


RBEP AND TEACHER TRAINING AND PROFESSIONALIZATION: ANALYSIS OF THE CONTRIBUTIONS OF STUDIES PUBLISHED BETWEEN 2020 AND 2024

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ABSTRACT

The text presents an analysis of the discussions promoted by the articles published in *the Brazilian Journal of Pedagogical Studies* (RBEP) on teacher training and professionalization. It also highlights the relevance of this journal to the Brazilian educational panorama from its creation in 1944 to the present day. To support the investigation, bibliographic research was carried out covering the period from 2020 to 2024, involving 54 articles that addressed the topic. These studies were divided into five sub-themes: history of education, training policy, initial training, continuing education, and teaching work. The articles analyzed offer multiple perspectives on the topic discussed, contributing to reflect, revisit, and structure new policies aimed at overcoming challenges associated with teacher training and professionalization, in addition to providing researchers with access to a wide diversity of academic studies.

Keywords: Brazilian Journal of Pedagogical Studies. Teacher training. Teaching work.

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INTRODUCTION

The education of the new generations has given rise to discussions, at different levels and perspectives, about the quality of education in the country, the training of teachers and their working conditions, the educational policies implemented, etc.. (Gatti, 2012).

This debate involves the government, society, and the teachers themselves and highlights the importance of valuing teaching and recognizing its central role in the construction of quality education, as well as positioning education as a public good and an indispensable resource for the development of a nation (Cericato, 2016). However, Brazil still faces difficulties in achieving the minimum standards necessary to place the teaching profession up to its public responsibility to the millions of students (Gatti, 2009).

In this sense, there is an urgent need for educational policies to contemplate actions that promote a workload compatible with the responsibilities of teaching, combined with opportunities for professional growth and development. It is essential to prioritize increasing the time allocated to the planning, evaluation and preparation of pedagogical activities, in addition to addressing issues such as low salaries, precarious working conditions, the intensification of teaching tasks, the scarcity of pedagogical support, the challenges of educational management, the low attractiveness of the career and the demands arising from the new contemporary sociocultural dynamics (Cericato, 2016; Gatti, 2012).

The quality of education also requires reflection on the profile of teacher educators, who must have a solid preparation both in specific knowledge and didactics. The current profile required for hiring at public universities, which gives priority to researchers, needs to be debated. Otherwise, there is a risk that teacher educators will be professionals who have often not studied didactics or do not understand the pedagogical aspects essential to teaching work and teaching practice (Gatti, 2014 *apud* Cericato, 2016).

It is equally important to include in the discussions the continuing education of teachers, highlighting the fact that, currently, it has been used to fill the gaps left by initial training, which represents a waste of financial resources (Cericato, 2016). It is necessary to restructure continuing education, directing it towards deepening and innovation. This process must address the specific difficulties of each teacher and school through individual or collective projects, integrated with universities, research groups, and political-pedagogical projects of school institutions (Cericato, 2016).

All these actions are aligned with the significant increase in research on teacher training and professionalization, approached from different perspectives. This work seeks to identify how these discussions are reflected in the articles published by RBEP in the period from 2020 to 2024, whose contributions can offer valuable subsidies for managers in the field of public policies, as well as provide researchers with access to a wide diversity of academic studies, a fact that justifies this work.

To this end, the article is organized as follows: the first section presents the trajectory of RBEP, highlighting the main milestones from its creation to the present day; the second section explores the contributions of RBEP authors in the period from 2020 to 2024, covering their profile, the institutions to which they are linked, and the topics addressed in the studies; finally, The third section analyzes the articles that make up the *corpus* of the investigated theme.

The choice of RBEP as the object of this research is based on its extensive trajectory as a reference journal in the educational area, in addition to being a way to celebrate its 80 years of existence in 2024. According to Azevedo (1964 *apud* Alvarenga, 1996, p. 92):

[the magazine] has contributed in a remarkable way to the analysis and debate of the problems of education in Brazil, bringing to everyone - administrators, reformers and teachers in general - theories and concrete data to make an idea as clear as possible of the situation of education of all types and grades, of the most serious problems that they would have to face and of their most adequate solutions.

THE BRAZILIAN JOURNAL OF PEDAGOGICAL STUDIES (RBEP)

Before addressing the history of the journal, it is necessary to situate the reader that RBEP is part of the editorial line of the National Institute of Educational Studies and Research Anísio Teixeira (Inep), an agency that was established with the mission of carrying out and fostering educational research, organizing documentation and disseminating information about education in the country (Brasil, 1938). Gandini (1995 *apud* Sguissard; Silva Junior, 1998) shows that Inep was not restricted to acting as a mere technical body, it was part of the state apparatus in the area of education, playing the role of proposing and substantiating, technically and scientifically, the guidelines of educational policy during the Estado Novo, a period marked by the affirmation of the national point of view in the conduct of pedagogical challenges in Brazil.

