



Profile of Teaching and Training_PT_teacher

Lifelong Learning Innovation Transfer Project

“TEVAL 2” Innovative Evaluation Model in Teaching and Training Organisations.

Ref No: LLP/LDV/T01/2007/PT/16

General profiles of ability for the teaching

Decree N° 240/2001 of 30 of August

The regimen of qualification for the teaching in the preschool education and secondary and basic education finds its legal framing established in the article 30º and the article 31º of the Law in principal of the Educative System and complementary legislation, appointedly the Decree N° 194/1999, of 7 of June, that the system of accreditation of courses established that confer professional qualification for the teaching, and the Decree N° 6/2001, of 18 of January, and the Decree N° 7/2001, of the same date, that they had fixed the principles people who orientates of the organization and management of the resume of educations basic and secondary.

In accordance with the related regimen, the educators and the teachers are detainers of diplomas that certify the specific formation professional with that if they find qualified, through courses that if in accordance with organize the necessities of the respective professional performance, and as profiles of qualification for the teaching, decurrent of the made use one in the related Law in principal.

In the terms of the article 8º of the Decree N° 194/1999, of 7 of June, the recognition of the adequacy of the related courses to the requirements of quality of the professional performance has as reference picture wants the legal regimen of initial formation of educators and teachers fixed in the Law in principal and respective complementary legislation, want the curricular guidelines for the preschool education and the resumes of basic and secondary education, still want the general profile of performance of the educator and the teacher and the profiles of specific performance of each qualification teacher, as well as the standards of quality of the formation initial, fixed for the INAFOP for the respective accreditation and certification.

In this way, the definition of the demanded profiles of ability for the performance of teaching functions fits to the Government, in the terms of N° 2 of the article 31º of the Law in principal of the Educative System.

Such profiles, when characterizing the professional performance of the educator and the teacher, evidence, if considered integrally, the respective requirements of initial formation, without damage of the indispensability of the learning to the long one of the life for a consolidated professional performance and the continuous adequacy of this to the successive challenges that are placed to it.

They constitute, therefore, a basic orienting picture wants for the organization of the courses that confer professional qualification for the teaching want for accreditation o of such



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formations.

To the formation institutions it competes defining the objectives of the courses of initial formation that prepare for the teaching, as well as organizing and developing education, the necessary learning and the evaluation to the formation of the teaching futures, fitting to them, equally, to certify the professional qualification of its diploma ones, guaranteeing that these possess the necessary formation to the exercise of the teaching.

To the accreditation institution, for its side, it competes filing a suit if the course organized for the formation institution provides the necessary preparation to professional performance e, in affirmative case, to recognize it as course that confers professional qualification for the teaching.

For the present diploma, the profile of common performance to the educators of infancy and the teachers of educations is defined basic and secondary, leaving, for posterior moment, the definition of the proper profiles of performance of each qualification for the teaching, to approve through specific diplomas for the effect.

Thus:

In the development of the legal regimen established by the Law in principal of the Educative System, approved for the Law N° 46/1986, of 14 of October, and modified for the Law N° 115/1997, of 19 of September, and in the terms of paragraph c) of N° 1 of the article 198° of the Constitution, the Government decrees, for real as general law of the Republic, the following one:

Article 1° Object

The general profile of professional performance of the educator of basic and secondary teacher is approved, published in annex to the present diploma and that of it is integrant part.

Article 2° Purpose

The related profile of professional performance in the previous article, constitutes the orientation picture the one that if finds subordinated:

- a) The organization of the courses of initial formation of educators of infancy and teachers of educations basic and secondary, as well as the certification of the corresponding professional qualification for the teaching;
- b) the accreditation of the same courses, in the legal terms.

Article 3° Remission

The specific profiles of professional performance of the educator and the teachers consist of proper diplomas, which will define the performance of each professional qualification for the teaching.



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Article 4º Comoing into effect

The present diploma comes into effect in the following day of its publication.

Approved visa and in Cabinet of 26 of July of 2001. - António Manuel de Oliveira Guterres - Júlio Pedrosa Sundays of the Light of Jesus.

Promulgated in 17 of August of 2001.

It is published.

The President of the Republic, JORGE SAMPAIO.

Authenticated in 23 of August of 2001.

Primeiro-Ministro, António Manuel de Oliveira Guterres.

ANNEX

General profile of professional performance of childhood educator and the basic and secondary education' teachers.

I - general Profile of performance

The general profile of performance of the educator and the basic and secondary education' teachers enunciates common criteria to the activity of the teachers of all the education levels, evidencing requirements for the organization of the projects of the respective formation and for the recognition of teaching professional qualifications.

II - professional, social and ethical Dimension

1 - The teacher promotes curricular out comings, basing its practical professional on one to know specific resultant of the diverse production and use of knowing integrated in function of the concrete shares of same practical, social and the ethically situated one.

