



THE TRAINING AND DEVELOPMENT OF SKILLS IN TEACHER
A FORMAÇÃO CONTÍNUA E O DESENVOLVIMENTO DE COMPETÊNCIAS NO PROFESSOR
LA FORMACIÓN Y DESARROLLO DE LAS COMPETENCIAS EN EL PROFESOR

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ABSTRACT

Objective: to reflect on the relationship between the training and skills development in the teacher. **Method:** theoretical study, which directs the analysis to the issues of training and professional development and skills of the teacher. The literature revision was conducted in diverse databases such as VHL, EBSCO and MEDLINE by descriptors' nursing 'competency-based education', 'concept formation', and 'teacher'. **Results:** The formation is a relevant issue when in the perspective of training and teacher professional development as a process predominantly personal, continuous and systematic, which occurs throughout their career. This process should be structured according to the school as an area of training and the enhancement of knowledge of the teacher. The skills are built through training and teaching practices, involving the teacher's "know", "know-how" and "how to be", among other forms of characterization. **Conclusion:** The relationship between teacher's training and skills development is assumed as an evidence according to various teachers' professional practice research studies, namely on their training and skills. **Descriptors:** nursing; competency-based education; concept formation; teacher.

RESUMO

Objetivo: refletir na relação entre a formação contínua e o desenvolvimento de competências no professor. **Método:** estudo de reflexão teórica, que direciona a análise para as questões da formação contínua e desenvolvimento profissional e competências do professor. A busca foi realizada em bibliografia diversa e em bases de dados como BVS, EBSCO e MEDLINE, pelos descritores 'enfermagem', 'educação baseada em competências', 'formação de conceito' e 'docente'. **Resultados:** destaca-se a formação, vista na perspectiva de formação contínua e desenvolvimento profissional do professor como um processo predominantemente pessoal, contínuo e sistemático, que ocorre ao longo do seu percurso profissional. Este processo deve ser estruturado em função da escola, enquanto espaço de formação e, da valorização dos saberes do professor. As competências constroem-se pela formação e práticas docentes, envolvendo o "saber", "saber fazer" e o "saber ser" do professor, entre outras formas de caracterização. **Conclusão:** a relação entre a formação contínua e o desenvolvimento de competências do professor assume-se como uma evidência em diferentes estudos de investigação sobre a prática profissional do professor, em particular sobre a sua formação e competências. **Descritores:** enfermagem; educação baseada em competências, formação de conceito; docente.

RESUMEN

Objetivo: reflexionar sobre la relación entre la formación y desarrollo de competencias de los profesores. **Método:** estudio de reflexión teórica, que dirige el análisis de las cuestiones de la formación continua, el desarrollo profesional y la competencia del profesor. Se llevó a cabo la búsqueda mediante revisión de bibliografía diversa y en bases de datos como MEDLINE, EBSCO, BVS, y por los descriptores de 'enfermería', 'educación basada en la competencia', 'formación' y 'profesor'. **Resultados:** se destaca la formación vista desde la perspectiva de la formación continua y desarrollo profesional del docente como un proceso predominantemente personal, continuo y sistemático, que se produce a lo largo de su carrera profesional. Este proceso debe estructurarse de acuerdo a la escuela, siendo ésta el espacio indicado para la mejora y valorización de los conocimientos del profesor. Las competencias se construyen a través de prácticas docente y de la formación en la enseñanza, que implica el "saber", "Know-how" y "como ser" en referencia al profesor, entre otras formas de caracterización. **Conclusión:** La relación entre la formación continua y el desarrollo de competencias del profesor se asume como una evidencia en varios estudios de investigación sobre la práctica profesional de los docentes, en particular sobre su formación y competencias. **Descriptores:** enfermería; educación basada en competencias; formación; el profesor.

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INTRODUCTION

In today's world, given the need and the challenge to keep up with modern technology and changes in social relations and working with new qualification requirements for the market and concerns of citizens, investing in education is essential for monitoring the development and work .

