



WP2b2 Integrative Report

REPORT

Adequacy of Teacher Performance Profiles in Portugal to the Demands of Contemporary Society: Impacts of Social and Technological Transformation on Teacher Training

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Summary

This report, prepared within the scope of the European project ERASMUS+ TE-REG Teacher Education Regenerated, contributes to the analysis of the adequacy of the Performance Profiles of the Teaching Profession in Portugal in the face of the demands of a society in rapid social, cultural and technological transformation. The study is based on the observation that teaching today requires innovative, inclusive and flexible responses, capable of keeping up with cultural diversity, globalization and technological advances, namely artificial intelligence. The study was based on a review of scientific and legal literature, complemented by a Focus Group carried out with university experts, trainers, teachers in practice and students of initial training. The group analysed the benchmarks of the performance profiles defined in Decree-Law No. 240/2001 and reflected on their adequacy to current requirements, deepening the analysis in eight dimensions: impacts on Learning, Teaching, Students, Teachers, School Organisation, Curriculum, Teacher Training and Society. The report concludes that Teacher Performance Profiles should be more flexible, inclusive and innovation-driven, keeping pace with societal transformations and the digital transition. It is recommended to value teacher autonomy and professionalism and to strengthen training in pedagogical, intercultural and digital skills for an inclusive society, in the present and in the future.

1. INTRODUCTION

The teacher training centre “Centro de Formação Dr. Rui Grácio Dr. Rui Grácio” (Lagos, Portugal) is part of the European team of the ERASMUS+ TE-REG project “Teacher Education Regenerated (TE_REG) Beyond Competencies. Rethinking and redesigning teacher education curricula in the GenAI era» - Reference no. KA220-HED-CF9D94FC.

Within the scope of this European partnership, we embarked on research in Portugal to try to understand how social transformations in recent years have had an impact on Teaching and Learning, leading to a new role of the teacher and to an adaptation of the Teacher Performance Profiles, considering the respective implications in the curricula of initial teacher education.

In the current context, of a complex, globalized society marked by social transformations and technological advances, it is essential to understand to what extent the performance profile of teachers and their references are adequate to the demands placed on teaching and the professional qualification models followed in initial teacher training.

To contribute and re-examine the implications of this complexity in the prospection of a new role of the teacher, congruent with the current times, the following objectives were designed.

Objectives

1. Analyse the performance profiles for the exercise of the teaching profession in Portugal, in the light of legal regulations and the most recent studies and practices in the field of teacher training.
2. Analyse the impacts of social transformations, today, in several dimensions: impact on learning, teaching, teacher, student, curriculum, school organization, teacher training and society in general.

3. To put into perspective the challenges of initial and continuous teacher training in the face of social transformations and the spread of the use of generative artificial intelligence in society.
4. Contribute to renew the discussion about what it means to be a teacher, exploring a set of reflections and recommendations for the present and future of the teaching profession.

Strategy

In the context of the development of the TE-REG project, a study was carried out on the Performance Profiles of the Teaching Profession in Portugal (Work Package 2 - Teachers Standards: WP2b1), where the framework of the teaching profession in Portugal and the qualifications for teaching obtained through initial teacher training, provided by higher education institutions, were researched. In this first report, which was more descriptive and exploratory, the legal framework of the Performance Profiles of the Teaching Profession was analysed. In this report (Work Package 2 - Teachers Standards: WP2b2), more reflective and sustained from a conceptual point of view, we have embarked on a theoretical and critical framework using publications by some Portuguese researchers. To complement this framework and reinforce the reflection, a Focus Group was organized, which contributed to the analysis and discussion of the Performance Profiles and respective references of the teaching profession in Portugal, discussing their effects on teacher training and articulating the discussion with the impacts of current social transformations in education, in various domains.

Structure of the report

This report is divided into three parts: a first part in which the discussion on the Performance Profiles for the exercise of the teaching profession in Portugal begins, in the light of legal regulations and the most recent studies and practices in the field of teacher training; a second part in which the impacts of social transformations are analysed, currently, in various dimensions of education: impact on learning, teaching, teacher, student, curriculum, school organization, teacher training and society in general; and a third part, in which the challenges of initial and continuous teacher training in the face of social transformations are foreseen, contributing to a discussion of what it means to "Be a Teacher". Finally, the report concludes with a set of reflections/recommendations for an adaptation of the Performance Profiles of the Teaching Profession to the current times, envisioning possible adjustments in the conceptions and practices of initial and continuous training of teachers.

2. THEORETICAL AND LEGAL FRAMEWORK

The [Decreto-Lei n.º 240/2001 | DR](#) defines, in Portugal, the Performance Profiles required for the exercise of teaching functions, under the terms of paragraph 2 of article 31 of the Basic Law of the Education System.

Such profiles characterize the professional performance of the educator and the teacher and show, if considered in an integrated manner the requirements of initial training, without prejudice to the indispensability of lifelong learning, a consolidated professional performance for the continuous adaptation to the successive challenges that are posed to them. They constitute, therefore, a fundamental guiding framework both for the organization of courses that confer professional qualification for teaching, and for the accreditation of such training.

Higher education institutions are responsible for defining the objectives of the initial training courses they prepare for teaching, as well as organizing and developing the teaching, learning and evaluation necessary for the training of future teachers, and they are also responsible for certifying the professional qualification of their graduates, ensuring that they have the necessary training for teaching.

The institution that accredits the courses, in turn, is responsible for judging whether the course organized by the higher education institution provides the necessary preparation for professional performance and, if so, recognizing it as a course that confers professional qualification for teaching.

2.1. What are the standards for Teaching Performance?

The Teacher Performance Profiles and respective references were defined for:

- To guide the initial and continuous training of teachers, establishing quality standards and essential skills for the exercise of the profession.

- Guide professional practice, helping teachers to reflect on their role, responsibilities and the impact of their actions on student learning and the school context.
- Promote the continuous improvement of education, by encouraging self-evaluation, scientific updating, pedagogical innovation and collaboration between professionals.
- Ensure inclusion, equity and citizenship, by valuing respect for diversity, democratic participation and involvement with the community.
- Recognize and value the teaching profession, by defining clear criteria for performance and career progression, as well as for the social recognition of the profession.

