



## WP2b1 Exploratory Report

### REPORT: THE TEACHERS PERFORMANCE PROFILES IN PORTUGAL

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#### INTRODUCTION

The aim of this report is to analyse the teachers performance profiles required for the teaching profession in Portugal, in light of the most recent regulations and practices in the field of education. In the current context, it is essential to understand how professional qualification requirements and legal guidelines shape teaching performance.

As well as addressing initial teacher training, this document explores the importance of continuous training and professional development in improving the quality of teaching. The analysis focuses on the skills to be developed by educators in an environment undergoing rapid technological change, where the incorporation of new digital tools, such as Artificial Intelligence, is becoming increasingly pertinent.

The role of the Training Centres for School Associations (CFAE) is highlighted here, emphasising their function as agents of change and innovation in the continuous training of teachers, contributing to the professional development of teachers and school's organisation, namely through the provision of training in AI in Education.

#### 1. INITIAL TEACHER TRAINING

According to data from the European Commission (Eurydice, 2024), with the implementation of the Bologna process, two cycles of study (Bachelor's and Master's) were adopted for initial teacher training courses.

In Portugal, the professional qualification for teaching is obtained by attending 2nd cycle higher education courses that confer a master's degree under the terms regulated by Portuguese Ministry of Education [Decreto-Lei n.º 79/2014, de 14 de maio](#), corrected by [Declaração de Retificação n.º 32/2014, de 27 de junho](#) and amended by [Decretos-Leis n.º 176/2014, de 12 de dezembro](#), [n.º 16/2018, de 7 de março](#) and [n.º 112/2023, de 29 de novembro](#).

According to these regulations, the second cycle (master's degree) must provide general educational training, training in the specific didactics of the teaching area, training in cultural, social and ethical areas and an introduction to professional practice, culminating in supervised practice.

Thus, the study cycles organised under the terms and for the purposes set out in the [Decreto-Lei n.º 79/2014, de 14 de maio](#), corrected by [Declaração de Retificação n.º 32/2014, de 27 de junho](#), and amended by [Decretos-Leis n.º 176/2014, de 12 de dezembro](#), [n.º 16/2018, de 7 de março](#) and [n.º 112/2023, de 29 de novembro](#), include the following training components, ensuring their appropriate integration according to the requirements of professional performance, culminating in the supervised internship.

- Teaching área
- General educational área
- Specific didactics
- Cultural, social and ethical area
- Initiation into professional practice.

Training in specific didactics covers knowledge, skills and attitudes relating to the content areas and teaching of the subjects in the respective recruitment group.

Training in the cultural, social and ethical areas covers, in particular:

- Awareness of the major problems of the contemporary world, including the fundamental values of the Constitution of the Republic, freedom of expression and religion and respect for ethnic minorities and the values of gender equality;
- Extension to areas of knowledge, culture, including scientific culture, the arts and the humanities, other than those of their teaching area;
- Contact with methods of collecting data and critically analysing data, hypotheses and theories;
- Awareness of the ethical and civic dimensions of teaching activity.

Initiation into professional practice is organised according to the following principles:

- It includes observation and collaboration in education and teaching situations and supervised practice in the activity room or classroom, in early childhood education institutions or schools; It provides trainees with planning, teaching and assessment experiences, in accordance with the duties assigned to the teacher, both inside and outside the classroom;
- It takes place in groups or classes from the different levels and cycles of education and teaching covered by the recruitment group for which the study cycle prepares, and, if necessary, it should take place in more than one education and teaching establishment, whether or not they belong to the same group of schools or to the same entity, in the case of private or cooperative education;
- It is conceived from the perspective of training for the articulation between knowledge and the way of transmitting it with a view to learning;
- It is conceived from the perspective of the professional development of the trainees and promotes in them an attitude orientated towards the permanent improvement of their students' learning.

According to data from the European Commission (Eurydice, 2024), with the implementation of the Bologna process, two study cycles (bachelor's and master's degrees) were adopted for initial teacher training courses. Under the regulations, the second cycle (master's degree) must provide general pedagogical training, training in didactics specific to the teaching area, training in cultural, social and ethical areas and an introduction to professional practice.

