

# Investigar no contexto de um Doutoramento Europeu em Formação de Professores

Luís Tinoca & Inês Alves

UIDEF Instituto de Educação da Universidade de Lisboa

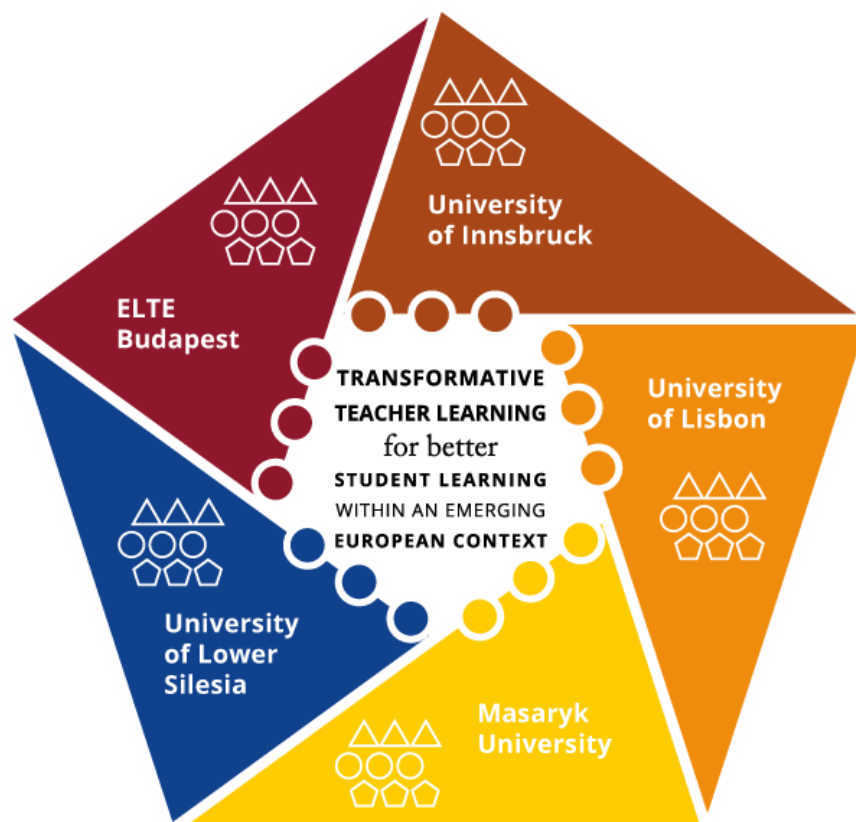
[ltinoca@ie.ulisboa.pt](mailto:ltinoca@ie.ulisboa.pt)