The teacher is assumed as a central protagonist in this process, whereas the different stages of social and economic development has different educational projects.

The desired profile for the teacher is that of a competent professional in your area, with view of the issues that surround himself, institution and social issues that affect their teaching. It is expected that the teacher is a professional with ability to make decisions, willing to learn, pay attention to your ability to communicate with the student in order to provide information intelligible and well organized and able to produce knowledge. Apart from demanding pedagogical skills, expected to be a professional with technical, social and management. The teacher snake up the need to train students with the capacity to meet market demands.

This approach is centered around two aspects are inseparable from the career of the teacher, their training and professional development and skills of the teacher.

Training and professional development are clearly intrinsic and is a personal process, continuous and systematic growth for the teacher. The renewal and restructuring of educational practices lead to the need for training in the course of his career. This means that the professional should have as a goal of perfecting a process of continuous learning, in order to highlight the challenges adjustable powers of his time. Responsibility for the activation and development of formative processes rests with the teacher as an agent of change, with reference to their everyday practices and representations and skills you already have. The teacher has the professional obligation to invest in its personal and professional growth, to foster student learning and take an active part in the challenges of society.

The approach to the skills of the teacher based on several authors speak of knowing presupposes, of action, of a practical activity, the appreciation of the educational process as a whole, the ability to mobilize cognitive resources to face various situations, among other forms of characterization .

The daily experiences of teachers and confrontation with the demands of being a teacher nowadays, the world full of changes and new requirements in school, makes us reflect on the relationship between training and skills development in the professor. This reflection is founded on the assumption that there has been not a concern of institutions, particularly at the level of higher education to develop skills in this teacher to intervene face the new demands of school and future challenges.

It is, therefore, about the contributions that teacher training can provide the level of development of teacher competencies, which focuses this discussion on the route of this professional education.

OBJECTIVE

- Reflect on the relationship between training and skills development in the teacher.

METHOD

We conducted a study of reflexive approach based on the development of teaching skills, and aims to reflect on the state of the art of the phenomenon under study.

The survey was developed through the literature search in diverse and VHL in databases, MEDLINE and EBSCO, accessing full-text articles, between the period February to April 2011. The search was performed using the keywords 'nursing', 'evidence based education', 'concept formation' and 'teacher', available on the Virtual Health Library

We try to make this study a general approach on the training and professional development of teacher competencies and, through its conceptualization and ends up with a look at some investigations, which show the importance of training in developing skills of the teacher.

RESULTS AND DISCUSSION

The results emerged from research conducted around three themes: 'Training and Professional Development of Teachers', 'Competencies Teacher' and 'The Training and Skills Teacher: Research Approach'.

Analysis of the studies, it was found that the importance of supervised teaching practice to build skills, recognition of the role of experience, training and the possibility of continuing education for skills development.

• Training and professional development of teachers

In the current conception, the formation is strongly associated with initial training, focusing in the field of knowledge and disciplinary techniques and training as a means of updating information and concepts transmitted during the initial training, in the form of refresher courses and allows the acquisition of knowledge and skills important for teacher performance, particularly in the area of disciplinary content and didactics. It is a conception of training focused on acquiring knowledge for practice.

To break with this conception many authors began to use the concept of professional development.

The formation, seen in a prism-service training and professional development should be seen as a personal process, ongoing and continuous, involving multiple steps. Involves personal growth throughout life, the vocational training targeted for teaching and the development and updating of professional activity in continuous training processes. In this line of thought, we can say that the training is a phenomenon that occurs throughout the life course teacher, integrated into their everyday activities and social practices.

The concept of professional development is often associated with training and notions as, continuing education, job training, lifelong learning and retraining courses. However, the sense of continuity and evolution that involves the concept goes beyond the traditional juxtaposition between initial training and continuous training of teachers.

