

CONTINUING EDUCATION OF BASIC EDUCATION TEACHERS: AN APPROACH THROUGH A UNIVERSITY EXTENSION PROJECT



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ABSTRACT

Extension is one of the tripods that constitute the social function of the University, together with teaching and research. This article aims to socialize the experience of continuing education carried out through a university extension project of a community university in Santa Catarina, which aims to respond to the specific needs of Basic Education educators. This teacher training project has some differentials, among them the dialogical relationship, the approximation with the community and the appreciation of public education. The actions proposed during this training are guided by the reflection of one's own practice, promoting the improvement of pedagogical actions, relating theory and practice in a reflective and critical way. It must be considered that, although in progress, this project brings together a series of experiences that take place in different times and spaces, but which intend to transform basic education. It is considered, therefore, that this extension activity is configured as a counterpart, a way to promote to society actions committed to the quality of Brazilian education.

Keywords: Continuing Education of Teachers. Basic Education. University Extension Project.

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INTRODUCTION

Continuing teacher training is a central theme in discussions about the quality of education, especially in a context in which educational demands are constantly changing. The need to update and improve pedagogical practices becomes increasingly evident, as new technologies and methodologies emerge, requiring educators to be prepared to face contemporary challenges.

This article socializes the experience of continuing education carried out through a university extension project of a community university in Santa Catarina, which aims to respond to the specific needs of Basic Education educators.

The purpose of this project is not only to offer training, but also to promote a space for dialogue between the university and schools, recognizing the importance of teaching practice and the relevance of experiences lived in everyday school life.

Continuing education should be understood as a dynamic and contextualized process, which considers the particularities of each institution and the demands of teachers. In this sense, the construction of a project that meets these specificities is essential to ensure that training is effective and positively impacts educational practice.

University extension plays a fundamental role in bringing the university and the community closer together, functioning as a channel for dialogue and collaboration that enriches both academic training and educational practices in schools. As established in Article 5 of Resolution No. 7, of December 18, 2018, which defines the Guidelines for Extension in Brazilian Education, extension must promote interaction between the university and society, ensuring that the knowledge produced in higher education institutions is shared and applied in real contexts. This dialogical interaction is essential for universities to be able to respond to local demands, contributing to social and educational development (Brasil, 2018).

By integrating the continuing education of teachers with the specific needs of schools, university extension not only values public education, but also strengthens the autonomy of educators, allowing them to become protagonists in their pedagogical practices and agents of transformation in their communities. The collaboration between the university and schools enables the exchange of knowledge and experiences, enriching the training process and promoting a more contextualized and relevant education.

This article, therefore, aims to report the experiences and preliminary results of this project, showing how the approximation between the University and Basic Education can

contribute to the training of more qualified teachers committed to the transformation of education. Through a critical reflection on teaching practice, it is expected that the actions developed will not only improve the skills of educators, but also strengthen the quality of teaching in schools, promoting a positive impact on the education of students. The experience reported here serves as an example of how university extension can be an effective instrument for building a more inclusive and transformative education.

HIGHER EDUCATION AND BASIC EDUCATION: A NECESSARY APPROXIMATION

In recent decades, seeking to expand their competences, Universities have undergone significant structural and functional transformations (Sánchez-Barrioluengo, 2014). In general terms, the university began to develop activities aimed at the world of work and the dissemination of knowledge to society, called "third mission of universities" or "university extension". Dassoller, *et al.* (2023) add that the third mission of the university is not something isolated, but has become part of the other missions (teaching and research), having the responsibility for bridging the gap between the university and society, with its definitions and actions being broad and with a regional focus.

