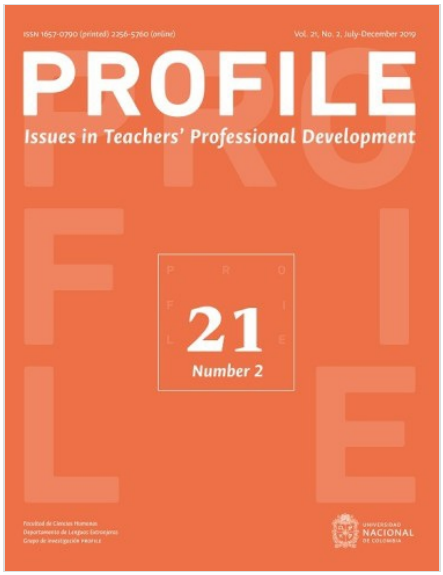
Profile - Issues in Teacher's Professional Development

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Sinopsis

Giving Voice to Novice Teacher-Researchers Profile was created as a forum to bring to the forefront the attempts of practitioners in doing action research. This was also an initiative promoted by scholars from different Anglo speaking contexts, in sorne cases, with different names and definitions-teacher research, exploratory action research, and exploratory practice, among others. AH of them, in one way or another, highlight the fact that teacher education and educational policíes confer importance to integrate research to the teaching profession. In order to make that goal somehow possible, initial teacher education, professional development, and postgraduate programmes need to prepare the grounds and provide spaces for teachers to explore such dual roles: being both a teacher and a researcher. In the first case, introductory courses to research, together with first teaching experiences that connect prospective teachers to the research activity have been widely used and shown interesting results. In the case of professional development programmes, practitioners are expected to be accompanied along the process of exploring ways to solve teaching problems. This way, they feel motivated to share with peers common concerns and foresee ways to ensure continuous learning in their professional career.



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Postgraduate programmes, on the other hand, often place the research component as one of the tenets of the currículum, with the idea of fostering attitude change and leadership. Nonetheless, critiques also elaim that all of the aboye sounds fine on papero And although there might be reasons to agree with them, we cannot deny advances in familiarising teachers with research and in making their work known to others.



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