

CONTINUING EDUCATION IN THE TOCANTINS AMAZON



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ABSTRACT

The present work is an excerpt and aims to analyze the actions, programs and government projects of continuing education of teachers in Tocantins, in the period from 2000 to 2010, in the final years of Elementary School. The methodological path of the investigation is characterized as documentary bibliographic research. To this end, the following programs were analyzed: Parameters in Action (2000), Teaching Quality Improvement Program (2003), United Municipalities Project for the Development of Education in Tocantins (MUDE-TO/1999-2000), GESTAR II (2007), Cesgranrio Foundation (2003) and the State Education Plan (2006/2025). In addition to the state documents, it is important to highlight the National Education Plan (PNE) and National Curriculum Parameters (PCNs). From this point of view, an analysis of the socio-political context in which these projects were implemented and their contributions to the basic education of teachers in the Tocantins Amazon was sought. Thus, the data reveal that the training still needs a state program of continuing education for Amazonian teachers so that they can empower themselves with knowledge to socially resignify lives.

Keywords: Continuing Education. Basic Education. Amazonian Teachers.

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INTRODUCTION

This production presents a contextual cut, from 2000 to 2010, in relation to the Actions, Programs and Government Projects of continuing education of teachers inserted in the State Education Network, in the legal Amazon of Tocantins, specifically, in Elementary School (6th to 9th grade). To this end, it is aimed, in addition to a general approach to the actions related to the training process, to analyze and present some qualitative results regarding this phase.

Thus, it is necessary, in addition to a historical reflection on the liberation of the people of the former North of Goiás, to investigate their formation, resistance and struggle, which comes well before Teotônio Segurado. A personality who, even though he did not witness the dawn of the Tocantins sun, as an ombudsman, since 1808, already fought for the emancipation of these Amazonian lands.

This soil, as Rocha (2019) says, welcomes everyone, northerners, northeasterners, southerners, in short, paulistas. People who in this ecotone, due to the formation of two or more frontier biomes, areas of environmental transition, various ecosystems, and in the midst of a "semantic canoe" of popular knowledge, have shown themselves and continue to be resilient, like the brightness of their sun.

In this sense, contextually, this brief graph presents the training of teachers in the longest-lived corners of Tocantins, in the Amazon of transition and traditions. These are projects methodologically thought out in this geographical and plural context.

Thus, the figure of the teacher, also "subordinated" in the Amazonian geography, as well as the Indians, quilombolas and riverside dwellers, in the context in question, emerges as hope, so that the future of the youngest state of the Federation — created in 1988 and effectively emancipated in 1989, free from the north of the state of Goiás — can welcome, instruct and provide opportunities.

In this bias, the continuing education of teachers was seen in the context of Tocantins as a means of improving the quality of teaching, influencing its results, especially in relation to the achievement of higher development indexes.

Concomitantly, this, the continuing education of teachers, makes it possible to permeate the reality of the extensive territory of Tocantins, erupting its multiple social, political and economic factors, which involve in their core the unequal, mystical and hybrid.

This fact leads us to problematize the role of public policies for continuing education of teachers in the contextual scope from 2000 to 2010, essentially, if they reflect positively on the social and educational dynamics of the State of Tocantins?

Thus, this research problem will lead us to a theoretical and methodological foundation of the continuing education of Amazonian teachers in Tocantins, in order to foster the geopolitics of the intelligence of these subjects of rights (MELLO, 2015).

METHODOLOGY

The research is characterized as documentary bibliography, since it studies teacher training and makes a survey of documents on actions, projects and programs developed for elementary school teachers in the state network of Tocantins, in the period from 2000 to 2010.

According to Gil (2012), bibliographic research allows the researcher to analyze scientific articles, books and studies that have already received an analysis on the subject. The documentary [...] proposes to produce new knowledge, create new ways of understanding the phenomena and make known the way in which they have been developed" (SÁ-SILVA; ALMEIDA; GUINDANI, 2009, p. 14). Thus, it is understood that both use existing data to understand a phenomenon and achieve the objectives of the investigation.