Although the theme has expressed interest on the part of researchers in recent decades, it is important to highlight that the character of approximation with the community and the experiences of integration of the University with society date back to the nineteenth century. Gimenez and Bonacelli (2016) present a historical review of university extension, as illustrated in Chart 1:

Chart 1: historical recovery of university extension

| Authors | Historical Resgate |
|------------------------------|---|
| Gimenez and Bonacelli (2016) | <p>The first reference to extension occurred in Oxford in September 1878, with the offer of a lecture on the history of England in the seventeenth century, given in a school in the city of Birmingham. In Cambridge, the extension movement took place through efforts to bring higher education to women, for the training of engineers and for the establishment of adult education. Between 1867 and 1873, several proposals for courses and lectures were approved to be taken to mechanical institutes, cooperatives, schools and other associations, especially in the north of England, creating the basis for future schools or departments of university extension and adult education. In the USA, university extension, in the form of service provision, emerged with the Land-Grant Colleges 4 to provide technical assistance to farmers. The construction of Latin American extension thinking had its origin in the Córdoba Movement, with the desire for the definitive opening of the "cloister", to take the accumulated and internally developed knowledge beyond the walls, expanding the number of beneficiaries.</p> |

Source: Based on the authors Gimenez and Bonacelli (2016)

In Brazil, the first evidence of extension dates back to 1911 at the Free University of São Paulo (Abranches, 2014), characterized by welfare activities (Imperatore and Pedde, 2015). In the Brazilian scenario, initially, university extension was characterized as welfare and cultural activities, which guaranteed this approximation of the community with the higher universe – still elitist.

However, over the years, this extension exercise evolved into a broader approach, with integrative and dialogical proposals and actions. According to Resolution No. 7, of December 18, 2018, which establishes the Guidelines for Extension in Brazilian Education, university extension is intended to promote a transformative interaction between institutions and society through the production and application of knowledge (Brasil, 2018). According to the Resolution:

Extension in Brazilian Higher Education is the activity that is integrated into the curricular matrix and the organization of research, constituting an interdisciplinary, political, educational, cultural, scientific, and technological process, which promotes the transformative interaction between higher education institutions and other sectors of society, through the production and application of knowledge, in permanent articulation with teaching and research (Brasil, 2018, p. 1).

Organized in different contexts, the purpose of the extension is to meet the needs of the community in which the University is inserted, considering the reality, interests and needs. In the educational context, in particular, it is highlighted that, through programs that aim to respond to the demands of multiple contexts, it seeks to value protagonism through

continuing teacher training. Nacarato (2016) reinforces that the university-school partnership must be built collectively, based on respect and openness to dialogue. Forster and Leite (2014) suggest that the University and the School are institutions that have experienced partnerships, in the direction of a more qualified teacher training.

Almeida *et al.* (2023) complement that the role of the University is to articulate with the existing reality, based on university-school collaboration through university extension. It is in this way, therefore, that this approximation feeds the "interlocution of knowledge, establishes contributions to the deepening of citizenship, strengthening autonomy and social transformation" (Santana, 2021, p. 54).

In the context of continuing teacher training, through a dialogical approach, university extension can play an essential role, as the University contributes with theoretical and methodological knowledge and the school with the fields of practice. In this sense, Forster and Leite (2014) call attention to the fact that there is no guidance manual to make it happen, it is therefore constructed through procedural logic.

This historical context demonstrates that university extension, by evolving from a welfare and cultural practice to a collaborative and transformative alternative, can be an essential instrument for the reflection of teaching practice and a possible reorganization and/or transformation of teaching action.

CONTINUING EDUCATION OF BASIC EDUCATION TEACHERS

Among so many topics discussed in the educational context, teacher training, whether initial or continued, is a central theme in this debate. With the rapid changes that institute the new scenario for education, with the constant evolution of technologies, with changes in social dynamics and new paradigmatic changes, it is necessary to rethink the formative practices that sustain the teaching action of contemporaneity.

There are many studies and research that focus on understanding the composition of the teaching trajectory, proposing reflections on the complexities and challenges faced by teachers in this scenario that constitutes a context of rapid transformations.

A set of studies on teacher action, developed by Gatti (2013), indicates that the proposal of initial training becomes insufficient in the face of the daily needs of a school, and the part of the training that proposes the development of specific professional skills for professional performance, whether in the classroom or in the context of school management, is minimal.