The Teacher Performance Profiles are, therefore, sets of references that guide the activity of teachers, from training to daily practice, promoting a quality, inclusive, ethical and innovative education, always in a holistic articulation with the school, the community and professional development throughout life. To know more:

https://drive.google.com/file/d/1-chyJltyQRKHirogQ3OrwmEZRxmKhXTA/view?usp=drive_link

2.2. Adequacy of Teacher Performance profiles to the demands of teaching in current times

The Teacher Performance Profiles in Portugal, defined in official references and evaluation documents, seek to frame the exercise of the teaching profession in the face of the demands of a society in transformation, marked by multiculturalism, diversity and technological innovation. However, its adequacy to current challenges is the subject of critical analysis by several Portuguese authors. The official references include aspects that value inclusion, respect for difference and the promotion of a school for all. These documents explicitly recognize the need to respond to the heterogeneity of school contexts and the multiplicity of cultures present in Portuguese classrooms. However, despite seeking to reflect the cultural and social diversity of Portuguese society, the adequacy of the profiles is still partial and faces challenges in their practical implementation.

2.3. Updating and scope of references

The Teacher Performance Profiles, as established in the national regulations already referenced here, cover dimensions such as ethics, inclusion, participation in the school and community, pedagogical innovation and continuous professional development. These dimensions are recognized by authors such as António Nóvoa (2017) as fundamental to respond to the complexity of the teaching profession in the twenty-first century, highlighting the importance of flexibility, professional autonomy and the ability to adapt to different contexts.

"The teacher of the twenty-first century must be a reflective professional, capable of responding to multicultural contexts and challenges in permanent mutation." (Nóvoa, 2017).

2.4. Multiculturalism and inclusion

Multiculturalism is foreseen in the references, namely in the appreciation of diversity and the promotion of an inclusive school, as underlined by Rui Trindade (2019), who defends the need for teachers to develop intercultural and cultural mediation skills to ensure equity and success for all students. However, the operationalization of these intentions is not always clear or sufficiently supported by training and resources.

"The Portuguese school has become, in recent decades, a multicultural space, requiring teachers to have intercultural dialogue and diversity management skills." (Trindade, 2019).

According to the DGAE Teaching Profession Guide, teacher profiles require skills to adapt to students' unique and specific situations, valuing the ability to manage diversity and promote inclusive and equitable pedagogical practices. This orientation is reinforced by academic studies that underline the importance of initial and continuous training that prepares teachers to deal with multicultural contexts and to respond to the needs of all students (Nóvoa, 1999; Ponte et al., 2000).

Despite the formal recognition of diversity, the effective implementation of these principles faces obstacles. The Directorate-General for Education's report on Diversity, Equity and Inclusion (2022) highlights that about 22% of Portuguese teachers feel a high need for continuous training on teaching in different contexts, showing that many teachers still do not feel fully prepared to respond to the cultural and social complexity of today's schools.

The document underlines that the current focus is on the quality of inclusive education but recognizes that there are changes to be introduced to better respond to the needs, interests and potentialities of all students.

As Pereira (2020) points out, the multifaceted reality of the school population and the multiple functions of the teacher require training that goes beyond the scientific domain, including humanistic, technological and cultural mediation skills, so that teaching performance is truly appropriate to contemporary society.

Thus, the Teacher Performance Profiles in Portugal should accentuate, in their references, the appreciation of cultural and social diversity, aligning with the objective of an inclusive and equitable school. However, its full implementation depends on continuous investment in teacher training, adequate resources and a school culture that effectively values difference and inclusion.

[“Portuguese schools have become multicultural spaces, requiring teachers to have intercultural dialogue and diversity management skills.”](#) (Trindade, 2019)

Therefore, although the Profiles formally reflect diversity, their practical application still requires reinforcement to fully respond to the social and cultural complexity of today's Portuguese society

Thus, the Portuguese Teacher Performance Profiles contemplate, in theory, the demands of a multicultural society in constant transformation, but their adequacy depends on the ability to update, flexibility and investment in the continuous training of teachers. As António Nóvoa says, "it is essential that the references are not limited to being instruments of control, but true guides for the construction of a teaching profession capable of responding to the challenges of the present and the future" (Nóvoa, 2017).

2.5. Society in constant transformation and innovation

The dimension of lifelong professional development, provided for in the Profiles, is pointed out by Maria Assunção Flores (2020) as essential for teachers to be able to respond to rapid social and technological evolution. The author warns, however, of the need for continuous training more focused on innovation, critical reflection and adaptation to new contexts, including the integration of Artificial Intelligence and digital technologies

[“The continuous training of teachers must be rethought to respond to the challenges of a society in constant change, promoting innovation and adaptation to new educational realities.”](#) (Flores, 2020).

Given the contribution of the aforementioned authors and the subsequent reflections, the results of the focus group were analysed, which discussed the current relevance and adequacy of the Performance Profiles of teachers to today's world. Overall, participants agreed with the premise that profiles are comprehensive, holistic, and relevant, although some areas, such as digital technology, may need to be integrated or updated. They note that the Profiles are in accordance with the Basic Law of the Education System and allow the integration of new trends. Initial teacher training courses are structured to reflect these Profiles, although there is some debate about the necessary balance between content knowledge and pedagogical skills. Participants see themselves reflected in the Profiles, in their holistic, integrated and adaptive sense, as evidenced below with excerpts from their opinions:

[“I think it is important to consider that there is a reinforcement and a confluence of visions about this profile, this reference of what the profile of teachers will be, of skills or performance, is quite comprehensive and holistic. For example, in the development of teaching and learning, the document mentions that the teacher must use the specific knowledge of his specialty and transversal knowledge in an integrated way”.](#) Participant B

[“They are more or less well-thought-out documents in educational terms and that usually have to do with international trends... The technologies are also already there. But today the technologies are a little different.”](#) Participant A

The debate focused on the evolution of pedagogical practices due to social changes and the COVID 19 pandemic, in terms of technological integration and student-teacher interaction. The group also addressed the impact of social transformations on education, including the development of new skills in teachers and the need to become more autonomous and creative professionals, concluding with reflections on professional ethics, the

future of teaching and the importance of maintaining professional identity in the face of technological and digital progress.

"This scenario opens up the possibility of integrating all transversal knowledge, including technologies... In this way, everything that is established in the legislation as complementary and transversal, such as ICT (Information and Communication Technologies), can be incorporated. Digital development in schools will integrate this transversal dimension of knowledge." Participant C

"The epistemological paradigms of the areas of knowledge are in transformation. We must be attentive and up to date as part of our deontological obligations, continuously integrating novelties into pedagogical practice. These domains are holistic enough to always be open to new integrations." Participant C

In summary, the focus group discussed the relevance and adequacy of the Performance Profiles of teachers established about 25 years ago. Overall, participants agreed on its comprehensive, holistic and still relevant nature, although some areas, such as digital technology, may need further updating and framework. They note that the Profiles comply with the laws governing the education system and allow the integration of new trends. They comment that initial teacher training courses are structured to reflect these Profiles, although there is some debate about the balance between content knowledge and pedagogical skills. Teachers see themselves reflected in the Profiles, in areas such as lesson planning and connecting with students, and recognise the holistic approach behind it.

