



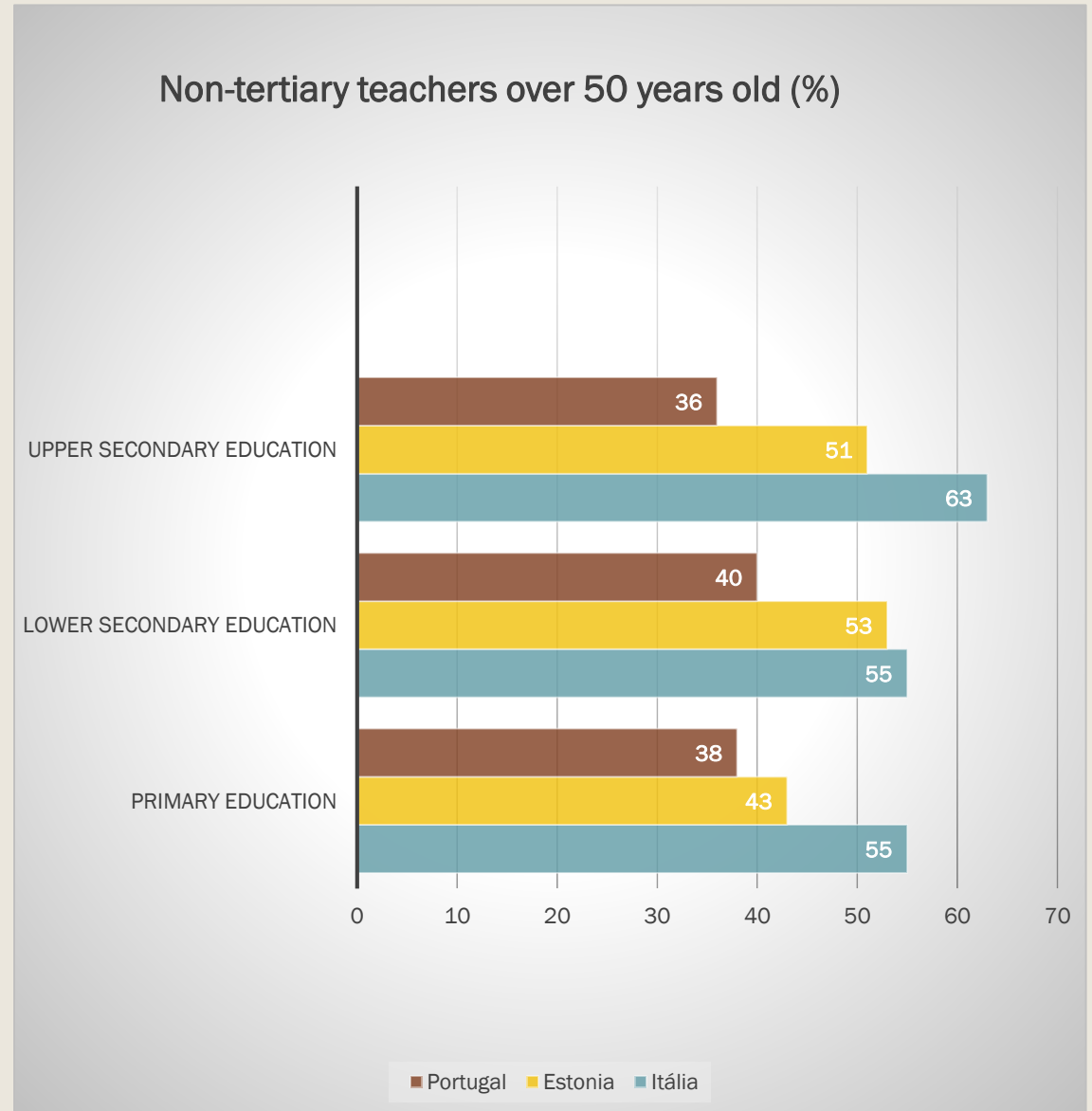
TURNING TEACHER AGEING INTO A POTENTIAL FOR CURRICULAR INNOVATION – REKINDLE+50

Ana Mouraz, José Carlos Morgado, Amélia Lopes, José Alberto
Lencastre, Leanete Thomas Dotta and Thiago Freires



Apprehending the context

- Portugal's teaching force has undergone intense process of ageing;
- 38% of all non-tertiary teachers in the country are over 50 years old (OECD, 2018);
- Political reforms on retirement age contribute to the expansion of this scenario.