The training that occurs after the initial training is called for training and involves the improvement of knowledge and skills and attitudes necessary for practicing the profession in order to make training more effective students.

The training of teachers should be structured according to the school as an area of training and valuing the knowledge of the teacher. At school, the teachers' needs and problems of your everyday life, should be the point starting to favor the formation and action research processes and cooperation. In valuing the knowledge of the teacher, must stand the knowledge of experience, while knowing your key to the management of courses and curricular knowledge.

In terms of characterization, refers to the professional development of teachers is an individual or collective process, which must

carry at school, while workspace and teaching that contributes to the development of their professional skills, through the most diverse experiences and systematic analysis of their own practice.

While process presupposes a permanent attitude of inquiry, questioning, asking questions and searching for answers. This theme is reference the teacher while teaching professional. Its knowledge could be seen as a useful in practice as a knowledge practice. Knowledge in practice is one that is connected to the practice acquired in / practice and developing with action and research on the experience of teaching. Knowledge of practice is the result of a collective process of constructing theoretical and practical knowledge.

The teacher's knowledge consists of a set of knowledge, from science education, knowledge of courses, curricula, experience and educational tradition. This means that studying teacher development presupposes an analysis that extends beyond the knowledge that is gained over a career.

Professional development being a long-term process, follows a systematic planning of different types of opportunities and experiences in order to promote the growth of the teacher. This involves the following characteristics:

- ♦ The subject teacher is active in their learning, to be involved in concrete tasks of teaching, assessment, observation and reflection;
- ♦ Recognizes that the teacher learns over time, relating the new experiences with their prior knowledge;
- ♦ It is a process contextualized in school and that the determinants experiences for professional development are those that relate to the daily activities carried out by the teacher, the teacher professional development is a process that interferes with the school reconstruction and in which teachers are involved;
- ♦ Professional development allows teachers to acquire more knowledge (the construction of new theories and pedagogical practices), from reflection on their experience, is designed as a collaborative process predominantly, despite allowing an isolated work and reflection, is a process that can take different forms in different contexts, depending on the needs, beliefs and cultural practices of each school.

The teacher professional development has been accompanied by a set of changes, in

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terms of guidance, focus and actors. We highlight the following changes:

- ♦ A guide to professional development organization; guidance for a coherent and professional development with clear goals;
- ♦ Organising training focused on school, the focus became the learning needs of students;
- ♦ Process professional development is now done in school;
- ♦ Orientation focused on the study of teaching and learning, by teachers;
- ♦ The professional development process has to be directed to all stakeholders in the learning process of students.

The development process involves the creation of professional learning communities (teachers, students, officers and directors), in which all consider themselves simultaneously, teachers and students.

In the professional development of teachers affect a multiplicity of factors. Should consider the following factors poles:

- ♦ The staff (which involves the relationship of the teacher with himself as its history)
- ♦ The context (that is external to the teacher, for institutional reasons, organizational and social);
- ♦ The knowledge professional, existential (that includes motivations, desires, and moral purposes).

Situations and contexts of work associated with the development of the teacher are fundamental to understanding the origins and nature of the skills and ownership and consolidation thereof.

The practices that promote professional development may be several. Scans were then some of them.

• The reflective practices

Referring to the analysis of several studies, it was found that the reflection centered on the practice, particularly on teachers' work represents an environment conducive to personal and professional development of the teacher, in that it facilitates the formulation of problems about what teach and how to teach.

The reflective practices are a prerequisite for the construction of new knowledge. Presuppose reflection on their experiences. This process allows learning from the analysis and interpretation of their activity.

The reflective practice is centered on knowledge in action, reflection in action and reflection on action. Knowledge in action is not derived from any intellectual operation,

while the reflection in action is triggered when faced unexpected situations and doubt. A reflection on action means thinking about what happened and how such action was developed.