See diagrams:

[https://drive.google.com/file/d/1Cx6XYt3y5ZeRsLuUCg83YAqwmQSWAs-W/view?usp=drive\\_link](https://drive.google.com/file/d/1Cx6XYt3y5ZeRsLuUCg83YAqwmQSWAs-W/view?usp=drive_link)  
[https://drive.google.com/file/d/1mqcEc7YYsli7CbAFFMjxkbYb08dmUPvt/view?usp=drive\\_link](https://drive.google.com/file/d/1mqcEc7YYsli7CbAFFMjxkbYb08dmUPvt/view?usp=drive_link)

Recently, the diploma [O Decreto-Lei n.º 9-A/2025, de 14 de fevereiro](#) in Article 9 revises training in the general educational area, which covers competences that integrate the knowledge, skills and attitudes common to all teachers that are relevant to their performance in an educational context, namely curriculum development, in early childhood education institutions or schools, as well as in relations with the family and the community. Training in the general educational area must include the following areas:

- a) Developmental, behavioural and learning psychology;
- b) Cognitive processes, namely those involved in learning to read, write and do elementary mathematics;
- c) Social and emotional skills;
- d) Curriculum and curriculum development, including teaching, learning and assessment processes;
- e) Citizenship education;
- f) Diversity and inclusion, including inclusive education;
- g) School organisation, including the relationship between the school, the family and the community;
- h) Classroom organisation and management, including discipline;
- i) Digital technologies in education.

Considering the initial training of teachers in Portugal, we can conclude that AI is not yet included in the syllabus or in the law. This could be done, for example, by Including subjects that address the basic concepts of AI, its applications and impacts on society and education.

In the area of 'Digital Technologies in Education': the curricula may offer practical modules on the use of AI tools in teaching.

## 2. PERFORMANCE PROFILES IN THE TEACHING PROFESSION

The Decree-Law [Decreto-Lei n.º 240/2001 | DR](#) defines the competence profiles required for the performance of teaching duties, under the terms of article 31(2) of the Basic Law of the Education System. By characterising the professional performance of educators and teachers, these profiles highlight the respective initial training requirements, without detracting from the indispensability of lifelong learning for consolidated professional performance and continuous adaptation to the successive challenges posed. They therefore constitute a fundamental guiding framework both for the organisation of courses that confer professional qualifications for teaching and for the accreditation of such training.

The training institutions are responsible for defining the objectives of the initial training courses that prepare teachers for teaching, as well as organising and developing the teaching, learning and assessment necessary for the training of future teachers, and they are also responsible for certifying the professional qualifications of their graduates, ensuring that they have the necessary training for teaching.

The accreditation institution, for its part, is responsible for assessing whether the course organised by the training institution provides the necessary preparation for professional performance and, if so, recognising it as a course that confers a professional qualification for teaching.

## **I. General performance profile**

The general performance profile for nursery schoolteachers and primary and secondary school teachers sets out common benchmarks for the activity of teachers at all levels of education, highlighting requirements for the organisation of the respective training projects and for the recognition of professional teaching qualifications.

## **II. Professional, social and ethical dimension**

1 - Teachers promote curricular learning, basing their professional practice on specific knowledge resulting from the production and use of various types of knowledge integrated according to the concrete actions of the same practice, which is socially and ethically situated.

2 - Within the scope of the previous paragraph, the teacher:

