



K2 – Pedagogy and Practice [PedPack]

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- Este projeto tem como finalidade melhorar a qualidade da formação inicial de professores, contribuindo para que sejam mais confiantes e menos propensos a abandonar precocemente a profissão, através da atualização de um Pacote Pedagógico, que foi desenvolvido no Reino Unido há mais de 10 anos.
- O projeto fornecerá recursos digitais atualizados em cinco áreas-chave para melhorar a formação inicial de professores e apoiar o desempenho dos professores nos seus primeiros anos, com vista a tornar a profissão docente mais atraente e reduzir a taxa de *evasão* devido à pressão.



As cinco áreas-chave para a melhoria são:

- Estruturar a aprendizagem
- Modelos de ensino
- Avaliação para a aprendizagem
- Desenvolver aprendizagem efetiva
- Gestão de sala de aula



Os objetivos são:

- Atualizar cinco áreas da orientação pedagógica e “digitalizá-las”
- Colocar em prática a orientação atualizada na formação de professores em 5 países
- Experimentação e teste da metodologia e dos recursos
- Realizar um estudo de impacto sobre toda a metodologia escolar e os recursos
- Partilhar amplamente os resultados e os materiais



Produtos finais específicos são:

- Um conjunto de recursos pedagógicos digitais em 5 áreas para uso na formação de professores e apoio de professores estagiários
- Um pacote de formação no uso do recurso para formadores de professores e mentores escolares
- Um estudo longitudinal de impacto da metodologia PedPack e uso dos recursos atualizados, através de estudos de caso
- Um website que forneça os recursos para download e apresente os estudos de caso
- Um conjunto de materiais de divulgação e seminários em 5 países
- Um relatório de investigação com recomendações sobre políticas





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Parceiros:

UK - edEUcation Ltd

Portugal - Universidade Lusófona de Humanidades e Tecnologias

Slovenia - Primorska University

Spain - CPIFP, Baja Aragon

Germany - Pädagogische Hochschule Karlsruhe



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Rationale

Husbands, C. and Pearce, J. (2012). What makes great pedagogy? Nine claims from research. Nottingham: National College for School Leadership.

Rowe, N., Wilkin, A. And Wilson, R. (2012). Mapping of Seminal Reports on Good Teaching (NFER Research Programme: Developing the Education Workforce). Slough: National Foundation for Educational Research.

Coe, R., Aloisi, C., Higgins, S., and Major, L.E. (2014). What makes great teaching? CEM, Durham University, The Sutton Trust.

UNESCO (2015). Teacher Policy Development Guide. (For Teachers Education 2030)

Park, H. (2016-2017). What Makes “Good” Teaching? Kaleidoscope, Fall 2016/Winter 2017, p. 19-26.

Ofsted (2018). Initial teacher education inspection handbook. September 2018, No. 150033.





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School systems need to ensure that their curricula are relevant and contain enough flexibility to accommodate different learners and different social and economic needs. They need to ensure that school buildings are in good condition... All these things are important and ultimately impact academic performance. However, none is nearly as important as the quality of teaching.