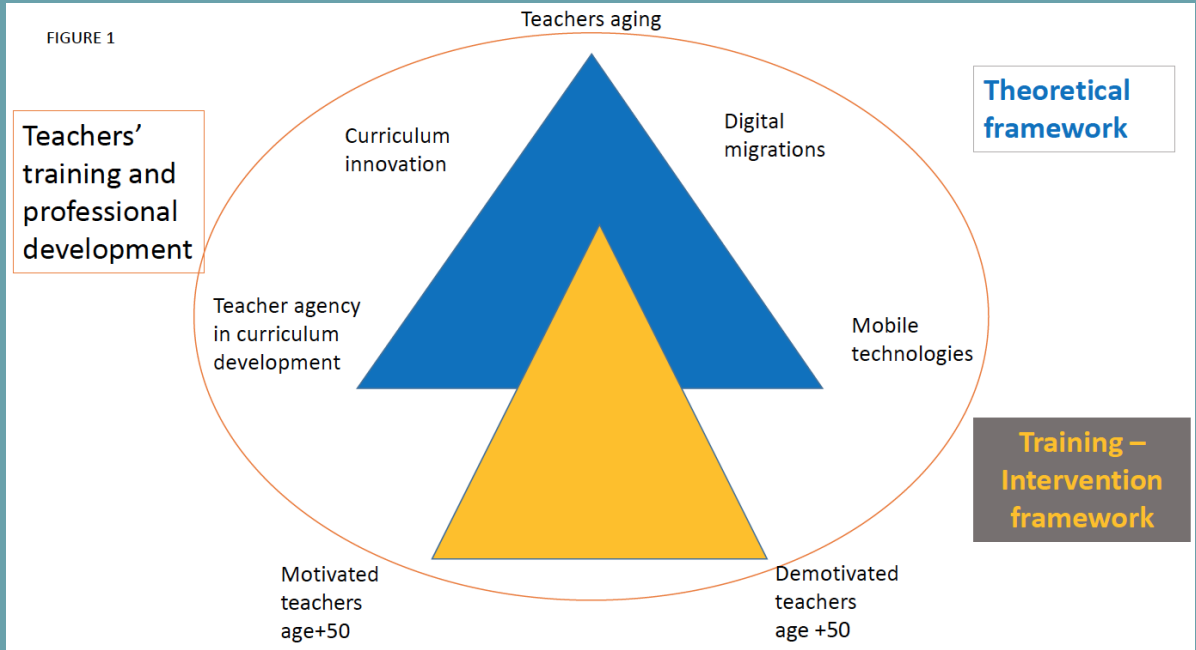
The educational bet on innovation

- Social pressure to foster 21st century competences (Lafarrière, Law e Montané, 2012);
- Call for integrating the technological richness of the contemporary world with the customization of the learning processes (OECD, 2010);
- Acknowledgment of a paradigmatic transition in which technology plays a crucial role (Thomas e Brown, 2011);
- Resource on technology as a tool to promote curricular innovation (Hannon, 2009; Greany & Waterhouse, 2016; Willness & Bruni-Bossio, 2017).

Minding the gap – what's the challenge?

- Ageing can be accompanied by a feeling of tiredness and detachment regarding the professional activity – *plateauing* (Meister & Ahrens, 2011);
- There's a gap concerning teachers and students interests – the locus of alterity;
- Institutional pressures and constant calls for professional change affect teachers perceptions of efficacy (Orlando, 2014);
- Older teachers might not be used to handling technology.

Resource on teachers' experience to promote curricular innovation through the use of mobile technology



REKINDLE+50 – DIGITAL MIGRATION AND CURRICULAR INNOVATION

REKINDLE+50 – what do we do?

