

Presentation of the Research Project: Development of Relational Competence and Management Classroom in Contexts of Supervision – The Contribution of Teacher Education

Introduction

The training of competent teachers concern to all those who have educational responsibilities for the impact that teacher education has on society. In today's world, characterized by the inevitable scientific advances, it feels an urgent need to train professionals, able to mobilize and make use of knowledge, able to reflect, discuss, innovate, argue and question the reality around them (Nascimento, 2007; Baptista, 2003; Estrela, 2002,). But is the training providing the development of these competences? Internationally, the works of Kounine (1977), Emmer *et al.* (1984), Brophy & Good (1986), Evertson & Weinstein (2006) and Tauber (2007), began to direct to the importance of organizing and managing of the classroom, to prevent indiscipline. Moreover, they start to across this problem with the teachers education. In addition the studies of Denscombe (1985), Delamont (1987), Doyle (1986), Woods (1990) evidence that the discipline problems decrease as the teachers are best classroom managers.

In Portugal, corroborating these studies, there are the works of Estrela (1986, 1998). These studies appeal for the development of relational competence and classroom management, as important variables for the prevention of indiscipline (Amado & Freire, 2005, 2009; Amado, 1998, 2001; Freire, 1990, 2001). The studies of Santos (1999), Holy Spirit, (1994, 2002, 2009) and Ribeiro (2010), also indicate the lack of training in the context of the initial teacher education, a fact for which this study aims to give their contribution based on a process of supervision / training (Alarcão, 2008), supported on a model of analysis of educational situations and development of reflexivity..

Objectives

The aims of this study are:

- (i) Understand the representations of the student teachers about disruptive behaviors and the pedagogical relationship;
- (ii) Understand the representations of the student teachers about the relational competence and classroom management;
- (iii) Understand the impact of a collaborative and training process, in the development of relational competence and classroom management toward the construction of a preventive attitude face to disruptive behaviors and;
- (iv) Understand the supervision processes involved in the student teachers training.

Methods

The research focuses on a process of supervision and training with characteristics of action research based on the assumptions of clinical supervision/collaborative. The investigational focus is characterized as a Case Study Holistic, centered on a group of 18 student teachers who formed six groups of three elements, in each group was assumed as a case.

The research is divided in five stages

Stage 1 - Negotiation (September 2009)

We intend to characterize the culture and history of the context. During this phase all the participants involved became aware of the modes of action inherent in the investigational process. It was presented the organization of the supervision / training.

Stage 2 - Diagnosis (October / November 2009)

This phase developed in different sequential and progressive steps, requiring an understanding of the problem and / or problems in order to consider strategies for change, calling for the need for research to acquire knowledge that would lead to the desired change. Instrument used for data collection: questionnaire of open questions - headphones to the expectations of the teacher-trainees over the years of probation; questionnaire (adapted from Freire 1990), with closed - analysis of the perception of the teacher-trainee against the behaviors of students in the classroom, discipline and importance of possible causes, how effectively assigned to each teacher's behaviors in the prevention of indiscipline.

Stage 3 – Action planning and development (December 2009 to May 2010)

In this phase took place the process of supervision / training with characteristics of action research based on the assumptions of clinical supervision / collaborative (Alarcão, 2008). Tools to collect data: Texts reflective individual and group, field notes, questionnaires, closed questions (adapted from Amado & Freire, 2009), applied cyclically, minutes of meetings of reflection, classroom observation grids and reflections.

Stage 4 - Evaluation / reflection

Process performed on a cyclical basis. This is because the assessment / reflection will always be present throughout the process, observing the "consistency between discourses and practices among the project as its intention and realization, evaluation serves to mediate between the analysis of practice and its theoretical construction: the reformulation strategies for action requires a better explanation of its theoretical foundations "(Smith, 2002:219). Therefore this type of evaluation processes play an "internal dynamic function change projects" (ibid.) so that the "construction of a personal vision can connect with the construction of a shared vision. A construction that allows to recognize the diversity of views and needs and allows the differentiation of individual goals and sub-groups "(Caetano, 2003: 37). This process will take particular characteristics at the end of the 2009/2010 school year, which marks the end of this cycle, because the teacher-trainees finish their practices at this moment. Tools to collect data: reflexive texts, questionnaires (adapted from Amado & Freire, 2009), proceedings of the reflective sessions.