2.6. Identified Limitations and Challenges

Despite the agreements outlined, resulting from the contributions of various authors, official documents, and reflections from the Focus Group, limitations in the adequacy of the Profiles to current times are still recognised:

- The practical application of the frameworks can be excessively bureaucratic and inflexible, making it difficult to respond to specific contexts and cultural diversity (Nóvoa, 2017; Flores, 2020).
- The intercultural dimension, although foreseen, requires greater investment in specific training and adapted teaching resources (Trindade, 2019).
- Pedagogical innovation and the integration of emerging technologies, such as AI, are not always adequately reflected in the Performance Profiles and assessment tools, making it necessary to strengthen digital skills and technological literacy (Flores, 2020).

Reflecting on future paths, we suggest greater appreciation of teacher autonomy and professionalism, with a need to reinforce training in intercultural, digital, and pedagogical innovation skills. Greater emphasis could be placed on the development of critical thinking and the ability to solve and reflect on real-world problems (both global and local). This set of frameworks encompasses the skills that citizens need to develop to live, learn, work, and participate actively in society, in an increasingly globalised, digital, and constantly changing world. Continuous adaptation of the frameworks and performance profiles to the diversity of students and the reality of schools, as a reflection of society, will be crucial.

2.7. Challenges of Teacher Performance Profiles in Initial Teacher Education

The implementation of changes in initial teacher training in Portugal, after Decree-Law No. 240/2001, faced several recurring challenges:

Disconnection between theory and practice

One of the main challenges of initial teacher training in Portugal lies in the difficulty of articulating the theoretical knowledge acquired and the actual pedagogical practice. As Flores (2020) states, "the articulation between scientific and didactic-pedagogical knowledge remains one of the most fragile aspects of the current models of initial teacher training".

Resistance to change Resistance

The adoption of new methodologies and technologies is often observed, often due to a lack of adequate training or a lack of knowledge of the benefits of these practices. As Lanna (2021) stresses, "the change in

teaching practices implies, first and foremost, a change in mentalities, which is not always easily accepted by professionals".

Lack of time and resources

The lack of time and adequate conditions for the development of intervention projects and for participation in training activities is another recurring constraint. According to Flores (2020), "there seem to be some problems, namely lack of time and conditions for the design and development of the intervention project".

Unclear objectives and curriculum structure

The lack of definition of the objectives of the training projects and the fragility of the curricular structure compromise the effectiveness of the changes. As Pereira and Lima (2018) point out, "the discontinuity of policies and the absence of a solid curricular structure make it difficult to consolidate the intended advances".

Need for continuous training Initial

Training, by itself, proves to be insufficient to respond to the contemporary challenges of teaching. Martins and Pardal (2006) state that "continuous training emerges as a mechanism that enhances the capacities of insertion of teaching professionals in the new frames of reference that are on the rise in society".

Discontinuity of policies and lack of follow-up

The instability of public policies and the lack of monitoring and evaluation of curricula make it difficult to consolidate reforms. As Lanna (2021) points out, "the absence of monitoring and evaluation of curricula compromises the effective implementation of reforms and the consolidation of advances". These challenges show that, in addition to legal and curricular changes, an institutional and political commitment is needed to ensure a truly effective initial teacher training aligned with the needs of the 21st century.

2.8. Adequacy of Continuous Training to the Performance Profiles of the Teaching Profession

Continuous training reinforces the expected teaching performance in the various frameworks by providing updating, critical reflection and development of essential skills for professional practice in all dimensions of the teaching profile, highlighting the following aspects:

Professional updating and improvement:

Continuous training allows teachers to keep up to date with new knowledge, methodologies, technologies and legislation in force, which is essential to respond to the demands of the professional, social and ethical profile, as well as to changes in society and the educational system.

Critical reflection on practice:

Training is not limited to the accumulation of courses or techniques, but involves a reflective process on one's own practices, promoting the permanent reconstruction of professional identity and the continuous improvement of teaching performance. This approach will strengthen the lifelong professional development dimension, encouraging teachers to analyse and improve their pedagogical practices.

Development of technical and pedagogical skills:

Continuous training contributes to the mastery of contents, use of appropriate methodologies and integration of knowledge, strengthening the development dimension of teaching and learning. It allows teachers to adapt to different contexts and needs of students, promoting meaningful and inclusive learning.

Valuing the personal and institutional dimension:

There is a growing recognition of the need to also deepen the interpersonal, socio-emotional and institutional dimensions of the profession, promoting the involvement of teachers in the school and in the community.

Promotion of professional development and career advancement:

Continuous training is associated with career progression in teaching and is seen as a means of professional

enhancement, contributing to teacher motivation, satisfaction, and recognition. Furthermore, it acts as a lever for improving educational services and for responding to diagnosed needs within the school context.

Integration and collaboration:

By fostering the sharing of experiences and collaboration among teachers, continuous training contributes to the development of a more participatory and reflective professional culture, aligning with the dimension of participation in the school and relationship with the community.

In summary, continuous training is a permanent process that strengthens teaching activity in all dimensions of professional performance profiles, promoting teaching quality, inclusion, pedagogical innovation, and the personal and collective development of teachers.

3. METHODOLOGY

This report used a qualitative methodology, based on the realization of a *Focus Group* with the aim of collecting perspectives from different actors involved in teacher training. This approach allowed an in-depth analysis of the adequacy of the Performance Profiles of the Teaching Profession to current demands, through the active listening of experiences and opinions of professionals in direct contact with the educational reality.

3.1 Framework of the methodological strategy

The methodology adopted aimed to complement the documentary analysis and literature review with empirical data collected directly from stakeholders in the educational field. The *Focus Group* technique was chosen due to its ability to promote discussion and the collective construction of knowledge.

3.2 Constitution and profile of the participants

The *Focus Group* had eight participants:

- 3 university professors specialized in Education.
- 2 teachers and trainers of continuous training.
- 3 students in initial teacher training.

The diversity of the participants allowed us to collect a multiplicity of views on the Teacher Performance Profiles, enriching the reflection with contributions from practice, training and research.

