

# The Process of Continuous Teacher Training in the City of Várzea Alegre – Ceará

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**Keywords**— Education, training, school.

**Abstract**— This article seeks to encourage the basic education teacher to take the lead in the systematization of their experiences and training, considering them as the subject of their own training, with a permanent character and articulated with the experiences lived in daily school life. When the school is unable to promote the training of its teachers, with a view to qualifying its practices according to the wishes of its students, and continuing to propose training itineraries for children, young people and adults who do not fit in with the current agenda of the country. The strategies of an educational policy can and must explore the autonomy margins of the educational system; betting on the repercussion throughout the network of the action exerted on one of the main nodes. The mere adaptation of school and paraschool education to the needs of employees, of the living forces, of the labor market, always imprecisely clarified, which becomes a rule, defined in terms of the conjunctural state of various power relations.

**Resumo**— Este artigo busca estimular o professor da educação básica a assumir o protagonismo na sistematização de suas experiências e formação considerando-o como sujeito de sua própria formação, de caráter permanente e articulado com as experiências vivenciadas no cotidiano escolar. Quando a escola não consegue promover a formação de seus docentes, na perspectiva de qualificar suas práticas por anseios de seus estudantes e continuar propondo itinerários formativos para crianças, jovens e adultos que não se coadunam com a agenda atual do país. As estratégias de uma política educativa podem e devem explorar as margens de autonomia do sistema educativo; apostar na repercussão ao longo da rede da ação exercida sobre um dos nós principais. A mera adaptação da formação escolar e paraescolar a necessidades dos empregados, das forças vivas, do mercado de trabalho, sempre imprecisamente esclarecidas, o que vem a ser regra, definido em função do estado conjuntural de diversas relações de força.

**Palavras-Chave**— Educação, formação, escolar.

## I. INTRODUCTION

It is noted that the search for educational efficiency and effectiveness requires the solidity of an education system

based on the nation's economic, social and cultural political circumstances. By this we mean that the school institution needs to structure itself pedagogically to respond to the demands of its time, prepare itself to deal with subjects who

socialize in the context of contemporaneity.

Thus, professionals working in education must understand these characteristics from the perspective of effectively positioning themselves in relation to the educational service that is required.

The continuing education of teachers, in this analysis, becomes a strategic theme, of great relevance for the school to strengthen itself in the society in which we live. When the school is unable to promote the training of its teachers, with a view to qualifying its practices according to the wishes of its students, and to continue proposing training itineraries for children, young people and adults who are not in line with the country's current agenda.

The process of continuing education of teachers in the city of Várzea Alegre – Ceará, and its articulations with the curriculum and pedagogical practices, within an integration between the 9th grade classes of the EEIFM DR. Pedro Sátiro, to what extent do teachers need to be prepared to have current curricular training?

The general objective of this article is to evaluate the continuous training strategy for teachers in the municipal network of Várzea Alegre – Ceará developed through the actions of the Mais Paic program. Present historical aspects related to the formation of Elementary School II and continued in the city of Várzea Alegre – Ceará; Know the influences of the curriculum on Teaching Practice; Characterize the knowledge and pedagogical practices of teachers in the area.

This article seeks to encourage the basic education teacher to take the lead in the systematization of their experiences and training, considering them as the subject of their own training, with a permanent character and articulated with the experiences lived in daily school life.

The construction of pedagogical knowledge must be conceived through the exchange of professional experiences, through the construction of actions that seek to train teachers-researchers of the practice. This transformation of this teaching practice, which is so sought after in the execution of educational public policies, is only possible through the involvement of teachers in learning situations that work effectively, the professional knowledge that signal good expectations for transformation.

Following this line of reasoning, the proposal for professional teacher training can be built from situations that have not been previously systematized, as many of the training elements can be produced in the course of the process, generated by the interaction of the subjects. Thus, knowledge in action is not always enough.

The research includes bibliographic studies, and will include data collection from the educational institution and

the activities of teachers in the municipal education system of Várzea Alegre – Ceará, which show, in the context of different education reforms, the trajectory of conceptions and policies of teacher training.