Stage 5 - Follow-up Meeting (May 2011)

Questionnaire (adapted from Freire 1990). It is intended to understand the effects of a process of supervision / training, constructed at this temporal distance, which will focus on their relevance, their involvement, their critical and personal reading and the direction it had to their professional development (Vieira, 1993).

Throughout the process, and by 2014 will take place he analysis, data interpretation, at the same time of the development process of supervision / training and theoretical research and production of the text that will lead to the doctoral thesis.

References

- Alarcão, I.; Roldão, M. (2008). *Supervisão. Um contexto de Desenvolvimento Profissional*. Mangualde: Edições Pedagogo.
- Amado, J. & Freire, I. (2005). A Gestão da Sala de Aula. In G. L.Miranda & S. Bahia (Org.). *Psicologia da Educação – Temas de Desenvolvimento, Aprendizagem e Ensino* (pp. 311-331). Lisboa: Relógio d'Água.
- Amado, J.S. & Freire, I.P. (2009). *A(S) Indisciplinas na Escola - Compreender para Prevenir*. Coimbra: Almedina.
- Brophy, J. E. & Good, T. (1986). Teacher Behaviour and Student Achievement. In *M.C.Witrock. Handbook of Research on Teaching*. Nova York:Macmillan, pp 328-375.
- Caetano, A.P. (2003). *Processos participativos e investigativos na mudança dos professores e da escola*. Lisboa: Departamento de Educação Básica.
- Delamont, S. (1987). *Interação na Sala de Aula*. (Trad. de Manuel Ruas). Lisboa: Livros Horizonte.
- Descombe, M. (1985). *Classroom Control. A Sociological Perspective*. Londres:Georges Allen e Unwin.
- Doyle, W. (1986). Classroom Organization and Management. In Wittrock, M.C. (Ed.). *Handbook of Research on Teaching*. New York: Macmillan pp. 392- 431.
- Emmer, E.T. (1984). *Classroom Management for Secondary Teachers*. New Jersey: Prentice – Hall, inc., Englewood Cliffs.
- Espírito Santo, J. (2002). *Contributos para a Formação de Professores no âmbito da Prevenção da Indisciplina em Sala de Aula*. Tese de Doutoramento em Ciências da Educação. Universidade de Lisboa: Faculdade de Psicologia e Ciências da Educação.
- Espírito Santo, J. (2002). *Contributos para a Formação de Professores no âmbito da Prevenção da Indisciplina em Sala de Aula*. Tese de Doutoramento em Ciências da Educação. Universidade de Lisboa: Faculdade de Psicologia e Ciências da Educação.
- Estrela, M. T. (1998). *Relação Pedagógica, Disciplina e Indisciplina na Aula* (3.ª ed.). Porto: Porto Editora.
- Estrela, M. T., Esteves, M. & Rodrigues, A. (2002). *Síntese da Investigação sobre Formação Inicial de Professores em Portugal (1990-2000)*. Cadernos da Formação de Professores. Porto: Porto Editora.
- Evertson, M. Carolyn, Weinstein, S. Carol. (2006). *Handbook of Classroom Management*. London:Routledge.
- Freire, I. (2001). *Percursos Disciplinares e Contextos Escolares – Dois estudos de caso*. Doutoramento em Ciências da Educação. Universidade de Lisboa: Faculdade de Psicologia e Ciências da Educação.
- Nascimento, M. J. (2007). *Pensamento e Práticas Disciplinares de Professores*. Lisboa: Educa – Professores.
- Ribeiro, M. Céu. (2010). *Ver e Viver a Indisciplina na Aula*. Série Estudos. Instituto Politécnico de Bragança.
- Santos, B. (1999). *A Gestão da Sala de Aula Para Prevenção da Indisciplina. O Contributo da Formação Inicial*. Faculdade de Psicologia e Ciências da Educação da Universidade de Lisboa. (Tese de Mestrado não publicada).
- Silva, M. I. L. (2002). *Práticas educativas e construção de saberes – metodologias de investigação – acção*. Lisboa: Instituto de Inovação Educacional.
- Silva, M. I. L. (2002). *Práticas educativas e construção de saberes – metodologias de investigação – acção*. Lisboa: Instituto de Inovação Educacional.
- Tauber Robert T. (2007). *Classroom Management: Sound Theory& Effective Practice*. Westport: Praeger Publishers.
- Vieira, F.(1993). *Uma Prática Reflexiva de Formação de Professores*. Porto: Porto Editora.
- Woods, P. (1990). *Teacher Skills And Strategies*. Lond: The Falmer Press.