When analyzing the curricular organization of Pedagogy courses, Gatti (2013) draws attention to the incipient discussion of the relationship between theory and practice. This contributes, according to the author, to a fragile proposal for initial training, especially by the secondarization of the essential actions of the teaching work, such as the practices of planning, teaching and evaluating.

Studies by Schuchter (2017) move in the same direction and indicate that initial teacher training is focused on historical, philosophical, and conceptual discussions about education, conceptions of society, and human relations. And that, in many cases, this implies a timid approximation with the reality experienced in schools. These same studies indicate that the path to the approximation between the teaching performance and contemporary demands is provided through continuing education, and an approximation between the University and the schools, as a practice constantly fed back by theory and reflection.

Considering this reflection essential in the articulation between theory and practice and the valorization of the teacher's investigative posture, Gatti *et al.* (2019) indicate that continuing education proposals are essential, especially those articulated with public training policies. This is important to recognize the school as a *locus* of knowledge production, a place of experiences and experiences, and the educator. In this context, as a historical subject, who has intentionality and who produces history.

And even if the epistemological diversity about the studies that deal with this movement of teacher training is recognized. Thus, it is necessary to recognize the different perspectives, perceptions and discussions forwarded by the different theorists who recognize teacher training as a process, and, therefore, it is essential that it be continued.

In the view of Antônio Nôvoa, a researcher dedicated to the discussions that develop around teacher training, regardless of the scenario that institutes initial training; and whether or not there are elements of weaknesses in this process, there is an organic need to promote continuing education for teachers, especially because there are many ways to teach and become teachers; therefore, there is no single way to train a teacher (Nôvoa, 2017).

Considering that each teacher, in his or her life and profession context, builds his or her professional identity, his or her pedagogical practice, there is also the need for one's own formative path, not individual, but collective, concerned with the demands of society and with constant changes.

Lambo *et al.* (2022), in an interview with Nôvoa, addressed being a teacher, and the renowned educator highlighted that there are several ways of being a teacher, with a variety of trajectories that indicate the doings and actions planned and carried out. The author's studies indicate different dimensions that constitute teacher training. The theoretical dimension, which refers to the knowledge of educational theories, teaching methodologies and pedagogical foundations, must be related to the practical dimension, which involves the application of theoretical knowledge in real teaching situations. This includes classroom experience, management of the school environment, and the adaptation of pedagogical strategies to the needs of students. In this way, it is assumed that teachers must understand the principles that guide educational practice.

And, along these lines, the same author proposes the reflective dimension. Teachers must develop the ability to critically reflect on their practice, evaluating what works, what doesn't, and why. This reflection is essential for the construction of one's own professional identity, a continuous practice, proposing the identity dimension, which deals with the construction of professional identity. For Nôvoa (1992), it is from this exercise that the teacher can develop a critical posture in relation to his practice, the context in which he works and the community in which he is inserted.

Continuing education must consider the sociocultural context in which teachers work, respecting the particularities of the community and students, for the educational practice to be relevant. In this sense, it is important that the institution that assumes continuing education knows these demands and respects the particularities of the institution where the teachers work.

EXPERIENCE REPORT: CONTINUING EDUCATION OF BASIC EDUCATION TEACHERS AND THE ARTICULATIONS WITH HIGHER EDUCATION

The continuing education of Basic Education teachers is an essential component for improving the quality of teaching, and its articulation with Higher Education plays a crucial role in this process. This interaction allows teachers not only to deepen their theoretical knowledge, but also to integrate innovative and reflective practices into their classes. Collaboration between higher education institutions and basic education schools can result in training programs that meet the real needs of teachers, promoting a continuous learning environment that values the exchange of knowledge and experiences. Thus, by uniting

initial and continuing training, a cycle of professional development is created that enhances pedagogical practice and strengthens teacher identity.