DISCUSSION

The educational context implies a re-signification of doing, especially in contemporary times, in which rapid and necessary changes are experienced for the transformations of pedagogical practices. From this perspective, it is understood that "[...] training assumes a position of incompleteness linked to permanent training that provides professional preparation" (PEREIRA; OF PINE; PINHO, 2014, p. 104).

In this sense, this preparation requires the composition and recomposition of new ways of learning and doing, and it is essential to be open to change, as well as the acceptance of the new for the resignification of learning. To this end,

[...] Knowledge is not ready or finished, it undergoes variations and new and differentiated demands, as other discoveries are woven, which broaden man's view. It is necessary for the teacher to be clear that knowledge is a continuous learning, since it involves historical-cultural, bioanthropological relativizations and uncertainties of the economic, psychological and cultural context. It is important to remember that this process does not occur in a linear and regular way, since there

is no single meaning; it is multiple and open, contradictory and complex, which allows for an infinite number of interpretations and understandings (ROCHA; DICK; PINHO, 2013, p. 219).

Thus, teacher training is understood in the global dimension, with a broad and dimensional view, in view of the local complexities of these subjects, in addition to a singular identity.

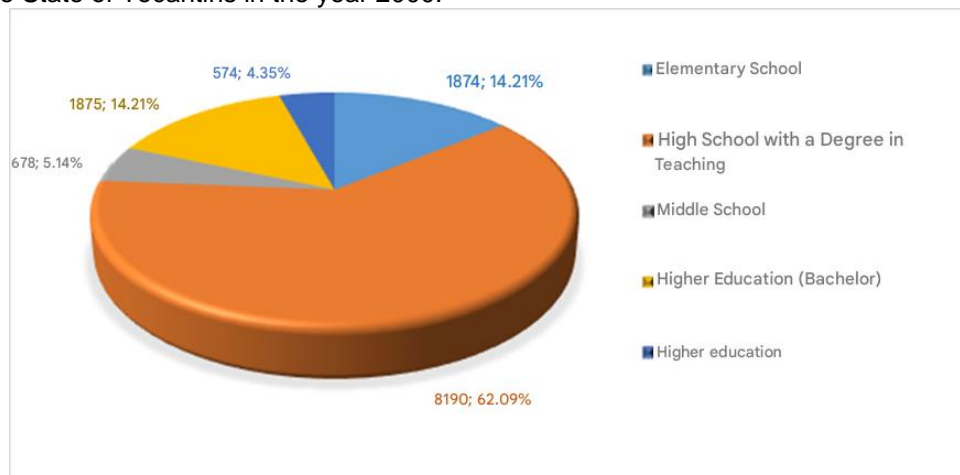
From this point of view, it is necessary to analyze national regulations and guidelines such as PNE and PCNs in the aspect of continuing teacher training, since these documents are parameters for the elaboration of state guidelines. With regard to the PNE⁴ (2001-2010), its goal was the monitoring, evaluation, training and valorization of teaching through the National Salary Floor and the National Plan for the Training of Basic Education Teachers. However, the advances recorded have not been able to solve the problems of access and permanence with quality, since the percentage of teachers with higher education in the North and Northeast regions is still unequal compared to the Southeast region.

It is noteworthy that the process of implementing teacher training programs and projects in the state of Tocantins had as its initial purpose to reduce the number of basic education professionals without the proper qualification. Since PEE-TO visualizes public policies for training and professional valorization, as it directs specific actions and goals for the implementation of these objectives.

In agreement with Pinho (2007), in 2000 the state of Tocantins had a total of 13191 teaching positions in elementary education in the public and private networks, and that the largest portion (62%) of these professionals had a teaching qualification, with only complete high school. Graph 1 presents these data in detail by level of training.

⁴ The current PNE (2014-2024), which brings in its goals the continuing education of Basic Education teachers as a perspective of raising the degree of title.

Graph 1 - Teaching Functions in Elementary Education in the Public and Private Networks by Degree of Training in the State of Tocantins in the year 2000.



Source: Pinho, 2007.

It can be seen that 81.44% of the teaching positions in elementary education in the public and private networks of the state were occupied by professionals without initial higher education, and this percentage rises to 85.79% if we group professionals with higher education without qualification to work in basic education, that is, only 8.56% of teachers with higher education at this stage of education.

