


**PROFESSIONAL INSERTION AND INDUCTION AND TEACHING AND RESEARCH IN TEACHING** <https://doi.org/10.56238/sevened2025.019-018>**Aires José Pereira<sup>1</sup>, Roberto de Souza Santos<sup>2</sup> and Nelsonita de Souza Batista<sup>3</sup>****ABSTRACT**

The objective of this article is to present a theoretical discussion on the insertion of teachers in the professional career and on professional induction. And it seeks to address a discussion about the importance of the continuing education of teachers and research teachers. The methodology was based on a reading of texts based on the theme raised and on a bibliographic review on the themes addressed in the text. The readings of the texts and the bibliographic review indicate that it is of paramount importance that the teacher goes through a welcome from the school community from his entry into the professional career, which is professional insertion, to his professional consolidation, which is professional induction. Another important point suggested by the literature is that the teacher needs to integrate teaching and research at the same time in order to succeed in his professional career.

**Keywords:** Professional insertion and induction. Continuing education. Professor/researcher.

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## INTRODUCTION

The elaboration of the text is based on theoretical readings of scientific articles and books and also on the accumulated experiences about the professional life of the authors. These accumulated experiences result from experiences and pedagogical practices in the early years of elementary school in a public school. Another relevant fact for the preparation of this article is that the authors of this article experienced these stages of the teacher's professional career, which is professional insertion. Therefore, this professional condition of the authors becomes a laboratory of personal experiences that contributed to the elaboration of the text under discussion based on empirical experiences.

The text is organized into three topics under discussion. The first topic addresses the insertion and professional induction of teachers and continuing education. Professional insertion is the teacher's entry into the professional career, which configures the probationary stage in the case of a public exam. This stage represents the first phase of the teacher's professional career. As for professional induction, it refers to a second moment in the teacher's professional career, when he is already consolidating his professional life. And finally, it addresses continuing education, which is a continuous process of the teacher's professional career, as the teacher needs to be in constant training to update and improve knowledge and, with that, he will have a more promising professional career.

The second topic presents a discussion about teaching and research in university teaching. It highlights the importance that the teacher needs to be involved in research and teaching at the same time. Because the teacher who does not research has nothing to teach. A teacher who is involved in research will naturally improve his knowledge. Research needs to be part of the teacher's daily life, to be more up-to-date every day. He needs to do several readings, to have a theoretical basis for his performance. The teacher does not only need a tenure, but, above all, professional training in a theoretical and empirical perspective.

The third topic - the final considerations address the conclusions reached during the theoretical readings of the texts raised. The readings worked and analyzed indicate that the combination of effective and well-worked insertion and induction, combined with continuing education, contributes to the construction of a more productive work environment committed to work and teaching-learning. As for continuing education, it is essential for the development of a solid and satisfactory professional career in a constantly changing world of work.

Another important point measured by the analysis of the literature is that the teacher's career should be aligned with teaching with research, a teacher/researcher who is

involved with research plays a fundamental role in the advancement of knowledge in his area of expertise. Therefore, they must keep up to date in their area of expertise with the publication of their research and participation in seminars, with these actions, the teacher will have something to teach, integrating teaching and research, that is, integrating the role of educator and researcher simultaneously, in the teaching-learning process.

## INSERTION AND PROFESSIONAL INDUCTION OF TEACHERS AND CONTINUING EDUCATION

In this item we will discuss the professional insertion and professional induction of the teacher from the text *Professional induction and the beginning of the teaching work: debates and needs* of the authors Cruz *et alli*, (2020). Cruz *et ali*, (2020), state that professional insertion refers to the entry into the teaching professional life, when entering the career or even the phase of starting the art of learning and teaching. The aforementioned authors report that [...] "It is during the first years of insertion in teaching that the teacher seeks to incorporate, understand and integrate in a more dense way the teaching culture, the school culture and become familiar with the codes and norms of the profession". (2020, p. 03). It is a period in which it is decisive for the professional history of the teacher.

