



7. Em termos da necessidade para desenvolvimento profissional, os docentes preferem mais frequentar curso de grau académico e de disciplina específica. Maior parte dos docentes de Macau desejam aproveitar tempo livre de dia para participar nas actividades de aperfeiçoamento e também gostam de participar nas actividades de aperfeiçoamento ministradas pelo governo e escolas superiores. Geralmente os docentes de Macau desejam que o governo pode dar mais apoio aos encargos das actividades de desenvolvimento profissional. O modelo mais preferente das actividades de estudo na escola e fora da escola é estudo e aprendizagem pedagógica e também debate de casos. No que diz respeito ao curso de aperfeiçoamento, maior parte dos docentes precisam mais curso de disciplina específica, em segundo lugar é de teoria pedagógica. Em relação a actividade de estudo, o conteúdo mais escolhido é técnica de comunicação eficaz, conhecimento de disciplina específica e método de ensino de disciplina e consulta psicológica aos alunos.

(Este texto é extracto do relatório do resultado do estudo de tema especial que a Direcção dos Serviços de Educação e Juventude da Região Administrativa Especial de macau encarregou a Universidade Normal de Pequim para realizar. Para mais informação, podia visitar <http://www.dsej.gov.mo/~webdsej/www/reference/doc/report/MacauTeacherDevelopmentStudy.pdf>)

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## 04 A Research on Professional Development Situation of Teaching Staff in Macao (Summary)

This research was done by questionnaire sent to 895 teaching staff in Macao who was the object for study and analysis. It observed the present situation of the professional development of teaching staff in Macau; evaluated activities of professional development and the needs of professional development of teaching staff in Macau. The result showed that:

1. The overall situation of professional development of teachers was good, but individual improvement was unbalanced. Teachers in Macau showed a characteristic of "Dedicated to professionalism but did not enjoy one's work"; they showed "Understand the development history of subjects for study and its related knowledge"; their educational professional knowledge revealed that most of the them were not skillful in mastering knowledge on "Psychological consultation and techniques on students counseling", "Teaching assessment" and "The complement between educational theory and concrete teaching implementation." Teachers in Macau exhibited stronger educational efficiency, but did not know how to teach and take care of students and could not handle correctly the nature of teaching principle. They needed to further enhance their self-examination of teaching, educational observation abilities and consciousness of self-independent development.
2. Teachers at different development stages in their professional career revealed different development characteristics. There were two clear turning points in the curve of professional development against years of teaching experience. The professional passion of teachers who had between 3-5 and 11-15 years of teaching experience, fell obviously with an

inclination of tiredness. They needed to further improve their professionalism, professional ability and consciousness of professional self-independent development.

3. Teachers' working hours were long (average of daily workload 9.47 hours), and the workload seemed too heavy for them; teachers were busily lecturing; they spent most of their time on correcting students' papers and spent little time on professional development.

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4. On the whole, the pressure of teachers in Macau was moderate and attitude of being tired of profession was low. In regards to student problems (e.g. different problems on students' psychology and conducts, students' securities in school etc.) female teachers felt much greater pressure than male teachers; teachers who had 11-15 years' teaching experience in Macau felt greater pressure from school and social environment (e.g. complaint from parents, negative report from media and school management etc.) than teachers of other ranges of years' teaching; secondary school teachers showed great career characteristics pressure (means pressure brought by teaching career nature, long working hour, heavy burden on teachings and teaching complexity) and pressure on teaching factors (mainly pressure brought by problems encountered during teaching, e.g. a great variation between students, lack of learning interest etc.), whilst pressure from students problem, school and social environment was very low; public school teachers expressed a great deal of career characteristics pressure, school and social environmental pressure, pressure from teaching factors and student problems.

5. On the whole, the level of organizational culture of schools in Macau was moderate; a more democratic and liberal principal culture and a more cooperated teacher culture need to be built up. Teacher culture and principal culture in school organizational culture had a clear positive forecast on the level of professional development of teachers; support, cooperation and exchanges, teachers' continual learning culture and the principal's culture thus helped the professional development of school teachers; on the contrary, it would limit the professional growth of teachers.

6. Teachers in Macau had a strong will to participate in professional development activities and these activities varied widely. Long term further learning was mainly for pursuing master degree and on curriculum subjects; short term further learning was mainly on teaching observations, teaching seminars and learning on designated topics. But the contents and forms for further learning were quite different to those that the teachers actually wished. The professional development activities were lacking of follow-on support from schools and there was a need to adjust the time arrangement for professional development activities and allocation of school expenditure.

7. As regards to professional development needs, teachers preferred to participate in further learning for degree and courses; most of the teachers in Macau hoped to participate in further learning activities at daylight hours and were willing to participate in further learning activities held by government and high schools; the majority of teachers in Macau hoped that their government would undertake more expenditure on professional development activities; the forms of study activities inside/outside schools which they preferred mainly were teaching observation and case discussions. As regards to further learning, the majority of teachers needed curriculum subject study the most and then knowledge on educational theory. The top three contents for further study were: effective communication skill, knowledge on curriculum subjects, ways of teaching courses and students' psychological counseling.

(This summary is excerpted from Research Report written by Beijing Normal University on appointment by the Government of the Macao Special Administrative Region, reader may visit:

<http://www.dsej.gov.mo/~webdsej/www/reference/doc/report/MacauTeacherDevelopmentStudy.pdf> for report details)

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