## II. THEORETICAL DEVELOPMENT

### 2.1 Historical aspects related to the formation of elementary and continuing education in the city of Várzea Alegre – Ceará

In the theory of teaching for the development of continuing education, it presupposes a pedagogical-didactic approach with an epistemological content. Thus, the methodological principle related to pedagogical content knowledge that the formation of scientific concepts by students results from the appropriation of ways of thinking investigating and acting on a taught science, concepts become internalized mental tools to deal with a more objective world, with others and with themselves. The school is a place of cultural and scientific training for students in conjunction with the diversity of cultural society, through a teaching-learning process centered on the formation of psychic processes aimed at the cognitive, affective and moral development of students. instance of democratization and promotion of social inclusion. Therefore, teachers with pedagogical knowledge are needed to help teach the student to think and act with these concepts.

In the theoretical perspective suggested here, teacher training practices imply the interpretation of disciplinary training and pedagogical training, involving both content and pedagogical subjects teachers. According to Libâneo, didactics (p.89, 1993), teaching is a fundamental means of the intellectual process for students. However, there is no identity between the assimilation process and the teaching process, as if the assimilation stages were the same teaching stages, which are summarized in instruction, core and contents.

About this, the proposal to develop the external evaluations from the 6th to the 9th year will include the holding of meetings with the objective of designing the proposal for the elaboration of the evaluation at this stage of teaching and individual work. These works will be carried out by the components of the team responsible for drawing up the design of a protocol that will involve all teachers, plus the appropriation of knowledge already available through copies.

Therefore, the development of this protocol would be the elaboration of an assessment that can, at the same time, maintain parameters of comparison with other existing protocols and innovate in the procedures used to assess the process of appropriating the appropriate knowledge for its

year (grade), which in the 9th grade in Portuguese it is above 275 points and in Mathematics above 300 points on the SAEB scale.

Regarding teacher training, there is a consensus among education specialists that it is a fundamental role of departments to bring training programs closer to the school reality, setting up content based on the demands that affect teaching practice.

Education in Várzea Alegre has paid more attention to Spaece, encouraging teachers with pedagogical initiatives and awards for the creation of the Passe o Bastão project, which rewards teachers who achieve the best results in municipal schools.

Results also improved in 9th grade. In Portuguese, the increase was 16.5 points and in mathematics, the growth was 9.7 points, when compared to the 2016 fiscal year. Best Result of all time

In the last 11 years, Várzea Alegre Education has had its best results at Spaece, ranking 1st in the historical series from 2008 to 2018. MAISPAIC, all this is the result of hard work and dedication. We improved the educational system with better quality school transport, school lunches, uniforms, teachers' salaries on time, attention to educators and their proposals, and more dialogue with families. Let's follow this line of working more for the people.

Várzea Alegre education stands out in CREDE 17, headquartered in Icó, with 4 Grade 10 Schools. This is the result of SPAECE – Permanent Assessment System for Basic Education in Ceará, for the year 2018. The municipality of Várzea Alegre, has shown a good growth in the results of these assessments and that there is a concern with the equity of the education system, which has a more real demonstration of the evolution of the quality of education.

Teachers, like any other professional category, face many challenges in developing their roles. In addition to the individual decision to change to give better, more effective classes that ensure student learning, improved teaching can also be induced by the network to which it is linked, through continuing education, that is, often external to the attitude individual teacher.

In many cases, there is talk of the need to change pedagogical practice in order to adapt to the expectations of the new profile of students and social demands for the development of professional skills.

The decision to enter a field of studies and professional improvement, either on its own initiative or through the induction of the employing institution, triggers a series of uncomfortable sensations, of experimenting with many new experiences, foreign to one's professional routine.

The objective was to understand the vision that these professionals developed about this training process and identify the senses and meanings that have been built about this experience of teaching protagonism. Capturing this perception is very important to deepen discussions on the relevance of this initiative in the municipal network of Várzea Alegre - Ceará.

