

Seminário de Discussão Científica | **18 de junho (18/06) às 14h** **(formato híbrido)**

Público-alvo | Público geral

Local | Sala 5.3.27

Link zoom | <https://upf-edu.zoom.us/j/97611143839?pwd=Vk9zaHBjbnFndnZiMkJHSy9WZG9lQT09>

Meeting ID | 976 1114 3839

Passcode | 652762

Communities of practice for empowering future FSL teachers: A critically complex perspective

French second language teacher education (FSL ITE) policy and practice has been a topic of debate in Canadian research in recent years. Especially in Ontario, neoliberal governance has influenced the structure of FSL ITE programs, as well as the role that FSL teacher candidates assume in these complex systems. During courses, workshops, and practicum, candidates may become familiar with and subsequently enact a professional learning practice which stems from linear-based thinking. Drawing from the principles of critical realism-complexity theory, this presentation reports on a thesis project which aimed to understand the practice development of FSL teacher candidates who worked together in communities of practice (CoP) as an additional opportunity outside of the requirements of one Ontario FSL ITE programs. The three articles explore the simultaneities of influences which impact the processes of candidates' practice development through three theoretical lenses of CoP: the learning lens, the innovating lens, and the defending lens. I discuss the implications for using an emergent CoP model as a way for candidates to defend against neoliberal practices in ITE and propose future directions.

Dinamizador

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Adam Kaszuba é doutorando na Faculdade de Educação da Universidade de Ottawa, no ramo de concentração Sociedades, Culturas e Línguas. Anteriormente, trabalhou como professor de francês de segunda língua em contextos internacionais.

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