Whelan, 2009:35

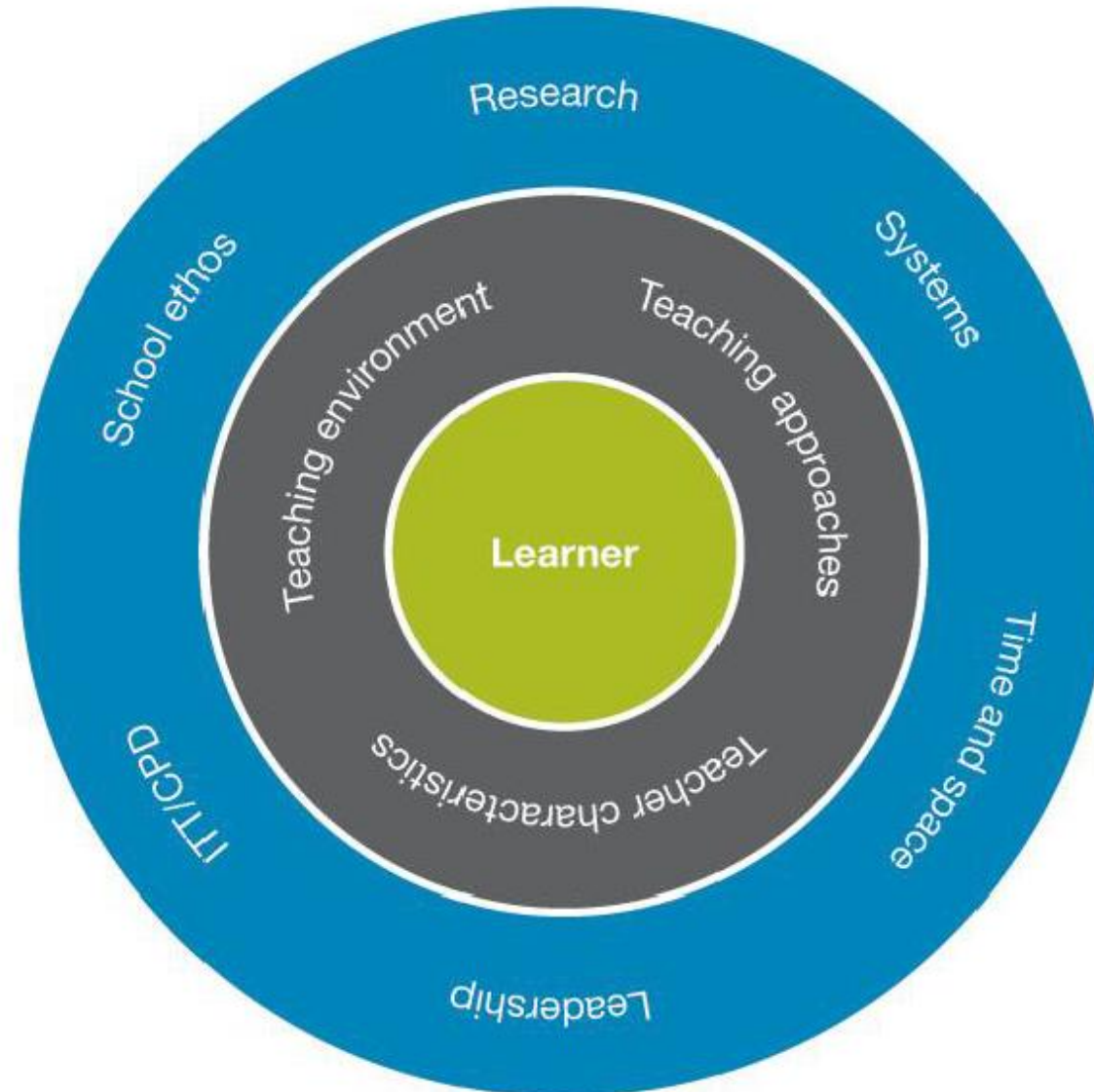





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1. Effective pedagogies give serious consideration to pupil voice.
2. Effective pedagogies depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do).
3. Effective pedagogies involve clear thinking about longer term learning outcomes as well as short-term goals.
4. Effective pedagogies build on pupils' prior learning and experience.
5. Effective pedagogies involve scaffolding pupil learning.
6. Effective pedagogies involve a range of techniques, including whole-class and structured group work, guided learning and individual activity.
7. Effective pedagogies focus on developing higher order thinking and metacognition, and make good use of dialogue and questioning in order to do so.
8. Effective pedagogies embed assessment for learning.
9. Effective pedagogies are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account.





-  The experiences of and outcomes for the learner
-  Key features of effective teaching
-  Extrinsic factors



Teaching environment	Teaching approaches	Teacher characteristics
<ul style="list-style-type: none"> • Calm, well-disciplined, orderly • Safe/secure • An ethos of aspiration and achievement for all • Positive emotional climate • Purposeful, stimulating • Bright, attractive and informative displays • Clean, tidy and well organised • New or redesigned buildings/spaces • Lower class sizes 	<ul style="list-style-type: none"> • Interactive (e.g. working and learning together – social constructivism) • Use of teacher-pupil dialogue, questioning • Monitoring pupil progress (including the use of feedback) • Pupil assessment (including AfL) • Pupil agency and voice (active engagement in their learning) • Enquiry-based • Effective planning and organisation • Scaffolding learning • Building on the prior experience and learning of pupils (a constructivist theory of learning) • Personalisation, responding to individual needs • Home-school learning, knowledge exchange • Use of new technology/ICT • Collaborative practice • Good use of teaching assistants (TAs) • Creative use of visits/visiting experts 	<ul style="list-style-type: none"> • Good subject knowledge • Self-efficacy/belief • High expectations • Motivational • Provides challenge • Innovative/proactive • Calm • Caring • Sensitive • Gives praise • Uses humour as a tool • Engenders trust and mutual respect • Flexible (where appropriate) • Builds positive relationships with pupils (relationships for learning) • Self-reflecting