## 2.2 The influences of the curriculum on teaching practice

In undergraduate courses, the curricular guidelines imposed the reorganization of the pedagogical projects of the courses, leading to the need for greater reflection on the theoretical and practical issues surrounding the curriculum, its different concepts and conceptions, its nature, modes of planning and operationalization and the implications of curricular decisions taken by collegiate courses for the training of future teachers.

The social, political and economic changes that have shaped the current model of higher education have been reshaping teacher education and are directly and concretely impacting the traditional curricular conception of higher education: the curricula that are there are unable to provide undergraduates with all the skills necessary to face the world of work.

The importance of curriculum planning is increasingly perceived, as the major issues that guide the social function of higher education, at some point, will become curricular components.

Hence the importance of understanding the meaning(s) of the curriculum, since it will define and organize knowledge and practices that reflect a conception and ideal of education and that will be appropriated by undergraduates, future teachers.

The answer to the question “What should a curriculum for a teacher education course contain?” it needs to consider the multidimensionality of the educational phenomenon and, at the same time, it must respond to the historical and emerging challenges of Brazilian Basic Education and, at the same time, constitute an element of resistance to the lightened and pragmatic conceptions of education that have been imposed.

According to Goodson (2003), the word curriculum comes from the Latin word *scurrere*, to run, and it refers to a course (or race car). The etymological implications are that, with this, the curriculum is defined as a path to be presented and followed.

Resorting to the etymological sense, rather than an attempt to clarify the concept, is a way of perceiving how the meanings of the curriculum have been changing and

improving, but they have not completely lost this original connotation.

In the case of Goodson (1995 and 2001), for example, the curriculum must be considered the main aspect in the analysis of schooling, providing clues to investigate the relationship between school and society, and may constitute an expanded paradigm in the History of Education.

After all, according to the author, the continuous negotiation of reality [...] reveals the antecedent structures of power in education and suggests how the attitudes of dominant groups in society continue to influence schooling, despite signs of conflicts and contestations (GOODSON, 1995).

We cannot fail to emphasize that the discipline according to the dictionary is about obedience to the set of rules and norms that are established by a certain group. It can also refer to fulfilling each person's specific responsibilities. But for Chervel (1990), discipline would be: The analysis of the term discipline evidences this placement, thus, "in its school usage, the term "discipline" and the expression "school discipline" do not designate, until the end of the 19th century, more than that the surveillance of establishments, the repression of conduct harmful to their good order (CHERVEL, 1990)".

We see in Chervel's (1990) statement that the word discipline denotes an intention different from what we can say today as a synonym for matter, it had the purpose of training civilized subjects to serve society.

Thus, we searched for the quote by IMBERNÓN (2010) who states that there is, with attitudes like this, the need to: Abandon the obsolete concept that teacher education is the teacher's didactic scientific and psycho-pedagogical update to adopt a training concept that consists of in discovering, organizing, substantiating, reviewing and building theory (IMBERNÓN, 2010).

It is pertinent to say that when thinking about teacher education means going beyond concrete actions, it is, above all, mobilizing knowledge about teaching itself, and all aspects and concepts that involve it, this is what we see in the statement above.

The study of continuing education favors the entire teaching class, as whoever participates, according to the teachers, opens up a range of possibilities for expanding knowledge in a multitude of aspects.

This thought is based on the studies of Imbernón (2010) who say: The continuing education of the teacher is found in some major axes, among them is the exchange of experiences between equals to make it possible to update in all fields of educational intervention and increase the communication between teachers (IMBERNÓN, 2010).

We can see that the above quote intensifies the importance of continuing education so well it highlights in various parts of this work, in addition to strengthening knowledge and renewing it, giving a quality to the teaching-learning process.

But, if we think about Paulo Freire's conception within the process of reading and writing related to the discipline where the subject learns by giving meaning to words, which must be a tool to read the world, to (re)interpret reality, and to insert themselves in it, that is, for Paulo Freire, the curriculum and the discipline must be within the context of the subject's experience so that it can fully develop.