In July 1944, in the final moments of the Estado Novo, the Brazilian Journal of Pedagogical Studies (RBEP) was created on the initiative of Gustavo Capanema, Minister

of Education and Health, and Lourenço Filho, then director of INEP (Costa, 2012). As the official organ of pedagogical studies and research of the ministry, the magazine aimed to disseminate monthly legislative and administrative acts related to education, in addition to addressing and disseminating reflections on "general problems of pedagogy, but, mainly, educational challenges" (Kistemacher, 2010, p. 83).

According to Sguissardi and Silva Junior (1998, p. 97), the magazine's inaugural editorial expressed the purpose of contributing to the development of a more enlightened public mentality about education, in addition to recording "the directions of Brazilian pedagogy in the phase, in which it finds itself, of lively renewal and clear social affirmation".

In this sense, Kistemacher (2010, p. 79) points out that "Inep's publication policy is close to the perspective of promoting the formation of a national consciousness". Thus, the journal directed its efforts both to the dissemination of studies aimed at understanding the Brazilian educational reality and to the publication of manuals aimed at the renewal of pedagogical practices (Kistemacher, 2010).

In the presentation of the first issue, Capanema defined the guideline that the RBEP would follow, stating that theoretical discussions in the field of education would no longer be necessary since the journal would adopt the perspective of the New School and active methods (Rothen, 2005). Gandini (1990, p. 22) points out:

What can be affirmed by the publication itself is that it certainly did not disseminate Marxist texts or Bolshevik doctrines, as recommended by Alceu Amoroso Lima. However, it remained in line with the New School tendency, which that Catholic thinker fought quite vigorously, considering it naturalistic, short-sighted, and statist.

According to Sguissardi and Silva Júnior (1998), the creation of the magazine by Capanema took place in a context of close collaboration with representatives of the Catholic Church, especially Alceu de Amoroso Lima, whose ideas, marked by conservatism, opposition to Marxism and defense of state support for Catholic educational institutions, would exert a strong influence on the ministry's performance in the period from 1934 to 1945.

Also, according to the authors, the singular performance of the then Minister of Education and Health prevented the influence of this Catholic leadership from having a more decisive impact on the new journal. Thus, in the early years, the RBEP remained aligned with the New School tendency, harshly criticized by Alceu, who described it as naturalistic, materialist, short-sighted, and statist. Gandini (1995, *apud* Sguissardi and Silva

Junior, 1998) observes that Fernando de Azevedo and Anísio Teixeira were excluded from collaborating with the magazine in the early years due to the interference of Alceu, who considered them Marxists and communists.

The editorial and the presentation of the first issue of the journal are of great relevance, as they show in Lourenço Filho's speech the defense of Inep's autonomy about the Ministry of Education; establish the editorial line of the journal, which, in general, will be maintained until 1980; and present the structure of the sections of the publication, which will remain essentially unchanged until the 1970s, undergoing more significant changes only in 1983 (Rothen, 2005).

According to Kistemacher (2010, p. 86), RBEP:

It was divided into five primary sections, namely, Editorial; Ideas and Debates, the main section, in which articles, conferences, lectures were published; Documentation, which published research reports, exhibition and congress reports, etc.; Educational Life; and Official Acts. And four secondary sections: State Information, Foreign Information, Bibliography, and Through Magazines and Newspapers. In 1960, the secondary section, Notes for the History of Education, was inserted, inaugurated with the republication of the Manifesto of the Pioneers of New Education, and the Educational Life section was excluded.

After issue 76, the "Ideas and Debates" Section was renamed "Studies and Debates". Despite the name change, its role in the journal context remained unchanged (Kistemacher, 2010). About the themes presented in this section, Gandini (1990, *apud* Kistemacher, 2010, p. 86) shows that these were mainly articles that addressed "psychology applied to pedagogy and the organization of work, followed by articles on education in other countries, aspects of the history of national education, teaching methodologies, levels and particularities of teaching in Brazil and, also, educational statistics".

Regarding periodicity, in the first years, it was monthly, briefly becoming bimonthly, then quarterly, and, in the 1970s, it became quarterly (Kistemacher, 2010). As of 2023, it has started to have a continuous flow.

