throughout the development reflection. This presupposes that a good part of the theory, since it only produced by "others", has proved to be impoverished and, in the worst of times, full of illusory and utopian solutions.

Especially when the massification of training, with a view to assessing the quality and professional performance, to which most countries have been forced, prevents to develop this paradigm of teacher training model that runs out, or hardly resists, the clash "quality versus quantity" training.

Hence we should not separate the use of in-service teacher training through the study of reflective practice and the sources of the curriculum (epistemological, sociological, psychological, and educational), while "central core" of the training of teachers.

About this methodology, more eclectic, also, in the 90s of the past century, Beatty (1999) considered, about teachers in in training:

they felt more motivated and satisfied, more in control, more confident about their ability to self-direct professional learning, more confident about their effectiveness and ability to reflect on their effectiveness, and more likely to experience flow in connection with their work. Participants considered the experiences deeply satisfying emotionally, intellectually, personally, and professionally. (p. 21)

However, we have to admit that the debate on the "professionalization" of teachers remains open. Putting aside the realm of pure rhetoric, it must continue to confront the emerging theories with the practical results of its implementation if we want teachers to continue to perform their work with autonomy, integrity and accountability. We know that modern societies favor and increase, in all occupations, critical and reflective thinking, but it still exists too much scepticism against the social and institutional

recognition that their efforts do not follow the challenges of constant change, required by the knowledge society.

Conclusion

The teacher education: an open discussion

The teacher education is a period of great moments of rupture, which relate to the need of giving voice and working conditions to the movements of innovation and pedagogical renewal, who pretend to transmit new representations and positive expectations, regarding the needs of implement learning programs (Ruivo, 2008), including the need to:

- Changing knowledge.
- Changing ways of action.
- Changing subject areas.
- Changing education cycles.
- Changing attitudes, regarding the ways themselves learn, i.e. change the outlook for their own training.
- Changing, therefore, the concept restricted and restrictive that now dominates the valences of training teachers.

Train teachers for the millennium and the knowledge society, where combat digital illiteracy is assumed to be urgent concern (Ruivo & Carrega, 2013) is a task that motivates educational reform movements that cross the world. However, this reform movement, should also mean that believes not only in the initial training - first step to permanently downgrade - which must be exhausting efforts personal, professional, institutional, political, budgetary and financial these new winds of reformism educational and systemic.

Should mean, above all, a commitment to the teacher education, in response to the challenge of breaking the commonplace to recognize in theory its importance but simultaneously attend to the placing of obstacles to its implementation in schools.

Portugal is included in the educational system of "temptation" centralizing (Ruivo & Carrega, 2011), which often do not understand the teacher education as a dynamic and articulate the needs of professional performance (not just in the classroom but also in the community) but rather as a passive acceptance of rules and laws, tax "top down". We believe, nevertheless, that it is possible to train better teachers, steeped in a culture of professionalism and able to meet the demands of continuing education in a society tends to be "virtually digital" (Ruivo & Mesquita, 2010 b)) in a search for lifelong learning, while members of the knowledge society.

In this process, as rich as the convictions of uncertainty and questions, teachers mature when they can internalize the objective of the desired link between theoretical and practical training received and considered capable of achieving, in the diversity of contexts in which the teacher is called to action.

Strictly speaking, the teacher today is no longer just seen as an expert in the subjects he teaches. The times require that he can be also highly qualified in the diverse areas of knowledge and integrated in the requirements of the knowledge society. (Ruivo & Mesquita, 2013; Ruivo & Chabert, 2013).

Soon the training should include:

- The field of teaching styles.
- Knowledge of learning styles of their students.

- Knowledge of developing psychosocial condition of learning.
- Knowledge of the social relations that are established between the student and the school, and between this and the different social agents that comprise the community.
- The domain of techniques and processes for managing conflict.
- The domain of techniques and processes of school management and administration.
- The domain of techniques and procedures for evaluating the product of learning and school effectiveness.
- Knowledge of the management of curricula and innovative solutions in curriculum development.
- The Knowledge of information technology and communication (ICT)
- The prediction of social and educational function of learning outcomes and educational institution.
- The processes of inclusion of students, including those with special educational needs (Mesquita & Simões, 2013).

Particularly important from the point of view of training and professional development, are first-year teaching career. In this peculiar situation, we have devoted particular attention (Ruivo et al., 2008), because the newly qualified teachers "fall" in a different reality from their imaginary, created during their initial training, and that can lead to severe periods of discontent, or even abandonment of profession.

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