Every teacher usually enters professional life, in the public service, after passing a public exam. With this, your professional career begins with the probationary period. According to Tardif and Raymond (2000), there are two phases in the professional insertion of teachers: the first, which they call exploitation, occurs from the first to the third year of work in the school community. At this stage, the teacher lives with trial and error and feels the need to be accepted at school. In the second phase, for the aforementioned authors, it is characterized by the stabilization and consolidation of the professional career. This phase extends from the third to the seventh grade, a period in which the teacher starts to trust himself more and, at the same time, acquires trust and credibility from the school community. In summary, the period of professional insertion in the teaching career is very important. Araújo (2023) reasons in this line of argument, highlighting that the studies that have focused on the insertion of teachers in the career show that this period is a significant stage for the professional constitution of the teacher.

The probationary stage is of paramount importance for the teacher because it is when he acquires his skills, abilities and improve his pedagogical practices and become a teacher, educator and thinking person. This period is marked by the challenge of the new

social and pedagogical role that the teacher will begin to face in professional life and encounter difficulties both from professional colleagues and from the school environment.

Regarding professional insertion, the aforementioned authors consider the terms beginning teachers and beginning teachers as synonyms, understanding that they refer to those who start their professional career no longer as students. These are, therefore, those teachers who are recently graduated and professionally certified. Beginning or beginner teachers are those who are at the peak of the learning to teach phase, being in the period in which the transition from students to teachers is made. The beginner or beginner teacher is a freshman, but not every incoming teacher is a beginner, because the teacher can enter the public school, the university already with experience from previous work.

In order to demarcate a differentiating feature between the incoming teacher and the beginning teacher, the authors prefer the term incoming teacher to designate those who are taking up their jobs in educational institutions and have accumulated teaching experience due to previous work in other contexts, whether in the private network or even as substitutes and temporary or competitive examinations in the public network. both in Basic and Higher Education. (Cross, *et ali*, (2020, p. 5)

Professional insertion is a period in which there are uncertainties, challenges and doubts in the professional career. Because the professor is getting involved in a period of new professional adaptation, including many expectations and waiting for progress in his professional career. Faced with a new professional reality, the new teacher, even with more consolidated knowledge, will have challenges and may go through difficulties and feel indecisive, inexperienced and in need of establishing his professional quality. Well, it needs to adapt to the new reality.

As Cruz *et al*, (2020, p.5) state, [...] "It is necessary to adapt to the environment in which they have to perform their function, to understand the needs they present and to be able to respond adequately to their demands". This period is marked by the challenge of the new social and pedagogical role that the teacher will begin to face in his professional life.

Insertion in professional teaching can have several challenges, both positive and negative, depending on the context and specific circumstances of each school unit and also on the teacher himself. One of the main challenges of insertion in teaching include: the training of teachers, as they need well-qualified and engaged universities, which can have a significant impact on teacher training, both intellectual and personal. They can serve as role models, mentors, and sources of inspiration, helping students develop skills, knowledge, and values that are important to their education.

It can have as a positive point the quality of teaching, as they train dedicated and competent teachers, who can contribute to the improvement of the quality of teaching in all its dimensions, including lesson planning, teaching methodology, student evaluation and monitoring of their own progress. Insertion in teaching in the labor market can be an opportunity for teachers to develop their pedagogical and theoretical skills and improve knowledge in their areas of specialization and also improve their teaching and learning practices acquired at the university.

However, insertion in teaching can also generate negative impacts, such as work overload, lack of professional recognition and appreciation, precarious working conditions, stress, and professional exhaustion. It is important that education professionals are aware of these challenges and seek ways to overcome them, thus ensuring a more qualified, motivating and sustainable teaching performance.

Another important point is the impact on the academic career. For many professionals, insertion in teaching is an important step in their academic career, whether to enter higher education or to advance in their professional career. Experience as a teacher can be valued in selection, promotion and academic career progression processes. The impact of this professional on society can be mentioned, as the work of teachers is not limited only to the walls of the school or university, but also an impact on society as a whole. Engaged and prepared teachers can contribute to the formation of more critical, participatory citizens who are committed to the common good.

The engagement of teachers in professional life and in their work with the school community can vary from teacher to teacher. This variation may also depend on specific situations and the dynamics of the school community where the teacher works. According to Araújo (2023, p. 3) "Insertion in the career occurs for each teacher in a very different way, both in duration and intensity, which is why there is no consensus among scholars on the subject about the time that this period takes for the effective professional insertion of the teacher in the career".