2 - In the scope of the made use one in the previous number, the teacher:

a) It is assumed as an education professional, with the specific function to teach, for that it appeals to proper knowing of the profession, supported in the inquiry and the practical the educative one and fit shared reflection of in educative politics guidelines for whose definition it contributes actively;

b) Exerts its professional activity in the school, understood as an educative institution, to which socially the specific responsibility is committed to guarantee to all, in a perspective of inclusive school, a set of learnings of diverse nature, assigned for resume, that, in data moment and the picture of a social construction negotiated and assumed as temporary, is recognized as right necessity and of all for its integral development;

c) It foments the development of the autonomy of the pupils and its full inclusion in the society, having in account complex and differentiated character of the pertaining to school learnings;



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- d) It promotes the quality of the contexts of insertion of the educative process, in order to guarantee well-being of the pupils and the development of all the components of its individual and cultural identity;
- e) It identifies weighed and it respects the cultural and personal differences of the pupils and too much members of the educative community, valuing the different ones to know and cultures and fighting processes of exclusion and discrimination;
- f) Manifest relationary capacity and of communication, as well as emotional balance, in the some circumstances of its professional activity;
- g) Assumes the civic and formative dimension of its functions, with the inherent ethical and deontological requirements that it are associates.

III - Dimension of development of education and the learning

1 - The teacher promotes learnings in the scope of a resume, in the picture of a pedagogical relation of quality, integrating, with criteria of scientific and methodological severity, knowledge of the areas that base it.

2 - In the scope of the made use one in the previous number, the teacher:

-) It promotes significant learnings in the scope of the objectives of curricular project of group, developing the essential abilities that integrate it;
- b) Uses, of integrated form, to know proper of its specialty and to know transversal lines and to multidiscipline adequate to the respective level and cycle of education;
- c) It organizes education and it promotes, individually or in it equips, the learnings in the picture of the epistemological paradigms of the areas of the knowledge and based pedagogical and didactic options, appealing to the experimental activity always that this if discloses pertinent;
- d) It uses the Portuguese language correctly, in its sources written and verbal, constituting this correct objective use of its formative share;
- e) It uses, in function of the different situations, and adequately incorporates in the activities of learning diverse languages and varied supports, nominated the technologies of information and communication, promoting the acquisition of basic abilities in this last domain;
- f) Promotes the systematic learning of the processes of intellectual work and the forms of organizing and to communicate, as well as the active involvement of the pupils in the processes of learning and the management of the resume;
- g) Develops pedagogical strategies differentiated, conducive to the success and accomplishment of each pupil in the partner-cultural picture of the diversity of the societies and the heterogeneity of the citizens, mobilizing values, to know, experiences and other personal, cultural and social components of the contexts and passages of the pupils;



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- h) Assures the accomplishment of educative activities of support to the pupils and cooperates in the detention and accompaniment of children or young with educative necessities special;
- i) Improves the participated construction of rules of democratic sociability and generates, problematic with .securaty and flexibility, situations and interpersonal conflicts of diverse nature;
- j) It uses the evaluation, in its different modalities and areas of application, as regulating and promotional element of the quality of education, the learning and its proper formation.

IV - Dimension of participation in the school and relation with community

- 1 - Teacher exerts its professional activity, of an integrated form, in the scope of the different dimensions of the school as educative institution and in the context of the community where this if inserts.
- 2 - In the scope of the made use one in the previous number, teacher:
 - a) Perspective the school and the community as spaces of inclusive education and social intervention, in the picture of an integral formation of the pupils for the democratic citizenship;
 - b) Participates in the construction, development and evaluation of project educative of the school and the respective curricular projects, as well as in the activities of administration and management of the school, taking care of to the joint between the some levels and cycles of education;
 - c) It integrates in project curricular to know and practical social of the community, conferring to them educative relevance;
 - d) It collaborates with all the intervening ones in the educative process, favoring the creation and the development of relations of mutual respect between professors, pupils, people in charge of education and staff not professor, as well as with other institutions of the community;
 - e) It promotes interaction with the families, nominated in the scope of the projects of life and formation of its pupils;
 - f) Values the school while polar region of social and cultural development, cooperating with other institutions of the community and participating in its projects;
 - g) Cooperates in the elaboration and accomplishment of studies and integrated projects of intervention in the school and its context.



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V - Dimension of professional development to the long one of life

1 - teacher incorporates its formation as constituent element of the practical professional, constructing it from the necessities and accomplishments that he is aware of, by means of the analysis of pedagogical practical its, the reflection based on the construction of the profession and the resource to the inquiry, in cooperation with other professionals.

2 - In the scope of the made use one in the previous number, teacher:

- a) Reflects on its practical, supporting itself in the experience, the inquiry and other important resources for the evaluation of its professional development, nominated in its proper project of formation;
- b) Reflects on inherent ethical and deontological aspects to the profession, evaluating the effect of the taken decisions;
- c) Perspective the work of equips as factor of enrichment of its formation and the professional activity, privileging the allotment to know and of experiences;
- d) It develops personal, social and professional abilities, in a perspective of formation to long of the life, considering the diversities and similarities of the national and international realities, nominated in the European Union;
- e) It participates in related projects of inquiry with education, the learning and the development of the pupils. Reflects on its practical, supporting itself in the experience, the inquiry and other important resources for the evaluation of its professional development, nominated in its proper project of formation;
- b) Reflect on inherent ethical and deontological aspects to the profession, evaluating the effect of the taken decisions;
- c) Perspective the work of equips as factor of enrichment of its formation and the professional activity, privileging the allotment to know and of experiences;
- d) It develops personal, social and professional abilities, in a perspective of formation to long of the life, considering the diversities and similarities of the national and international realities, nominated in the European Union;
- e) It participates in related projects of inquiry with education, the learning and the development of the pupils.