3.3 Structure and development of the *Focus Group*

The session took place online, via Zoom, on May 15, 2025, lasting about three hours. The script was previously sent to the participants and was structured in three parts:

- 1 - Analysis of the Performance Profiles contained in Decree-Law No. 240/2001.
- 2- Selection of key references and debate about their relevance.
- 3- Guided reflection on the impacts of social and technological transformations in eight educational domains.

The session record was transcribed and analysed, allowing the contributions to be systematised in an organised way by impact areas.

To consult the Focus Group guide, see the full document at the following link, which includes the Performance Profiles of the Teaching Profession in Portugal:

<https://drive.google.com/file/d/18-FTypJHJ9ux5QcaxBwOcG7ISzdDvVqP/view?usp=sharing>

4. FOCUS GROUP RESULTS

Formulated in eight interrelated domains, the following questions refer to the impacts of social transformations on the reality of Portuguese education, highlighting challenges and opportunities for a more inclusive, adaptive school that promotes social cohesion, reorienting the Performance Profiles for Teaching in accordance with this complexity.

4.1. Impact on Learning: How do recent social transformations influence the ways students learn in Portugal?

Social and cultural diversity, globalization and new family dynamics imply that learning will be increasingly collaborative, intercultural and focused on the development of social and emotional skills. The Portuguese school, over the last decades, has become a plural space and, already in the 80s of the twentieth century, there was an alert to this space of social development that is the school, "where the social and cultural diversity of students requires differentiated and inclusive pedagogical responses (Grácio, 1984).

Likewise, nowadays, social networks and access to the digital world have profoundly changed the way students build knowledge and interact with knowledge. Dionísio, Torres & Alves (2022) state that, in this sense, "The learning experience is today marked by a multiplicity of contexts, languages and social interactions, requiring the school to be more open to diversity and innovation." Thus, social networks, digital tools and AI have unveiled a new paradigm of learning that goes beyond constructivism and moves towards a dialogic of new resources, new processes and new languages at the service of learning. Faced with this reality, students will have to adapt by becoming active participants in these alternative learning scenarios.

In a complementary way, the *Focus Group* discussion addresses the need to make students more autonomous, creative and motivated. There is some scepticism, suggesting that teaching is still largely based on the transfer of knowledge from teachers to students, which limits their autonomy. Participants also argue that involving students in projects, from conception to completion, could promote their autonomy. The need for a holistic approach to teaching and learning and the effort to make lessons more engaging is underlined, making students investigate the information themselves. Participants underline that promoting student autonomy requires significant teacher preparation and a change in teaching methodologies across the school.

The Group considers, therefore, that social and technological transformations have been reinforcing the focus of learning on the student, promoting an approach more focused on their needs and interests. As Participant B says, "the main change is the concern with student-centered learning, rather than teacher-centered", highlighting the importance of personalizing the educational process. Participant C reinforces that "the active participation of students is essential for the construction of effective knowledge processes", underlining the need to involve students in a dynamic way.

However, Participant A warns of the need to move from practice to theory, contrary to what still happens: "today students have to know the subject to do the task. Therefore, the theory is transmitted to them and does not imagine that the task will trigger knowledge", emphasizing the balance that must exist in the task-knowledge articulation and the promotion of the student's autonomy.

Participant E highlights that "if students are involved and we can reach them in the right way, meeting the needs of each one, it ends up being easier", highlighting the role of motivation and pedagogical differentiation. Finally, Participant B notes that "the personalization of teaching and the use of technology have demonstrated effectiveness, especially in motivating students", pointing to the positive impact of digital tools on student engagement.

"If the student is not involved, if he is not the one doing the research, if he is not the one finding the information to build knowledge, (...) if it is a transmissive process and if there is no active involvement of students in the construction of knowledge processes, significant learning is not generated." (...)

"The problem with AI really arises with young ages, with kids who are in high school and want to look good and turn on Chat GPT. And they already have the answer without thinking, without going through the process of the most classic research in bibliography, confronting sources and arriving at their own syntheses. When they don't do that, that's the problem." Participant C

4.2. Impact on Teaching: How have social transformations changed the pedagogical practices and priorities of Portuguese teachers?

In the face of social transformations, teachers are expected to adopt more flexible, differentiated, and student-centred practices, valuing education for citizenship, inclusion, and intercultural mediation. Current social demands drive the constant updating of methodologies and the appreciation of social mediation skills. According to Timóteo and Bertão (2012), "Education must be able to adapt to social changes, reconfiguring itself both socially and professionally." Traditional teaching is not sufficient to generate meaningful learning. The

traditional model, centred on content transmission, has for over a century proved inadequate in meeting the needs of a constantly changing society. Teaching has been, and is now more than ever, marked by challenges that require the continual renewal of pedagogical practices and greater attention to interpersonal and socio-emotional dimensions, human diversity, equity, and social inclusion.

The Focus Group discussion addressed the impact of social transformations on pedagogical methods and also how teaching practices have changed in recent years, especially due to social changes and the pandemic. Participant D reinforced the need to promote 21st-century skills: "teaching needs to encourage more collaborative work among peers, stimulate debates, promote problem-solving, and critical thinking," aligning with the demands of a rapidly changing society. The group agreed that more student-centred, collaborative, and engaging methodologies are needed to respond to the diverse needs of today's multicultural classrooms.

"I think that the teacher, nowadays, is not just the teacher of his discipline. He is a teacher of culture, of citizenship skills such as empathy, solidarity, respect for the culture and language of the other."

Participant B

It was highlighted by all participants that technology has become much more integrated into pedagogical practices since the pandemic, and digital tools, tools and platforms have been used to explore, archive and share information with students.

More recently, teachers have started to use artificial intelligence to generate ideas when planning lessons and training. Participants agreed that technology has significantly changed the way teachers organise their work and interact with students, although some caution is expressed about over-reliance on technology and AI. Participant B states that "technology started to play a much more present role in our practices and from then on, I think we have not stopped", illustrating the irreversibility of this transformation. Participant A adds that "AI can help in planning and content creation, making processes faster and more effective", suggesting a potential for innovation, although he recognizes that "AI can innovate, but within the models it knows, because it is a database". Participant C underlines the importance of ensuring equity: "it is essential to allow the use of tools that guarantee access to information, especially for foreign students".

"Artificial intelligence is very reactionary, in the sense that it only thinks about the past and does not innovate. I mean, you can innovate, but within the models you know, because that is a database. And therefore, if the data is not there, she cannot imagine things." Participant A

4.3. Impact on Students: What new social, cultural and civic skills do students develop in response to social transformations?