- a) Assumes himself/herself to be an education professional, with the specific function of teaching, and therefore draws on the profession's own knowledge, supported by research and shared reflection on educational practice and framed within educational policy guidelines to the definition of which he/she actively contributes;
- b) Carries out their professional activity in the school, understood as an educational institution, which is socially entrusted with the specific responsibility of guaranteeing everyone, from the perspective of an inclusive school, a set of different types of learning, called the curriculum, which, at a given time and within the framework of a social construction that is negotiated and assumed to be temporary, is recognised as a need and a right for everyone for their integral development;
- c) Encourages the development of students' autonomy and their full inclusion in society, taking into account the complex and differentiated nature of school learning;
- d) Promotes the quality of the contexts in which the educational process takes place, in order to guarantee the well-being of students and the development of all the components of their individual and cultural identity;
- e) Thoughtfully identifies and respects the cultural and personal differences of students and other members of the educational community, valuing different knowledge and cultures and combating processes of exclusion and discrimination;
- f) Demonstrates relational and communication skills, as well as emotional balance, in the various circumstances of their professional activity;
- g) Assumes the civic and educational dimension of their duties, with the inherent ethical and deontological demands associated with them.

## **III. Teaching and learning development dimension**

1 - The teacher promotes learning within the scope of a curriculum, within the framework of a quality pedagogical relationship, integrating knowledge of the areas that underpin it with criteria of scientific and methodological rigour.

2 - Within the scope of the previous paragraph, the teacher:

- a) Promotes meaningful learning within the framework of the objectives of the class curriculum project, developing the essential and structuring competences that are part of it;
- b) Uses, in an integrated manner, knowledge specific to his/her speciality and transversal and multidisciplinary knowledge appropriate to the respective level and cycle of education;
- c) Organises teaching and promotes, individually or as part of a team, learning within the framework of the epistemological paradigms of the areas of knowledge and of reasoned pedagogical and didactic choices, resorting to experimental activity whenever this proves pertinent;
- d) Uses the Portuguese language correctly, in both its written and oral forms, with this correct use being the aim of their training;
- e) Uses, depending on the different situations, and incorporates appropriately into learning activities, different languages and different media, namely information and communication technologies, promoting the acquisition of basic competences in this last area;
- f) Promotes the systematic learning of intellectual work processes and ways of organising and communicating them, as well as the active involvement of students in learning processes and curriculum management;
- g) Develops differentiated pedagogical strategies, conducive to the success and achievement of each student within the socio-cultural framework of the diversity of societies and the heterogeneity of subjects, mobilising values, knowledge, experiences and other components of students' personal, cultural and social contexts and backgrounds;
- h) Ensuring that educational support activities are carried out for students and cooperating in the detection and monitoring of children or young people with special educational needs;
- i) Encouraging the participatory construction of rules for democratic coexistence and managing problem situations and interpersonal conflicts of various kinds with confidence and flexibility;

j) Using assessment, in its different forms and areas of application, as a regulating and promoting element in the quality of teaching, learning and their own training.

#### **IV. Dimension of participation in the school and relationship with the community**

1 - Teachers carry out their professional activity in an integrated manner within the different dimensions of the school as an educational institution and within the context of the community in which it is located.

2 - Within the scope of the previous paragraph, the teacher:

- a) Sees the school and the community as spaces for inclusive education and social intervention, within the framework of an integral formation of students for democratic citizenship;
- b) Participates in the construction, development and evaluation of the school's educational project and the respective curricular projects, as well as in the school's administration and management activities, taking into account the articulation between the various levels and cycles of education;
- c) Integrating community knowledge and social practices into the curriculum project, giving them educational relevance;
- d) Collaborating with all those involved in the educational process, favouring the creation and development of mutually respectful relationships between teachers, students, parents and non-teaching staff, as well as with other community institutions;
- e) Promoting interaction with families, particularly in the context of their students' life and training projects;
- f) Values the school as a centre for social and cultural development, cooperating with other institutions in the community and participating in their projects;
- g) Cooperates in drawing up and carrying out studies and intervention projects integrated into the school and its context.

#### **V. Lifelong professional development dimension**

1 - Teachers incorporate their training as a constituent element of their professional practice, building it on the needs and achievements they become aware of, through problematised analysis of their teaching practice, reasoned reflection on the construction of the profession and the use of research, in cooperation with other professionals.