Due to the period of analysis in this work between 2000 and 2010, a comparison of the data from the year 2000 with that of 2011 is made. According to information from the educational indicators published by the National Institute of Educational Studies and Research Anísio Teixeira (INEP), the percentage of teachers with higher education working in Elementary Education in the state of Tocantins in 2011 was 76.70%, it is verified that in this decade there was a significant advance regarding the initial training of education professionals, much due to the actions and programs carried out by the government. As evidenced by Pereira, Pinho and Pinho:

The measures taken by the federal government to implement training policies had repercussions in the state of Tocantins and led educational authorities to establish agreements with higher education institutions to qualify their teaching staff. This challenge began concretely after 1998, with the creation of educational programs that lasted until 2010, as a result of the high rate of unqualified teachers in the state (2014, p. 108).

Thus, it is understandable that these government programs sought to minimize, in the context, the teachers' qualification framework. Since in this period the University of Tocantins Foundation (UNITINS), acted as a trainer in several agreements signed with the Department of Education of Tocantins (SEDUC/TO).

In this way, SEDUC signed partnerships and agreements with the municipalities, in which No. 116/1999 stands out, which established the Undergraduate Program in Special Regime, offering 960 vacancies for teachers who worked in the second phase of Elementary and High School in the areas of Biology, Geography, History, Letters, Mathematics and Pedagogy.

In 2000, there was a new offer of courses, in a total of 1183 vacancies, as well as the expansion to other areas of knowledge, namely, Chemistry and Physics. In order to continue and raise the rates of graduated teachers in the state, in 2001 agreement No. 109/2001 was signed, which established the Special Program of Pedagogical Training for Bachelors and/or Technologists for the curricular components of Biology, Physics, Chemistry and Mathematics, also offered by UNITINS.

These training programs in a special regime had different calendars so that they could serve both teachers from the municipal and state networks, in this way the teachers continued with their pedagogical activities in the educational institutions.

According to Padovan (2005), in the period from 1999 to 2000 UNITINS established a partnership with the Association of Municipalities of Bico do Papagaio (AMBIP) and the Union of Municipal Education Directors of Tocantins (UNDIME/TO); for the execution of the United Municipalities for the Development of Education in Tocantins Project (MUDE-TO), aiming at the qualification in Teaching of lay teachers who worked in the municipal education networks of the region.

In this way, the National Curriculum Parameters (PCNs) for Elementary Education emerged, in the period 1995 to 1998, the Ministry of Education (MEC), in partnership with the state education secretariats, implemented the Parameters in Action Program, which was planned to be carried out in a context of professional training. Among its actions, it is evident the support to the technical teams of the departments of education for the implementation of continuing education programs and for the guidance of school units in the formulation and development of their educational projects.

Within the state of Tocantins, SEDUC joined the PCNs in 2000 and lasted until 2002. It should be noted that in the execution of this program

[...] The first in-service continuing education initiatives for teachers were included in an organized manner. [...] The meetings were monthly and lasted 16 hours. The students received the material, which varied between eight and eleven study modules, according to the discipline enrolled. At first, the training began on Friday nights; On Saturday, the studies took place throughout the day and ended at noon on Sundays. In 2002, the last year of the Program, due to complaints and requests

from the students, specific dates for training were included in the school calendar. In this way, the meetings started to take place only on Fridays and Saturdays. It can be seen that this was a continuing education program, structured and systematized, with a calendar defined in the educational agenda (ALMEIDA, 2010, p. 69).

Therefore, aiming at one of the purposes of the Parameters in Action, which was the creation of spaces for collective learning, encouraging the practice of studies, exchanges of experiences and collective work in schools.

In this perspective, the Program for the Improvement of the Quality of Teaching implemented by the Department of Education and Culture of Tocantins (SEDUC/TO), in partnership with the Cesgranrio Foundation in 2003, had the purpose of raising the academic performance of students from the state school system in external evaluations. And for this, it was identified that it was necessary, among other actions, to carry out the training of teachers in the state network. Initially, the proposal included teachers of the subjects of Portuguese Language and Mathematics, who worked in the 4th and 5th grades of Elementary School, currently 5th and 6th grade, and was later extended to teachers of the final grades of Elementary School, as well as High School teachers.