To adapt to today's times, students will have to develop greater openness to diversity, intercultural communication skills, resilience and active participation in democratic life. The school will have to contribute to enhancing critical thinking and social awareness, but it faces great challenges in promoting equity. Today's students will become more inquisitive, freer, more open to the world, and we cannot continue to teach them only content from a world that no longer exists or is not easily accessible. According to Muraro (2022), it is about equating "The democratic experience as a practice of freedom, the ability to decide and the self-determination of subjects in the construction of history", with the school being a space for social construction, with an increasingly marked transformative intentionality, since "The school is a fundamental space for the formation of social and civic skills, essential in a plural and changing society." (Dionísio, Torres & Alves, 2022).

The *Focus Group* debate addressed the new skills that students are developing in response to social transformations, particularly in public education. Participants underlined the importance of intercultural and digital competences, as schools are currently culturally diverse due to the integration of many foreign students, and the need to bring real-world issues into the classroom to develop critical thinking and problem-solving skills.

The conversation also touched on the challenges teachers face in adapting to diversity and the importance of developing an intercultural profile to teach effectively in this new environment.

Thus, the participants also consider that the student's profile has changed, becoming increasingly collaborative and accustomed to diversity. Participant A observes that "students are increasingly used to the Other, and even if the Other is distant, it is a very positive aspect", valuing openness to difference. Participant E says that "technology is a way for students to have a different class, a mechanism that keeps them more motivated",

highlighting the motivating role of digital. Participant B points to autonomy: "students feel more autonomous when involved in projects from planning to completion". Participant C argues that "the school should foster extremely enriching and meaningful community learning activities", promoting civic engagement. Participant F concludes: "for students to develop greater autonomy and creativity, it is essential that they feel confident in the school environment", reinforcing the importance of a stimulating and positive school climate.

"... in my attended classes... The phases in which students are most involved, in which I involve students more, are definitely the phases in which students are most motivated, most interested, most attentive."

Participant G

"We will not have creative children if we do not take steps for them to create. It's the same thing as waiting for fruit from a tree that has never been watered." Participant B

4.4. Impact on Teachers: How do social transformations influence professional development and the role of teachers in Portuguese schools?

Teachers are increasingly called upon to be cultural mediators, agents of inclusion and promoters of socio-emotional skills, requiring continuous training and ethical reflection. Professional development will need to value collaboration, innovation and responsiveness to complex contexts. The study of teaching in the last 50 years is essential to understand the dynamics that have shaped and continue to transform education. Nóvoa (2017) considers that "The teaching profession is increasingly demanding, requiring permanent updating and the ability to respond to constantly changing social contexts" and the idea that the teaching profession and professional development must be rethought very seriously is emerging: "The continuous training of teachers must be rethought to respond to the challenges of a society in constant change, promoting innovation and adaptation to new educational realities." (Flores, 2020).

In fact, the results of the *Focus Group* confirm that the teaching profession today requires permanent updating. Participant B highlights that "continuous training has been the main agent of change and professional development of teachers". Participant A states that "exchange programs, such as Erasmus, have enabled a valuable questioning of pedagogical practices", promoting openness and reflection. Participant F underlines the socio-emotional dimension: "teachers need to learn to manage emotions, both their own and those of the students", an increasingly relevant competence. Participant D identifies the current challenge of AI: "the challenge lies in the integration of AI into teaching practice, balancing technology and pedagogy". Participant C points out that "the professional development of teachers does not only happen with formal training, but also in the exchange of experiences between peers", valuing collaborative learning within the framework of teacher professional development.

"Communicative skills, not only oral, written, digital, image, communication skills are fundamental, even for lifelong learning, but peer communication for peer also sharing with students, with the community, and teamwork." Participant C

"It would be necessary to start thinking that intercultural skills are skills that the teacher has to have these days, with such heterogeneous classrooms." Participant F

The debate also addressed the impact of artificial intelligence (AI) on education and the need for guidance on its ethical and responsible use in classrooms. It has been observed that AI platforms are evolving rapidly, but teachers remain sceptical due to reliability concerns. The group agrees that guidelines and regulations are needed for the use of AI in schools, both for students and teachers. They suggest that pedagogical assessment methods may need to shift to more oral communication and more collaborative work to address the challenges posed by AI-generated content.

4.5. Impact on School Organization: How do schools reorganize themselves to respond to the growing social and cultural diversity of their audiences?

Schools will have to adopt more flexible organizational models, promote social intervention projects and strengthen partnerships with the community. Challenges persist in managing resources, in articulating with families and in creating inclusive environments, along with the challenges that the digital world has brought to education. According to Azevedo (2011), "the school is called to continuously reinvent itself, adjusting to the new social realities and the needs of its students".

In a study on the TEIP Groupings in Portugal – Educational Territories of Priority Intervention – where educational responses appropriate to social realities are more pronounced in the respective educational projects, Palmeirão & Alves (2023) state that "The external evaluation of TEIP schools has highlighted the importance of organizational transformation and improvement to respond to the challenges of diversity". In this way, the school as an organization, in a cohesive whole, constitutes the fundamental foundation of education, through the adoption of a 'Whole School Approach' strategy. However, the question remains in the air: are we preparing schools, organizing them and leading them according to the real demands of teaching and learning appropriate to contemporary Portuguese society?

The debate in the *Focus Group* covered several aspects related to the changes that have taken place in school organizations in recent years. The importance of intermediate leaders and course directors for the proper functioning of schools was underlined. The recent hiring of linguistic and cultural mediators to support non-native speakers of Portuguese in schools was highlighted. The group discussed structural changes, such as the reduction of secondary level organizations and the trend towards the municipalization of education. They also addressed the need for better self-assessment processes for schools and the potential of universities to support such efforts.