2 - Within the scope of the previous paragraph, the teacher:

- a) Reflects on their practice, drawing on experience, research and other important resources for evaluating their professional development, namely their own training project;
- b) Reflects on the ethical and deontological aspects inherent to the profession, evaluating the effects of the decisions taken;
- c) Sees teamwork as a factor in enriching their training and professional activity, favouring the sharing of knowledge and experiences;
- d) Develops personal, social and professional skills from a lifelong learning perspective, taking into account the diversities and similarities of national and international realities, particularly in the European Union;
- e) Participate in research projects related to teaching, learning and student development.

### **3. CONTINUOUS TRAINING AND TEACHER PROFESSIONAL DEVELOPMENT**

In the Legal Framework for Continuous Teacher Training in Portugal (Decree-Law no. 22/2014, of 11 February), <https://diariodarepublica.pt/dr/detalhe/decreto-lei/22-2014-570766>, a new paradigm is established for the continuous training system, geared towards improving the quality of teacher performance, with a view to centring the training system on the priorities identified in schools and the professional development of teachers, so that continuous training can improve the quality of teaching and be linked to local and national education policy objectives. From this perspective, the analysis of training needs, aimed at identifying short-term priorities, is central to the design of annual or multi-annual training plans, and is based on the results of school evaluations and the professional development needs of their teachers.

Accreditation and certification of training actions is the responsibility of the Scientific-Pedagogical Council for Continuing Teacher Education, of the Ministry of Education, Science and Innovation. This council, at national level, approves all training centres, trainers and training programs in various modalities, both face-to-face and distance learning.

#### **3.1 Main measures proposed for continuous training**

In Decree-Law no. 22/2014, of 11 February, the main measures proposed for the continuous training of teachers in the decree-law include:

**Structuring the Training System:** Creating a new paradigm for continuous training, centred on the priorities identified in schools and the professional development of teachers.

**Valuing the potential of Training Organisations:** boosting the action of schools and training organisations in responding to training needs, using the experience and improving the qualifications of in-house trainers.

**Training Quality:** Implementing diversified regulation and monitoring mechanisms to guarantee the quality of continuing training.

**Training Modalities:** Design of training modalities that include courses, workshops, study circles, projects, short-term actions and MOOCs, allowing the use of regimes such as face-to-face and distance learning or hybrid regimes.

**Fundamental Principles:** Training should promote the quality of teaching, contextualise training projects and meet the needs of schools and teachers, as well as fostering cooperation between educational institutions.

**Training Areas:** Focus on various areas, such as pedagogical practice, school administration, leadership, ethics and information technologies, among others.

**Accreditation and Certification:** The Scientific-Pedagogical Council for Continuing Training (CCPFC) is responsible for accrediting training activities and certifying training programmes.

**Evaluation and monitoring:** Establishment of a system for continuous evaluation and monitoring of training activities to guarantee their effectiveness and relevance to educational practices.

These measures are designed to ensure that teachers' ongoing training is aligned with the current and future needs of the education system.

### 3.2 Areas of ongoing training

Chapter II, Article 5 of the same Decree-Law identifies seven areas of training:

- a) Teaching area, i.e. areas of knowledge, which constitute curricular subjects at the various levels of education;
- b) Pedagogical and didactic practice in teaching, namely training in classroom organisation and management;
- c) General educational training and educational organisations;
- d) School administration and educational administration;
- e) Leadership, coordination and pedagogical supervision;
- f) Ethical and deontological training;
- g) Information and communication technologies applied to specific didactics or school management.

The legislation on in-service training does not explicitly state the competences to be developed by teachers, but from the training areas we can infer those that we will identify below.

### 3.3 Professional competences to be developed through continuous training

The teacher competences that should be improved, as inferred from the analysis of Decree-Law no. 22/2014, of 11 February, include:

- **Teaching Quality:** The continuous training of teachers involves the development of scientific-pedagogical competencies to improve the quality of teaching and the results of the education system, emphasising the importance of innovative teaching practices.
- **Pedagogical Practice and Didactics:** Development of specific skills related to classroom organisation and management, which are essential for effective teaching practice.
- **Pedagogical and Organisational Management:** Training in school administration and leadership, which are fundamental for pedagogical coordination and supervision.
- **Technologies in Education:** Development of digital skills in information and communication technologies applied to teaching, enabling teachers to integrate digital strategies, tools and resources into their educational practices.
- **Ethical and Deontological Training:** Promoting training in professional ethics and deontology, essential for responsible teaching.
- **Continuous Professional Development:** Developing skills and knowledge that reinforce educational and curricular projects, focussing teaching on autonomy and lifelong learning.