Nóvoa (2022) discusses the existence of a specific professional knowledge of the teacher and a contingent, collective and public knowledge. Considering these different types of knowledge, it is necessary to develop new models of teacher training that ensure teachers the ability to deal with the contemporary challenges of education, having "spaces and times for the development of self-knowledge and self-reflection on the personal, professional, and collective dimensions of teachers" (Nóvoa, 2022, p. 54).

In this sense, starting from the relevance and the need to contribute to the processes of teacher development, and considering the theoretical conceptions in relation to the approximation of the University with Basic Education, an Extension Project for the Training of Basic Education Teachers was developed in a University, located in the Itajaí-Mirim River Valley, in Santa Catarina.

The extension project entitled Basic Education Teacher Training is linked to the Pedagogy Course and the Pedagogical and Teacher Development Center – NPDD. One of the purposes of the University is to ensure recognition to the community, for the dialogical interaction in the exchange of knowledge, experience and engagement with the complex issues of the contemporary world inserted in the social context, ensuring the structure of the conception and practice described in Article 5 of Resolution No. 7, of December 18, 2018, which establishes the Guidelines for Extension in Brazilian Education (Brasil, 2018).

The Basic Education Teacher Training Extension Project, in addition to involving the teachers of the Collegiate of the Course as trainers, brings the academic. In this formative context, thus encompassing another aspect of Article 5 of the Extension Resolution, which contemplates the development of students' citizenship, marked and built by the practical application of their knowledge, promoting an interprofessional and interdisciplinary approach, which is valued and integrated into the curriculum (Brasil, 2018).

This project, created in 2021, is ongoing and considers the characteristic of the University's context, of a community character, having in its constitution the community itself, internal and external, making it necessary to dialogue with it and for it in favor of education. The Pedagogy course, as a teaching degree, needs to establish this communication, building fundamental knowledge in this formative dialogue for the construction of a pedagogical practice with reflection.

For the elaboration of this extension project, the proposal to offer continuing education for Basic Education teachers of the school institutions of the macro-region where the University is inserted was considered, aiming to enable moments of continuing education, to improve pedagogical actions by relating theory and practice in a reflective and critical way, improving the teaching practice and, With this, contributing to the improvement of public education.

The organization of this project took place in a scenario of great transformations, as it was constituted after the critical period of the COVID-19 pandemic, when many schools sought, in partnership with the University, pedagogical support that would contribute to facing the challenges in a complex and challenging moment.

The dialogue with the community in this context was fundamental for the university to be able to enter the school reality, feeling the local needs, establishing a connection in a situation that was being reconfigured, both in terms of the role of the school and that of the teacher, in a totally new scenario brought about by the COVID-19 pandemic.

For Freire (2010), dialogue is a human phenomenon essentially constituted by the word, which has two closely related dimensions: action and reflection, so that the word is placed in a condition of transformation. Thus, a training project for teachers, thought of from this perspective, is beyond a program of ready-made courses, but for a permanent project that meets the needs, the demands of each school and those of the teacher, located in different sociocultural contexts, to transform the teaching practice.

The project was designed by the Coordination of the Pedagogy course and built together with the Structuring Teaching Nucleus (NDE) and the Collegiate of the Course, together with the NPDD. Figure 1, below, indicates the design of the continuing education extension project for Basic Education teachers.

Figure 1:- Design of the Continuing Education Extension Project for Basic Education Teachers:



Source: the authors (2024).

One of the differentials of this proposal is that the project was developed based on the dialogical condition, already highlighted earlier, in which the demands of school institutions are welcomed by the University. From the demands presented, a unique training proposal is built, to be developed according to reality itself.

Thus, this project reiterates the role of the community university, which is at the service of the community, of the dialogue that is established, from the perspective of Freire and Shor (2006, p. 123):

Dialogue is the moment when human beings meet to reflect on their reality as they do and re-do it. [...] Through dialogue, reflecting together on what we know and do not know, we can then act critically to transform reality.

Therefore, it can be said that the continuing education of teachers is not something ready-made, but built for and with the community. This is because, as Nôvoa (2009) indicates, it is necessary to think of an education that dialogues with local realities, preparing teachers to work in their contexts, considering cultural and social aspects.