Murilo Braga took over the general direction of Inep after the departure of Lourenço Filho. During Murilo's administration, after the Estado Novo, Milton de Andrade Silva took over the editorship and dedicated himself to maintaining the scientific standard of RBEP, with the contribution of specialists in the field (Kistemacher, 2010). In this phase, according to Britto (2008), there was a predominance of an approach more centered on pedagogy, focusing on issues related to school administration, vocational guidance, and educational

psychology. Also noteworthy is the historical rescue of Brazilian education in the period of the Empire and the Republic (Britto, 2008).

After the death of Murilo Braga and with the return of Vargas to Power in 1951, Anísio Teixeira took over the direction of Inep. His management, which covered the period from 1952 to 1964, brought a new orientation to the journal's editorial philosophy. The publication began to emphasize a broader view of Brazilian education, highlighting the democratization of teaching and social justice in this area (Britto, 2008).

In the National Congress, the first Law of Guidelines and Bases of National Education (Law No. 4024/1961) was being processed, which made the magazine become a reflection of the intense discussions. It came to represent the counterpoint of opinions between two groups: on the one hand, those who defended the common formation of the Brazilian people through public schools, with an emphasis on the quality of education and its expansion; on the other hand, those who prioritized private education, arguing that, in this way, it ensured the freedom of families to choose the type of education desired for their children, which was the main point of defense of this group (Britto, 2008).

At that stage and until the military regime, there was no editorial board of RBEP (Kistemacher, 2010). The material gathered for each issue was submitted to the analysis, appreciation, and opinion of the director of the Brazilian Center for Educational Research. This finding, according to Kistemacher (2010), allows us to conclude that, to a certain extent, the editorial line initially proposed for the journal was followed. This issue was also raised by Rothen (2005), who points out that until issue 97, published in January/March 1965, the editors of the journal were not identified. Instead, only the names of the directors of Inep/CBPE were mentioned, which suggests that these directors were responsible for defining the editorial line. From this number on, credit was given directly to the people involved in the preparation of the editions.

After the 1964 coup, Anísio Teixeira was removed from the direction of the agency (Britto, 2008). There was a thought of the extinction of Inep as a consequence of Rbep, which was claimed by sectors linked to private education. Professor Carlos Pasquale was appointed to the direction of the body, linked to the management of the Union of Private Establishments of the State of São Paulo. However, the new director kept Anísio Teixeira's team, continuing Rbep. Also during this administration, the editorial board was created, which began to meet every three months to consider the matter of the current issue and the next ones (Britto, 2008).

During this period, there was a predominance in the editorial policy of themes related to the planning, administration, and financing of education, given initiatives such as the National School Census, the education salary, national conferences, and state colloquia for the organization of education systems (Britto, 2008). An unusual episode marked the 134th edition, dedicated to the theme of Philosophy of Education. The publication brought contributions from various currents of thought, such as dialectics, anthropology, phenomenology, existentialism, and structuralism. At the height of the military regime, in 1974, the content caught the attention of the office of the Minister of Education, which ordered the collection of all copies. However, this measure could not be carried out since the distribution had been completed by the post office (Britto, 2008).

At the end of 1976, Inep was transferred to Brasília, which once again put at risk the continuity of the agency and RBEP (Britto, 2008). In the capital, the Institute, directed by Professor Maria Mesquita de Siqueira and, later, by Professor Maria Santos de Faria, maintained its activities in a reduced structure, relying only on the documentation and research coordinators and sections focused on support and planning (Britto, 2008). Despite the limitations, thanks to the dedication of the servers, some issues of the journal were published, although irregularly. Among them, a thematic edition on children's literature and another focused on the evaluation of educational research stand out (Britto, 2008).

The RBEP resumed its publication, with the expressive support of an editorial committee composed of education specialists from several universities, only under the management of Professor Lena Castelo Branco (Britto, 2008). This phase is considered one of the most productive of the journal since there was the contribution of the new elite of educators trained in graduate courses, structured by the university reform of 1968 (Britto, 2008). During the Collor government, both Inep and RBEP faced new threats, leading to the suspension of publication for a few years. Under the direction of Maria Helena Castro, the editions were resumed, now with a different look and format from the previous 187 issues (Britto, 2008). Until issue 187, the initial plans for the publication of the journal were developed by Lourenço Filho, the first director of Inep. The magazine's graphic design was inspired by the *Bulletin of the International Labor Bureau* and its first print edition by the National Press. Many characteristics of the magazine reflected traits of the periodical *Boletim de Educação Pública*, created by Anísio Teixeira during his tenure at the Department of Public Instruction of the Municipality of the Federal District (Alvarenga, 1996).