For Hoffmann (2010), the understanding of assessment corresponds to the theory adopted and structured in the curriculum, which is intrinsically linked to the objective and the desired purpose. This author states that: Assessment is reflection transformed into action. This action drives us to new reflections. The educator's permanent reflection on his/her reality, and the monitoring of all the steps taken by the student in his/her knowledge construction trajectory. (HOFFMANN, 2010)

The statement shows that despite the assessment corresponding to the theory adopted and structured to the curriculum, as mentioned above, they have different functions, but they do not have opposing concepts, that is, they are linked to the student's steps in the trajectory of the acquisition of their knowledge.

The most contemporary conceptions of curriculum revolve around the idea of study programs, a set of experiences lived by students at school or, in a broader sense, educational projects and guidelines defined by central administrations to be adopted by education systems.

We can say that in this process of teacher education, both the trainer's knowledge and the trainees' knowledge is a social knowledge that, according to Tardif (2007), is shared by all agents who have a common education.

Labor relations are put through representations or practices of these agents who are subject because of the collective structure of their work. In other words, no matter how different a program or subject may be, they make sense when arranged in relation to this collective work situation, reinforces Tardif (2007).

Another important aspect to consider in the formation of professional teacher identity is how to legitimize their social knowledge through educational agencies. We must be judicious regarding the definition and use of these means of training: universities, scientific groups, graduate studies, competence attestation and approval body, etc.

In this sense, what a teacher should teach is not, above all, a cognitive or epistemological problem, but a social issue,



as shown in the history of the teaching profession (TARDIF, 2005).

However, following this author's reasoning, what a teacher knows depends on what he does not know, or what others know in his place or on his behalf. Or even the knowledge that others oppose or attribute to him (TARDIF, 2007).

In this way, we will build our professional identity, through the knowledge already established by science, where we will be able to have a base to give shape to other new knowledge.

Curricular knowledge imprints the discourses, objectives, contents and methods from the programs that each institution organizes and defines as culture and models of initial and continuing education, articulated, identity and professional.

In this logic, we can say that this entire process is what recognizes the teacher's identity as a specific field of knowledge. The continuing education of teachers can be a means of cultural dissemination and training of the individual that can contribute to forming individual and social identities, hence the importance of the curriculum, as it can enable the construction of knowledge and knowledge of the subjects of the process of which they are structured. by the model of society, contributing so that these subjects, based on the contents studied and the pedagogical processes experienced, assume a praxis of transforming their realities.

### **2.3 The knowledge and pedagogical practices of teachers in the area**

Currently, a lot is debated about the formation of citizens, their role in the community as well as their duties and commitments before the established collective. And on this issue, Freire points to other concerns that permeate this process of reflection, as it is not enough for the individual to be constantly reflecting on their environment and their role in this space, but knowing how to act and act in the face of situations that present themselves daily.

For the author Paulo Freire, in his book *Education and Change*, he describes that: "The first condition for a being to take on a committed act and be able to act and reflect". (FREIRE, 1979, P.1)

Thinking like this, the human being intrinsically has its ideal safeguarding in its own individual and collective way of being. The social structure we observe today is the result of an ancient construction of thinking and reflective beings who tested their instincts and bet on community coexistence, knowing their commitments, even if no one has defined them.

It is the awareness of being in the world in the condition of

an unfinished being, the presupposition for a true commitment to reality and men, according to Freire. It is not possible to act in this reality-society without having knowledge or a naive conscience. The non-responsible action of the being must be based on a libertarian knowledge that provides them with the intellectual tools necessary for reading this society, hence the reading of the world.

Criticism understands a world as a historical construction, therefore cultural, abandoning the false idea that things are like that because they have always been like that by divine will; it allows us to perceive the dynamics of history and human life, abandoning the principle of inertia and neutrality (fallacious act) in doing in society. Criticality, characteristic of conscious thinking, seeks in the historical complexities, the reasons for being of the reality that is presented to us as natural.

