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Exploring Portuguese teachers' perceptions of the challenges they face in schools

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Teachers, school psychologists, learners and their families are facing new challenges. The purpose of this study was to analyse Portuguese teachers' perceptions of the demands they feel respectively to their educational practices. Participants ($N = 178$) included private schools teachers from preschool through secondary school. Data were collected through an anonymous questionnaire composed of open-ended questions. Teachers' responses were analysed using content analysis. Findings from the study showed that teachers identify instructional challenges, classroom management demands and challenges concerning teacher-student relationship. Participants also refer the demand of promoting significant learning and improving student global development. Challenges concerning specific students' attributes are also identified. Implications for professional practices of school psychologists and teachers are discussed.

Keywords: teachers' perceptions; teachers' challenges; professional practice