The training was focused on teachers in these areas of knowledge, because in 2001, the Basic Education Evaluation System (SAEB) was directed by a new focus on evaluations, only in the areas of Portuguese Language and Mathematics.

The planning for the realization of this teacher training project was based on the results obtained from the first evaluation carried out by the Tocantins Evaluation System (SAETO). Strategically, the consultants of the Cesgranrio Foundation carried out continuous studies with the trainers in the city of Palmas, and then they became trainers in the regional directorates throughout the state. Remembering

at first, the meetings with CESGRANRIO consultants and DREs trainers took place three times a year, from 2004 onwards, 14 days were stipulated in the school calendar for meetings and 2 days for planning, totaling 128 hours of study. In the face-to-face moments of study, teachers received guidance on how to develop content and resolutions of evaluative exercises in the classroom. The teachers had a period to apply and work with the students on the contents and methodologies that were studied in the training meetings. Later, CESGRANRIO applied formative assessments to students. Such evaluations aimed to verify whether the students had been able to grasp the contents taught by the teachers, as the teachers had studied in continuing education. These evaluations enabled CESGRANRIO to identify which descriptors the students had not understood. From them, the next continuing education studies for teachers were prepared. (ALMEIDA, 2014, p. 71)

However, according to Pereira (2010) the feedback regarding the results of these evaluations applied to the students were not disclosed to the school units, which caused a

certain discredit to the training program. Thus, in 2007 the program underwent changes and began to offer specializations for teachers. The partnership between SEDUC and the Cesgranrio Foundation ended in 2009, and consequently it was extinguished.

Also in the context of continuing education of teachers in the State of Tocantins, in 2007, the School Learning Management Program (GESTAR II) was created. A partnership between the State Network and the MEC (Ministry of Education). It offered continuing education in Portuguese language and mathematics to teachers in the final years (from the sixth to the ninth grade) of elementary school working in state public schools.

It should be noted that the focus of the Program was the updating of professional knowledge through individual and collective strategies, in addition to monitoring the teacher's action in the workplace itself. In other words, in its methodological process, in addition to including all those involved in the educational process, it proposed an uninterrupted self-evaluation of the teaching practice, which visualized the improvement of the performance, both of the teacher and the student, with regard to the ability to understand language and mathematical facts, as well as intervention in their reality of action.

Each thematic area of Gestar II was composed of the following materials: 01 general guide, 06 theory and practice (TP) notebooks, 06 Student Learning Support (AAA) notebooks and 01 trainer's notebook.

The training had a workload of 300 hours, 120 hours in person and 180 hours at a distance (individual studies) for each thematic area. Finally, the program aimed to include discussions on practical-theoretical issues and sought to contribute to the improvement of the teacher's autonomy in the classroom, that is, to improve their pedagogical action.

Unfortunately, like so many other Programs, Gestar II had a short life, despite having an instigating and "teaching" methodology, in which it inserts everyone in the training process – public managers, school principals, pedagogical coordinators, teachers and students.

PRELIMINARY CONSIDERATIONS

Information about funding and acknowledgments is optional and, if it is of interest to the author(s), it can be included in a footnote, after the authors' presentation, for funding/support, and before the References, for acknowledgments.

Considering the teacher an eternal learner, because at the same time that he teaches, he learns, thus, the continuing education of teachers becomes indispensable in the feasibility of the teaching-learning process, especially nowadays when it is necessary to constantly improve professionally to deal with new concepts and technologies.

From this point of view, the state of Tocantins, according to the contextual cut from the years 2000 to 2010, significantly implemented actions, programs and projects for the continuing education of teachers, a fact that resulted in an increase in the number of teachers with higher education and consequently in the quality of the education offered.

Thus, these data indicate that, although there is concern with the continuing education of education professionals, especially teachers, there is still much to be done in order to guarantee this right in the state of Tocantins. Especially with regard to the continuation of these actions, programs and projects of continuing education in the Tocantins Amazon.

Therefore, the data reveal that the implementation and permanence of these actions, programs and projects of continuing education of education professionals will only occur through the implementation of state policies, which aim to value the teaching profession, in order to ensure the full exercise of the profession, offer of quality education and improvement in educational indexes.

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