Another differential concerns the possibility of learning exchanges. If the continuing education of teachers is a commitment that needs to be shared between school, educational bodies and university, in this project the idea is to exchange experiences, including the students of the Pedagogy course themselves. The proposal has the

participation of academics who, together with the teacher trainers, experience the moments of teacher training and insert themselves in the school environments. Thus, teacher training should be conceived as intentional and collective learning (André, 2010).

In this sense, the third differential of the project is based on the idea of contributing to the improvement of public education, both municipal and state. This collaboration occurs through the approximation between the University and the schools linked to the public network, preferably through this process of continuing education of Basic Education teachers. And, in this context, it has qualified professionals, with extensive training, to be able to promote differentiated activities with teachers.

The proposal is that, through the reflection of one's own practice, pedagogical actions are improved, relating theory and practice in a reflective and critical way, and that these practices reverberate in multiple school contexts. It should also be considered that these proposals are organized considering the curricular guidance documents of the state and municipal networks, that is, one more argument that indicates a relationship of exchange and recognition of the reality experienced.

Another important point is that, in the face of a technological scenario, with new training policies, curricular reforms, such as the National Common Curricular Base, it is necessary to deepen for a didactic transposition aligned with the new times and contexts, requiring permanent training from the teacher. From this perspective, the university, which covers different areas and specialties, can contribute through a team of professors attentive to the needs of teacher training.

From the methodological point of view, it is highlighted that continuing education is offered in multiple spaces, whether in the University environments or in the schools themselves. As the project aims to meet local needs for continuing education, the methodology used has variations, both in relation to the themes and the form of application, with lectures, workshops, exchanges of experiences, among others, being held in face-to-face or virtual contexts. Both the times and the actions developed are designed to recognize and value the practices that occur in schools. And from this process, promote different actions committed to the success of the teaching-learning process.

Although the project is under development, there are some results that indicate success in this process of approximation between the University and Basic Education. As

mentioned, in 2021, this dialogue began, in which the Basic Education Teacher Training Extension Project included activities in different municipalities around the University.

At the time of writing, a total of 1,200 teachers linked to the public education network participated in the moments of continuing education. With an average of 100 hours of training, different themes were demanded by the institutions themselves, in order to meet the needs of teachers from different contexts: Early Childhood Education, Early Years and Final Years.

Some of the training proposals are detailed in Chart 2:

Chart 2: Propositions of the actions of the extension project Basic Education Teacher Training

| YEAR | SEGMENT | LOAD HOURLY | TEACHERS INVOLVED | MUNICIPA LITY | THEMATIC |
|------|--|----------------|----------------------|------------------|--|
| 2021 | Early Childhood Education Teachers / Early and Final Years | 8 h | 400 | Guabiruba | Early Childhood Education: the reception and care of early childhood and teaching and learning practices in hybrid mobility |
| 2022 | Early and Final Years Teachers | 8 am | 90 | Brusque | Planning and BNCC: a practical dialogue |
| 2022 | Early Childhood Education/Early Years Teachers | 4h | 35 | Brusque | Learning Planning and Evaluation Strategies according to the BNCC and the network's pedagogical proposal |
| 2023 | Teachers of the Final Years and High School | 8 am | 25 | Brusque | Use of games in special education |
| 2023 | Pedagogical Coordinators | 4h | 30 | Brusque | The daily life of the pedagogical coordinator: knowledge and practices, and the role of the Pedagogical Coordinator, its challenges and the importance of strategic planning for the organization of this professional's actions |
| 2024 | Early Childhood Education Teachers and Monitors | 4h | 50 | Brusque | Experiences in Early Childhood Education |

| | | | | | |
|------|---|------|-----|----------------------|--|
| 2024 | Teachers, monitors, class assistants and Early Childhood Education managers | 8 am | 180 | St. John the Baptist | Teaching practice in Early Childhood Education and Pedagogical Projects in Early Childhood Education and the contributions of neuroscience |
| 2024 | Pre-School Teachers, 1st Year of Elementary School | 30h | 30 | Brusque | <ul style="list-style-type: none"> • STEAM Approach • Gamification • Project-Based Learning |
| 2024 | Early Childhood Education Teachers | 4h | 200 | Brusque | Pedagogical Action in the Nursery |
| 2024 | Teachers of Early Childhood Education and Early Years | 8 am | 200 | St. John the Baptist | Evaluation and Planning in Elementary Education: an ongoing dialogue |

Source: the authors (2024).