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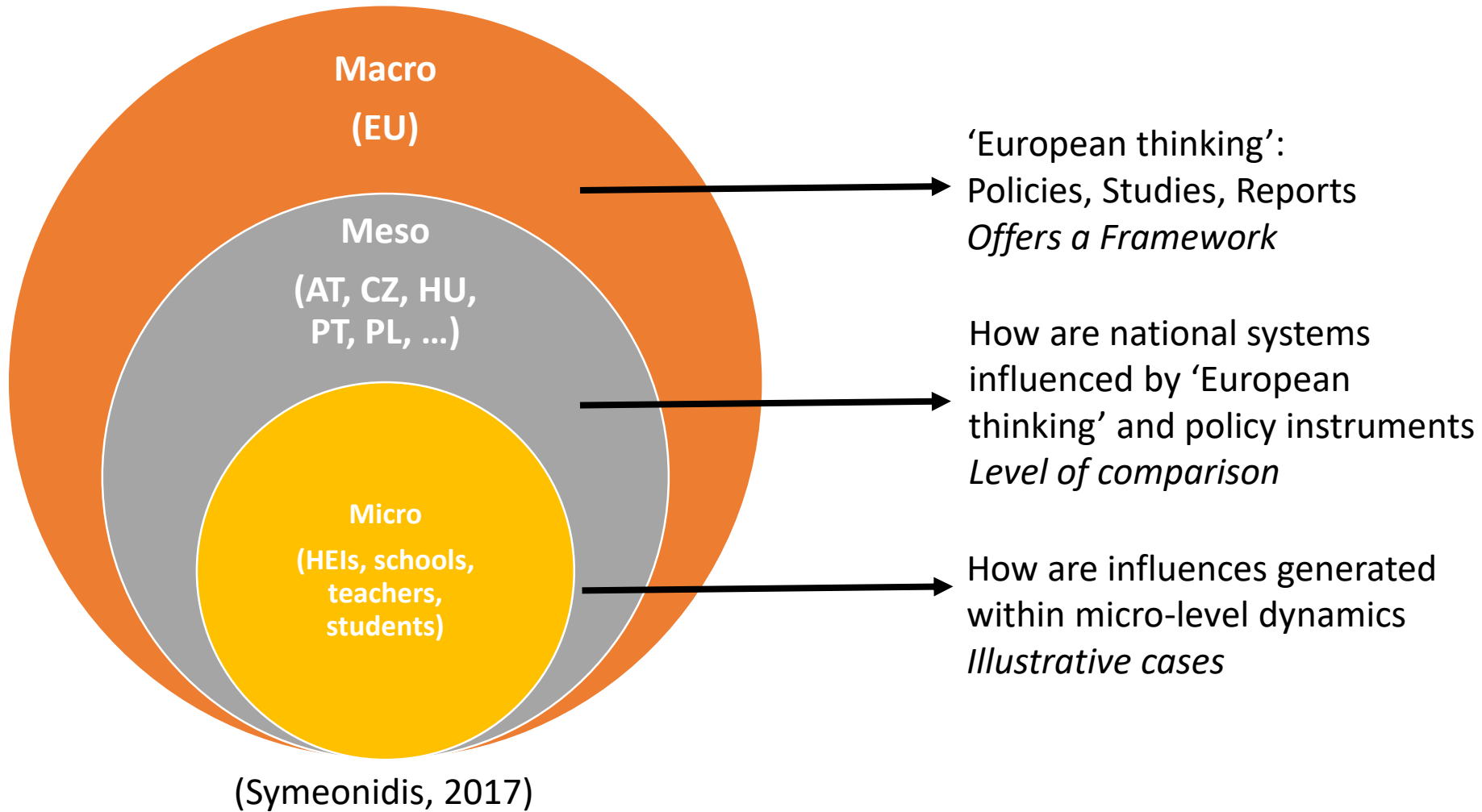
# European Doctorate in Teacher Education (EDiTE)