The focus of the process is reflective professional practice, ie how the professionals work in real situations. This reflection on practice acquires greater meaning after the development of the action, as it allows the understanding and transformation of knowledge into new experiences, capable of being deployed in other contexts. This reflection on practice is enhanced through the stories or narratives of class (writing), which allow the teacher to be aware of their learning process. The reflection should not be limited only to the classroom but also on the social, political and economic influence this practice.

The reflective practices often encourage improvement of teaching. Help the teacher to develop certain skills, (re) think the components of a course, encouraging students in reflective processes.

The reflective practices related to solving real problems are fundamental in preparing teachers to deal with future situations, making you more aware of their patterns of work, principles, values and assumptions underlying their routines and work habits.

Beyond attitudes and predispositions personal training for reflective practice should include the following cognitive and metacognitive skills: empirical (the ability to collect data, describe situations, processes, causes and effects), analytical (the ability to analyze data and construct a theory from them), evaluative (the ability to make judgments), strategic (ability to plan actions), practices (ability to relate to analysis and practice), communication (need to communicate and share ideas with other teachers) .

Furthermore, the collective reflection / promoter is shared teacher development. Analysis of multiple studies yielded the following advantages of shared reflection: The meaning production of knowledge and practices; Raising awareness of learning processes; The formative character of some practical classroom; enrichment learning and teaching knowledge .

In the study on professional knowledge of secondary school teachers of foreign languages, was highlighted the key role of experience for the appropriation of knowledge and skills.

• The establishment of working groups collective / collaborative

The development of collaborative work is conducive to teacher professional development. This is a process of training that involves the formation of small working groups, the material conditions and time to develop their activities. The formation of groups emerged cooperation and a dynamic work for the research, and this work collective / collaborative fundamental to learning in and about the practice and inherently a factor of teacher professional development.

• The practice of research

The research practices can be seen in the perspective of research conducted by the teacher in the classroom and sharing in the group or the research done by the teacher on their own practice. These will raise further questioning and understanding of the process of teaching, leading to the introduction of significant changes in teachers' practice. The professional practice involving the set of knowledge used by teachers in their work context, should be the object of research.

• Other practices for professional development

When talking to other practices, there is talk of other activities that promote teacher reflection on their teaching practice and that foster their learning and professional development. In addition to reflection and research on practice, it is worth mentioning the use of diaries in the process of training teachers. The diary provides access to the thinking of the teacher and becomes equally important as a tool for self reflection form.

Participation in continued education programs and / or curricular innovation are other important practical curriculum development teacher. These authors also emphasize the fact that, while students participating in curricular innovation projects at school, having participated as trainers in education projects continues to have experienced teachers and educational practices outside the school environment, since these experiences are accompanied by a process reflective.

• Skills Teacher

The concept of competence in the area of education had its strong focus on the 90's (last century), on issues related to student learning, teacher education and training at various levels.

The approach to teaching skills by providing an organization of curricula and

school programs directed to an opening to the world economic and assignment a practical sense with scholarly knowledge. The term itself assumes a significance similar to that used in the world of business and industry and is linked to the demands of organizations that advocate a more flexible and comprehensive training to intervene in a changing world. This approach allows also view the school as a path to employability, with each individual responsible for this route. There is an appreciation of learning held by the individual, becoming the exclusive knowledge of the individual and circumstantial.

The power to materialize requires action, a practical activity in specific situations and context.

Nowadays, the term competency enhances the educational process as a whole and has a huge influence on the role of teacher.

In a broader perspective and directed to the nursing management, competence requires a knowing act responsibly and recognized that implies mobilize, integrate, transfer knowledge, resources, skills, that add economic value to the organization and social value to the person.

What then are the powers? This is a concept which has implied a number of features disclosed in the particularizáveis action, which can be observed and described, although not necessarily assigned a value.