In short, the group agrees that schools have adapted to new social and organizational realities. Participant A notes that "the structure of school boards has changed in recent years, with a direct impact on school management". As a response to the growing diversity, Participant D states that "cultural and linguistic mediators have been hired to support foreign students, facilitating inclusion". Participant G highlights that "educational projects need to incorporate innovation plans aligned with the needs of school groups" as a response to the needs of a more inclusive education. Participant C observes that "the organization of the school already provides normative references to address inclusion and intercultural education". Participant A concludes that "the institutional evaluation and self-evaluation of schools need an external view to bring greater rigor and objectivity", about the degree of achievement of the objectives of their educational project. The conversation ended with a brief reference to emerging frameworks for the ethical use of AI in education, noting that some universities and schools are addressing this topic and producing regulations for the organization. The following are the most relevant interventions:

"There have been changes, both in terms of structures and policies. There are references for citizenship education, for example, there are references for welcoming foreign students. There are different policies within the school itself that imply that there is support, at least normative, guiding pedagogical innovation, inclusive education or intercultural education. There can also be a reference for intercultural education in the school itself." Participant F

"The middle managers make a schoolwork wonderfully, because they are the ones who make the connection, both with the students and with the parents and with the teachers". Participant A

"There has to be an approach to the school as a whole. What in sociology is called the 'Whole School Approach'. There has to be a more holistic approach to the whole school and a commitment to a certain school philosophy." Participant C

"There is more collaborative work, really due to the need of the department coordinators themselves, class directors or even course coordinators, they must then delegate competences, and this is important. Middle leaders are increasingly important, because the boards really have many other administrative tasks." Participant D

"There really has to be a responsible ethic of using AI in schools, both by students and teachers... it will have to be regulated how it is used, and which platforms may be more profitable in terms of work". Participant D

4.6. Impact on Society What role does the school play in promoting social cohesion and responding to phenomena such as exclusion or inequality?

The school assumes itself as a space for inclusion and promotion of citizenship but faces structural and cultural limitations. Its impact depends on community involvement and integrated public policies. According to Carvalho and Baptista, 2004, cited by Timóteo and Bertão (2012), "social education is an expression of society's responsibility in the face of the human problems that run through it", and the school must guarantee the principles and rights inherent to the Constitution of the Portuguese Republic, which establishes in its article 74

that "everyone has the right to education with the right to equal opportunities of access and school success". (DGEEC, 2021). As such, the school is fertile ground, par excellence, for democracy and emerges as a "privileged space for the promotion of inclusion, citizenship and equal opportunities, but faces structural and cultural limitations." (Dionísio, Torres & Alves, 2022). The opinion of the focus group frames the School as a space that reflects and simultaneously influences society. Participant B introduces the reflection with the idea that: "the teacher should be a model of citizenship, promoting empathy and respect for diversity". Participant A argues that "schools need to better integrate academic research into the school environment". Participant D warns that "regulation of the use of AI in education is inevitable and guidelines are being created to ensure its ethical use". Participant C recalls that "teaching needs a balance between digital innovation and preservation of human interaction".

"Never before has there been so much talk about inclusion as now, considering not only special needs, but also cultural and social differences." Participant G

4.7. Impact on the Curriculum: How does the curriculum integrate the demands of social transformations, such as citizenship, diversity and life skills?

The curriculum has been evolving to include topics such as citizenship, human rights and interculturality, promoting a more transversal and interdisciplinary approach. However, practical implementation can be uneven. According to Lima (2020), "permanent education and education for young people and adults is in crisis and transformation, requiring innovative curricular responses", which implies a new approach to curriculum design. The educational reform proposed in recent years by Portuguese educational policies is not limited to the inclusion of new subjects in the curriculum, it is a comprehensive and holistic transformation that aims to cultivate a mindset of continuous learning, critical thinking, empathy and social responsibility. In fact, since the 1980s of the century. It was necessary to renew "study plans, shaped by values of scientific and cultural modernity, of ideological pluralism, of democratic inspiration." (Grácio, 1984). According to the *focus group*, the school curriculum is dynamic, constituting a process in permanent construction, which must respond to the demands of society. Participant A states that "the curriculum offers teachers freedom, but implementation can be challenging". Participant C suggests that "we need pedagogical strategies that encourage critical thinking and creativity". Participant D stresses that "teachers should teach students to confront the information provided by AI, developing critical thinking". Participant G highlights that "the balance between technology and critical thinking must be a priority".

"The school curriculum is always changing, and the new demands of society must be integrated".
Participant C

4.8. Impact on Teacher Training: How does initial and continuous teacher training respond to new social and cultural demands?

Teacher training incorporates content on diversity and citizenship but needs practical and reflective reinforcement to prepare teachers for multicultural contexts. Training should promote self-knowledge, self-reflection and the collective construction of professional knowledge. According to Nóvoa (2017), "it is essential that teacher training promotes self-knowledge, self-reflection and the collective construction of professional knowledge, allowing teachers to respond effectively to the cultural and social diversity of their classes". In the same sense, teacher professional development is understood as a broad process of permanent reinvention of the teacher's role over time: "Teacher training must be rethought to respond to the challenges of a society in constant change, promoting innovation and adaptation to new educational realities." (Flores, 2020) and it should also be noted that "Training in the cultural, social and ethical areas must be ensured, reinforcing the ability to respond to the diversity of school contexts." (Eurydice, 2025).

In this sense, the focus group discussion also addressed aspects related to the impact of social changes about teacher training. Participants discussed the need for teachers to increasingly balance the use of artificial intelligence with their natural intelligence and critical thinking capabilities. They underlined the importance of adaptability and continuous professional development. The group also addressed concerns about the structure of initial teacher training programs, including the need for more time for hands-on experiences and more time for reflection. They considered that continuous training should focus on collaborative projects and the sharing of pedagogical practices between teachers.

According to the participants, teacher training is a continuous and adaptive process, with an impact throughout the life trajectories of teachers. Participant A recognizes that "teacher training is a continuous process, no one leaves fully prepared for everything from the beginning", calling for the necessary transition from initial training to continuous training. Participant H argues that "teacher training needs to include more moments of reflection and sharing among colleagues". Participant A reinforces that "it is not enough to teach theory - teaching needs to be experiential and based on practice". Participant C concludes: "teachers must be prepared to constantly adapt to educational changes".

"The ideal would be to reinforce the monitoring of university students during their pedagogical practices."
Participant G

"We have to be able to integrate AI but be smarter and be able to be creative in how we respond to challenges." Participant F

The *Focus Group* participants were finally invited to present their visions for the future of education in ten years, which resulted in an amalgam of mixed perspectives. Some expressed concern that education would become more impersonal and technology-oriented, while on the other hand, a hybrid system combining technology and human support was suggested. A less personalized approach is also envisaged, with more technological intervention due to the shortage of teachers. One imagines the design of smaller and freer curricula, centered on critical thinking. A diverse landscape is proposed in which teachers can adapt various strategies and tools while maintaining their prominence and deliberative capacity. The debate concludes with an emphasis on the importance of teachers identifying themselves as education professionals and not as mere "workers" of education controlled by the Ministry of Education.