○ researchers      ◡ supervisors      △ partners



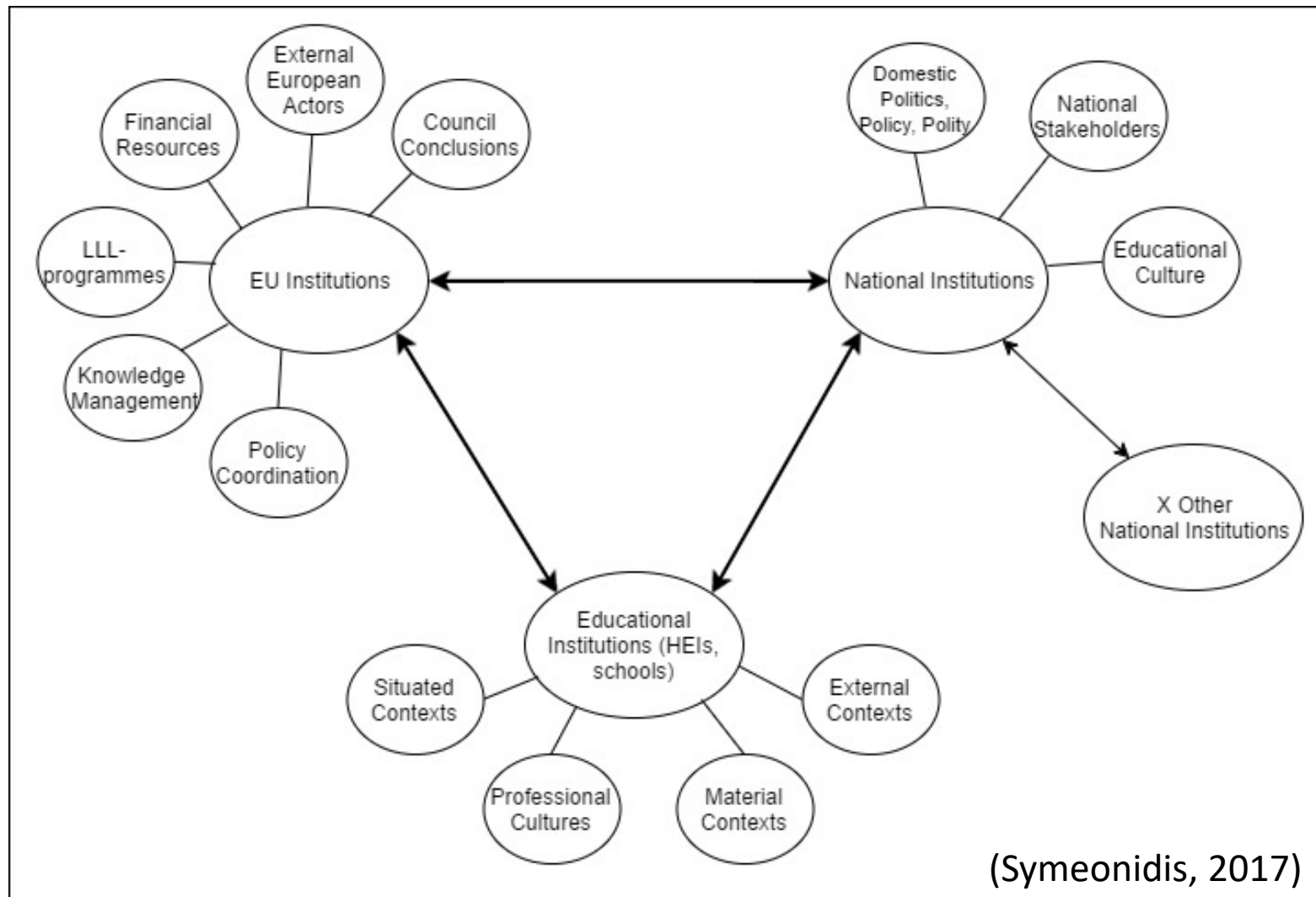
# Levels of analysis



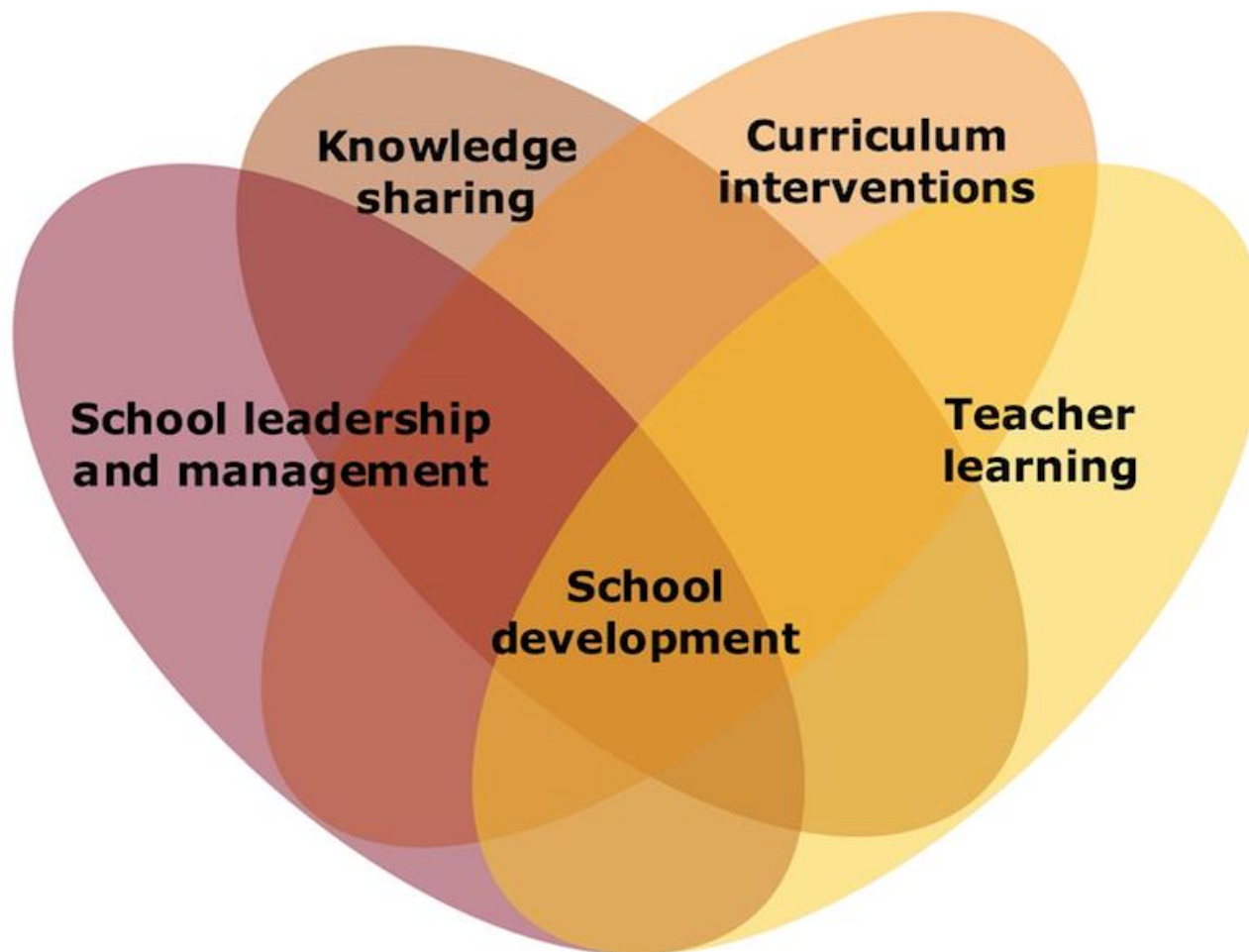
# Defining Europeanisation

**Radaelli (2003: 30):** Europeanisation refers to: “Processes of (a) construction (b) diffusion and (c) institutionalisation of formal and informal rules, procedures, policy paradigms, styles, ‘ways of doing things’ and shared beliefs and norms which are first defined and consolidated in the making of EU decisions and then incorporated in the logic of domestic discourse, identities, political structures and public policies”.