The teaching and learning of any school subject occur as - and result from - a social relationship, the result of human interactions and, therefore, cannot be summarized as isolated methodological procedures. This set of human and consequently social and historical interactions can be understood under the name of pedagogical relationship, which encompasses the set of interactions that are established between the teacher, students and knowledge (CORDEIRO, 2009).

This pedagogical relationship between teachers and students, but also involving other dimensions and characters of the reality of the teaching and learning process, manifests the vision of overcoming that the teacher is only a transmitter of knowledge, following the path that this, through of its pedagogical practice, with students taking on the incentive to search, discover, compare, analyze and organize knowledge; in addition, the encouragement of criticism, co-responsibility in the learning process and their own autonomy (MASETTO, 1999.).

In this way, the pedagogical practice can assume the character of repetitive, utilitarian and spontaneous practice, without reflection and without clearly defined intentions. Or, on the other hand, assume an inseparable relationship between theory and practice, with conscious pedagogical intentions that want renewal, transformation and changes in the construction of knowledge.

Humanism is not linked to an ideal of a good man, but to a radical commitment to the concrete man is being prevented from being more, in the sense of making himself more human, building himself and not adapting to the world. It is a historical process in which people do not naturalize themselves, but humanize the world. For this reason, I cannot reduce man to a simple object of technique, to an autonomous manipulable. (FREIRE, 2014).

For Freire, the subject must be aligned with his time, have a sense of belonging to live it fully and adapting to current technologies. If man is considered an empty container where technical information is deposited. It will never be seen in its entirety. Making it impossible to guarantee the human being of dignity as a person to build the authentic human being. The challenges are much more related to how society can intervene dialogically in the production of scientific and technological knowledge.

The moment society turns to itself in search of its authenticity, it starts to worry about its historical project. The social worker as a man has to make his choice. Either he adheres to the change that occurs in the true sense of humanization of man, of his being more, or he favors the permanence of the current situation. The attempt to raise awareness of the individuals we work with, while also raising awareness with them, seems to be the role of the social worker who opts for change.

In the pedagogical thinking of the Brazilian educator, a conception that educating cannot be understood as synonymous with teaching or transmitting knowledge becomes noticeable. Education is a dialogic action that allows students to become aware of and transforming action about their own reality.

The educator positions himself as a mediator in educational spaces, forming reflexive critical and self-critical subjects and not imitators of ideas. Understanding that the notion of educating can be seen with new transformations and idealizations, based on the reciprocal exchanges of knowledge, realizing that the student also places himself in the position of subject of knowledge production and not as an object.

The learning process takes place through the mutual exchange of knowledge between subjects. Since, the learning process only occurs when learning makes some sense to the subjects, because our cognitive skills have a beautiful ability to store, however, only store what is directly connected with our own interests, which somehow makes us sense.

Teaching practices consist in provoking critical reflection and instigating curiosity about the reality of all subjects, since we understand that each subject already has a baggage of knowledge that makes sense in some way, as it is knowledge that survived after the oblivion curve that every individual has.

The great task of a democratic educator is to make the student get as close as possible to his perceptible knowledge, producing conditions for him to learn to develop his knowledge and thoughts through research, questioning, debate and criticism, transforming himself into restless people and accurate in your actions and thoughts.

The educator is not transferring knowledge, but being a mediator for the student to conquer their own autonomy, their criticality through directions for them to seek their own knowledge.

Among the existing educational modifications, the need for a continuous improvement of the educator to improve their educational practice is perceived. The classroom has become an environment for acquiring knowledge, where the educator is no longer the only holder of knowledge and has become a conductor of this process. It is necessary to insist: this knowledge necessary for the teacher – that teaching is not only necessary to be apprehended by him and by the students in their reasons for being – ontological, political, ethical, epistemological, pedagogical, but also needs to be constantly witnessed, lived. (FREIRE, 1996)

In order to reach the necessary knowledge, it is evident that students and educators need stimuli that start to arouse curiosity and, consequently, the search for knowledge, working on mutual learning within the classroom.