These competences aim to align teachers' performance with the demands of today's education system and promote a more effective and innovative learning environment.

## 4. NATIONAL PRIORITIES FOR TEACHER PROFESSIONAL DEVELOPMENT

Since 2018, the Portuguese Ministry of Education, through the Directorate General for Education (DGE), has been promoting and implementing several priority projects that focus on the dimensions summarised below.

### 4.1. The Autonomy and Curricular Flexibility Project

The Decree-Law no. 55/2018 of 6 July, <https://data.dre.pt/eli/dec-lei/55/2018/07/06/p/dre/pt/html>, renews the aim of giving schools the autonomy they need to develop a curriculum suited to each context and the needs of their students. In this context, the aim is to support schools in the autonomous and flexible management of the curriculum as an instrument that they can develop locally, in dialogue with pupils, families and the community, so that all pupils achieve the competences set out in the Profile of Pupils Leaving Compulsory Schooling. The project aims to promote better learning that leads to the development of higher-level competences, assuming the centrality of schools, their pupils and teachers, and allowing the curriculum to be managed in a flexible and contextualised way, recognising that the effective exercise of autonomy in education is only fully guaranteed if the object of that autonomy is the curriculum. Further information <https://dge.mec.pt/autonomia-e-flexibilidade-curricular>

### 4.2. Inclusive Education Project

With the application of Decree-Law No. 54/2018, of July 6, <https://data.dre.pt/eli/dec-lei/54/2018/07/06/p/dre/pt/html>, Inclusive Education is a national goal and a challenge for which all education professionals are summoned, to make a commitment to the construction of an inclusive school, a school in which all students have the opportunity to carry out meaningful learning and in which Everyone is respected and valued, A school that corrects asymmetries and develops the potential of each student to the fullest. To learn more: <https://educacaoinclusiva.dge.mec.pt/o-projeto>

### 4.3. The MAIA project - Monitoring, Follow-up and Research in Educational Assessment

The MAIA Project - Monitoring, Accompaniment and Research in Pedagogical Assessment is a multidimensional project that aims to discuss curricular and pedagogical issues, theoretical and practical issues of teaching, learning and assessment, as well as issues associated with continuous training and the professional development of teachers, in an integrated manner. The project crosses dimensions of a nuclear nature for reflection on the structure and content of student learning assessment devices (see theory and foundations, structuring concepts), as well as having a strong monitoring and research component. Further information:

<https://www.dge.mec.pt/noticias/projeto-maia-monitorizacao-acompanhamento-e-investigacao-em-avaliacao-pedagogica>

### 4.4. The Action Plan for the Digital Transition and the Digital Training of Teachers

The plan provides for a strong commitment to training teachers in the digital area, within the framework of the Digital Transition in Education. There was significant concern about the need to map the levels of digital competence of Portuguese teachers. This data is seen as a central element in the development of a digitally capable school, where it is understood that teachers are an essential element in innovation and pedagogical development.

The self-assessment tool developed on the basis of the European Digital Competence Framework for Educators (DigCompEdu) - Check-In - as a data collection instrument, was applied to teachers between January and March 2021, in a strategy articulated between the Directorate-General for Education, the Training Centres for School Associations (CFAE) and the University of Aveiro (the entity responsible for developing the study). Following the check-in, between 2020 and 2024, hundreds of training workshops in Digital Teacher Training Levels I, II and III were organised nationwide by the CFAEs, a process that is still in force.

The DigCompEdu reference of the European Digital Competence Framework for Educators (Lucas & Moreira, 2018) identifies 22 digital competences organised into 6 main areas:

- Professional Engagement: Using digital technologies for communication, collaboration and professional development.
- Digital Resources: Selecting, creating and sharing digital resources.