This engagement depends on the individual, in the case of the beginning teacher, who must build a spirit of adaptation, of more openness to listen, feel, witness and above all prepare to communicate with the school community in an open, professional and spontaneous way. In fact, engagement is primarily social. For Araújo (2023), one of the principles of professional insertion in the teaching career is social engagement. Through this principle, the commitment and involvement of the teaching practice in the social issues of the community in which the school is inserted is sought. This principle encourages the school, through the practice of its teachers, to organize forms or actions of intervention on

the community or a segment of it to prevent risk situations (violence, drugs, diseases, etc.), and even induce the permanence of young people in school and strengthen school relations with the community. "In this way, the community is recognized, in this principle, as the space destined for social intervention projects and the adoption of other modes of treatment and strengthening of school and social relations, with the encouragement of the school's presence in the community and vice versa", (2023, p. 19).

Regarding the professional induction of teachers, Cruz *et al* (2020) state that it begins with the professional and educational career of the teaching worker. Remembering that generally the professional teaching career begins from an approval in a public exam and its inauguration and there, the probationary period and your professional career begins. This process also happens in private institutions. Professional induction refers to the training of the teacher already in full activity or in exercise in the school unit. Induction refers to the process of monitoring the beginning or beginner teacher during their professional insertion. These authors report that induction, as a period of acquisition of knowledge and professional competence by the beginning teacher, needs to be monitored by the community and school managers.

During the process of professional induction, naturally, the teacher undergoes a professional improvement that involves the following dimensions: professional training and professional development, which is the process that involves intellectual, didactic-pedagogical and theoretical-methodological improvement and training. Professional socialization and immersion in the professional culture in the workplace involves emotional and professional integration of the teacher with the school community. And finally, the teacher in his professional induction phase and above all, throughout his career needs to go through a continuous process of improvement – which is continuing education.

Throughout this period of improvement and socialization with the school community, induction corresponds to the period that goes through the transition from the teacher in training to an autonomous professional. From this perspective, induction would correspond to a part of the continuous movement of teachers' professional development, (Cruz *et al* (2020). In the induction period, it is important that the teacher has multiple support from the entire school community. It is also important that the school has a comprehensive training policy and program to act in the professional training of teachers in their professional induction phase. Not all schools are prepared to welcome the recent professional and even accompany this teaching professional.

The management of the school unit can form study groups, in which new teachers can relate and build collaborative work, with the support of the school's management team.

With this working group, you can develop training activities for beginning teachers from workshops throughout the year. These initiatives require well-formulated objectives, support from the school's management team, reduction of teaching time or load for beginning teachers and mentors, regular and systematized meetings between beginning teachers and their mentors.

These regular and systematized meetings are important for continuing education both in practical and theoretical life. According to Bernado (2019, p. 187) there is a need to think about continuing education that values the practice carried out by teachers in daily school life and also the knowledge that comes from research carried out at the university. This training must be carried out in such a way that there is an articulation between theory and practice in the training and construction of the teacher's professional knowledge. Bernado (2019, p. 189) also states that:

Continuing education presents the most different models of training teachers and/or managers, including programs with the contribution of external resources, as is the case of some initiatives developed within the scope of the Union, States and Municipalities. Brazil has developed numerous continuing and/or in-service training programs. Continuing education programs for managers began to be developed in the 1990s.

As Bernado (2019) states, it is important that continuing education is a broader program in which federated entities take action to develop a more systematic policy for this purpose. In general, Brazil has been developing these policies since 1990, as stated by the aforementioned author, which leads us to believe that it has a history of continuing education policies for some time. And this policy needs to continue training and improving future teachers in their professional careers. This process consists of promoting the constant updating and improvement of teachers, so that they can improve their pedagogical practices and keep up with changes and innovations in the educational area.

In addition, it is important that educators are always in contact with new methodologies, technologies and didactic resources that can enhance the teaching-learning process. In this way, continuing education in the teaching-learning process allows teachers to be always up to date and prepared to face the challenges of education, promoting quality teaching and contributing to the integral development of students.