Following this line of thought, the definition of competence as a set of generic traits evidenced in action, we highlight the following skills for complexity management: know how to act rightly, know mobilize in a given context, namely combine, transpose know, learn to know, learn learn learn learn and engage. In each jurisdiction, is clearly associated knowledge (knowledge), the action and the context of it.

The approach to the issues of concetualização competence presupposes consider the ability to mobilize diverse cognitive resources to face a kind of situations. This conception highlights the following aspects: skills require the mobilization and integration of knowledge, know-how or attitudes, this mobilization is only relevant in each unique situation; exercising jurisdiction assumes mindsets for determining and developing an action adapted to the situation, build professional skills in training and daily activity of the teacher face every kind of situation.

Under these assumptions, it is understood that competence is a person's ability to act effectively in certain situation, based

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primarily on resource mobilization cognitivos.²⁰ Building skills is coupled with the formation of mobilization schemes, which are consolidated through experiences renewed and availability for analysis, coupled with an attitude reflexive. This means that learning requires a process of mobilization of intellectual resources, to build skills.

What are the skills required for the teaching profession?

We highlight the following areas of expertise, recognized as a priority in the training of primary school teachers: Organize and direct learning situations; manage the progression of learning, develop and evolve the devices of differentiation; engage students in their learning and in his work; teamwork; attend the school administration; inform and involve parents, using new technologies, addressing the duties and the ethical dilemmas of the profession and administer their own training.

The teacher intervenes in every teaching situation, with a set of skills that can be subdivided into more specific units. Each competency involves a set of knowledge, skills and attitudes.

Teacher falls to the need to develop skills to follow the reporting requirements and new technologies of information and communication, to be present in the world of young people and be an integral part of the changes taking place in education, and in particular at the level of higher education.

To accompany and be part of the changes occurring in education, science and society is required flexibility on the part of the teacher and a willingness to learn, to contribute to quality education directed to the know-how, know and be able to think. This assumes that understands that teaching method requires, research, ethics, and a critical attitude. You must be aware that the skills demanded by the labor market are often subject to change and that being a teacher requires the understanding of how society works, and hence, how education works in a global terms and in the context of the classroom and learning.

The teacher must understand the changes occurring in the world of work and provide pedagogical dimensions present in the social and productive processes, and support for their knowledge of the humanities, social and economic.

Based on several authors, it is worth noting the following references skills teacher: constantly seeking knowledge, skills and attitude to the profession, knowing how to

analyze and learn justify, knowing reflect, be able to review and self-assessment, have a critical attitude and decision-making, have the ability to build favorable conditions for learning, observe the progression of the student master the resources and take the results.

The professor of higher education must demonstrate the following skills: planning the teaching and learning process, selecting and preparing the course content, provide information and explanations understandable and well organized (communicative competence), use of new technologies, design methodology and organize activities; communicate / relate to students, tutor competence, evaluate, investigate and reflect on teaching and identify with the institution and teamwork.

• The training and skills the teacher: research and approach

In the study of representations of students / future teachers on the skills needed for teaching and what the most appropriate way to build, it was found that the action of the teacher were deployed primarily with the relational aspects students, family, colleagues and the wider community. We also appreciated the following areas of expertise: manage your own training, duties and face the ethical dilemmas of the profession, develop and evolve the devices to differentiate, manage the progression of learning, engage students in their learning and in their work and organize and direct learning situations. In this study, a component of supervised teaching practice was considered as the most relevant for building skills.

Another study showed differences in the valuation of skills by respondents: novice teachers have given greater importance to the maintenance of discipline in the classroom and motivation of students and skills of scientific and technical, while experienced teachers have given more importance to personal and order relational (security, self-confidence, closeness to the students and their problems, tolerance). Whether novice teachers or experienced teachers, recognized the role of experience in the development of skills.