5. DISCUSSION AND CRITICAL ANALYSIS

The teaching profession faces several challenges and transformations in the face of social changes, from various perspectives, highlighting the intensification of work, the need to adapt to increasingly complex and diverse contexts and the importance of strengthening the professionalism and autonomy of teachers.

5.1. The Intensification and Complexification of the Teaching Work

According to the Technical Report of the National Council of Education (2024), Portuguese teachers are recognized as fundamental agents in social transformation, in support of equity and inclusion measures, but they face an intensification of work, with an overload of administrative tasks and growing demands for results. The report underlines the need for a new social contract for education, in which the appreciation and revalorization of the teaching role are central to respond to rapid social and educational transformations:

"The recognition of the action of teachers at the center of educational action, in the spheres of curriculum, pedagogical and evaluative management, and the need for professional revaluation in the face of the most recent educational and social transformations on a global scale." (National Council of Education, CNE, 2024).

5.2. Pressure from Performativity and Organizational Change

Ethnographic case studies (Raposo & Alves, 2013) show that recent social and educational policy changes have led to increased pressure for performativity, monitoring and accountability. However, these changes do not always translate into real improvements in educational quality. Teachers often experience dilemmas, paradoxes and even malaise, resulting from excessive norms and bureaucratic control, but they also reveal adaptability and creativity, especially when involved in spontaneous collaborative processes.

"The work contexts of teachers are currently marked by an excess of norms, dilemmas and paradoxes that hinder and condition their action and arouse feelings of powerlessness, ineffectiveness and disenchantment with the profession. (...) Change will only be effective if it involves the actors in spontaneous collaborative processes, capable of reinforcing the creativity and professional identity of teachers." (Raposo, A. M., & Alves, J. M., 2013).

5.3. Autonomy, Professionalism and Continuous Training

António Nóvoa (2017) warns of the tension between professional autonomy and the intensification of external control, namely through evaluation devices and curricular standardization. It argues that professional development should be based on collaborative and reflective practices, valuing the knowledge produced by the teachers themselves and promoting the consolidation of an autonomous profession, capable of responding to social challenges.

“The current rhetoric about the professionalism and autonomy of teachers is often contradicted by reality, and teachers have their daily lives increasingly controlled and subject to administrative logics and bureaucratic regulations.” (Nóvoa, A., 2017).

5.4. Methodological and Curricular Adaptation in Crisis Contexts

Recent studies on the impact of the pandemic (Graça, Silva & Ramos, 2021) show that Portuguese teachers were forced to undergo a rapid methodological and curricular reconversion, developing new personal and social skills. The pandemic has enhanced the need for adaptation, innovation and flexibility, both for teachers and students, making the importance of continuous training and institutional support even more visible.

“Teaching in times of pandemic has enhanced the teacher's learning to teach methodological, curricular and technological reconversion, and the student's learning to learn has fostered the development of personal and social skills.” (Graça, Silva & Ramos, 2021).

5.5. New Profiles and Professional Identity

Some recent national studies underline the importance of recognizing the plurality of professional paths, the valorization of teaching experience and knowledge, and the need to involve teachers in the construction (CNE, Technical Report, 2024; Nóvoa, 2017). In summary, we reiterate the following key ideas:

- The intensification and complexification of the teaching work.
- The tension between external control and professional autonomy.
- The centrality of collaboration and reflection for pedagogical innovation and teacher well-being.
- The need for continuous training and policies to value the profession to respond to a rapidly changing society.

6. CONCLUSIONS

The reflections and analyses presented throughout this report allow us to understand the complexities inherent to the challenges and opportunities facing the teaching profession in the current context. The following conclusions summarize the main contributions of literature, the dynamics of the focus group and the future perspectives regarding competence profiles, initial and continuous teacher training as well as the school culture indispensable for the development of pedagogies adapted to the demands of the twenty-first century.

The literature points to the need for Competency Profiles that are holistic, flexible, and adaptable to social, technological, and cultural changes. These profiles should serve not only as assessment tools, but also as development guides that promote teaching practices capable of responding to the complexities of today's world, ensuring inclusive and equitable education. Contemporary references emphasize intercultural, digital, pedagogical innovation, critical reflection and professional autonomy skills.

The *focus group* reinforced the importance of professional performance profiles being comprehensive, integrated and contextually flexible, capable of integrating advances in the most diverse areas, thus being aligned with the needs of contemporary society. The participants highlighted the importance of training, which should consist of reflective practice, focusing on the use of emerging technologies and interculturality, promoting and enhancing autonomy and collaboration between teachers.

The literature and the *focus group* converge on the idea that initial teacher training should be strongly articulated with the practice and experiential dimension of teaching and learning, valuing the development of intercultural, digital and pedagogical innovation skills. A common perception was observed that continuous

training should strengthen autonomy, critical thinking and collaboration, fostering lifelong learning and the continuous reinvention of the teacher's role.

It is essential that both stages of teacher education are articulated to ensure a coherent and adaptive progression to the demands of schools in a rapidly changing society.

Responses to such demands appear to establish as vital pillars of teaching the appreciation of diversity, the promotion of inclusion, pedagogical innovation, and professional autonomy within a collaborative perspective. For these vital pillars to thrive, attention must also be paid to school culture, which should foster open and dialogical, collaborative and participatory environments, pedagogical differentiation, and interculturality, in which the use of technologies is an integral part of daily life. This culture should promote the continuous reflection of teachers, value innovation and creativity, and involve the entire educational community in building a truly civic-minded school—one that is more inclusive, democratic, and socially responsible.

7. RECOMMENDATIONS

The following recommendations aim to contribute to a reflection on the Teaching Performance Profiles, with a view to a more inclusive, reflective, innovative and socially committed profession, in line with the needs of the Portuguese school of the 21st century. They reflect the requirements of recent legal and regulatory regulations for initial teacher training (Decree-Law No. 9-A/2025, DL 15/2025, Ordinance 29/2025/1); the valorization of continuous training and formative evaluation; the centrality of inclusion, ethics and pedagogical innovation in the teaching profession and the need for clear criteria and participatory processes in the definition of professional references.

• Ten Recommendations on Teacher Performance Profiles

1. **Value Diversity and Inclusion**

Explicitly integrate the appreciation of cultural, social, and linguistic diversity into the Profiles, promoting inclusive pedagogical practices tailored to the heterogeneity of Portuguese school contexts.

2. **Strengthen Reflection and Professional Autonomy**

Emphasise the need for critical reflection on practice, promoting pedagogical autonomy and the ability to adapt to contexts in constant social and educational transformation.