In order to search for new pedagogical horizons, it is recommended that it open a space for reflection on the daily life of professionals, highlighting the challenges and new methodological possibilities, with a view to verifying the real needs faced by the teaching staff. The challenges for the initial career teacher are many, so it is necessary to have a program or project to implement continuing education for this professional. According to



Delors (2003), the beginning teacher does not have all the necessary knowledge to meet all the needs of a classroom, therefore, it is necessary that the teacher continues to study, carrying out a continuing education in order to (re)learn, or (re)signify their daily practices, seeking to improve their knowledge and practices.

For the aforementioned author, throughout the process of continuing education with school teachers, the school community and managers must emphasize what the author calls "professional motivation", as well as the methodological issues applied in the educational routine. The idea is that the training of teachers remains in continuous training so that they improve their pedagogical practices and that this practice does not make them so monotonous and tiring for both parties involved in the teaching-learning process.

According to Rodrigues *et al*, (2017), another important point of continuing education is to facilitate reflective capacities on the teaching practice itself, elevating it to a collective consciousness, which allows the approximation between the processes of change that one wishes to foster in the context of the school and the intentional reflection on the consequences of these changes. The authors point out that: [...] "As continuing education becomes a crucial point for the search for new knowledge and methodologies to facilitate the teaching-learning process, the planning of each stage of this intervention is decisive, to know exactly what to do with teachers" (2017, p. 43).

In summary, continuing education is important to be exercised from the professional insertion and in the initial career of the teacher, which naturally goes through the following phases: transition from student to teacher; initial confrontation with professional reality; shock with reality; a period marked by parallel feelings, survival and discoveries; a period of "learning to teach" and a period of adaptation and balancing between the idealism brought from initial training and the realism required by experiences in the professional context. It is perceived that these phases of the teacher's professional career characterize a very unstable period, therefore, the need for direct and close monitoring of the school management towards the beginning teacher.

It is worth mentioning that as the name itself suggests – continuing education needs to be a continuous process, therefore, there is also the need for this training to continue even in an already consolidated teaching career. Here, it is important to work on the following proposals for continuing education: training in the context of work; indispensable mediation between previous training and immersion in the work context; systematic support program for teachers. The school has a fundamental role in supporting beginning teachers in order to help face problems in a way that reinforces the autonomy and professional



development of the teacher. From the work of these proposals for continuing education work, the teacher will surely have an applaudable and desirable performance.

## TEACHING AND RESEARCH IN TEACHING

In this topic, we will work on the theme from Severino (2008). The daily life of a teacher begins with a systematic planning of professional life. To be a teacher, first of all you need to have a professional life plan, plan your course plan, your discipline and your classes with objectives, justifications, methodology, schedule of activities and a basic bibliography. It is not enough just to teach classes, it is necessary to prepare the class with feasible and predictable criteria to meet the needs of the student. It is as stated by Severino (2008, p. 17) [...] "In the planning of the course, it is necessary to take into account the larger plan of the course, since the course is a part of a whole, organically articulated so that it can adequately respond to the student's formative project".

For the aforementioned author, the teacher needs to plan his pedagogical activities in advance. For him, planning should not be done only due to formal bureaucratic obligations of academic registration, but due to the need for a work script. All planning must be done before the beginning of the school year, when it must be distributed and disseminated to all students. It is a systematic and continuous planning. For example, [...] "Each week, the class must be prepared, scripted, in line and coherence with the discipline plan and with the thematic logic in development". (Severino, 2008. p. 17)

According to Severino (2008), the planning of the discipline should contain the following elements: justification, objectives, thematic contents, work methodology, evaluation, complementary readings and schedule. The justification is to show students the importance and relevance of the topics worked. The objective is about the student's training and goals to be achieved in teaching and learning. Thematic content is the thematic cut of the content that will be worked on. And as for the methodology of the work, it is about announcing the modalities of teaching work and which tasks will be assigned to the students. Regarding the evaluation, the author reports that:

The evaluation must anticipate the processes and products that will be included as material for appreciation and evaluation by the teacher. These elements need to be clearly anticipated and explained, without ambiguity, so that the rules of the game are very clear, marking well the proportion that is due to the demonstration of commitment on the part of the student as well as his effective performance. The evaluation process is, without a doubt, the most complex and delicate dimension of the teaching activity. Its greatest criterion has to be justice. The teacher must be well aware that, in terms of evaluation, the quality of the tasks is more significant than their quantity. (Severino, 2008. p. 19)