The skills of the teacher in higher education in the area of health sciences, most valued by teachers at the beginning of their careers, were planning the teaching-learning process, communication skills, provide information and explanations understandable and well organized, ability to

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communicate / relationships with students, competence and know how to evaluate and reflect investigate about teaching. In this study, the categories of needs for training most valued were: planning of teaching and learning, assessment, research on teaching, communication competence: to provide information and explanations understandable and well organized, to be tutor competence and communication / relationship with estudantes.³

The importance attributed by teachers in the beginning of career needs for training (overall) was associated with the importance attributed to the skills of the teacher (overall).

In a study on the factors that influence the perception of competences for the teaching profession, we built a questionnaire composed of 60 items on perceptions of competence and information on institutional support.

The results revealed that the elements of the cluster, older teachers, with an average age of around 51 years, with a wide experience in teaching career and more time in the institution (experienced teachers), value more skills related to interpersonal skills, the pedagogical-didactic ability and openness and innovation (core competencies of the study) than cluster 0, consisting of young teachers with less time linking the university and little exercise time in teaching (beginning teachers).

The research results presented in relief put some skills highlighted in the literature, such as the need to seek the teacher's action to stimulate interdisciplinary and critical attitude integrate education with research; switching to the teacher who is with student, on behalf of its learning, the development of creativity and communication to interpret reality, defending the flexibility to track changes and promote quality education for the expertise, the know think, the organization of learning situations, managing their progressions and making evolve mechanisms of differentiation, student involvement in teamwork and the use of new technologies, and the duties facing ethical dilemmas and management of their own training and preparation of students against the dangers of fragmentation, building a more integrated identity through assumptions theoretical and practical, to meet the personal and social issues.

With nursing teachers of the school faculty Standard Campo Grande / MS analyzed the academic and pedagogic practice of teachers.

Involved sixteen teachers trained in different institutions and answered a questionnaire organized in three axes, focusing on training, professional practice and the teacher's perceptions about their teaching practice.

The data analysis have revealed that these teachers received training in almost all general and believe that the initial training, professional experience and teaching associated with the possibility of permanent education were the decisive factors for the development of skills of knowing how to teach.

In this study, it was also clear that often the teachers, especially at the beginning of their careers, are influenced by a teacher who had significant presence and striking in its formation. Teaching addition to being seen as a form of salary supplementation, is considered as a source of professional achievement, more effective than the practice of nursing, which provides for autonomy.

The study also revealed that this group of teachers showed the difficulty of building a professional identity, the circumstances in which they are teaching activity without adequate preparation for the role in vocational education. Few teachers revealed a more elaborate understanding of teaching competency, although some have shown interest to inform themselves about the constructivist method, globalized education and professional skills development.

CONCLUSION

The formation, seen in the perspective of lifelong learning constitutes a phenomenon predominantly personal and continuous that occurs along the course teacher professional, integrated the various aspects involving their practices in school and social context. The teacher is an active subject in this process that extends throughout life and that involves reflection on their experiences. The pedagogical practices in schools are the foundation for building new knowledge and interfere with the reconstruction of school improvement and restructuring of the teaching activity.

The collaborative work involving activities in working groups with teachers and students, as well as sharing in research practices focusing on teaching activities, are of enormous wealth for reflection and development / teacher.

The term 'competence' has a huge influence on the teacher's role and values the educational process as a whole. The skills

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build up by training and teaching practices, involving the mobilization and integration of knowledge, know-how or attitudes in response to different situations in which the teacher involved.

Stresses the importance assigned by teachers in the beginning of career needs for training and the importance attributed to the skills of teacher. This relationship is fundamental to equip teachers with a set of skills demanded in several areas of educational action.

The focus of the teacher in their training to be more competent is essential to foster students' motivation and facilitate their learning and achieve the assumptions underlying the intervention of teachers and students in the middle school. For the teacher means the desire to continue to develop their domains of knowledge, the knowledge and know how to be.

Institutions should have training policies directed to the quality of their product training, which means having a horizon of needs to be met in terms of its organizational development process and hence, the professional development of their teachers.

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