Throughout the trajectory of Inep and the history of RBEP, marked by discontinuities and crises, strongly influenced by the context of the time (Saraiva; Laux; Cunha, 2023), the journal has established itself as one of the main means of investigation and scientific dissemination in the area of education, establishing debates on various educational topics as a central nucleus. In this virtuous dialogue, time passed, and Brazilian education evolved and developed, aligning itself with the country's progress (Costa, 2012). Inep has been playing the role of an integral body of the state apparatus, acting both in support of the formulation of public policies and in influencing Brazilian educational thought. This performance takes place through diagnoses, studies, and publications, in which RBEP has always played a prominent role. The journal became an important editorial space for dialogue and mediation between the State and society (Sguissardi; Silva Junior, 1998). In 2024, RBEP celebrates 80 years of existence, carrying with it a significant legacy of reflections on the Brazilian educational panorama.

THE RBEP AND TEACHER TRAINING AND PROFESSIONALIZATION IN THE PERIOD 2020 TO 2024

RBEP is inserted in a context marked by the growing appreciation of the production and dissemination of scientific and academic knowledge in various areas of knowledge. Between 2020 and 2024, the journal reflected, to a certain extent, the political, institutional, economic, social, and cultural interests of that period while promoting the dissemination of principles, concepts, and values related to education (Kistemacher, 2010).

In this context, the choice of RBEP for this research is based both on its characteristic of a specialized journal, which makes it a privileged source for the study of various issues related to education (Moura; Borba, 2022), and on the celebration of its 80th anniversary in 2024.

This article presents a bibliographic investigation, taking the studies published in RBEP that address teacher training and professionalization in the period from 2020 to 2024. For the systematic survey, in order to cover a greater number of works, the methodological strategy began by reading, at first, all the abstracts from volume 101, number 257 of 2020, to the last one published in the continuous flow of 2024. The second step covered the selection of articles that dealt with the investigated theme, and finally, there was the reading of those that represented the most significant *corpus* for the analysis. With the celebration of RBEP's 80th anniversary, it also became pertinent to

analyze the profile of researchers and the classification of the topics published in the journal between 2020 and 2024. For this, a total of 179 articles were selected; however, only 54 texts specifically related to teacher training and professionalization were considered for the proposed investigation.

Thus, before entering the theme researched in the study, the profile of educators and important intellectuals from the most diverse areas of knowledge who left their marks on the journal throughout 2020-2024 will be explained. The authors who published during this period addressed a wide diversity of themes, perspectives, and approaches related to the area and the educational system. In addition to emphasizing the importance of knowing the profile of these authors, the attention given to the thematic distribution of the articles is also highlighted.

Given this, from 2020 to 2024, when disaggregating the data of the researchers who published in the journal by gender, it was found that of the total of 436 authors, 281 (64.45%) are women, and 155 (35.55%) are men. As for educational institutions, the authors are affiliated with 117 (84.17%) different higher education institutions and 22 (15.83%) other educational bodies, distributed in all regions of Brazil, as well as in countries such as Portugal, Spain, Argentina, Mexico, the United States, Italy, and Uruguay.

The data, when disaggregated according to the themes observed in the journal in the period analyzed, are distributed as follows: educational technologies (4); neuroeducation (7); textbooks (3); teacher training and professionalization (54); special education from the perspective of inclusive education (22); management of educational institutions (4); external evaluations (11); public policies (16); citizenship and democracy (5); interculturalities/cultures (11); history of education (11); use of pedagogical tools for teaching (8); curriculum (8); quotas/affirmative actions (5); environmental education and sustainability (2); EJA (2); others (25). A total of 179 articles were selected, which could be organized in different ways based on their themes; that is, the same article could fit into one or more themes. This selection reveals a coherence with the *corpus* analyzed since the theme chosen for the investigation corresponds to the most frequent theme in the journal in the period from 2020 to 2024.

TEACHER TRAINING AND PROFESSIONALIZATION

Over the years, there has been a diversity of significant contributions to the understanding of aspects related to teacher training and professionalization. This theme, whether in isolation or connection with other topics, has attracted the attention of government officials, educational policy makers, researchers, media professionals, and society in general (Pereira; Peixoto, 2009). Frequently, the studies address issues such as the locus of training, the relationship between theory and practice, identity and teaching work, the proletarianization of the profession, certification based on performance and competencies, initial and continuing education, as well as the life trajectories of teachers, public policies, teaching and learning processes, evaluation systems, educational management, etc. (Pereira; Peixoto, 2009).