First of all, the teacher needs to know how to evaluate what the student is doing, the simplest answer to this question is to evaluate the student's effective performance in the teaching-learning process. Another interesting element to be pointed out in this process is that the quality of the tasks is more important than their quantities. The process of evaluating teaching practice is a challenge. Evaluating presupposes power – situations such as authoritarianism or domination can occur. But in a process of evaluation it cannot occur either by domination or by protectionism, (Severino, 2008). However, the evaluation cannot occur as a punishment between the evaluator and the evaluated. The evaluation has to have a balance and have pre-established evaluation criteria.

Another important point is for the teacher to make a self-assessment of himself. That is, self-evaluation means situating the strengths and weaknesses of the evaluating teacher, this is important because by situating the weaknesses he can seek alternatives to overcome them. In summary, in order to evaluate the student, the teacher needs to have a considerable degree of certainty that he is dealing with a desirable evaluation. And finally, the recommended readings that correspond to the sources that complement the theme of the discipline worked as subsidies for the student to further deepen their knowledge and the schedule that should establish the activities and the period that each one must be completed.

As for research, the research teacher necessarily needs to be in constant improvement, that is, to always be researching, publishing, participating in seminars, among others. Research needs to be part of the teacher's daily life, to be more up-to-date every day. He needs to do several readings and have a theoretical basis for his performance. The teacher does not only need a tenure, but above all professional training in a theoretical and empirical perspective.

According to Severino (2008, p. 14) [...] "There are two reasons why the teacher needs to remain involved with research: first, to follow the historical development of knowledge, second, because knowledge is only realized as the construction of objects". In other words, the researcher needs to have two important dimensions in his professional life: one is the fact that the professor needs to be constantly involved in research projects, research groups, seminars and participation in scientific events. This makes it always up to date with its area of knowledge. The other dimension is the issue of teaching, in which the teacher not only needs to have full knowledge of his disciplinary area of activity, but necessarily to transmit knowledge in an intelligible and comprehensive way to his students, necessarily depends on good strategic didactic-pedagogical practices.

In addition to these attributions of the professional personalized in the educator/researcher, there are others such as the social and political actor in their pedagogical and professional practices. The authors Shigunov Neto; Maciel (2009, p. 09) also reasons in this regard, emphasizing that [...] "The research professor, in addition to being a social actor, is also a political actor. Therefore, it is impossible to try to detach the research teacher from the social and political sphere, because the production of knowledge is always necessarily linked to social interests". Such a statement is in line with those who believe that the production of knowledge is not neutral, unlike the positivists who not only believe but propose the neutrality of science. In other words, at the same time that the teacher plays the role of educator, mediator of knowledge, producer of knowledge, he is also a political actor.

With regard to teaching and research, Shigunov Neto; Maciel (2009, p. 05) [...] report that "it is impossible, unfeasible and unwise to detach teaching from research and vice versa. Knowledge cannot be considered an exclusive good of the academic sphere, for the obvious reason that it can be produced in any act and human space". Here, it is worth remembering that the knowledge produced by researchers and professors in academia differs from all other knowledge, because scientific knowledge is produced by a scientific rigor and character. Currently, with the rise of the extreme right in state institutions, it has caused an avalanche of disqualification of scientific knowledge and has weighed common sense, opinions, and post-truth. This is an oar that goes against the interests and demands of educators and researchers.

Therefore, it is another challenge for researchers and educators in the face of this socio-political reality that the teaching mission is currently in. There is also an idea that teaching does not necessarily need a teacher to be involved in research work. However, there are several authors who will reinforce the idea that the work of teacher and educator cannot separate teaching activities from research activities. Shigunov Neto; Maciel (2009, p. 13) point out that [...] "The concern to understand that the absence of research implies the denial of quality teaching, because without research there is no teaching. The absence of research degrades teaching to levels typical of imitative reproduction". And they also point out that [...] "If research is the reason for teaching, the reverse is true: teaching is the reason for research, if we do not want to feed science as arrogance at the service of private interests". However, it is not enough to be a researcher, you have to produce scientific knowledge in the theoretical-methodological rigors of science.