- Teaching and Learning: Managing and orchestrating the use of digital technologies in teaching and learning.
- Assessment: Use of digital tools and strategies to improve assessment.
- Empowering Learners: Use of digital tools to empower learners.
- Promoting Learners' Digital Competence: Helping learners to become digitally competent.

Regarding the digital competence of educators, these are designed to help them assess and develop their digital competences, promoting innovation in education. Find out more: <https://www.erte.dge.mec.pt/noticias/digcompedu-quadro-europeu-de-competencia-digital-para-educadores>

The DGE has designed various training courses, which have been and continue to be progressively replicated in schools, through the trainers of each CFAE - School Association Training Centres, which includes the Dr. Rui Grácio Training Centre. Among the various training programmes, in different areas and themes of digital education, there are courses and workshops focused exclusively on 'AI and Ethics: challenges and opportunities' and 'LED - Digital Education Laboratories', which have involved hundreds of teachers. To find out more: <https://www.dge.mec.pt/noticias/inteligencia-artificial-vai-transformar-escola>

#### 4.5. The Framework for Pedagogical Innovation

The Referential for Pedagogical Innovation (National Education Council, 2023) states that a globalised society marked by technological advances requires new ways of knowing, interacting and acting, implying the development of digital education, prioritised by the Digital Education Plan (2021-2027), adopted in September 2020 by the European Commission. The referential states that Digital Education should be understood as a factor supporting learning and not as an innovation in itself. The remote education emergency imposed by the COVID-19 pandemic in 2020 has shown that there are problems in terms of the skills of educators and students and the use of technologies to support learning, but also in terms of digital infrastructure and students' access to the internet inside and outside school, which can lead to situations of inequality and exclusion. For further information: [https://www.cnedu.pt/content/noticias/CNE/Referencial\\_Inovacao\\_Pedagogica\\_siteCNE.pdf](https://www.cnedu.pt/content/noticias/CNE/Referencial_Inovacao_Pedagogica_siteCNE.pdf)

## CONCLUSIONS

Initial teacher training curricula in Portugal do not yet directly include Artificial Intelligence (AI) in their syllabuses. We can, however, suggest the inclusion of subjects on basic AI concepts, their applications and impacts, as well as offering practical modules on AI tools in teaching and learning, Ethics, Reliability and Safety, etc., within the area of 'Digital Technologies in Education'. We therefore conclude that AI is not explicitly included in initial teacher training syllabuses today.

The areas of Continuous Training and Professional Development for teachers mentioned in this report include 'Information and communication technologies applied to specific didactics or school management', although there is no direct mention of AI in Education. However, the CFAEs have organised hundreds of training workshops in Teachers' Digital Competences, recently addressing, among many others, the topic of Artificial Intelligence and its application in teaching. The CFAEs have collaborated with other organisations, such as the Directorate-General for Education, in applying self-assessment tools to identify teachers' digital competences, in accordance with the DigCompEdu guidelines.

The Ministry of Education itself, within the framework of the Digital Transition Plan, has implemented several online courses related to the impact of AI on education, such as the MOOC 'Will Artificial Intelligence Transform Schools?', which discussed the challenges and opportunities that AI can bring to the concept of a new role for teachers and a new profile of competences for teaching. The inclusion of AI in the DGE's training programme from 2023 is in line with the guidelines and priorities for professional development within the framework of the Digital Transition Plan for Schools and the development of teachers' digital competences.

The projects prioritised at national level for teacher professional development are thus reflected in the new areas established for initial teacher training, such as Education for Citizenship; Diversity and Inclusion, covering Inclusive Education; and Digital Technologies in Education.

Finally, we believe that the action of the CFAEs is crucial to the implementation of continuous training policies, providing direct support to schools and teachers for the development of digital competences, and progressively promoting a broad reflection on the impacts of IA on Teaching and Learning. This reflection can also be operationalised through teacher learning communities and action research projects, such as the Erasmus+ TE-REG project.

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