These issues are, in a way, interconnected, as teacher training cannot be detached from the working conditions associated with the career. Factors such as low salaries, precarious working conditions, intensification of activities, lack of pedagogical support, educational management challenges, low attractiveness of the profession and the demands imposed by the new contemporary sociocultural dynamics end up limiting the performance of teachers, even if they are well trained, in addition to discouraging the demand for teacher training courses (Saviani, 2009; Gatti, 2012).

The articles presented here add several angles related to the issues raised, bringing contributions to thinking, rethinking, and structuring new action policies to overcome the problematic condition of teacher training and professionalization (Gatti, 2012).

The *corpus* analyzed comprised 54 articles, organized and studied in five sub-themes, as proposed by Gatti (2012): history of education (2); training policy (5); initial training (15); continuing education (9); and teaching work (23). These data reveal that teacher training and professionalization was a recurrent theme in the journal during the period analyzed, being the most frequently addressed. Next, the studies will be detailed according to the sub-themes identified.

HISTORY OF EDUCATION

In this section, two articles are presented that bring aspects of the history of education related to teacher training in Brazil. In the first article, the training of rural teachers in Mato Grosso and in the Federal Territory of Guaporé in the period from 1941 to 1947 is investigated (Souza; Ferreira, 2022). In both locations, there was little investment

in the creation of institutions and the offer of courses aimed at training teachers for rural areas, highlighting that this investment was not a government priority. There was a focus, on the part of these governments, on political and electoral interests, privileging short training courses to the detriment of a more solid and planned investment in education. Another aspect addressed was the number of lay teachers working in schools and the lack of teachers with skills and abilities to work in rural schools, as they were not familiar with the environment in which they were inserted. It is also possible to highlight the imputation of responsibility for the low quality of teaching to teachers, although the government was aware of the lack of resources for the training of rural teachers.

As for the second article, it deals with the impact of the feminine on pedagogical work in Rio Grande do Sul in the 19th century (Ferreira, 2024). In this study, the praise of values such as selflessness, dedication, altruism and spirit of sacrifice is evidenced as a discourse directed to women who exercised the teaching profession at the time, while offering low remuneration. The debate is instigated that, in a society marked by paternalism and machismo, in which female subjective characteristics have always been subordinated to male decisions, understanding the female impact on pedagogical work is essential to develop more coherent and transformative strategies of struggle, capable of facing the challenges that compromise the valorization of teaching. In view of this, it is contextualized that the teachers took care of both the education and moralization of the children and should be a socially recognized reference for representing the ideals of morality of the time. In addition, the study demonstrates the difference in treatment given to the pedagogical work of women and men, since the former should work in primary institutions, due to maternal and affective issues, while the men developed studies related to reasoning and science. Another fact brought up is the use of the word "aunt", originating from the conception of the time that single women could only be teachers if they were over 25 years old, which highlights values that reinforced the patriarchal structure.

TRAINING POLICY

In this subtheme, five articles are presented: three that address the National Common Base for Teacher Training (BNC-Teacher Training) and two, the Institutional Scholarship Program for Initiation to Teaching (Pibid).

By combining the article by Gontijo *et al.* (2023) with that of Ximenes and Melo (2022), it is verified that both show the dilemmas and contradictions of policies such as the National Common Curricular Base (BNCC) and the BNC-Teacher Training.

In both texts, the authors argue that these policies are inserted in the educational system through regulatory guidelines aimed at meeting the interests of the market, to the detriment of the integral formation of individuals. They also highlight that the separation between teaching and learning, content and form, promoted by the BNCC and the BNC-Teacher Training, results in a rupture between epistemology and ontology. This approach reduces the teaching activity to the alienated execution centered on contents that emphasize only the "pedagogical" aspect (form).

In addition, they warn that the contradictions and tensions in the process of building these training policies, guided by the logic of privatization of public schools, ignore the historical achievements and struggles of movements, entities and collectives of teachers. As a consequence, these policies accentuate structural problems that already exist in the Brazilian educational system, such as the instrumentalization of educational praxis and the alienation of teaching work, moving away from the ideal of a transformative public education.

With a different approach, but still centered on the BNC-Teacher Training, the article by Silva, Guilherme and Brito (2023) analyzes the possible impacts of this policy on the pedagogy course. The study suggests that the BNC-Formação may introduce elements of specialization in training and increase the focus on practical activities related to teaching, since, according to the authors, the course is anchored in regulations and paradigms that have already been overcome, which reinforces historical limitations such as the lack of definition of professional roles and the very nature of training.