Mediating knowledge must be part of the act of research, whether in classroom activities, in activities such as socialization of knowledge and, above all, in the social

dissemination of knowledge. In the production of new knowledge, the research teacher must transform all his material from the research into teaching content. By agglutinating the knowledge already accumulated with the knowledge produced in theoretical and empirical research, it will form a teacher, educator and researcher with full conditions to perform his role as a social, political and intellectual actor.

However, there is an important thing to highlight, which is the political role of the educator because it is a very sensitive conditioning. Simply, because to be a political actor, naturally you must have a political position, defend a cause, a flag, which may please some and others not, this is the very delicate point of this conditioning. Roughly speaking, the political role of the educator must start from scientific criteria and the right from freedom of expression to human rights.

Research needs to be transformed into a method of communication, as it is necessary that the knowledge produced is passed on to students and society. In fact, communicating is the role of the educator, which is to transmit knowledge in a way that people and, in the case of students, understand and comprehend what is being transmitted. Research is an important process in the formation of the social subject, as it prepares him to act actively in society. Research is important for the decent, because he will always be up to date with knowledge. The research activities make the researcher aware of current issues, of the themes debated in the past, present and future.

Research as an educational and scientific principle constitutes the emancipatory process that can contribute to the formation of the social subject to act in the career of the teaching professional. Learning and teaching from research that enables the expedient of accumulating information has its side worthy of a constructive and productive attitude of knowledge. According to Shigunov Neto; Maciel (2009), research comprises the ability of the research teacher to elaborate and build, based on the knowledge produced by his own knowledge. Research can be an instrument of reflection and criticism that can contribute to the pedagogical practice of teachers. Research allows reflection that occurs in three distinct moments, before, during and after, with this, the research teacher has the possibility of building scientific knowledge that can be passed on to his students.

However, the professional career of a teacher faces several challenges ahead. One of the challenges the teacher as a researcher faces is to exercise his mission as a researcher, teacher, educator and intellectual, especially with the rise of the extreme right and the cuts in investment directed to science and technology. As for the rise of far-right governments, there was a denial of science and education, including denigrating the image of teachers and educators. As for the cuts in investment in education and science, it is due

to the fact that the State is increasingly reducing spending on education in order to have a positive balance and meet the guidelines of the so-called fiscal responsibility. To overcome such challenges, the organization and political mobilization of the teachers' category is one of the paths to be followed. It is worth remembering that a lot has already been done for academic and scientific research in order to give importance to the training and performance of the research teacher.

## FINAL CONSIDERATIONS

In view of the above and what is pointed out by the literature analyzed, it is necessary to closely monitor the teacher who is starting in his professional career. Professional insertion is a crucial factor for teachers, as it is a moment that faces many challenges such as uncertainties and insecurity in the face of the new social role they will face. The readings pointed out that professional insertion refers to the process by which the teacher enters the professional career, while professional induction refers to the process of monitoring the beginning or beginner teacher during an already consolidated teaching career. Both in professional insertion and induction, it is necessary to monitor and guide teachers with continuing education to promote their adequacy to the work environment.

Continuing education is essential for the development of a solid and satisfying professional career in a constantly changing world of work. Continuing education, in turn, is essential for professionals to keep up to date with new technologies, and especially to acquire skills required to deal with teaching and learning. In a scenario where innovation is permanent, constant updating becomes a competitive advantage in the life of the education professional.

The combination of effective and well-worked insertion and induction, combined with continuing education, contributes to the construction of a more productive work environment committed to work and teaching. Therefore, investing in continuing education is essential for the success of any education professional. Develop activities that unite teaching and research, such as the inclusion of research projects in the disciplines or the holding of seminars and research meetings with students.

Another important point in the professor's career is to align teaching with research, a professor/researcher involved with research plays a fundamental role in the advancement of knowledge in his area of expertise. This performance not only contributes to the academic training of the teacher, but also enriches the experiences of the students, providing them with better knowledge for the students and society in general. Keeping up to date in your area of expertise with publications of your research, participation in seminars,



the teacher will certainly have something to teach. A teacher involved with research is essential for the formation of a solid base of knowledge and investigation, directly influencing the academic, intellectual and scientific development in the institution and in the school community, where he works.

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