3. **Promote Collaboration and Networking**

Acknowledge and value collaboration among teachers, pedagogical teams, and the educational community, encouraging networking and the sharing of good practices to achieve educational success.

4. **Integrate Formative and Evidence-Based Assessment**

Reinforce the role of formative assessment, based on both internal and external data, as a tool for regulating practices and for the continuous improvement of teacher performance and student learning.

5. **Encourage Continuous Professional Development**

(If you wish to continue with point 5 and the rest, please provide the remaining text.)

Assume continuous training as a central dimension of the teacher profile, valuing scientific, pedagogical, technological, digital and ethical updating, and recognizing the impact of professional development on the quality of teaching.

6. **Articulating Theory and Practice**

Ensure that the profiles promote the articulation between theoretical and practical knowledge, encouraging action research, case studies and learning situated in a real school context.

7. **Strengthening Ethics and Social Responsibility**

Highlight professional ethics, social responsibility and commitment to equity and well-being of the educational community as essential dimensions of the teacher profile.

8. Recognize Pedagogical Innovation and Methodological Flexibility

Value the ability to innovate and adapt pedagogical methodologies to the needs of students and to social and digital changes, promoting a culture of experimentation and continuous improvement.

9. Ensure Transparency and Clarity in the Evaluation Criteria

Define clear, transparent performance evaluation criteria adjusted to the complexity of teaching functions, promoting fairness, motivation and professional recognition.

10. Involve the Education Community in the Review of Performance Profiles

Promote participatory processes that involve universities, schools, teachers, students, families and external partners in the definition, monitoring and review of performance profiles, ensuring their relevance and social legitimacy.

• Ten recommendations on initial teacher education

Based on the contributions of the authors and studies cited, on the current regulations and debates on teacher training in Portugal, as well as on the results of the *Focus Group* carried out, we present ten emerging recommendations for the redefinition of initial teacher training courses, based on the sources and literature cited in this report.

1. Strengthen the practical and supervised component

Increase the time of supervised pedagogical practice, in a real school context, with the monitoring of experienced and properly valued teachers, promoting situated and reflective learning.

2. To value training in social, ethical and intercultural skills

Integrate, in a transversal way, modules on ethics, citizenship, inclusion, cultural diversity and conflict mediation, preparing future teachers for multicultural contexts and for the promotion of equity at all levels.

3. Deepen specific didactic training

Ensure that the courses provide a solid didactic training in the subject areas, combined with the ability to adapt curricula and methodology in the face of social and educational changes.

4. Promote the integration of digital technologies, AI and pedagogical innovation

Develop advanced digital skills and promote the critical, responsible and ethical use of AI and the creative use of digital technologies and tools in education in general, preparing for pedagogical innovation and the challenges of the digital society.

5. Strengthening the articulation between theory and practice

To ensure that theoretical training is constantly articulated with practical situations, case studies and real experiences, promoting reflective and contextualized learning.

6. Ensure continuous and flexible training after entering the profession

Create mechanisms that facilitate the transition between initial training and full professionalization, with induction, mentoring and continuous training programs adapted to the real needs of teachers at the beginning of their careers.

7. Valuing the role of the cooperating teacher/advisor

Recognize and value the role of teachers who guide internships, with incentives, reduced hours and specific training, promoting a culture of collaboration and peer learning.

8. Increase the attractiveness and prestige of the teaching profession

Reinforce the social, professional and salary enhancement of the teaching career, making initial training more demanding, but also more recognized and attractive to the best candidates

9. Adjusting the training offer to the needs of the country and the regions

Plan the provision of initial training courses according to the real needs of the education system, combating the shortage of teachers in certain regions and specialties, and promoting territorial equity.

10. Involve universities, schools, teachers and society in the redefinition of courses

Promote participatory processes, involving universities, schools, teachers, students, professional associations and the community in the curriculum review and in the definition of references for initial teacher training, ensuring greater adequacy to the needs of the 21st century.

• Ten recommendations on in-service teacher education

Based on the contributions of the authors and the normative and scientific documents cited, as well as considering the results of the Focus Group, 10 emerging recommendations are presented for the adequacy of continuous teacher training in Portugal:

1. Promoting continuous training as a right and professional duty

Recognize continuous training as a right and responsibility of all teachers, articulating it with career progression and the improvement of educational quality, according to the legal framework in force.

2. Ensure the relevance and updating of training content

Ensure that training actions respond to the real needs of schools and teachers, integrating current topics such as inclusion, citizenship, pedagogical innovation, mental health, sustainability and digital skills.

3. Encouraging work-based training and collaborative learning

To value training modalities that promote the sharing of practices, collective reflection and the development of team projects, reinforcing the culture of collaboration in schools.

4. Flexibility in training formats, schemes and modalities

Offer face-to-face training, b-learning and e-learning, in various modalities, with preference for training practices in a professional context, adapted to the availability and contexts of teachers, facilitating access and reconciliation with professional life.

5. Investing in training for inclusion and diversity management

Prioritize actions that develop skills for inclusive education, the management of cultural and linguistic diversity and conflict mediation, promoting the success of all students.

6. Reinforce the practical, reflective and experimental component

Promote actions based on case studies, action research, simulations and solving of real problems, bringing training closer to the demands of everyday school life.

7. Integrating pedagogical and technological innovation

Stimulate training in methodologies that promote active learning, formative assessment, pedagogical use of digital technologies and Artificial Intelligence, preparing teachers for the challenges of the contemporary school.

8. Valuing the health, well-being and personal development of teachers

Include actions that promote emotional balance, mental health, and the development of socio-emotional skills, essential for well-being and professional effectiveness.

9. Linking continuous training with performance evaluation and educational projects

Foster the link between training, school improvement plans and internal and external evaluation processes, ensuring an effective impact on the quality of learning.

10. Involve teachers in the identification of needs and evaluation of training

Promote participatory processes in the definition of training priorities and in the evaluation of the effectiveness of actions, ensuring greater relevance, motivation and appropriation of results.

In summary, this report intended to constitute a contribution to an analysis of the challenges identified by research and educational agents, with the contribution of the reflections resulting from the Focus Group that was carried out in the context of the Erasmus+ TE-REG project, which corresponds to a reinforcement and adjustment of the approaches of the current Teacher Performance Profiles in Portugal, aiming at a more robust initial and continuous teacher training, more sustained from the point of view of research, more contextualized and more aligned with the demands of contemporary Portuguese society.

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