# Europeanisation in (teacher) education

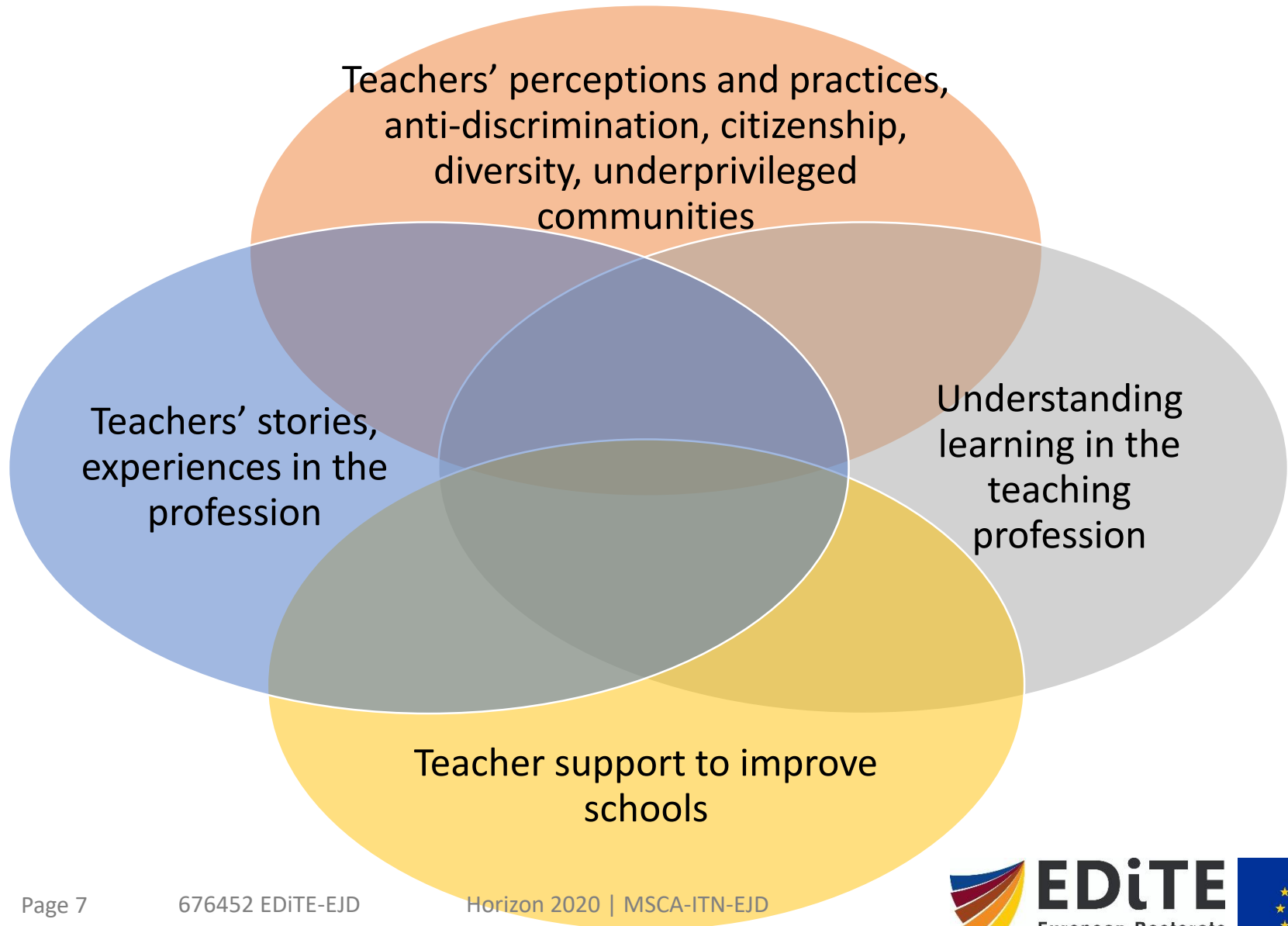


# Framework for school development



(Kovacs, 2017)

# Ongoing research focuses



# Themes of EU policy in teacher education

## The Continuum of Teacher Professional Development

- Overarching unity of ITE, Induction and CPD
- Strong learning orientation: Learning outcomes and competence levels
- Recruiting and selecting the best
- Regular feedback on teachers' development: Self-reflection

## Teacher Competences

- Comprehensive professional competence frameworks, based on learning outcomes
- Promote agency, empowerment and responsibility, rather than control and disempowerment
- Integration in the national continuum of teacher education

## Supporting Teacher Educators

- Clear definition of role and responsibilities
- Establishment of professional competence frameworks
- Reinforce collaboration via groupings and networks



Muito Obrigado  
Thank You

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