Another policy addressed in this section is the Institutional Scholarship Program for Initiation to Teaching (Pibid). A characteristic that distinguishes Pibid from other programs is the possibility for basic education teachers to assume the role of co-trainers, getting involved in activities such as supervision, planning, and implementation of innovative didactic-pedagogical practices (Luz; Bego, 2024). However, it was found that the policy lacks clear guidelines that guide higher education institutions to consolidate the role of the basic education teacher as supervisor, within the perspective of conformation (Luz; Bego, 2024).

Another aspect analyzed in the program refers to the impacts of this policy on the training trajectories of former scholarship holders (Bartochak; Sanfelice, 2023). It was found that Pibid contributed to the admission of these subjects in graduate courses, favored the transition from students to professors and positively influenced the decision to remain in teaching.

INITIAL TEACHER TRAINING

Initial teacher training is a key element in ensuring the quality and effectiveness of the educational process. The way in which future teachers are prepared to enter the profession directly influences their teaching practices and the way they relate to students (Medeiros *et al.*, 2024). In addition, this training should equip teachers with relevant technical, pedagogical and social skills to face school complexity, which requires not only theoretical knowledge, but also the ability to apply it in a practical and effective way in real situations (Medeiros *et al.*, 2024).

In this context, this section presents 15 articles, which explore innovations and transformations that are indispensable for the improvement of teacher education in Brazil, covering topics such as:

- Inclusive education and diversity: the preparation to deal with diversity and inclusion has been gaining prominence in teacher training, since they need to work with students from different cultural, social and special education contexts. There are two articles on this topic: one that addresses interculturality with the training of indigenous teachers (Sanchez; Leal, 2021) and another that brings inclusive education and the interconnections between training and teaching action (Leme; Toledo, 2024).
- Active methodologies and innovation: the adoption of these methodologies requires planning that goes beyond the simple transmission of content, incorporating activities that promote student interaction and active participation. These methodologies often stimulate skills such as teamwork, critical thinking, creativity, etc., requiring trained teachers to develop them in the classroom. In this context, the studies by Suassuna (2020), Rocateli *et al. stand out.* (2020), Cacete, Durães and Moura (2021) and Neitzel, Pareja, Santos (2022).
- Educational policies: these policies play a fundamental role in the initial training of teachers, guiding pedagogical practices and working conditions, as well as seeking

to respond to the demands of quality in education. In this area, the study by Ferreira *et al.* (2020) analyzes the categories of self-efficacy and satisfaction in teaching work among participants in the National Program for the Training of Basic Education Teachers (Parfor).

In addition to these topics, there are articles that deal with curriculum (Schwingel; Araújo, 2021), weaknesses in teacher training (Faria, 2022; Quintanilha *et al.*, 2023), comparisons of formative models between Brazil and Portugal (Cachapuz; Shigunov Neto; Silva, 2020); work with research (Libardi; Gomes; Araújo, 2021); importance of didactics for teacher training (Martins; Teixeira Júnior, 2021), foundations of historical-cultural theories with a view to the humanization of children (Marques; Martins, 2024) and formative contributions of the teacher improvement internship (Julião; Velásquez; 2024).

As Gatti (2012) verified in his studies on teacher training, in this article it is also observed that the aforementioned research evidences valuable contributions to the training of undergraduates, by promoting an articulation between theory and practice, research and pedagogical action.

CONTINUING EDUCATION

Continuing education, in addition to playing an essential role in complementing the gaps in initial training, should help teachers to keep up to date with educational trends and innovations. This process needs to address specific difficulties of each teacher and school, through individual or collective projects, in collaboration with universities, research groups and political-pedagogical projects of school institutions, which favors the identification and agile resolution of conflicts, challenges and difficulties, resulting in a more effective and integrated educational process (Cericato, 2016).

In view of this, nine articles on continuing teacher training were examined. One point observed by two articles was the human dimension. In the case of Santos and Santos (2024), the context was related to the meaning of life, a central aspect of human existence that has been gaining prominence in the educational field. The extension course analyzed sought to identify the essential knowledge for a pedagogy focused on the meaning of life, among which the following stand out: 1) valuing the integrality of the person; 2) develop critical awareness; 3) teach choice skills; 4) to promote dialogue; 5) relate the curricular content to the student's life context; 6) finding purpose in teaching practice; 7) be resilient; 8) develop personally and professionally.

