



Teacher Education in the Post-Bologna Context: Challenges and Future Directions

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If we are to fully understand the nature and aims of teacher education, attention needs to be paid to the political, cultural, economic and social context in which it is embedded. Equally important is the need to look at the role of teachers in curriculum development and the conditions for its enactment along with their degree of autonomy and agency. In other words, teacher education entails given views of teacher professionalism and of what it means to be(come) a teacher. In this paper, I look at the Portuguese context as far as initial teacher education is concerned, particularly after the implementation of the Bologna process and I will identify some lessons learned and remaining challenges. The knowledge and reflection accumulated since 2007 has revealed positive, and in some ways innovative features, particularly the inquiry-based approach. This is promising but there is room for improvement, particularly if ITE is to be seen as a space of transformation and innovation. Issues such as the development of a scholarship of teacher education, the collaborative dimension of professional learning, and the ethical, social and dimension, stronger connections between course and field work, and the need to develop more explicit pedagogies for identity development in ITE are examples of issues that need further development. Also in need of attention is the analysis of the policy and politics of teacher education in the post-Bologna context.