The teacher must have the humility to always be in search of new knowledge, because the search for the new is what will make him a critic and only in this way will he help his students to build the long-awaited criticality. Different from banking education where the educator is the holder of knowledge that transfers the contents to their students so that the student is only a receiver of knowledge.

Students must keep criticality and curiosity flourishing in them, through a horizontal education that is not stuck in banking conformism. Conquering the utopia of a formation of thinking subjects, through a dynamic and dialectical process.

Thus, a class or an educational meeting will become a pedagogical practice when organized around intentions, as well as in the construction of practices that give meaning to intentions. It will be a pedagogical practice when incorporating continuous and collective reflection, in order to ensure that the proposed intention is made available to all; it will be pedagogical as it seeks to build practices that ensure that the referrals proposed by the intentions can be carried out.

It is necessary, when studying the educational practice experienced in public schools, in particular, to understand it as a process, which must necessarily contain three fundamental and inseparable phases: planning, a pedagogical intervention itself and an evaluation of the action undertaken, since the pedagogical intervention has a before and an after that constitute the substantial pieces in all educational practice. The planning and evaluation of educational processes are an inseparable part of teaching activities (ZABALA, 1998).

Also according to Zabala's (1998) understanding, however little explicit the processes of prior planning or evaluation of the pedagogical intervention may be, this cannot be analyzed without being dynamically observed from a model of perception of the reality of the classroom, where planning, application and evaluation are closely linked (ZABALA, 1998)

The teaching practice, preferably, can be analyzed through its didactic sequences, which are a set of ordered, structured and articulated activities for the achievement of certain educational objectives, which have a beginning and an end known by both teachers and students.

The analysis of teaching practice through the study of didactic sequences involves a broad understanding of its three constituent pillars - planning, intervention and assessment, the role of teachers and students and the links established between them, the social, spatial and temporal organization of the class, the organization of the contents, the characteristics and the use of the existing teaching materials and the path and evaluation strategies used.

### III. FINAL CONSIDERATIONS

The objective of this work was to evaluate the ongoing teacher education strategy currently in force in the municipal network of Várzea Alegre - Ceará. This Project has the teaching protagonism as its main premise. This strategy, therefore, is developed from the belief that basic education teachers themselves can assume the coordination of in-service training processes, in which teaching practice is configured as the main instrument of study and reflection.

The great challenge for any proposal for continuing education is to provide teachers with the conditions to carry out their work safely and with a high level of qualification. We understand that it is extremely important that basic education teachers take the lead in their training process as knowledge builders from the systematization of their experiences through the development of research as a construct of their professional identity.

Thus, it introduces into the educational scenario Várzea Alegre the possibilities of developing the potential of teachers through the protagonism and structuring of management mechanisms of the training process that enable them to fully develop their teaching functions, qualifying the teaching and learning process.

But the implementation of this scope of formative policy needs improvement to reach its objectives. Basic education teachers need to be encouraged even more, a proposal for continuous training has been approaching school units, a strategic locus of the entire process that aims to positively change pedagogical practices.

However, many teachers still do not understand how significant the regular meeting with their professional colleagues is, in addition to the regular exchange of experiences, to sign a cooperative study pact in the perspective of self-training and collaboration with the training of the other. Viewing this process in this way can lead to the strengthening of the professionalization of the teaching category.

Aiming to qualify this training proposal of continuous character, it is very important to ensure the integration between teacher training and academic knowledge; the creation of study groups as a way to strengthen training in the educational ideas of each teacher;

Finally, we still have many gaps to understand the impact that this action has generated and can still generate in the municipal education system of Várzea Alegre Ceará. The expectation is that the teachers themselves will take a stand against this proposal and be able to point out directions for qualification or change of direction.

What matters, in the end, is that education systems, preferably articulated with universities, can provide basic education teachers with continuous training that can respond to the concerns of professionals and provide greater security for the exercise of teaching.

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