These indicators show that the project, although in progress, is consolidating the approximation between the University and Basic Education. And more than that, it is contributing to the promotion of quality.

Therefore, these interlocutions between the University and Basic Education are extremely necessary, enabling knowledge, practices and experiences for both realities. Thus, it is important to highlight that a teacher training project only makes sense when it enables "changes towards an effective practice in the classroom" (André, 2010, p.3), so that it is configured in a training of effective results, giving rise to experiences of professional development of teachers in daily practice.

Knowing that the quality of the work and the satisfaction of the teacher are directly related to their training, Nóvoa (2009) indicates the need for teacher training capable of also guaranteeing spaces and times for the search for self-knowledge, so that each teacher, through the exercise of self-reflection, considers his or her life story in the process of constructing professional identity.

Thus, as the same author indicates, there is a need to share these experiences, not as mere reports, but as a space for "systematization that can trigger dynamics of sharing and be inspiring for other educators in other contexts" (Nóvoa, 2017, p. 269).

Chart 3 presents some testimonies of Basic Education teachers, participants in the university extension project of continuing education:

Chart 3: Testimonies of the teachers participating in the Continuing Education Extension Project

| YEAR | SCHOOL | TESTIMONIALS |
|------|--|--|
| 2021 | Guabiruba Municipal Network | Teacher A: "We appreciate the conversation and the commitment to bring training that is always up to date and in accordance with what education requires. As the Department of Education, we must always be concerned with providing continuing education to teachers. We have a lot of confidence in the pedagogy course and its professionals, who present the innovations related to the changes with the BNCC and current public policies. This work is very important for our teachers and for our little citizens to grow up with education and wisdom for an increasingly prosperous city", concludes the teacher. |
| 2022 | Sesc School of Brusque | Teacher B: "The training was very relevant, as it broadened the vision we have of planning and evaluation. As much as we already know about the BNCC and methodologies, it was important to revisit some points, especially in the issue of evaluations, and the way we should record it", stresses the teacher, from Elementary School. Teacher C: For the Early Childhood Education teacher, with the training in partnership with the IES, the institution had the opportunity to provide quality teaching for the team. The training was full of rich moments, in which teachers were able to improve their teaching practice and their professional knowledge, raising awareness of their social role inside and outside the school", he highlights. |
| 2023 | Coordinators of the Brusque Private Schools Center | Teacher D: "It was an important moment to discuss teaching strategies and pedagogical management that demonstrates how much dialogue and the exchange of experiences between professionals in the area of education is necessary, because even if each school has its singularities, sharing strengthens us for more assertive actions and for the strengthening of the Center, says the Coordinator. |
| 2023 | Brusque State Network | Teacher E: "The use of technologies in education has always been vital, but it gained greater urgency after the pandemic period. The need, as led us to the search to improve the knowledge of teachers working in the technology spaces of schools. Teacher F: "I was very happy with the experience, I will learn the practical activities and the possibilities of application after the meeting. Even having participated in other training courses and having previous knowledge about the topics, the way the activity was approached brought a more in-depth training. I particularly knew about Arduino prototype programming, laser cutting, 3D printing and other technologies addressed, but I think the most important thing is that we returned to the classroom more motivated after this meeting", he indicates. |

