facilitated the evaluation of the positive and negative aspects that presented themselves, contributing to the proposal to improve future planning. They evaluated the theory principles introduced and its application on the classroom work as good. They further evaluated as positive the opportunities offered to share their experiences with teachers from their school as well as from other schools. This course allowed, according to the teachers, the acquisition of new knowledge considering their daily activities. The course's evaluation by the teachers showed therefore, that the teaching strategies presented during the classes helped them develop important working tools to deal with the complex and ever changing reality in the classroom. Considering the variety of situations faced by teachers at work, the learning of flexible and detailed planning demonstrated to be an important tool to improve performance in view of the constantly changing challenges that arise demanding renewed attitudes to help the students' learning process.

KEY WORDS: Planning, teaching evaluation, teachers training, continuing education.

Discourses in initial teacher training and the governance of childhood in late modernity

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This poster presents a study whose goal was to know and understand the childhood conceptions that are expressed at, or related with, initial teachers' training on 1st Basic Education Cycle (CEB), in Portugal since April 1974, presuming that they might point out directions and meanings for childhood government at the school institution and, therefore, clarify some other basic social dimensions: the re-institutionalisation of childhood and the social space that settles in it; the teacher professionality; and the relations between school institution crisis and modernity social crisis. The analysis was made on study plans, course programs, apprenticeship reports and teachers' biographical speeches, with respect to all types of courses existent in that period. The study developed itself on a network of relations of

theoretical and empirical conceptions, which constitutes a map organized around conceptions about modernity and the subjectivities and sociabilities referred in the speeches that narrate it, with special emphasis on late modernity and its relations with childhood, the scholar institution and the professional component of teaching.

The morphological dimension of the study consisted on the configuration and social mapping of narratives about childhood - "childhood as a social project", "idyllic childhood", "childhood with a proper place", "productive childhood", "childhood at risk" -, scholar education - "traditional education", "democratic education", "sited education", "education in crisis" - and the professional component of teaching - "pedagogue professional", "developing professional", "professional in crisis", "mediator professional", "specialist professional". The narratives about childhood, in initial teacher training, are not limited to formation types or particular forms of speech. Yet, they reveal speeches that are interlaced in a polyphony and complex temporality, allowing one to catch on to the management of modernity crisis. The focus of this management is the government of childhood on late modernity, which seems to show the configuration of a multidimensional and contradictory social space for childhood, and a diffuse and uncertain re-institutionalisation of it, with heterogeneous directions. The subjectivity implicated in childhood government is no longer the consensual and unitary social construct that modernity tried to implement, arising from this study a conflictuous dimension, capable of generating ambiguities in childhood school education.

The study revealed that through childhood conceptualization people are trying to idealise life, manage the present and plan the future, but children have not been receiving benefits from it; moreover, it showed the emergency of a new institution conception – but with difficulties to stand up and to be recognized: a secular institution that is subject to public judgement, with foundations on local rather than universal justice cities, more existential than structural and bureaucratic, and settled on a domain that is neither public nor private, but the uncertain and kaleidoscopic result of their mestization.

Summary

In this poster we presents the problematic, the methodology, the results and the conclusions of a study carried out as part of the work for a PhD thesis in Educational Sciences, whose goal was to know and understand the childhood conceptions that are expressed at, or related with, initial teachers' training on 1st Basic Education Cycle (CEB), in Portugal since April 1974. The study conclusions reveal the study impact on understanding the childhood governance and the initial teacher training curriculum changes.