Training program

Learning with mobile technologies – innovative scenarios of teaching

Two teachers' training centres in Portugal

36 participants

Medium term strategy

Involve  Support change  Follow up digital migration

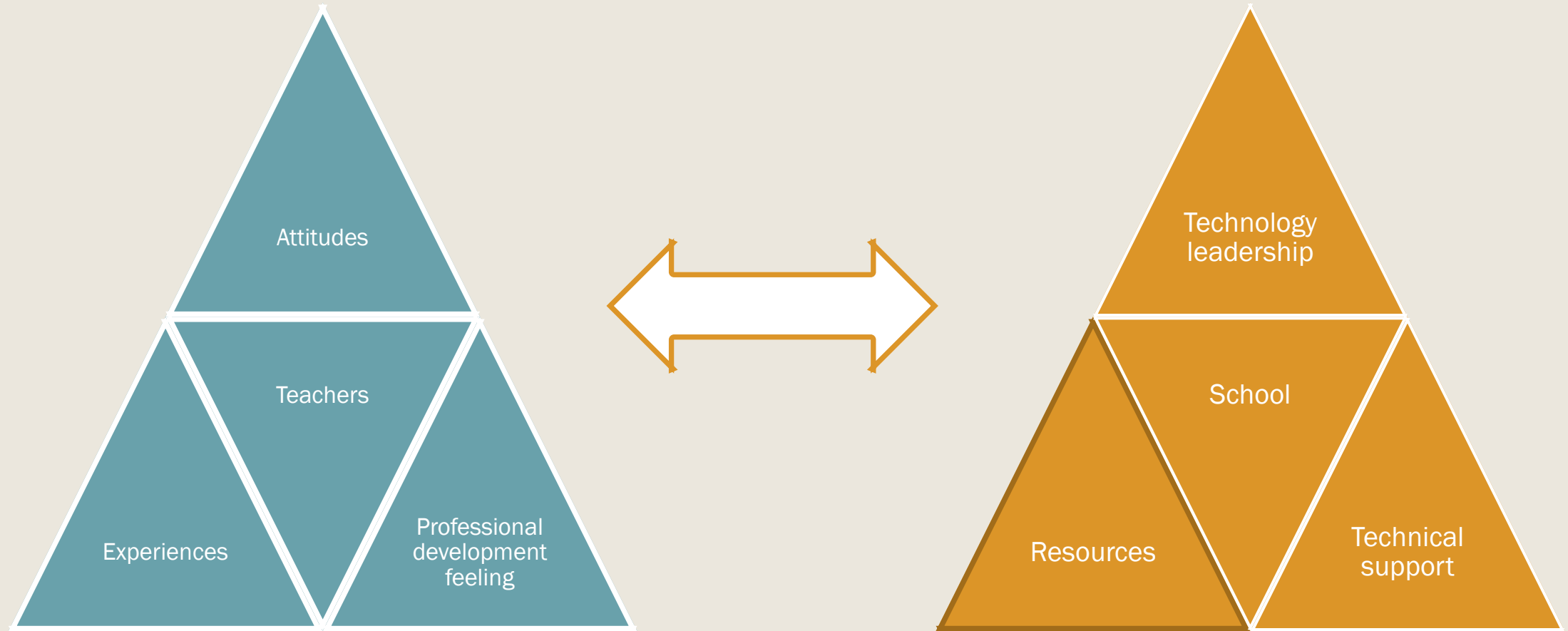
A word on veteran teachers

Despite conflictive definition, literature review corroborates a trend to point out veteran teachers as those whose professional trajectory depicts more than 20 years of service or the ones in the latest stage of their careers (Cohen, 2009; Billie, 2009, Day & Gu, 2009; Orlando, 2014; Thorburn, 2014; Veldman *et al.*, 2016).

About veteran teachers and technology integration in education

- Processes of resistance: cultural and political issues (Plair, 2008; Orlando, 2014);
- Mediation elements: teachers' personal beliefs (Lakkala, 2015); pedagogical approach (Snoeyink & Ertmer, 2001); and levels of comfort and expertise concerning ICT (Bingimlas, 2009 ; Chandra e Mills, 2015);
- Teacher training arises as an essential stage on the promotion of innovation through resource on technology (Snoeyink & Ertmer, 2001; Bingimlas, 2009; Lencastre *et al.*, 2014; Lakkala, 2015; Louws *et al.*, 2017).

Overview on technology integration in education



Final considerations

- Technology enrichment: comfort X apprehension issues;
- Age as an asset to paradigmatic change on education;
- Technology as a tool to bridge the alterity gap between teachers and students;
- Acknowledgment of teachers as strategical agents of curriculum design

fpce.up.pt/rekindle50/project.html

Aplicações Portugal Teaching Cursos - Erasmus M... Turismo SCOPUS EU_USR 100 links para clicar... Italy_trip LESTE_eu RIO Outros marcadores

rekindle+50

HOME PROJECT THE TEAM PUBLICATIONS UPDATES **PORTUGUÊS**

THE RESEARCH PROJECT

Why it is important?

Portugal has an aged teaching staff. In twenty years of the country's history, working time has increased in an average of 10 years. Portuguese teachers live in situations of instability, embarrassment and demotivation, that is, of disenchantment. Some of this disenchantment results from the generational difference between teachers and their students, accentuated by the digital familiarity that characterizes current students' the profile and by the distinguished interests, languages and reasoning of teachers and students. Consequently, there is a feeling of inefficiency in the developed curriculum, which triggers burnout processes, aggravated by the increase in the retirement age. Simultaneously, more and more tasks are required from school and education in general, more responsibilities are given to them and more quality of the educational action is expected.

What do we aim ?

This project was designed to respond to this mismatch, counteracting some of the effects of teacher aging, reversing the identified vicious circle and turning that aging into a potential for curricular innovation. Its purpose is to foster the relationship between teacher agency in curricular making and the educational action practices mediated by mobile technologies. The innovative nature of the project is its ability to

FOR MORE
INFORMATION

www.fpce.up.pt/rekindle50



The Bundle + 50

THANK YOU FOR YOUR ATTENTION!