| | | |
|------|--|--|
| 2024 | Teachers of the Municipal Network of São João Batista | <p>Professor G: "The current concern of the network is the way students are evaluated and what means and measures can be adopted to measure in a grade what the student produces in the classroom. The teacher needs to start from self-criticism, review his teaching methodology, as well as change his posture in the face of the results of the evaluation carried out in a traditional way, so that he can understand and, thus, offer differentiated means for the student to actually present his skills and competences. We thank the entire partnership of the IES, which made this meeting of a lot of learning possible. This moment was a milestone for Batista education, in which professionals from the public network were able to share situations and learning that are also treated and addressed at the university, including the methodological processes of planning and evaluation, which are pillars for quality education", emphasized the professor.</p> <p>Professor H: "The theme expanded and strengthened our knowledge about this scientific field of neuroscience, being presented and discussed with a sensitive look at practice, so important when we refer to early childhood", commented the participating teacher.</p> <p>Teacher I: "The dynamics made us interact and reflect on our pedagogical practice and the photos of proposals made by the professionals of the network instigated us to lovingly observe that it is possible to go further, to do differently. It was a morning of great learning and of great value for the training of all education professionals".</p> |
| 2024 | Early Childhood Education Teachers of the Municipal Network of Brusque | <p>Professor J: "The teachers' speech brought a wide theoretical repertoire and many references, including practices that support the work of teachers in early childhood education centers. The training also allowed us to see our teaching with sweetness and simplicity in our actions. To see the beauty in the details, in the natural elements and to give voice and protagonism to our children, without leaving aside knowledge, the theoretical foundation that validates our practice. My colleagues and I really enjoyed this very fruitful morning", reports the literacy teacher.</p> |
| 2024 | Teachers of the Municipal Network of Brusque | <p>Professor L: "This mutual engagement in strengthening the ties between the University and basic education aims to promote the exchange of knowledge and practices, resulting in tangible benefits for our entire society", says the director of the municipal public network.</p> <p>Professor M: "Right at the first meeting, I was delighted, because it was very significant for both my professional and personal life. It made me think outside the box and review my practices. Thanks to the course, I signed up to participate in the Steam League award. It was a turning point in my life", confesses the teacher.</p> |

Source: the authors (2024)

It is noteworthy that, although positive points are indicated for the work of extension in the field of education and teacher training, such as the case reported here, it is important to recognize that in this field there are numerous challenges. However, the approximation between the University and Basic Education, based on this extension project for teacher training, has established several possibilities for partnerships and learning. It is hoped that these experiences in extension projects for teacher training will inspire new initiatives, as the dynamics of the construction and its results help to strengthen policies that promote respect and appreciation of teaching.

FINAL CONSIDERATIONS

This article socializes the experience of continuing education carried out through a university extension project of a community university in Santa Catarina, which aims to respond to the specific needs of Basic Education educators. Extension is one of the tripods that constitute the social function of the University, together with teaching and research.

In the context reported in this article, university extension was evidenced through an organized project, aiming to respond to the demands of the multiple contexts experienced by teachers, and to value teaching and the importance of continuing education as an element that qualifies the teaching action and its interface with the learning processes. The proposal also considers the protagonism of both the university and the teachers of basic education, since the dialogue constituted between them reveals such commitment.

The extension project was organized based on the demands presented by the teachers themselves, by the managers and actors who make up the teams of the education departments. This characteristic alone indicates the appreciation of the reality experienced and how much the university can contribute in this context of education.

Some differentials of the project were highlighted, for example, the dialogical relationship, the approximation with the community and, mainly, the contribution to the appreciation of public education. These actions were organized through the reflection of one's own practice, promoting the improvement of pedagogical actions, relating theory and practice in a reflective and critical way.

In addition to these differentials, it should be considered that, although in progress, this project brings together a series of experiences that take place in different times and spaces, but which intend to transform basic education.

Therefore, it is understood that the partnership between the university and the community can be understood as an alternative for the promotion of democracy, expanding the reach and transformative potential of the university and the approximation with the community, through the training of teachers.

It is considered, therefore, that this proposal for extension activity is configured as a counterpart, a way to promote for society actions committed to the quality of Brazilian education.

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