In the research by Bolsarin and Arantes (2024), teachers' representations of the teaching profession were investigated, which provided a reflection on the place that teaching occupies in the educator's life projects, considering him as a complete human being, having dreams, desires, anxieties, personal, social and professional needs.

The article by Rossi and Hunger (2020) states that continuing education is an essential dimension of the constitution of teacher identity. Thus, the role of education was highlighted as a privileged space for reflection and the collective re(construction) of knowledge, as well as for the resignification of interpretations of what it is to be a teacher. It was evident the urgent need for educational actions and public policies aimed at strengthening professional bonds, promoting the consolidation of the teaching collective and the valorization of the feeling of belonging to a specific social group, with a singular identity.

Two other studies addressed the theme of inclusive education, expanding the debate on the subject. The first deals with an investigation that seeks alternatives for the continuing education of education professionals, with emphasis on the school inclusion of students who are part of the target audience of special education. The research was conducted through the creation of reflection groups, structured in collaboration between a university and municipal education networks. These groups served as welcoming spaces for the exchange of experiences, analysis of the adopted attitudes, discussion of the knowledge acquired, in addition to the identification of demands, needs and challenges faced. They were also used to plan and organize new initiatives aimed at inclusion (Almeida *et al.*, 2023).

The second article is based on Meirieu's conceptions to address the continuing education of teachers and the adoption of inclusive practices. The research highlights how certain perspectives can consolidate "reports" that support the belief that students are uneducable, a view marked by perceptions of limitations and impossibilities. In view of this, the importance of betting on educability and conceiving the school as an inclusive space for all was emphasized, considering that people's learning is mediated, and not their disabilities, an essential step to break with the processes of exclusion that still persist in schools and classrooms (Vieira *et al.*, 2020).

Regarding the use of active methodologies for the teaching-learning process, the study by Leite and Trevisan (2024) brings the contributions of investigative didactic sequences to the construction of teachers' knowledge, offering new learning processes that

include moments of dialogue, discussions, and knowledge exchanges. In addition, the training sought to encourage teachers to reflect on their own practices, as it creates spaces for questioning and systematization of learning, which promotes a more critical and collaborative process.

In this context, Lima *et al.* (2023), through the implementation of the Teaching Activity Clinic, seek to promote educators' awareness of their teaching practice by enabling the recreation of their actions, resulting in the transformation of both the teacher-student interaction and the knowledge worked in the school environment.

Finally, there is also an article in this subtheme that addresses a division in *stricto sensu training* in Brazil for the area of Physical Education, in which a training project based on research and another that gives prestige to teaching are evidenced (Teixeira *et al.*, 2020). And there is also an article that reports the challenge for the didactic-pedagogical training of teachers for legal education, which occurs, primarily, in master's and doctoral courses (Tiroli; Santos, 2023).

TEACHING WORK

This subtheme received wide attention in the period analyzed, being addressed in 23 studies. These researches aim to understand the subjects and their interactions, considering their experiences and the internal dynamics of the work processes.

The challenges faced at the beginning of the teaching career were addressed in five studies (Rech; Boff, 2021; Aimi; Monteiro, 2022; Cavalcanti; Capecchi; Gomes, 2022; Ávila *et al.*, 2023; Souza; Cruz, 2023). Among these challenges are the lack of guidance, peer support, institutional follow-up, and emotional management. Ávila *et al.* (2023) also highlight the fragile integration between undergraduate courses and teaching practice. Another obstacle that is also recurrent in these studies is the lack of continuing education, which allows teachers to problematize and reconstruct their practical knowledge, both individually and collectively (Rech; Boff, 2021).

Teaching apostille systems were examined in the research by Ortiz, Denardin and Savi Neto (2021). According to the authors, this model distances teachers from the intellectual, reflective and critical aspects of the profession, bringing them closer to a technical profile. In this context, the teacher is restricted to the application of predefined teaching methods for external educational objectives, resulting in only apparent autonomy.

When analyzing the research related to school diversity, three articles that deal with inclusive education are identified. Among them, two address Developmental Coordination Disorder – BDD (Maia; Souza; Ferreira, 2021; Maia *et al.*, 2023) and highlight that motor disorders continue to be little considered in the school context. The authors emphasize the importance of raising awareness among parents, guardians, educators, and other professionals involved in the integral development of students about this disorder, its consequences, and its impacts on different aspects of life. In addition, they point out that the lack of knowledge about BDD and its associated factors hinders both decision-making and the implementation of effective interventions, capable of meeting the cognitive, affective, social and motor needs of students.

Mamcasz-Viginheski *et al.* (2024) investigate the perception of teachers who work in the area of visual impairment about the Specific Learning Disorder (Teda) in mathematics and the manifestation in students with blindness. The study reveals that the research participants have a superficial knowledge about Teda, students with blindness face difficulties in mathematical learning and the use of manipulable materials can solve these obstacles.

Also within the scope of research on school diversity, Weschenfelder, Oliveira and Fabris (2021) discuss teaching practice and cultural relations in schools located in border areas. The authors highlight that these school environments are marked by the often challenging coexistence of different cultures, ethnicities and nationalities. In addition, they point out that the presence of foreign students can be seen both as a barrier and as a rich learning opportunity for the entire school community.

The racial issue also contributes significantly to the debate. Alves, Teixeira, and Santos (2022) analyze the implementation of Law No. 10,639/2003, which establishes the mandatory teaching of African and Afro-Brazilian History and Culture in public and private elementary and high schools. The study focuses on the perceptions of teachers of early childhood education and the first cycle of elementary education about the training opportunities focused on this theme. Despite its relevance, law enforcement faces systematic neglect in various educational networks and institutions, both public and private. For Alves, Teixeira, and Santos (2022), the analyses suggest that these difficulties stem from factors such as racism in its multiple manifestations and the lack of safety of educators, associated with the scarcity of specific training on the subject.

The conditions of the teaching work were also addressed in the period analyzed. In the study by Campos and Palma (2023), the influences of professional, territorial, and education system characteristics on teachers' job satisfaction are observed. The results indicate that job dissatisfaction is often linked to teacher malaise and Burnout syndrome, factors that affect teachers and the quality of education offered.

This theme is also explored in the study by Moura (2024), which discusses the multiple roles assumed by teachers in integral education (ECE), such as that of parents and psychologists, for whom they often do not receive adequate training. Although Moura (2024) defends comprehensive education and its different adaptations, he criticizes the way it has been implemented in various regions of the country. The author argues that, for ECE to be effective, it is essential to develop public policies that value teachers, offering them access to continuing education and recognition of their career.

The article by Gomes and Cruz (2022) examines the academic production on teaching working conditions and career policies in basic education in Latin American countries, with a focus on comparative studies. The analysis reveals that educational reforms have contributed to the precariousness of teaching work, manifested through salary and contractual inequalities in public schools. The studies highlight, for example, that remuneration is a central factor in attracting, retaining and valuing education professionals. When lower than that of other categories, this disparity reinforces inequalities between professions, intensifies the workload as a way to supplement income and, consequently, aggravates the precariousness of pedagogical activities and increases the risks to the health of teachers.

Other points addressed in this sub-theme are the representation of the good teacher, which appears linked, among other aspects, to elements of affectivity, welcoming, dialogue and respect (Rosso *et al.*, 2020; Steps; Vasconcellos, 2024); the perception of teachers, based on their experiences, to understand the evolution of secondary education (Weller; Silva, 2021); the adequacy of educational processes in the context of the pandemic (Santos; Mercado, 2023); reflection on practice as a contribution to the development of pedagogical work (Zacharias-Carolino; Onofre; Souza Neto, 2023); the analysis of different profiles of teacher trainers who teach Mathematics in Pedagogy courses (Alves; Silva, 2024); the study on the professional development policies of university teachers (Selbach; Luce, 2022); the certification of teaching knowledge in

professional education (Fassina; Wollinger; Allain, 2020); the analysis of guiding guidelines for the evaluation of teacher praxis (Carvalho; Ribeiro, 2022).

FINAL CONSIDERATIONS

With this theme, we sought to bring relevant discussions to understand the approaches taken by researchers on teacher training and professionalization. To this end, the analyzed articles offered several perspectives on the teacher, covering topics such as professional identity, training, pedagogical practices, among others. These contributions stimulate reflections, revisions and the construction of new action policies aimed at overcoming the challenges related to teacher training and professionalization (Gatti, 2012).

The journal selected for the analysis of this theme presents a significant contribution to the Brazilian educational scenario since its foundation, in 1944, to the present day, due to the participation of authors who have left their marks in relevant moments in the history of education in the country.

The discussions throughout the period studied on the analyzed theme are part of the process of building a more robust teacher training and professionalization, bringing challenges that involve the government, society and the faculty itself. Recognizing teaching in the social place it deserves requires time and, above all, the consensus that education is a public good, an essential resource for a nation that aims for development (Cericato, 2016).

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